

English Language Survey in Toyo Tourism Department 2006

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Abstract

This paper contains the results of a survey commissioned by the Foreign Language Teacher's Committee at Toyo Itakura Campus. The survey covers all students from year one, two and three in the Tourism Department with regard to reasons for study, of which taking tests was the most popular ; homestay programs, which showed Australia was the most popular destination, along with the month of September ; test information regarding test students want to take, which revealed TOEIC as the test most students wanted to improve in, and finally, general study habits, telling us that students want to study outside of class, but need advice to do so. Based on these results tentative recommendations have been made.

Introduction

The initial impetus for creating this study came from the Foreign Language Teacher's Committee in April 2006. This committee is in charge of language issues for English and other foreign languages at the Toyo Campus and includes members from both the Regional Studies Department, and the Tourism Department. In April 2006, this committee decided to create an award system for students. The awards would serve as motivation and physical evidence of work achieved, and would recognize achievements such as very high test scores on English proficiency tests, and awards given for speech contests. An agreement was made to set the threshold for the awards at 700 (IP) TOEIC, 500 TOEFL, and Eiken level 1, all of which represent a considerable amount of study and effort in language learning. This individual test information about students is not readily available, so a plan was made to collect students' test scores for award dissemination. Because of the

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effort and administration necessary to collect such data, it was felt worthwhile to collect data from students about other issues that the committee deals with. Therefore, a form was designed to be used by both departments that could collect information, not only about test awards achieved, but could also include motivations and reasons for studying English ; preferences for study abroad programs that Toyo runs now, or could do in the future ; information about a Campus-run IP (Institutional Program) TOEIC program that runs TOEIC tests three times a year for students and local residents, and finally, information about study habits.

The first issue, motivation / purpose of study is a crucial issue to address, as it is important to know why students study at Toyo. I carried out a study last year in the Tourism Department among 104 first years to identify attitudes to studying grammar. I identified four main factors that I believe can also be applied to language English learning in general. Those four factors I have identified are called extrinsic and intrinsic, integration and motivational intensity.

Extrinsic and intrinsic motivational factors are related to motivation to study for external and personal rewards. Ryan and Deci (2000), proposed the self-determination continuum, recognizing motivation as a product of varying forms of intrinsic, or “. . . *the inherent tendency to seek out novelty and challenge*” (p.4), and extrinsic motivation that affects behavior to “. . . *attain some separable outcome*” (p.6). In other words, intrinsic motivation meant doing something for the pure enjoyment of doing it. Extrinsic, on the other hand, signified doing something to get a tangible reward, such as a better job or qualification.

Along with extrinsic and intrinsic factors, I also found integration and motivational intensity factors, both of which come from a study by Noels, Pelletier, Clément & Vallerand, (2000), for native-English speakers learning French in Canada. In this study integration referred to “. . . *affective reactions of the individual towards francophones, his/her desire to learn French for integrative (social) reasons*”, and motivational intensity described a measure of the “. . . *student's motivation to learn French in terms of work done for the classroom assignments, future plans to make use of and study the language*”. The problem of transferability of these two issues into the Japanese learning paradigm has been addressed through the (WTC) Willingness to Communicate model (Yashima, 2002). That study identified an orientation in Japanese college-level learners similar to the integration orientation, but different because the orientation represented English as part of a community that was not clearly defined, unlike English speakers of French

in Canada, and in my study I called it integration. The last factor, motivational intensity, Yashima slightly altered to fit Japanese learners, but her version still maintained a close fit to the original.

In my study, the test results showed that generally the extrinsic factor, or external reasons, was the biggest motivation. The integration factor, or amount of international understanding, was the next biggest motivator. The motivational intensity, or ability to pursue study, and intrinsic factors, attitudes towards study based on the love of doing it, were roughly equally low as motivation for studying. When the study for this paper is carried out, it will be necessary to include a survey that covers all four of these motivation types. The first two factors, extrinsic and integration will make up the main reasons for studying. The motivational intensity and intrinsic factor will be measured more in the section on learning habits.

After reasons for study come short study abroad programs. Homestays and other short programs are popular with English students all over the world. They involve visiting an English speaking country and studying, as well as learning about the country and participating in events. These homestay programs offer students a chance to study, meet foreign people, and “experience” life in a foreign country, even if it is for a short period, usually a month, or so. Because these homestays only last for a month, students can take part in them outside the regular study semesters, in their holidays. Many students I have talked to enjoyed these experiences, and they come back and re-tell their stories to friends, who become interested too.

At present, the University offers programs in America, Ireland and Australia, and in 2005 33 students from the whole of Toyo University went to either Oregon or Montana in America, 23 students went to Dublin University, and 34 attended Central Queensland University. From the two departments every year usually around 15, or so, students express a wish to attend one of these programs. Also, starting in September 2006 the Regional Studies Department plans to send 29 students on a short program to the Philippines. There are also plans to include Bournemouth University, in England, as another option next year.

There are many possibilities for establishing homestays in a variety of English speaking countries around the world. This survey seeks to establish which are the more popular destinations, and when students want to, or are able to, participate in a short homestay in a particular country. This information could possibly be used to concentrate more programs in that particular country in the future.

