

Preliminary Analysis of an Academic Course in English

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[Abstract] As our world has become smaller, we need a language to use in common with people from different nations. The language of English seems to occupy the status of a world language. Schools aiming at making an international contribution therefore require students to acquire English proficiency to carry out this mission. This study delineates some features of one academic course in English, based on the data from questionnaires (N=82), supplemented by some observation and interviews. Firstly, a needs analysis is introduced as a rationale for an academic course in English. Then we interpret the course heuristically. The first issue is that of authenticity, valued in the area of English for Specific Purposes (ESP). Regarding the relevance of using authentic texts, the results from the questionnaire suggest that preparation for the course, by reading this authentic English textbook, should have a positive effect on understanding the lecture or academic listening. Accordingly, the second issue is about academic listening. The art of listening is essential for students taking an academic course in English. The statistical analysis based on the results of questionnaire (N=82) reveals that their attitudes towards English have little effect on their listening comprehension of the academic subject. Comprehension levels are also influenced by the contents such as lectures, jokes and video. The third issue is about different learning contexts: the lecture-style or group work. Different classroom cultures between a Japanese context and an English-speaking context are also considered. The strengths are found in group-work compared with the lecture. In addition, English linguistic imperialism relating to world English is discussed and finally the implications for teaching are discussed.

[Keywords] ESP (English for specific purposes), need analysis, authenticity of textbook, academic listening, English linguistic imperialism

English as a world language has become ubiquitous. Accordingly, English has started to function as the medium of instruction at university level in countries where the first language is not English (Flowerdew & Miller, 1996). In the Japanese context, Akashi (2002) postulates the importance of teaching English for specific purposes (ESP) in order for Japan to survive in this shrinking globe. Akashi advises us that Japanese college students should acquire English not only for communication but also for academic purposes and gaining various perspectives. This paper investigates an English lecture situation in which Japanese college students are taught in English. First we will present the brief needs analysis for the purpose of rationalizing the necessity of learning ESP, and then analyze the actual results of a student questionnaire on their experiences in an academic course delivered in English. The questionnaire was developed by the second author and then examined and modified by senior faculty members. Then we will interpret the findings, focusing on the relevance of authentic-

ity in the textbook, academic listening or the level of understanding the class by students including cultural expectations. Lastly we will shed light on 'English linguistic imperialism'. The findings are based on questionnaires administered to 82 students, supplemented observation and follow-up interviews with several students. The pedagogical implications and the following research questions for in-depth study in the future are briefly presented.

1. Needs analysis

Hutchinson *et. al* (1987) quotes the phrase from Karl Marx; "From each according to his abilities, to each according to his needs" (p. 57). On the other hand, Jordan (1997) quotes the phrase from Richards *et al.* (1992) for description of needs analysis as follows.

The process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities...[it] makes use of both sub-

jective and objective information(p. 20)

Jordan(1997)places needs analysis as a starting point for devising courses and proposes, 1. target-situation analysis, 2. present-situation analysis, 3. strategy analysis, and 4. means analysis as the dimensions involved in analyzing needs. Though we believe that these four dimensions are interacting and somewhat overlapping, we will list the needs for the college based on these categories.

Target-situation

The college has set a goal of educating the students so that they can contribute to international health care cooperation. Therefore, the students are required to acquire English skills proficient enough to perform this mission. In attempting to achieve this goal, one course of nursing in each school year is taught in English.

Present-situation, means & strategy

Last year, one academic course was delivered in English to the first year students. A non-Japanese professor, with a doctorate from an American University, taught the course in English. There were some complaints from the students that it was too hard for them, indicating that there was a gap between the professor's expectations and the students' proficiency in English. However, all in all, it was deemed to be successful, judging by the standard of the papers written by the students. The same course has been taught again to the first year students by the same professor, but this year some Japanese instructors are in the class to help the students understand the class better. In addition, a summary of the class has been given in Japanese at the end of each class.

