LEARNING ENGLISH AS A SECOND LANGUAGE:
AN EXPLORATION OF EXPECTATIONS, ATTITUDES,
AND MOTIVATION OF JAPANESE HIGH SCHOOL GRADUATES

by

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ABSTRACT

The purpose of this study was to discover what factors contribute to student satisfaction and dissatisfaction in learning English as a Second Language. Whereas extensive research has been conducted in the past relative to students' attitudes and motivations in second language acquisition, in the literature reviewed little consideration has been given to the factor of expectations as a possible link to student satisfaction or dissatisfaction. It may be justifiable to assume that expectations about learning experiences represent an important factor in second language acquisition which, together with the factors of attitudes and motivations, will be explored in this study.

The site for this study was the North Vancouver campus of Canadian International College (C.I.C.). Here, the first-year component of the Four-Year International Relations Diploma Program was offered for the first time in Spring 1990. This campus and the particular program were chosen rather than the second campus in Nelson B.C. because a new group of students would arrive directly from Japan just prior to program start and would bring with them personal, educational and professional expectations relating to learning English in Canada. These students would also be able to report on their first impressions about Canada and their educational program.

Sixty-two first-year students of the Four-Year Program took part in a two-step survey. Two bilingual (Japanese/English) questionnaires were circulated in Spring and in Fall 1990. The data compiled from these questionnaires were compared with data derived from 20 individual interviews with students. Questionnaires and interviews focused on: a) student motivation in embarking on and continuing in their studies, b) student expectation about cultural immersion and
educational programs, and c) student attitudes towards their studies, Canadians and Canadian culture.

The results of the survey indicated that at the beginning of their studies students' expectations about the rate of English language acquisition and about their contact with Canadians were higher than what they actually experienced. As well students' expectations generally indicated a somewhat stronger focus on social communication and involvement with the community than on classroom activities alone. This is seen as a sign that students value highly the acquisition of social skills and cultural knowledge associated with their English language studies. These results lead to the recommendation that in order to facilitate a satisfactory and rewarding English Language program for Japanese students, increased efforts should be made on behalf of C.I.C. administrators and educators to provide adequate and accurate information to students prior to and after their arrival in Canada and to strengthen the experiential studies program in promoting homestay placements and community activities.

The area of student expectations is at present rather under-explored and needs to be examined further. As the findings from this study indicate, the inclusion of the factor of expectations in English language acquisition results in more and different information than the factors of attitudes and motivations exclusively. This approach may be especially important where students come from a different cultural background.
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CHAPTER I

INTRODUCTION

Purpose of the Study

Working as Administrative Assistant at Canadian International College (C.I.C.) and interacting frequently with faculty and students, it became apparent to me that significant student disruptions were occurring relative to program delivery by administrators and faculty. The prime reason for these disruptions seemed to be largely a result of student dissatisfaction. This situation set the purpose for the present study in an attempt to discover what factors might explain success and failure in students' language learning.

Although the primary interest of this research lies in student achievement, the intent of this study was not an evaluation of achievement nor was the hypothesis directed at the outcome data. The short time frame in which this survey was conducted did not facilitate an extensive evaluation process. The two semesters surveyed represent only a short period of time in the students' four-year program and did not provide adequate outcome data to thoroughly evaluate student achievement in the context of this study.

The purpose of this study, then, was to discover what factors were contributing to student dissatisfaction. Possible factors are student attitudes, motivations and expectations, and they are explored in this study to determine whether they indeed contribute to student dissatisfaction.
Canadian International College

The proposed study focuses on students enrolled at Canadian International College (C.I.C.), a private college established first in Nelson, British Columbia in 1988, with a second campus added in North-Vancouver, B.C. in early 1989. In 1990, at the time this research was conducted, the College was attended by approximately 450 Japanese students who had completed their high school education in Japan. Approximately 270 of these students were female and 180 were male.

English language instruction at C.I.C. takes place through a content-based approach wherein English language skills are taught in the context of various subject areas such as business, cultural studies, global and environmental studies, or computer skills. This content-based approach was adapted from Mohan's (1986) research on the teaching of language and content. Mohan argues that for students learning subject matter in an unfamiliar language, teachers must provide for "understandable communication, cumulative language learning, and the development of academic thinking skills" (p. iv). His recommendations have been incorporated into the educational structure at C.I.C.

In addition to the required core courses such as Grammar and Composition or Culture and Communication, electives such as Human Geography or World Languages and The History of English are offered to students. Within the Experiential Studies component, opportunities are provided for students to pursue elective course work of personal interest through continuing education programs in the community.
Some students, for example, enroll in crafts, cooking or sports classes at other institutions. Other options within the Experiential Studies program are volunteer business placements in the community or home visits with Canadian families. The College also organizes international events that may coincide with certain ethnic celebrations such as Chinese New Year, May Day, or Native Indian celebrations.

At C.I.C. Vancouver, all first-year students live in residences on campus in rooms suitable for two students. Meals are provided for at the campus cafeteria and lounges provide room for studying or for leisure time activities and socializing. A campus life activities program provides students with the opportunity to get to know one another and to acquire further social skills.

**Student Profile**

In March 1990, five students volunteered to participate in a pilot study. Data was gathered from individual interviews with these students. Two students were female, the remaining three were male students. All five students were between the ages of 20 to 23 and all had graduated from Japanese high schools. In addition, one female student had completed two years of study at a Japanese college, two male students had completed three years at a Japanese university, and the remaining two students (one male and one female) came to C.I.C. immediately after their high school graduation. All reported having only one brother or sister in Japan. At the time the pilot study was conducted, these students were about to graduate from their programs at C.I.C.
In early April 1990, a new group of students arrived from Tokyo in North Vancouver to begin the first year of the College's new Four-Year International Relations Diploma Program. In all, 63 students, of whom 37 were male and 26 female students were accepted into the programs. Students ranged from age 18 to 24. Most students came from upper-middle class families and all but one female student, who had received a one-year C.I.C. scholarship, received full and continuing financial support from their parents. During their high school program in Japan, all students had studied English as an additional language for several years. Before being accepted to the College all students participated in a series of entrance exams and interviews in both English and Japanese at C.I.C. Tokyo. The exams were comprised of essay writing, statement of goals, comprehension exercises and grammar exercises. As subsequent tests at C.I.C. Vancouver revealed, students' comprehension of English grammar, reading and writing was generally higher than their oral English language skills.

Statement of the Problem

In the literature reviewed, various aspects of second language acquisition have been explored (Stern, 1983; Gardner et al., 1985; Hakuta, 1986). Some of these aspects relate to second language students' attitudes towards people, ideas, cultures and events. Such research suggests that attitudes may affect the process of learning another language. One assumption is that a negative attitude towards the culture of target language might adversely affect students' motivation towards learning this language and ultimately interfere with the goal of achieving a high
level of communicative competence in that language. Conversely, students who express genuine interest in people from cultures other than their own presumably acquire another language with greater ease.

When students wish to acquire English as a second language, they initially approach their studies with certain expectations about a desired level of fluency, about the academic and cultural knowledge they might obtain through their studies, or about better job opportunities upon completion of their language program. The role played by students' personal expectations relative to their intended studies has not been given adequate attention in much of the literature reviewed. Such research, moreover, has tended to approach the factors of attitudes and motivations as separate variables. However, these factors cannot be clearly separated, nor do they, even conjointly, sufficiently acknowledge the importance of learner intentionality in second-language acquisition.

The factor of 'expectations' relates to factual presuppositions held by an individual. These presuppositions can be manipulated either through the learners' own activities to increase their knowledge or through planned instruction by other people. By contrast, motivation has in the literature reviewed been defined as an ongoing and relatively stable cognitive factor in second language acquisition.

Attitudes, too, have in the literature reviewed been considered to be relatively stable factors that may affect the learning outcome. Attitudes can include an individual's predisposition, upbringing or certain personality traits. Shaw and Wright (1967) defined attitudes as "relatively stable and enduring" factors which, once acquired, can be difficult to change. On such view, both motivation and attitudes have been construed as depending largely on students' own disposition,
perceptions and values whereas expectations are more concerned with factual presuppositions.

Since expectations are more readily alterable they are more open to change as a person learns more about factual situations. To include the factor of expectations in this exploration, therefore, might contribute to a richer understanding of why students are successful or unsuccessful in their second language studies, and may also assist in minimizing the possible discrepancy between people's expectations and the factual conditions. Accordingly, this study examines issues relating to attitudes, motivation and expectations of Japanese students enrolled at Canadian International College in North Vancouver, British Columbia.

Hypothesis and Questions

There are many respects in which Japanese culture differs dramatically from Western culture in general, and from North American culture in particular. Differences in cultural perceptions, personal goals, and family expectations undoubtedly shape Japanese students' attitudes towards other cultures, and towards their own education and career objectives. Wlodkowsky (1985), for example, states that attitudes are acquired through education and environmental influences, but that these attitudes can be changed. The corollary to the earlier stated assumption that negative attitudes could adversely influence the learning process would be the assumption that achievement can increase as a result of changing students' attitudes. However, from the literature reviewed it seems problematic to isolate a causal claim to substantiate either of these assumptions. Moreover, at
least some student attitudes may be as difficult to change as for example the parental backgrounds of the students.

Since in the review of literature no clear causal relationship between attitudes, motivation and achievement could be found, this study will take on a broader focus and include the factor of student expectations. A basic assumption underlying the present study is that the greater the discrepancy between C.I.C. students' expectation and what students actually find, the greater will be the extent of rejection and dissatisfaction. Classroom disruptions resulting from student dissatisfaction then make it less possible for programmers to provide the quality of instruction that they have set out to give. A breakdown of the educational process is likely to occur. But if a better fit between students' expectations and the reality can be achieved, fewer disruptions will probably occur and therefore it is more likely that student activity will proceed in a more satisfying way.

For an organization endeavouring to provide internationalist educational services the question then arises: "What are students' expectations about their English language studies and about their cultural immersion in Canada, taking into consideration students' own reasons for and motivations towards studying English in Canada, and what are some of the personal attitudes they bring along?"

**Rationale**

Upon their arrival at C.I.C., Japanese students bring with them some previous knowledge of and certain expectations about Canada, Canadian people, and institutions. Once the reality of studying abroad
has begun, unfulfilled expectations can change students' views about Canadians and about the educational program they have chosen. For example, if students find that Canadian people are not as friendly to them as they assumed initially, their motivation towards their studies may drop and their attitudes towards the Canadian society may change.

Some Canadian educators (Mohan, 1986; Savignon, 1983; Rubin and Thompson, 1982) suggest that optimal language learning experiences go beyond the classroom. Especially for adults, opportunities to practice another language in its natural setting is important. To provide such interactive learning experiences, a comprehensive language program might also promote cultural, social and recreational activities in the community. Such learning experiences may be important for the realization of personal and career goals. This study will hopefully clarify whether a better fit between students' expectations and real conditions might enhance their learning experiences in second language acquisition.

Significance of Research

This research was conducted in an attempt to identify the factors that may contribute to obstacles to and breakdowns of the language learning process for Japanese students attending classes at C.I.C. In reviewing relevant literature, much insight was gained about the role played by attitudes and motivations in second language acquisition. Although attitudes and motivation are identified as important factors, the factor of student expectations is one that has not been adequately addressed.
This study considers the factor of expectations to be significant since it represents a point of intervention for the College. In identifying ways in which student expectations can be aligned more closely with real conditions of the living and learning environment, students could be guided to adjust their expectations and/or changes to the program may become necessary. In this regard, students, faculty and administrators could take on a more active role. Ultimately, it is hoped that in closing the gap between expectations and real conditions it is less likely for students to be dissatisfied with their English language studies, and it may be more likely that students collaborate more fully in the educational enterprise than they currently are.

Potential Confounding Variables

This research focuses on one specific group in one private college where most students come from a high socio-economic background. Any results received from this survey may be reflective only of this specific group of students and not generalizable beyond this immediate context.

A second consideration is that, as Borg and Gall (1989) point out, attitude scales are frequently used in education research but due to the "direct self-report" nature of these measures they may at times be of limited reliability. This could be the case if students conceal their true feelings in order to impress, please or otherwise accommodate the researcher and/or the institution. In this respect it is important to point out that the researcher in this case was in fact known to the students as an employee at C.I.C. Hence, even though students were encouraged to
respond in an honest manner and were assured that their responses would be held in strictest confidence, the possibility that perceptions of 'institutional authority' might constrain student responses must be acknowledged. In an attempt to increase reliability, a pilot study and a two-stage survey were conducted to allow for cross-checking of responses.

