

Motivational and Environmental Backgrounds of the EFL Learners in Japan and Europe (mainly Flanders, Belgium)

Masako Nishikawa-Van Eester

Abstract - 要約 - Samenvatting

This is a study to explore diverse motivational and environmental backgrounds of the EFL (English as a Foreign Language) learners, particularly focusing on the learning contexts in Japan and Flanders, Belgium. (Flanders is the Dutch-speaking part of Belgium.) The statistical analysis of responses obtained from a survey conducted by spreading a questionnaire mainly via the Internet indicated a significant difference in many of the motivational and environmental aspects of the EFL learners in both regions, but showed a similar understanding in the importance of English as a lingua franca.

本研究は EFL (外国語としての英語) 学習者のさまざまな動機および環境的背景について調査・考察すべく行われ、その中でもとりわけ、日本とベルギーのフランダースにおける学習状況に焦点を置いたものである。(フランダースはベルギーのオランダ語圏である。) おもにインターネットを使用してアンケートを配布し、得られた回答を統計学的に分析したところ、二つの地域の EFL 学習者の多くの動機および環境面において有意な差が示されたが、英語の持つリンガフランカとしての重要性については、両者の理解が類似していることが見て取れた。

Dit artikel beschrijft een onderzoek over de verscheidene motiverings- en omgevingsachtergrond van personen die Engels als Vreemde Taal leerden met een focus op de leeromgeving in Japan en Vlaanderen, België. (Vlaanderen is het Nederlandssprekende deel van België.) De statistische analyse van de antwoorden die verkregen werden bij het verspreiden van een vragenlijst via het internet, tonen een significant verschil in verschillende aspecten van de motiverings- en omgevingsachtergrond in beide regio's, maar suggereren een gelijkaardig begrip van de positie van Engels als een lingua franca.

1. Introduction

1.1. Background

The idea of English as the “Global Language” has been already well established by now. Yet, what is “Global Language”? According to Crystal, it is a language that has acquired a special

status, taken by many other countries as a major foreign language, and thus used globally as a primary communicative tool (p. 4). In other words, it functions as the contemporary “lingua franca.” Just like Greek in the Middle East two thousand years ago and Latin throughout Europe in the medieval times, English has become the “lingua franca” in our time (Crystal, p. 9). The use of English is appreciated particularly in international academic and business communities, where they feel a strong, practical need to use English (Crystal, p. 13)¹⁾, and also, some pressure might be put on non-English-speaking countries and regions to learn the English language for their further economic development (McKay, 2002, p. 17). For all the reasons above, English as a Global or International Language (EGL/EIL) is crucial in today’s world.

In Japan, the situation is more complicated because English is a major school subject that plays an integral role in the educational system and that has traditionally been used as an instrument for the university entrance examinations (McKay and Bokhorst-Heng, p. 14)²⁾. Similarly, Gottlieb explained about the special position of English, being a compulsory subject for the six years of secondary school, and often for two more years at university (2005, pp. 67-68). Furthermore, Goto Butler and Iino stated that the Japanese themselves think that they must acquire better communicative skills in English (2005, p. 25).³⁾ Based on this reality, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) launched an action plan to “cultivate Japanese with English abilities” (MEXT, 2002). In 2011, MEXT made English a compulsory course for fifth and sixth grade elementary school pupils (MEXT, 2015).

How has this desperate endeavor of the Japanese government turned out? According to the official report by TOEFL iBT Tests, Ireland marked the top average score (January – December 2017) of 101 (out of 120), and Austria and the Netherlands were the second scoring 100. All the participating European countries got around and over 90 in general. The top of Asia was Singapore with 97 followed by India (94) and Pakistan (92). Japan’s average score was 71 while the average score of the entire Asia was 81. Mainland China got 79, Taiwan got 82, and both of the Korean nations got 83. Cambodia marked 72, which is more or less the same level as Japan. Looking at Belgium (thus, the Dutch-, French- and German-speaking all together) in Europe, it achieved 99 as their average score (Test and Score Data Summary for TOEFL iBT® Tests, 2017). Japan is evidently “behind.”

Flanders is the Dutch-speaking part of Belgium (Nishikawa-Van Eester, 2019, p. 39). Belgium has three official languages, French and German besides Dutch (The Communities. Flemish Community, German-speaking Community, French Community. https://www.belgium.be/en/about_belgium/government/communities). According to De Cock, “Flanders has since long fostered a positive discourse on plurilingualism in its inhabitants” (De Cock, 2.2). Regarding the reason for this positive attitude towards plurilingualism and its results, Dörnyei referred to Sternberg as follows:

Much of what appears to be foreign-language learning aptitude may reflect a valuing process. In Belgium, those who learn Flemish as a first language are much more likely to learn a second and even a third language than are those who learn French as a first

language. Why? Can anyone seriously believe that the difference is one of language-learning aptitude? Probably not. Rather, the difference is that of the perceived need for additional languages. There is a practical need for additional languages, and the languages are taught with this practical use in mind (p. 65).