For the second year students this year, a lecturer was invited from the States and assigned to teach another academic course, as the administrators believe that this subject area has been more fully developed in the U. S. and would therefore be more beneficial for the students. A professor with an MA from an American university and the present authors were assigned to help the Japanese faculty members with English when necessary. We were asked not to translate English for the students. However, the students were encouraged to visit us when they needed any help with the English in the course. In this way, we were able to have access to classes on this academic course and to observe them directly and have

some chances to interview with some students.

As another step in meeting the target designated by the government, the students are going to spend two weeks training in a hospital in an Asian country where Japanese is not used. They will have to communicate there in English, so they have a real need to use English. Both the instructors in these academic courses are non-native speakers of English, which gives the students the opportunity to familiarize themselves with non-standard English or one of the World Englishes.

Present situation of students

Regarding the students' needs, the eagerness to improve English is great, judging from the self-report questionnaire which shows that the averaged score of item 6.3. (see Appendix) is 2.4 in 3-level scaling system, which shows that the majority of the students would like to improve their English proficiency. From the interview data, some students revealed a strong desire to work for an international organization and know they have to acquire sufficient proficiency in English to do this.

II. Method

Participants

There were one hundred second year students in this study. Ninety-seven students are female and only three are male. In general they seem to have a conscientious attitude towards both academic work and in acquiring the necessary study skills in any subject. The results of the sections to examine the attitude items 1 to 5 in the questionnaire(see Appendix)proved their seriousness, as the following numbers show.

1. Textbook—72/82(88.3%)students bought an English and/or a Japanese textbook(s).
2. a) No absenteeism : 59/82(71.9%) b) No tardiness : 56/82(68.3%)
a) + b) : 41/82(50%)
3. Preparation—never 11 ; seldom 31 ; sometimes 27 ; often 8 ; always 3
Review—never 4 ; seldom 20 ; sometimes 41 ; often 15 ; always 1

Regarding English proficiency, many of the students have the 2nd grade in STEP(Society of test of English proficiency)or equivalent qualifications and none of them have any serious problems in fundamental English in spite of the low self-evaluation in English in the

Table 1 MANOVA (n=82)

	D. V.	Type III square	Df	Averaged sq.	F-value	Sig. (α)
Preparation	Lectures	8.445	4	2.111	4.494	.003
	Jokes	9.499	4	2.375	2.014	.103
	Videos	5.332	4	1.333	1.404	.242
Review	Lectures	.340	4	8.492 E-02	.181	.948
	Jokes	4.533	4	1.133	.961	.435
	Videos	1.191	4	.298	.314	.868
Prep. *Review	Lectures	7.689	8	.961	2.046	.054
	Jokes	13.275	8	1.659	1.408	.210
	Videos	6.438	8	.805	.848	.565

questionnaire(6.1.). However judging from our observations on their performance in the English conversation class since last year, some of them are not very good at listening to and speaking English.

The instructor, a Thai national who has worked in the US for more than thirty years, naturally speaks English with an Asian accent. She has an MA from an American University. In teaching she likes to joke a lot and the students we interviewed told us that they liked her way of teaching.

Data collection

This is an intensive course that corresponds to a one-year 2-credit course. Students take a double-period class, twice a week, which is a total of twenty-eight 90-minutes classes. We were present at the class whenever possible. The questionnaire was administered to all the students present at the last class and oral permission to use their results of this study for research was gained from the students. The questionnaire includes the column for their names in order to avoid irresponsible answers.