The next matter that our committee is charged with concerns tests, in particular

the IP TOEIC test that is administered at Itakura Campus, and is open to students and members of the general public three times a year. This test is similar in content to the normal TOEIC, but has the ease of being on site at Itakura, and the days are decided by the Department (more details see the TOEIC site). This qualification is recognized by virtually all companies in Japan who need workers who speak English, plus a good many abroad, too. Many students at the moment at Toyo are interested in taking the test and getting a good score on the test. The following figures were obtained from a separate survey of 193 students from the total first year population of 231 who joined the Tourism Department in 2006, and results can be seen in Table 1.

Table 1 Survey responses from the first years 2006 to the following statements :

1 - I think having a good TOEIC score is important.

2 - I will try to improve my TOEIC score in the future.

<i>Responses</i>	<i>Question 1</i>	<i>Question 2</i>
Strongly agree	50%	63%
Agree	39%	24%
Unsure/undecided	10%	9%
Disagree	1%	3%
Strongly disagree	0%	1%

The results are a clear indication that TOEIC is a popular test, with 89% of students that think that having a good TOEIC score is important. As for the number of students who might want to improve their TOEIC score in the future, 87% say they would. For both questions around 10% of the respondents did not know if the TOEIC would be good for them for the future. I believe that with good information and clear benefits of the TOEIC presented to the students that this undecided group will move over to approving the TOEIC. I would expect to see similar results in this study that tell us that students are keen to take and improve the TOEIC test, whether it be IP TOEIC at Itakura, or the normal TOEIC conducted outside of Toyo University.

Another test that students may have taken or want to take is the TOEFL (Test of English as a Foreign Language). Whereas, TOEIC would mainly be used by Japanese employers, the TOEFL is an indication of academic English, and as such would be very different in both content and style from the TOEIC. This qualification is used for entry decision by foreign universities. Usually students that can

score over 550 on the TOEFL have a good chance of being accepted into a foreign university for under-graduate study. The top score on the paper test reaches 677, and is divided into reading, listening, grammar and essay writing. There is also now a computer-based version, with a top score of 300 that allows students to take the test over the Internet. As the TOEFL is needed for students who want to study abroad, and are therefore committed to language study, the number of people with actual scores and expected scores should be lower than the more Japan-based TOEIC. If however, the number of people who indicate that they want to study abroad is high, we should see an equally high number of students express a need for TOEFL.

Other tests, apart from the TOEIC and TOEFL that students might already have or want to take could be the Cambridge, Eiken or Tourism English Proficiency Test (ETPT). The Cambridge Test uses British English, and the Eiken is popular at high schools in Japan, but neither of these tests have the same popularity as the TOEIC at the university level. The final test to mention is the ETPT (See the National Association of Language, Business and Tourism Education website for more details), which has a match with the Tourism Department because it concentrates purely on tourism English. This test is only held once a year at selected test centers, but from this year the Tourism Department will administer the test at the Itakura campus. The accessibility and tourism applicability of this test will mean its popularity should increase in the future.

There are a variety of tests that students might have taken already, or have a wish to take. Among these tests, I believe the TOEIC will be the most popular in the Tourism Department, but prediction is difficult as these fields are open and students could possibly input anything.

The final section of the study covers learning habits and general study attitudes. This section is made up of a combination of the motivational intensity and intrinsic factors mentioned above. The largest area in this part of the study will be given over to discovering how students study outside of the class. There are only a limited number of class hours that students study English each week (between one and half and three hours), so in order to improve English and be in a position to improve test scores and proficiency in general much more work is required of the individual outside of class time. This self-study, or self-access as it is sometimes referred, can take various forms. The main types include reading materials on Campus and computer accessed study. At present there is a vast array of reading

resources for students available in the Itakura library. These cover both extensive and intensive reading skills. The extensive reading includes graded reading books that are stories at various levels of modified difficulty. The main idea behind this type of reading is to build vocabulary (Nagy & Herman, 1987), improve fluency (Grabe, 1991) and motivate students to read (Bell & Campbell, 1997). The intensive reading skills are studying specific short texts for comprehension, and also to build vocabulary. Now in the library, there are two boxes of the SRA reading kits that native English children use to develop intensive skills. Students can find a level, and work at their own pace, unlike classrooms where time is more restricted.

Computer based study has been popular over the past 10 years and many teachers either use materials already on the net for class work, or advise their students to visit some of the many websites that are now free on the Internet. These sites include listening and reading skills, as well as opportunities to make foreign friends through dedicated foreign friend introduction rooms. Most students in Japan are computer literate and have lots of access to computers. The students at Itakura are no exception. There is much literature around that can guide teachers to get the best out of using the Internet to facilitate language learning (Sperling, 1997, Warschauer, 1995), as well as directories of available English resource sites (Kitao & Kitao, 2000). Computer-based student self-access has been shown to increase student motivation, provide authentic language, and develop global awareness (Meloni, 1998). Sometimes problems on line resources do occur. A study by Kung & Chuo (2002) found that site navigation becomes difficult, as it is all in English and students can sometimes become lost during navigation. Furthermore, students seems to be enthusiastic about computer based study at the beginning, but this interest seems to dissipate, due to lack of time or motivation.

It is important to know the general study habits of students in the Tourism Department to help them make the most of study opportunities outside of class. These habits are a product of intrinsic motivation and motivational intensity. The more motivated students are the more likely they are to study outside of class and seek out optimal study resources. The less motivated students may not be inclined to do so.

This study has been set up to primarily answer the following five questions, and make recommendations for the future based on the results :

- 1) What are the main reasons why students study English in the Tourism Department?

- 2) What destinations for short homestays are most popular among students in the Tourism Department?
- 3) When are the most popular months for short homestays among students in the Tourism Department?
- 4) What test scores do students in the Tourism Department have and want in the future?
- 5) What are the general study habits of students in the Tourism Department?

