

# A Study of Japanese University EFL Students: Experiences, Attitudes and Pragmatic Awareness

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日本の大学における英語学習者への調査から  
—経験・姿勢・語用論的認識—

田中は2008年度から清泉女子大学に勤務するに当たり、学生たちが英語学習についてどのような経験や意識を持っているかをアンケート調査した。また、これまで数年にわたって続けてきた語用論的側面に対する認識調査 (Tanaka 2004, 2005a, 2005b, 2006) と同様の調査も行った。これは、ある与えられた状況で、'sorry' 'must' 'please' を適切に用いることができるかを調べるものである。

これらふたつの調査の当初の目的は、学生たちの実態を知り、より良い授業をするための参考にしたいという、いわば個人的なものであった。しかし、その結果は、日本の英語学習者に共通する問題を示唆しているとも思われる。特に、語用論的側面に対する認識調査の結果には、田中のこれまでの調査結果とほぼ同様の傾向が見られ、これらの語が必ずしも適切に用いられてはいないことを示している。

例えば、'sorry' を礼を言う場面で使用するなど、日本語の「すみません」の干渉と考えられるような結果が見られる。強い提案や推薦では 'You must...' が有効な場合もあることを理解していない場合がある。また、丁寧に言おうとして、躊躇いがちな依頼でも 'please' を使用してしまい、押しの強い印象を与えてしまう可能性も指摘できる。Tanaka(2005a) から分かるように、これらは英語力が比較的高い学生にも見られる問題点である。また、今回の調査結果から、高学年になるほど語用論的認識が高まるとも言えないことも分かった。学生の語用論的認識を高めるためには、その側面に特に注意を促していく必要があると考えられる。

今回の調査はサンプル数も少なく、この結果を安易に一般化することはできない。しかし、これらの考察が、日本の学習者に英語を教える際、どのような語用論的側面を扱うべきかについて考える何らかの参考になれば幸いである。

## 1. Introduction

When I moved to Seisen University in April 2008, one of my main concerns was what my new students would be like. I have tried to get to know them from various perspectives: their general interests, their motivation in studying English, their expectations in my classes, their future plans, and also their pragmatic awareness. To know them even better, I gave them two kinds of questionnaires, which I used in previous research with different students (Tanaka 2004, 2005a, 2005b, 2006). My present students willingly cooperated in this research and provided me with the data which help me know them better.

My main purpose here is not to compare present results with those of my previous research, but to explore the characteristics of the students at Seisen University. However, if I can discover some common factors that accord with my previous results, I will emphasize them as they may be useful to teach English in general. As the informants in the present research belong to the 1st,

3rd and 4th years, their results may also suggest some recent changes or/and their development over these years.

## 2. Research Design

### 2.1 Method

I used two different questionnaires: one sought to define their experiences in learning English and attitudes toward it, and the other investigated their *pragmalinguistic judgment* (See Thomas 1983:99) on three lexical items: 'sorry' 'must' and 'please'. In the former, the students were expected to choose or write their answers, and in the latter, they were asked to choose the most appropriate expression for a given situation. Both questionnaires are given in Japanese except the answer choices in the latter (See Appendices), but I will translate the Japanese into English in discussion below.

### 2.2 Informants

The informants are 59 students in the Department of English Language and Literature, at Seisen University. Their L1 is Japanese. Each takes one of my classes: Listening Skills for the first year students, Seminar I for the third year students, and Seminar II for the fourth year students. The number of the students in each class who cooperated in the research is as follows:

L1	Japanese		
Department	English Language and Literature		
Class	Listening Skills	Seminar I	Seminar II
Year	1 <sup>st</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Number	23	19	17

### 2.3 Procedure

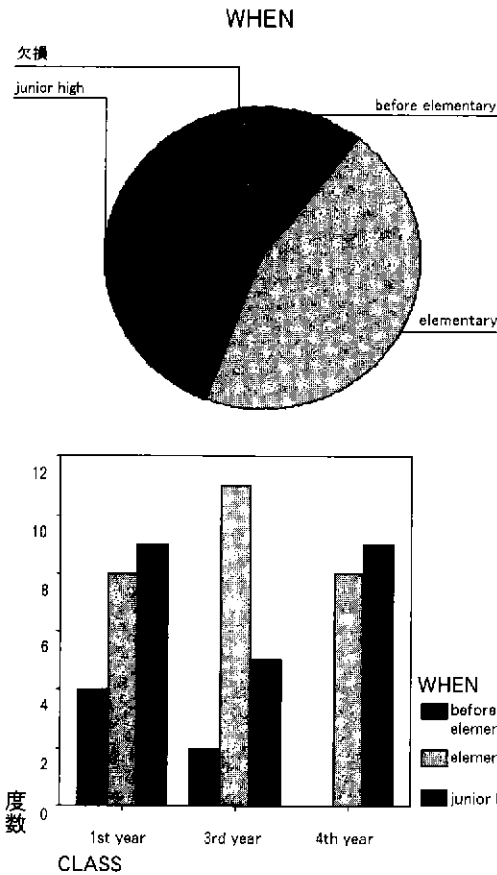
I gave them the questionnaires in my class in April, 2008. First, I briefly explained my purpose and asked them for their cooperation. It took about 15 minutes, and the forms were collected immediately.

## 3. Results

### 3.1 Questionnaire 1: their experiences and attitudes

First, I would like to look at the results of Questionnaire 1: what experiences they have had in learning English and what attitudes toward the language.

