

報告

Preliminary Report on Linguistic Readiness of Japanese Students Studying at an American University

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< Abstract >

This study looks at the strengths and perceived weaknesses of Japanese students studying at a private American university. Eight students and eight native English instructors were interviewed for this study using two questionnaires. The instructors all found Japanese female students to be highly motivated with good study skills, but lacking in the skill of self-expression due to a lack of linguistic experience. The students all felt that they were better able to achieve progress in their English ability in the States because they were compelled to use English to survive. A gap was noticed between students' and teachers' perceptions of areas of weaknesses and strengths in Japanese learners.

Keywords: TOEFL, TOEFL iBT, TOEFL (ITP), ETS, ELI

I Introduction

About 150,000 Japanese take the TOEFL test every year, which is about 20% of the total test-takers in the world. Educational Testing Service (ETS) has announced that a new-generation on-line Test of English as Foreign Language iBT (TOEFL) will come into operation in 2006 in Japan. A significant change in the test is that it will be an Internet-based test with a mandatory speaking and writing component. The new test will examine comprehensive abilities in listening, reading, writing and speaking. After taking the test, each examinee will receive specific comments from ETS experts, so they can learn their strengths and weaknesses. The reason for this change is that many university professors complained that a high score on the TOEFL test did not necessarily mean that a student was academically prepared for university studies. The ETS states on their website that:

“TOEFL iBT emphasizes integrated skills and provides better information to institutions about students' ability to communicate in an academic setting

and their readiness for academic coursework. With Internet-based testing, ETS can capture speech and score responses in a standardized manner.”

According to Bruce Rogers, a TOEFL expert, “Part Two is being phased out. No more error correction, or fill in the blank. Instead, there will be four sections, the first two with listening questions and answers, either spoken or in writing. The second two sections will be reading with answers, either spoken or in writing. This is a drastic change. The listening will be very realistic language, language from everyday situations, not just in classrooms or academic situations.”

This study looks at the strengths and perceived weaknesses of Japanese students studying at a private American university. Eight students and eight native English instructors were interviewed for this study using two questionnaires. The point of this study is to discover how to better develop programs that will help students reach their goals as English learners. Having said that we realize that a TOEFL score is not an end in itself, Bruce Roberts puts it well in a recent interview, “Tests are changing, but I believe

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they're getting better. Preparation is good, but preparation can do only so much. There are lots of sins committed in the name of TOEFL preparation. The best way to prepare is to learn English."

II Method

Participants

Eight Japanese female students studying at Mercer University in Macon, Georgia (or its English Language Institute in Atlanta) and seven instructors from Mercer University's English Language Institute volunteered to participate. The students' ages ranged from 20 to 25 years of age. Six of the instructors were women and one was a man. Volunteers were paid for their participation and were treated in accordance with the "Ethical Principles of Psychologist and Code of Conduct" (American Psychological Association, 1992).

Materials and Procedure

Individual interviews were conducted and recorded using a TCS-600 Sony Cassette-Corder in Atlanta and Macon, Georgia. Two questionnaires were developed for this research. Appendix A is a student questionnaire of 10 items and Appendix B is a teacher questionnaire of eight items. These private interviews varied from 10-15 minutes apiece.

III Results

Student's Interviews

1. How long have you been studying here at Mercer's ELI and at what level are you now studying at?

Students must have a TOEFL score of 550 to enter Mercer University. Two students were exchange students from a Japanese University and reported that they had TOEFL scores high enough to enter regular university courses. The other students spent anywhere from six months to a year and a half studying at the ELI before entering regular university courses. Students were given a placement test upon entering the ELI, then were placed in one of six levels. On completing the sixth level they

are given the Michigan Test and need to receive a score of 70 or more on the MTELP (Michigan Test of English Language Proficiency).

2. How long did you study English before you came to the United States and how did you study?

All students reported having studied English since junior high school. One student said, "Uhh...I always study reading and writing in the school, but speaking or listening, once I've become a university student, I start to speak or listen."

3. What was your TOEFL, TOEIC, Michigan score, Step (Eiken) grade or English level before you came to the ELI and how many times have you taken a standardized test?

Most ELI students come with a score of around 450 or about 100 points less than what they need to enter the university. Two of the students interviewed had TOEFL scores of above 550 when they came as exchange students, so did not have to enter the ELI. Two students who graduated from a junior college had made gains of 64 and 84 in the two years of their junior college years.