Method

Participants

The students included in the survey are from the first (220), second (200), and third (186) year in the Tourism Department. On the day that the surveys were given there were some absences from the total number of each year as follows : first (14), second (33) and third (45), meaning 92 students were left out of this study. The author of this report is a teacher in the Tourism Department and, as such, only had responsibility for collating and reporting information from the students in this department. In the future the combined information from both departments should be used to produce a report for the Regional Studies Faculty as a whole. Such results may show a difference in the motivation and wants of the two groups of students, however, to highlight such comparisons was not deemed necessary at the time of reporting this study.

The students in the Tourism Department have compulsory English for the first two years at Toyo. Prior to 2006, second years had only one class of English a week, but starting the new year in 2006, both first and second years now have two classes of English a week. The first years take a class called “Tourism English” as an introduction to English in tourism for the four skill areas (reading, writing, listening and speaking). The second years continue with a course called “Practical English”, which depending on the teacher, usually means extending the four skill areas to encompass the students doing tasks that can produce something tangible as an end product, such as a country study. At the end of the first year the tourism students at Toyo will have had approximately up to 90 hours of English class, assuming two 15-week semesters with two one and half hour classes per week. After the second year, the number of study hours will have doubled to 180 hours. At this point the compulsory classes for Toyo students finish and they can choose

elective classes such as General English or Business English from the Regional Studies Department.

Procedures

The first, second and third years were given the Japanese survey in Appendix A (original was one page in size) during class time to make sure that the maximum amount of students could be canvassed. First year and second year students were given their survey in their compulsory English classes. As there are no compulsory classes in the third year in the Tourism Department, help was enlisted from the 13 “zemi” teachers who, between them, teach all the third years in the department. Surveys were given to the third year teachers with instructions around the week starting Monday 19th June 2006, and all completed third year surveys were turned in around the middle of July 2006.

Materials

To cover collect the information sought from the introduction, the survey in Appendix A was used. It contains a mixture of qualitative data to seek personal information such as name, qualifications attained and qualifications that students intend to take, and quantitative data to find general trends in habits and wants among students. The quantitative parts of the survey used a three-point likert scale as follows: 1) completely agree; 2) partly agree; and 3) somewhat disagree. In the results section the numbers above were rescaled to read the opposite. By doing so it is easier to check agreement by looking at a higher number. The survey itself has been divided into eight parts that cover the information sought from the introduction of this paper, and translated into Japanese for the students to answer. The eight parts of the survey are as follows:

(1) Personal Information

Fields in this section included names, student number, year and department. The names and student numbers were included after a wish from the Regional Studies Department to chart the individual progress of qualifications among students in that department. At present there is no plan to produce information on that basis in the Tourism Department, but the information is now available if deemed appropriate at a later time.

(2) Reasons for studying English

This section covered nine statements related to why students at Toyo are studying English at the moment, and required students to choose from the three

levels of agreement. Among the statements included were extrinsic factors such as to attain credit, to enter graduate school, working abroad, and in Japan, and improving tests scores. Integration factors included obtaining information about foreign matters (primarily by the Internet), making foreign friends, and short and long study abroad programs.

(3) Which country students would want to visit on a short homestay program

For this section students needed to choose which country they would want to visit for a short-term homestay. Along with the main English speaking countries (Canada, America, The UK, Australia and New Zealand), the Philippines were also included.

(4) When students would want to take part visit on a short homestay program

There are four choices available for students to indicate when they would be prepared to take part in a short-term program. Assuming that a short program lasts for a whole month there are only four possibilities available outside the normal academic year. That means the months of February and March in the winter vacation, and August and September in the summer vacation.

(5) IP TOEIC information

The next two sections are specifically for data to be used for qualification awards. One part includes scores from the IP TOEIC test that Toyo currently organizes three times a year, with open fields including score and how many times taken.

(6) Qualifications students already have

The other part of the award section, is for qualifications, like the normal TOEIC test, TOEFL, or Eiken, that students may have taken before coming to Toyo, or taken under their own volition whilst studying at Toyo. This section includes open fields for students to write in the test, score and when that score was achieved.

(7) Qualifications students intend to take

This section, like the previous section, is open for students to write down their test information, related to qualifications that they intend to achieve in the future. Students fill in the test name, award and when they think they can achieve this award.

(8) General study habits of English study

This final section allows students to agree with seven statements pertaining to their habits of studying English. Included in the sections are statements about

using the library or computer room for English study, and attitudes to self-study of English.

Results

After all the information was collected, it was transferred to an excel spreadsheet to make statistical calculations easier. With further help from a software package called SPSS, I have used three basic statistics to analyze the results. Those three statistics are descriptive, means and correlation.

The descriptive statistics cover the percentage of students who answered a particular type of agreement for one question, or a number that represents, for example, the number of students with TOEIC scores.

The means are general statistics that show an average of the total students who answered, say, strongly agree for a particular question. Being that the likert scale runs from one to three, the closer the mean is to three, the more agreement was observed for that question / statement. Conversely, the lower the number is towards one, the less agreement was recorded for that question / statement. Means are also available for comparison among the three academic years.