This plurilingualism is reflected in the educational system where mainly French (the native language in the “other part” of Belgium) and English are taught from the age of 10 till 18, in line with the European criteria, “mother-tongue plus two” (De Cock, Abstract). In 2006-2007, Flanders had a student population of 413,951 students in primary education (6-11 years old) and 457,527 students in secondary education (12-18 years old) (Ministry of the Flemish Community, p. 9). In the school year 2004-2005, 390,259 students took French classes and 294,001 students took English classes. These numbers reflect that there are no language classes in the first four years of primary education and that the second foreign language is not taught in all years or in all streams of secondary education.

As “Flanders is a region for which import and export are highly important, it is therefore not surprising that foreign language knowledge is an important asset for Flemish employees” (De Cock, 1). It turns out that SMEs⁴⁾ where they focus on export to close-by countries are preferring the knowledge of French whereas worldwide-oriented companies prefer the knowledge of English.

1.2. Previous studies

Most EFL studies about motivational backgrounds do not take cross-cultural aspects into consideration at all. As pointed out by Nishikawa-Van Eester (2020), a number of researchers such as Horwitz (1999), Dörnyei (2005) and Nikitina & Furuoka (2006) have discussed the motivational factors of EFL learners. However, what they argued was mainly about the internal consistency of the questionnaires or extensive factor analyses. Hence, there are no readily available studies about the cultural influence on motivation for learning English. None or few actually discuss research that is making use of such questionnaires to analyze the difference between two particular groups. Nishikawa-Van Eester investigated differences of two age groups in Japan (junior high vs. university students in Tokyo), but they were both Japanese (2020). This article positions itself in that gap, analyzing and comparing the motivation and beliefs of two groups from totally different cultural, geographical, and historical backgrounds when it comes to learning English.

1.3. Research Questions

The research questions that guide this study are as follows:

1. Is there any difference between Japanese and European respondents regarding how they perceive their English learning context and their feelings about learning English?
2. If there is an observable difference between the two groups, how do they differ from each other?

2. Conducting the study

2.1. Terminology

In this study, we define the word "context" as the personal environment of the learner.

2.2. Method

Instrumentation

The 28-item questionnaire (see Appendix) was designed to measure motivational and environmental factors related to the EFL experience of the respondents as well as their reaction to it in the form of beliefs and attitudes. As such, the design hoped to identify constructs such as: Environment, Beliefs, Self-Efficacy, Anxiety, and Importance. Responses were made using a 4-point Likert scale: 1 = *Strongly disagree*; 2 = *Somewhat disagree*; 3 = *Somewhat agree*; 4 = *Strongly agree*. The questionnaire was made in three languages (English, Japanese and Dutch) as shown in Appendix.

Procedures

The questionnaire was mainly administered as a snowball survey on the Internet, using personal connections as starting point of the snowball effect. As part of the snowballing process, 13 Japanese questionnaires were returned as paper versions. All European and the remainder of the Japanese questionnaires were filled out on the Internet. A conscious effort was made to exclude fellow academics from the respondents as this would have made the sample less representative for the general society's responses.

The statistical analysis of the questionnaire was done with the help of the freeware statistical package JASP, release 0.13.

Participants

The participants were gathered through snowball sampling via the Internet. The researcher sent the questionnaire to several of her acquaintances in Japan and Europe, requested them to reply to it and to ask their friends and acquaintances to do the same. The researcher made conscious efforts to avoid that other EFL academics would submit answers to the questionnaire. This way replies were received from 57 Japanese, 17 Flemish (Dutch-speaking Belgians) and 1 German speaker.

Somewhere on the Japanese side of the chain, the questionnaire was turned into a paper version and 13 of the Japanese results were obtained as paper-copies. All other results were obtained as entries in a web-based form.

By definition of snowball sampling, the gender and age distribution of the respondents was not known in advance. Figure 1 shows the gender distribution of the Japanese (JP) and Flemish (NL) respondents. Figure 2 shows their age distribution.

