

A Comparative Study on College English Education between Japan and China: Focusing on Systems and Social, Cultural Backgrounds

Jun Lu

Introduction

As a result of the recent development of globalization there has been increased concern on the part of the Japanese government regarding the level of English proficiency among Japanese college students. According to public criticism, there is a lack of effectiveness on the part of Japanese English teaching, resulting in a population of university graduates that has not acquired practical command of the English language, despite having studied the language for 10 years. In an attempt to correct the situation, college language researchers in Japan have turned their eyes to the neighboring country of China in search of clues as to how their English language education is more effective than that of Japan.¹⁾

While the current English language educational system in China, with its advanced accomplishments, has been partially and superficially investigated by many language scholars, but no one has given the voice as a college English teacher for years both in Japan and China. I am constantly in discussion with my two Japanese research partners about the passivity of Japanese students in their study of English, and what could be the causes of their poor scores in

TOEFL (a test of common data for international comparison of English mastery.), what are the real social and cultural reasons of this situation, and if we can find any answers in the performance of China's university counterparts.

From 2005 to 2006, with the support of a Science Research Grant, my research group observed many different English classes and interviewed teachers and students at universities in Shanghai area. After more than two years of international research and data collection, some important factors have been brought into relief regarding the different educational systems, curriculum designs, students' motivation and teachers' qualifications, social and cultural backgrounds, and even government involvement. The following three sections investigate, in detail, the factors that account for the differences in the achievement of Chinese students and Japanese students in the field of English language. In terms of reasonable comparison, this paper does not consider students in Europe or other western countries, due to the differences in cultural and historical backgrounds. To the Asian countries of Japan, China, and South Korea, English is a foreign language, and because of the limited space

and time, I shall focus solely on the comparison between Japan and China.

1. Comparative Perspective

1.1 Data Analysis

The International Comparison Table, often quoted by the mass media, has alarmed those engaged in the field of English education in Japan. As indicated in the table below, the difference between Chinese and Japanese TOEFL scores, while small in the 1980s, grew significantly in the 1990s.²⁾ Scorewise, Chinese students showed almost 4 times more progress than their Japanese counterparts.

| | TOEFL Average Score | | |
|-------------|---------------------|-----------|-------------|
| | (1987-89) | (1997-98) | |
| Japan | 485 | 498 | {+13points} |
| China | 509 | 560 | {+51points} |
| South Korea | 505 | 522 | {+17points} |

My observation and experience of college English teaching to Japanese students has naturally led to the following questions regarding this difference: Does the educational system provide the answer? Might teachers be responsible or is the quality of the students the cause? How would the differences of the educational systems bring about such significantly different results? To what extent could cultural backgrounds and social context play such an important role in the study of languages? Can we suggest better system for college English education in Japan's social context?

Considering the above questions with my two Japanese co-researchers, we have been hoping to identify certain factors connecting the differences of the

students' performance in English between Japan and China.

In order to find answers to these questions, we focused on observing Chinese College English Teaching in the first year, and English Major Students' Training in the second year. With the help of administrators and teaching staff, our investigation of the Chinese educational system included interviewing students and teachers both during and after class, the auditing of various level classes, the review of facilities and the general examination of teaching tools, materials and the curriculum of education. Over the two years we also conducted questionnaires and TOEFL tests among students of both China and Japan. Since there are four types of universities in China, the universities we selected in Shanghai were as follows: 1) Comprehensive universities: Fudan University, Shanghai Jiaotong University, Shanghai University; and Jian-nan University in Wuxi ; 2) Foreign Languages Universities: University of Shanghai Foreign Languages; 3) Normal Universities: Shanghai Normal University; 4) University of Science and Engineering: Shanghai University of Science and Engineering. In total we visited seven universities over two years.

1.2, TOEFL Pre/ Post Tests Results # 1 (See Appendix 1)

For the purpose of analyzing and determining the students' learning progress, TOEFL pre-/post-tests were given twice in 2006 and 2007 to both Chinese and Japanese students. We gave the tests once at the beginning of the first semester to determine the students' starting

level, then twice at the end of the second semester to verify their one year study achievement. In order to obtain reliable data, we chose similar local universities: more than six classes at different levels in Japanese universities (one National, one Municipal and one Private) and more than three classes in two Chinese National universities (one Science and Engineering major, the other Economics). Because of the difference between the Japanese and Chinese university entrance times, the test results shown in the table present three Japanese universities' entire year results, while the results for only one Chinese university are included. Unfortunately, the schedule gap and international delivery difficulties made it impossible for the other Chinese universities to forward the data necessary to be included in this table.³⁾

Because of the above reason, this TOEFL table appears to be somewhat unbalanced, but if we take a closer look at the total pre/post test scores, we find that after one year study, the scores in three Japanese universities declined as follows: Japan1) down 34 points from 491.13 to 454.10; Japan2) down 7.43 points from 375.29 to 367.86; Japan3) down 8.17 points from 413.3 to 405.13. Meanwhile the scores increased 3.9 points at China's university from 474.07 to 477.97. The Japanese national university 1) and the Chinese national one 4) are of similar level. Although this data couldn't be used to measure all the students' English improvement, still it illustrates some problems in English education in Japan.