Finally, correlation statistics were calculated through the SPSS software to find where two statements have a similar, opposite, or no common pattern. A value near one would indicate that two statements are related positively to each other, and when one value is high, so is the other. On the other hand, a value nearer to minus one indicates that the statements are inversely related. When one statement is scored high, the corresponding score on the second statement will be scored low. A value near zero means no relation. For this study a p-value of 0.01 was used, and only relationships, positive or minus, showing this strength of p-value were reported. A final caution about correlations should be made, and that it that even though statements may be strongly correlated, we can not automatically imply a cause-effect relationship, rather, some tentative prediction or possible reason will be forwarded for the high correlations.

Before I look at each individual section, I created an average means chart that can be seen in Appendix B, and will be used as the main reference point. This chart separates the mean values for each statement into first, second third year and total responses. As previously mentioned, a mean value nearer to three signifies stronger agreement.

Reasons for studying English

Of the nine reasons that student could agree with, the two easiest to agree with for all years were using English to work in Japan and getting a better score on English tests. Also scoring high was a desire to use English for working abroad. Just behind the use of English for working abroad, was English for making foreign friends. Similar scores were recorded for the four groups of getting credit, getting information, short homestay and long study abroad (perhaps the short homestay are generally more popular than the longer study programs). Finally, using English for graduate school was the least popular.

Although, there appears to be no real differences among the years for each of the purpose statements, I ran a series of t-tests to individually compare the means of the first, second and third year students. With the p-value at 0.01, I found seven significant differences in means. These can be seen in Appendix B. There were no significant differences in means between the first years and third years, but the means for graduate school, working abroad, short and long study programs were significantly higher for the first years, than the second years. Furthermore, between the second and third years, the second years' agreement for getting credit as a purpose for English study was significantly higher than the third years. Whereas, the third years agreed with short and long study abroad programs at a significantly higher level than the second years.

The last statistics I checked were correlations between the nine statements. The results can be seen in Table 2. I looked at all the correlations of the three academic years separately, as well as altogether, and recorded only the results that were significant at $p < .01$. The minus sign to the left of a figure indicates a negative correlation, whereas no mark indicates a positive correlation. For the get credit reason, the total group showed negative correlation between getting credit and working abroad.

Table 2 Correlations between different purposes for studying English for three groups ($p < .01$)

REASONS	(4)	(5)	(6)	(7)	(8)	(9)
(1) Get credit		-T		-1	-1	
(2) Get information		23T	T			3
(3) Graduate school	-1-T		T		2	
(4) Work in Japan		T		T		13T
(5) Work abroad			123T	123T	123T	123T
(6) Foreign friends				123T	123T	123T
(7) Short homestay					123T	123T
(8) Long study abroad						123T

1=first years 2=second years 3=third years T=total years

-?=negative correlation for that group (?)

Perhaps, because of the high means for working abroad, this suggests that students who want to work abroad are not just interested in obtaining credit. Similarly, the first years that agreed strongly with getting credit may not be agreeable to studying abroad for a short or long period. These three results seem to suggest that people who only want credit may not be interested in work or study abroad, or that people who are interested in studying or working abroad, don't see gaining credit as an essential part of English study.

Next, for studying English to get information second, third and the total groups displayed a significant positive correlation with working abroad. The total group correlated positively for getting information and making foreign friends, and the third years saw similar correlation between getting information and improving tests scores. The results for getting information, with the exception of the last one mentioned, may give an indication that students are getting information for foreign job or relationship purposes, or that people who don't study English or get information may also not be interested in English for foreign purposes.

After getting information, came graduate school correlations, which showed that first years and the total group significantly negatively correlated with working in Japan. The total group and the second years were significantly positively correlated for the graduate school purposes with making foreign friends and long study abroad programs respectively. It could be said that people who want to go to graduate school were really talking about a graduate school abroad, rather than in Japan. Such students may also not be so interested in working in Japan, but

appear more interested in making foreign friends, and studying abroad may be part of the desire to enter graduate school overseas. Also possible, students who want to work in Japan are not interested in a graduate school overseas.

For the working in Japan statement the total group had positive significant correlations with working abroad, short homestays and improving test scores. The last correlation between working in Japan and improving test scores was also positively correlated for the first and third years. Perhaps students who intend to work in Japan haven't ruled out the possibility of working abroad, either, and feel that they need better test scores to find a good job in Japan, with a short stay abroad before they start work in a Japanese company.

The last set of correlations between working abroad, making foreign friends, short homestay, long study abroad and improving test scores were significantly positive for all four groups in the study. Due to the overall high means in these statements, this could mean that students who ultimately want to work abroad see a need for making foreign friends, studying abroad, and having good test scores to help them work in another country. It is worth mentioning that the second years were the lowest group in means for these five statements, and there maybe a situation where a lot of second years aren't interested in working abroad, and thus, are also not so agreeable to making foreign friends, studying abroad, or improving test scores, as much as the other groups.

In summation, extrinsic factors in the form of getting work abroad and in Japan, and passing better tests came out on top in terms of agreement. It appears that Japanese students, in some respects, are carefully considering the future and at least have awareness that taking and improving in tests will lead to better job prospects in the future. The integration side of motivation, as explained by making foreign freinds was also high on students' reasons for studying, but lower than expected, were the study abroad programs. Of course, not every student will have the time or money to attend a short or long study program, but being that our faculty is international, I would have like to have seen slightly higher means. Encouraging lower mean results were recorded for only getting credit as a reason for studying, confirming that there are students who are serious about studying English for communication and concrete rewards for the future. The lowest score with the least correlations, attending graduate school, really didn't show up as a reason for studying English. At this point in time students are not ready or willing to commit another two years to full-time study. As regards to overall motivation there seem

to be a slight drop once first years become second years, and then increase slightly as they become third years. Perhaps, as students join the department they have high hopes and ambitions, but something happens along the way, or they get complacent once they reach the second year. Then, when they become third years the worry of jobs after graduation creeps in, and students make efforts to bring about favourable conditions upon graduation.