A third possible confounding variable is the use of the English language in the interviews. Whereas the questionnaires were provided in bilingual format and any Japanese responses were later translated by a fully bilingual staff member at C.I.C., the use of English only in the interviews may have created some difficulty for students in their attempts to fully express their ideas in the English language.
CHAPTER II

REVIEW OF LITERATURE

Background Information

English as a Second Language

Language education plays an important role in intercultural communication. For many people from non-English speaking countries, English has become the preferred additional language to be studied either in their own country or abroad. In Canada, English language courses are offered through colleges and universities and in the public school system in both immersion and non-immersion settings. Funding for ESL programming in the public school system is largely inadequate given the great need for language training for both young and adult immigrants. Community services strive to provide immigrants with much needed language education. One example is the OASIS program offered by the Vancouver Multicultural Society (Cromarty, 1991). Some of these programs may be free of charge while others require a fee to be paid.

In addition, many private enterprises have become involved in language education for both immigrants and sojourners and have established various schools and colleges focusing on business, academic or liberal education. Short and long-term ESL programs bring thousands of international students into Canada each year. Japanese students in particular have shown much interest in studying English in Canada or in the United States. Becker (1990) states that as of 1985 more than 20,000 Japanese students were studying abroad. Judging by a mid-

The Japanese Educational System

Christopher (1983) and Becker (1990) both discuss the Japanese educational system. As is the case in North America, the Japanese school system provides six years of elementary education, three years of junior high, and three years of senior high school education. Becker's research is based on an education system of the 1980's. He states that in both Japan and America approximately 95% of all students enter high school and in both countries approximately 32% of the students will complete their college education.

The great importance placed upon attending a "good" university in Japan leads to an intense competition among students. The universities ranking highest in the public's view include Tokyo, Kyoto, Kyushu, Waseda, Keio and a few others. For Japanese students, graduation from these top institutions greatly facilitates finding employment with major corporations or government agencies. Interestingly, however, Becker (1990) states that students who have succeeded in securing a place at a top university may initially be less serious about their studies than students enrolled in what he terms "inferior" colleges. He contends that students may assume that simply being accepted by a top university has already established their superior status. Becker believes this assumption to hold true since at hiring time students from lower status institutions receive less attention than do
those from high ranking universities. Hiring activities in Japan occur generally during the summer and university students frequently secure future employment before going into the last semester of their studies.

To enroll in a Japanese university or college, students must pass entrance examinations. This is usually done immediately after leaving high school. Unlike the commonly accepted "adult students" who may enter or reenter North American universities at any stage of their life, Japanese students will go on to university immediately after high school graduation. Colleges and universities discourage academic part-time studies for adults and seniors alike. However, non-credit "continuing education" similar to that in North America has become popular in Japan. Women whose children have grown up, for example, may attend courses ranging from flower-arranging to modern European literature (Becker, p. 98).

Christopher (1983) states that college entrance exams in Japan evaluate knowledge of "facts," not the statement of "opinions" (p. 89). Rote memorization is therefore required to pass these exams. Entrance exams take place in two stages: a one-day exam to eliminate the unqualified and a second two- or three-day exam that can cover up to eight subjects. Only two out of three applicants will pass the entrance exam at their first attempt. Many will repeat the exam in later years if they fail the first time. This kind of competition leads to a high stress level among Japanese students. Pressure and fear of failure is responsible for many teen-age runaways, nervous breakdowns among students, and even suicides (p. 90).

Whereas Japanese students generally work extremely hard to enter university, the years to follow are then sometimes perceived as
being "the only time in their lives that they are likely to experience genuine personal freedom" (Christopher, p. 92). Although students frequently miss classes, it is very unusual for a student to be dismissed from a university. Christopher explains the logic behind this attitude as an assumption by Japanese students that "simply by emerging successful from the examination hell, every Japanese university student has already demonstrated that he has the 'right stuff" (pp.92/93).

Nonetheless, he continues, this behaviour does not mean that students waste their years at university. Most will eventually settle down and study hard, especially in view of the final government and post-graduate exams. Becker agrees with Christopher that the assumption that Japanese students consider their university years as play period is only partially true.

According to Becker (1990), many Japanese parents have high expectations of their sons and daughters and value their children's education highly. Once decisions about higher education have been made, parents generally will continue their financial support towards the educational and professional goals of their sons and daughters. Japanese university students usually continue to live at home and are exempt from household duties and responsibilities (Becker, p. 427).

In Japan, English as a second language has become a major high school and college subject. English is also widely taught outside the formal education system. Smith (1977) states that at the secondary and university level emphasis is placed on instruction of grammar and reading rather than speaking. He notes that frequently a gap exists between English instruction at the junior high and senior high schools and universities. Students generally receive six years of instruction
resulting in a total of no more than 500 instructional hours. During that time little opportunity is given to use spoken English. In addition, Christopher (1983) points out that the quality of English taught in Japanese Schools is frequently low. Often English is taught by non-native speakers of English who may emphasize grammar, reading and writing but may give low priority to speaking the language. Teachers' competence in English instruction varies. Most local teachers have limited speaking skills. Therefore English teachers are often hired from overseas. But all too often those overseas instructors may have no other teaching qualifications than simply being native speakers of English. They may lack formal instructional skills and they may also have a limited understanding of grammar and syntax.

Given these considerations, students wanting to become efficient in the use of the English language often choose to study that language overseas in a full immersion environment. Both parents and students have high expectations of language education abroad. The recent influx of Japanese students enrolled in a variety of long-term and short-term English language classes in British Columbia alone attests to the increased interest in such programs.

Summary: Background

The foregoing discussion highlighted some aspects about learning English as a second language, and about Japanese society and education. Many Canadian institutions, private or public, try to address the increasing need for English language studies. Many Japanese students prefer to study English overseas rather than in Japanese institutions, and
they may initially approach post-secondary education less seriously than they had approached their high school education.

Student Expectations

What are expectations?

Expectations represent factual presuppositions or preconceived perceptions about certain situations and the outcome of certain activities. In second language acquisition students' expectations about studying in another country can be related to many factors such as the anticipated rate of success in acquiring second language competence, experiencing a new style of living, and cultural immersion or finding many recreational opportunities. Brislin (1981) states that "unrealistic expectations can bring disappointment and an aggravation of problems" (p. 162). However, expectations can be altered by either the learners themselves or by external instructional activities.

Studying English in Japan

In some Asian countries where English is taught as another language, English is used mainly as a "language of study" for academic purposes and to facilitate communication with people from other countries (Smith, 1977). Ability to communicate with various members in the international community and an increased cultural awareness represent some of the benefits one might receive from acquiring English language skills. In addition to these benefits, Smith states, English language students often expect that knowledge of English will enhance their employment opportunities. Smith believes that such high
expectations of studying English in their Asian home countries are often unrealistic. The amount of time spent on instruction is generally insufficient and teaching methods are often inadequate.

With high student expectations, Smith (1977) observes, motivation is usually high at the beginning of English language instruction but often declines as a result of teaching methods where analytical language skills are placed above the practical use of the language. In Smith's opinion, English teachers often lack the training and the enthusiasm that helps to maintain a high level of student motivation and to assist students in achieving good results in their studies.

Japanese learners of the English language face complex problems that can in part be attributed in the drastic differences in the orthographies of the English writing system (Iwawaki, 1988). Having to learn another writing system in addition to grammar, syntax and vocabulary of another language requires significantly more effort, motivation and practice. Once Japanese students recognize some advantages of learning English, Iwawaki states further, many choose to study in an overseas immersion program where instruction takes place solely in English. Students place high expectations on such language programs as well as on the teaching method. The interaction with English-speaking friends outside the classroom is also expected to contribute to acquiring English more quickly.

**Studying Abroad**

English language program often require the students to spend months or even years in another country. During this time they are
undergoing a significant cultural adaptation process. Hannigan (1990) defines cultural adjustment as a "psychosocial concept which has to do with the process of achieving harmony between the individual and the environment" (p. 91). This harmony, Hannigan suggests, can be achieved through people changing their attitudes and acquiring knowledge about their environment. The adaptation process can lead from a feeling of being uncomfortable to feeling at home in the new culture.

When difficulties in cross-cultural interpersonal encounters occur, Albert and Adamopoulos (1980) state, this is often the result of expecting a specific situation or behaviour as, for example, the expectation that all Canadians are friendly and welcome people from other cultures. If assumptions about the behaviour of others contrast with previously held beliefs, Albert and Adamopoulos further state, then conflict and a breakdown of communication can occur. To avoid conflict, they suggest, people must increasingly be made aware of each other's culture.

Furthermore, students studying in a foreign country may be experiencing a feeling of self-doubt. Brislin (1981) states that this feeling of self-doubt is frequently taken as a personal fault rather than being attributed to culture shock. He states that "if culture shock could have been introduced as a perfectly normal reaction which virtually all sojourners experience, then it would not have been taken so personally" (p. 157). However, culture shock may also have positive effects on those who experience it. In Brislin's opinion culture shock can lead to personal growth in that sojourners learn to handle different situations. The frustrations stemming from the inability to interact successfully
with members from another culture can then lead to an increased level of motivation to learn in order to reduce these frustrations. Berry (1985) emphasizes that in order to successfully adjust to the new environment, students must learn to deal with stress in various situations.

A study conducted by Diggs and Murphy (1991) explored stressful situations of Japanese natives residing in Dayton, Ohio relative to their experiences in America. Sixty-six Japanese individuals who had been transferred by their employers to Dayton either permanently or temporarily responded to a bilingual questionnaire. Diggs and Murphy expected that these families were experiencing many difficulties in adjusting to American culture. They found the following factors to be contributing to adjustment problems: i) grief about what they left behind, and ii) fear of not being able to perform in their job. Returning home also presented a potential problem because of: i) having to return to possibly less favourable social conditions, ii) having lost social contacts, and iii) having to renew personal and professional adjustment (Diggs & Murphy, p. 105). It was not clear from the study how many of the families participating in the study had actually immigrated and how many were sojourners. This factor could influence the intensiveness of efforts in adjusting to another culture. Although language was identified as the number one problem, language education was not discussed.

Summary: Expectations

The literature reviewed indicates that students expectations about studying English in another country generally relate to ease of English language acquisition and to their cultural immersion in another
country. Disappointments can occur when communicative difficulties arise or when unexpected cultural differences are discovered. For students to successfully adjust to another culture and to deal with culture shock, attitudinal changes need to be made and additional knowledge about the other cultures needs to be acquired.

Motivations in Second Language Acquisition

What is Motivation?

Motivation has in the past referred to ongoing, relatively stable cognitive determinants in learning activities. Elliott & Dweck's (1988) more recent discussion of motivation includes "learning goals, in which individuals seek to increase their ability or master new tasks" and "performance goals, in which individuals seek to maintain positive judgments of their ability and avoid negative judgments by seeking to prove, validate, or document their ability and not discredit it" (p. 5).

Where such goals relate to the learning of a language other than one's own mother tongue, some researchers (Ramage, 1990; Svanes, 1987; Dörnyei, 1990), take the factors of instrumental and integrative values also into consideration. The integrative vs. instrumental approach to assessing motivation in second language acquisition was first explored by Gardner and Lambert (Ramage, 1990). They define integrative motivation as being "based on a desire to become more like valued members of the target language community" while in their opinion instrumental motivation "reflects a determination to acquire another language to achieve such goals as a good job or social recognition" (Clement, Gardner, & Smith, 1977, p. 124; Ramage, 1986, p. 192).
Factors Relating to Motivation

Gardner and Lambert (1972) conducted several studies to determine students' desire to achieve communicative competence in a language other than in their mother tongue. The studies included English-speaking students learning French from bicultural communities in Maine, Louisiana and Connecticut. To measure attitudes and motivation, students were given over fifty separate tests which included scales or multiple choice questionnaires. Some of these tests related to attitudes towards French-Americans, social inquisitiveness, sensitivity to others, parental encouragement to learn French, and students' French teachers and friends. Language aptitude tests and achievement tests were also included. In the results of Gardner and Lambert's studies, the factors of students' motivational intensity about learning French and their attitude towards learning French where accompanied in Louisiana by strong parental support, in Maine by a stronger influence of the French teacher, and in Connecticut by students' integrate desire to learn about other people and cultures.