At this point I'd like to adopt other

data (below) collected by the JACET Kyushu and Okinawa research team so that we can see more clearly the difference between the students in Japan and China.⁴⁾ Of course these data were taken from students of the Kyushu area, so it does not completely reflect the average level of university students in Japan.

The Average Score of English proficiency

| Listening | | Grammar | |
|-------------|--------|-------------|--------|
| China | 105.76 | China | 152.09 |
| South Korea | 89.72 | South Korea | 117.64 |
| Japan | 73.86 | Japan | 99.77 |

| Reading | | Vocabulary | |
|-------------|-------|-------------|-------|
| China | 87.41 | China | 87.05 |
| South Korea | 76.87 | South Korea | 91.23 |
| Japan | 48.95 | Japan | 69.21 |

According to this research team's data collected from the English proficiency tests of 15 Kyusyu area universities and several universities in China and South Korea, it is obvious that Chinese students' listening, grammar and reading levels are much higher than that of their Japanese counterparts, though this data is somewhat lacking the totality.

1.3. Questionnaire #1 and Questionnaire #2: (See Appendix 2 and 3)

In addition to the TOEFL test, we also administered a questionnaire in 2006 to explore or illuminate what could account for the difference between the students in both countries in regards to

English education.

Among the questionnaires, there are 10 questions concerning the students own experience and evaluation, plus 22 evaluation questions to determine their practical level of English. The effective number of students in the survey is 537: 95 Chinese, 442 Japanese.

These two questionnaire charts indicate that, on average, Chinese students study much more at home than their Japanese counterparts and that Chinese students demonstrate higher self-evaluation in all skills: listening, reading, writing and speaking.⁵⁾ It should be noted that Chinese students are not as satisfied with lectures as their Japanese counterparts are. Nevertheless, Chinese students had better results in TOEFL scores. Difference in the scores, regarding the relationship of English study and students' future goals could be seen as one of the factors responsible for the Chinese students' superiority over the Japanese students. More detailed analysis will be given in the following chapter.

2. Systems of College English Education

2.1, In Japan:

We can summarize the English systems at the universities with the following features: 1) there is no total college level organization, even JACET (Japan Association of College English Teachers) is not under the control of the Ministry of Education and Science (MOES). Neither does the MOES give a guideline for college English reforms; 2) there are no requirements for English achievements at a tertiary level from the MOES, it's up to the universities. 3) English study is compulsory in the first

year, three hours a week for two semesters, in total 90 hours; elective in the second year, 90 minutes or three hours. 4) Basically, four semesters 135 hours, or 180 hours. Of course, some universities provide a diversity of classes up to third and fourth year, and students have more choices to continue their English study according to their personal interests and needs. 5) No National English Proficiency Test for college students; 6) No unified college English textbooks, but free for teachers to choose; 6) More than half of the teaching faculties are part time lecturers; 7) On average, among the teaching faculties, more than 30% are native speakers, and 50% are part time teachers.

However, in recent years, the MOES has been greatly concerned about improving the CET and has allotted a budget for teachers to join the competition of good practice and research at the universities.

2.2 In China

1) There is a national association in charge of national College English Education, under the leadership of the Ministry of Education. 2) There is a Band Test each semester for one English band. Band 1 to 3 is conducted by each university; Band 4 is a national Test. Every student must pass the Band 4 test when or before they finish their second year. If some fail, they can also retake it later. 3) All universities are using a series of unified College English Textbooks published by major authorized universities. 4) Almost all the English classes are conducted in English by Chinese teachers. 5) All the teaching

faculty is full time, and divided into small coordinated groups. 6) At each English department, only 1% or 2% are native speakers with one or two year contract. 7) English study is carried out within a two years' compulsory program for 180 hours. 8) Advanced English study is provided with elective programs in third and fourth year, approaching for Band Test 5 and 6. If the students go on to graduate school, they usually take Band Tests 7 and 8.

In addition to the above features, to meet the demand of the IT age and globalization, the MOE together with some authorized national English educational committees, began in 2003 the College English Teaching Reform, which includes: 1) Producing a new syllabus; 2) Developing a computer-based and classroom-based multimedia CET model; 3) Making reforms in band test CET4 and CET6: (from 2007) from a 100-point to 710-point score system, without specifying the points necessary for the pass; 4) a score report instead of a certificate; 5) increasing the proportion of listening items from 20% to 35%, reducing that of reading from 40% to 35%. For a summary, please refer to of Appendix 4.

