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Changes in Students' L2 Vocabulary-learning Beliefs and Strategies

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【Abstract】

This paper presents a case study of six Japanese university students that examines how their L2 vocabulary learning beliefs and strategies change over time. While many language learners rely on word lists to memorize vocabulary, it is posited that the use of this particular strategy is largely due to tests and test preparation materials. That is, their belief is that learning a language is to pass a test. However, beyond testing purposes, rote memorization of word lists is unlikely to be effective for language development as a word may have several meanings or senses. Changes in language learning needs such as for study abroad or for other endeavors means that language may now possess a practical real-world use and may therefore manifest in learners changing the way they approach vocabulary learning. Data for the participants include pre- and post- surveys, standardized test scores, and vocabulary levels test scores, with follow-up interviews being used to gain further insight into the observed changes. The results show that aside from testing purposes, the participants utilized more socially-derived strategies depending on their reported needs. This in turn led to a form of vocabulary learning that could be described as accidental rather than incidental.

【Keywords】
Learning strategies, beliefs, vocabulary, independent learning, language

1. Introduction

Japanese learners of English typically rely on word lists to memorize vocabulary. Their use of this particular strategy is likely due to the influence of test formats which necessitate memorizing many words in a relatively short span of time. Most Japanese learners have learned this strategy in junior high school when English language testing began and continued through high school where they have prepared for university entrance examinations. As such, the typical Japanese student have had six years of using word lists to study vocabulary and this habit are deeply ingrained in their routine. However, beyond testing purposes, word lists are unlikely to be an effective strategy for actually learning vocabulary as any given word may have several meanings or senses. In tertiary education where there is arguably a stronger focus on language development, it is crucial to adopt new strategies or augment an existing one which will most help the learner achieve this goal or learning for proficiency rather than learning for testing. It can also be argued that learning beliefs are strongly linked to the use of learning strategies as several studies have found that a learner's beliefs determine the strategies they use, and the degree to which those strategies are effective. As such, it is important to examine if vocabulary learning beliefs and strategies change over time, and the reasons for these changes.

The purpose of this study is to examine how the vocabulary learning beliefs and strategies of six students change over time. The participants are six female Japanese learners of English at a private university in western Japan. They will be interviewed at the end of an academic semester in late January with additional data coming from standardized test scores, and a pre- and post- survey of their vocabulary and language learning beliefs and strategies. Over the course of the semester, the participants have been introduced to, and have been using several vocabulary learning strategies with the ultimate goal of augmenting their current strategy to better suit their personal learning styles and language goals.

Learning a language is difficult for a plethora of reasons. Different instructors, course content, class dynamics, and even environmental factors all interact and influence language learners and will ultimately affect learning outcomes. To cope with elements in the learning process, students may use learning strategies to help them accomplish different tasks. Mayer (1988) describes learning strategies as "behaviours of a learner that are intended to influence how the learner processes information" (p. 11). These strategies may be self-developed, learned from others, or augmented over time through experience, and as they mature as learners, students will likely discover that certain strategies are suited to particular tasks, or their own personal study style. As such, it stands to reason that successful language learning depends on the effective use of learning strategies. As language consists of several components (phonology, morphology, lexicon, syntax, and semantics), different language learning strategies may be employed.

Vocabulary learning in particular presents one of the major challenges for language learners. Even without a background in linguistics or education, most understand the inherent value of vocabulary for language development. With regard to vocabulary learning specifically, there are numerous approaches, methods, and exercises that learners and instructors can utilize (Hatch & Brown, 1995). As with other language learning strategies, successful vocabulary development relies on the use of appropriate vocabulary learning strategies. Interestingly, Schmitt (1997) found that language learners used more strategies when learning vocabulary compared to more complex tasks such as listening and speaking although those strategies tended to be basic. That said, perhaps the simple nature of these basic strategies lend themselves to easier habit formation. In short, it bears investigating as to what strategies students are using to study vocabulary and the underlying beliefs that go along with it.

2.   Literature Review

2.1 The Importance of Vocabulary in Language Learning

Instructors and learners alike seem to intuitively understand the value of vocabulary and how it is central to language learning. Wilkins (1972) wrote that "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). Other researchers attach similar importance to vocabulary (Lewis, 1993; The Report of the National Reading Panel, 2000; Vermeer, 1992). With particular reference to reading, Liu Na and Nation's oft-cited 1985 study show that a vocabulary coverage of 95% is needed for a reader to be able to guess unknown words from context. Nation (1993) further states that developing an adequate high frequency vocabulary is critically important to comprehension. As a frame of reference, 2,818 is required for a 90% coverage of the New General Service List (Browne, C., Culligan, B. & Phillips, J., 2013). To increase this coverage to the recommended 95%, a language learner has to know a combined total of 6,828 words. Clearly, language learners are faced with the formidable task of learning a large amount of vocabulary. To sum up, teaching vocabulary and helping language learners develop their lexicon helps them understand and communicate with others.

2.2 From Receptive to Productive Use

As learners' linguistic ability develops, it becomes increasingly important for them to both acquire more vocabulary, and to transition from receptive to productive vocabulary use. To facilitate this, language learners need not only explicit vocabulary instruction, but also instruction in vocabulary learning strategies to increase depth of vocabulary knowledge. As described by Henriksen (1999), receptive to productive vocabulary use is one of three dimensions of lexical competence (the other two being partial to precise knowledge, and depth of knowledge). Receptive vocabulary, also called recognition vocabulary, is understood in reading, whereas productive vocabulary is used in writing or speech (Nation, 1984). Laufer and Paribakht (1998) further

distinguish between free active and controlled active vocabulary (voluntary use vs. able to use if required). Henriksen (1999) emphasizes the importance of converting learners' receptive vocabulary into productive vocabulary as "there is a substantial difference in how well different lexical items are mastered in relation to ability to use the words in comprehension and production" (p. 307). Helping learners attain the mastery needed for "free active" use is important in reaching the goals of language learning.

2.3 The Importance of Strategies

Oxford (1990) puts it, language learning strategies "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1). Perhaps unsurprisingly, research suggests that students who are trained in the use of language learning strategies become better language learners (Nunan, 1997; O'Malley & Chamot, 1990). Such research has highlighted a range of "positive" strategies including self-monitoring L2 performance, listening to a variety of audio input, and speaking with native speakers (Naiman, Frohlich, Stern, and Todesco, 1978, 1996; Rubin, 1975; Stern, 1975). Other studies have examined metacognition regarding strategy use and effective language learners have been shown to be aware of the strategies they use as well as being able to explain why they use them. Schmitt (1997) describes two categories of vocabulary learning strategies: The ones used when encountering a word for the first time, and the ones used to consolidate the meanings of previously encountered words. While it is beyond the scope of this paper to examine in detail the exact strategies used by the participants, this paper will attempt to describe how the vocabulary learning strategies that have been engrained in the participants' study habits may have been augmented through classroom instruction and practice.