III. Findings and discussion

Authenticity in textbook

The textbook for this course is full of terminology. According to Kennedy et. al, using simplified textbooks may cause offense to the learners in the case that the conceptual knowledge of the learner is higher than his/her linguistic level(1984). The students in this study have quite high conceptual knowledge and using an authentic textbook can be considered legitimate. The authenticity in English is also highly valued as some ESP specialists suggest(Douglas, 2000 ; and Dudley-

Evans & St. John, 1998). However, there is also the issue of the negative impact on student motivation, which may result if the students feel unable to cope. Actually, they were requested to read an assigned chapter prior to each class. Most felt it was too difficult to read it without any help, adding that the bilingual handouts prepared by the Japanese professor in charge of this course were much more accessible. Regarding the difficulty of the textbook, relatedness of preparation and review to understanding the class was investigated using SPSS. Table 1 illustrates whether preparation and/or review make a difference in understanding class—that is, lectures, jokes and videos.

Table 1 indicates that only preparation makes a significant difference in understanding lectures(with a 'p' value of 0.05 or less) whilst review, although there should be a little help at least, does not make any significant statistical difference in understanding these three areas. In other words, preparation of the class—such as reading a textbook may enable students to enhance their comprehension in class, as they have improved schemata, which 'explains the way that our background knowledge guides comprehension processes' (Nunan, 1998, p. 67). When they know the contents in the lecture, they can understand the lecture better, which means preparation can improve academic listening skills, which is discussed later. Review is considered less painstaking but not very effective in understanding the class. Preparation is more effective. This result may suggest that reading the textbook in English reading class, for instance, can enhance the students' understanding. The possible benefits of so doing, need to be weighed against both the possible negative impact that this could have on student motivation, and also on the way of teaching. If time is spent only on comprehension of

individual texts, rather than on developing reading skills in general, this might not be in the long-term interests of the students. As the old maxim says, 'give a man a fish and he eats for a day, teach him to fish and he eats forever'. A compromise, in which part of the class time for English reading is devoted to queries related to specific academic courses, might be more beneficial.

Because the textbook for this course has a Japanese version that has two volumes, some of the students bought only the Japanese-translated text. Some students asked us which textbook they should buy and were advised to buy the English textbook on the assumption that the Japanese-versioned textbook functions only as a means of cross checking their comprehension. According to the questionnaire, fifty students out of eighty-two bought the English textbook. In order to find out whether buying an English textbook may make a difference in understanding lectures, jokes and/or videos, a MANOVA (using SPSS) was used to analyze the results. The results indicate that buying an English textbook makes no significant difference in understanding lectures, jokes and/or videos.

Class format

Each regular class consisted of video viewing in English, instruction in English by the lecturer, and a follow-up explanation in Japanese by a Japanese professor. This means that the content of the English video was reinforced by the lecturer, and the content of the lecture in English was reinforced by the following lecture by the Japanese professor. This supplementary explanation in Japanese helped the students understand the class, as can be seen in the results of the questionnaire (6.6) (see Appendix) that shows that 65% (51/82) students think it helped a lot, while only one student said it was not necessary. The students need a bridge from their present level of comprehension to the level required to gain maximum benefit from this course, which is provided by the Japanese. It is suggested, however, that less explanation in Japanese may encourage the students to understand the lectures in English. However, this course is not an English class as such; there needs to be an acceptable balance between students being able to gain the necessary knowledge to perform their role as a specialist effectively in their mother-tongue and between pushing students to improve their English ability. If the goal is that the

students should acquire sufficient English skills to survive as a specialist in the international community, then perhaps a reduction in Japanese assistance would be beneficial.

Academic listening

In order to understand the lecture in English, the students need to improve their academic listening skills. The English language faculty will have to explore appropriate ways to improve students' academic listening skills in addition to academic reading and writing. In Flowerdew (1994) and Flowerdew et al. (1996), it is pointed out that there has been little research in academic listening, compared with other areas such as academic writing. In the coursework carried out in English, in particular, academic listening should be regarded as the most important area for the students because they have to understand what the lecturer says.

Richards (1993) explains the reasons for Japanese students' difficulties in English saying, 'One major reason is simply that most have not been taught listening' (p. 50). He continues to account for this by saying that even when students have "the kind of teaching they received does not adequately prepare them for real-world listening, especially face-to-face encounters with native speakers".