2.3, CET Textbooks

For College English Teaching, (to non-English major students) all the universities in China use a series of unified College English Textbooks published by major authorized universities.

The features of CET textbooks: 1) for students there are 4 volumes of Comprehensive English books for intensive learning, 4 volumes of Fast Reading

books, 4 volumes of Listening Practice books, and 2 volumes of Vocabulary and Grammar books. Accordingly, for teachers, there are also detailed teachers' manual books. 2) The main texts include a variety of contents interesting to students, adopted from recent newspapers, magazines, and books mainly from the UK and the USA, as well as other English speaking countries. 3) After each main text, there is a bilingual word list, then a large number of exercises on comprehension, vocabulary, grammar, phrasal verbs, and translation, as well as a lot of homework. Besides, students can practice online in the computer rooms, with the support of their teachers.

2.4, The CET textbooks and Band 4

Test:

We saw that this set of CET textbooks is not designed for the Band 4 test required to all students for getting Bachelor's Degree, rather a basic training for the four skills of English proficiency. So at the end of every semester, students take the regular test to check their mastery of English they've learned from the textbooks and teachers' assistance.

Also, all students have to take another National English proficiency test, Band Test, in order to get on to higher level of study. Generally, at the end of every semester, they take a Band Test. First year, they finish Band 1 and Band 2 tests. Second year they finish Band 3 and Band 4 tests. Only the Band 4 test is held nationwide. The other three level tests are administered by each university. The percentage of

passing this Band 4 Test after two years' English study differs among the different levels of universities and various cities, but at the universities we visited in the Shanghai area, their percentages reached almost 95%. The students who fail can take Band 4 test again before they graduate.

2.5, The Curriculum for English Major Students in China
(See Appendix 5-6)

University English teachers in China are mainly from two backgrounds, English majors of the comprehensive universities, and the educational universities. Usually top students with MA or PhD are chosen by the English faculty to be English teachers. After one year of teaching practice, they can become lecturers who teach first and second year students of non-English majors. Only very experienced and well-published teachers can become professors of English major students.

A brief look at the curriculum for English majors informs us that the students should finish 2880 hours' study and get 168 credits, with 36 hours usually equaling 2 credits, and 1281 hours (92.8%) are in-class credits. The credits are divided into university required 22%, optional 5.9%; and department required (47.9%), optional (15.4%); the others are intensive and practical credits (6.2%), volunteer and social studies (2.3%), as well as Graduation paper 6 credits.

The curriculum for English major students in Japan will be examined in other papers written by other members of our research group.

3. The Social and Cultural Background of China's High TOEFL Score

From the above two data analysis sections, we found some reasons for the different results of College English Education between Japan and China. But why, during the last 15 years, did TOEFL scores in China increase so much faster than either Japan or South Korea by 51 points? Along with those differences between educational systems, students levels and motivation, teaching quality, teaching materials, and recent reforms, we should not ignore the social and cultural fundamental environment for English study in China.

3.1, The Historical Increased Concern for English Studies

In China, English is a required subject from Primary 3 up to the first two years of tertiary study for non-English majors. The chart below indicates the weekly study hours.

Types of English Education hours per week

| | |
|--------------------|----|
| Primary school | 3 |
| Secondary school | 4 |
| Non-English majors | 4 |
| English majors | 14 |

If we take a basic historical survey of English education in China from 1949 to 2005, we can find that from 1964, English became the most studied foreign language, and after the Cultural Revolution, from 1976 to the present, was the best time for the development of English education in Chinese history.

Firstly, 1972 visit of US President Nixon to China and China's return to the

United Nations stimulated this English study boom a great deal.

Secondly, universities resumed Entrance Exams in 1977 after 10 years' Cultural Revolution; therefore many knowledge-hungry students got into universities and resumed in their studies to regain those lost golden years. All of them have strong motivation and aggressive ambition. The children of this generation have now become an important portion of current university students, who are encouraged and influenced by their senior generation to pursue knowledge for life.

Thirdly, during the recent 20 years, more and more overseas companies have invested in the Chinese market increasing international trade. Therefore, personnel needed in the job market, and young people who are proficient in English with some knowledge in a special field, are in urgent demand. This market requirement, and the large gap of income between foreign capitalized companies and Chinese companies, stimulated students' motivation for improving their English proficiency.

With this domestic and international demand for English elites, China's top leaders and ordinary citizens have showed great concern in regard to English education; therefore, the Ministry of Education made systematic efforts in the development of English education. After 1988, the English boom became stable, and consistent.