2.4 The Need for Explicit Strategy Instruction

Several studies have investigated the relationship between vocabulary learning strategies and outcomes in learning English (Gu & Johnson, 1996; Lawson & Hogben, 1996) and found that certain strategies had positive effects on vocabulary learning, and that certain combinations of strategies had better positive effects than single strategies. As learners may already have certain beliefs regarding vocabulary learning, they may also have a specific deeply-ingrained strategy that they have been trained to use. In Japan, most of the vocabulary books are formatted around the use of word lists with example sentences or short texts and Japanese learners of English have been trained to use this learning strategy since they started Junior High School. This strategy is arguably aimed at vocabulary retention and Gu and Johnson found that such strategies "only correlated more with vocabulary size than with English proficiency in general" suggesting that while it may help students to remember target words, it does not help them with usage. One reason that the vast majority of language learners use this particular strategy may simply be that they are not aware of, or have not been instructed

in the use of other strategies. This would almost certainly have an effect for individual students and clearly highlights the need for explicit instruction of a range of vocabulary learning strategies for language learners.

2.5 Evidence that Explicit Instruction Helps

Lee (2003) attempted to determine the extent to which vocabulary use is affected by explicit instruction. The researcher found that learners' voluntary use of recognized vocabulary is approximately 13%. A related study had similar findings of 20% (Lee & Muncie, 2006). However, explicit target vocabulary instruction will result in an increase to approximately 64% for already-known words, or 43% for newly-learned words (Lee, 2003). In both studies, the researchers conclude that encountering new or advanced vocabulary in reading and teacher explanation of the vocabulary was not sufficient for it to become productive and that a learner's production of target vocabulary is assisted or enabled by teacher-fronted elicitation (Lee & Muncie, 2006). The point here is that more explicit instruction is needed in addition to instruction on how learners can develop their vocabulary on their own.

2.6 Beliefs

Several studies have focused on students' beliefs regarding the nature of language learning and the efficacy of the strategies they use (Abraham & Vann, 1987; Cotterall, 1995; Elbaum, Berg, & Dodd, 1993; Ely, 1986, 1989; Grotjahn, 1992; Horowitz, 1994; Horwitz, 1985, 1987, 1988, 1989; Kern, 1995; Kuntz, 1996a, 1996b; Politzer; 1993; Wenden, 1986). In these studies, the common assumption is that what students consider to be an effective strategy significantly influences their use of strategies. In essence, the researchers attempted to identify the underlying causes that result in (a) learners approaching different language learning tasks differently, and (b) the individual differences observed even among learners with similar language proficiency. The general consensus is that a reasonable answer may be learner beliefs.

Abraham and Vann (1987) proposed a model in which learners' beliefs guide their approach to specific learning contexts, and the approach is manifested in observable or unobservable strategies, which directly influences the degree of success in language learning. Similarly, Schommer (1990) conducted an exploratory factor analysis which identified four factors and demonstrated how these belief factors affected learning and comprehension. Mori (1999) interestingly notes that a learner's beliefs on learning "seem to exist independently of one's ability to learn" (p. 381) and that "positive beliefs could compensate for one's limited ability"(p. 381). Therefore, a learner's learning beliefs strongly influences the strategies they use and their effectiveness. As a result, it is of particular interest for educators as to how beliefs can be manipulated through instruction.

There have been several studies which strategy use and overall proficiency (Gu & Johnson, 1996; Gu, 2010) and other studies have demonstrated how strategy use

increases or decreases over time (Schmitt, 1997). Yet other studies have identified those strategies used more often by lower-proficiency learners (Fan, 2003) and also a variety of vocabulary learning styles (Gu & Johnson, 1996). However, few studies have examined how language learners' beliefs, perceptions, and strategy use may change over time. In language learning, where motivations fluctuate depending on a wide range of factors including but not limited to it is important to understand when strategy use change occurs and the reasons behind the change which may include changing language learning goals, importance of certain types of words, or simply amount of available time. Such an understanding would provide greater insight into both research and pedagogy regarding vocabulary learning and teaching.

3.   Purposes

The purpose of this study is to examine the perceptions of the students regarding the vocabulary study and the strategies they use in doing so. Whilst instructors typically reiterate course goals and the reasons for studying the target vocabulary several times throughout the academic year, it is unclear if the students fully understand these reasons and if they internalize them which may affect their motivation Furthermore, different students are likely to have differing strategies and/or approaches to vocabulary study and they may perceive its usefulness in different ways.

3.1 Research Questions

This study will therefore address the following research questions:
(1) What are students' beliefs regarding vocabulary learning?
(2) What strategies are the students using to study vocabulary?
(3) What can change/s in strategy use be attributed to?

4.   Methodology

4.1 Context

This study was conducted with first-year students at a private university in western Japan. The participants take three content-based English language courses spread across five 90-minute classes a week. One of these courses is one 90-minute session and is designed as an academic skills course. In this course, the students are given sublists four through six of the Academic Word List (AWL) (Coxhead, 2000) totaling 180 semantic fields. The students are presented with only the most frequently-appearing word in each semantic field. Therefore, the students have to study 20 individual words per week with each complete sublist taking three weeks of study. The students are then tested on each sublist on the "fourth" week. The reasons for including this in the curriculum is largely due to the content-based nature of the English courses as well as the discipline courses they are taking in the department. Santos (1988) found that difficulty in writing by foreign language learners is caused by a lack of vocabulary. The vocabulary study is

intended to support this linguistic need in keeping with the support-centered goals of the course.

The participants were also taught various vocabulary learning strategies with the belief that different learning styles will suit different learners. The strategies included (1) creating their own sets of digital word cards using a smartphone application called Quizlet, (2) using the British National Corpus (BNC) to see how language is used, (3) identifying word roots, prefixes, and suffixes to better understand parts of words, (4) practice with word forms (nouns, verbs, adjectives, and adverbs), (5) cloze passages to help guess from context, and (6) identifying the various word forms a particular word can take. Quizlet was introduced in the first lesson with the other strategies introduced in subsequent lessons on a weekly basis (in the order listed above). With the exception of cloze passages, the students incorporated each strategy into Quizlet as they were introduced. By the end of the sixth class meeting, all the strategies had been introduced and the students had to find the information for strategies 2, 3, 4, and 6 for every word they were assigned.

The strategy being focused on in this study is Quizlet. Essentially, this is a version of word cards as Quizlet presents the user-input target vocabulary and accompanying definitions in a similar style. The participants reported that none were familiar with, or had used Quizlet before. Each student was assigned a word every week with the student in charge of a particular word instructed to compile a list of information that would be added to the Quizlet word card set. This word card set is accessible by anyone using an internet-connected device and is specifically intended for the students to use to prepare for the vocabulary quizzes. The information for each word included (a) the Japanese dictionary definition, (b) a sample sentence from the BNC, (c) information about roots, prefixes, and suffixes, and (d) the various word forms of the word. The students were given 10 minutes during class time to begin collecting the information. If they could not finish within the allotted time, they had to complete the task at home and email the information to the instructor by Sunday evening. The instructor then uploaded the information for each word into the Quizlet word card set which the students could use for their vocabulary study.

4.2 Data Collection

Pilot Process. In preparation for this study, it was necessary to gain experience with interviewing participants, and in creating a survey instrument to measure beliefs and strategies. The pilot process involved (1) an early version of the survey used, and (2) interviewing nine volunteer students about their vocabulary learning experiences, beliefs, and strategies. This survey was administered in April, 2014 and the interviews were conducted in July, 2014.

Participants. The participants for this study are six female first-year students who were selected for interviews. They were informed of the nature of the study, the overall topic of the interview, their rights as participants, and signed consent forms (see

Appendix 1 for the Informed Consent Forms provided to the participants). The participants were selected primarily based on a combination of their personalities, observed motivation and in-class participation, an increase in VLT and/or GTEC scores, their willingness to be interviewed, and availability at the end of the academic year. At the time of the interviews, I had taught four of the participants over two semesters and the remaining two participants for one semester. See Table 1 for a summary of the participants' scores.