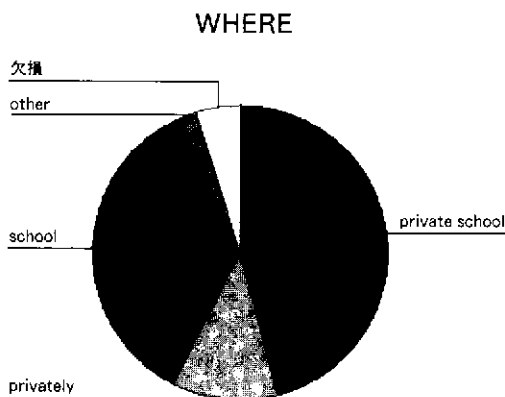
### 3.1.1 When they began to learn English



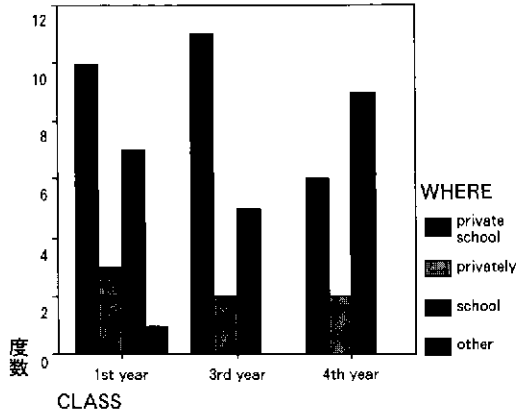
The first graph shows when they began to learn English. Probably because English has been introduced into elementary schools in various ways, nearly half (45.8%) of them answered that they had begun to learn English at elementary school. On the other hand, 39.9% began at junior high school. 10.2% answered they had begun to learn it before elementary school.

The next graph shows the results of each year group, which may indicate the recent changes in more detail. Though it may be dangerous to generalize from the results of this small sample, they may suggest more students began to learn English even before elementary school.

### 3.1.2 Where they began to learn English

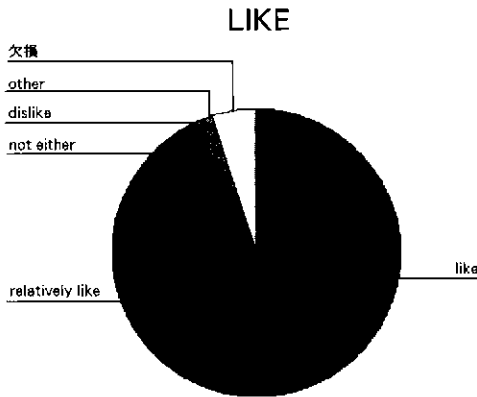


A similar tendency is seen on where they began to learn English. In total, 45.8% of the students answered that they had begun to learn it at a private school, a so-called 'English conversation school', and 11.9% answered that they had begun to learn it 'privately' (probably, from a tutor). One student answered 'other' and she explained that she learned it from her father. That is, 59.4% of the students began to learn English not at school but somewhere else.



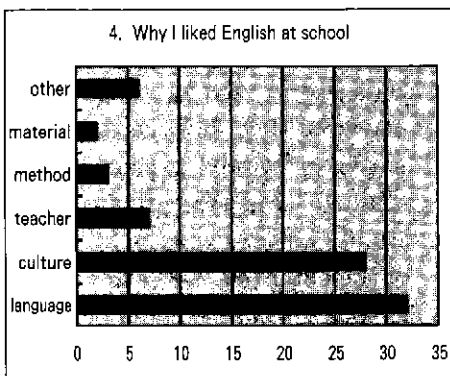
The results of each year group show that more students began to learn English at school in the 4th year group, while more students began it somewhere else in the 1st and the 3rd. This may also suggest a recent change in their learning experiences.

### 3.1.3 Whether they liked English at junior and senior high school



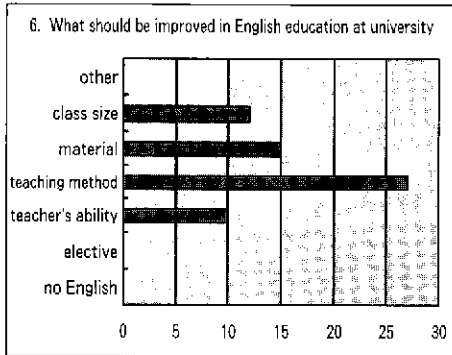
Asked whether they liked English at junior and senior high school, most students gave affirmative answers: 55.9% 'liked it' and 27.1% 'relatively liked it'. That is, 83% of them have some positive experiences in learning English. As they are all English majors, this result may be naturally expected. Yet, it should be noted that some students (10.2%) did not particularly like English: 'I couldn't say either (like or not)' (8.5%) and 'I didn't like it' (1.7%).

### 3.1.4 Why they liked English at junior and senior high school



Those students who gave an affirmative answer above were asked the reasons (with multiple reasons allowed). The results show that the major reasons are: they liked 'the language itself' and 'English related cultures'. In contrast, those reasons related to teaching seem relatively minor considerations for them.

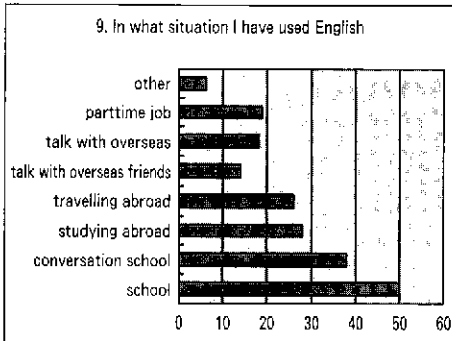
### 3.1.5 What they think should be improved in English education at university



Asked what should be improved in English education at university (with multiple responses allowed), many of them answered 'teaching method'. 'Material' 'class size' and 'teacher's ability' followed.

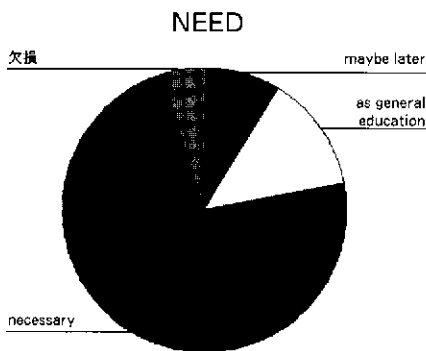
On the other hand, no student wished for 'no English' requirement or English is 'elective' at university.

### 3.1.6 In what situation they have used English



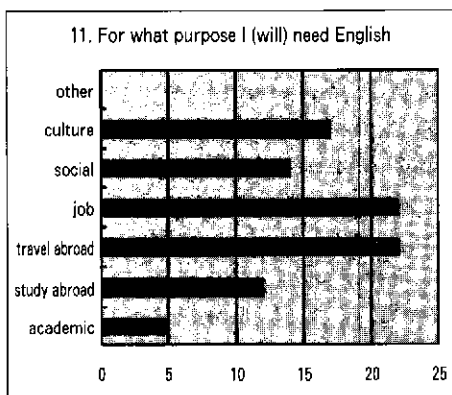
Asked in what situation they have used English (with multiple responses allowed), as we expected, they used it most at school, then at English conversation school. As these results show, they have used English mostly in educational settings, rather than in more practical situations.