4. Speaking of the four English skills, listening, speaking reading and writing, which presents the biggest problem for you? Can you explain?

Three students thought reading was the hardest, while three thought speaking was the hardest and two thought writing was the most difficult. Interestingly enough, none of the students thought that listening was the biggest problem. Students in the higher level ELI courses or already in the university found reading and writing more difficult while the lower level students had more difficulty with speaking. One student remarked, "I think reading is most difficult. The umm...the word...our language-Japanese language- is totally different. Not original. Sometimes we don't have enough time to study, but we have to read a lot so we learn to read by context. We also have to write summary...have to write summary and understand context." Another said, "Umm. Writing. I didn't write an essay in English before." Students'

comments about the difficulties of reading were interesting. One said, "Speaking. Positive attitude or positive action is needed as well as courage when speaking English." Still another remarked, "That would be speaking, because in Japan when they teach English, they don't make us speak English in classes. They just make us do grammar."

5. How would you describe your English study habits here at the ELI? For example, how many hours a day do you spend on homework?

Most students reported studying 2 or 3 hours most nights and 4 or 5 hours on the weekends. One student got up at 3:00 a.m. and studied until 6:00 every morning. Two students described their study habits in detail. One said; "I don't know; every day about three hours on average. Not enough. On weekends it is more than five hours because reading takes a long time. Oh...it depends on the book but I read about six pages an hour." The other in even more detail explained "I study for classes for many hours. Like, I will tell you my day. Wake up 8:30 in the morning and go to class at 9 o'clock. At 10 o'clock I finish my class. From 10-12 I go to the library. From 12 to 1 I will do the class. 1 to 2, I eat. 2 to 3, I have a class. 3 to 5 I will go to the library. And 5 to 7, I will relax and go eat dinner. From 7 to 12 I go the library. Then I have some break. After that I usually go to my friend's room, and then I study. Around 2 or 2:30 or 3 a.m., I go back to my room and go to bed. And the reading takes so much time. I'm so happy to be here because I was in Japan, and to study...I would never study. I live here so I study. Yeah, I'm really happy to be here, and I learn a lot of things."

6. Have you reached a point where you sometimes think in English instead of Japanese?

Some students reported thinking and even at times dreaming in English while most said it was still mixed. One student said, "Yes I think in English. If I think in Japanese, I cannot talk in English."

7. Do you have any language problems in your daily life here, for example in adjusting to the culture, making friends, traveling, shopping or ordering food?

Different accents, speaking on the telephone, and ordering food seemed to cause the most difficulty for most students. One student said,

"Yes. They don't understand my conversation because of my accent, and here they have a strong southern accent. Even if I try to speak clearly yes, but still they cannot...one of my roommates speaks strong southern accent, and she hasn't had cross-cultural experience. It is frustrating." Another made this observation, "Sometimes, I think in America with the individual society. Sometimes people criticize directly so it's very difficult for Japanese people." Another student reported an instance of frustration, "No problems, but...recently, I feel cultural diversity or cultural difference makes me so stressed out. Like just big stuff. It's like; don't talk bad things about meal or something. That kinda stuff. Okay okay. Me and my friend had a fight, and I really wanted to talk to her. And we are talking in the room. After that, we decided to go out to eat. I was so emotional, and I really wanted to continue the conversation, but after we got into the cafeteria, she was completely normal, and I couldn't stand it. I wanted to continue our discussion. I told her, 'Please don't act like that. I needed to talk to you.' And she told me 'We cannot talk. Because we are fighting, we cannot talk about that kind of stuff over the meal. After the meal we can talk.' At the time, I was so frustrated. Yeah, I understand it's different culture."

8. Describe your most frustrating experience in ELI class.

All the students expressed frustration with not being able to communicate their own opinion or to argue a point. One student said, "I...was arguing with my friends about the environment, and I know what I want to say, but I cannot say exactly what I want to say in English and, they don't understand what I mean. It was so frustrating." Another student shared a difficult classroom

experience, "Uh huh. Two years ago, I was taking communication class and the professor.... he did like discussion, and he didn't divide us into groups. Plus the whole class should talk each other and he like...I was listening to people, but I couldn't think what I could say while listening to other people so it was hard, and I couldn't say anything. I was so frustrated, and every time he...not every time, but he did quizzes without telling us, and it was comprehensive every time." Still another student described her class.