Table 1. Summary of the participants' various test scores

	TOEIC (July 2014)	GTEC Pre (April 2014)			GTEC Post (January 2015)			Vocabulary Levels Test	
		L	R	T	L	R	T	Pre (Sept. 2014)	Post (Dec. 2014)
Mami	385	124	117	241	115	116	231	54	50
Sayuri	350	116	98	214	104	88	192	37	**44**
Nana	330	113	91	204	104	**97**	201	50	49
Shoko	315	102	119	221	**132**	**128**	**260**	51	**53**
Ayako	445	119	121	240	110	121	231	48	**52**
Tomoko	296	141	100	241	140	**106**	**246**	32	**34**

Note. Bolded figures indicate an improvement from the previous measure.

The GTEC scores are provided to give a broad view of the proficiency gains over the course of an academic year. In addition, the participants' July 2014 TOEIC scores are provided as a point of reference for those more familiar with the TOEIC.

Survey. A survey of the participants' learning histories, and vocabulary learning beliefs and strategies was administered twice to see if there were changes in the participants' beliefs and strategies. The students were told that participation was voluntary. The original version of the survey was in English but was translated into Japanese by a native Japanese speaker who was highly proficient in English (total TOEIC score of 900). The translation was checked by another native Japanese speaker who is a researcher in applied linguistics, and an English instructor at a Japanese university (see Appendix 2a and 2b for the English Japanese versions of the survey). In total, 43 students across two classes took the survey in Japanese.

Interview. Semi-structured interviews based on the participants' pre and post surveys were conducted at the end of the course to gain an understanding of EFL learners' perceptions of vocabulary study and the strategies they used. The participants were asked about their English language histories, overseas experience, how they studied vocabulary in their secondary education, their beliefs as to what types of vocabulary should be studied in English class, and the strategies they used to study vocabulary. The interviews were conducted at the university's English self-access center and the participants were free to respond in English and/or Japanese. At the time of the study, I was teaching the participants in at least one of their English courses. They were informed that the interviews were not related to the university and that their

responses did not affect their grades in any way. The interviews took an average of 37 minutes to complete.

Vocabulary Levels Test. The students were given the Vocabulary Levels Test (VLT), Level 1k, Form 2 (Nation, 2001) at the start and end of the semester. This test used a True-False-I don't know format to estimate the test-taker's receptive vocabulary of the 1,000 most common words in English. The "I don't know" option is intended to minimize the effect of guessing. Practice effect was considered to be negligible as (1) the students were not told they would be taking the test a second time, (2) they were not shown the answers for the test, (3) there was no explicit instruction on the words in the test, and (4) the two tests were administered approximately three months apart (see Table 1).

Standardized Tests. As part of the English language program, the students are required to take the Listening and Reading sections of the Global Test of English Communication (GTEC) and the Test of English for International Communication (TOEIC) over their first three semesters. Both tests are tests of overall language proficiency and, at the time of this study, all the students have two GTEC scores and one TOEIC score. These test scores were used for streaming purposes in the English language program (see Table 1).

Data analysis. The interviews were audio-recorded and transcribed in their entirety. The Japanese sections were translated by the researcher. Sections which were difficult to translate were isolated and transcribed by the researcher, and translated by a native Japanese speaker. Analysis of the transcripts focused on the themes outlined in the research questions (i.e. beliefs, and strategies). The interview transcripts were reviewed multiple times to facilitate both deductive and inductive analyses. Through the deductive approach, the predetermined themes helped identify relevant excerpts from the transcripts.

5.   Results

The initial data from the survey administered in September and December are summarized in the tables below. Table 2 summarizes the pre and post survey rankings of the most important language skills. Table 3 shows the participants' responses to the six items regarding their beliefs about vocabulary and their English-language use.

Table 2. Change in Students' Ranking of Language Skills

	September	December
Mami	S W L R	R S L W
Sayuri	L S R W	L S R W
Nana	S L R W	S W L R
Shoko	S L R W	S L R W
Ayako	L S R W	S L R W
Tomoko	L S W R	S L W R

Note. Skills are ranked in descending order. S=Speaking, L=Listening, W=Writing, R=Reading

Table 3. Summary of responses for items 15, 16, 21, 22, 23, and 24 of the Background Questionnaire/Survey.

	Mami	Sayuri	Nana	Shoko	Ayako	Tomoko
15. English will help me with my job after I graduate.	4-4	3-3	4-4	4-4	4-4	4-3
16. English will help me in my social/personal life after I graduate.	3-4	3-3	4-4	4-4	4-4	4-3
21. What words do you think are important to study?	For business For daily conversation	*For business* For daily conversation	For business For daily conversation	For daily conversation For taking tests	For daily conversation	For daily conversation
22. In Japan, you have many chances to use English.	1-2	1-2	3-4	4-4	2-2	2-2
23. Outside of English class, where do you think you will use English?	Business *Traveling*	Business Traveling	Travel Work **Daily Life**	Travel	*Travel* *Talking to foreign friends*	Travel
24. I think English is useful. If yes, how is it useful?	Yes. Job hunting, *Work, Travel*	Yes. Talking to people	Yes. Making friends	Yes. Work, My life	Yes. **Traveling**	Yes. [No answer]

Note. Numbers indicate responses on a 5-point Likert scale (0-4) recorded in September and December respectively. Bolded words indicate new responses on the post-survey. Italicized words indicate responses only in the pre-survey.

5.1 What are students' beliefs regarding vocabulary learning?

Question 14 in the survey asked the students to rank the language skills in order of importance and is presented in Table 2. Sayuri and Shoko showed no change between the pre and post surveys and ranked speaking and listening as highly important. The importance of writing increased for Nana, and speaking became more important than listening for Ayako and Tomoko. Mami exhibited the most drastic change with reading becoming the most important skill (previously ranked least important), and writing being ranked lowest (previously ranked 2nd).

> *Mami: Because now I learned in class, reading more books and when I work in a company, maybe I will read a lot of English documents, maybe … I want to use English in my work … Like HIS or JAL or ANA (travel companies or airlines).*

It is not surprising to see that not much has changed over the course of one semester. The surveys showed that the participants consistently believe that English will help them with their jobs and social/personal lives after graduation. This belief is reflected further in the survey where the participants answered that words for ???? (everyday conversation) should be studied the most followed by business vocabulary. The interviews confirm this with the students consistently reporting that speaking or communication is the most important part of language to learn and develop and they identify vocabulary as being central to improving their speaking ability. This largely coincides with how they have ranked the language skills.

Similarly, the freshmen do not change in their beliefs in the course of one semester regarding how they will use English after their university education. Furthermore, they recognize in the interviews that they feel they are not able to successful convey their thoughts in spoken English with the main reason attributed to an insufficient vocabulary.

Shoko: Hard to tell in English what I think in Japanese. I use English phone dictionary, google translate. If I have many vocabulary, I can speak better
Ayako: I'm also not good at speaking. I can't say what my feel. So I need more vocabulary. So I should practice speaking.
Tomoko: I don't have any vocabulary. And I can't explain what I'm thinking.

Another belief is that vocabulary learning will help automatize already known words which will help with fluency and "help the words come out".