### 3.1.7 Whether English is necessary for them



Although they do not have many practical experiences in using English as discussed above, almost all students (94.9%) think that English is necessary in some way. 72% chose 'It is necessary', 13% chose 'I do not have any practical purpose, but it is necessary as a part of general education', and 8.5% chose 'I do not need it right now, but I will probably need it in future'.

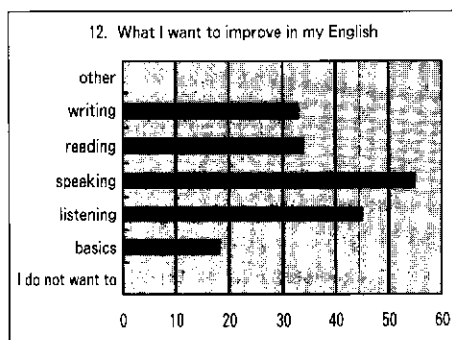
### 3.1.8 For what purpose they (will) need English



The participants were also asked for what purpose they (will) need English (with multiple responses allowed), and a significant number of the students answered 'for a job' and 'for travelling abroad'. 'English culture (music, movies, literature, etc.)' followed.

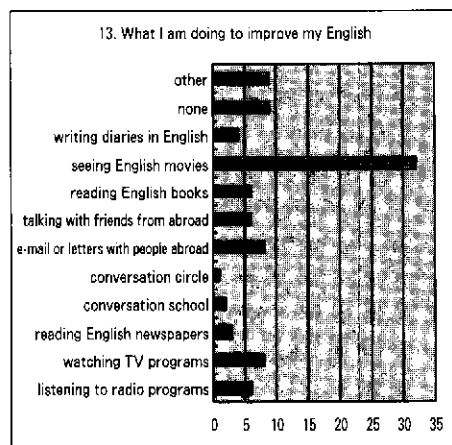
On the other hand, 'for studying abroad' and 'for academic purposes' seem not to be their major motivation in studying English.

### 3.1.9 What aspects of English they want to improve



Asked what aspects of English they want to improve (with multiple responses allowed), they chose 'speaking' most, and then 'listening'. 'Reading' and 'writing' followed these two skills. Their last choice was 'understanding the basics'. As to priorities, they are quite sound-oriented.

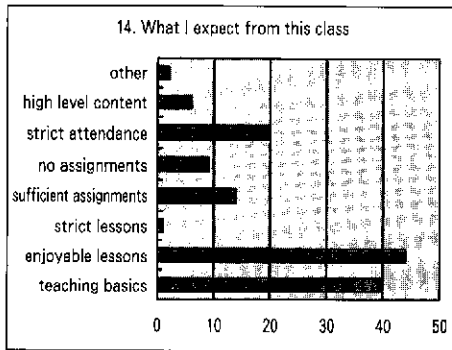
### 3.1.10 What they are doing to improve their English



Asked what they are doing to improve their English (with multiple responses allowed), an overwhelming majority chose 'seeing English movies'. Other choices were also made, but by much smaller ratio.

Although there are various media available at present, they do not seem to use them very proactively.

### 3.1.11 What they expect from my class



Asked what they expect from my class (with multiple responses allowed), many (44) chose 'enjoyable lessons'. On the other hand, a significant number (40) of them also chose 'teaching basics'. The results may indicate that they know the importance of the basics. 20 students want me to evaluate their attendance strictly, and 14 want 'sufficient assignments'. In contrast, 9 students want 'no assignments'. Only a small number of them want 'high level content' (6) or 'strict lessons' (1).

### 3.2 Questionnaire 2: their pragmatic judgments

Next, I would like to look at the results of questionnaire 2: their pragmatic judgments mainly related to three words, 'sorry' 'must' and 'please'. All the students except 1 do not have the experience of staying abroad for more than 6 months: no experience 44.1%; less than 6 months 50.8%.

Here, I will consider not only the total results but also the differences among the three year groups. The results from each group may suggest how much they have developed their pragmatic judgments, though generalizations would be dangerous with this small sample. The graphs below show the results for the 1st, 3rd and 4th year groups from the left, and in each group, their locutionary choice (a) (b) (c) from the left.

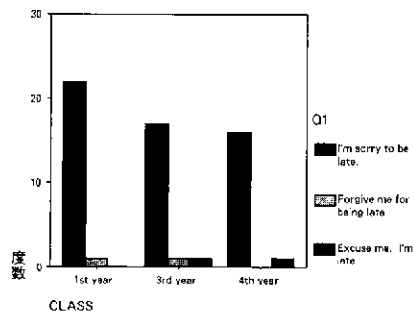
#### 3.2.1 Understanding basic functions

The students in each group understand fairly well the basic function of 'sorry' and 'please': that is, the function of *apology* and *request*. No significant difference is seen among the three year groups.

#### 'sorry' in an apology

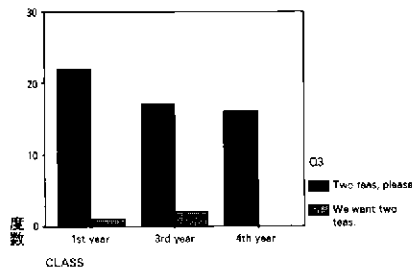
1 You are late for a meeting with your friend.

- (a) I'm sorry to be late.
- (b) Forgive me for being late.
- (c) Excuse me. I'm late.



**'please' in making a request**

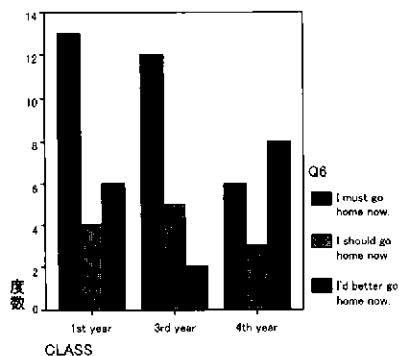
- 3 You make an order at a coffee shop.
- (a) Two teas.
  - (b) Two teas, please.
  - (c) We want two teas.



