Faculty views on English and other languages in a Japanese faculty of administrative studies

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Abstract

This investigation of faculty members' views focused on additional language learning (ALL) needs of undergraduate students in a public university faculty of administrative studies in Japan. The faculty annually enrolls approximately 300 students, who choose among tracks for specialization after two years in the faculty. While it is possible for students to satisfy ALL course requirements within two years, this investigation focused on faculty views of students' needs both two and four years into college. Though response rates were low, and views divergent, findings may point from ALL for no apparent purposes towards ALL for distinct purposes in related fields.

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1.   Overview of the Investigation

The aim of the investigation for this paper was to assess, from the perspective of faculty members, the additional language learning (ALL: English and other additional language) needs of undergraduate students in a faculty planning to reorganize itself and its curriculum. Below is the statement of purpose from the survey itself (Appendix A, introduction, ¶1).

> *The purpose of this survey is to collect faculty members' ideas about students' needs for English, in order to lay a foundation for re-development of the language learning curriculum in the faculty of administrative studies.*

Though the survey itself was in English, the investigator encouraged participants to "enter written responses in either English or Japanese" (Appendix A, introduction, ¶4). For a facsimile of items in the survey, please see Appendix B. The overall purpose was to collect needs-based assessments from faculty to inform curriculum development decisions.

Target population

The target population for this survey was all full-time, tenured faculty members in the faculty of administrative studies–37 per a university publication (熊本県立大学, 2013, pp. 78-80). The investigator sent them electronic forms via campus mail on June 14, 2013. He received responses from June 14 to July 11. The last initial response was a handwritten message on a single page printed from the original email. The investigator excluded that message from an interim report for lack of transcription, translation and interpretation at the time (for details, see: Appendix C).

Response rates

Response rates highlighted in the interim report (Beaufait, 2013) to curriculum committee members on July 18, 2013, were approximately one third overall. Initial return rates varied from zero to 75% across the four fields of study shown at the head of Table 1: Response Rates (see: bold emphases with underscores). Bullet points following Table 1 explain both initial and follow-up response rates.

Table 1: Response Rates

Sections	Public	Business	Information	Community	Overall
Sub- populations[1]	9	8	11	9	37
Initial responses	4[2]	6	3	0	13[3]
Initial return rates	**44%**	**75%**	**27%**	**0%**	**35%**
Additional remarks (item 14)	3	0	2	NA	5
% of initial respondents providing additional remarks	75%	0%	67%	NA	38%
Follow-up inquiries[4]	1	4	2	NA	7
% of initial respondents sent follow-ups	25%	67%	67%	NA	54%
Additional responses[5]	0	1	2	NA	3

- Faculty members affiliated with the business administration section provided both the most survey returns (6) and the highest percentage (75%) of initial returns.

- Faculty affiliated with the public administration and the information technology sections provided the only *initial* additional remarks (item 14: 60% and 67% respectively).

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[1] Source: 大学案内 2013 (university guide for students entering in 2013)

[2] Excluding a handwritten message received July 11, 2013 (Appendix C).

[3] Excluding the handwritten message received July 11, 2013 (Appendix C).

[4] Requests for clarification and confirmation in follow-up inquiries (追加質問) via email.

[5] *Written* responses to e-mailed follow-up inquiries.

- Faculty affiliated with the information technology section provided both the most responses (2) and the highest percentage (100%) of responses *to follow-up inquiries*.[6]
- Faculty affiliated with the community (non-profit) organization and network section submitted no returns.

Though overall response rates were low, findings from the survey may indicate partial consensus across and within particular fields of study in the administrative studies faculty.

2.   Additional Language Learning Targets

After four initial items for participant identification purposes, the survey focused on faculty members' views of general targets for *additional language learning* (ALL) activities. That is, it focused on learning languages in college other than Japanese, the national language.

Item 5 asked survey participants to focus on targets for ALL activities at both two and four year intervals into students' college careers. The investigator chose those intervals because they correspond in general to students' advancement to upper division courses (after 2 years) and their graduation from the university (after 4 years).

Item 5 called for faculty members' views on cross-cultural appreciation as well as on particular additional language skill components, including translation both *from* and *into* another language, *but did not focus on any additional language in particular*. Tables 2 through 9 represent responses to item 5 from faculty members in various fields of study. Numbers of initial responses in the Public and Overall columns in tables 2 through 9 exclude the handwritten message (Appendix C).

Cross-cultural appreciation

In both the public and information administration sections, the number of faculty members whose responses indicated need for cross-cultural appreciation after four years into students' college careers decreased to *zero*. In the business administration section, however, four times *more* faculty members' responses indicated student need for cross-cultural appreciation after four years in college than after only two years (Table 2: Cross-Cultural Appreciation).

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[6] Disclosure: The author/investigator was affiliated with the information technology section.

Table 2: Cross-Cultural Appreciation

Sections	Public	Business	Information	Community	Overall
Initial responses	4*	6	3	0	13*
After 2 years	4	1	1	NA	6
After 4 years	0	4	0	NA	4
Totals	4	5	1	NA	10
% of initial respondents	100%	83%	33%	NA	77%

Listening

With regard to students' needs for listening skills in a language or languages other than Japanese–for all three sections of the faculty from which there were responses, there were far *fewer* faculty members' responses that indicated students' need for such skills after four years in college than after only two years (Table 3: Additional Language Listening Skill). This overall downward trend (highlighted in yellow) repeats itself less dramatically for reading, speaking, and writing skills, as well as for translation *into* Japanese (Tables 4-6, and 8) than for listening. It may indicate unspoken faculty beliefs that students' needs for most additional language skills actually *decrease* towards graduation.

Table 3: Additional Language Listening Skill

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
After 2 years	4	5	2	NA	11
After 4 years	0	1	0	NA	1
Totals	4	6	2	NA	12

Sections	Public	Business	Information	Community	Overall
% of initial respondents	100%	100%	67%	NA	92%

Reading

With regard to students' needs for reading skills in a language or languages other than Japanese–for all three sections of the faculty from which there were responses, there were *fewer* faculty members' responses that indicated students' needs for such skills after four years in college than after only two years (Table 4: Additional Language Reading Skill).