This is a major problem for the educational system as a whole and has recently been recognized. An overhaul of the way that English is taught at high school is taking place, and should, in the future, help improve students' listening ability. However, these changes will take some time, and as Richards points out, many teachers of English have little confidence in their own English and so avoid using it in the classroom. Retraining of English teachers, so that the focus of English is on using and understanding English, rather than solely on grammatical accuracy, will help in this respect. Listening comprehension tests for university entrance exams are rumored to be starting in 2006, and using the entrance exams to force change in the way English is taught is probably an effective way of achieving this goal.

If listening is introduced to the students' curriculum at a young age, familiarity, and hence ease of listening to English, should increase. The issue of authenticity of the listening is also important here. Most academics are convinced that listening to 'authentic' texts is the only way forward, and Richards (1993) criticizes the tapes

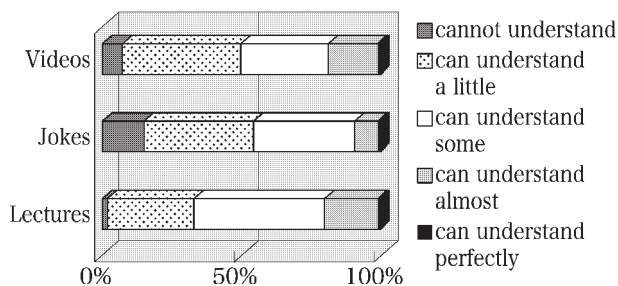


Figure 1 Levels of understanding

that accompany most textbooks, saying 'students were never exposed to casual speech with its rapid pace and colloquial conversation style' (p. 50). A word of caution needs to be sounded here. For older students listening to authentic material can be extremely de-motivating, as they will feel that they will never understand native speakers speaking at natural speed. The truth is however, that they are unlikely ever to need to do so, as native speakers do make allowances for non-native speakers, and speak more slowly as a consequence. Also the skills required for academic listening are not as exacting as those required in conversation. In a lecture environment students are not required to respond so can devote all their processing skills to listening, and most lecturers will reinforce the key points, both verbally and with visual aids, as well as speaking at a slower rate. This is not to deny the importance of listening to being a good speaker of the language, but it is important to make the point that a sudden switch to authentic listening could be counter-productive. If the skill of listening is introduced at a younger age, and the listening is natural, but not necessarily at native speed, then, as students progress through the high school system, they should be able to cope with more advanced listening.

A further advantage of listening, as pointed out by Gregory Clark (2000), an advisor to the Education Ministry in an interview in the Daily Yomiuri, can be done in one's own time, and if students are not coerced into doing this but choose to do it, their listening and speaking ability should greatly improve.

In the longer term, prospective students of colleges in which academic classes are taught in English, should be encouraged to study listening on their own, prior to entering such a college. For students who are already in such a college, it would be unreasonable to expect them to make the leap from high school, in which many have not studied listening, to being required to understand

academic lectures at university/college without any assistance in their mother tongue.

There is some encouragement to be found that in a different questionnaire administered to first and second year students in this survey, second years regarded listening as less problematic than first year students, so it would seem that students' English listening ability is improving and that the students themselves are becoming more confident.

Figure 1 illustrates their levels of academic listening in a real setting-how much they understood the lectures and jokes that the English-speaking instructor gave to them and the video.

Although the figure shows jokes are most difficult for them to understand, we observed that the jokes encouraged the students to be involved in the class and helped them feel more comfortable about lectures delivered in English. These 'affective' considerations are very important in building a rapport between the students and the lecturer, and although it is difficult to measure the impact that jokes have on a students' motivation to listen, anecdotal evidence would suggest that it certainly has some influence. One student remarked that he had understood the joke, but 'after one minute', showing that he had considered it worth investing the time to understand. Whether the students understand the jokes or not, is not really the relevant issue; what is important is that the teacher wants the students to enjoy the classes and shows consideration of their feelings in the class (for a fuller discussion of the affective domain refer to Douglas Brown, 1994). Students are more likely to have a positive attitude towards a class in which they have a good rapport with the teacher, than in one in which they do not. It seemed that the students were able to understand the jokes better as the course progressed.