In each setting of Gardner and Lambert's studies, the two strongest characteristics of second language acquisition were identified as: a) intelligence-aptitude and b) attitude-motivation. The intelligence-aptitude factor has in the past been considered to be largely contributing to successful language acquisition. Gardner and Lambert discovered in their studies that attitudinal-motivational factors are equally important. They then take the attitudinal-motivational approach further and isolate two additional criteria. The first criterion is represented in an "instrumental" value relating to motivation which is based on the perceived practical benefits and advantages of speaking
another language. The second criterion includes an "integrative" outlook towards second language acquisition and is based on a sincere desire to learn about other people and their cultures (p. 133).

Gardner and Lambert's (1972) studies addressed the area of second language acquisition for English speaking students learning French. Although the studies took place in bicultural communities, the amount of contact in both cultures and frequency of exposure to the French speaking environment may not have been equal in all areas. The intensity of both, integrative and instrumental values then could differ significantly from a study that would involve full immersion to language and society of the target language.

Another study was conducted by Chuang Paper (1990). He worked with 512 Chinese English language learners in Toronto. These were adult immigrants who were learning English in classes provided by community services. Chuang Paper found that among the motives for adult learners were linguistic needs and the desire for increased cultural awareness and social interaction. He did not find any significant differences in perceived motivation according to age, education level or length of stay in Canada. In his opinion the available language programs were not specifically designed for the group of people he researched, and he recommended that the teaching of English should include the teaching of Canadian culture and every-day language skills.

Chuang Paper's survey was conducted through the use of questionnaires. Only 3% of the participants were between the ages of 17-29, all others were older. The motivational level for this group of people may have been high because, as immigrants who would remain
in the community, they would have an immediate need to be able to function in an English speaking society.

**Integrative vs. Instrumental Values**

In order to identify students' motivation in second language acquisition, Ramage conducted a study with two groups of U.S. high school students in Northern California and Arkansas who were learning Spanish beyond the requirements of their school. She used a questionnaire as instrument for her study and identified the criteria of integrative and instrumental motivation as variables for her study. The results of her study did not provide strong evidence that the practical value of studying another language was the main reason for continuing language studies beyond the required level. Rather, the interest in other cultures and the desire to achieve proficiency represented the stronger motivation.

Ramage (1990) concludes that the instrumental value seems to be only partially responsible for motivating the students she studied, and that language can become a medium to explore another culture, its social structure, educational and economic system (p. 216). This conclusion, however, cannot be generalized to students learning English, for instance, since, as Ramage recognizes also, lower priority is generally given to second languages other than English in that English is perceived as being the more "useful" language. This could then be the reason for lower instrumental motivation for the students in Ramage's study who learned Spanish.

Svanes (1987) conducted a study that follows Gardner and Lambert's model in separating variables of instrumental and integrative
motivation. His study involved 167 international students enrolled in Norwegian language studies at the University of Bergen in Norway. Svanes placed great importance on the cultural distance separating the students' culture from the culture of the target language group. He links cultural distance to the success rate of second language acquisition. Although his study did not reveal significant differences between the achieved language competence of students who are either instrumentally or integratively motivated, he did find that students who showed a genuine interest in the host culture scored higher grades than students undertaking their studies mainly for instrumental reasons.

Svanes' (1987) study included students from Europe, America, the Middle East, Africa and Asia. All these countries have very distinct cultures, varying economic conditions and differing educational systems. The motivations for studying another language will likely be different for each specific cultural setting. As well, the practical benefits for learning Norwegian may not be perceived as being as useful as learning English as another language.

Wlodkowsky (1985) also emphasizes the instrumental value of language learning and he adds that "new learning is usually risky business; the outcome is seldom a certainty" (p. 47). Particularly for adults, he states, the risks of new learning ventures may be high because adults often require new knowledge for a job, a promotion, or other personal and material goals. This need for knowledge then becomes "a condition experienced by the individual as an internal force that leads the person to move in the direction of a goal" (Wlodkowsky, p. 47).
Dörnyei (1990), too, considers instrumentality and integrativeness to be contributing only partially to motivation in second language acquisition. For him, two additional components are important: a) "need for achievement" and b) "attributions about past failures" (p. 70). Further, he states, the time required to master a specific level of the target language must also be taken into consideration. The results of his study involving 134 young adults indicated that in acquiring an intermediate level of proficiency in the target language, instrumental motivation and need for achievement were predominant whereas continued studies beyond the intermediate level then were more associated with integrative motivation.

Dörnyei's (1990) study was conducted in Hungary where English was taught in a classroom setting rather than through immersion into an English-speaking society. As well, the young adult learners participating in this study all held employment and studied English only on a part-time basis. The high cost of such language instruction in Hungary already demonstrated a high level of motivation by the participants and therefore the outcome may only be generalizable to already highly motivated language learners.

Summary: Motivation

The preceding discussion identified two aspects of learner motivation in second language acquisition: i) integrative values and ii) instrumental values. Depending on the particular research, each of these aspects seem to contribute, either independently or interrelatedly, to stimulating student motivation in second language learning. These factors may be accompanied by the need for achievement. The degree of
intensiveness of either factor varies according to the language studied, cultural origin and personal interest in the target language's culture. In addition to motivational factors, personality traits and individual attitudes also need to be taken into consideration.

**Attitudes in Second Language Acquisition**

**What are Attitudes?**

Shaw and Wright (1967) refer to attitudes as a predisposition to society which guides and directs an individual's behaviour. In this regard attitudes have been defined as affective determinants in learning situations. As stated by Shaw and Wright, attitudes can be acquired in a social and educational context rather than being innate. But once acquired, attitudes can become "relatively stable and enduring" (p. 9). In other words, once attitudes have been acquired, they can be difficult to change.

**Factors Relating to Attitudes**

Burstall et al. (in Stern, 1983) question the previously discussed distinction between integrative and instrumental motivation made by Gardner and Lambert (1972). They argue that attitudes and motivation do not necessarily represent "the principal cause of more or less successful learning" (Stern, p. 379). Rather, successful early learning experiences contribute to continued successful learning and promote more positive attitudes. Stern then points out that attitudes are not formed by early learning experiences alone. He suggests that personality factors too must be considered together with general attitudes. Such personality traits can relate to an individual's i) perseverance, goal
orientation, need for achievement or ii) introversion versus extraversion. Introversion, Stern states, relates to the tendency to withdraw from social interaction and preoccupation with inner thoughts whereas extraversion refers to outgoingness and interest in people and the environment. In Stern's opinion, all these factors play a role in the acquisition of second language skills.

Attitudes towards language learning can be influenced by the learning environment (Stern, 1983). For example, learners acquire languages most easily through full immersion in classrooms where the second language is practically applied to learning specific subject which can then be applied to perform everyday tasks. The focus of teaching another language also seems to influence success in reaching competence in the use of a second language. If, as Gardner and Lambert (1972) state, verbal competence is desired but emphasis is placed mainly on reading and writing, success in acquiring communicative competence may not be high.

**Personality and Personal Disposition**

The personality of individuals appears to influence the ease of second language acquisition. Hakuta (1986) comments that outgoingness and tolerance for ambiguous situations play important roles in the learning process (p. 157). This, he states, might not only relate to an openness to strangers but also to the acceptance of cultural differences relating to another language. For people to adjust in a different culture, Hannigan (1990) states that "persons can develop the necessary skills in order to function in a different culture and attitudes can change" (p. 90).
On the other hand, personality traits are "generally perceived as previously established in the individual's life or inherent" (Hannigan, 1990, p. 90). In contrast to the views of Shaw and Wright (1967) that, although attitudes can be relatively stable they can be changed, Hannigan's discussion suggests that personality traits are not "changeable."

Ely (1988) conducted a study relating to the impact of an individual's personality on attitudes toward classroom activities. He worked with 125 students learning Spanish and identified three significant aspects of personality traits in i) language class risk-taking, ii) language class sociability, and iii) language class discomfort. He concludes that where the factor of risk-taking is low, a student may be reluctant to express complicated ideas or difficult sentences in the classroom. He relates sociability in the language classroom to a positive interaction with other students and the teacher. Language class discomfort results from anxiety, self-consciousness and embarrassment felt when talking in another language in the classroom. Ely (1988) found that risk-taking enhanced attitudes towards the free use of another language in the classroom. Contrary to his hypothesis at the outset of his study, sociability did not negatively affect highly structured grammar practice. Class discomfort experienced by some students involved in Ely's study affected only their attitudes to reading aloud, not to silent reading and writing exercises. In turn, this classroom discomfort then contributed to a lower level of risk-taking and sociability.

Ely argues that personality traits can indeed affect the behaviour of individuals in the classroom and thus the process of second language acquisition. Consequently, he suggests that teachers might adjust
classroom activities to accommodate different personalities (p. 31). If this can be accomplished successfully, students will make another important step towards successful language acquisition.

**Socio-linguistic Factors**

Oksaar (1989) contends that effective bilingualism is closely connected to biculturalism. For the second language learner, that is to say, personal interactions take place not only linguistically but also culturally (p. 39). These cultural interactions are for Oksaar integral to the socio-linguistic influences in second language acquisition.

Adopting a socio-linguistic perspective on second language acquisition and the "acculturation" model developed by Schuman (1986), Stern (1983) attempts to explain differences in individual perception of languages and other cultures by second language learners. He identifies two groups of individuals: those who are prepared to learn another language, and "those who are unwilling or unable to learn another language" (p. 238). He does not further explain the differences between "unwilling" and "unable" individuals which, however, may represent two separate groups and therefore should be discussed individually as to the underlying reasons.

Schuman (1986) implies that the status of the target language group may be a factor in an individual's willingness to learn another language. An individual from a higher status group on this view, will not likely learn the language of a language group perceived as having lower status because learners may not be willing to identify with that group. Situations like these, Schuman states, arose at the time of the British Empire, when few Britons living in India or Africa wanted to
learn the languages of those countries. But, as Schuman (1986) argues, speakers of a minority language, too, may be reluctant to learn the language of a group with higher social status since they may associate a loss of cultural identity with the acquisition of that language.

In Stern's opinion, the second-language teacher who adopts a socio-linguistic perspective can relate more effectively to the languages they teach and to the situation in which they teach. Gardner and Lambert (1972) agree with Stern in stating that "mastering a foreign language would depend not only on intellectual capacity and language aptitude but also on the learner's perceptions of the other ethno-linguistic group involved, attitudes towards representatives of that group, and his willingness to identify enough to adopt distinctive aspects of behaviour, linguistic and non-linguistic, that characterize that other group" (p. 132).

Such sociological attitudes are formed through exposure to two very specific settings: i) the student's family and ii) the societal context in which students live. In both settings specific cultural and psychological rules apply (Oksaar, 1989, p. 40). Cultural perceptions about politeness, negative and positive responses and specific requests differ greatly in various countries. As an example Oksaar cites the Asian rule of using evasive conversation when a "no" is required in certain situations, whereas North Americans would simply respond with "no." Such differences must be recognized by the second-language learner if native-like communicative competence is desired. Second-language training then should incorporate from its beginning the socio-cultural differences associated with a foreign language.
Parental Guidance

As Gardner and Lambert (1972) suggest, the language learners' orientation also depends on their family's attitudes towards other languages and different cultures. The studies they conducted in Louisiana, Maine and Connecticut, however, indicate that parental encouragement for the acquisition of another language is in itself not enough to strongly influence a student's progress in second language acquisition. Rather, when students' background, intelligence, language learning ability and parental guidance are all present, students seem to perceive the acquisition of another language like any other subject (p. 140). However, where parental encouragement is absent or where other environmental factors, such as frequent exposure to the target language may be less favourable, Gardner and Lambert's study reveals a decline in the students' ability to excel in any academic work, including language acquisition. From the findings of their study they conclude that

"the strong relationship we find between parents' and children's attitudes suggests that attitudes are developed in the home, before language training starts" (p. 14).

Ultimately, Gardner and Lambert state that it is not the success in acquiring a second language which influences attitudes towards other peoples and cultures, but rather that it is attitudes in themselves which contribute to success.

Societal and Cultural Learning Settings

Modern approaches to second language teaching recognize the importance which cultural differences play in acquiring communicative competence in another language. Cultural differences between groups
of people may be indicated not only through the use of another language but also by ethnic dress code or physical traits. Other cultural diversities may include religious rites or traditional customs. The previously discussed attitudes of the language learner towards the speaker of the target language are frequently directed towards such cultural differences.

Stern (1983) comments that the environment surrounding the second language learner assists in the learning process. He states that "If the second language is learned in a supportive environment, the language class is likely to be only one among several language influences on the learner, the others coming from exposure to the target language in its natural setting. If on the other hand the language is learned as an additional language in a language class in a non-supportive environment, instruction is likely to be the major or even the only source of target language input" (p. 340).