Homestay

I have combined the countries and months for homestay in this section of the results. Looking at the countries in Appendix B, it appears that the Australia is the most popular homestay destination on average, closely followed by the UK, with America next most popular. After America comes Canada, slightly ahead of New Zealand, and the least popular destination for homestay, by a large margin, were the Philippines. There appears to be very little variation among the groups for each of these destinations. Even less variation among the year's groups was also found for the preferred homestay months, with all four months showing a roughly even amount of popularity.

Looking at the means only was not conclusive to establish preferred places and months for homestays, so further analysis was made into each destination. Firstly, each person who selected strongly agree with a choice for a destination was put into one group. This group was then subdivided into people who had chosen strongly agree for a particular month. In other words, I wanted to establish a student's favourite destination and within that destination their favourite month for the homestay. The results can be seen in Table 3.

Table 3 Most popular months for visiting for people who chose strongly agree with a destination

	August	September	February	March
Philippines (50)	23%	25%	20%	32%
Canada (246)	23%	31%	22%	24%
USA (290)	25%	31%	19%	25%
UK (358)	22%	30%	23%	25%
Australia (363)	24%	30%	21%	25%
New Zealand (266)	24%	28%	23%	25%

Table 3 indicates that nearly a third of the people who strongly agreed with the Philippines wanted to go in March, the most popular month. September was the most popular month at 31% for the 246 people who strongly agreed with Canada. September was also the most popular month for the 290 who strongly agreed with

the USA, and the 266 students who agreed with New Zealand. By using the percentages within destinations and months, the UK and Australia came out as the two most popular destinations. Students who strongly agreed with the UK (358) and Australia (363) also indicated that their most preferred month was, again, September.

Overall, the UK and Australia are by far the most popular destinations, with September being the most popular month for taking a short homestay. Despite a program underway in the Philippines, it came out as the least popular destination, and of the other months available, February seemed to be the least popular for homestays.

Testing

For this section the results have been divided into two sections. The first section will look specifically at the IP TOEIC results that Itakura Campus currently organizes three times a year. The second part will deal with tests external to Campus, namely, TOEIC, TOEFL, Eiken etc.

IP TOEIC

Results for the IP section will be number of times the test has been taken and actual verses expected scores. Table 4 shows the number times that the students have taken the IP TOEIC test. Third years have taken the test more than the other years, but that would be because they have had more opportunities. Indeed, the first years would have only had two chances to take the IP TOEIC at the time of reporting.

Table 4 Number of times that students from each year have taken the IP TOEIC test

Year	Once	Twice	Three Times	Four Times	Five Times	Want to take
First	16	3	0	0	0	12
Second	19	15	3	1	0	3
Third	30	10	1	1	1	4

None of the groups really continue after a couple of times of taking the test. There might be little incentive or motivation to see how scores improve over time. Finally, the last column tells us that 19 students who answered in the following section of the survey, claimed that they wanted to take the IP TOEIC test, but were unaware of a target score for themselves.

Table 5 shows us the scores that the students in the three years attained and expected to attain on the IP TOEIC test. Most students seem to be in the 401–500

score range. Second years seem to be scoring the highest, but in Table 5 they are nearly double in number compared to the third years.

Table 5 Highest attained and expected scores for years one to three for IP TOEIC test

Year	251-300		301-400		401-500		501-600		601-700	
	A	E	A	E	A	E	A	E	A	E
1	2	0	2	0	9	2	2	3	0	0
2	1	0	10	0	7	2	1	8	1	1
3	1	0	8	0	7	4	4	0	0	3

A=Attained score E=Expected scores

Also, more students expect to be scoring at the higher ranges. There is still, however, a small number of students who reported taking this IP TOEIC test. Even if we add the number of students who took the IP TOEIC test, and assuming that they took the test only once each, which we know is not true from Table 4, it comes to only 55 people. Data supplied by the college for the IP test in April 2006, which is just one time out of a possible three in the year, showed 57 students from years one to three in the tourism Department took the IP. Therefore, there must have been some students who did indeed take the IP test, but were among the 92 students who did not appear in the results. The data of the 53 people who took the IP TOEIC test in April 2006 can be seen in Table 6, which presents average information about the TOEIC, and is based on the full range of scores available for the three years from the TOEIC test center from April 2004 to April 2006.

Table 6 Average Scores for students taking the TOEIC Test for Tourism Department

Period	1st Years	2nd year	3rd year
April 2006	24 takers AVE-404 (SD-65)	14 takers AVE-407 (SD-91)	19 takers AVE-389 (SD-70)
April 2005	28 takers AVE-363 (SD-69)	5 takers AVE-332 (SD-101)	21 takers AVE-433 (SD-112)
April 2004	28 takers AVE-363 (SD-69)	5 takers AVE-332 (SD-101)	21 takers AVE-433 (SD-112)

AVE=mean score, SD=standard Deviation

To gain a good comparison I calculated scores for student at the same time each year, namely in April. As can be seen the averages are not so different for the three years, especially in 2006, and seem to agree with most students in the 401-500 bracket in Table Five. In 2005 and 2004 the third years had the highest average

scores, but caution should be made because of the small number of test takers, and the large range of scores used to make the average, as displayed in the large standard deviation values.