Flowerdew *et. al* (1996), designate 'humor' as one of six socio-cultural features of lectures in which they see a gap in student and lecturer perception in their Hong Kong study. It was observed that the students were getting used to the jokes and they appreciated the humor the lecturer presented. The figure also shows that the students understood the lectures better than the video. In theory the video should be easier to understand as it provides a visual context in addition to the spoken word, but in practice it was more difficult. Video is one-way; lectures can be interactive. The lecturer sometimes checked if the students understood her lecture well

enough. She gave many examples to aid student comprehension when necessary. In addition, she used simplified English. It is not certain if she did so purposely, but her simple English helped the students understand her lectures more fully. Grading language in this way, without resorting to unnatural English gives students a chance to understand what is being said. If the lecture was delivered without consideration for the fact that the students are non-native speakers, it is highly unlikely that students would even attempt to understand the lecture and would instead only listen for the Japanese explanation. The debate about authenticity of language is an interesting one. In English language classes, it makes sense to use authentic listening as the aim is for students to be able to comprehend English spoken at natural speed. However, the content of such authentic material in language classes, is not of great concern, it is practicing and learning listening strategies that are of importance. This is not the case in a lecture situation, where the content is of most importance, and as a consequence it is necessary for the lecturer to ensure that students understand the message. To achieve this, grading language is an important strategy, as is rephrasing, exemplification, and repetition.

The video used in this course, by contrast, is for native speakers, and no concessions are made to non-natives. Consequently the delivery is very fast—too quick even for native speakers to make notes. It is also full of new vocabulary for the students, so it is not surprising that many students may find it too difficult to understand when shown only once.

We produced a MANOVA to see if there was a relationship between understanding lectures, jokes and videos (dependent variables) and the students' opinions about their English ability, feelings towards English and their eagerness to improve their English (independent variables); however, none of the F-values revealed a significant difference. In other words, none of these independent variables function as a significant factor in understating lectures, jokes and videos.

Lecture vs. group work and cultural consideration

The rest of the class was spent in actual practice. The students were divided into twelve groups with one faculty member who instructed the groups, mainly in Japanese. The lecturer and the chief professor super-

vised all the groups. When the students had any problems, comments or questions, they had access to the lecturer and tried to speak to her in English. When they had a communication problem, they called us. In our observation more students in the group work asked the lecturer a question than in the lecture as the result of questionnaire (7.5) indicates. That is, nearly 60% did so in the groups, which suggests that it is the embarrassment of asking in front of many people. In fact, nearly half of the students admitted that they wanted to speak or ask questions in class but hesitated to do so. Only five students asked questions in open class, according to the data, though we observed that they started to look more comfortable in speaking out, even in front of a large number of people as the course went on. Cultural expectations could account for the apparent reluctance of students to speak in class and Hofstede (1986) has written in depth about how values within cultures determine the behavior deemed appropriate between teacher and student. Nozaki (1996) says

'Japanese collegians' attitudes towards learning are different from those of students in western countries. They are trained to learn by silently watching and observing their teachers; thus, their classroom behavior may seem extremely passive to many foreign teachers, who believe in active participation' (p. 29)

Whilst cultural factors will undeniably influence students' behavior, not wishing to speak in front of a class of 100 students, with up to 10 other teachers present, in a foreign language, is not something that many western students would feel comfortable in doing. What this shows is how beneficial small group work is for students. Not only does it provide a change of focus for the students in shifting from a large-scale lecture to a small group, but it also provides students an opportunity to check their comprehension of the class with fellow students in their native tongue, and it enables them to talk to the professor in a more intimate environment. The additional benefits include giving the professor a chance to gain feedback on how well the class has been understood and to realize that students' reluctance to speak in class is not apathy or boredom, but due to the size of the class. Teachers, as well as students, need to gain feedback on their performance and this can take place in small group work. Group-work also provides the opportunity for a rapport to develop between the teacher and the student—a feature which is unlikely to

occur in a lecture style with a large class.