However, some differences are seen in the results for 'must'. As the graph below shows, the number of the students who chose (a) 'I must go home now', which is probably the most common in this situation, is decreasing from the 1st to the 4th year group. Also in the 4th year group, more students chose (c) 'I'd better go home now' than (a). This may tell us that the function of *expressing strong necessity* is not necessarily understood better as year follows year.

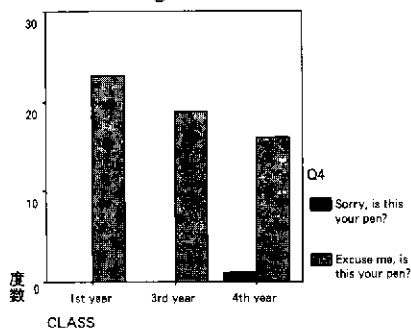
**'must' as a way of expressing strong necessity**

- 6 You are at a party hosted by an American friend.  
You are thinking of leaving.
- (a) I really had a great time, but I must go home now.
  - (b) I really had a great time, but I should go home now.
  - (c) I really had a great time, but I'd better go home now.



From a different point of view, however, the students in the 4th year group may be more aware of the flexibility in usage while the students in other groups follow the fixed expressions they have learned. In the situation below, one student in the 4th year group chose (a) 'Sorry, is this your pen?', while all the other students chose (b) 'Excuse me, is this your pen?'. In fact, (a) (and also (c) in some formal situations) may be also possible in an actual situation, though (b) is a fixed expression which they learn as an attention getter.

4. You have picked up a pen, which someone in front of you dropped.
- (a) Sorry, is this your pen?
  - (b) Excuse me, is this your pen?
  - (c) Pardon me, is this your pen?





### 3.2.2 Understanding other pragmatic aspects

My previous research (Tanaka 2004, 2005a, 2005b, 2006) revealed that some pragmatic aspects of 'sorry' 'must' and 'please' are particularly difficult for Japanese students to understand. They may be affected by the Japanese transfer or confused with other words. I would like to look at these results and consider whether the informants in the present research have any common problems we can identify.

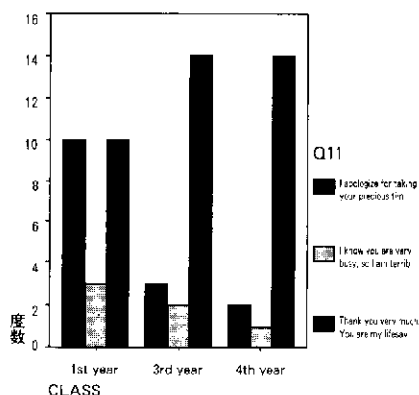
#### 3.2.2.1 'sorry' in thanking

In Japanese, thanking is *pragma-linguistically* and *socio-pragmatically* (See Thomas 1983) related to apology. These two speech acts are often realized in the same linguistic form, 'sumimasen'. This linguistic phenomenon comes from Japanese social psychology: When someone does you a favor, you are considered to have bothered her/him in some way, and you should apologize for the bother you caused (See Tanaka 2001:224).

The Japanese transfer may be seen in these results. While only a small number of students chose (b) 'I am terribly sorry', many in the 1st year group chose (a) 'I apologize ...'. Fewer students made the choices of the apology patterns in the 3rd and 4th year groups, though we couldn't simply attribute the results to the development of their pragmatic judgments.

We should also note that their choices of apology pattern may not be a result of the Japanese transfer. An American friend of mine told me that he would choose (b) among these choices, though he would rather say 'I appreciate your help!' in such a situation.

- 11 When you were having trouble writing an English essay, your American friend helped you.
- (a) I apologize for taking your precious time.
  - (b) I know you are very busy, so I am terribly sorry.
  - (c) Thank you very much. You are my lifesaver!



#### 3.2.2.2 'sorry' in declining an invitation

All the students successfully avoided (a) 'Out of the question!...', which is quite rude in declining an invitation. Both (b) 'I'm terribly sorry...' and (c) 'I'd love to...' may be possible in this situation. In fact, an American told me that she would choose (b). Though another American pointed out that 'love' sounds feminine, (c) would be a more formulaic expression for declining an invita-

tion.

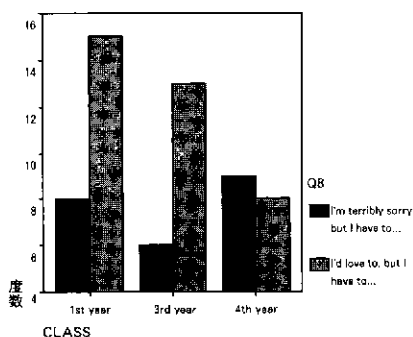
In thanking (3.2.2.1), the 4th year group was most successful in choosing the typical English pattern, but it is not the case here. More students in this group chose (b) 'I'm terribly sorry...'. This may be caused by the Japanese transfer, but the apology pattern of (b) will not probably cause any serious problems in communication.

8 Your American teacher invited you to a party, but you want to decline the invitation because you have an exam on the next day.

(a) Out of the question!  
I have to study for an exam tonight.

(b) I'm terribly sorry,  
but I have to study for an exam tonight.

(c) I'd love to,  
but I have to study for an exam tonight.



### 3.2.2.3 'must' / 'should' / 'had better' in suggesting

'Must' is sometimes used in suggesting, and especially in the situation below, (a) 'We must get together sometime' is a fairly common expression. However, the expression may not be well known to many Japanese students, as the results below show: in each group, (a) was not their first choice. Only a few students chose (a) in the 4th year group. This may suggest again that their pragmatic judgments do not necessarily develop as time goes on.

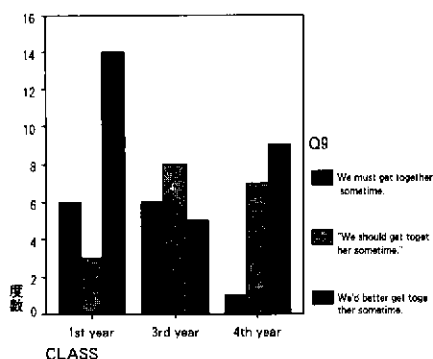
It is also of note that (c) 'We'd better get together sometime' was chosen by many students in the 1st and the 4th year group. As I pointed it out in Tanaka (2004: 55), 'had better' is often translated into '...shita hooga ii' in Japanese. The translation sounds much softer than the original, and the coercive nuance of 'had better' is not always understood by Japanese students.