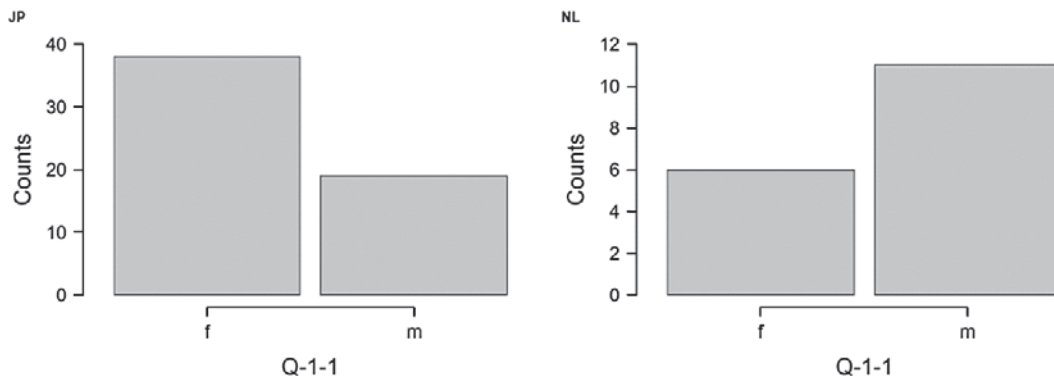


Figure 1. Gender distribution of the respondents

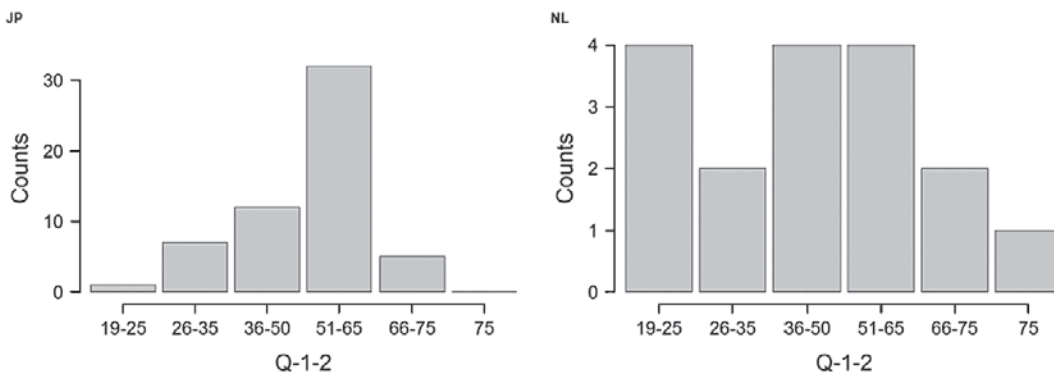


Figure 2. Age distribution of the respondents

Statistical Background

This study makes use of several statistical tools. Although it is an oversimplification, one could say that exploratory factor analysis is used to find underlying groupings in the data; Cronbach's alpha is used to verify whether the data in an assumed group are consistent or not; analysis of variance and multivariate analysis of variance are used to determine whether the two groups statistically differ or not.

A more appropriate description of the background and procedures for using these statistical tools can be found in the work of Field (Field, A. 2005).

2.3. Results

Descriptive Statistics

The data were collected from 57 Japanese native speakers, living in Japan ("JP" for *Japanese*), from 17 Dutch native speakers, living in Flanders, Belgium ("NL" for *Nederlands*), and from 1 German native speaker, living in Germany ("D" for *Deutsch*).

As the number of German native speakers was too low to bring any statistical significance and as its inclusion would reduce the focus of the dataset, it was decided to delete the German

native speaker’s answers from the dataset.

See Appendix 1 for the meaning of the question labels: f.i. “Q-1-4” means question 4 of section I of the questionnaire.)

Table 1 shows the descriptive statistics for all questions of the questionnaire that had numeric answers.

Table 1. Descriptive Statistics

	Q-1-4		Q-1-5	
	JP	NL	JP	NL
Mean	1.684	3.529	2.632	2.059
Std. Deviation	0.948	1.007	0.816	0.659

	Q-2-01		Q-2-02		Q-2-03		Q-2-04		Q-2-05		Q-2-06		Q-2-07	
	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL
Mean	3.351	3.118	2.912	2.412	3.561	3.529	3.596	3.412	3.649	3.471	2.211	3.824	2.123	3.353
Std. Deviation	0.582	0.781	0.689	0.870	0.567	0.624	0.495	0.795	0.517	0.717	0.995	0.529	1.001	0.996

	Q-2-08		Q-2-09		Q-2-10		Q-2-11		Q-2-12		Q-2-13		Q-2-14	
	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL
Mean	2.088	3.059	2.000	2.706	2.158	2.588	2.000	2.882	2.614	3.471	2.596	3.824	2.474	3.471
Std. Deviation	1.005	0.966	0.982	1.105	0.996	1.121	1.000	1.111	0.818	0.624	0.863	0.393	0.826	0.624

	Q-2-15		Q-2-16		Q-2-17		Q-2-18		Q-2-19		Q-2-20		Q-2-21	
	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL
Mean	2.649	3.529	2.614	3.235	2.263	3.471	2.947	3.765	3.228	3.765	3.211	3.824	3.175	3.824
Std. Deviation	0.855	0.514	0.818	0.752	0.897	0.514	0.766	0.437	0.598	0.437	0.590	0.393	0.630	0.393

	Q-2-22		Q-2-23		Q-2-24		Q-2-25		Q-2-26		Q-2-27		Q-2-28	
	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL
Mean	3.368	3.588	3.140	1.882	2.807	1.824	2.649	1.824	2.544	1.765	2.544	1.706	2.614	1.765
Std. Deviation	0.698	0.870	0.766	0.928	0.766	0.951	0.834	0.951	0.867	0.903	0.983	0.849	0.840	0.970

Just looking at the distribution of the data (Figure 3), it is already obvious that there will be some aspects in which Japanese and Flemish people (Dutch-speaking Belgians) are very similar to each other (f.i. Q-2-03) and aspects on which they differ from each other (f.i. Q-2-13).