As discussed earlier, students studying in a different cultural environment will undergo an adjustment process. Looking for attitude differences between better and less well adjusted students studying in the United States, Kamal (1990) conducted a study with 223 Arab students from Qatar. The purpose of his study was to establish whether contact variables can distinguish between these two groups of students and whether the type of contact is related to student attitudes. Using a questionnaire he measured cross-cultural experiences. He found that exposure to the culture of the host country in itself did not promote the development of positive attitudes. Students seemed to benefit more from "promotive contacts" which includes the building of friendships, frequent socializing and interaction with Americans. Kamal
recommend to design educational experiences that would include a component relating to the contact theory.

Another study relating to the cultural adjustment process of students studying in another country conducted by Carlson and Widaman (1988) takes into consideration the possibility of attitude changes. To determine whether such changes in attitudes did occur, Carlson and Widaman surveyed 450 University of California students who had attended one year of university studies in Europe and 800 who remained at home. They found that students who had been abroad expressed increased levels of international and political concerns and cross-cultural interests. After studying abroad, students also viewed their own country more positively but also more critically than did the group remaining at home.

The students who were chosen for Carlson and Widaman's study had earned grade point averages of three or more, since this was a requirement for students who wanted to study abroad. The results then cannot be generalized to other university students who have a GPA of less than three. As well, the more objective perceptions of students who studied overseas could be the result of increased maturity which students may acquire while living abroad on their own.

Summary: Attitudes

The previous discussion identified several factors relating to attitudes towards second language acquisition: i) socio-linguistic factors, ii) personality and personal disposition, iii) parental guidance, and iv) societal and cultural learning setting. The research conducted in this area suggests that in second-language acquisition more than one of these
factors seem to facilitate the learning process. Generally, attitudes are acquired and can become relatively stable, but they can be changed whereas personality traits in themselves cannot be changed. As several researchers (Gardner and Lambert, 1972; Stern, 1983; Oksaar, 1989) commented, attitudes may be directly linked to an individual's motivation in achieving communicative competence in a second language.

**Summary: Chapter II**

This chapter highlighted the reasons for the increasing demand on English language programs in international settings. As well, in the literature reviewed, the factors of expectations, attitudes and motivation have been looked at from different perspectives. In some studies these factors are considered to be distinct whereas other research sees attitudes, motivation, and expectations as overlapping components in learning activities.

Where cultural differences may play a role in second language learning, expectations are seen as being a particularly important factor in that they represent factual presuppositions held by the language learner. Although motivations can be linked to attitudes and both these factors can also be linked to student expectations, an analytical distinction among these factors can nonetheless be made. What is here seen as differentiating expectations from motivation and attitudes is that motivation and attitudes are continuing and relatively stable factors and therefore more difficult to change. Expectations on the other hand can be altered more readily by providing more factual information.
CHAPTER III

DESCRIPTION OF THE STUDY AND SURVEYS

The Pilot Study

The pilot study took place in March 1990, just prior to the graduation ceremony at C.I.C. Five students volunteered to be interviewed. Two of these students had just completed the Intensive English Language Program and three had just finished the second year of the Two-Year International Certificate Program. Students were interviewed individually. All students were presented with the same questions (see Appendix A) relating to their background, initial professional goals, experiences in Canada and their future goals. They were encouraged to respond to the questions in as much detail as possible. The interviews were tape-recorded. Transcripts of the interviews were slightly edited for cohesiveness. A sample transcript from these interviews is provided in Appendix B. To maintain confidentiality pertaining to the identity of the students taking part in the study, their names were codes as "Student B, C, D, E, and F".

The Major Survey

The survey was conducted in two stages spaced five months apart. Each stage was comprised of a questionnaire distributed to the 62 students present at the time of the survey. Each survey was then followed up by ten individual interviews. Two different questionnaires were developed. The first one contained 14 questions relating to
personal background information, previous knowledge of English and students' expectations about Canada, their studies, first impressions or observations and future personal or academic goals (Appendix C). Most questions were posed in multiple choice format giving the opportunity to respond to some questions in an alternate way than by choosing one of the answers given. An open-ended question was posed at the end of the questionnaire to invite additional thoughts about students' previous expectations and their experiences in Canada.

The second questionnaire followed the same format, included the same 14 questions as were contained in the first questionnaire, but was extended by ten additional questions (Appendix D). These new questions addressed students' experiences over the first seven months of their stay in Canada. To assure full comprehension, both questionnaires were designed in bilingual Japanese/English format.

Prior to administering the survey, all first-year classes were visited with the purpose of introducing the study to students and explaining the procedures. The following points were emphasized:
1. Participation in the survey would be voluntary.
2. Students could decline to answer any or all questions on the questionnaire.
3. Participation in the survey would be anonymous; no name would be required on the questionnaires.
4. The real names of students participating in one-on-one interviews would not be recorded in the final report.
5. Students could ask for clarification of questions.
6. Students could request access to the final report.
At this stage a Japanese interpreter was present to assist in clarifying the
stated procedures and in answering any questions from the students. A
fully bilingual "Informed Consent Form" was signed by all students at
that time.

Several days later the first questionnaire was distributed in the
classroom. Students were advised that they had the choice of answering
any "other" options to certain questions or the final open-ended
questions in either English or Japanese. The questionnaire took
approximately 30 minutes to complete. All Japanese answers were later
translated into English by a bilingual College staff member.

After collecting the questionnaires in each class, student
volunteers were invited to participate in a personal interview. In total,
ten students volunteered, five of them being male and five female. The
interviews were scheduled during the following two weeks for periods
of 30 minutes minimum. The interviews took place in English and no
opportunity was given to respond in Japanese. The interviews were
tape-recorded with the permission of the students. During the
interviews the students were generally responding to the same
questions as were included in the questionnaire. However, the
interview took on a less formal approach and students were encouraged
to express personal thoughts about the questions in their own words.
All interviews were later transcribed.

The second survey was conducted five months later, towards the
end of November 1990. The same format was followed as during the
first survey and the same students were interviewed again to provide
comparative data between both series of interviews. Two sample
transcripts for both sessions of interviews are included in Appendices E and F. The transcripts were slightly edited for cohesiveness.

All questionnaires were then summarized and any responses to "other" options that were given in Japanese were translated into English (Appendix G, SI and H, SII) as were the open-ended questions #15 in SI (Appendix I) and #25 in SII (J). An analysis of the data from both questionnaires and the follow-up interviews is provided in Chapter V.
At the time the Pilot Study took place, two programs were offered at C.I.C. North Vancouver: i) the Intensive English Language Program which extends over one full year and ii) the Two-Year Certificate Program in which the first year is offered at C.I.C.'s campus in Nelson, B.C. while the second year is taught in North Vancouver. The instructional academic year for all programs is divided into three terms: term one begins in April and is followed by term two beginning in September and term three beginning in January.

Both, the One-Year Program and the Two-Year Program include course work such as culture and conversation, current issues and language, global studies and communication. Additional classes include business studies, computer work and independent study projects. A field activities program provides students with the opportunity to interact with native speakers through volunteer placements in small business, hospitals or schools, and through temporary homestay visits. The Two-Year Program provides students with a choice of four majors from which they may select a more in-depth course of study. These majors include i) International Business Studies, ii) Bilingual Studies, iii) Intercultural Studies, and iv) Canadian Environmental Studies. Students who spent the first year in Nelson where provided with a homestay program of several weeks, while Vancouver students will be
able to participate in home visits of one or two days several times during the semester.

For the five C.I.C. students who were interviewed for the purpose of this pilot study, the decision to study at C.I.C. in Canada was primarily made by themselves. Any subsequent discussions took first place with the student's father. Ultimately however, parents left it up to their sons and daughters to decide whether they wanted to study in Canada or not. All five students participating in interviews received full and continuous financial support from their parents. The two students who were returning to fourth-year university indicated that they would have to find a job; this however seems to be a fourth-year university requirement rather than a necessity because of financial reasons. The general impression received from the interviews was that parents would support students in their educational endeavours as long as necessary, provided that acceptable choices would be made.

In their interviews, students indicated that they knew little about Canada and the Canadian culture prior to arriving here. Some of the perceptions about Canada were that "it is part of the United States," "that Canada is not developed," "that you have to study hard at university," or "that Canada has a great nature." The information provided to prospective students at C.I.C. orientation sessions and subsequent examination meetings in Tokyo gave students some additional information about Canadian culture and the educational system; but, as one student stated, "it was not enough, they told me only the good things about Canada." Clearly, for the students who participated in this study, knowledge about Canada was limited and their expectations
relating to their future studies were in part derived from "guessing" rather than "knowing."

**Canadian Reality**

Students' first impression upon arrival in Canada were mainly centered around the concept of Canada being a "beautiful country." Another significant impression for the students was the "friendliness" of people. Interestingly, students from the one-year program that took place only in Vancouver, found that Vancouverites were friendly and kind in comparison to people in Japan. The students from the two-year program, however, found a difference between the people in Nelson, where they had spent their first year, and the people in the Vancouver. In their opinion, Nelson people appeared to them very kind and caring while Vancouver people, in the words of Student D, were "more like in Tokyo" where, as he indicated, "there are too many people to be concerned about others all the time." These comments highlight Nelson's family oriented small-town atmosphere in comparison to the busy metropolitan life of Vancouver where people are more distant from one-another. Generally, the interviewed students seemed to be impressed by the multicultural composition of the Canadian community. Accepting people from another culture is apparently not as common in Japan as it is in Canada.

New C.I.C. students may initially exhibit their traditionally acquired attitudes upon arrival in Canada. The interviews brought to light that after studying at C.I.C., where cultural immersion is integrated into the daily curriculum, students acknowledged and appreciated the
richness of various cultural and ethnic traditions in Canada and welcomed the benefits of sharing customs. C.I.C. Student F, for example, found it easy making friends from within the Japanese-Canadian group living in Vancouver. She also suggested that it was probably easier for her to adjust to the Canadian life style than for a Canadian trying to adjust to living in Japan.

When asked whether they had experienced any major difficulties after arriving in Canada, most students commented on the "outspokenness" of Canadians. This characteristic was initially perceived by the Japanese students as being "rude," "always speaking their mind," and "talking endlessly." Another interpretation of this perceived Canadian trait suggested by one of the C.I.C. students was the belief that because of their openness Canadian people seemed to be "more honest" than Japanese people.

Any misunderstandings with Canadians that might have occurred in the early stages of C.I.C. students' stay in Canada was attributed by the students to their lack of knowledge of the English language. Shyness, fear of offending others by speaking English inaccurately, and the possible embarrassment resulting from mistakes made during a conversation sometimes impeded successful interpersonal contact with Canadians. This observation may relate to the comments of C.I.C. students that initially they still had to "think in Japanese" before attempting to translate into English. In fact, several C.I.C. students made reference to the distinct different between the Japanese and the Canadian "way of thinking."

Such direct translation may then result in a situation, as one C.I.C. student observed, where somebody "might be offended" by a statement
or where second language speakers might find themselves being embarrassed. In their often shy and fearful attempts to avoid such uncomfortable situations, these C.I.C. students did not appear to recognize the fact that, generally, people in Canada appreciate the efforts made by members of another cultural group to acquire English language skills and to learn about Canada's multi-cultural customs and traditions.

Certainly an area of disappointment for C.I.C. students taking part in this study was the fact that the College's residence life inhibited frequent contact with Canadians. While the sincere desire to learn conversational English was expressed by all, speaking English with their own peers was perceived as being too difficult. They felt that regular close contact with Canadians could only take place off-campus. Homestay experiences were mentioned by some as one source of additional language learning while others enrolled in evening or semester break courses at other institutions. Despite the residential restrictions, all five C.I.C. students found some ways of interacting with Canadians through friendships, volunteer work in the community, or simply by "playing pool."

**Student Achievement at C.I.C.**

To examine students' achievements during their one or two-year stay, the students' grades for the duration of their program were obtained. The grades for each semester were reviewed and responses from the interviews were examined to determine whether responses reflected the learning outcome for these students. Both one-year students experienced a slight drop of their academic grades at mid-point
of their studies, i.e., in the second semester. During the third semester they raised their grade point average again and, in fact showed an increase over the first semester (Table 1). Students from the two-year program also experienced a decline in academic grades in the second and third semester. The students from the two-year program experienced varying inclines and decreases; however, the GPA of all three students shows a remarkable drop in the sixth and last semester over the previous fifth semester (Table 1).