9 You bumped into an old friend of yours at the station. You haven't seen her/him since you were at junior high. You have no time now, but want to meet this friend again.

(a) We must get together sometime.  
I will phone you tonight.

(b) We should get together sometime.  
I will phone you tonight.

(c) We'd better get together sometime.  
I will phone you tonight.

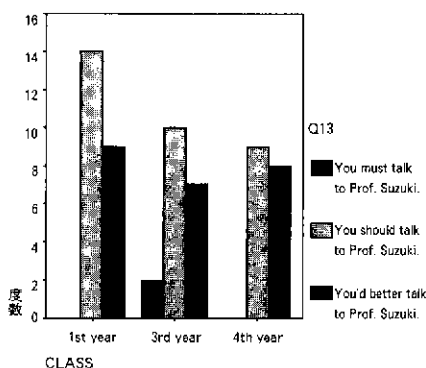


### 3.2.2.4 'must' / 'should' / 'had better' in advising

In the advising situation below, (b) 'You should ...' is probably the safest choice, and (a) 'You must...' and (c) 'You'd better...' may sound *bossy*. Yet, as the results show, it can be difficult for Japanese students to make appropriate use of 'must' 'should' and 'had better'. Although (b) was appropriately chosen by many, a significant number of the students also chose (c).

13. The English of your friend has not improved very much, and s/he wants to know how to study.

- (a) You must talk to Prof. Suzuki.  
He will give you some advice.
- (b) You should talk to Prof. Suzuki.  
He will give you some advice.
- (c) You'd better talk to Prof. Suzuki.  
He will give you some advice.



Again, the translation can be misleading. 'Must' 'should' and 'had better' are often translated as '...shinakereba naranai' (the most coercive), 'subekida' and 'shitahooga ii' (the least coercive) respectively. As a result, Japanese students are likely to use 'had better' even in giving tentative advice.

In offering firm advice, 'had better' is effectively used, as one dictionary explains:

**Had better** is one of the most common expressions in conversation when giving firm advice about what a person *should or ought to* do, especially to avoid some problem, unpleasantness or danger: You'd better leave now before you cause any more trouble. You'd better give me your telephone number in case someone wants to contact you. (Longman Dictionary of Contemporary English 1990 [1987])

Although the example sentences above display the correct usage, the coercive nuance of 'had better' and the difference from 'should' may not be fully understood by Japanese students. More explicit and contrastive explanations may be necessary for them. Some English-Japanese dictionaries written for Japanese students make the point clearer:

You had better の用法

- (1) You should が「...したほうがよい」という（言われたほうに、するかしないかの）選択の余地のある忠告であるのに対し、You had better...は「言うとおりにしないと困ったことになるよ」というニュアンスで用いら

れることが多い。しばしば目下の者に向かったの指図になる。また、ときには脅迫めいた言い方になる。

(*The Super Anchor English-Japanese Dictionary*, the 3rd edition 2003:710)

### 3.2.2.5 'must' / 'should' / 'had better' in recommending

'Must' can be used not only to express *obligation*, but to convey *persuasive emphasis*. Referring to his theory of Tact Maxim, Leech (1983) explains:

There are two sides to the Tact Maxim, a negative side 'Minimize the cost to *h*', and a positive side, 'Maximize the benefit to *h*'. (.....) in proposing some action beneficial to *h*, *s* should bias the illocution towards a positive outcome, by restricting *h*'s opportunity of saying 'No'. Thus an imperative, which in effect does not allow *h* to say 'No' is (in an informal context) a positively polite way of making an offer: *Help yourself! Have another sandwich!* etc. The positive bias can even be increased by the persuasive emphasis of: *Do have another sandwich!*; *You MUST have another sandwich!*

(Leech 1983: 109; my underlining)

In the situation below, you recommend seeing the movie, which you believe the other person will find interesting, and 'must' can be used effectively here. However, this emphasis on 'must' is not well understood by Japanese students. The result shows that the least number of students in any group chose (a) 'You must see it.'

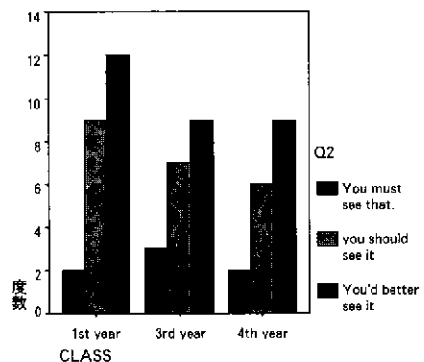
On the other hand, more students in each group made a rather inappropriate choice, (c) 'You'd better see it'. The cause may be the same as what I mentioned in 3.2.2.4., teaching the inappropriate Japanese translation. This tendency also confirm the results of my previous research (Tanaka 2005: 10), and we should consider it as a common problem for Japanese students.

2. You saw a wonderful movie, and recommend it to your close friend.

(a) It was a wonderful movie.  
You must see it.

(b) It was a wonderful movie.  
You should see it.

(c) It was a wonderful movie.  
You'd better see it.



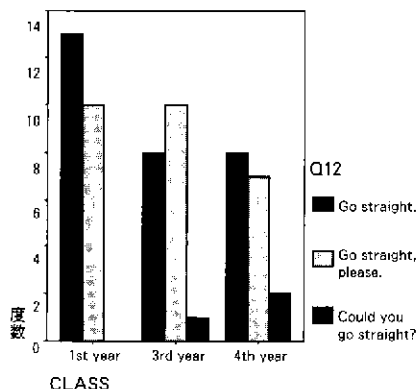
### 3.2.2.6 Imperatives / 'please' / 'Could you...?' in helping

'Tact Maxim' mentioned previously is also applicable in helping others: if you believe your help will be beneficial to the other person, it is often permissible to use the *imperative*. Giving directions as in the situation below is also of this type, so the simple imperative (a) 'Go straight' is the most natural among the choices.