Further discussion in this paper will use statistical methods to analyze this observation.

Exploratory Factor Analysis

Using JASP, an exploratory factor analysis was done (Table 2). The target was to come to a clean model with no double loading of questions to factors above the 0.3 factor loading.

This was achieved in a clean way and it also indicated that question 22 of section II was not really appropriate for the study because it does not load on any of the established factors.

Note that the factor names were assigned after we had run the statistical analysis and matched the factor loading of the questions with the theoretical background for each of the questions.

At this point, it seems appropriate to look if there is any real-life meaning for the factors. The dataset confirms our intention of testing the respondents' opinion on five aspects:

Factor 1, Self-Efficacy (6 items): Self-efficacy is interpreted as the confidence of a respondent that he/she will succeed in the task of learning English. A sample item is: *I believe I will be able to write English well someday*. The Cronbach's alpha reliability estimate of this factor was .970.

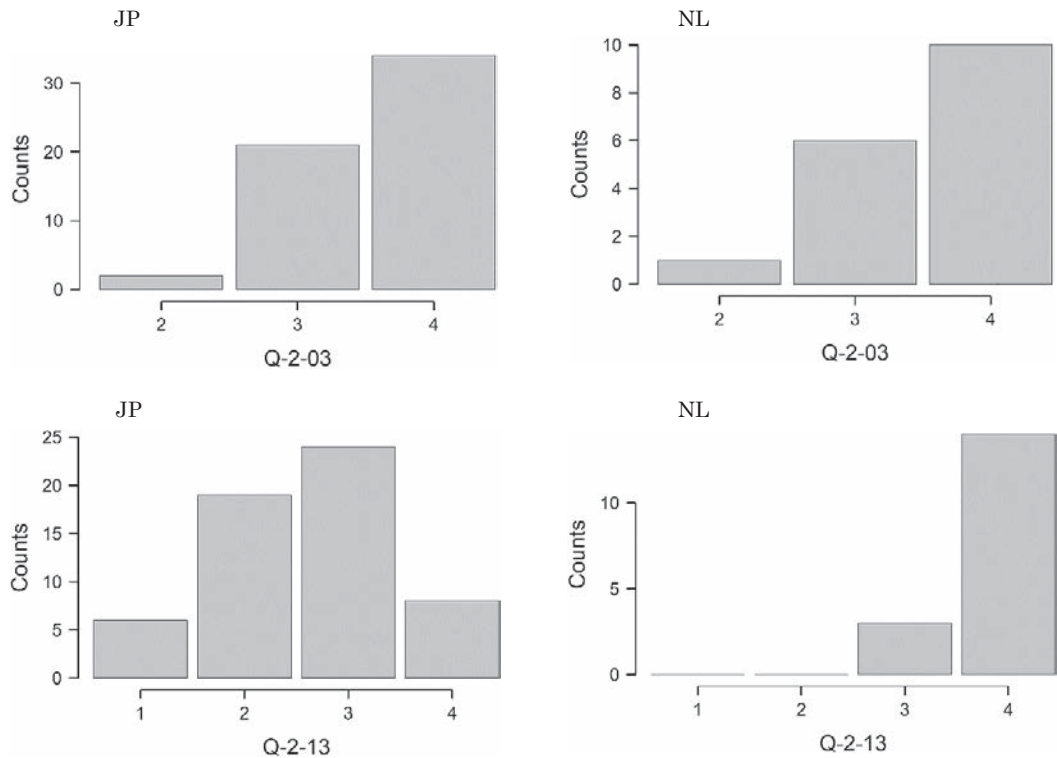


Figure 3. Distribution of responses for selected questions

Table 2. Exploratory Factor Analysis – Factor Loadings

	Factor 1 Self-Efficacy	Factor 2 Anxiety	Factor 3 Environment	Factor 4 Beliefs	Factor 5 Importance
Q-2-01					0.724
Q-2-02					0.555
Q-2-03					0.597
Q-2-04					0.715
Q-2-05					0.537
Q-2-06			0.815		
Q-2-07			0.762		
Q-2-08			0.849		
Q-2-09			0.733		
Q-2-10			0.737		
Q-2-11			0.684		
Q-2-12	0.944				
Q-2-13	0.942				
Q-2-14	0.966				
Q-2-15	0.938				
Q-2-16	0.742				
Q-2-17	0.695				
Q-2-18				0.735	
Q-2-19				0.872	
Q-2-20				0.918	
Q-2-21				0.882	
Q-2-22					
Q-2-23		0.750			
Q-2-24		0.791			
Q-2-25		0.926			
Q-2-26		0.824			
Q-2-27		0.833			
Q-2-28		0.705			

Factor 2, Anxiety (6 items): Anxiety is interpreted as a measure for the reluctance and anxiety for performing some of the tasks that are deemed essential for the learning of English. A sample item is: *I feel nervous reading English out loud*. The Cronbach's alpha reliability estimate of this factor was .933.