<table>
<thead>
<tr>
<th></th>
<th>Sem. 1</th>
<th>Sem. 2</th>
<th>Sem. 3</th>
<th>Sem. 4</th>
<th>Sem. 5</th>
<th>Sem. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B</td>
<td>3.40</td>
<td>3.30</td>
<td>3.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student C</td>
<td>1.01</td>
<td>1.95</td>
<td>1.63</td>
<td>2.12</td>
<td>1.40</td>
<td>1.00</td>
</tr>
<tr>
<td>Student D</td>
<td>3.52</td>
<td>3.02</td>
<td>3.17</td>
<td>3.67</td>
<td>3.85</td>
<td>3.12</td>
</tr>
<tr>
<td>Student E</td>
<td>3.60</td>
<td>3.50</td>
<td>3.70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student F</td>
<td>3.06</td>
<td>3.47</td>
<td>4.00</td>
<td>3.46</td>
<td>3.87</td>
<td>3.70</td>
</tr>
</tbody>
</table>

One-Year Program = 3 Semesters
Two-Year Program = 6 Semesters

When compared with students from the shorter One-Year Program this significant decline in academic achievements by students in the Two-Year Program may indicate a loss of enthusiasm and a lower level of motivation in view of their upcoming return to Japan or in anticipation of new environmental changes as for instance attending another North-American educational institution. Student grades upon completion of their program in comparison with grades at the beginning of their studies indicate a higher graduation GPA by the two One-Year Program
students. Of the three Two-Year Program students, two graduated with the same GPA as they had received after the first semester despite a higher GPA earned at mid-point of their studies. The third student of the Two-Year Program maintained relatively constant grades over six semesters and graduated with a higher GPA than he had earned in the first semester.

**Reflections Upon Returning to Japan**

In looking back at the time spent in Canada and at C.I.C. almost all the interviewed students felt that their attitudes towards people from other cultures had changed. By being accepted as people from another culture these students report that they have now also learned to enjoy the company of people from other ethnic backgrounds. As well, they report greater awareness of global affairs, and greater concern about environmental issues and social and political events.

For Students B, D, and E the stay in Canada resulted in a change of career goals. Student D now wants to be actively involved in the field of international trade rather than becoming a teacher as originally intended. Student B has found "a purpose" since coming to Canada. She wants to counsel other Japanese students in their educational endeavours. Student F, on the other hand, realized that attending art school in the United States and in Canada might be more beneficial than studying at a Japanese art university where, as she stated, course requirements are less challenging. Therefore she has decided to continue her education in North America. Student E has not made any decisions about his career yet. However, he too has undergone a change
of directions. While he originally studied statistical economics, he now
wants to be able to use English in his future career.

Student C at this time only knows that he is not ready for a job.
He feels that he needs to learn more and therefore wants to continue his
college or university education for as long as he can. His responses
during the interview reflected an attitude of wanting to "have fun." His
low academic grades reflect this attitude. His comments about an
unchallenging low level of English language instruction could be linked
to a lack of interest in his academic studies or possibly to a lack of
maturity in neglecting to take full advantage of his educational
opportunities. However, his outgoing personality and positive attitude
seem to have enabled him to quickly overcome the culture shock and to
make friends easily. Despite his marginal grades, his communicative
competence in English during the interview was comparable to the
conversation skills of the other four students.

Ultimately, all five interviewed students felt fairly positive about
their achievement in acquiring English language skills, although all felt
that they could have done better and would have liked to learn more.
And all students expressed their intent to find ways of continuing to use
and to increase their English language skills after leaving C.I.C.

Summary: Pilot Study

The previous discussion discloses much agreement between the
statements made by students and the comments made by various
researchers. For instance, according to Hannigan, the willingness for
students to immerse themselves in the new environment and not too
rigidly maintain the values of their own culture is important. This willingness was clearly exhibited by the student who said that he had expected to find major differences between Japanese and Canadian cultures and therefore could accept these differences whenever he encountered any. This statement in itself indicates a positive attitude towards cultural differences by the student.

Smith's observation about language students' high initial motivation followed by a decline is also recognizable in the interviewed students' performance. Favourable attitudes towards interpersonal contact with Canadians that the interviewed students acquired during their stay in Canada and their willingness to accept people from various cultural backgrounds may in part be a result of the experiential learning environment in which they were immersed and the cultural training they received within the content of their daily classroom instruction at C.I.C. After gaining adequate language skills and cultural knowledge, these students have learned to deal with intercultural encounters effectively. The feeling of personal accomplishments, the "finding of a purpose," the personal growth and the increased self-esteem all indicate that students have learned more than just another language. They have overcome feelings of self-doubt and insecurity relative to their roles in a multicultural society.

Some of the responses received from students also indicate that their expectations about their stay in Canada were not fully met. This can in part be attributed to the fact that preparation and orientation prior to arriving in Canada was limited. The lack of knowledge about the educational system may have caused these students some difficulties in adjusting to campus life. The reality of residence life did not meet
students' expectations of frequent interactions with Canadians. As well, the amount of progress made in academic subjects and acquiring English language skills may not be as high as they initially anticipated.

The interviewed C.I.C. students also stated that food and weather added to the difficulties in adapting to their new environment. According to Berry, such problems in the environmental adaptation process are not unusual for students who experience a change of climate and food for the first time. Brislin, too, acknowledges that students' efforts to adjust to food, climate, and to many unfamiliar customs can lead to much frustration and discomfort. During the process of adaptation, he stated, students must learn to deal with these frustrations and with psychological stress situations.

Despite the initial difficulties and some disappointment, by their own account these students nonetheless felt they have grown personally and intellectually. The interviews also indicate that these students feel they have learned to accept and respect people from cultures other than their own. They have realized the richness of various cultural traditions. They are taking with them memories which they value, about friendships with people from other cultures. And, as they mentioned several times, they feel they have become more aware of international concerns.
CHAPTER V

ANALYSIS OF SURVEY DATA

Presentation of Data

The responses to questions from both stages of the major survey were summarized and will be discussed in this Chapter. For the purpose of analysis, the summaries will be presented in four groupings relative to their content and intended purpose. Section 1 will summarize the students' personal information and self-assessment of their English language skills prior to coming to Canada. This section includes Questions 1, 2, and 4 as well as Questions 5 a), 5 b), 6, 9, and 11.

Section 2 will summarize the questions relating to student motivation towards learning English. Questions 3, 7, 8, and 10 were identified as being most closely related to students' motivation for studying English in Canada. The purpose of these questions was to determine what reasons students personally had to venture into a learning experience in a foreign country and with a different educational school system.

Questions 12, 13, and 14 are summarized in Section 3 and were designed to collect students' thoughts on their expectations about their upcoming course of studies at C.I.C. in Vancouver, Canada. The intent was to determine whether initial expectations expressed shortly after arrival in Canada are restated six months into students' four-year stay at the College. Questions 15 to 24 are contained only in the second questionnaire and are summarized in Section 4. These questions relate
to students' personal and educational experiences since their arrival in Canada and are intended to highlight students' attitudes based on their new experiences.

The three most frequent responses collected from the multiple choice questions will be presented in graphic figures in percentage values and will list results from both surveys. Responses collected from scales of 1 to 10 will be summarized in tables and identify a mean and the standard deviation from the mean. Within each section, relevant or significant findings will be discussed and highlighted. "Significant variance" between SI and SII has been operationally defined for this study as a variance of 8% in multiple choice questions. This represents approximately five students. For the purpose of this study it is considered to be significant if five out of 62 students have changed their responses within a six-months period. Responses from interviews and open-ended questions will also be included to emphasize or clarify the survey results where appropriate.

Tables summarizing each question will also be listed in numerical order in Appendix K. Those tables will provide numbers of student responses and their percentage of the whole group and will also itemize the answers given in the "other" option for various multiple choice questions.

Section 1: Student Information

The personal data received from Questions 1, 2 and 4 on both questionnaires can be summarized as follows: All 63 students registered for the first year of the Four-Year Program participated in the surveys. Thirty-seven of these students were male and 26 were female. One of
the male students did not participate in Survey I but did participate in Survey II. The male/female ratio therefore was 36:26. By the time Survey II took place, one of the female students who had participated in Survey I had since withdrawn from the program but all male students took part. Therefore the ratio of male/female students for Survey II was 37:25.

At the time the first questionnaire was completed the majority of students ranged in age from 18 to 20. Only one student was aged 21 and one aged 25. All students had completed at least six years of high school English courses with nine having completed seven years, and three more students had completed a total of eight years of English which included studies at universities or private schools prior to coming to Canada.

Table 2 summarizes Questions 5 a), 5 b), and Question 6 and relate to students' own perception about their English language proficiency level prior to arriving in Canada. Similarly, Table 3 summarizes responses from Question 9 which indicates how easy or difficult students' perceived the entrance examinations at C.I.C. Japan in Tokyo. The figures displayed represent results from both surveys.

The summary in Table 2 reveals very little variance of student responses between Survey I (SI) and Survey II (SII). Both surveys show a mean of approximately 4 in students' self-assessment of their vocabulary. Previous grammar skills were judged closer to a mean of 5 in both surveys. In evaluating their speaking abilities prior to arriving in Canada the mean lies remarkably lower: just above 3 in SI and below 2 in SII. The standard deviation relative to all three components of language skills was higher in SI than it was in SII indicating that
Table 2
Previous proficiency level in English . . .
(1 = poor    10 = excellent)

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean SI</th>
<th>Mean SII</th>
<th>Std.Dev. SI</th>
<th>Std.Dev. SII</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 a): Grammar</td>
<td>4.738</td>
<td>4.806</td>
<td>2.032</td>
<td>1.906</td>
</tr>
<tr>
<td>5 b): Vocabulary</td>
<td>3.984</td>
<td>4.177</td>
<td>2.070</td>
<td>1.878</td>
</tr>
<tr>
<td>6): Speaking</td>
<td>3.233</td>
<td>1.943</td>
<td>2.984</td>
<td>1.584</td>
</tr>
</tbody>
</table>

n=62

students assessed their previous language skills more consistently in SII, after living in Canada for seven months. Most students who were interviewed also felt fairly comfortable with their knowledge of the English grammar. As one student said: "Japanese students study only grammar." However, some students did experience difficulties once the grammar had to be applied in daily communication in an English learning environment. Comments such as "grammar is difficult," "I don't think my grammar was good, then," and "in conversation it is very, very difficult to think about grammar," highlight further why, despite thorough grammar instruction in Japan, the mean is relatively low.

The extent of their English vocabulary upon arrival in Canada was rated by the students similarly in both surveys but slightly lower in comparison with their self-assessed grammar skills. The words used by students in their interviews in describing their vocabulary were either "poor," "average" or "so-so."

In the interviews too, limited speaking skills were emphasized by the students. Many students commented that very little opportunity was given in their Japanese schools for practicing oral English skills. As
one student comments: "We do not practice much speaking in Japanese schools. The teachers make us read the textbook, but we didn't have conversation because even the teachers can't talk really well English because they are all Japanese. Teachers will speak Japanese and then we read text book." One student explained that her conversation skills upon arrival at C.I.C. were low and at the end of the second semester she states: "I don't think my vocabulary increased." Another student, however, responded in the second interview: "I think I am improving."

**Question 9: C.I.C. Entrance Exams**

In Japan, students must write extensive entrance exams to be admitted to a Japanese college or university. The exams are perceived by students as being difficult and require much preparation and motivation. To be admitted to Canadian International College, students must also write exams and attend interviews which take place in both the Japanese and the English languages at the C.I.C. Tokyo office. Table 3 summarizes students' feelings about the degree of difficulty of those entrance exams and indicates students' perception about their own overall performance.

**Table 3**

Question 9: Entrance examinations at C.I.C. Japan were . . .

(1 = not very difficult - 10 very difficult)

<table>
<thead>
<tr>
<th>Question 9</th>
<th>Mean</th>
<th>Std.Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SI</td>
<td>SII</td>
</tr>
<tr>
<td>Question 9</td>
<td>4.048</td>
<td>3.758</td>
</tr>
</tbody>
</table>

n=62
In the summary of Question 9 students indicate that they perceived the entrance examinations at C.I.C. Japan in Tokyo as somewhat easy. Both surveys show similar results. The interviews highlight a range of perceptions relative to this question. One student mentioned that "the exams of C.I.C. and exams of other Japanese universities are very different kind." Another student felt they were "very easy," and a third one commented on two parts of the exam, "an easy part and a difficult part." The fact that students perceived entrance exams as only "somewhat easy" may provide students with the impression that classes at C.I.C. in Canada may also be about average in terms of their difficulty. Additional questions in the questionnaire explore this possibility further and will be discussed later in this analysis of data.