Other Tests

In this section the other tests not organized by Toyo University are TOEIC, TOEFL (paper-based and computer-based), Eiken and the Tourism English proficiency Test.

The results for the students who had taken the normal TOEIC test under their own volition can be seen in Table 7. The actual highest attained score was one student who scored between 601 and 700, and the lowest scores can be seen between the 301-400 range.

Table 7 Highest attained and expected scores for years one to three for normal TOEIC test

Year	251-300		301-400		401-500		501-600		601-700		701-800		801-900		Wa
	A	E	A	E	A	E	A	E	A	E	A	E	A	E	Ta
1	0	0	2	0	2	12	1	21	0	11	0	3	0	1	68
2	0	2	1	9	2	32	3	33	0	11	0	3	0	0	37
3	0	0	1	2	4	11	4	22	1	9	0	1	0	0	23

A=Attained score E=Expected scores Wa+Ta=Want to take (no expected score)

The striking point about this table is the number of students who expect to get higher scores on TOEIC. These expected scores might have been made hastily without much honest thought, as there are also a high number of students (total 128) who want to take the test but did not express an expected score. As we know from the introduction, there is a desire to get a good TOEIC score, but the work that goes into actually achieving high scores may not be appreciated or recognized.

The possible lack of knowledge about TOEIC scores also leads me to think that students may have not completely separated the notions of TOEIC and IP TOEIC. Even though some students referred to TOEIC, they may have actually been referring to the IP TOEIC itself, so it may be difficult to state that the normal TOEIC is more popular than the IP TOEIC.

The number of students with actual TOEFL scores was low. The paper test saw 4 scores 400-550, and the CBT saw only one score. To go along with these scores about seven students had expressed an expected score for both forms. However, 74 (1 year=52, 2 year=10 and 3 year=12) have expressed a wish for taking the TOEFL, but did not specify a course. Again, this could mean that little

thought has gone into actually taking the test, and that students have a kind of dream about attaining a high score in TOEFL, which is designed to be even harder than the TOEIC test to gain access into foreign universities.

As can be seen from Table Eight, the vast majority of scores for the next test, Eiken, fall between the Grade 3 and grade 2, with most students expecting scores at either the pre-grade 2 or the grade 2. Although not shown in the chart, most students took the Eiken test at high school or junior high score. At these school levels the Eiken is a lot more popular than the TOEIC or TOEFL because the Eiken lowest level test (5) is a lot easier than other tests.

Table 8 Highest attained and expected scores for years one to three for the Eiken test

Yr	5		4		3		Jun2		2		Jun1		1		Wa
	A	E	A	E	A	E	A	E	A	E	A	E	A	E	Ta
1	0	0	1	0	37	1	39	2	29	26	0	5	0	3	6
2	1	0	3	0	23	4	28	2	25	24	1	4	0	7	6
3	1	0	2	0	18	0	29	2	18	12	0	4	0	2	1

A=Attained score E=Expected scores Wa+Ta=Want to take (no expected score)

For students who have been become accustomed to taking the Eiken test, there must be some motivation to continue this type of test at higher levels. Furthermore, the number of students who have specified an actual target is high too, signaling perhaps, less groundless expectation, but more student appreciation of their own potential for scoring in the Eiken.

The last test to consider is the English Tourism Proficiency test (ETPT) and results for actual and expected can be seen in Table Nine. It appears that this test has more popularity with first and second years than the third years. This may be in part due to the closeness of the tourism based compulsory curriculums that students take in the first and second years. The third years may not be interested in, or have much knowledge of, this test. The number of students who take the test in the future, however, is expected to grow as students now have the opportunity, starting this year, to take the test at the Itakura Campus, rather than traveling to Tokyo to take it.

Table 9 Highest attained and expected scores for years one to three for the English Tourism Proficiency Test

Year	Level 3		Level 2		Level 1		No Exp.
	A	E	A	E	A	E	Score
1	0	5	1	11	0	1	35
2	2	5	1	12	0	0	0
3	0	2	0	4	0	1	2

In summing up tests, firstly, students are not generally inclined to take the IP TOEIC more than twice. In fact, many take it once and stop because it may just be as a challenge, or to get some kind of measure of how good their English is. There is no culture of pursuing gradual improvement on the TOEIC over a long period of time. The bulk of test-taking students seem to be in the 400–500 for TOEIC, and not much difference exists in scores between the three years. That could be because this test has voluntary participation, and only people with higher ability will be motivated to take the test. It would be interesting to see how the three years differ, once all students take the test. As predicted, TOEIC is popular, especially with the first years, but this popularity may be just a passing whim. The number of people who expressed a desire to improve tests in the first section was high, but actual test takers, and a high number of students who wanted to take the test, but didn't specify an expected target range, suggests that students think about it, but don't actually do it. For TOEFL, again, students expect higher scores, but the number of test takers is very low, and so is the desire to get into graduate school, or study overseas for a long period, both of which require good TOEFL scores. Other tests that students are interested in include the pre 2 and 2 grade for Eiken. Students may have had experience with these tests at high school, and may be familiar with the questions types and format. Also, the number of takers for the English Tourism Proficiency test is likely to increase as it fits in with the Tourism major, and students can now take the test at the Toyo Campus.