Table 4: Additional Language Reading Skill

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
After 2 years	3	4	2	NA	9
After 4 years	1	2	0	NA	3
Totals	4	6	2	NA	12
% of initial respondents	100%	100%	67%	NA	92%

Speaking

With regard to students' needs for speaking skills in a language or languages other than Japanese–for all three sections of the faculty from which there were responses, there were *fewer* faculty members' responses that indicated students' needs for such skills after four years in college than after only two years (Table 5: Additional Language Speaking Skill).

Table 5: Additional Language Speaking Skill

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
After 2 years	3	4	1	NA	8
After 4 years	1	2	0	NA	3
Totals	4	6	1	NA	11
% of initial respondents	100%	100%	33%	NA	85%

Writing

With regard to students' needs for writing skills in a language or languages other than Japanese–for all three sections of the faculty from which there were responses, there were *fewer* faculty members' responses overall that indicated students' needs for such skills after four years in college than after only two years (Table 5: Additional Language Writing Skill). For the public administration section, the numbers of faculty members' responses indicating need for writing skill in an additional language at 2nd and 4th year intervals were the same.

Table 6: Additional Language Writing Skill

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
After 2 years	2	5	1	NA	8
After 4 years	2	1	0	NA	3
Totals	4	6	1	NA	11
% of initial respondents	100%	100%	33%	NA	85%

Translation from Japanese

All public and information administration section faculty members' responses indicated student need to translate from Japanese into another language after four years in college, but *none* did so after two years (Table 7: Translation from Japanese into Another Language). For the business administration section, however, the numbers of faculty members' responses indicating need for skill translating into an additional language *decreased* from after 2 years to after 4 years in college.

Table 7: Translation from Japanese into Another Language

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
After 2 years	0	4	0	NA	4
After 4 years	4	2	2	NA	8
Totals	4	6	2	NA	12
% of initial respondents	100%	100%	67%	NA	92%

Translation into Japanese

For the public and information administrations sections, the numbers of faculty members' responses indicating need for skill translating from another language into Japanese at both the 2nd and 4th year intervals were the same–2 and 1, respectively (Table 8: Translation into Japanese from Another Language). For the business administration section, however, the numbers of faculty members' responses indicating need for skill translating from another language into Japanese *decreased* from after 2 years to after 4 years.

Table 8: Translation into Japanese from Another Language

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
After 2 years	2	5	1	NA	8
After 4 years	2	1	1	NA	4
Totals	4	6	2	NA	9
% of initial respondents	100%	100%	67%	NA	69%

Other skills

The last part of item 5 gave respondents a chance to consider skills not included in the sub-sections above. Follow-up inquiries were necessary to discover actual skills that respondents had considered, namely presentation skills. Results of follow-ups appear in notes on percentages in the last row of Table 9: Skills Other than Selections Above.

Table 9: Skills Other than Selections Above

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
After 2 years	0	2	0	NA	2
After 4 years	1	2	1	NA	4
Totals	1	4	1	NA	6

Sections	Public	Business	Information	Community	Overall
% of initial respondents	25%[7]	67%[8]	33%[9]	NA	46%

3.   Categories and Languages to Study

For each category of English as well as for each other additional language in item 6, survey participants could select from four annual time frames, 1st through 4th years, instead of only the end of 2nd year and end of 4th year mileposts for item 5. The purpose of introducing single year increments was to gather faculty members' opinions regarding best times for students to encounter various types or categories of English or to study various other languages taught at the university.

English categories

The investigator proposed seven categories or genres of English for faculty members to consider. He based proposals on study materials that were both available and in use. He followed those proposals with a question asking about other possible categories of English for students to study sometime in their college careers.

Bullet points following tables 10 through17 (below) highlight findings of *divergence* in faculty members' views of *foci and timing* for students' ALL. Bold emphases and cyan backgrounds in tables 10 through 17 mark the most common annual timings (overall) that respondents suggested for each category of English.

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[7] No response to an e-mailed follow-up inquiry.

[8] One response to the follow-up inquiry: *Presentation skills* in (a) language(s) other than Japanese after two years.

[9] One response to the follow-up inquiry: *Presentation skills* in (a) language(s) other than Japanese after four years

Academic English

Table 10: English for Academic Purposes

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	1	1	1	NA	3
2nd year	0	1	1	NA	2
3rd year	1	3	0	NA	**4**
4th year	2	0	0	NA	2
sub-total	4	5	2	NA	11
% of initial respondents	100%	83%	67%	NA	85%

● All four public administration section members selected Academic English, most (2) for 4th year students, and *none for 2nd year students*.

● Most (5 of 6) business administration section members selected Academic English, too, most (3) for 3rd year students, and *none for 4th year students*.

Business English

Table 11: English for Business Purposes

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	0	0	0	NA	0
2nd year	1	2	0	NA	3

Sections	Public	Business	Information	Community	Overall
3rd year	1	4	2	NA	**7**
4th year	2	0	0	NA	2
sub-total	4	6	2	NA	12
% of initial respondents	100%	100%	67%	NA	92%

- All four public administration section members selected Business English, most (2) for 4th years (in addition to Academic English), and *none for 1st years*.
- All six business administration section members selected Business English, too, most (4) for 3rd years (in addition to Academic English), and *none for 1st years*.

<u>Career English</u>

Table 12: English for Career-Related Purposes

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	0	0	0	NA	0
2nd year	0	2	0	NA	2
3rd year	1	2	1	NA	**4**
4th year	2	1	0	NA	3
sub-total	3	5	1	NA	9
% of initial respondents	75%	83%	33%	NA	69%

- Slightly more faculty members selected Career English for 3rd year students than for any other year.

Literary English

Table 13: English for Literary Studies

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	2	3	0	NA	**5**
2nd year	1	1	0	NA	2
3rd year	0	0	1	NA	1
4th year	1	1	0	NA	2
sub-total	4	5	1	NA	10
% of initial respondents	100%	83%	33%	NA	77%

- All four public administration section members selected Literary English, most (2) for 1st years, and *none for 3rd years*.
- Most (5 of 6) business administration section members selected Literary English, too, most (3) for 1st years, and *none for 3rd years*.