Mami: When I write vocabulary, I can write, but I can't speak.
Interviewer: Okay. You have time to think when you are writing …
Mami: Yes! But when I speak, the words don't come out and I don't know how to explain.
Sayuri: Now, I want to talk to you more casually but the words don't come out.

From these excerpts, it seems clear that some of the students have an innate understanding that merely having a sizeable vocabulary is not enough for oral proficiency. Sayuri's comment is that the "words don't come out", not that she doesn't know what to say. The implication here is that given enough time, she could formulate a "more casual" sentence. This is in line with Henriksen (1999) placing importance on helping learners convert receptive vocabulary knowledge to productive vocabulary knowledge, or as Laufer and Paribakht (1998) describe it, to help them transition from controlled active to free active vocabulary.

While it is clear from questions 15 and 21 that business vocabulary is considered important to study, it is unclear as to how the students imagine using this vocabulary or where. The interviews reveal that all the students imagine using English in their job in

the future and possibly living in English-speaking countries with some having a more detailed goal than others. For example, Mami wants to work in the travel or service industry and states that she should study business vocabulary paying particular attention to developing her reading as she may have to read "a lot of English documents" (see Appendix 3 for an excerpt of Mami's transcribed interview). Similarly, Nana wants to be a ballet dancer in the US, Sayuri wants to be an event planner in Japan catering to both Japanese and foreigners, and Ayako wants to be a fashion designer in the UK. These students have well-defined personal goals and have also identified the role English language proficiency plays in helping them achieve these goals. This is reflected in how they prioritize spoken language ability and how vocabulary learning can help them.

To sum up, the students believe that the purposes of learning vocabulary is primarily for communication with a smaller emphasis on business. It is for the purpose of everyday communication that vocabulary should be studied and that this is important to address issues related to expression or fluency. While this conclusion may appear simple, it has wider implications in that this belief may very well determine how learners approach specific learning contexts, as noted by Abraham and Vann (1987). It is also interesting to note that while there appears to be a stated desire to learn or practice speaking, the participants recognize that there are few opportunities to use English and only envision using English when they travel.

5.2 What strategies are the students using to study vocabulary?

By far, the most common vocabulary learning strategy reported by Japanese students at the beginning of the semester is listing target words along with their translations. This seems to be the method employed by the vast majority of language learners and is likely learned or adopted by students due to the influence of vocabulary tests and 単語帳 (tangocho, specialized word books published for studying TOEIC, TOEFL, business, etc.), and/or finding a way to memorize the most words in the shortest amount of time. While this is hardly noteworthy, it is interesting to see if the students' vocabulary learning strategies change over the course of a semester due to instruction in the use of other strategies and greater metacognition regarding their own strategy use. Use of the smartphone application Quizlet was stressed every week with students having to compile information that would be uploaded to a word card set accessible by their classmates. In addition, these words were testable items on the vocabulary quizzes. This presented an element of accountability as every member in the class knew which student was assigned particular words and that inadequate or insufficient data would hamper the study of their peers. Adoption of Quizlet as a learning strategy was mixed with three out of the six interviewees not actively using it as part of their study regimen (see Table 4 below) despite contributing to the word card sets. At most these students were using Quizlet as a last-minute cramming tool before the test. Out of the three participants who used Quizlet regularly, one supplemented her

previous study style and used it while commuting to university, and two used it exclusively.

Table 4. Summary of current and stated intended vocabulary learning strategies.

	Strategy currently used	Stated intended strategy use (next semester)
Mami	Own notes (L2 word, L1 meaning) + Quizlet (regular use)	Continued use
Sayuri	Quizlet (regular use)	Own notes (L2 word, L1 meaning) + Quizlet
Nana	**L2 sentence (contextualized vocabulary)**	**No change**
Shoko	**Own notes (L2 word, L1 meaning)**	**No change**
Ayako	**Own notes (L2 word, L1 meaning) + Quizlet (only for cramming)**	**Own notes (L2 word, L1 meaning)**
Tomoko	Quizlet (regular use)	L2 word, L1 meaning, L2 sentence, L1 translation (Paper-based for regular "at-desk" study) Quizlet (commuting & cramming)

Note. Bolded sections indicate no appreciable adoption or integration of Quizlet into current study routine.

In addition to paper-based word lists or Quizlet, several of the students also use other ways for studying English vocabulary. Sayuri writes the L2 word with L1 translation on post-it notes and places them all over her house.

> *Sayuri: I want to use Quizlet and put words on the wall. I think both is better. The words that are difficult to remember, I will put on the wall. Not so difficult words, I will use Quizlet. I can see many times on the wall. Quizlet is, I bring my phone every day but I don't use it so much. So I think difficult words will be on the wall.*

Nana and Tomoko state a preference for contextualized vocabulary.

> *Nana: English sentence. In the English sentence, there is the vocabulary so that's how I remember. If I only look at the words, I can't remember.*
> *Tomoko: I can remember from sentences. It's like (I can guess) the meaning of this word.*

The students were also asked in the interviews how they intend to study vocabulary in the coming semester. This question was meant to determine if the new strategies were being integrated into the students' vocabulary learning routines, an indirect method of assessing their beliefs regarding the strategy instruction. Table 4 is a summary of the vocabulary learning strategies currently being used by the students and how they intend to study vocabulary in the coming semester.

The interviews also revealed an unexpected ways in which the participants are getting exposure to English and a certain degree of (indirect) study. The simplest way of describing this is perhaps as being socially-driven. Many individuals now have strong online presences and memberships in various online communities such as Facebook, LINE, Instagram, and Twitter. These social networking services (SNS) allow people to communicate across cultural, linguistic, and national barriers with far greater ease than ever before. In fact, Atkinson (1997) suggests that learning a language is viewed as using a language to interact with other individuals in a shared common activity and thereby learning the social functions of the language in that particular community. The most noteworthy examples stem from the participants' overseas experiences which resulted in the forming of social groups outside their home country. Mami went to Seattle on an exchange program in junior high school. She still emails her English-speaking friends there. Similarly, Nana, Shoko, and Ayako use various SNS to establish or maintain connections with like-minded individuals in other countries.

Nana: I use Facebook. So … unknown people … they want to become friends. They send messages to me. So I chat with them … When I get a message from unknown people. I reply in English. I have a Japanese friend now living in Japan but before, 4 years ago, she lived in Britain. Because she went to girls school in the UK. So we talked in English or in Japanese. With friends who can speak English and Japanese, we speak both.

Shoko: Last year I joined school guide for Singaporeans. I made friends. Girl. She and me talk about many things. (On) Instagram. I follow her. She follow me. She went back to Singapore. I and her, online communication, using facebook, send message, reply.

Ayako: I want to communicate more with foreigners so I started Twitter and facebook and followed strange people. Same age or I was interested in them. Direct message and communication. Then I made some friends. Most of them are girls. Since I followed, now I'm still connected.

Tomoko is unique among the participants in that she communicates in English with her cousin in Los Angeles. Tomoko is half-Taiwanese and able to converse in Mandarin although she admits her English is better. Her cousin is from Taiwan but is currently studying in Los Angeles. For them, English is the lingua franca.

Tomoko: My cousin lives in Los Angeles. She is from Taiwan but she wants to be a doctor so she is studying in a college in Los Angeles. So I talk to her in English.

Interviewer: Can she speak Chinese?

Tomoko: Yes.

Interviewer: So why don't you use Chinese with her?