General study attitudes / habits of English study

Statistics similar to those used in the study purposes section, were also used for the study habits section, namely, means of the scores, with significant differences, and correlations between the statements. If we start with Appendix B, we can see that the most agreeable statement with the highest average mean was wanting advice for self-study, followed closely by wanting to study outside of class. The next

highest in terms of agreement was actually studying outside of class, followed by using the library to study English. Both the studying outside of class and using the library to study statements were significantly higher ($p < .01$) for the first years compared to the third years, but no significance was found elsewhere between the means. After library study, came reading English outside of class. The lowest means were recorded for using computers to study English and joining events in English.

After checking the means, correlations between the seven statements can be seen in Table Ten. Again, I looked at all the correlations of the three academic years separately, as well as, altogether, and recorded only the results that were significant at $p < .01$. In Table Ten all the correlations are positive. For the first statement, using the library, there was a correlation for the total group with using the library for English study, possibly meaning students who don't use the library, also don't use computers, because both of these means are quite low.

The using the library statement correlated with all the other statements. All the groups showed a correlation with studying outside of class and reading English outside of class. Third years and total groups both correlated between using the library and wanting to study outside of class and wanting advice on self-study, and finally the total group correlated on using the library and joining English events. These results could hopefully mean that some students in all years are reading and studying English in the library, but first years are using the library more than other groups.

Table 10 Correlations between different habits of study for three groups ($p < .01$)

STUDY HABITS	(2)	(3)	(4)	(5)	(6)	(7)
(1) Use computers	T					
(2) Use library		123T	123T	3T	3T	T
(3) Study English outside			23T	123T	T	3T
(4) Read English				3T	3T	2T
(5) Want outside study					123T	123T
(6) Want self-study advice						13T
(7) Join English event						

1=first years 2=second years 3=third years A=all years

The third statement, studying English outside of class saw positive correlations in the total group with all the statements except using computers. From this, it can

be assumed students are not using computers to study English outside of class. All groups saw a strong correlation between actually studying outside and wanting to study outside, which is a good sign that some students are eager to pursue study goals outside of classroom hours.

The reading English statement, again, had full correlation with all statements except the using computers. The total groups and second and third years may be reading English outside of class, or need help with problems related to reading English. The absence of the first years in reading English outside of class, along with the lower mean for first years who read outside of class, may mean that first years are, perhaps, unaware of reading resources on the Toyo campus, or are not interested in reading at all.

Wanting to study outside of class recorded strong correlations with all the groups for wanting advice joining events, and actually studying outside of class. Correlations were also found for studying English outside for all groups, but only third years and all groups for using the library and reading English. These results could suggest that there are lots of students who want to get advice about studying outside of their English classes, but that, at least, some first and second years are not fully utilizing the library or reading resources to further improve study opportunities outside of class.

Lastly, the joining English event statement saw correlations with all except the using computers statement. However, because of the low means that are in Appendix B, we could assume that the correlations mean that students who are not interested in joining English events are generally not so interested in other aspects of English study. This point might apply more to second and third years than first years.

In summary, more people want to study outside of class than actually do study, and these students appear to want advice about how to study outside of class to help with general proficiency, and perhaps raise test scores. Not many students seem to be taking advantage of the reading resources in the library, or the computers for study, perhaps because they are unaware of this type of self-study. The advice is an important issue if we are to encourage more students who do want to study outside of class to take more advantage of available resources, especially in the first year where the reading mean was lowest. Also, students don't seem to be interested in English events, even though events such as the "Bunka-sai", or cultural festival, draw large numbers of students every year.

Recommendations

Based on the above results, I would like to tentatively make the following recommendations :

(1) Students who expressed a wish to make friends with foreign people may want to take part in exchange programs with students from other countries. From the administration point of view, teachers need to begin to elicit students to give their names and post information of dedicated websites (Dave's ESL Café etc.), and from there students can send and respond to students in different countries who have also joined such a site. The cost of this is very minimal, but teachers should make sure it is properly supervised to avoid wrongful use of information, and check periodically with the users to find out how they feel about using such a service. Such ventures, if run properly, can greatly increase motivation and increase awareness of people in other countries.

(2) In order to encourage students to attend more study programs abroad, credit or partial credit could be given for students who successfully complete such programs. Credit could be in the form of a report written after the program related to issues that arose while the students were abroad. When these students return after their homestay they should be encouraged to report their experiences by talking to prospective students about their experiences when it comes time to recruiting new students for the next year. Alternatively, the returning students could produce, with help, some photos with an explanation of the homestay on a dedicated part of the Toyo homepage.

(3) The reason for a drop in motivation in the second year needs to be addressed deeply, and steps taken to see that the situation improves. Part of a future study could include interviews with students to find more in-depth qualitative information. Furthermore the effect of an increase of one class for practical English should also be measured for effect.

(4) Improving tests scores is the biggest motivation, so more tests and test advice could be dispensed to students. As TOEIC is the most popular test, students may want to make taking the TOEIC test compulsory up to at least the end of the second year. By doing so, students can understand fully the relationship between hours studied and test improvement, a point they seem not to grasp so well at the moment. They can also see how much their proficiency has improved over the course of the compulsory classes, and the department can hopefully receive justification that

instruction is working by producing consistently higher TOEIC scores between the years. Along with the goal of improving test scores, the department needs to think about how to support students who do want to take extra-curricular tests. Finally, students should be told firmly about the type of tests available and the general purposes that they serve.

(5) The scores on the ETPT should be monitored closely and efforts should be made to either supply classes to help students study for the test, or advice should be given on the best ways to study for the test.