Media English

Table 14: English for Media Studies

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	2	2	1	NA	**5**

Sections	Public	Business	Information	Community	Overall
2nd year	1	2	2	NA	**5**
3rd year	0	2	0	NA	2
4th year	1	0	0	NA	1
sub-total	4	6	3	NA	13
% of initial respondents	100%	100%	100%	NA	100%

- All four public administration section members selected Media English, most (2) for 1st years, and *none for 3rd years*.
- All six business administration section members selected Media English, too, equal numbers (2 each) for 1st through 3rd years, and *none for 4th years*.
- All three information administration section members selected Media English, too, most (2) for 2nd years, and *none for 3rd or 4th years*.

Social English

Table 15: English for Social Purposes

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	2	2	0	NA	**4**
2nd year	0	1	3	NA	**4**
3rd year	2	2	0	NA	**4**
4th year	0	0	0	NA	0
sub-total	4	5	3	NA	12

Sections	Public	Business	Information	Community	Overall
% of initial respondents	100%	83%	100%	NA	92%

- All four public administration section members selected Social English, equal numbers (2 each) for 1st and 3rd years, and *none for 2nd or 4th years*.
- Most (5 of 6) business administration section members selected Social English, too, equal numbers (2 each) for 1st and 3rd years, and *none for 4th years*.
- All three information administration section members selected Social English, too, most (2) for 2nd year students, and *none for 3rd or 4th years*.

Travel English

Table 16: English for Travel Purposes

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	3	4	1	NA	8
2nd year	1	0	1	NA	2
3rd year	0	1	0	NA	1
4th year	0	0	0	NA	0
sub-total	4	5	2	NA	11
% of initial respondents	100%	83%	67%	NA	85%

- All four public administration section members selected Travel English, most for 1st years, and *none for 3rd or 4th years*.

- Most (5 of 6) business administration section members selected Travel English, too, most for 1st years, and *none for 2nd or 4th years*.
- Most (2 of 3) information technology section members selected Travel English, too, equal numbers (1 each) for 1st and 2nd years, and *none for 2nd or 4th years*.

Other English categories

Bullet points following Table 17 and footnotes on the table explain findings and suggestions with regard to categories of English other than those the investigator proposed in the survey.

Table 17: Categories of English not Listed Above

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	0	2	1	NA	**3**
2nd year	0	0	0	NA	0
3rd year	1	1	0	NA	2
4th year	0	1	1	NA	2
sub-total	1	4	2	NA	7
% of initial respondents	25%[10]	67%[11]	76%[12]	NA	54%

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[10] No response to an e-mailed follow-up inquiry.

[11] One response to the follow-up inquiry: *Public speaking skills* plus a *positive attitude* about communicating with other people in languages other than Japanese.

[12] Two responses to the follow-up inquiry: 1) Technology: Internet Communication Technology (ICT) in particular; and 2) Technical English: IT-specific – '"Information Technology (IT)"' or 'Technical English in Informatics'

- Slightly more faculty members indicated that other categories of English may be suitable for 1st years than for any other year. *None* suggested suitability of other categories of English *for 2nd years*.
- Most (4 of 6) business administration section members indicated other possible categories, most (2) for 1st years. *None* suggested suitability *for 2nd years*.
    - The single response to a follow-up suggested Public Speaking.
- Most (2 of 3) information technology section members indicated other possible categories, one each for 1st and 4th years. *None* suggested suitability *for 2nd or 3rd years*.
    - One response to a follow-up suggested Information Communication Technology-Related English for 1st years.
    - The other response to a follow-up suggested Technical English in Informatics for 4th years.

Patterns of responses regarding main English categories

Though there were too few survey responses to consider them representative of the entire faculty, patterns have emerged with respect to participants' suggestions about: 1) categories of English for students to study, and 2) years in which to study them. These patterns may indicate unresolved *differences of opinions* among participating faculty members from the business, information, and public administration sections.

The figures below display in bar charts data from the tables above, first by students' years in school (Figures 1-4) and then by survey participants' sections of the faculty (Figures 5-7). The green columns in Figures 1 through 4 represent *total* numbers of suggestions from participating sections of the faculty. Totals for Figures 5 through 7 appear in their captions.

Suggestions for Travel English are noteworthy for their *predominance* in the first year (Figure 1), and *total absence* in the fourth year (Figure 4). Suggestions for Career English in first and fourth years follow an opposite pattern: *none* for first year (Figure 1), and *most* for fourth year–though none from the information section (Figure 4), members of which made *no suggestions at all* for fourth year English studies (Figures 4 and 6).
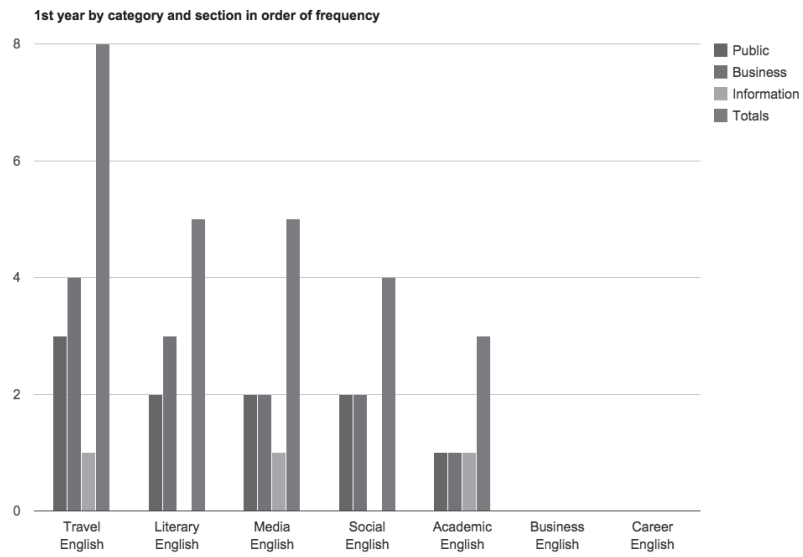
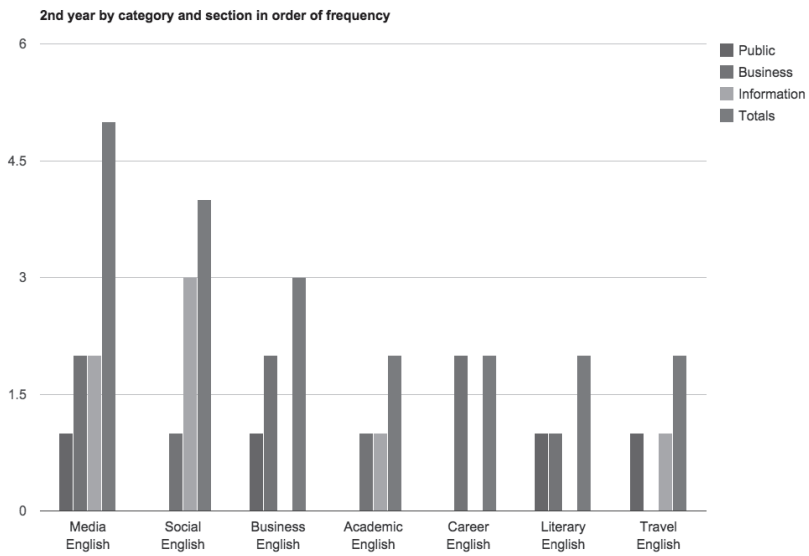Figure 1: Suggestions for 1st year English studies by category and section