Tomoko: I can't use Chinese to type. I can't write. She can use English. I can speak a little English so we communicate in English.

 Sayuri and Nana also present interesting cases. In addition to being highly motivated language learners, they are also very outgoing. While they both regularly use Facebook and LINE for English communication, this alone is becoming increasingly common and not unique. However, they also actively seek out opportunities for face-to-face English conversation.

Sayuri: An ALT (Assistant Language Teacher) comes to the university and talks to improve the students' English skill. The chat event was in December. So I became friends with the ALT. So after the chat event, we went to McDonald's and talked and exchange LINE messages.
Nana: At university, (I speak English with my friend) in our free time. Just for fun. Let's talk English! Like with Sayuri, Hi! In the self-access center. Before I came (for the interview), and Sayuri also. We talked about girls talk. My and Sayuri's love story. (We talk) maybe once a week. In the self-access center … for example, I have three hours free time. So three hours I speak English. Only when I leave and go to the shop (for a break), I speak Japanese.

 Aside from the internet-mediated and face-to-face communication seen from the excerpts above, the students are also utilizing other ways which are more individual and academically oriented. Mami, in particular, seems to be open to new ways to increase her English exposure. At the suggestion of one of her Japanese professors, she watches CNN. She uses this as an opportunity to improve her listening and to study vocabulary.

Mami: Ah, now I'm learning English with Mr. Tanaka and he said please watch CNN because TOEFL English level is like CNN. Sometimes I watch CNN at home. When I watch CNN, I take notes about the news. After that, I check the news on the internet.
Interviewer: Oh, so the news on the website, you check your listening with your notes.
Mami: Yes. And after I watch, I search for words in the dictionary.

 Mami also stated that a more relaxed, perhaps less cognitively-involved activity, is listening to songs.

Mami: For example, use English songs, because song is easy to remember. So it's interesting study style.

Interviewer: Okay. So when you practice by listening to songs or by trying to understand the words, how can this help your English ability?
Mami: Listening level is higher than now. And singing songs will help my speaking level. And learning vocabulary will help me understand more. Now, I'm interested in English stories in class when there are blanks. So I write words in the blanks. This is a nice style, I think, because listening skill will increase.

To sum up, the participants use a wide variety of methods to increase their English-language exposure and opportunities for practice. There are those with a very clear language study purpose (watching CNN, post-it notes, contextualized vocabulary), and others with a more casual, social preference (online communication, chatting). Students like Mami are open to suggestions and show little hesitation in adopting new strategies, particularly if the target and benefit is clear. Others like Sayuri and Nana display an affinity for face-to-face communication and find ways to make this happen. Students like Tomoko show a great self-awareness of their own study styles and preferences and are able to incorporate aspects of various strategies into their own. The variety of strategies reported by the students confirm the findings of previous research (Naiman, Frohlich, Stern, & Todesco, 1978, 1996; Rubin, 1975; Stern, 1975) which suggest that students who have training in learning strategies become better language learners.

5.3 What can change/s in strategy use be attributed to?

   Changes in strategy use can be categorized as using a new strategy (either exclusively or incorporating it into an existing one), or continuing to use an existing strategy. In the case of using a new strategy, three participants reported a change in their vocabulary learning strategies that incorporated Quizlet into their regular study routine. When this change was brought up in the interviews, the common reasons were portability, and ease of use.

Mami: When I go to university, I can study on the train or when I can use PC. It's easy for me to study using Quizlet on the train.
Sayuri: I have to collect the words I don't know. So I put them into Quizlet. This is troublesome at first but after the cards are made, the cards are always there. (My old strategy of) putting words on the wall is also troublesome but it is a little troublesome all the time. Quizlet is very troublesome at first. Quizlet can automatically go through the list. I don't have to touch my phone so I can kinda zone out (similar to flipping through flashcards).

For Sayuri, the initial trouble of preparing a complete word set appears to be acceptable compared to continuous effort needed for her old strategy of putting words on the wall. It also seems that she can concentrate as much or as little as she wants and let the program automatically go through the words for her. For Mami, the fact that she followed her Japanese professor's advice to watch CNN because "TOEFL English is like CNN" demonstrates that she is both open to learning new ways to study, and that she is likely planning to take the TOEFL or at least places value on it. This willingness to adopt new strategies is likely related to her having a planned career path.

Mami: Yeah, travel or service industry. So, I should study reading. I think reading books. Now I read short English books but I should understand long English books. Now I think, the vocabulary in class, there aren't a lot of words so I buy a vocabulary word list book, and I should learn TOEIC words. I should study this.

The participants who made the decision not to use Quizlet in favor of their own strategies reported several reasons.

Nana: Other students find the information. That is not easy for me to remember. So, I want to make myself. It is easier for me to remember.
Shoko: Writing on paper is easier for me to remember. I prefer analog method.
Ayako: Before the quiz, I used Quizlet (for cramming). My daily life, my style is writing (the L2 word with L1 translation, many times to remember the word).

Aside from a preference for paper over digital materials, Nana's criticism that she could not control the quality of the information is a reasonable one. However, despite saying that she would prefer making the entire set herself, her interview revealed that she did not intend to use Quizlet as a vocabulary learning strategy in the following semester.

Shoko showed the most improvement in the vocabulary levels test and the GTEC. She has completely forgone using Quizlet as a learning strategy and stated the reason as being "writing on paper is easier for (her) to remember" and that she prefers an "analog method". Many learners are hesitant to venture outside their comfort zone and Shoko also commented that in the next semester, her method will not change although she plans to study vocabulary more consistently throughout the week rather than cramming near the test.

Interviewer: So you have to study more vocabulary next semester. How do you think you will study?
Shoko: I may change my style.

Interviewer: Do you have an idea? Like how you will change?
Shoko: I studied vocabulary for the vocabulary test, before the class (cramming).
Interviewer: Ah, okay. So just for a short time before the quiz.
Shoko: In the morning, I studied. But I think I change the style. In a week, in seven days, I try to remember.
Interviewer: So not really the study style but the timing. So you're still going to write the words and meaning, and remember. But not ...
Shoko: Not change style.
Interviewer: Just the timing.
Shoko: Yeah.

Finally, a reluctance to adopt a new strategy can be attributed to motivational issues. Ayako has reported positive experiences that have led to her liking English so much so that she now wants to be a fashion designer in the UK. However, when asked in the interview, she comments that she only uses Quizlet before the test for last-minute cramming. She also says that she does not use English outside of class and that there are few opportunities to use English. Based on the discrepancy between her test scores and interview and data, Ayako can be considered a relatively proficient English language user further investigation into her motivation is required before conclusions can be drawn.

To summarize, changes in strategy use can at least partly be attributed to strategy training. In the case of Quizlet, none of the participants were familiar with it so to a certain extent can be considered a new strategy. Its perceived usefulness in terms of portability and ease of use (Mami and Sayuri) led to it being adopted to varying degrees by most of the participants. In contrast, reluctance to adopt a strategy or to use it regularly can be explained by the desire to control the information used in the strategy (Nana), an aversion to certain methods (Shoko's preference paper), or simply a motivational issue (Ayako). The interviews revealed that other strategies not directly pertaining to vocabulary study were also being utilized (online communication, chatting with native speakers, extra input from CNN or through music). It is possible that these strategies were being used due to learners developing a greater metacognitive understanding of their own language learning.