3.2, National Project of the Current English Reforms at the Universities in China

Among Chinese English teachers, it is well known that in China, there are

three national and professional committees that control English education and reforms. The first one is "College Foreign Language Teaching Advisory Committee" (for teaching non-language majors), the second is "Advisory Committee for BA Programs in Foreign Languages" (for teaching Language majors), and the third is "Foreign Language Teaching Association of China Education Association" (for English teaching in primary and secondary schools).

The first two advisory committees are semi-official. Their members are nominated by the universities and approved by the Ministry of Education, while the last one is non-official but has almost the same function as the first two.

According to Prof. Wu's presentation at the 4th Asian TEFL conference in Fukuoka, in 2002, a key reform project was carried out by the Ministry of Education in China to transfer the successful strategies obtained from CETR (College English Teaching Reforms) to the teaching of other subjects in order to produce fundamental changes in the teaching model in higher education. She introduced the purpose of this reform as follows: 1) To meet national economic and social needs since English is not simply a means for communication but also a means to strengthen a nation's power in international competition; 2) To meet the needs of rapid expansion of higher education since there are 19 million students with only about 50,000 English teachers; 3) To meet the needs of the development of College English teaching, which has made remarkable

achievements but still has some problems and weaknesses.⁶⁾

The background for conducting this English Reform can be inferred from various social changes and demands. 1) To satisfy market needs. Foreign investment has increased both international trade and the need for personnel in the job market, especially young people who are proficient at English with some knowledge in a special field. 2) To meet parents' and students' needs who hope to get a better job with higher pay after graduation and therefore rush to apply for any program starting with the word "International". 3) To attract the best secondary school graduates to apply to their program.

How was such a large scaled reform made possible? Since this is a national project, not only was special attention paid by top leaders of the central government; but also strong support was given by university leaders and English teachers; also, campus network, computer labs and self-access learning centers increased in almost all the universities offering four-year programs. Again Prof. Wu Qufang informed us that on Dec. 23, 2002 the Department of Higher Education issued a document which sketched out an overall plan, setting up the deadline for finishing the task to be June 2004 and stating general guiding principles. It also emphasized the development of students' abilities of using English with priority to listening and speaking, as well as individualized instruction through the use of modern technology in English teaching.

3.3, Major Features in China's new College English Syllabus

The reformed syllabus shows the following features: 1) Priority given to listening and speaking. If we take a look at the Syllabuses in 1985 and 1986, they stated that "Advanced level of proficiency in reading; Intermediate level of proficiency in listening; Elementary level of proficiency in speaking and writing." But Syllabus in 1999 shows that "Advanced level of proficiency in reading, Intermediate level of proficiency in listening, speaking, writing and translating." 2) More flexibility in requirements. There are three levels of requirements: basic, intermediate and higher requirements. 3) A new model of teaching: Computer-based teaching and Classroom-based teaching.

In order to put this new syllabus into practice, it was divided into three stages: 1) Preparation stage (12/2002-12/2003); The finished draft of the new syllabus was named "College English Curriculum Requirements" at the end of 2003 and formally published in 2004. Four courseware systems were developed by four publishers at the end of 2003. 2) Experimental stage (9/2004-6/2006); 180 universities participated as the first group in the experiment in Feb. 2004 and evaluated in Sept. 2005. 31 universities out of the 180 were selected as model universities for another two years in Sept. 2005. 3) Full implementation stage (9/2006 to present); 430 research projects were funded by the Department of Higher Education. Altogether more than 400 universities with more than 1 million students were involved in the experiment, which

achieved a great success.⁷⁾

Conclusion

From the above analysis, a basic conclusion can be reached regarding the question, "What makes for the difference?" The system which requires Chinese students to pass examinations at specified levels while there is no unified or organized system among universities in Japan, could reasonably account for the Chinese superiority in terms of TOEFL scores. Teachers, according to the data gained by the questionnaires, do not seem to be significantly responsible for the difference, though the observation of classes and the interviewing of teachers informed us that teachers in China have an advantage in that they don't spend much time on meetings for administration, as a result they can devote their time more to preparation for each class. It is also noted that English teachers in China conduct their classroom activities all in English while in Japan, classes are conducted in Japanese and English, leaving all-English class to native speakers of English.⁸⁾

As for students, we found that Chinese students are mostly diligent and competent, overcoming tough competition to enter the universities. Their motivation exceeds that of Japanese students; they define their study by their future career to such a degree that English study means a promised future, while Japanese students do not see much relationship between their future career and day-to-day study of English. Furthermore, self-evaluation scores in the questionnaires indicate that Chinese

students show higher self-confidence in this area than Japanese students.

In addition to economic-booming development and keen social competition, culture has been a possible cause of the difference in the cultural expectation noted by this research. Most parents in China highly expect their only-child to be highly talented and to get an ideal position with high pay as a result of hard study making great achievements and gaining multiple skills.