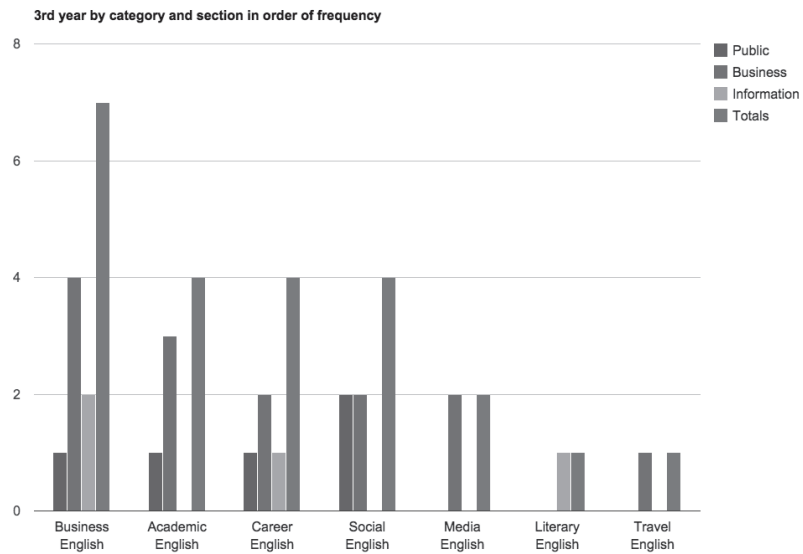Figure 2: Suggestions for 2nd year English studies by category and section

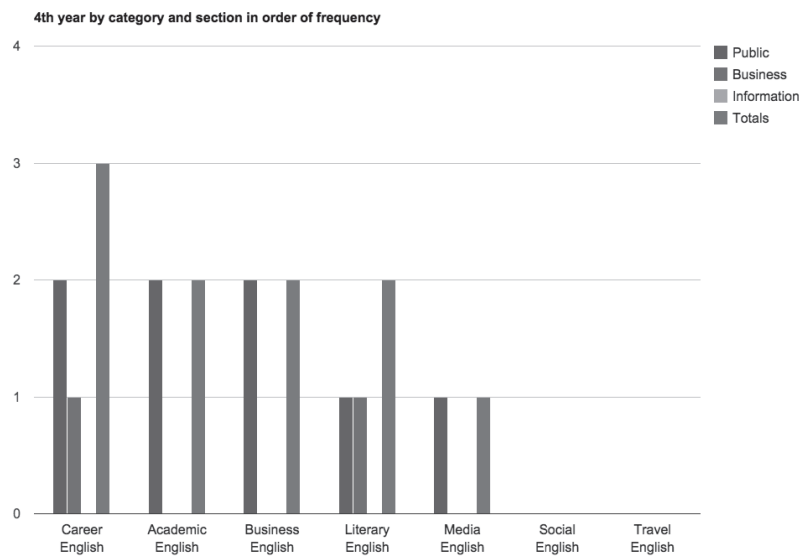Figure 3: Suggestions for 3rd year English studies by category and section

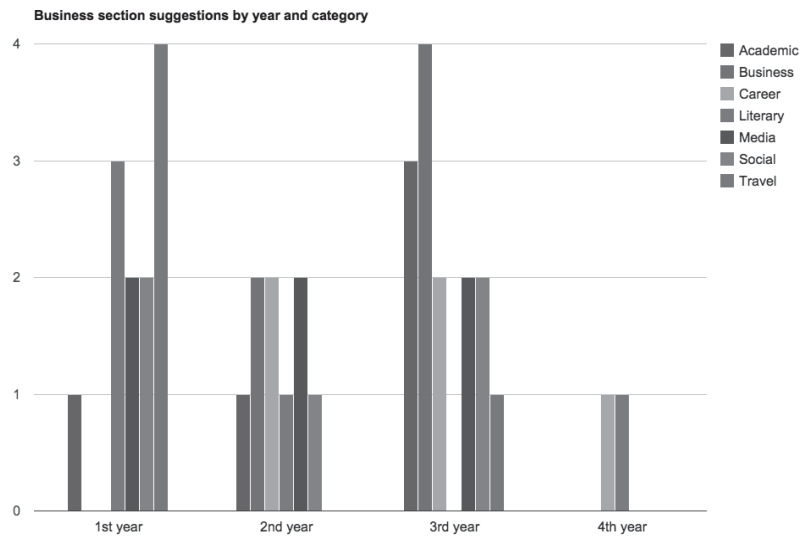Figure 4: Suggestions for 4th year English studies by category and section