6. Discussion

The interviews revealed two categories of strategies being used. For the purposes of vocabulary study and testing, it was unsurprising to find that the students were using some form of word lists (Quizlet or paper-based) and that even a reported change in strategy still involved this as central strategy. In a sense, using word lists is a tried-and-true method of studying vocabulary learned from as early as junior high school and, given the probable absence of other strategies, led to the formation of this

particular habit. For broader, seemingly non-testing purposes with a more social aspect, the participants were using a variety of strategies to increase their exposure to English (watching CNN, English conversations with native speakers, emailing friends in English, maintaining social connections through SNS). This reflects the influences of other classes and their own individual interests in communicating with people their age around the world. It is interesting to note that these strategies allow the students to learn vocabulary almost accidentally which is somewhat different from learning vocabulary incidentally. Unlike extensive reading programs, they are not reading a book, meeting a word several times, and learning some of the meaning of the word from the context. Instead, new words are being learned by negotiation of meaning as they come up through interacting with their online friends. Vocabulary learning is not only a cognitive process of learning lists. It is a very individual-based activity and the students are in some ways framing this learning as being not only in academic contexts but also as a very social process.

From the above description of the two categories of strategies, it must be noted that there appears to be a disparity between deliberate vocabulary learning and more social English use. All the participants stated that vocabulary should be studied for the purposes of daily conversation which can be seen in some of the strategies they are employing. Yet, from the surveys and interviews, the vocabulary they are studying for class (the AWL) is not considered useful, or at least the participants do not have a good idea of its usefulness for their purposes. The English language instructors are teaching what they believe the students need to know to understand lectures and prepare for tests, but for the students, the vast majority of their interests lie in things outside the classroom. It is for this reason that they are using strategies that are entirely appropriate for their purposes (i.e. socializing and communicating with people of the same age group in different countries). That being said, there are some signs that strategy training is effective despite the relatively short data-collection period. Some students have expressed the intent to continue using Quizlet going forward and there were some small changes regarding the English skills they need.

7. Directions for Further Research

Although this study sheds new light on the influence of non-English-program classes and students' individual interests, there are some questions that remain unanswered. First is the question of motivation and personality. Many of the participants displayed behavior that can be considered consistent with high motivation (i.e. in-class behavior and participation, absolute and relative test scores, quality of homework assignments) especially compared to their peers. However, student motivation was not measured using a validated instrument which is necessary to make any claims regarding the relationship between motivation and strategy adoption. Similarly, it is possible that something other than motivation is affecting strategy uptake. It was seen that Quizlet adoption was not universal. In fact, only half the participants reported using Quizlet

regularly. Based on classroom observations, it is possible that this is due to a combination of the participants' motivation and personality as the individuals who did not use Quizlet could be considered extroverted+unmotivated, or introverted+motivated (i.e. students who were extroverted+motivated were likely to adopt new strategies). Again, such a conclusion is tenuous given the lack of proper instruments. Further research should therefore involve validated instruments to measure motivation and extroversion in order to examine how they are related to strategy adoption.

The students' predilections for online communication also warrants further investigation particularly framed within sociocultural theory. While this was not part of the original research design, the amount of time that the students report being engaged in online communication strongly suggests that there is more going on beyond the classroom. Sociocultural theory "makes the social activity primary" (Lam & Kramsch, 2003) and views the cognitive processes that take place during these activities as becoming internalized (i.e. language development). Simply put, the roles of identity and power in interactions using a language make socialization a key component of acquisition (Rampton, 2014). As Lam and Kramsch note, students may have success in communicating on the internet which may not translate to similar success in more academic endeavors, or vice versa, according to various "acquisition environments". As a result, it bears further examination as to how success in one, or motivation to succeed in one, may be related to the other which will almost certainly involve investigation into learners' language learning beliefs.

Another issue concerns the length of the data collection period. While there were some signs that strategy instruction had some effect on strategy adoption, the participants did not show a significant change in their beliefs regarding the importance of different skills. This could be related to their current academic status as freshmen, or that they are still being influenced by test formats. It is entirely plausible that the duration of the strategy training in this study was not adequate for the formation of a new habit. To address this issue more thoroughly, it is necessary for further research to include more than one semester of strategy training ideally at different times in a university student's life. A longitudinal study would be better suited in revealing sensitive changes in student beliefs and any long-term changes in strategy use.

From the surveys, the participants were seen to have widely varying English-language experiences. Some had gone on exchange programs, while others had comparatively limited English exposure. It is likely that different learning backgrounds will have an effect on beliefs about learning in general, as well as language learning specifically. It is also possible that different learning backgrounds will have an effect on their beliefs about the end products of language learning. As such, learning histories and overseas experiences should be considered particularly as to the influence they may have on students' epistemological beliefs and language learning goals.

One final limitation is concerned with sampling. Due to the timing of the interviews, it was challenging to secure participants who were willing to be interviewed

and who were available at the end of the academic year. As a result, the participants consisted exclusively of female students from within a certain range of proficiency in the university's English language program. Acquiring a more representative sample of males and females across the entire range of proficiency would certainly contribute to a more complete description of vocabulary learning beliefs and strategies.

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Appendix 1 – Informed Consent Form

Title of Study Vocabulary learning: Changes in beliefs and strategies

Researcher Aeric Wong, Ph. D. candidate in Applied Linguistics at Temple University Japan

Purpose of the Form:
   The purpose of this form is to ask you to participate in a research study. I will explain the study to you and ask you to volunteer to participate in the study. Please feel free to ask any questions that you may have before you decide if you want to participate. Whether you take part in the study is entirely up to you, and you are also free to withdraw from the study at any time. By signing this consent form, you are not waiving any legal rights that you have. You are only indicating that the study has been explained to you, that you have had an opportunity to ask questions, that you understand what is involved, and that you are willing to participate in the study.

Explanation of the study
   The goal of this study is to investigate the beliefs and strategies of English language learners regarding vocabulary study in their courses. Of particular interest is how the students perceive the vocabulary study, the strategies employed both during and before the semester, and if their study habits and motivations have changed over the course of the academic year. A secondary purpose of this study is for me to gain experience with qualitative research methods. This apprenticeship is part of my doctoral requirements at Temple University Japan, but it may evolve into a larger study to be published in the future. Data collected in the study will be used for educational and research purposes only.

Imposition on participants
   The estimated duration of your participation in the study is 1 hour. During this time, I would like to interview you about your vocabulary learning in the academic skills English class. I would also like to record the audio of the interview. In total, participation in this study is estimated to involve 1 hour of your time.

Risks
   The reasonably foreseeable risks or discomforts of participating in this study are minimal. However, if at any time, you do not feel comfortable answering a question, having your interaction recorded, or having me observe you, please let me know and I will respect your requests.

Benefits
   The benefit of participating in this study is knowing that you have contributed to an increased understanding of vocabulary acquisition and to the education of a future researcher. Upon completion of the interview, you will also be given a ¥1,000 iTunes or Amazon.co.jp gift card.

Your rights as a research participant
   Your participation is voluntary. You may decide not to participate and you are free to stop participating in the research at any time without penalty. If you decide not to participate at any time, no information related to you will be included in this study.
   At any time now and in the future, you may ask me questions about this study and I will do my best to answer your questions to your satisfaction.