Exams in English and 'English linguistic imperialism'

A mid-term examination was administered in English. No Japanese supplementary explanation was given but the students were allowed to use a regular dictionary, however no specialty dictionaries were allowed. According to the lecturer, the students did very well on the exam. The final examination was given in a similar way with a similar result. According to the data, 63% said the first exam was 'easy' or 'too easy' and only 2% said it was difficult. For the second exam, 27% said it was easy, 52% said it was appropriate and 15% said it was difficult. These numbers suggests the second exam was a little more difficult than the first exam but even the second exam could be made a little harder.

Having the exam in English has an important effect on how students study. The concept of 'backwash' or 'wash back', meaning that teachers teach for exams and students study for exams, is now regarded as an extremely important factor in education as a whole (Shohamy 2001, Hughes 1989). It is likely that if the students were tested in Japanese, there would be little incentive for students to listen to the lectures or to prepare or review in English. They could, if the test were not in English, concern themselves only with the Japanese. In this respect the exam is beneficial in making the students reach the goals set by the college regarding English proficiency. However, there is another issue of importance, which is that any test in English is first and foremost a test of English rather than of the content matter. Any expert in any field could fail a test in an area of expertise in a foreign language, if the test were written at a level beyond the individual's language level. Williams and Burden(1997)believe that anyone can learn a second language, but there would seem to be little concrete evidence to back this up, and taking a test in English will strain the English reading skills of some students. Whilst all students were successful in passing these examinations, it is entirely possible that a student could fail such an examination due to poor language skills rather than lack of knowledge about the content. To avoid such a scenario, if any student failing the test in English were allowed to sit a similar level examination in Japanese, it would be possible to discern if the problem was related to poor

English ability or lack of knowledge of the course content.

This issue touches on the complex and contentious issue of the role of the English language in other countries. Phillipson(1992)sees the spread of English as 'linguistic imperialism', whereas Crystal(1997)believes English is a democratizing influence, which he presumes to be a positive aspect. It is very difficult not to teach or at least imply a different way of seeing things when teaching or lecturing in the English language. This is not to say that it needs to be adhered to, but that the students have exposure to another culture, and the ability to understand the perspectives of people from other cultures. If English is regarded as a tool for communication,—neither superior or inferior to any other language—then it should be an asset for students. In the course described here, the lecturers of English are non-native speakers of English, which demonstrates that English is being used as a tool for imparting knowledge. If values, assuming they can be distilled, of the native English speaking world were replacing Japanese values, then there would be cause for concern. The stated aim of the college is to 'produce leaders' and as the international language at present is English, then it could be argued that by not having the necessary English skills to contribute to any global debate on specialty, Japanese values would be more adversely affected. The role of English as an international language is an issue that rightly concerns many. It is important that it is used only as a tool for communication.

IV. Concluding remarks and implications

Since English has been used as a medium for international society, instruction of academic subjects in English is valued at this college, with the purpose of educating and developing the students to be capable of contributing to international community. More specifically, learning an academic course in English can provide the students with many benefits such as, learning up-to-date knowledge and skills from other countries ; improving students English proficiency especially in academic listening by giving them a real need to understand English ; learning about different classroom cultures.

Teaching related matters from this study

Utilizing group work would seem to be a valuable as students are more likely to take the opportunity to clarify understanding and to interact with the teacher. Students are understandably reluctant to ask questions in open class, so this style of teaching would seem to be beneficial to students.