Yet, as the results show, many students do not understand it well and chose (b) 'Go straight, please'. As Fukushima (1990) points out, Japanese students are often simply taught that adding 'please' makes the utterance politer, and it is not explained that 'please' is basically a request marker. As a result, they tend to use it in other speech acts, often in helping the other people.

It should also be noted that the 1st year group was the most successful in choosing (a), and there are some students who chose (c) 'Could you go straight?' in the 3rd and the 4th year groups. They may have considered politeness as being more important, but did not understand that 'Could you....?' is not appropriate in this situation as it is basically a request expression.

A stranger asked you the way to the station.  
 (a) Go straight.  
       Then you can find it on your left.  
 (b) Go straight, please.  
       Then you can find it on your left.  
 (c) Could you go straight?  
       Then you can find it on your left.



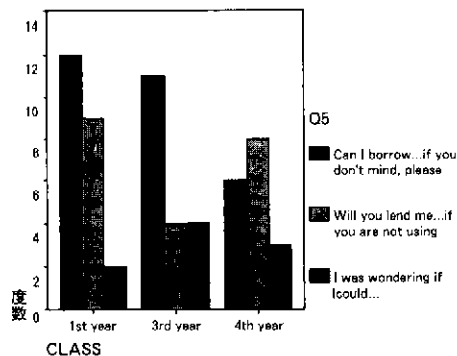
### 3.2.2.7 'I was wondering...' / 'please' in making a tentative request

Though 'please' is a request marker, it may be inappropriate in making a *tentative* request. As Tsuruta et al. (1988: 99) point out, 'please' could make the request sound rather *pushy* and less polite.

This point may not be fully understood by Japanese students. The result shows that many students chose (a) 'Can I borrow your book if you don't mind, please?'. This is not appropriate in this situation, but they probably thought that 'please' made the request politer than other choices.

In Tanaka (1988) I reports that my Japanese informants tended to use 'if you don't mind' in their requests. As a similar expression ('moshi yoroshikereba') is common in Japanese, their frequent use of 'if you don't mind' may be a simple transfer.

- 5 You want to borrow a book from a teacher, whom you haven't talked to very often.
- (a) Can I borrow your book if you don't mind, please?
  - (b) Will you lend me your book if you are not using it?
  - (c) I was wondering if I could borrow your book.



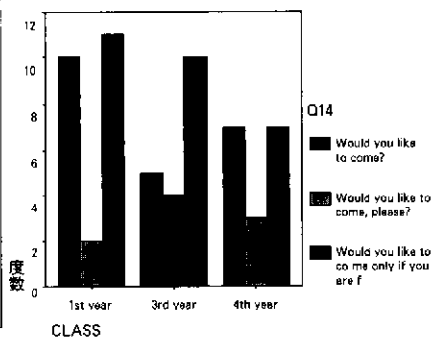
It seems rather surprising that not many students chose the most appropriate choice (c) 'I was wondering if I could borrow your book'. However, the same tendency was seen in my previous research (Tanaka 2005: 11). As Tanaka (1988) shows, this form is often used in tentative requests. We should help the students understand its use in appropriate situations.

### 3.2.2.8 'please' in inviting

In English invitations, politeness is often expressed by giving the option to the other person (e.g. 'Would you like to come?'), while in Japanese it is expressed in a form which makes a request (e.g. 'irashite itadake naideshooka') (See Tsuruta et al.: 1988). Such English invitations do not sound enthusiastic or polite enough to many Japanese students, and they tend to add 'please' to make the invitation politer. To make it less *pushy*, they may even add some expressions, such as 'if you are free', 'if you are not busy', etc.

The negative transfer of the Japanese pattern is also seen in these results. Many of the students chose (c) 'Would you like to come only if you are free?'; some of them chose (b) 'Would you like to come, please?'.

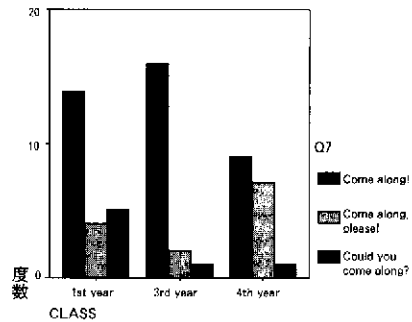
14. You are having a party with your friends, and want to invite a new member of your club.
- (a) We are having a party. Would you like to come?
  - (b) We are having a party. Would you like to come, please?
  - (c) We are having a party. Would you like to come only if you are free?



Also in more casual invitations as in the example below, where a simple imperative is appropriately used, some students use 'please'. Again, the *persuasive emphasis* (Leech 1983: 107) discussed in 3.2.2.5 is not fully understood

by the students. To some students, a simple imperative may not sound polite or friendly enough.

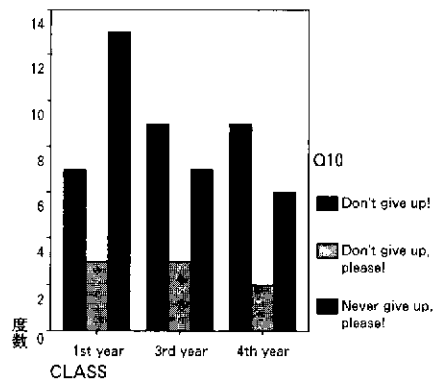
7. You want to invite your close friend to a drinking party.
- (a) Come along!
  - (b) Come along, please!
  - (c) Could you come along?



### 3.2.2.9 'please' in cheering up others

In cheering up a friend as in the instance below, a simple imperative is again natural. Yet, as the results show, many students chose (c) 'Never give up, please!', and some chose (b) 'Don't give up, please!'. It is not clear to me why many more students in the 1st year group chose (c). An American mentioned that he would probably say 'Hand in there' in this situation. It should be noted that 'please' is not added here.

10. You want to cheer up your friend, who has not so far been successful in job hunting.
- (a) Don't give up!  
I'm sure you'll get a good job!
  - (b) Don't give up, please!  
I'm sure you'll get a good job!
  - (c) Never give up, please!  
I'm sure you'll get a good job!



### 3.2.3 Summary of the results

Now, I would like to summarize the results of my students' pragmatic judgment.