Confidentiality
   I will do my best to keep the sources of the data collected for this study confidential. I will keep all of this information in a safe place, and do my best to ensure your anonymity. All the proper names (names of people, institutions, places, etc.) used in this study, including yours, will be changed. I will also do my best to limit the disclosure of your identity, but I cannot promise complete secrecy. There is always a potential risk of loss of confidentiality, and there is a slight chance that fellow researchers who know me and my research context may be able to identify you. In addition, in order to ensure that I am following the rules and regulations regarding research and the protection of human subjects, some organizations (e.g., the IRB at Temple University) may inspect and copy your information.

Dissemination

  Data collected for this project will go into my apprenticeship at Temple University Japan and may also be used for a publication.

Your consent to participate in this study

Please initial the ways, if any, in which you agree to participate in this study.

1. I do not want to participate in this study in any way.   _____
2. I agree to participate in this research.   _____
3. I agree to be audio-recorded during the interview.   _____
4. I also give permission to Aeric Wong to retain the audio-recordings for 6 months for educational and research purposes only.   _____
5. I give permission to Aeric Wong to quote me using a pseudonym in future published paper/s.
                                                                                   _____

I understand the information given to me, and I have received answers to any questions I have about the study. I understand and agree to the conditions of this study.

If you have any other conditions regarding the use of the data provided for this study, please specify them below.

. . . .

. . . .

I understand that my participation in this study is voluntary, and that I may withdraw from this study at any time by telling Aeric Wong to remove me from the study. Contact information is written below.
I also understand that I will receive a signed copy of this consent form.

_____   _____   _____

Name (please print)   Signature   Date

Thank you very much for your participation.
          Aeric Wong

_____   _____
          Signature   Date

Appendix 2a – Background Questionnaire/Survey (English Version)

1) How long have you been studying English?   _____ years.

2) Did you go to a juku?   **Yes / No**

2a) If yes, when did you go (circle all that apply)
a. Elementary school   (_____ hours per week)
b. Junior High School   (_____ hours per week)
c. High School   (_____ hours per week)

3) Please circle all the places you studied English and write how many years you studied in each.
a. Elementary school   (_____ years)
b. Junior High School   (_____ years)
c. High School   (_____ years)
d. Eikaiwa   (_____ years)
e. Juku   (_____ years)
f. Home tutor – 家庭教師   (_____ years)
g. Other (please specify: _____) (_____ years)

4) Do you practice English outside university classes now?   **Yes / No**
If yes, which do you do? (circle all that apply)
a. Talk with friends
b. Talk with family
c. Listening to English music
d. Watching English movies
e. Sending messages to friends (e.g. on LINE, Facebook, etc.)
f. Other : _____

5) Please circle all the things you studied in <u>SCHOOL</u>
a. Vocabulary   g. Speaking – Pronunciation
b. Grammar   h. Speaking – Communication
c. Writing sentences   i. Reading short story books
d. Writing paragraphs   j. Reading stories/passages in textbooks
e. Writing essays   k. Test preparation (Eiken, TOEIC, TOEFL,
f. Listening   etc.
 l. Other (please specify: _____)

6) Please circle all the things you studied in JUKU
a. Vocabulary   g. Speaking – Pronunciation
b. Grammar   h. Speaking – Communication
c. Writing sentences   i. Reading short story books
d. Writing paragraphs   j. Reading stories/passages in textbooks
e. Writing essays   k. Test preparation (Eiken, TOEIC, TOEFL,
f. Listening   etc.)
l. Other (please specify: _____)

7) Why did you study English (please circle all that apply)
a. My teacher told me to   c. To pass tests/exams
b. My parents told me to   d. I want to speak with English-speakers

e. I want to watch movies in English
f. I want to listen to music in English
h. Other (please specify: _____)

g. I want to travel to English-speaking countries

8) Have you traveled/lived overseas?   No   Yes
a. Where? _____
b. How long? _____

9) How did you study English vocabulary? (Please circle all that apply)
a. Write the Japanese word
b. Write the Japanese meaning
c. Write the English meaning
d. Write example sentences in Japanese
e. Write example sentences in English
f. Use word cards
g. Use smartphone application
h. Use website
i. Use computer program
j. Dictionary use
k. Vocabulary exercises in textbooks
l. Practice spelling the English word
m. Reading books
n. Talking with people

10) When you studied vocabulary, where did the words come from?
a. My teacher made the word list
b. A test preparation book
c. General English practice book (e.g. for daily conversation, etc.)
d. I chose the words

11) When did you improve your English the most?
a. Elementary School
b. Junior High School
c. High School

11a) Why do you think you improved at that time?
a. Studying for entrance exams
b. Studying for the TOEIC/TOEFL/IELTS
c. Personal interest (more information: _____)

12) What do you think students should study in English class? (Please circle all that apply)
a. Vocabulary
b. Grammar
c. Writing essays
d. Writing personal stories
e. Listening practice
f. Reading short stories
g. Pronunciation
h. Speaking
i. Practicing for tests (TOEIC/TOEFL/ etc.)
j. Spelling
k. Other: _____

13) In your own life, where do you use English now?
a. In university English classes
b. In other university classes
c. Talking with teachers
d. Talking with friends
e. Conversation practice with friends
f. Doing homework for English classes
g. Doing homework for other classes
h. Clubs or Circles (e.g. ESS)
i. Test practice (TOEIC, TOEFL, IELTS, etc.)
j. I don't use English

14) Rank the English skills   (Reading, Writing, Speaking, Listening)
Most important   _____
                      _____
                      _____
Least important   _____

14a) Why is ___ the most important?

15) I think studying English will help me in my job after I graduate
Strongly Disagree ------------- Strongly Agree
        0   1   2   3   4
16) I think studying English will help me in my social/personal life after I graduate
Strongly Disagree ------------- Strongly Agree
        0   1   2   3   4
17) I think studying English will help me in my (non-English) classes in university
Strongly Disagree ------------- Strongly Agree
        0   1   2   3   4
18) Please describe how you study vocabulary now

19) How did you learn this study style? (school teacher, school friends, brother/sister, etc.)

20) How can you improve this study style?

21) What words do you think are important to study?
a. For business   c. For taking tests
b. For daily conversation   d. For subjects in university
e. Other (_____)

22) In Japan, you have many chances to use English
    Strongly Disagree ------------------------ Strongly Agree
        0   1   2   3   4

23) Outside of English class, where do you think you will use English?

24) I think English is useful   Yes / No
If yes, how is it useful?

25) On average, how many times do you think you need to meet (read or hear it) a NEW word to remember the meaning?

26) Which is the most difficult part of language to learn?