Lack of practice in listening would seem to be causing students some problems in more fully understanding their classes. Encouraging future students to listen to the radio or to television programs before joining the college would help them in understanding these classes more fully. For current students, more time spent on listening to more natural material in English class might be beneficial. Having the opportunity to ask a course specialist questions about the class on an individual basis might also be beneficial for students. Increasing the level of difficulty of the examinations, bearing in mind the need to keep the English within the comprehension of the students, would also seem to be desirable.

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英語による専門科目講義に関する予備的研究

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【要旨】 グローバル化する現在、母語の異なった人々が共通して用いる言語が必要であるが、今のところ英語がその役割を担っているようだ。したがって、国際貢献を目指す大学では学生に英語力を十分に身につけることが要求される。本研究では、英語による専門科目の特徴を質問紙(回答数：82)の結果に基づき考察する。観察所見やインタビューからの知見は適宜補完する。まず、英語で専門科目を指導する根拠としてニーズ分析に触れる。その上で、発見的手法で対象講義を解釈する。第一の論点として挙げるのは、真正性についてであるが、この点は専門英語(ESP)の分野では重要視されている。真正性をもつ教科書つまり原書の妥当性を裏付けるものとして、原書を読んで予習することが講義の理解いわゆるアカデミックリスニングにより効果をもたらすことが質問紙の結果から示唆された。第二の論点として講義理解(アカデミックリスニング)に焦点を当てる。リスニングは専門科目を英語で受ける学生にとって必須である。質問紙の結果を統計処理した結果、学生の英語に対する気持ちは講義理解に決め手となるような影響を与えていないことが示唆された。講義理解のレベルはまた内容に左右される。第三の論点は、学習環境についてあり、講義形式とグループワークの比較を試みる。その中で日本の授業と英語による授業の文化比較をする。結果としてグループワークのほうが講義形式より利点が多いと考えられる。また、世界言語としての英語という観点から英語言語帝国主義について考察し、最後に研究の結果を踏まえた教育的含意を提示する。

Appendix

Questionnaire about English in Physical Assessment Class

Date 7/10/2002 ID #

Name

*該当するものに印をつけてください。(Mark your choice.) 評価対象外 (not for evaluation)

1. 教科書について (About textbooks)

1.1. 原著(英語)の教科書を買いましたか。Did you buy the textbook in English? 1) Yes 2) No

1.2. 日本語版の教科書 (Japanese version of textbooks)

1.2.1. 日本語版の教科書, 上下巻両方買いましたか。Did you buy both volumes? 1) Yes 2) No

1.2.2. 上巻だけ買いましたか。Did you buy only the first volume? 1) Yes 2) No

1.2.3. 下巻だけ買いましたか。Did you buy only the first volume? 1) Yes 2) No

2. 辞書について (About your dictionaries)

2.1. どのような辞書をもっていますか。What kind of dictionary do you have?

1) リーダース 2) ジーニアス 3) 医学辞書 4) その他()

2.2. 教室に辞書を持ってきましたか。Did you bring your dictionary to the classroom? 1) Yes 2) No

1) Yes の場合。(In the case of 1) Yes.)

1) 英和辞書のみ (only English-Japanese) 2) 和英辞書のみ (only Japanese-English) 3) 両方 (both)

3. 出欠について (About attendance)

3.1. 何日欠席をしましたか。How many sessions did you miss?

1) none 2) 1 session 3) 2 sessions 4) more than 3 sessions

3.2. 何回遅刻をしましたか。How many times were you late?

1) none 2) once 3) twice 4) 3 times 5) 4 times 6) more than 5 times

4. 予習について (About preparation)

4.1. 授業の予習をしましたか。Did you prepare for the class? 1) never 2) seldom 3) sometimes 4) often 5) always

4.2. 予習の内容について。(複数回答可) What did you do for preparation?