Due to the limited quantity of the data gained, my fundamental conclusion is that the unified system of English education ensures the expected results from students. Also the high motivation of students who want to pass the keen competition and commit themselves to study, the teachers' advanced proficiency in English, and social requirements for English are mainly responsible for the progress shown by Chinese students and their superiority over Japanese counterparts in almost all linguistic skills.

As a result of all the comparative data presented in this paper, we can summarize that Japan and China are different in social structure and economic demand for English talents, in educational systems for College English teaching, and in students' motivation to learn English. However, if we really want to improve our Japanese students' English proficiency and enhance their motivation for learning English so that they may compete in various globalizing businesses and international issues, some effective practices and reforms for English education at the universities in China could be used for reference. The

guideline for college English achievements should be set by the Ministry of Education and Science, and the many good practices performed by some Japanese universities should be continually encouraged and supported in the long run.

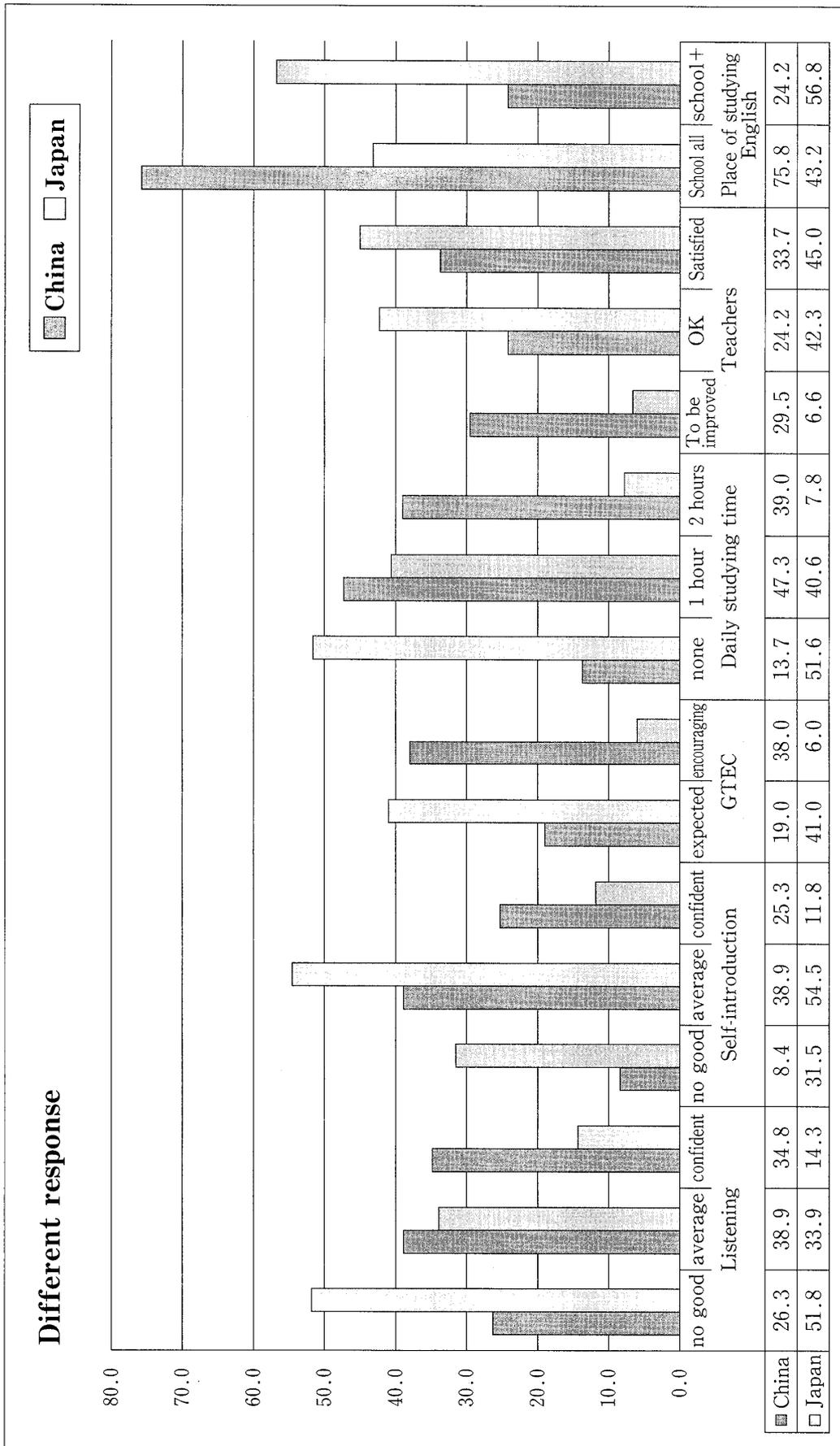
注

- 1) From the website, a lot of articles connected with English education in China and other Asian countries are listed there. Here just cite a few of them: a) Educational English Institute web page *English Education in China*, web version, 阿部美哉編, (国際教育交換協議会日本支部表)
English Education in Asian Countries, from China, (近隣諸国における英語教育—中国の事例から—本名信行)
- b) Kirihara Kyoiku Net. アジアの英語教育 総集編
- 2) *English Education in Asia*, The Average Score of TOEFL among Japanese, Chinese and South Korean, English Education Magazine, Web Peripatos, No. 5, Sept, 2003.
(Kirihara Kyoiku Net.)
- 3) This TOEFL chart is made by Prof. Hideki Taura, the member of my research group of Kakenhi fund, after our conducting of the TOEFL tests both in Japan and China in 2006.
- 4) English Test conducted by Kyushu / Okinawa Project Team of College English Research Association, Web Peripatos, No. 5, Sept, 2003.
大学英語研究会九州・沖縄プロジェクトチームによる英語力テスト
- 5) These two questionnaire charts are also made by Prof. Hideki Taura, based on our joint researching results.
- 6) *History and Policy of English Education in Mainland China*, WEN Qiufang, (National Research Center for Foreign Language Education, Beijing Foreign Studies University) presentation at "The 4th Asia TEFL Conference," 18-20 Aug. 2006
- 7) Ibid.

- 8) *English Education in Asian Countries, from China*, (近隣諸国における英語教育—中国の事例から—本名信行), the same opinion is also shared by my research group members, Prof. Taura and Prof. Hino in their observation reports on their visit to China in 2005-2006.