"In the class...yeah....last semester I took a political science class, and uhh, most of them were black women so I think black women are very opinionated and very attractive, and most of the students they say something in the class. I try to say something, but I couldn't say something even though I have an opinion." One student commented on her progress in expressing her own opinion, "Yeah. Right now, it's okay to express my feelings and my thinking. When I was in the ELI, I couldn't. I couldn't at all. I could say like, "Hey, how are you?" but not, "I don't like that." Yeah, I can't do that. That's only thing. After that, I cannot talk. Why I want to do. I don't know. I could not express. It was so frustrating."

9. Do you feel you are learning more English here than you could have in Japan? Explain why.

All of the students seemed to feel they could learn English more in the U.S. than they could in Japan. One student simply said, "Yes. I'm very happy to be in this environment. Everything is in English so I have to speak in English." Another commented, "Yes, I do. I'm always surrounded by English. I have to speak English. I think that's good because in Japan, we can speak only Japanese, and we can communicate in Japanese so we don't have to speak English." Still another student took a balanced approach: "Umm...I think, first of all, I think I have to learn the basic stuff in Japan like vocabulary and grammar. These two things, though we speak a lot with American friends, we have to learn by ourselves. But, uh, thinking about the speaking, I think we improve speaking when we stay in America."

10. What is your goal as a language learner, for example, speaking with American friends fluently, understanding movies or reading a novel in English without a dictionary?

Most students mentioned using English in their future work and for travel. One student makes these comments, which seemed to represent the general feeling of all the students: "Why...it was my dream since I started English in middle school....they all wanted us to speak English...I don't know the reason, but I always wanted to speak English fluently. Hmm... I think the best thing is not to hesitate. I think to speak English, you have to practice and not hesitate."

Teacher's Interviews

1. Can you describe the motivation and attitude of the typical Japanese student who comes to study here at Mercer University?

All the teachers described Japanese students as highly motivated. The following comments were typical of their comments, "The Japanese students that I've worked with have come here with an attitude of enthusiasm and curiosity." Another said, "Yes, the typical Japanese student here is motivated. Very polite. Rather pleasant and sophisticated. I'd say more mature...I think they're so polite that it makes them seem more mature." One instructor concluded: "They come with a purpose. They usually have a direct trend in their future career, and they're not just here because their parents want them to be. I find that they have an attitude of a little bit of stress; a stress attitude. They want to do such a good job in using appropriate... They cannot accept the fact that they can do less than perfect and still be successful in learning. I find them better prepared than my Latin or Middle Eastern students. I don't find them as prepared in grammar as my Korean students."

2. What particular character or strengths or weaknesses do your Japanese students have?

The teachers listed Japanese students' strengths as; polite, enthusiastic, organized, prepared, hard working, diligent with good study habits. The

weak points mentioned were a lack of participation in class, getting discouraged and not asking for help. Several instructors mentioned not seeking out help. They'll go to maybe a friend or someone else, but they won't go to a professor or the learning skills center or a place they might be able to get the appropriate help they need. That's the biggest weakness I see because in a sense it embarrasses them to have to admit they don't know how to do something whereas the American student is accustomed to saying "I don't know how to do this." One teacher thought Japanese students were too serious. "I don't see any weaknesses just the fact they need to lighten up. Express themselves...lighten up. Take things more easily. Right. Umm...they're very umm...perhaps too... They may be too much test-oriented. They don't branch out. Tight and too serious." Another teacher commented: "They're very reserved. Making choices is difficult for them, and I find that very difficult to help them overcome." One teacher remarked that a strength could also be a weakness, "Again, I would tend to say strengths: study habits, study skills. Umm...but that can also be a weakness, because the Japanese students who tend to learn are the outgoing ones who go play basketball in the gym and umm go off to parties or whatever. But they're with other people. The people-oriented ones that...umm is good for language study."

3. Speaking of the four English skills, listening, speaking, reading and writing, which presents the biggest problem for Japanese students?