(6) Linked with (4), and (5), students should also have an orientation about self-study at the beginning of the first year. At this time students can be shown how to use the computers for self-study and how to make the most of the reading resources in the Toyo Campus. Such information about self-study could also be put on the Toyo Webpage for students to see, but again should be supervised or motivation at the beginning will soon dissipate.

(7) More options for homestays should be located in England and Australia in September, with the emphasis on keeping costs down to make more them accessible to students. Having said that, options for new destinations should not be ruled out.

(8) A similar study should be carried out next year to see what changes have taken place in any of the variables discussed in this paper.

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学生アンケート (Appendix A)

氏名 _____ 学籍番号 _____ 学年 _____ 学科 _____

英語を勉強する目的：非常にそう思うは (1)、そう思うは (2)、あまりそう思わない (3) にマークしてください。

単位習得、卒業するため	1	2	3
情報理解 (インターネット/新聞/テレビなど) のため	1	2	3
大学院で入ってから必要になるため	1	2	3
日本での就職活動のため	1	2	3
海外での仕事のため	1	2	3
外国人の友達を作るため	1	2	3
海外短期ホームステイ・プログラムに参加のため	1	2	3
長期海外留学のため	1	2	3
英語の試験 (TOEIC, TOEFL, Etc) でスコアを上げるため	1	2	3

もし海外短期英語プログラムに参加するとすれば、最も行きたい (1)、少しは興味がある (2)、興味がないは (3)、にマークしてください。

フィリッピン	1	2	3
カナダ	1	2	3
アメリカ	1	2	3
イギリス	1	2	3
オーストラリア	1	2	3
ニュージーランド	1	2	3

どの時期が最もよいですか。最も都合がよいは (1)、考えてもよい (2)、都合が悪いは (3)、にマークしてください。

8月	1	2	3	2月	1	2	3
9月	1	2	3	3月	1	2	3

東洋大学でIP TOEICを何回受けましたか。[受けたことのない人は0を記入]。

() 回受験した

受験した人のみ、IP TOEICで得た最も高い点数を記入してください。

() 点

IP TOEIC以外のテスト (TOEFL、TOEIC、英検、観光英検、国連英検、他) について記入してください。

テスト名 _____ 受験日 (正確でなくてもよい) _____ 点数/級 _____

学生アンケート (Appendix A continued)

将来受験しようと考えているテストについて記入してください。

テスト名	受験日 (正確でなくてもよい)	点数/級

下記について、そうである場合は (1)、時々は (2)、そうでない場合は (3) をマークしてください

英語学習でコンピュータ室を使用する (Eメール、サーフィンを除く)	1	2	3
図書館で英語を勉強する	1	2	3
クラスの外でも英語を勉強する	1	2	3
英語の読書をする (物語、新聞、ペンギンなどのやさしく書かれた本、等)	1	2	3
クラス以外でも英語を勉強したいと強く思う	1	2	3
英語の自主学習についてアドバイスが欲しい	1	2	3
東洋での英語のイベント (スピーチコンテストなどの) に参加したい	1	2	3

(Appendix B) Means for Tourism Department Survey

	First year 220	Second Year 200	Third Year 186	Total 606
Reasons for Study				
Get Credit	2.12	2.15 (2+3**)	1.95	2.08
Get information	2.06	1.95	2.10	2.04
Graduate School	1.30 (1+2**)	1.12	1.18	1.21
Work in Japan	2.54	2.49	2.40	2.48
Work Abroad	2.49 (1+2**)	2.25	2.32	2.36
Foreign Friends	2.32	2.13	2.22	2.22
Short Homestay	2.15 (1+2**)	1.88 (2+3**)	2.14	2.06
Long Study abroad	1.96 (1+2**)	1.72 (2+3**)	2.02	1.90
Better tests	2.54	2.50	2.59	2.54
Countries for homestay				
Philippines	1.62	1.46	1.65	1.58
Canada	2.32	2.22	2.35	2.30
America	2.40	2.36	2.41	2.39
UK	2.57	2.48	2.52	2.53
Australia	2.50	2.53	2.58	2.54
New Zealand	2.29	2.29	2.38	2.32
Months for homestay				
August	2.06	2.05	2.17	2.09
September	2.16	2.17	2.37	2.23
February	2.06	2.16	2.08	2.10
March	2.13	2.17	2.09	2.13
General study attitudes / habits of English study				
Use computers	1.32	1.50	1.37	1.39
Library study	1.83 (1+3**)	1.76	1.58	1.73
Study outside class	2.11 (1+3**)	1.99	1.86	2.00
Reading in English	1.47	1.51	1.59	1.52
Want to study outside	2.43	2.39	2.40	2.40
Advice self-study	2.51	2.44	2.41	2.46
Join event	1.44	1.39	1.32	1.38

p<.01 (1+2)= a significant difference in means was found between two groups

2006年東洋大学観光学科の英語に関する調査(要約)

この報告書は東洋大学板倉キャンパス外国語委員会による調査結果を記載している。調査は観光学科の1学年、2学年、3学年の全学生を対象に、英語の学習目的、取得したい英語の資格、海外語学プログラムで最も行きたい国と時期、学習習慣について行われた。この調査結果から、学習目的では英語の資格 (TOEIC) 取得であり、海外語学プログラムでは9月にオーストラリア、学習習慣では意欲はあるが授業外でのアドバイスがほしい、が最も希望者が多いことが判明した。

この結果から、東洋大学観光学科の英語教育に関する試案をまとめた。