| | <i>n</i> | <i>M</i> | <i>SD</i> | Wilks' Lambda | | <i>P</i> | Eta Pquared | | |
|--------|-----------|--------------|-----------|---------------|-----------------------------------|-----------------|--------------|-------|-------|
| JAPAN1 | listening | pre-test 30 | 47.27 | 4.63 | Group (Multivariate Tests) | 0.63 | F(4,55)=8.09 | 0.001 | 0.37 |
| | | post-test 30 | 43.90** | 4.18 | | | | | |
| | structure | pre-test 30 | 53.57 | 4.15 | Tests of Between-Subjects Effects | F(1,58)= 8.738 | 0.005 | 0.131 | |
| | | post-test 30 | 47.10** | 5.82 | | | | | |
| | | pre-test 30 | 46.5 | 2.81 | | | | | |
| | | post-test 30 | 45.23 | 12.55 | | | | | |
| | reading | pre-test 30 | 491.13 | 28.79 | F(1,58)= 24.581 | 0.001 | 0.298 | | |
| | | post-test 30 | 454.10** | 66.08 | | | | | |
| | total | pre-test 30 | 39.11 | 3.65 | F(1,58)= 0.291 | 0.592 | 0.005 | | |
| | | post-test 30 | 42.54** | 3.68 | | | | | |
| JAPAN2 | listening | pre-test 28 | 41.25 | 5.84 | Group (Multivariate Tests) | 0.752 | F(4,51)=4.21 | 0.005 | 0.248 |
| | | post-test 28 | 41.11 | 4.52 | | | | | |
| | structure | pre-test 28 | 32.5 | 6.19 | Tests of Between-Subjects Effects | F(1,54)= 12.247 | 0.001 | 0.185 | |
| | | post-test 28 | 26.71** | 10.56 | | | | | |
| | | pre-test 28 | 375.29 | 33.7 | | | | | |
| | | post-test 28 | 367.86 | 41.13 | | | | | |
| | reading | pre-test 28 | 40.87 | 2.047 | F(1,54)= 0.01 | 0.919 | 0 | | |
| | | post-test 28 | 43.06** | 2.572 | | | | | |
| | total | pre-test 28 | 41.53 | 4.208 | F(1,54)= 6.254 | 0.015 | 0.104 | | |
| | | post-test 28 | 40.77 | 5.029 | | | | | |
| JAPAN3 | listening | pre-test 30 | 41.67 | 3.623 | Group (Multivariate Tests) | 0.599 | F(4,55)=9.19 | 0 | 0.401 |
| | | post-test 30 | 37.80** | 4.686 | | | | | |
| | structure | pre-test 30 | 413.3 | 22.335 | Tests of Between-Subjects Effects | F(1,58)= 13.439 | 0.001 | 0.188 | |
| | | post-test 30 | 405.13 | 31.852 | | | | | |
| | | pre-test 30 | 45.6 | 3.52 | | | | | |
| | | post-test 30 | 46.87 | 3.27 | | | | | |
| | reading | pre-test 30 | 50.53 | 5.29 | F(1,58)= 0.41 | 0.524 | 0.007 | | |
| | | post-test 30 | 51 | 6.41 | | | | | |
| | total | pre-test 30 | 46.07 | 3.11 | F(1,58)= 12.784 | 0.001 | 0.181 | | |
| | | post-test 30 | 45.5 | 3.73 | | | | | |
| CHINA | listening | pre-test 30 | 474.07 | 32.94 | Group (Multivariate Tests) | 0.942 | F(4,55)=.844 | 0.503 | 0.058 |
| | | post-test 30 | 477.97 | 35.94 | | | | | |
| | structure | pre-test 30 | 51 | 6.41 | Tests of Between-Subjects Effects | F(1,58)= 2.09 | 0.154 | 0.035 | |
| | | post-test 30 | 46.07 | 3.11 | | | | | |
| | | pre-test 30 | 45.5 | 3.73 | | | | | |
| | | post-test 30 | 474.07 | 32.94 | | | | | |
| | reading | pre-test 30 | 45.5 | 3.73 | F(1,58)= 0.1 | 0.759 | 0.002 | | |
| | | post-test 30 | 474.07 | 32.94 | | | | | |
| | total | pre-test 30 | 477.97 | 35.94 | F(1,58)= 0.41 | 0.525 | 0.007 | | |
| | | post-test 30 | 477.97 | 35.94 | | | | | |