Figure 5: Business section suggestions by year and category–37 total from 6 respondents
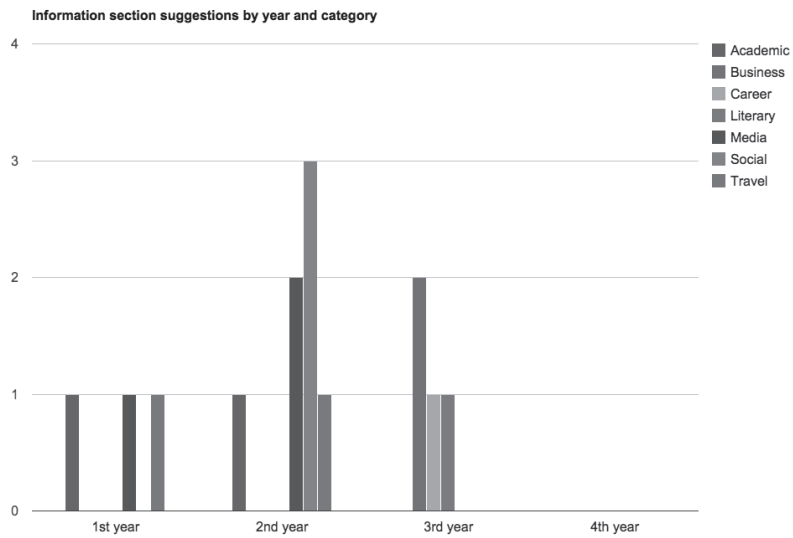

Figure 6: Information section suggestions by year and category–14 total from 3 respondents
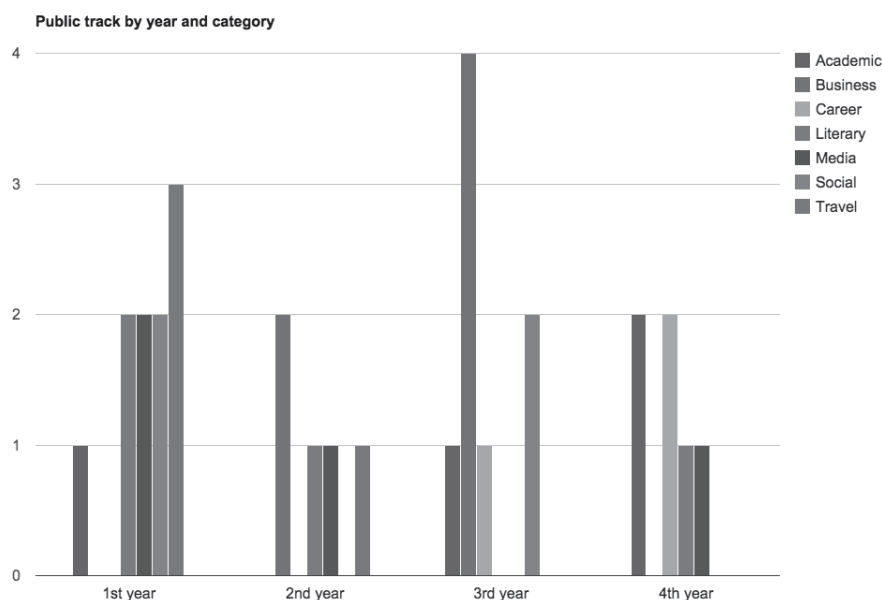
Figure 7: Public section suggestions by year and category–29 total from 5 respondents

Other languages than English or Japanese

The next part of the survey focused first of all on additional languages that students can study *at this university*, then on possible additional languages *not available here*. Bold emphases and cyan backgrounds highlight the years in college with the greatest numbers of responses in tables 18 through 21.[13] It is interesting to note that, regardless of target language *other than English*, the majority of survey participants indicated that the best time for students to study those languages would be during their first year in college.

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[13] Numbers of initial responses in the Public and Overall columns in Tables 18 through 21 *exclude* the handwritten message (Appendix C).

Chinese

Table 18: Chinese as an Additional Language

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	2	3	0	NA	**5**
2nd year	0	0	0	NA	0
3rd year	1	1	0	NA	2
4th year	0	0	0	NA	0
sub-total	3	4	0	NA	7
% of initial respondents	75%	67%	0%	NA	54%

French

Table 19: French as an Additional Language

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	1	3	0	NA	**4**
2nd year	0	0	0	NA	0
3rd year	1	1	0	NA	2
4th year	0	0	0	NA	0
sub-total	2	4	0	NA	6

Sections	Public	Business	Information	Community	Overall
% of initial respondents	50%	67%	0%	NA	46%

German

Table 19: German as an Additional Language

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	1	3	0	NA	**4**
2nd year	0	0	0	NA	0
3rd year	1	1	0	NA	2
4th year	0	0	0	NA	0
sub-total	2	4	0	NA	6
% of initial respondents	50%	67%	0%	NA	46%

Korean

Table 20: Chinese as an Additional Language

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	1	3	0	NA	**4**
2nd year	1	0	0	NA	1

Sections	Public	Business	Information	Community	Overall
3rd year	0	1	0	NA	1
4th year	0	0	0	NA	0
sub-total	2	4	0	NA	6
% of initial respondents	50%	67%	0%	NA	46%

Other languages than above

Table 21: Additional Languages other than those Listed Above

Sections	Public	Business	Information	Community	Overall
Initial responses	4	6	3	0	13
1st year	0	3	0	NA	**3**
2nd year	0	0	0	NA	0
3rd year	1	0	0	NA	1
4th year	0	1	0	NA	1
sub-total	1	4	0	NA	5
% of initial respondents	25%[14]	67%[15]	0%	NA	38%

[14] There was one voice response to a follow-up inquiry (no date). The respondent proposed *Spanish*, a language widely used in Central and South America.

[15] There was one written response to follow-up inquiry (Jun. 28, 2013). It suggested various other languages, such as *Arabic, Indonesian, Italian, Malay, Spanish, and Russian*, in order to help students improve their cross-cultural communication skills.