1. The basic function of 'sorry' is understood well:  
in an apology (I'm sorry to be late.) (3.2.1)
2. The basic function of 'please' is understood well:  
in making a request (Two teas, please.) (3.2.1)
3. The basic function of 'must' is understood fairly well,  
but not so well as 'sorry' and 'please'. (I must go home now.) (3.2.1)

4. Some Japanese transfer of apology is seen:
  - in thanking (I apologize for taking your precious time. I am terribly sorry)(3.2.2.1)
  - in declining an invitation (I'm terribly sorry.)(3.2.2.2).
5. The persuasive effect of 'must' is not fully understood:
  - in suggesting (We must get together sometime.) (3.2.2.3)
  - in recommending (You must see it.) (3.2.2.5).
6. The coercive nuance of 'had better' is not fully understood, and inappropriate use is therefore made:
  - in suggesting (\* We'd better get together sometime.) (3.2.2.3)
  - in advising (\* You'd better talk to Prof. Suzuki.) (3.2.2.4)
  - in recommending (\* You'd better see it.) (3.2.2.5)
7. The function of 'please' is not fully understood, and inappropriate use is sometimes made:
  - in helping (\* Go straight, please.) (3.2.2.6)
  - in making tentative requests (\* Can I borrow your book.... please?)(3.2.2.7)
  - in inviting (\* Would you like to come, please? Come along, please!)(3.2.2.8)
  - in cheering up (\* Don't give up, please! Never give up, please!) (3.2.2.9)

### 3.2.4 Implications for teaching

It should be noted that all the seven points above were also the case in my previous research with different informants (Tanaka 2004, 2005a, 2005b, 2006). This means we should see these as examples of general tendencies in many Japanese students.

I would also like to point out that their pragmatic judgment does not necessarily develop as time goes on. As we have seen in the results, the 4th year group sometimes made a less appropriate choice than the 1st or the 3rd year groups: e.g. 'must' (3.2.1) (3.2.2.3) and 'should' (3.2.2.4). This may suggest that pragmatic judgment does not naturally develop and we therefore should constantly remind students of pragmatic appropriateness.

Considering the points above, some implications for teaching methods might be as follows:

1. We may generally expect that our students understand the basic function of 'sorry' 'must' and 'please' fairly well.
2. We should constantly explain the *pragma-linguistic* and *socio-pragmatic differences between English and Japanese*: e.g. expressions used for thanking or declining an invitation in English and Japanese, and the social psychology behind them.
3. We should help them acquire more advanced and effective usage: e.g. per-



suasive use of 'must'.

4. We should locate the cause of their misuses and correct their misunderstandings. c.g. \* 'had better' = 'shitahoo ga ii'  
\* 'please' = makes the utterance politer in any situation

## 4. Conclusion

As discussed above, the results of Questionnaire 1 gave me some ideas on what experiences my new students have had in learning English and what attitudes they possess toward the language. The results of Questionnaire 2 showed me what pragmatic judgment they have concerning the use of 'sorry' 'must' and 'please', and suggested to me that I should stress these areas in teaching.

Both results are helpful to me as a teacher and they help me get a clearer picture of my new students and consider what I should have in mind when teaching. Of course, it takes time for me to know my students personally, but I hope that this research will be a threshold in my better understanding of them.

These results may also suggest some possible problem areas for Japanese learners of English. I would be very happy if this study is of some help to other teachers of English.

## Acknowledgements

I thank the students at Seisen University for cooperating in this study.

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## Appendices

### Questionnaire 1

2008年4月

学籍番号 \_\_\_\_\_

今回この授業を担当するにあたり、皆さんの英語学習の状況、授業に関する意見・希望などをできるだけ知り、授業の内容を検討・改善していく資料にしたいと思っています。協力していただければ嬉しいです。

1. 英語を習い始めたのは、いつですか。
  0. 小学校にはいる前
  1. 小学生の時
  2. 中学生の時
  3. 高校生の時
  4. その他 \_\_\_\_\_
  
2. 英語を習い始めたのは、どこですか。
  0. 会話スクール・塾
  1. 個人的に習った
  2. 学校
  3. その他 \_\_\_\_\_
  
3. 中学生・高校生の時、英語は好きでしたか？
  0. 好きだった
  1. どちらかというとき好きだった
  2. どちらとも言えない
  3. どちらかというとき嫌いだった
  4. 嫌いだった
  5. その他 \_\_\_\_\_
  
- 3の質問に0または1と答えた人へ：
  4. 英語が（どちらかというとき）好きだった理由に、どんなことがありますか。  
 (複数回答可)
    0. 英語という言葉そのもの
    1. 英語に関連する文化（映画・音楽など）
    2. 習った教員
    3. 授業のしかた
    4. 使っていた教材・テキスト
    5. その他 \_\_\_\_\_
  
- 3の質問に3または4と答えた人へ：
  5. 英語が（どちらかというとき）嫌いだった理由に、どんなことがありますか。  
 (複数回答可)

0. 英語という言語そのもの    1. 英語に関連する文化（映画・音楽など）  
 2. 習った教員    3. 授業のしかた    4. 使っていた教材・テキスト  
 5. その他 \_\_\_\_\_
6. 大学の英語教育について、どんな点を改善するべきだと思いますか。  
 （複数回答可）  
 0. 英語は必要ない    1. 英語は選択にすべきだ    2. 教員の英語力・指導力  
 3. 授業のしかた    4. 教材・テキスト    5. クラスの人数  
 6. その他 \_\_\_\_\_
7. これまでに、英語の力を測る試験(英検・TOEFL・TOEICなど)を何回くらい  
 受験したことがありますか。  
 0. 一回    1. 二回    2. 三回    3. 四回    4. 五回以上  
 5. 受験していない
8. これまでに受けた英語力測定試験の結果が分かったら、書いてください。  
 0. 受験していない    1. 受験したが覚えていない    2. 書きたくない  
 英検: \_\_\_\_\_ TOEFL: \_\_\_\_\_ TOEIC: \_\_\_\_\_ TOEIC学内模試: \_\_\_\_\_  
 その他: \_\_\_\_\_
9. これまでにどんな場面で英語を使った経験がありますか。(複数回答可)  
 0. 学校の授業    1. 英会話スクール・塾    2. 留学(場所: \_\_\_\_\_)  
 3. 海外旅行(場所: \_\_\_\_\_)    4. 外国人の友人との会話  
 5. 知らない外国人との会話    6. 職場・アルバイト先  
 7. その他 \_\_\_\_\_
10. 自分にとって英語は必要だと思いますか。  
 0. 必要ない    1. 今は特に必要ないが、将来は必要になるかもしれない  
 2. 具体的な目的はないが、教養として必要だと思う    3. 必要だ  
 4. その他 \_\_\_\_\_
- 10の質問に0と答えた人以外の人へ:
11. 自分にとって、(今または将来)どんなことに英語が必要だとおもいます  
 か。(複数回答可)  
 0. 専門の勉強    1. 留学    2. 海外旅行    3. 仕事・アルバイト  
 4. 交友    5. 英語の文化(音楽・映画・文学など)  
 6. その他 \_\_\_\_\_
12. 自分の英語力をどんな点で向上させたいですか。(複数回答可)  
 0. 特に向上させたくない    1. 基礎的なことを理解したい  
 2. もっと聴き取れるようになりたい    3. もっと話せるようになりたい  
 4. もっと読めるようになりたい    5. もっと書けるようになりたい