Listening was listed most often as the biggest problem, with teachers teaching at the higher levels listing writing as the biggest problem for Japanese students. When asked why listening was a problem one teacher said, "Lack of experience." Another theorized that, "I would say listening because I think that in their home countries they study so much grammar and writing in school, and they study listening and speaking much less so they're more intimidated by it." Another teacher made some suggestions about listening improvement. "Their listening vocabulary does not equal their reading

vocabulary. I think experience, the amount of time they use for listening...the Latinos spend more time watching American movies, listening to American music. When you discuss with Japanese students how much time they watch television, they don't because they're studying, grammar, and we say at the advanced level, the easiest way to get fluent in listening is to just listen. Turn on 750 on your dial, and listen to the radio. Watch television one or two hours a night without the Japanese subtitles. Watch movies - go to the movies. Go to the mall. Sit in the food court with coffee and listen to Americans interact. Listen, but get practical English because they fail their written attempts because they have nothing to write about." With writing one teacher said, "Writing. Writing. Without doubt, and it's in my...again from my perspective; it has to do with the structure of the Japanese language as opposed to the structure of the English language. There are no similarities. Say, there are similarities in structure of the English language with the Romance languages, but not so with the Japanese language. Several teachers mentioned the overuse of the English to Japanese electronic dictionaries, uh, for reading if they put enough effort into it, they do understand it, and it might be very time consuming. When I do see their books, they find every single word in the dictionary, there's *kanji* written all over the page, and you can tell that they study, they put effort into it; but I know there's a limitation when it comes to writing and speaking."

4. In your interaction with Japanese students, can they understand what you say and make themselves understood? What are the obstacles if any to good communication?

All the teachers interviewed felt their students could understand them and make themselves understood fairly well. In the way of obstacles to good communication one teacher said, "One obstacle would be, females, women students in Japan, are not as accustomed to expressing their opinions as American women are, and that is an obstacle in an American University because rather than express an opinion, they will remain quiet. Another obstacle

is in that same category of ideas is their fear of being thought of as not smart or not intelligent because they can't express themselves well, and again, they won't communicate because of that, and it's not so much the case with American students. They generally will come right out and say whatever they want to. I think that's the biggest obstacle I see." Another simply said, "Comfort, they are not comfortable with face to face communication." One instructor said, "Sometimes with Japanese students because they are not ready and are reserved, you have to look for more subtle communication they understand. You have to look for a response." Another felt trust was important, "I think likeness for their teacher, knowing when it's okay to tell the teacher they don't understand or that their teacher may have made a mistake. Or some kind of thing they're afraid might alienate the teacher if they're not exactly right. One teacher thought it was an Asian thing, "I think that they have a tendency to be very Asian, and they have a difficult time presenting themselves with problems to the teacher. Arguing or bringing their own opinion to the situation. When I ask, 'What's wrong?' or 'Why do you seem to be upset with this?' or 'Do you understand why I've marked that?' They won't accept the fact that I had given them a 60, but they won't ask *why* [I have given them a 60]. The Turkish will [ask] and the Middle Eastern students, and the French, and all the African students [too]. That's the way they learned to do that with their native culture. Of course, we're dealing with an Asian Culture. The teacher is always right, and we say 'Hey we make mistakes. Let's talk about what I said and why you feel this way.'"

5. How could Japanese students be better prepared in their language skills before they come to the States to study?

The teachers all had constructive suggestions which are included below, some in their entirety. One teacher stated, "I think there needs to be a reevaluation of the way that English is taught to the students. I think they need...they pretty much can read the language. You don't have a problem with that, but they have great difficulty with

expressing themselves in a written format and also in a spoken format so there probably needs to be some study of the language in terms of the structure and there also needs to be some practice in speaking and listening. The four tenants of language study with English...any language, uhh, speaking, listening, reading, writing; reading is usually the strongest thing they come with, and then the other three are the weakest. I think that with a language program there needs to be a reevaluation to address that. I also think that classes need to be taught in English. It's... I think it's very difficult to teach them how to communicate in English if you are communicating to them in Japanese. Having studied a foreign language as a college student and having one in a college, in my junior and senior classes, all communication was in the language. Every direction, every paper, every report was in the studying. No English at all." Another said, "I think the more experience you have an informal conversation. Umm, they're still too formal. The more they do, the better they'll be." "Well, I always recommend reading more for pleasure. If they can get their hands on some novels. I believe conversation classes too, based on their interests. Something that will get them excited enough to converse." One teacher commented, "I think, well... pronunciation or listening are things they definitely need to study, but I think they do need to do a little bit more of writing practice. More writing, and grammar; it's really hard if they don't have a good grasp of grammar. The form... they know the form but they just don't know the meaning and the use of it, because for example I want them to change active to passive; they can do it all day, they know how to fit the object to the subject, they know how to change the verb tenses; but actually they don't know *why* they're doing it, and they don't know the meaning of it as well, so I guess... I don't want to go into the Japanese English educational system, but that's what they need to focus on, and I'm pretty sure they're aware of it as well. I think they need more authentic English. They need to read more American papers. American magazines rather than textbooks that are designed to elicit