For all additional languages other than English, the general view among respondents seemed to be that students should study those languages during their first year in college.

4.   English in Subject Areas and Professions

An interim report (Beaufait, 2013) outlined the major findings appearing in tables 1 through 21 (above). Other major findings beyond the scope of that interim report were from items related to survey participants' *subject area specialties* (items 7-13) and from an open response item for *additional information* (item 14). The sections below highlight findings from those two parts of the survey.

Main subjects taught (item 7)

Here is a list of the subjects that 12 survey participants reported as the *main subjects* that they taught, grouped by fields of study:

Business administration
- Business strategies: marketing strategies and branding strategies[16]
- Cost accounting
- Finance
- Financial accounting
- Marketing

Information administration
- Information science
- Information security
- Intelligent informatics, databases, and communication networks

Public administration
- International relations
- Public administration and citizen participation

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[16] This extended clarification was from a follow-up response via email (Jun. 28, 2013, at 15:39); the initial response had been "branding stratety" (sic: Jun. 27, 2013, at 16:16).

- Public administration, public policy, and legislative processes
- Public management

Two participants from the business administration section gave no indication of the main subjects that they taught. Members of the community (non-profit) organization and network section submitted no responses at all (see: Table 1, above).

English use in subject area classes (item 8)

Nine of 14 participants in the survey indicated that students used *no English* in their subject area classes. Four participants said students *did* use English in their classes in:

- Public administration (2 of 5 respondents),
- Information administration (1 of 3 respondents), or
- Business administration (1 of 6 respondents).

A handwritten message (Appendix C) also indicated that students might use English in other classes in business administration.

Ways students use English in those classes (item 9)

The handwritten response (Appendix C) indicated that the teacher gave students an English article about once a year. It also indicated that, since there was no time for students to read such articles in class, the teacher explained the content to them in Japanese. Students may have read the English articles on their own after class.

The four participants who said students did use English in their subject area classes (item 8) included details to explain how. Those details are in the block quotations that follow.[17]

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[17] In the following block quotations, the author revised capitalization, spelling, number (in noun forms) and punctuation, and replaced line breaks with slashes.

Since my subject is originated in the English speaking countries, I cannot but explain major concepts, ideas and terms both in Japanese and English, so that the students can understand them further (at least so I expect). So in my class I let the students read English sentences, introduce some important speeches, documents and so on in English. And lastly in order to check if they have really understood what I talked in my lecture (although I talk in Japanese), I give exams in the form that they have to read English sentences (paragraphs only rather than pages, though). I expect the students to be able to read English at the level of English newspaper or college textbooks at least, which I believe they can apply the vocabulary for their oral communication as well.

(Public administration)

Watching videos [and] reading texts. / The goals of those activities are getting communicative skills.

(Public administration)

Sometimes, students need to read programming English manuals when they can not get Japanese ones; there are seldom Japanese versions of unpopular programming languages. / I think students do not need to understand perfectly those manuals but to understand roughly.

(Information administration)

In my 3rd grade students' seminar, we read Marketing Management in turns, which is written in English by P. Kotler.

(Business administration)

Students' English strengths and weaknesses (item 10)

The four respondents who said students did use English in their subject area classes (item 8, above) also assessed students' English strengths and weaknesses in several areas. Table 22 provides a summary of weighted values.[18] Those four respondents agreed on three (3) specific areas of weakness in English (orange backgrounds in Table 22):

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[18] The weight the investigator used for each response indicating an area of *strength* was 1, and for each area of *weakness*, -1.

1. Listening ability,

2. Speaking ability, and

3. Ability to translate *into* English *from* Japanese.

Two of the four respondents also viewed Cross-cultural appreciation and Writing ability as areas of weakness (yellow background in Table 22). Only one language ability got positive marks from more than one respondent. That was ability to translate *from* English *into* Japanese (green background in Table 22).

Table 22: Students' strengths and weaknesses in English

Abilities	Public (n=2)	Business (n=1)	Information (n=1)	Overall (n=4)
Cross-cultural appreciation	0	-1	-1	**-2**
Listening ability	-2	-1	-1	**-4**
Reading ability	0	1	-1	**0**
Speaking ability	-2	-1	-1	**-4**
Writing ability	0	-1	-1	**-2**
Ability to translate *from* English[19]	2	1	-1	**2**
Ability to translate *into* English[20]	-2	-1	-1	**-4**
Other English-related ability	-2	-1	-1	**-4**
None in particular	NR	NR	NR	NR

NR: No responses

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[19] Into Japanese

[20] From Japanese

"Other English-related ability" was another area of weakness that the four respondents pointed out (light red background in Table 22). A clarification that one respondent provided in a follow-up email exchange highlighted dependence on automated translation tools to translate from English to Japanese, and suggested possible weakness in students' native language abilities.

> ... [The] "other item" I mentioned is ability to translate from E. to J. using translation service. / In my class, students sometimes have to read programming manuals in English, but most of them are unwilling to do [that themselves]. So, I want them to improve their ability to translate from E. to J., but I know it's by no means easy to get such ability in a short time. Therefore, I hope them to be able to understand those materials at least using translation services such as **Weblio** [see: Websites, below]. *This problem might be Japanese ability though.*
>
> (Information administration, personal correspondence, Jun. 24, 2013, at 10:15, emphasis added)

The following reply represents the investigator's understanding:

> Without using such services in the short term, students may be at a complete loss, when it comes to understanding technical manuals and similar materials in English. / Without using translation services effectively, students still may not understand well enough to do what they need to do. Their abilities to produce clear, well-formed explanations in spoken or written Japanese would certainly be a related issue.
>
> (Author, personal correspondence, Jun. 24, 2013, at 13:31)

In a follow-up interview about another reported English-related weakness, one of the four respondents who said students used English in their classes expressed the view that students lack *curiosity*–both about content in English and in general. That observation highlighted a motivational factor examined by Pluck and Johnson (2011), who contended, "The concepts for stimulating curiosity that have been described in terms of second language and medical teaching could potentially be applied to a range of other disciplines and contexts" (p. 29). That is, teachers could adopt non-traditional teaching methods such as case-, problem-, or task-based instruction to stimulate students' curiosity, and thus enhance learning potential.