1) Read an English textbook. 2) Read a Japanese textbook 3) Read both.

4) Check the terminology. 5) Read the handout. 6) Other. (Specify :)

5. 復習について (About review)

5.1. 授業の復習をしましたか。Did you review the class?

1) never 2) seldom 3) sometimes 4) often 5) always

5.2. 復習の内容について。What did you do for review?

1) Read the English textbook. 2) Read the Japanese textbook 3) Read both.

4) Memorized the terminology. 5) Read the handout. 6) Other. (Specify :)

6. 英語について (About your English)

6.1. 英語力について。What do you think of your English proficiency?

1) excellent 2) good 3) so-so 4) poor 5) terrible

6.2. 英語に対する気持ち。How do you feel about English?

1) Love it. 2) Like it. 3) No feelings. 4) Don't like it 5) Hate it.

6.3. 英語力向上について。Would you like to improve your English?

1) Yes, very much. 2) Yes, but not very ambitious. 3) Not interested at all.

6.4. 授業に必要な専門用語について。About the terminology for this course.

1) No problem. 2) OK. 3) Hard but managed. 4) Gave up.

7. 授業について (About the class)

7.1. ***先生の講義は理解できましたか。Did you understand Prof. ***' lectures?

1) Did not understand them at all 2) Understood just a little. 3) Understood some parts of them.

4) Understood almost all of them. 5) Understood them perfectly.

7.2. ***先生のジョークは理解できましたか。Did you understand her jokes?

1) Did not understand them at all 2) Understood just a few of them. 3) Understood some of them.

4) Understood almost all of them 5) Understood them perfectly.

7.3. 理解できない時は、どうしましたか。(複数回答または無回答可) What did you do when you didn't?

- 1) Just ignored it. 2) Smiled and/or nodded. 3) Went to sleep. 4) Asked your friend.
5) Wanted to ask her to repeat it but did not. 6) Other.(Specify: _____)

7.4. 英語でのビデオの説明は、理解できましたか。Did you understand the video?

- 1) Did not understand it at all 2) Understood just a little of it. 3) Understood some part of it.
4) Understood almost all of it 5) Understood it perfectly.

7.5. 発言について。(複数回答可)

Did you ask a question or comment to Prof. ***in the lecture?

- 1) Asked her a question in public. 2) Asked her a question in private. 3) Made a comment to her in public.
4) Made a comment to her in private. 5) Wanted to do so but did not. 6) Neither wanted to nor did so.

Did you ask a question or comment to Prof. ***in the group work?

- 1) Asked her a question. 2) Made her a comment to her.
3) Wanted to do so but did not. 4) Neither wanted to nor did so.

7.6. 日本語での補足説明について。What do you think of supplementary explanations in Japanese?

- 1) Helped a lot. 2) Helped somewhat. 3) Helped a little. 4) Did not help at all. 5) Not needed.

7.7. どのような時にほほえんだりうなずいたりしたと思いますか。(複数回答可)

When do you think you smiled and/or nodded?

- 1) No idea. 2) When I agreed. 3) When I understood fully. 4) When I understood a little.
5) When I listened attentively. 6) When I did not understand. 7) Other.(Specify: _____)

7.8. 講義中、居眠りをしてしまいましたか。Did you take a nap in class?

- 1) Every time. 2) Often. 3) Sometimes. 4) Seldom. 5) Never. Not needed.

8. テストについて。(About exams.)

8.1. 第一回筆記試験(First written exam.)

- 1) Too easy. 2) Easy. 3) Appropriate. 4) Difficult. 5) Too difficult.

Your score was(_____). You need not write it if you don't want to.

8.2. 第二回筆記試験(Second written exam.)

- 1) Too easy. 2) Easy. 3) Appropriate. 4) Difficult. 5) Too difficult.

Your score was(_____). You need not write it if you don't want to. If I can interview you, please fill in your contact number.(_____)