Question 11 asked students in what area of English language skills they felt they needed and wanted improvement most. Figure I summarizes students' responses and reveals that no students singled out reading or writing alone as their choice of desired improvement. Over one third however identified speaking only as their choice and more than fifty percent of the students included all components in their answer. In the interviews the comment "I need more practice in speaking" was a recurring response.

The three most frequent answers were:

c) in listening
d) in speaking
e) all of the above
Summary: Student Information

Generally, the responses in the two surveys relative to students' self-assessment of English language skills did not differ significantly. Students' perceptions on their English language abilities at the beginning of their studies remained fairly constant. This relative consistency of students' responses regarding their self-assessment of English language skills in both surveys supplemented by their comments in the follow-up interviews after each survey is here taken to indicate that they have responded to these questions honestly and to the best of their knowledge and abilities.
Section 2: Motivational Factors for Learning English

Questions 3, 7, 8, and 10 were posed to determine students' motivation and reasons for studying English in Canada and specifically at C.I.C. The three most frequently chosen answers to Question 3 are summarized in Figure II. In SI, almost three quarters (69.4%) of all students identify the ability to speak with people from other countries as their main motivation for studying English. These students chose an answer that indicates a high level of integrative motivation for studying English in that they express an interest to meet and talk to people from other cultures. The second most frequent response relates to the enhancement of job opportunities and indicates essentially an instrumental values. Answer d) "other" was the third most frequent choice made by students and included answers such as "to grow and mature," "to enjoy my life" or "to fulfill my dream."

In the interviews, too, a high level of integrative motivation was expressed. Several students commented on their desire to be able to "communicate with lots of people" or "get to know a lot of people." Or, as others explained, "English is a common language in the world" and "I want to be a globalist." One student gives only second priority to learning English. Instead she uses the English language as a tool to learn about different cultures. She explained that "learning to speak English was not the main reason for coming to C.I.C. I wanted to study another culture by studying English."
Question 3: Why do you want to study English?

The top three answers were:

a) to find a good job in Japan
b) to be able to speak with people from other countries
d) other

In the second survey a significant change occurred relative to Question 3. The number of responses referring to integrative values (response b)) declined by 8.1% from the number of responses it had received in SI. In turn, the responses relating to instrumental value gained 12.9% over SI. Option d) "other" also dropped slightly by .7%.

The SII interviews too provided more descriptive reasons relating to instrumental motivation. One student explained "I want to work and use English" while another feels that English will be "useful for my personal and professional future." Still another states: "My father is a trader . . . he doesn't speak English so much, so he needs my help."
Question 7: Why did you choose Canada for your studies?

Since many English speaking countries other than Canada provide language programs for foreign students, this question was designed to determine students reasons for choosing Canada. Table 5 summarizes the three most popular responses. Option a) "because Canada is a beautiful country" gained a small number (4.9%) of responses in SII over SI. Option b), relating to the perception of Canada being a safe place, received in SI the highest percentage of responses. In SII, however, this option declined by a significant 9.6% of responses, although it still remained the most popular answer. In SII option c)

The three most frequently chosen answers to this question were:

a) because it is a beautiful country
b) because Canada is a safe place
c) because Canada has many cultures
referring to the multicultural Canadian society also declined by 11.3% from the responses it had received in SI.

The data received from Figure III then indicates some significant changes of perceptions about Canada during a six-months period. It is however not clear whether the decline of responses relating to Canada's safety is the result of students' experiences since their arrival or whether new impressions about Canada's "beautiful nature," for instance, led to a different choice of response.

Responses in the interviews relative to students reasons for choosing Canada revealed comments such as "Canada is a good place to be" and "I like Canadian culture." One student stated: "I am very interested in outdoor sports. I bought outdoor books. I like many kinds of sports. I like cycling, hiking, kayaking, and I like to ski." He reemphasized the same interests in his second interview. Parents also seem to have played a role in the choice of an English speaking country, as is expressed in this statement: "Canada is safety to learn English and parents said that this is good place." To this response she added in her second interview that she also chose Canada "because of the clean image, many beautiful regions."

**Question 8: I chose Canadian International College because . . .**

As figure IV highlights, responses to Question 8 a) "because parents suggested C.I.C." and b) "because I saw an advertisement" represent 90% of the student body in both surveys. The reasons for the shift between a) and b) responses become clearer in the interviews. Both responses interrelated in that the advertisement about C.I.C. was often raising either the student's or the parents' interest. Consequently a
discussion would take place. In most cases the students who were interviewed commented "I found out about C.I.C. by myself, from the newspaper." Later, some students stated, "I discussed with my parents," and finally "parents permitted."

![Figure IV](image)

**Question 8: I chose Canadian International College because . . .**

<table>
<thead>
<tr>
<th></th>
<th>SI</th>
<th>SII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>b)</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>e)</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

The three most frequently chosen answers were:

a) my parents suggested C.I.C.
b) I saw an advertisement and asked my parents
e) other

From the information received in the interviews and through the questionnaires it seems that in most of these cases students initiated the discussion and once general approval was received from parents, the final decision to come to C.I.C. to study was made by the students themselves.
Question 10: Besides education, what other reasons do you have for coming to Canada?

The final question focusing on students' motivation relates to possible other reasons for coming to Canada besides their education. Figure V shows that more than half of the students came to Canada to "have new experiences". The figure changes only insignificantly in SII in declining by 6.4%. Response b) "to make Canadian friends" scored second in SI with 19.4% of the students choosing this response. In SII only 6.5% provided the same response.

The top three answers to this question were:

a) to have new experiences
b) to make Canadian friends
c) to learn about Canadian culture
The interviews provide some clarification to the decline of responses to option b) to make Canadian friends. In their SI interviews students initially responded to this question as "having the opportunity to practice English speaking skills and making friends." In SII some students indicated however that they "still speak a lot of Japanese." One student explained: "If I want to improve English, the situation is not so good . . . we need to speak more English." But as far as making friends is concerned, answers such as "I have not met many Canadians" were common.

Summary: Motivational Factors for Learning English

In SII responses relating to better job opportunities through English language skills scored higher than in SI. As well, Canada is perceived by Japanese students as being a "safe" place in comparison to the United States, for example. This perception declined somewhat after six months of living in Canada. Canada's natural beauty was also recognized by students and gained some popularity over the months between SI and SII.

The survey also revealed that students have a relatively free hand in choosing their place of study, although parental guidance does take place. Besides studying, students identified sports activities, personal growth, travel, and making friends as desirable goals during their years of study.
Section 3: Students' Expectations About Studying in Canada

Questions 12, 13, 14, and 15 were designed to collect students' thoughts on what they expected to find in Canada relative to language, culture, and people. The responses provided as options were in part the result of responses received in the interviews of the pilot study. However, many new personal thoughts were expressed in the following questions as will be highlighted in the figures and tables accompanying this summary.

Question 12: In Vancouver I will be able to . . .

This question invited comments about activities that students expected to participate in outside the College. Figure VI reveals a multitude of responses chosen under option d) "other" (see Appendix K). The most popular response with 43.5% in SI was option c) "get to know Canadians." This response remained strong and only declined insignificantly in SII with 38.7% of all students choosing it.

The second most frequent response in SI was option c) "speak English all the time." 29% of the students had chosen this response. However, in SII this response was reduced by one half when only 14.5% chose the same response. This decline by 14.5% represents nine students who no longer believe that they will speak English all the time while studying in Canada. It seems that rather than choosing from options b) or c) provided in this multiple choice question, students who in SI had chosen option a) "speak English all the time," chose after six months of living in Vancouver option d) "other" to express in their very own words or in a combination of a) and b) what they thought they would be
able to do during their stay in Vancouver. This perception prevails when comparing responses to option d) "other" in SI with the results in SII. Only 14.5% had chosen the same option in SI. This figure increased in SII to 30.6% which represents an increase in this response of 16.1%.

The top three answers to this question were:

a) speak English all the time
b) get to know Canadians
c) other

Results from Question 12 indicate that over one third of the students changed their expectations of living in Vancouver. Students stated in SI that in Vancouver they expected to "participate in activities which I was not able to do in Japan (sports)," "have new experiences," or "enjoy residence life." Most responses reflected some positive expectations although one student stated that "at C.I.C. I can learn only
limited skills concerning English language or Canada." This student did not further explain whether s/he was unhappy with the restricted residence life or whether the study program did not provide enough challenge. In SII a similar response stated that while living in Vancouver s/he would "just study; in residence I can't learn about Canada or Canadians." A second student in SII responded similarly by saying that "it is difficult to do all of these things at C.I.C." Most other responses from this open-ended question however projected positive expectations by saying that students thought they could "enjoy (my) life," "get to know Canadian culture," "hear native English lots of times," or "review Japan from abroad."

The interviews provided further insight into students expectations of their upcoming studies prior to their arrival and again approximately six months into their program. One student specifically addressed the problem of contact with the English language after classes. Some disappointment was expressed in this SI statement:

"When I came to Vancouver I wanted to speak English a lot. But now I do not have many opportunities to speak English a lot, only in class . . . So now I am worrying about English" (SI-01).

In SII she still expresses the same feelings but explains in more detail:

"When I went to the meeting, C.I.C. worker said they have English-only-policy and students are trying to speak English among students. But I didn't think that I would speak English all the time because all the students are Japanese. When I came here I realized students don't speak as much English compared to what I was expecting" (SII-01).
But mostly, students commented that while living in Vancouver they wanted to "study Canadian culture," "belong to sports clubs," and "have fun." In order of priority some of the students who were interviewed explained that they wanted to "study first" and "have fun second."

**Question 13:** As a student at C.I.C. I want to . . .

This question specifically related to students' expectations about studying at Canadian International College.

The three most frequently chosen answers were:

b) to have a good time
c) to meet many Canadians
d) all of the above

As Figure VII summarizes, more than half the students (53.2%) responded with option d) "all of the above" which included options a), b), and c). This response however declined significantly by 12.9% in SII.
Instead, in SII students chose more often the answers provided in a), b), c), and e) which all increased by insignificant numbers. Generally, the questions chosen under option e) were similar in content to those given in previous questions relating to living in Canada and specifically in Vancouver. Some students stated that they would like to "travel," "make friends," or "grow and mature."

In the interviews similar statements about personal growth and friendships were made. One student commented for example: "It is important to me to make friends. I don't think the diploma is so important". Another student commented similarly by saying that "I think here at C.I.C. I must learn human relationship. If I didn't come to C.I.C., maybe I didn't worry about human relations".

Question 14: After studying in Canada I would like . . .

In this question students were asked to express their thoughts about personal goals and expectations about their future once they completed their four years of study. Approximately one third of the students responding to this question indicated that they would return to Japan to "find a good job." Only a small number of students intend to continue with university studies in Japan (4.8% in SI and 3.2% in SII). An equal number in both surveys (11.3%) would like to travel after completing their studies. As well, an equal number of students (12.9%) would like to continue studying in North America. Most of the remaining students were undecided or flexible about the location of their future studies or employment opportunities.
Question 14: After studying in Canada I would like to . . .

Optional answers to this question were:

a) find a good job in Japan
b) find a job in Canada
c) go to university in Japan
d) stay in North America to study more
e) travel
f) other

As Figure VIII highlights, responses to all options to this question were remarkably close in both surveys. Students' goals remained very much the same in SII as they had been identified in SI. In the questionnaires this question provided only a general overview of students' goals and expectations for their future such as their intent to study, work, travel, etc. In the interviews, however, students provided more detailed answers that indicated a genuine concern about their future. It also becomes clear that students are trying to clarify their educational and career goals in their own mind. One student stated in SI:
"When I am finished C.I.C., I am going to work in travel company. Now I think in Japan, after four years' program maybe change. Here four-year program maybe not enough."

In SII the same student reemphasizes that he is "changing (my) thinking" about returning to Japan to work. Many students responded to Question 14 with "may be I will" rather than "I will" and others commented that they were "not clear yet" or had "no idea what kind of job . . . to get."

Those students who had a better idea about their future careers often indicated that they had to "study more" to realize their goals. Less clear to these students often was whether those studies would take place in Japan or in North America.

**Question 15:** Briefly describe what studying at C.I.C. may give you for your future.

This question was presented as an open-ended question and was only included in the questionnaire for SI. Since students had been advised that they could answer this question in either Japanese or English, the majority of them opted for Japanese answers. These were later translated and all responses are summarized in Appendix I.