English materials used in specialty courses (item 11)

Three of the four respondents who said students used English in their subject area classes mentioned specific English materials that students used. Materials that respondents mentioned included English:

- Textbooks (2 respondents) – for business and public administration specialties, namely:
  - For business administration: Kotler and Keller (2012), and
  - For public administration: Baylis and Smith (2011) and Goldstein (2005);
- Newspaper articles (1), speeches (1), and official documents, for example the Japan-U.S. Security Treaty (1), all for public administration; and
- Websites (1), for information administration, namely:
  - **Appcelerator**, and
  - **Corona Labs** (see: Websites, below).

Sampling and analyzing those materials is one avenue for future investigation (see: Avenues for future investigation, below).

Additional plans for English use in subject area classes (item 12)

Six faculty members responded to item 12. One from the public administration section indicated that he or she did not have additional plans for the use of English in their subject area (content-based) classes. Two indicated that they did:

1. *Now, I'm teaching about the subject[s] of "public administration", "public policy ", and "legislation process". I take up politics of Japan and the structure of administration in these subjects. Therefore, for the moment, there is no schedule which uses English language materials etc. However, in a seminar (4th year), when guiding a graduation thesis, my students read English literature.*
2. *I may boost what I have done so far, but basically I use English in my class in the way I am teaching now. Let the students read more, and let them read loud in their practice, which I believe will surely be useful for their oral communication as I mentioned above.*

Similarly, one faculty members from the business administration section indicated that he or she did not have additional plans for the use of English, and two indicated that that they did.

1. *I am going to give and teach my students the statistical software that is in English. I do not plan other specific English teaching.*
2. *I may let my students read papers written in English in my seminar classes in the future.*

It is important to note that the indications above of additional plans for the use of English in subject area classes represent less than half of the target faculty members in each or those two sections (public administration and business administration, respectively). Moreover, those six responses represent less than one quarter of the target population as a whole (see: Response rates, Table 1, above).

English and other languages used in particular fields (item 13)

Regarding English or other languages that Japanese used in particular fields, 12 of the 14 faculty members who responded online specified English. Eight (8) indicated English use *at* professional conferences, and four (4) indicated English use *in* professional publications. Although a mistake in the online form prevented choices of "both," one respondent explained in a follow-up response to item 14 (below) that he or she had meant both. If a both option had been available, there might have been numerous "both" responses.

Regarding other languages than English or Japanese used in particular fields, one of the respondents in the public administration section who indicated English use in professional publications also indicated uses of *both* French and German in such publications. There were no indications of uses of the other languages taught at the university (Chinese or Korean). Nevertheless, one respondent in the public administration section who had indicated use of English *at* professional conferences also mentioned in a follow-up interview the use of Spanish *in* professional publications.

Additional comments, questions, and suggestions (item 14)

Respondents provided additional remarks not only in a handwritten note (Appendix C) but also in response to item 14. Two responses to item 14 came from members of the public administration section, and two from the information administration section.

One indicated that in the field of information administration English was useful both at professional conferences and in professional publications. The block quotations below represent the other three.[21]

> *I hope students can become able to browse* **English** *web-sites without rejection. / Honestly, I hesitated before answering your survey, because I myself have an awareness that I am not good at* **English***. However, I will become so happy if your survey will lead to improvement in ... [the university] students' English abilities.*
>
> (Information administration, Jun. 14, 2013, at 17:07, bold emphasis added)

> *When our students write a graduation thesis in university 4th year, they need ability to translate into* **English** *from Japanese. And moreover, after university graduate, they need* **English** *conversation capability.*
>
> (Public administration, Jun. 21, 2013, at 15:52, bold emphasis added)

> *It is not the language itself. Whether you call the Japanese character shy or whatever, their (our?) mentality should be adjusted to the occasion in which they (we) speak* **English** *or other foreign languages. / My motto is "Practice makes perfect." Do not hesitate to make mistakes. I have also made a lot of mistakes and have had such shameful and miserable occasions that I could not speak well. / I want our students to be more confident. To make it really happen, as I mentioned, practice, practice and practice is the best way, which I believe. Thank you for your attention.*
>
> (Public administration, Jun. 22, 2013, at 20:06, bold emphasis added)

Responses like those, if from only a few faculty members in only two fields of study, may reflect a glimmer of hope for ALL, and in particular for a future of English language learning and use within as well as after graduation from the faculty of administrative studies.

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[21] In these three block quotations, the author revised only punctuation, spacing and spelling.

5.   Avenues for Further Investigation

It would be enlightening to offer faculty members who indicated professional use of English in their fields *either* at conferences *or* in publications opportunities to indicate uses of English in for professional communication in *both* sorts of venues. Additional findings might indicate greater needs in various fields *after graduation* than respondents have indicated for students after four years in college (see: Listening, Reading, Speaking, and Writing, above).

It also would be enlightening to examine samples of the English materials that respondents said students actually used in order to assess factors such as readability and vocabulary loads. For example, analyzing samples from the beginning and end of the two newer textbooks (Baylis, Smith & Owens, 2011, and Kotler and Keller, 2012) could help quantify and compare challenges that students in business administration, public administration, or both specialties faced. Similarly, samples from the information technology websites (Appcelerator and Corona Labs) could indicate not only readability and vocabulary challenges that students faced, but also underpin targets for English language learning in courses tailor-made to suit students' current and future needs.

References

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Kotler, P., & Keller, K. (2012). *Marketing Management* (14th ed., Global Edition). Harlow, England: Pearson Education Limited.

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熊本県立大学 [Prefectural University of Kumamoto]. (2012). 大学案内 2013 [university guide for 2013]. Kumamoto, JP: 熊本県立大学 [Prefectural University of Kumamoto].