Factor 3, Environment (6 items): Environment is interpreted as a measure for the extent to which the respondent is exposed to an environment that is favorable for learning English. A

sample item is: *At least one of the family members living together with me speaks English with a friend sometimes*. The Cronbach's alpha reliability estimate of this factor was .900.

Factor 4, Beliefs (4 items): Beliefs is interpreted as a measure for the general confidence (not necessarily applicable to the respondent him/herself) that it is possible to learn English. A sample item is: *Some people learn to understand English very quickly*. The Cronbach's alpha reliability estimate of this factor was .921.

Factor 5, Importance (5 items): Importance is interpreted as a measure of the level of necessity the respondent perceives regarding the learning of English. A sample item is: *Being able to use English is important for getting a good job*. The Cronbach's alpha reliability estimate of this factor was .761, which is actually rather low.

Because the exploratory factor analysis was executed with an oblique rotation (promax), the factors are not orthogonal (as shown in Table 3). It is not unexpected to see that Self-Efficacy and Anxiety are rather strongly inversely correlated. Also, the correlation between Environment and Beliefs is understandable.

Except for Factor 5 (Importance), the reliability estimates met Field's (2005, p. 668) criterion of .80 for acceptable reliability.

Further analysis will use these five factors as measures to evaluate the research questions. First the Mean and Standard Deviation of each factor are calculated for each of the two groups separately (see Table 4). As the factors are not independent, these numbers as such are not suited to judge whether the groups are different or not. However, the values are interesting for

Table 3. Factor Correlations

	Factor 1 Self-Efficacy	Factor 2 Anxiety	Factor 3 Environment	Factor 4 Beliefs	Factor 5 Importance
Factor 1	1.000	−0.530	0.281	0.050	0.128
Factor 2	−0.530	1.000	−0.300	−0.082	0.083
Factor 3	0.281	−0.300	1.000	0.425	0.065
Factor 4	0.050	−0.082	0.425	1.000	0.084
Factor 5	0.128	0.083	0.065	0.084	1.000

Table 4. Descriptive Statistics

	Factor 1 Self-Efficacy		Factor 2 Anxiety		Factor 3 Environment		Factor 4 Beliefs		Factor 5 Importance	
	JP	NL	JP	NL	JP	NL	JP	NL	JP	NL
Mean	2.55	3.51	3.67	2.97	2.10	3.09	3.15	3.80	3.43	3.21
Std. Deviation	0.79	0.50	0.70	0.86	0.84	0.58	0.57	0.37	0.39	0.59
Minimum	1.00	2.67	1.71	1.68	1.00	2.00	1.00	3.00	2.76	1.99
Maximum	4.00	4.00	5.07	5.07	4.00	4.00	4.00	4.00	4.00	4.00

Table 5a. MANOVA

MANOVA: Pillai Test

Cases	df	Approx. F	Trace Pillai	Num df	Den df	p
(Intercept)	1	1496.161	0.991	5	68.000	<.001
JP / NL	1	15.249	0.529	5	68.000	<.001
Residuals	72					

Table 5b. ANOVA

ANOVA: Factor 1 – Self-Efficacy

Cases	Sum of Squares	df	Mean Square	F	p
(Intercept)	566.432	1	566.432	1054.455	<.001
JP / NL	12.239	1	12.239	22.783	<.001
Residuals	38.677	72	0.537		

ANOVA: Factor 2 – Anxiety

Cases	Sum of Squares	df	Mean Square	F	p
(Intercept)	909.828	1	909.828	1672.688	<.001
JP / NL	6.268	1	6.268	11.523	0.001
Residuals	39.163	72	0.544		

ANOVA: Factor 3 – Environment

Cases	Sum of Squares	df	Mean Square	F	p
(Intercept)	400.364	1	400.364	645.493	<.001
JP / NL	12.723	1	12.723	20.513	<.001
Residuals	44.658	72	0.620		

ANOVA: Factor 4 – Beliefs

Cases	Sum of Squares	df	Mean Square	F	p
(Intercept)	804.742	1	804.742	2856.300	<.001
JP / NL	5.475	1	5.475	19.433	<.001
Residuals	20.285	72	0.282		

ANOVA: Factor 5 – Importance

Cases	Sum of Squares	df	Mean Square	F	p
(Intercept)	844.059	1	844.059	4349.579	<.001
JP / NL	0.637	1	0.637	3.282	0.074
Residuals	13.972	72	0.194		

their own sake.