| | |
|---|---|
| Similar response | |
| Experiences taking TOEFL | 90% in both countries have no such experiences |
| # 1 need for English lessons | Practical skills (50% in China and 70% in Japan) |
| # 1 motivational factor for English studying | 40% for future job |
| Different response from the students in China and Japan | |
| Self-evaluation on reading | average and under 80% in Japan while average and over 80% in China |
| Self-evaluation on writing | below average 50% in Japan and 22% in China |
| Self-evaluation on speaking | below average 62% in Japan and 37% in China |
| Self-evaluation on listening | below average 52% in Japan and 26% in China |
| Comment on GTEC (432China, 408Japan/800) | 40% in Japan as expected while 40% in China feel encouraging |
| Daily studying time | 40% in both countries are 1 hour on average but 50% none in Japan while 40% over 2 hours in China |
| Curriculum | 76 content in Japan but 36% in China want better curriculum |
| Satisfactory rate of lectures | 87% in Japan are OK while 32% in China feel room for improvement |
| Satisfactory rate of lectures | 87% in Japan are OK while 30% in China feel room for improvement |
| Relationship of English study and one's future | 80% in China feel strong ties while 50% in Japan feel weak ties |
| Where English learning took place | Mostly only at school in China while 50% attended cram school as well in Japan |
| Can-do questions | |
| Self-introduction | 80% average and under in Japan while 60% average and over in China |
| Telephone in English | 70% average and under in Japan while 60% average and over in China |
| Directions in English | 50% average and under in Japan while 70% average and over in China |
| Comprehending English songs | 85% average and under in Japan while 60% average and over in China |
| Internet and recipe in English | majority rate as average and under in Japan while average and over in China |
| Paperback, newspaper, e-mail in English | majority rate as average and under in Japan while average and over in China |
| English news, movies, letters, diaries | majority rate as average and under in Japan while average and over in China |
| Lectures, note-taking, conversation in English | majority rate as average and under in Japan while average and over in China |



Appendix 3

Appendix 4: College English Teaching in Japan and China

| | | China | | Japan |
|----------|-------------------------|---|--|---|
| Students | Classes weekly | 4 times (45minutes) | | Twice 90minutes |
| | Numbers | 1 class 30 | | 1 class 35 or so |
| | Facility | LL • Power point | | CAL • LL. Power Point |
| | Textbook | Unified & graded | | free |
| | Motivation | High | | Medium or low |
| | Placement Test | Definitely conduct | | Some do |
| | Study time daily | Out class 1-2hours | | 1 hour--none |
| | Duration required | Two years | | One year or a year and a half |
| | Unified test | Band test 1-4 | | None |
| Teachers | Teaching responsibility | Strongly focused | | Average or above |
| | Have classes | 12periods (each class 45minutes) 540m total | | 4~6 periods (each 90 minutes) 360m- 540m |
| | Administrative duties | few Committee meetings | | More meetings |
| | Full time | 100% | | 45% |
| | Native speakers | 2% | | 43% |
| | Teaching method | Teacher-Directed | | Teacher-Directed with some student-centered |
| | Language in class | English only | | Japanese and English |
| | Research field | Uncertain/less dedicated | | Certain/ more dedicated |