Appendix 2b – Survey (Japanese Version)

1) 英語をどれくらいの期間勉強していますか？　　　＿＿＿＿＿＿＿ 年

2) 学習塾に通いましたか？　はい／いいえ
　　　　2a)　2)が「はい」の場合、いつ行きましたか？
　　　(該当するもの全てに○し、1週間あたりの学習時間を記入して下さい。)
a. 小学校　　　(＿＿＿時間／週)
b. 中学校　　　(＿＿＿時間／週)
c. 高校　　　　(＿＿＿時間／週)

3) 英語を勉強した場所全てに○をし、それぞれ何年間勉強したか記入して下さい。
a. 小学校　　　　　　(＿＿＿年間)　　　　d. 英会話学校　　　　(＿＿＿年間)
b. 中学校　　　　　　(＿＿＿年間)　　　　e. 塾　　　　　　　　(＿＿＿年間)
c. 高校　　　　　　　(＿＿＿年間)　　　　f. 家庭教師　　　　　(＿＿＿年間)
g. その他 (具体的な場所:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿) (＿＿＿年間)

4) 大学の授業外で英語をいま勉強していますか？　　　はい／いいえ
「はい」の場合、下記のどれをしていますか？ (該当するもの全てに○をして下さい。)
a. 友達と話す　　　　　　　　　　　　　c. 英語の音楽を聴く
b. 家族と話す　　　　　　　　　　　　　d. 英語の映画を観る
e. メッセージを友達に送る (例：LINE や Facebook など)
f. その他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5) 中学校・高校で勉強したもの全てに○をしてください。
a. ボキャブラリー　　　　　　　　　　　g. スピーキング– 発音
b. 文法　　　　　　　　　　　　　　　　h. スピーキング– 会話
c. 短文を書く　　　　　　　　　　　　　i. 短い物語の本を読む
d. パラグラフを書く　　　　　　　　　　j. テキストの物語/文章を読む
e. エッセーを書く　　　　　　　　　　　k. テスト対策 (英検,TOEIC, TOEFL 等)
f. リスニング
l. その他(具体的に:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿)

6) 塾で勉強したもの全てに○をしてください。
a.　　ボキャブラリー　　　　　　　　g.　　スピーキング– 発音
b.　　文法　　　　　　　　　　　　　h.　　スピーキング– 会話
c.　　短文を書く　　　　　　　　　　i.　　短い物語の本を読む
d.　　パラグラフを書く　　　　　　　j.　　テキストの物語/文章を読む
e.　　エッセーを書く　　　　　　　　k.　　テスト対策(英検,TOEIC,TOEFL
f.　　リスニング　　　　　　　　　　等
l.　　その他(具体的に：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿)

7) なぜ英語を勉強しましたか？(該当するもの全てに○をして下さい。)
a.　　　学校の先生が勉強するように言ったのから
b.　　　両親が勉強するように言ったのから
c.　　　テスト／試験に合格するため
d.　　　英語を話す人たちと話したいから
e.　　　英語で映画を観たいから
f.　　　英語の音楽を聴きたいから
g.　　　英語圏を旅行したいか
h.　　　その他 (具体的に) :
_____)

8) これまでに海外を旅行した／住んだことはありますか？　　いいえ　／　はい
a.　　　場所 _____
b.　　　期間 _____

9) 英語のボキャブラリーをどのように勉強しましたか？(該当するもの全てに○をして下さい。)

a. 日本語の（直訳の）単語を書く　　　　　　i.コンピュータプログラムを使う
b.日本語の詳細な意味（説明）を書く　　　　j.辞書を使う
c.英語の意味を書く　　　　　　　　　　　　k.テキストでボキャブラリーの問題を
d.日本語の例文を書く　　　　　　　　　　　解く
e.英語の例文を書く　　　　　　　　　　　　l.英単語のスペルを書いて覚える
f.単語帳を使う　　　　　　　　　　　　　　m.本を読む
g.スマートフォンアプリを使う　　　　　　　n.人と話す
h.ウェブサイトを使う

10) ボキャブラリーを勉強した際、単語はどこから来たものでしたか？
a. 先生が単語リストを作った
b. 試験用問題集（例：TOEIC 問題集）
c. 一般的な英語学習用問題集（例：試験用ではない一般的な文法問題集）
d. 自分で単語を選択した

11) あなたが一番英語が上達したのはいつですか？
a. 小学校　　　　　　　b. 中学校　　　　　　　c. 高校

11a) なぜ 11)の時に上達したと思いますか？
a. 入試の為に勉強したから
b. TOEIC/TOEFL/IELTS のために勉強したから
c. 個人的な興味 (具体的に):_____)

12) 英語の授業で、学生は何を勉強すべきだと思いますか？(該当するもの全てに○をして下さい。)
a.ボキャブラリー　　　　　　　　　　　e. リスニングの練習
b. 文法　　　　　　　　　　　　　　　　f. 短い物語を読む
c. エッセーを書く　　　　　　　　　　　g. 発音
d. 個人的な話を書く　　　　　　　　　　h. スピーキング

i. テスト勉強 (TOEIC / TOEFL 等)   k.　そ　の　他:　_____
j. スペル

13) 生活の中で、いまどこで英語を使いますか？
a. 大学の英語の授業
b. 大学のマネージメントの授業
c. 先生と話す
d. 友達と話す
e. 友達と会話の練習をする
f. 英語の授業の宿題をする
g. マネージメントの授業の宿題をする
h. クラブまたはサークル(例：ESS)
i. テスト勉強 (TOEIC,TOEFL,IELTS,など)
j. 英語は使いません

14) 下記の英語スキルを重要な順に挙げてください。
　　　(リーディング、ライティング、スピーキング、リスニング)
最も重要　　　　　　　　　_____
　　　　　　　　　　　　　_____
　　　　　　　　　　　　　_____
最も重要でない　　　　　_____

14a) 14)で「最も重要」と答えたものを選んだ理由は何ですか？

15) 英語の勉強は、卒業後の仕事を探すのに役立つと思う。　（該当するものに○）
特にそう思わない ------------------すごくそう思う
　　　　　0　　　1　　　2　　　3　　　4

16) 英語の勉強は、卒業後の社会生活/個人生活に役立つと思う。(該当するものに○)
特にそう思わない------------------すごくそう思う
　　　　　0　　　1　　　2　　　3　　　4

17) 英語の勉強は、大学での英語以外の授業に役立つと思う。(該当するものに○)
特にそう思わない------------------すごくそう思う
　　　　　0　　　1　　　2　　　3　　　4

18) 今現在、どのようにボキャブラリーを勉強しているか書いてください。

19) 18)で答えた勉強のスタイルをどのようにして得ましたか／知りましたか？
　　　(例：学校の先生や学校の友達、兄弟/姉妹から教えてもらったなど)

20)　18)で答えた勉強のスタイルは完ぺきなスタイルですか？改善の余地はありますか？どのような改善が必要ですか？

21) どのような単語を勉強するのが大切だと思いますか？
a. ビジネス用
b. 日常会話用
c. テスト受験用
d. 大学での授業用
e. その他(＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿)

22) 日本で英語を使うチャンスがたくさんある
特にそう思わない----------------すごくそう思う
　　　　　　　　　　0　　　1　　　2　　　3　　　4

23) 英語の授業外で、いまもしくは将来的にあなたはどこで英語を使うと思いますか？

24) 英語は役に立つと思う　　　　　　はい／いいえ
「はい」と答えた場合、どのよう（なこと）に役立つと思いますか？

25) 新しい単語の意味を覚えるには、平均して何回その単語を読んだり聞いたりする必要があると思いますか？

26) 言語を学習するうえで、どんな部分が一番難しいと思いますか？

以上です。

Appendix 3 – Excerpt from Mami's Interview Transcription

Interviewer: It was interesting for me to see how your answer changed. In September, you said speaking was the most important, but in December, you said reading was the most important.
Mami:　Because now I learned in class, reading more books and when I work in a company, maybe I will read a lot of English documents, maybe.
I:　　　Yeah, I think many people think this is something they will do.
M:　　I want to use English in my work.
I:　　　Do you know like what kind of company? Like what kind of work?
M:　　Like HIS or JAL or ANA.
I:　　　So the travel industry.
M:　　Yeah, travel or service industry. So, I should study reading.