Websites

Appcelerator. Titanium 3.X: http://docs.appcelerator.com/titanium/latest/

Corona Labs. Cross-platform mobile development resources: http://coronalabs.com/resources/

英和辞典・和英辞典 – **Weblio** 辞書 [English-Japanese dictionary, Japanese-English dictionary – Weblio dictionary]: http://ejje.weblio.jp/

Appendix A: Survey Call for Participation

If you have trouble viewing or submitting this form, you can fill it out online:

https://docs.google.com/forms/d/1NtQLT2sHnhvP9zQbHnZ9faJ2SMssvtGwX5Wukz8Q6VI/viewform

Survey of English needs for the faculty of administrative studies

Dear colleagues:

The purpose of this survey is to collect faculty members' ideas about students' needs for English, in order to lay a foundation for re-development of the language learning curriculum in the faculty of administrative studies.

Some of the questions in this survey come from a preliminary, paper-based, needs analysis that Prof. Melton did for the faculty of sciences around the turn of the century (Melton, 2000). He has granted permission for me to use those questions.

Although I realize that you are busy with teaching and research activities, community service, and administrative responsibilities of your own, I appreciate your cooperation in completing the questionnaire.

The questionnaire has 14 items. It may take up to 20 or 30 minutes to complete. Please feel free to enter text responses in either English or Japanese.

The "Submit" button is on the left, below the smile-e graphic at the end of the survey form. Please press that button only once, after you have finished responding.

Thank you in advance for your cooperation. I look forward to receiving many thoughtful and thought-provoking responses in the near future.

PB

Reference

Melton, Jay. (2000). Preparing materials for English for specific purposes students: A faculty-wide needs analysis. *Language Issues, 6*(1), 11-30.

Appendix B: Survey Items (text facsimile)

Personal identification

1. Faculty

Of which faculty are you a member?

2. Department or section

To which department or section do you belong?

3. Family name

Please enter you family name.

4. Given name(s)

Please enter you given name(s).

Language targets for students: Skills, languages, and categories

5. Additional language skills after two (2) years and four (4) years at university

Please tick the _additional language skills_ (above and beyond Japanese) that you feel are important for students to have after studying in the faculty where you teach.

    After two (2) years

    After four (4) years

        Cross-cultural appreciation

        Listening

        Reading

        Speaking

        Writing

        Translation from Japanese into another language

        Translation into Japanese from another language

        Other skill(s)

6. Categories and languages to study

Please tick the categories and languages that you feel are important for students to study in the faculty where you teach, and in the years in which you feel they should study them.

1st year

2nd year

3rd year

4th year

      Academic English

      Business English

      Career English

      Literary English

      Media English

      Social English

      Travel English

      Other English categories

      Chinese

      French

      German

      Korean

      Other languages than above

      None in particular (other than Japanese)

Subject area English

7. Your main subject

Please list the subject that you teach the most often, or that you consider the most important of your teaching responsibilities.

8. English in subject area classes you teach

Do your students use English in any way, for example: reading texts, watching videos, or browsing websites, in your subject area classes now?

      No: Please go to question 12.

      Yes: Please answer questions 9 through 11.

9. Ways students use English in classes you teach

Would you please outline or summarize the most frequent uses of English in your classes, for example: What activities or tasks do students do with English? What are the goals of those activities or tasks?

10. Students' English strengths and weaknesses

What English strengths and weaknesses do you observe in _most_ of the students you teach? Please tick any that apply.

Students' strengths

Students' weaknesses

Cross-cultural appreciation

Listening ability

Reading ability

Speaking ability

Writing ability

Ability to translate from English into Japanese

Ability to translate into English from Japanese

Other English-related ability

None in particular

11. English materials or resources that students use for classes you teach

Can you provide copies of English language materials or pointers to online English resources that students use for subject area classes you teach? If no, please go to question 12. If yes, please list links or titles here.

12. Plans for English use in subject area classes

Do you plan to have your students use English in _new or different_ ways in your subject area classes in the future? If no, please go to question 13. If yes, would you please outline or summarize your plans here?

13. English or other languages in your field

Please tick buttons below to indicate English or other languages used in your field.

At professional conferences

In professional publications

Chinese

English

French

German

Korean

Other [language(-s)]

Additional remarks

14. Comments, questions, or suggestions

If you have any comments, questions, or suggestions with regard to the English needs of students you teach, please feel free to add them here.

Appendix C: A Handwritten Message

This appendix (Appendix C) represents the content of a handwritten reply to an email message that the investigator had sent out to invite faculty members to take part in an English needs survey (see: Appendix A). This appendix includes a Japanese transcription and an English translation of the handwritten reply to the English needs survey. The transcription and translation appear below.

The investigator sent the email invitation to participate in the survey on June 14, 2013. On July 11, 2013, the investigator received via campus mail a note handwritten in pencil on a plain-text printout of one page of the email message including the survey itself. The printout of the mail message included a printing date: June 17, 2013.

Though the investigator had included the Google form for the survey in the original message, the professor who hand-wrote the reply may not have tried an option in the university's web-based mail program that was necessary at the time to display rich-text versions of messages. A rich-text email display would have provided all of the response options from the survey form in context within the original email message. The professor also may not have followed the link provided in the email message to the interactive online survey form.

Japanese transcription

このアンケート用紙はすべて読みましたが、どれも回答することができません。全て日本語で授業を行っているので、Listening, Speaking, Writing[22] は講義内容と重なることはありません。1年に一度くらい、英語の短い資料を配布しますが、時間がないので、私の方で一方的に訳し、内容を解説します。講義では、英語にまで言及する余裕はありません。

<div align="right">(transcription of the handwritten message received July 11, 2013)</div>

English translation with interpretations

I have read the entire survey form, but I can't answer any of the questions at all. I teach classes entirely in Japanese, so [students' English or other additional language] Listening, Speaking and Writing [skills] are unrelated to course content. I hand out short English documents about once a year, but there isn't time [in class for students to read or study them], so I translate those materials for students myself, and explain the contents [in Japanese]. In [my] lectures there is no leeway for encounters with English.

<div align="right">(translation of the handwritten message received July 11, 2013)</div>

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[22] The handwritten message, otherwise entirely in Japanese, included the English words listening, speaking and writing (spelled out and capitalized).