Research question 1, “Is there any difference between Japanese and European respondents regarding how they perceive their English learning context and their feelings about learning English?” requires getting an overall comparison of the two groups versus each other. Because the question items – and the factors that result from them – are not independent of each other, this question can only be answered by an analysis of variance, taking into consideration the multiplicity of items (MANOVA). We can now try to answer the first research question by doing a multivariate analysis of variance. Results of this are shown in Table 5.

The MANOVA results (Table 5a) were significant, $F(5, 68) = 15.249$, $p < .001$, thus, the two groups differ significantly.

Research question 2, “If there is an observable difference between the two groups, how do they differ from each other?” is answered through a follow-up ANOVA on each of the factors (because the MANOVA indicates a difference between the two groups.) The ANOVA on each of the factors will indicate which of the factors is causing a difference between the two groups and which factors do not significantly contribute to the difference between the groups. Addressing Research Question 2, the ANOVA analysis of Table 5b shows a significant difference for all factors except for Factor 5 (Importance).

2.4. Discussion

The statistical analysis shows that although the two groups significantly differ in their perception about learning English, there is no significant difference between the two language-groups in the perception of the importance of English; both think that English is essential, for instance, to job-hunting and career-pursuing. This means that the concept of EIL (EGL) has been totally spread and established worldwide. As Crystal described (p. 14)⁵⁾, the human race has never been so mobile and interacting as today in their long history, and the research result shows that both groups are fully aware of that. Consequently, all recognize the fact that the English language is the contemporary lingua franca.

Contrastingly, we have found out that the Japanese have very little confidence in performing oral communication while the Flemish have no doubt about their own potential of acquiring, sometime, high proficiency in oral communication in English. In other words, “the Japanese don’t feel like they will be able to ‘speak’ English fluently enough.” In this perspective, McKay and Bokhorst-Heng offered an interesting explanation about this phenomenon, namely, the Japanese’s poor oral proficiency arises from the fundamental educational framework in which they have to study English to acquire the “right” knowledge, primarily about English grammar, instead of acquiring English skills (e.g., reading and writing) (2008, p. 14).

The questionnaire has also revealed that the Japanese tend to feel nervous when speaking English while we could not particularly confirm such a sign among the Flemish. Hawley-Nagatomo pointed out that the learner’s “Anxiety” is listed as one of the main causes of the reluctance to learn English (2012, p. 17). Most – in fact, almost all – English instructors teaching in Japan empirically know that the Japanese learners are extremely reluctant to

speak out in English during classes. It is considered to arise from a fear they hold, that they will “lose face” because of mistakes they might make. As recognized, this strong anxiety complicates the task of the teaching side and the process of learning.

This study was executed entirely by a quantitative approach. A qualitative approach would be useful for better understanding of the “immeasurable” elements and aspects in the respondents’ learning contexts. That should give more concrete images of the people, both in Japan and Flanders.

3. Conclusion

This study has shown that Japanese and Flemish people have a different attitude and different experiences regarding the learning and the use of the English language. The Japanese in general do not know many other Japanese who actually use English, and they are not confident that they will be able to do so. The Flemish have more examples of successful users of English in their environment and feel much more confident that they will be able to use English successfully themselves. Although it would be a point of interest to know if there is a causal link between the environmental situation and the expectation of success for the learners themselves, this was not a topic of this study.

What was found in this study is that both groups have a similar belief in the necessity of the EIL (EGL).

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- Test and Score Data Summary for TOEFL iBT® Tests, January 2017 – December 2017 test date, retrieved on July 10, 2020 from: www.tes.org/toefl/education

End Notes

- 1) "A situation where a Japanese company director arranges to meet German and Saudi Arabian contact in a Singaporean hotel to plan a multi-national deal would not be impossible, if each plugged in to a 3-way translation support system, but it would be far more complicated than the alternative, which is for each to make use of the same language." Crystal (p. 13)
- 2) "... in Japan, English is a de facto requirement for higher education since almost all entrance examinations for high schools, colleges and universities include some type of English assessment. ... Many contend that the exams have had a deleterious washback effect on language teaching since classroom teachers feel under tremendous pressure to teach for the exam." (McKay and Bokhorst-Heng, p. 14)
- 3) "It is widely believed that Japanese people must be equipped with better communicative skills in English." (Goto Butler and Iino, p. 25)
- 4) SMEs means "small medium-sized enterprises."
- 5) "There has never been a time when so many nations were needing to talk to each other so much. There has never been a time when so many people wished to travel to so many places. There has never been such a strain placed on the conventional resources of translating and interpreting. Never has the need for more widespread bilingualism been greater, to ease the burden placed on the professional few. And never has there been a more urgent need for a global language." (Crystal, p. 14)

Appendix

1. Original questionnaire

Questionnaire (English)

アンケート (日本語)

Enquête (Nederlands)

The purpose of this questionnaire is to ask you your opinion about “English” and “learning English”.
このアンケートの目的は、あなたに「英語」と「英語を学ぶこと」についてのご意見をうかがうことです。

Het doel van deze enquête is om uw mening te horen aangaande “Engels” en “Engels leren”.