The responses to Question 15 reveal what kind of expectations relate to students' personal goals. Many of the responses emphasized that studying at C.I.C. would give them "more than English." Responses relating to the opportunity to learn about and to live within North American culture, personal growth, and development of human relation skills were all perceived as a positive learning outcome while
staying at C.I.C. For example, personal growth is an important goal for this student who stated:

"All encounters and experiences will lead me to the acquisition of confidence. Confidence will give me power to overcome my weaknesses. They also help me in raising and disciplining my own children when I will become a parent."

For some students, residence life provides an opportunity to acquire human relation skills as is well presented by this student:

"The four years of study at C.I.C. will provide me with the English language and the knowledge of other cultures. Opportunity to associate with Canadians will prepare me for better communication and understanding of others which is most important today. I will at C.I.C. acquire the knowledge required for mutual understanding of people from different cultures."

And similarly another student stated about residence life:

"It will help me with my future life in a more internationalized society. Residence life will have given me maturity which will help me in dealing responsibly in the community."

Other frequently occurring comments related to developing a broader perspective, acquiring skills in dealing with people, gaining self-confidence, becoming independent and self-reliant, and being tolerant and sensitive to others. Only a few student were unsure about or had not thought about what they expected to get out of their years of studies at C.I.C.
Summary: Students' Expectations About Studying in Canada

The responses students provided to Questions 12 and 13 indicates that high priority is given to getting to know Canadians; however, concerns are expressed about a lack of opportunity do so. About a quarter of the students initially expected to speak English all the time and this number declined by one half in the second survey indicating that since students had arrived in Canada six months earlier they realized that English cannot be spoken all the time. Question 14 reveals that many student do not have a clear idea of what they would like to do after completing their studies at C.I.C. and where they would like to live.

Question 15 (SI) also reveals that although the English language is hoped to assist in the realization of various personal and career goals, students nonetheless place high expectations on their four-year stay at C.I.C. in Vancouver in terms of personal growth and development.

Section 4: Students' Experiences and Their Attitudes Towards Learning English

In Survey II Questions 15 to 24 were included to receive some feedback on students' perceptions about the first six months of their stay in Canada.

Questions 15, 16, 17, 18, and 19: Canada's people and culture

These five questions all dealt with students' contact with Canadian people and culture. In this regard, the questions related to students' experiences since their arrival in Canada.
Table 4 summarizing Question 15 shows that approximately half of the students indicated in their answers that they have met many Canadians (22.6%) or that they have made new friends (27.4%). An additional 22.6% chose option d) "all of the above" including both the previous answers. Only a small number (8.1%) of the students chose b) indicated that they had learned much English and 16.1% felt they had experienced none of the situations provided in the options a) to d). In the interviews students responded to this question with a range of comments such as: "I have not met many Canadians," or "I would like to meet more Canadians" and also "I have met many Canadians."

Few students who responded to this question felt that they had learned much English since coming to Canada. Some of the concerns expressed in Question 12 related to a restrictive campus environment which, students felt, did not contribute to successful language acquisition. In the interviews, too, students expressed some concern about the lack of opportunity to speak English. One recurring comment

Table 4

<table>
<thead>
<tr>
<th>Survey II</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>met many Canadians</td>
<td>14</td>
<td>22.6</td>
</tr>
<tr>
<td>b)</td>
<td>learned much English</td>
<td>5</td>
<td>8.1</td>
</tr>
<tr>
<td>c)</td>
<td>made new friends</td>
<td>17</td>
<td>27.4</td>
</tr>
<tr>
<td>d)</td>
<td>all of the above</td>
<td>14</td>
<td>22.6</td>
</tr>
<tr>
<td>e)</td>
<td>none of the above</td>
<td>10</td>
<td>16.1</td>
</tr>
<tr>
<td>f)</td>
<td>other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) and c)</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td>not answered</td>
<td>1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

62 responses = 100%
"I still speak a lot of Japanese." Consequently, students assessed their own progress rather cautiously. Comments such as "I hope (my English) is better now," "I don't see it better yet," or "I think I am improving."

Making friends also received high priority from the students participating in this survey. Question 15 option c) did not specify "Canadian friends." Therefore some of the friends students made could also be Japanese friends among students they met on campus. Nonetheless, as some of the responses in the interviews confirmed, students perceive "making friends" as a very important component of their overseas studies. This perceptions is clearly described in this student's statement:

"I have two important reasons for coming to Canada. One is to meet Canadians and I want to make friends, and other thing is to study."

Another student reverses the priorities in this response: "My main goal, frankly speaking, I like to speak English more, and second make friends."

Table 5 shows that 54.8% of the students considered Canadians to be "friendly" (43.5%) or "interesting to talk to" (11.3%). 24.2% state that they have not met many Canadians. A few students compared Canadians with Japanese people and made observations such as "Canadians are similar to Japanese people," or "they are expressing their own opinion, other than Japanese people." The comments of two students about their experiences were perceived as negative. They stated that they felt that Canadians were "not so friendly" and "lazy".
Table 5
Question 16: Canadian people are . . .

<table>
<thead>
<tr>
<th>SII</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>always friendly to me</td>
<td>27</td>
<td>43.5</td>
</tr>
<tr>
<td>b)</td>
<td>keeping to themselves</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>c)</td>
<td>interesting to talk to</td>
<td>7</td>
<td>11.3</td>
</tr>
<tr>
<td>d)</td>
<td>I have not met many Canadians</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>e)</td>
<td>other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>perfunctory</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>similar to Japanese people</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not so friendly</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>expressing their own opinion, other than Japanese people</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lazy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) and c)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) and d)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>total &quot;other&quot; responses</td>
<td></td>
<td>12.9</td>
</tr>
<tr>
<td>invalid answers</td>
<td>3</td>
<td>4.8</td>
<td></td>
</tr>
</tbody>
</table>

62 responses = 100%

The interviews provided additional information to that presented in the table. One student stated:

"I think Canadian people are very friendly. They are open compared to Japanese people. But there are many kinds of people. Some are friendly but there are some not so friendly people. Some people don't like Japanese people, or Chinese people. I have not met people like that, but I've heard."

A neutral stand is shown by one student who explained: "I felt very kindness and friendly from Canadians. Sometimes not. Same as Japan." In a similar sense another student stated: "Canadian people are the same as in Japan. Some people are very friendly, but others are not so friendly."
Students' experiences were further explored in Question 17 which is summarized in Table 6. This question provided students with a scale by which to measure their experiences. On a scale of 1 to 10 in reference to mostly negative to mostly positive experiences, the mean was identified as 6.387 with a standard deviation of 2.027. This figure confirms the responses given in Question 16 in that students have not experienced major difficulties in their contact with Canadians and perceive those experiences as more positive than negative.

Question 18 related to the amount of time students spend with Canadians and is summarized in Table 7.

Table 6

<table>
<thead>
<tr>
<th>Question 17: My experiences with Canadian people were . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 mostly negative - 10 mostly positive)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey II</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td></td>
<td>6.387</td>
<td></td>
</tr>
<tr>
<td>Standard Deviation</td>
<td></td>
<td>2.027</td>
<td></td>
</tr>
<tr>
<td>n=62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7

| Question 18: The time I spend with Canadian people is . . . |

<table>
<thead>
<tr>
<th>Survey II</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) enough</td>
<td></td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>b) not enough</td>
<td></td>
<td>58</td>
<td>93.5</td>
</tr>
<tr>
<td>c) I prefer to spend my time with my Japanese friends</td>
<td></td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>d) too much</td>
<td></td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>not answered</td>
<td></td>
<td>1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

62 responses = 100%
According to the results of Question 18 as itemized in Table 7, students felt almost unanimously that they do not spend enough time with Canadians. Once again, the interviews confirmed the questionnaire results with responses such as: "I would like to have more opportunity to meet Canadians" and "I want to see more Canadians." However, some students realized that they must also take some initiative in meeting Canadians and stated: "Yes, of course, I would like to see Canadian people more often. So next semester I try to go to community center or other place to make friends;" or "now I belong to one club... I hope I'll meet people going skiing. If I am tired of only one club I'll look around to find another one." This student realized that he has to make an effort to meet Canadians in the community.

When asked whether and why they liked Canadian culture (Question 19), half of the students (51.6%) identified the multicultural composition of Canada's population as the reason (Table 8).

Table 8

<table>
<thead>
<tr>
<th>SII</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>the food</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>b)</td>
<td>the different people (races)</td>
<td>32</td>
<td>51.6</td>
</tr>
<tr>
<td>c)</td>
<td>many languages</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>d)</td>
<td>I do not like Canadian culture</td>
<td>14</td>
<td>22.6</td>
</tr>
<tr>
<td>e)</td>
<td>other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canadians like nature more than anything</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don't know, don't understand</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the night view</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) and c)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>total &quot;other&quot; responses</td>
<td></td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>not answered</td>
<td>2</td>
<td>3.2</td>
</tr>
</tbody>
</table>

62 responses = 100%
A significant number of the students (22.6%) admitted that they did not like Canadian culture and an additional 8.1% stated that they did not know or understand Canadian culture. Two students did not respond to this question.

The interviews also highlighted that students perceived multiculturalism as one of the major differences between Canadian and Japanese culture. One student described these differences such: "In Japan we have one culture, in Canada we have many cultures." Another student stated that Canadians "welcome people from any country."

Questions 20-24: Student life on campus

Questions 20, 21, 22, 23, and 24 all relate to students' impressions about their first six months of taking classes and living on campus. Relative to students' perception about the degree of difficulty of their classes (Table 9) a mean of 4.903 was identified on a scale of 1 to 10. The standard deviation from that mean was 2.062. This score then indicates that students fairly consistently perceived the difficulty of their classes as about average.

Table 9

<table>
<thead>
<tr>
<th>Survey II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.903</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>2.062</td>
</tr>
<tr>
<td>n=62</td>
<td></td>
</tr>
</tbody>
</table>
Tables 10 and 11 summarize students' comments about their studies during the first and the second semesters at C.I.C. During their first semester an almost equal number of students liked or disliked the classes (14:15). The same number of students stated that they either studied or did not study hard (7:7). Eight students admitted that they did not understand the teacher in Semester I and an additional two students commented on having some difficulties in the classroom.

Table 10
Question 23: In the first semester at C.I.C. . . .

<table>
<thead>
<tr>
<th>SII</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>I could not understand the teacher</td>
<td>8</td>
<td>12.9</td>
</tr>
<tr>
<td>b)</td>
<td>I studied very hard</td>
<td>7</td>
<td>11.3</td>
</tr>
<tr>
<td>c)</td>
<td>I did not study hard</td>
<td>7</td>
<td>11.3</td>
</tr>
<tr>
<td>d)</td>
<td>I did not like classes</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>e)</td>
<td>I enjoyed classes very much</td>
<td>14</td>
<td>24.2</td>
</tr>
<tr>
<td>f)</td>
<td>other</td>
<td>4.8</td>
<td></td>
</tr>
</tbody>
</table>

I studied hard but could not get good results 1
I could understand the teacher 1
I tried to speak and listen 1
b) and e) 1
a) and c) 1
a), c) and d) 1
a), e) and f) 1
total "other" responses 11.3
not answered 4 6.5

62 responses= 100%

In describing the second semester, 21 students felt that they were studying harder than in the first semester and only seven said that they studied less. In addition, ten students commented that they enjoyed classes less than in the previous semester whereas none enjoyed them
more. Nobody thought that instructional time was inadequate, rather, 13 expressed that they would like to have more free time. Table 11 summarizes these responses.

Table 11
Question 24: This semester at C.I.C. . . .

<table>
<thead>
<tr>
<th>SII</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I am studying harder than last semester</td>
<td>21</td>
<td>33.9</td>
<td></td>
</tr>
<tr>
<td>b) I study less than last semester</td>
<td>7</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td>c) I would like more class instruction</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>d) I enjoy classes more than last semester</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>e) I enjoy classes less than last semester</td>
<td>10</td>
<td>16.1</td>
<td></td>
</tr>
<tr>
<td>f) I would like more free time</td>
<td>13</td>
<td>21.0</td>
<td></td>
</tr>
<tr>
<td>g) other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a), e, and f)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a), d), e), and f)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b), e), and f)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) and e)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) and f)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) and f)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total &quot;other&quot; responses</td>
<td></td>
<td></td>
<td>9.7</td>
</tr>
<tr>
<td>not answered</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.1</td>
</tr>
</tbody>
</table>

62 responses = 100%

Table 12
Question 21: My life on campus is . . .
(1 boring - 10 exciting)

<table>
<thead>
<tr>
<th>SII</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>5.210</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>2.529</td>
</tr>
</tbody>
</table>

n=62
In Question 21, perceptions about campus life were measured on a scale of 1 to 10 (boring - exciting). This question received a mean score of 5.21 and is summarized in Table 12.