Compulsory English Credits only, except 86 credits for the other selective subjects

| Course name | Credit | hour | lecture | self-study | Tem 1 | Tem 2 | Tem 3 | Tem 4 | Tem 5 | Tem 6 | Tem 7 | Tem 8 |
|-------------------------------------|--------|------|---------|------------|-------|-------|-------|-------|-------|-------|-------|-------|
| 12 College Chinese | 2 | 36 | 36 | | | 2 | | | | | | |
| 13 Comprehensive E | 20 | 432 | 432 | | 6 | 6 | 6 | | | | | |
| 14 Listening/Speaking | 6 | 142 | 142 | | 2 | 2 | 2 | | | | | |
| 15 phonetics | 1.5 | 28 | 28 | | 2 | | | | | | | |
| 16 Extensive Reading | 3 | 72 | 36 | 36 | 2 | 2 | | | | | | |
| 17 English Writing | 4 | 72 | 72 | | | | 2 | 2 | | | | |
| 18 Advanced English | 12 | 228 | 228 | | | | | | 4 | 4 | 4 | |
| 19 2 nd Foreign Language | 12 | 216 | 216 | | | | | | 4 | 4 | 4 | 4 |
| 20 British Literature | 3 | 54 | 54 | | | | | | 3 | | | |
| 21 American Literature | 3 | 54 | 54 | | | | | | | 3 | | |
| 22 Cross-culture Study | 2 | 36 | 36 | | | | | | 2 | | | |
| 23 Translation | 4 | 72 | 72 | | | | | | | 2 | 2 | |
| 24 Interpreting | 4 | 72 | 72 | | | | | | 2 | 2 | | |
| 25 Linguistics | 2 | 36 | 36 | | | | | | | 2 | | |
| 26 Paper Writing | 0.5 | 12 | 12 | | | | | | | | 2 | |
| 27 Frontier Subjects | 1.5 | 28 | 28 | | | | | | | | 2 | |
| Total | 80.5 | 1590 | | | | | | | | | | |

Appendix 5: 2006 English Major Curriculum of Jian-nan University (China)

ABSTRACT

日本と中国の大学教養英語教育の比較

陸 君

近年、グローバル化の著しい展開を背景に、日本政府は大学生の英語熟練度アップの必要性を自覚するようになった。そのような状況の下に、多くの英語研究者も、とりわけ、近隣の中国や韓国における英語教育に強い関心を向けている。それは、両国における英語教育が同じアジアにある日本に比べて、はるかに高い成果を上げているからである。英語達成度を国際的に比較するために、共通データとしてよく使われる TOEFL の点数から見ると、アジアで英語を外国語として学ぶ中国、韓国、日本の三つの国において、日本の得点は下位であった。また、1989年から1998年までの間に、日本人大学生の TOEFL の点数が13点しか上がらなかったのに対して、中国の大学生は51点も成績を伸ばした。中国の特別な教育制度とその高い成果について、日本の言語研究者による紹介論文はすでに数多く公表されている。しかし、実際に日中両国の大学で英語教育に携わった経験を持つ研究者による比較分析は、まだ行われていない。

日本の大学生に対し、どのようにすれば、もっと積極的に英語を学び、その達成度を高まるようになるのか、そして日中両国の大学生の英語達成度の違いは、一体何がその根本的な原因であるのか、また、中国の大学生の高いパフォーマンスからどのようなヒントを得ることができるのか？ それに中国の社会的・文化的なバックグラウンド、及びそれらの影響はどういったものなのか？ それから日本の英語教育の問題点はどこにあるのかなどについて、私は中国と日本の大学での自分の英語教育経験をもとに、共通の問題意識を持つ二人の日本人研究者と共に、日中両国の大学英語教育について、国際比較調査を行ってきた。2005年から2006年の二年間、科研費のサポートによって、私たちは中国の上海地区にある多数の大学で教養英語と専門英語について調査し、それらの大学の英語教師と学生にインタビューを行い、さらに教育制度、カリキュラム、教材および設備などについてもリサーチを実施した。

本論文は、以上の国際的なリサーチとデータを基礎にし、いかなる理由で日中両国において大学生の英語のパフォーマンスに差が生じたのかに焦点を当て、この差が、両国の異なる教育制度、カリキュラム設計、学生のモチベーション、英語教員の資質、さらに政府の関与などどのようにリンクしていることかを明らかにしようとしたものである。具体的にいえば、第一部では、主に日中両国で行われたアンケートや TOEFL テスト、中国の大学で教師や学生にインタビューして得たデータなどを用いて、両国の大学生が英語学習に費やす時間、自信度や満足度の相違、TOEFL テストの結果などから、両国の学生が大学入学から一年間の学習を通してどれくらい進歩したかについて比較する。第二部では、日中両国の大学英語教育制度の相違について、カリキュラムの設定、教科書の特徴、教員の教育環境、授業の進め方などについて論ずる。そして第三部では、中国の大学英語教育、特に TOEFL テストのスコアが高い理由が社会的、文化的な背景にあることを明らかにしたい。