This questionnaire is voluntary and anonymous.

By filling out this questionnaire, I agree that the results may be used for academic purposes.

このアンケートは任意で無記名（匿名）のものであります。

このアンケートに記入した結果が学術的な目的に使用される可能性があることに同意します。

Deze enquête is vrijwillig en anoniem.

Door het invullen van deze enquête geef ik toelating om de gegevens te gebruiken voor academische doeleinden.

I. Please mark in black (or click for on-line respondents) as response for each question.

各質問への答えを黒くマークして（オンラインの場合はクリックして）ください。

Gelieve in het zwart te markeren (of te klikken indien u on-line antwoordt) om uw antwoord aan te geven.

1. Gender 性別 Geslacht: male 男 man ☐ female 女 vrouw ☐

2. Age 年齢 Leeftijd

☐ under 18 18 歳以下 minder dan 18 jaar

☐ 19 - 25 ☐ 26 - 35 ☐ 36 - 50

☐ 51 - 65 ☐ 66 - 75 ☐ over 75 75 歳以上 ouder dan 75 jaar

3. What is your mother tongue? あなたの第一言語は何ですか。Wat is uw moedertaal?

☐ Dutch オランダ語 Nederlands ☐ German ドイツ語 Duits

☐ English 英語 Engels ☐ Japanese 日本語 Japans

☐ French フランス語 Frans ☐ Chinese 中国語 Chinees

☐ Other その他 Andere: _____

4. How many languages do you speak (enough to read/write an email or to have a simple conversation), including your mother tongue?

あなたは（E メールで読み書きしたり簡単な会話ができる程度に）話せることばはいくつありますか。

Hoeveel talen spreekt u (voldoende om een email te lezen/schrijven of een eenvoudig gesprek te voeren), inclusief uw moedertaal?

☐ 1 ☐ 2 ☐ 3 ☐ 4

☐ more than 4 4 つ以上 meer dan 4

5. With how many people are you living together (you included)?

（あなたを含めて）一緒に暮らしているのは何名ですか？

Met hoeveel familieleden woont u samen (u zelf meegeteld)?

☐ 1 ☐ 2 ☐ 3 ☐ 4

☐ more than 4 4 人以上 meer dan 4

II. For each question, select one and mark it

各質問の答えをそれぞれ 1 つ選んで○を黒く塗ってください。

Markeer 1 antwoord per vraag.

		Strongly disagree 全然そう 思わない Helemaal niet eens ---	Disagree そう 思わない Niet eens -	Agree そう思う Eens +	Strongly agree すごく そう思う Helemaal eens +++
1	Being able to use English is important for getting a good job. 英語が使えることは良い仕事を得るために重要だ。 Om goed werk te vinden is het belangrijk om Engels te kunnen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Being able to use English is important for going to a good school. 英語が使えることは良い学校に行くために重要だ。 Om naar een goede school te kunnen gaan is het belangrijk om Engels te kunnen gebruiken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Being able to use English is important for getting a lot of information. 英語が使えることはたくさんの情報を得るために重要だ。 Om informatie te verzamelen is het belangrijk om Engels te kunnen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Being able to use English is important for communicating with many people. 英語が使えることは多くの人たちとコミュニケーションをとるために重要だ。 Engels kunnen is belangrijk om met vele mensen te kunnen communiceren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Life is much more pleasant if you can use English. もし英語ができれば人生はもっと楽しい。 Het leven is prettiger als je Engels kent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	At least one of the family members living together with me can speak English. (If living alone, please include parents or children.) 私が一緒に暮らしている家族の少なくとも1人は英語を話す。 Op zijn minst 1 van de familieleden met wie ik samenwoon kan Engels spreken. (Indien u alleen woont, tel dan ouders of kinderen mee.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	At least one of the family members living together with me watches TV or movies in English. (If living alone, please include parents or children.) 私が一緒に暮らしている家族の少なくとも1人は英語でテレビや映画を見る。 Op zijn minst 1 van de familieleden met wie ik samenwoon, kijkt naar films in het Engels. (Indien u alleen woont, tel dan ouders of kinderen mee.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		---	-	+	+++
8	<p>At least one of the family members living together with me speaks English with a friend sometimes. (If living alone, please include parents or children.)</p> <p>私が一緒に暮らしている家族の少なくとも1人は時々友だちと英語を話す。</p> <p>Op zijn minst 1 van de familieleden met wie ik samenwoon, spreekt soms Engels met vrienden of kennissen. (Indien u alleen woont, tel dan ouders of kinderen mee.)</p>	0	0	0	0
9	<p>At least one of the family members living together with me reads books in English. (If living alone, please include parents or children.)</p> <p>私が一緒に暮らしている家族の少なくとも1人は英語の本を読む。</p> <p>Op zijn minst 1 van de familieleden met wie ik samenwoon, leest Engelse boeken. (Indien u alleen woont, tel dan ouders of kinderen mee.)</p>	0	0	0	0
10	<p>At least one of the family members living together with me writes English sometimes. (If living alone, please include parents or children.)</p> <p>私が一緒に暮らしている家族の少なくとも1人は時々英語を書く。</p> <p>Op zijn minst 1 van de familieleden met wie ik samenwoon, schrijft soms in het Engels. (Indien u alleen woont, tel dan ouders of kinderen mee.)</p>	0	0	0	0
11	<p>At least one of the family members living together with me uses English at work. (If living alone, please include parents or children.)</p> <p>私と一緒に暮らしている家族の少なくとも1人は仕事で英語を使う。</p> <p>Op zijn minst 1 van de familieleden met wie ik samenwoon, gebruikt Engels voor zijn/haar werk. (Indien u alleen woont, tel dan ouders of kinderen mee.)</p>	0	0	0	0
12	<p>I believe I will learn to speak English well someday.</p> <p>私はいつか英語をうまく話すようになると思う。</p> <p>Ik geloof dat ooit zal leren om goed Engels te spreken.</p>	0	0	0	0
13	<p>I believe I will be able to understand spoken English well someday.</p> <p>私はいつか英語で話を聞いてよく理解できるようになると思う。</p> <p>Ik geloof dat ooit zal leren om gesproken Engels te verstaan.</p>	0	0	0	0
14	<p>I believe I will be able to write English well someday.</p> <p>私はいつか英語をうまく書けるようになると思う。</p> <p>Ik geloof dat ooit zal leren om goed Engels te schrijven.</p>	0	0	0	0
15	<p>I believe I will be able to read English well someday.</p> <p>私はいつか英語をよく読めるようになると思う。</p> <p>Ik geloof dat ooit zal leren om goed Engels te lezen.</p>	0	0	0	0