certain responses. Another teacher complained, "I find they are blank filler-inners. They're wonderful at filling in the blanks. Yeah, they want me...we're having a vocabulary tests of 150 words tomorrow, and we're having two essays. Two high school level essays. One on "How Do You Learn a Language and What are Your Problems?" and one on "How Does Your Motivation and Attitude Affect Your Language Learning?" These two essays go together, and now they have to synthesize that information and take a test over it, and the number one question that I've been getting is "What's on the test? How do I study?" How do you help them to authenticate what they've read and then synthesize it? So, it's not book memory. They would love for me to give them 'this is the answer, this is the answer, this is the answer.' And give them answers with true, false, true, false, or they can choose the answer. A, B or C, so they can give the correct response. They can memorize a correct response, but when they have to produce an authentic answer; they don't have that I think that and real listening. I ask.. uhh, Aiya and Atsuko, and none of my Japanese students have seen any movies. They've seen nothing with reference to American History. They have a lack of experience. A lack of background. I know in Japan that would be a waste of time, but to see the Irish immigration, we study the Great Migration, New Orleans, Boston, and we study the Irish. We're studying American History."

6. How would you describe the typical study habits of a Japanese student studying here at Mercer University?

All teachers agreed the Japanese students studied very hard but many of them felt that their study methods could be improved. For example, one teacher said, "Well, they sit down to open up their little electronic dictionaries and translate every single word; I guess they spend more time studying, but the productivity is not... It does not produce the results of other studying habits. Probably they should socialize more. And it also doesn't fit the American standard as well, because we want them to produce more, but I think with the Japanese and

also in the Korean culture, we want them to have more input." Another teacher observed the hard study but had some reservations, "I wish I could say that American students would study as hard as they would. They [Japanese] have a very strong work ethic, and for this the Japanese education system and Japanese parents are to be commended because they do work very, very hard. They study, umm, they spend hours, and yet, I think that some of their hard work could be alleviated if they would seek help from their proper source." Another teacher felt, "Study habits...ooh this is difficult. They copy stuff out of the book, but they spend so much time with that, so they don't get out. [Too disciplined] They need to get out more and use the language." One teacher mentioned the problem of Japanese students plagiarizing on their homework, "They also...it's frustrating they want to plagiarize. In level four, and we're doing essay writing, and they are to write about an American city. They go to the Internet. They bring the article. They connect..and I write 'This sounds copied' and they come to me and say, 'I didn't copy it.' So I take the article and mark the whole forte. Student: "Well, I only copied that part. The whole article is about Chicago. 'Me:'But you copied four sentences. You copied them word-for-word. They're better than I can write them, and when I see your introduction with ten mistakes and two paragraphs that are perfect, I know it's not you. 'Student:'But it is me, I took it from the author.' Well we can learn to make quotations, but I think we have a cultural divide about what it means to copy."

7. What is the most frustrating thing about teaching Japanese students?

Most teachers mentioned getting students to talk, express their own opinions, and argue a point. Here are some quotations from the teachers. "For me the most frustrating thing is to try to get them to dialogue with you. Umm, they, and this is cultural, it's not their fault. After they get here a while, they begin to do that because they begin to model after their classmates, but when they initially come, and generally, I would see them in those initial stages,

they are very hesitant to dialogue because that's not what they're accustomed to, and umm, I think that if a college wanted to truly be successful in their English program, they would have to adopt that philosophy that students should be able to dialogue, should be able to express their opinions, should ask questions." Another said, "It's difficult to get them to debate. They won't defend their arguments." One teacher had this to say, "I think getting them to open up and express themselves. Umm, the typical are expressive, not just in speech and writing, but also in facial expressions. You have to be real polite and very patient." One teacher thought the problem was, "Partly the shyness. Umm...and another thing would be encouraging them to come up with really original ideas...creativity. For example, in a persuasive essay, to get a strong opinion and follow up on it. It's almost like it's un-cool to have too strongly, and the Thais are like that, too. They don't want to have a strong opinion and follow it up. So I think that would be one of the things." Another teacher said, "They do not express themselves... when they're not in a good place; I ask them questions, but they never tell me what is wrong... I don't know if they're mad or not, they just smile occasionally. (Laughs) If they know or not, they just always nod. "Do you understand?" They say, "yes, they do", but of course they don't. One teacher explained, "We start off with what are study habits. I have them fill out their weekly schedule, and Japanese may study all night. I find they have that down. They know when to study. Latinos have four hours of study for a week. Japanese students are overkill."