6. その他 \_\_\_\_\_

13. 英語力向上のために、心掛けていることがありますか。(複数回答可)

0. ラジオ講座を聴いている 1. TV講座を見ている 2. 英字新聞を読んでいる  
3. 英会話学校に通っている 4. 英会話関係のサークルに入っている  
5. 海外の人と手紙・e-mailのやり取りをしている  
6. 外国から来た友人などと英語で話す 7. 洋書を読む 8. 洋画を観る  
9. 英語で日記などを書く 10. 特にない

その他: \_\_\_\_\_

14. この授業に特に望むのはどんなことですか。(複数回答可)

0. 基礎をしっかり教えてほしい 1. 楽しい授業をしてほしい  
2. 厳しくしてほしい 3. 宿題などを適度に出してほしい  
4. 宿題は出さないでほしい 5. 出席を重視してほしい  
6. 大学生らしい高度なものも扱ってほしい  
7. その他: \_\_\_\_\_

## Questionnaire 2

2008.4.

英語英文学科 田中典子

ことばの使用に関する調査です。ご協力頂ければ幸いです。

初めにあなた自身について、下線部に書き入れ、該当する個所に○をつけてください。答えたくない部分は結構です。

_____	大学	_____	学部	_____	学科	_____	学年			
_____	年齢	_____	代	_____	性別(1)男 (2)女	_____	母語	_____	学籍番号	_____
_____	海外経験(1)なし	_____	(2)半年以内	_____	(3)半年～1年	_____	(4)1年～2年	_____	(5)それ以上	

次のそれぞれの状況であなたが言うとしたら、どの表現が、相手に対して感じが良く、最も適切でしょうか? ひとつ選んで○をつけてください。

- 1 友人との待ち合わせに遅刻してしまった。  
(a) I'm sorry to be late.  
(b) Forgive me for being late.  
(c) Excuse me. I'm late.
- 2 とても面白い映画を見たので、親しい友人に薦める。  
(a) It was a wonderful movie. You must see it.  
(b) It was a wonderful movie. You should see it.  
(c) It was a wonderful movie. You'd better see it.

- 3 コーヒー・ショップで注文する。
- (a) Two teas.
  - (b) Two teas, please.
  - (c) We want two teas.
- 4 ペンを拾った。前を歩いていた人が落としたようだ。
- (a) Sorry, is this your pen?
  - (b) Excuse me, is this your pen?
  - (c) Pardon me, is this your pen?
- 5 これまであまり話したことがない先生に本を借りたい。
- (a) Can I borrow your book if you don't mind, please?
  - (b) Will you lend me your book if you are not using it?
  - (c) I was wondering if I could borrow your book.
- 6 友人のアメリカ人のパーティーに来ているが、そろそろ帰りたい。
- (a) I really had a great time, but I must go home now.
  - (b) I really had a great time, but I should go home now.
  - (c) I really had a great time, but I'd better go home now.
- 7 親しい友達を飲み会に誘いたい。
- (a) Come along!
  - (b) Come along, please!
  - (c) Could you come along?
- 8 アメリカ人の先生からパーティーに誘われたが、翌日ほかの授業の試験があるので断りたい。
- (d) Out of the question! I have to study for an exam tonight.
  - (e) I'm terribly sorry, but I have to study for an exam tonight.
  - (f) I'd love to, but I have to study for an exam tonight.
- 9 何年ぶりかで偶然、中学時代の友人に駅で出会ったが、そのとき時間がなかったので、また会いたいと伝える。
- (a) We must get together sometime. I will phone you tonight.
  - (b) We should get together sometime. I will phone you tonight.
  - (c) We'd better get together sometime. I will phone you tonight.
- 10 就職活動がうまくいかない友人を激励したい。
- (a) Don't give up! I'm sure you'll get a good job!
  - (b) Don't give up, please! I'm sure you'll get a good job!
  - (c) Never give up, please! I'm sure you'll get a good job!
- 11 英語の作文を書くのに苦勞していたら、アメリカ人の友達が手伝ってくれた。
- (a) I apologize for taking your precious time.
  - (b) I know you are very busy, so I am terribly sorry.
  - (c) Thank you very much. You are my lifesaver!
- 12 外国人に英語で駅までの道を尋ねられた。
- (a) Go straight. Then you can find it on your left.
  - (b) Go straight, please. Then you can find it on your left.

- (c) Could you go straight? Then you can find it on your left.
- 13 英語の勉強をどのようにしたらいいか悩んでいる友人に言う。
- (a) You must talk to Prof. Suzuki. He will give you some advice.
  - (b) You should talk to Prof. Suzuki. He will give you some advice.
  - (c) You'd better talk to Prof. Suzuki. He will give you some advice.
- 14 友達とコンパをするので、クラブの新メンバーを誘いたい。
- (a) We are having a party. Would you like to come?
  - (b) We are having a party. Would you like to come, please?
  - (c) We are having a party. Would you like to come only if you are free?

ご協力、ありがとうございました