		---	-	+	+++
16	I believe I will have a large English vocabulary someday. 私はいつか英語の単語をたくさん知っているようになると思う。 Ik geloof dat ik ooit een grote Engelse woordenschat zal hebben.	0	0	0	0
17	I believe I am good at learning English. 私は自分が英語を学ぶのが得意だと思う。 Ik geloof dat ik goed ben in het leren van Engels.	0	0	0	0
18	Some people have a special talent for learning foreign languages. 外国語を学ぶのに特別な能力を持った人たちがいる。 Sommige mensen hebben een speciaal talent om vreemde talen te leren.	0	0	0	0
19	Some people learn to speak English very quickly. 英語を話すのを学ぶのがとてもはやい人たちがいる。 Sommige mensen leren snel om Engels te spreken.	0	0	0	0
20	Some people learn to understand English very quickly. 英語がわかるようになるのがとてもはやい人たちがいる。 Sommige mensen leren snel om Engels te verstaan.	0	0	0	0
21	Some people learn English vocabulary very quickly. 英語の単語を学ぶのがとてもはやい人たちがいる。 Sommige mensen zijn snel in het opbouwen van een Engelse woordenschat.	0	0	0	0
22	Children can learn to speak English more easily than adults. 子どもの方が大人より英語を簡単に話せるようになる。 Kinderen leren gemakkelijker Engels dan volwassenen.	0	0	0	0
23	I feel nervous speaking English in front of all of my classmates. 私は、クラスみんなの前で英語を話すのは緊張する。 Ik ben zenuwachtig als ik Engels moet spreken in het bijzijn van mijn medestudenten.	0	0	0	0
24	I feel nervous speaking English to my English teacher. 私は、英語の先生に英語で話すのは緊張する。 Ik ben zenuwachtig als ik Engels moet spreken met mijn lera(a)r(es).	0	0	0	0
25	I feel nervous reading English out loud. 私は、英語を音読するのは緊張する。 Ik ben zenuwachtig als ik luidop Engels moet lezen.	0	0	0	0
26	I feel nervous speaking English to one classmate (in a pair activity). 私は、(二人組での活動で) クラスメートに英語を話すのは緊張する。 Ik ben zenuwachtig als ik met een medestudent(e) Engels moet spreken tijdens de klas.	0	0	0	0
27	I feel nervous speaking English at the same time as my classmates. 私は、クラスみんなと同時に英語を話すのは緊張する。 Ik ben zenuwachtig als ik tegelijk met mijn medestudenten Engels moet spreken.	0	0	0	0

		---	-	+	+++
28	I feel nervous speaking English with foreigners. 私は、外国人と英語を話すのは緊張する。 Ik ben zenuwachtig als ik met anderstaligen Engels moet spreken.	O	O	O	O

Thank you very much!
 ご協力ありがとうございました！
 Dankuwel voor uw medewerking!

Masako NISHIKAWA 西川雅子
 Project Professor
 Nishogakusha University 二松學舎大学 特任教授