8. What other comments or suggestions do you have regarding Japanese students studying here at Mercer University?

Below are general comments and suggestions made by some of the teachers interviewed. "My main suggestion would be to try to introduce to them the idea of the American University in a general way so they would not go into complete shock in a classroom. I don't know if they can simulate the conditions, but perhaps through visual

means, but I think if there could be some way, and I don't really know that I'd know how to do this, except perhaps to have students who have been here or another university to conduct seminars, umm, I think that might be a good thing. I also think that personal contact with the students who are already graduated and you can get to come back would help them understand a bit more about what to expect." Another said, "I think a lot of Japanese students are polite and respectful. The only thing I can think is participation is in need of improvement. They're not risk takers." "Learn more reading and writing and vocabulary. Open up, but I think sometimes a Japanese student...sometimes they might be somewhat offended by the cultural difference." One teacher said, "Well, I know they have a really good conversation program going on with the pharmacy students. It would be a good chance for Japanese students to find an American friend. To get away from other Japanese friends and you know, make a connection, and have an American conversation partner. So I think working for... finding a host family, living with a host family. Finding a friend, a conversation partner. Working very hard to make American connections while they're here. American experiences." Still another teacher had this suggestion, "They need to be more creative and Umm...yeah, I was about to say, the more they are aware of conversation patterns. I think it's safe to say that I've taught in a higher level. I mean understanding that conversations go back and forth, and you can jump in and knowing when to stop or have to jump again is something they need to learn." Another teacher suggested, "To participate more, to have a positive attitude, to know that studying a language does not come from sitting down in front of a desk looking down at your dictionary and book all of the time. Another said, "Be more flexible in their study habits. It's very different from their traditional; sit down, memorize, take the test, multiple choice. I think they need to be more flexible." One teacher commented, "I think that the Japanese students have a lot to offer us, and I don't think we listen to them enough. We can get more comments from

them and responses. Before they come, they can get cross-polymerization between the schools. We know what Asian students are like, but Japanese students are different, and that assumption we make hinders their classroom performance. I think if they're coming to the United States to study, I think it would be beneficial to have a class that we have 'Culture of the University' class."

IV Discussion

Some observations of the data collected in these interviews indicate that although the instructors found Japanese students to be highly motivated with good study skills, their communication skills, such as the ability to express their own opinions, to argue their point, or to seek help and advice were very weak. This agrees with a recent study by Michael Furmanovsky whose findings also, "...highlight a range of perceived weaknesses, mostly in the area of participation in discussions and presentation skills." (Furmanovsky 2005) The students on the other hand felt that although they were making progress in English that they often were frustrated with the American communication style, with its lack of concern for cultural differences and varied accents.

What do these results indicate to us as English educators in Japan? First it reiterates the concept that we must teach all four language skills in tandem. The priorities of the four skills vary from level to level. At the lower levels, extensive listening is a priority and it is important for the students to immerse themselves in the language. In the advanced levels the production skills of speaking and writing gain importance as well as reading. Teaching English in Japan needs to be more content-based with students required not only to receive information but also to analyze the material through critical thinking in order to express an opinion or argue their point. When students study in the U.S., they have a clear goal to achieve English proficiency in order to survive in the academic world. In Japan there is often no clear goal for studying English. Students should have to achieve a particular level of

competence to graduate from a university. This preliminary report needs to be followed up by further study on effective methods of teaching, such as immersion and intensive courses as well as finding a way to have students set and achieve reasonable goals in their language learning.

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アメリカの大学における日本人留学生の 言語的レディネスに関する調査報告

デニス・ウールブライト 林 裕二 西岡 和子

<要 旨>

本論は、アメリカの私立大学で勉強中の日本人留学生の学習上の長所および短所として観察された資質に関する調査研究結果の一部についての報告である。8名の日本人学生と当該の学生を教えている8名の英語を母国語とする教員に二種類の面接様式を用いて、当研究目的に面接をした。全員の教員が日本人女子学生には良い学習スキルが備わり、大いに動機付けがなされているが、言語使用の経験が不足していることにより、自己表現のスキルには欠けると認識していた。学生は全員、日常的に英語を使わざるを得ないので、アメリカでは英語運用能力の伸びが促進されると感じていた。

キーワード：TOEFL, TOEFL iBT, TOEFL(ITP), ETS, ELI