As to the amount of English spoken by students after their classes (Question 22), the figures summarized in Table 13 reveal that a significant number of students speak mostly or always Japanese. Only four students felt that their use of the English language after classes was about the same or above their use of Japanese.

Table 13
Question 22: After classes I speak . . .

<table>
<thead>
<tr>
<th>SII</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>mostly Japanese</td>
<td>41</td>
<td>66.1</td>
</tr>
<tr>
<td>b)</td>
<td>mostly English</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>c)</td>
<td>about the same English and Japanese</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>d)</td>
<td>always Japanese</td>
<td>16</td>
<td>25.8</td>
</tr>
<tr>
<td>e)</td>
<td>always English</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>not answered</td>
<td>1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

62 responses = 100%

During the interviews students expressed similar feelings about instructional time as they had indicated in the questionnaires. Many students were concerned about the amount of homework that took up more time in the second semester than in the previous one. Some of the comments made in the interviews did, however, not confirm the survey data. Several comments opposed the responses from the survey as for example: "Classes are difficult . . . but compared to last semester I like this semester much better," or "classes are not so difficult . . . I want to have more classes." Such responses had not been given in the questionnaire.
When students commented in the interviews about the amount of English spoken after classes, various reasons were given to speaking mostly Japanese, e.g., "I have a lot of homework for classes . . . I don't have time to speak a lot of English," or "after classes I always speak Japanese. If someone speaks English they think you are getting canadianized," or "sometimes we try to speak English, like a joke." Generally students felt that "it is difficult to pretend to become English speaker."

**Question 25:** In a few words describe a) the most enjoyable experience you have had in Canada; b) the most disappointing experience you have had.

The final question in SII was again presented in an open-ended format in an effort to receive students' input on the nature of some of their experiences during the first six months of their stay in Canada. Most of the answers provided were brief and in point form. A summary of these responses is provided in Appendix J. Most of the responses about the most enjoyable experience students have had related to travel during their summer vacation. Others reported on their enjoyable visits with homestay families during the summer. Clearly the opportunity to meet more Canadians, to make friends and to be able to speak more English accompanied their enjoyment of Canada's "nature" and "beautiful places."

Situations students perceived as disappointing frequently related to their inability to understand Canadians or to make themselves understood. Some dislike towards the College was also expressed in that "class contents" or "small campus" were perceived as disappointing.
Other responses included the weather, e.g., "too much rain!", the high cost of living, and poor transportation. A few students had experienced racial discrimination. One student expresses her disappointment in a similar situation by commenting that: "although we were taught that Vancouver is a multicultural city, people do not seem to like Japanese." On the other hand, discovering "some negative points of Japanese culture," and to have met "Japanese tourists" was also perceived by some students as a disappointing experience.

Summary: Students' Experiences and Their Attitudes Towards Their Studies

The questions relating to students' experiences were only asked in SII. Some of the responses connected previous perceptions or expectations with their Canadian experiences to date. For instance, relative to their perceptions about the difficulty of entrance exams, 44 students in SI and 35 in SII had rated the difficulty as between 3 and 5 on a scale of 1 to 10. Only eight students in SI and 17 in SII had rated exams as being not difficult. At the time of the survey in Semester II, after attending classes for two semesters, 36 students felt classes at C.I.C. could be rated at a level of difficulty between 3 and 5 with four students rating classes as easy.

An unfulfilled expectation is reflected in student's response that they do not spend enough time with Canadians. This response revealed some disappointment from students' initial assumption that they would meet many Canadians.
As positive experiences students identified homestay, travel, personal growth, and residence life, whereas they perceived as negative the weather, the infrequent contact with Canadians on campus or in the community, and to some extent also the residence life.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In the introduction of this project a question relating to three factors was asked: i) what are students' expectations about their English language studies and about their cultural immersion, ii) what motivates students to study in Canada, and iii) what are some of the personal attitudes they bring along? The first component related to the expectation that students have of their studies and their stay in Canada. Both survey and interview results identify insufficiently frequent contact with Canadians and therefore insufficient practice time for communicating in English as one of students' unfulfilled expectations. Many students also expressed their concern about not being able to communicate well with the Canadians they did meet. In this regard, Brislin (1981) commented on the importance of second-language competence in intercultural interaction. Other unfulfilled expectations or disappointments experienced by students can in part be attributed to a lack of information about their new cultural environment prior to their arrival. Albert and Adamopoulos (1980) had also indicated that certain expectations about people or situations can create difficulties in cross-cultural interpersonal encounters.

Berry (1985) also researched the acculturation process for students studying in another country and found that cultural changes, together with exposure to different religions and values may lead to stressful
situations. This stress could initially lead to cultural misperceptions and misunderstandings. Although most students eventually learn to deal with various situations, any disappointments after arrival in Canada may contribute to culture shock.

Students certainly expected to meet many Canadians while studying in Vancouver. However, residence life is perceived by many students as a restriction in meeting many Canadians, although other students identify residence life as a valuable learning experience in that they will be able to "get along with others" and to "become independent." The disadvantages of residence life then are for some individuals and in some instances off-set by the perceived advantages.

The second component of the question posed in the introduction related to students' motivation and their reasons for studying in Canada. SI responses identified the desire to meet and get to know people from other nations and to be able to communicate with them through the English language as the major motivation for studying English in Canada. This result is in agreement with studies conducted by Gardner and Lambert (1972) and by Ramage (1990) who found that the integrative value of motivation does play a significant role in successful language learning. Ramage also suggests that an increased understanding of the culture of the target language could contribute to maintaining a high level of student motivation.

At the second stage of the survey occurred a major shift from integrative towards instrumental motivation. One possible explanation might be that during the six months following the first survey, students have become more aware of the practical benefits of being able to communicate in English. As Wlodkowsky (1985) pointed out
instrumental values represent an internal force to learn in order to require new knowledge for a job or other personal goals. Most of the young students taking part in this survey are only just beginning to formulate such goals.

The shift in favour of instrumental motivation as indicated by the survey results stands in contrast to the observations made by Dörnyei's (1990) study where students motivation shifted in favour of integrative motivation. Possibly, the students in his study had reached a higher level of language competence which facilitated their immersion in and their understanding of another culture. The C.I.C. students who participated in this research and who still struggle with severe language difficulties could possibly once again shift towards integrative motivation after acquiring increased language skills.

Although there was an increase in students' responses relating to the instrumental values of learning English, many students did not have a clear idea of what exactly they would like to do professionally after completing their studies at C.I.C. They were also unclear about where they would like to live in their future. However, this in itself is not unusual for various reasons: i) students have only spent seven months at C.I.C. and are still in the difficult process of adjusting to a different educational system; ii) some students may be suffering from culture shock which could prevent them from focussing on clear career objectives; iii) students are at an age (18 to 20 years) where career goals can still be unclear; and iv) various learning or personal experiences can call into question previously held career goals.

From the results of the survey, and especially from the interviews, there was indeed some indication that immersion into
Canadian society may influence students' intended career directions. This may in part be attributed to students acquiring a wider perspective on career opportunities not only in Japan but also in North America. The value of being able to speak a second language becomes clearer while immersed into the society of the target language. The resulting decline in integrative values may, on the other hand, be connected with students' limited exposure to Canadian life outside the campus. The desire for getting to know Canadians, making friends, and learning about Canadian culture has repeatedly been expressed in questionnaires and interviews.

Chuang Paper's (1990) study identified three criteria playing a role in student motivation. These criteria were students' linguistic need, social interaction, and cultural awareness. For the C.I.C. students who participated in this study all three criteria also appear to be contributing factors to their motivation in learning English.

The third component of the question raised was about what kinds of attitudes Japanese students might have towards Canadians and Canadian culture and learning English. The review of literature highlighted the ways in which attitudes may be shaped through family and social life (Gardner and Lambert; 1972, Stern, 1983; Oksaar, 1989 and Schuman, 1986). Children will generally acquire certain attitudes through their family upbringing, their schooling and through religious environments as well as through the influences of the society they live in; however, attitudes have also in part been attributed to individual personality and personal disposition. In this respect, the research conducted by Hakuta (1986) highlighted the ways in which outgoingness and tolerance for ambiguous situations may assist students in facilitating
the learning process. Hannigan (1990) also suggested that personality traits, other than acquired attitudes, are not changeable. And Ely (1988) looked at factors such as language class risk-taking, sociability and discomfort and found that risk-taking in the language classroom can enhance student performance.

Taking the above and other research into consideration, for new C.I.C. students certain attitudes have therefore already formed prior to their arrival in Canada and certain personality traits will exist. Once students have arrived, they are exposed to new influences within a different society. As the survey, and especially the interviews, revealed, most students have come with the sincere desire to learn about Canadians and about themselves, to grow intellectually, and to make friends. They generally approach their studies with an open attitude towards strangers; however Canadian "outspokenness" initially comes as a surprise to them. As they become more familiar with the Canadian ways of living and thinking, their own attitude also appears to become more outspoken which enables them to reach out beyond the residences, beyond the College and into the community, in an effort to achieve their goals.

Hannigan (1990) has pointed out that in order to function within a different culture learning the language of this culture becomes necessary. With the acquisition of new skills attitudes can change. Although students expressed their displeasure about the lack of contact with Canadians, many adjusted their attitudes and either accepted the situation as is or personally took action. At the same time, what students perceived as positive experiences in their encounters with Canadians or during their travels also may contribute to a change in
certain attitudes by beginning to actively care for the elderly or becoming more concerned about the environment, for example. Students' distinctly expressed desire to interact with Canadians and to make friends then ties in with the observations made by Kamal (1990) who found that friendships and social contacts were very important factors in cross-cultural communication.

Relative to the link between students' expectations and their attitudes and motivation, some students expressed disappointment about their course work at the College; either they were unsatisfied with the slow improvement of their English language skills, or with the content of their classes which, in some students' opinion was not challenging enough. Because many of these students have a relatively low level of English language skills, this is a difficult situation. It may be impractical to include content that is academically challenging. Therefore, the texts provided may be perceived by some of the more advanced students as being "not like college study." And, the fact that these students, who were surveyed during their first two semesters at the College, were still experiencing their introduction to content-based language learning abroad, must also be considered. Nonetheless, some students took advantage of one program option that allows them to enrol in continuing education courses offered in the community as part of their academic course work.

Few students admitted to having experienced severe negative or difficult situations since their arrival as for instance the occasional encounter of racism. In fact, more students identified as "negative" experiences situations such as the inability to communicate adequately in English or to make themselves understood. Others perceived the
weather, transportation, or their difficulties in learning English as negative. As far as positive experiences are concerned, many students identified travel, homestay experiences as well as meeting Canadians and making friends as positive experiences since their arrival in Canada. Students' attitudes then can be linked to their expectations in that the real experiences of living in Canada lead for many students to an adjustment of their attitudes in how they accept Canadians, fellow students and their studies.

The focus of this study was on exploring students own expectations, their purposes and their attitudes in embarking on internationalist programs designed to facilitate English language acquisition. The underlying intent was to determine the factors that might contribute to student dissatisfaction in their program of studies. Since the survey was conducted at the beginning of a lengthy program, comparative grades were not taken into consideration. A survey undertaken at a later stage of the Four-Year Program could possibly give an indication whether a change in students attitudes, expectations, purposes, and, therefore, their motivation to succeed is significantly correlated with their achievements. But it is of course essential to bear in mind that correlation does not imply causation.

In summary, the survey conducted with first-year students of C.I.C.'s Four-Year Program revealed the following:

a) students usually embark upon their studies with a roughly equal degree of integrative and instrumental motivation;

b) students' expectations about their English languages studies and their immersion into Canadian society are generally high; some of the expectations that were not met related to insufficient use of
the English language outside the classroom, restrictiveness of residences, and infrequent contacts with the community;
c) students make efforts to change their attitudes, based on their experiences in Canada, in order to reach their goals.

Overall, in examining the various factors that play a role in the successful acquisition of English as a second language, the inclusion of the factor of expectation brought to light that student dissatisfaction in or disappointment about their experiences represents a potential problem that could ultimately affect the learning outcome for language students. Some students' motivation seemed to be relatively high and stable and in other students efforts were observed to adjust attitudes in order to increase learning activities. The continuation of a high level of motivation and the adjustment of attitudes can only be controlled or initiated by the students themselves. Unrealistic expectations, however, which can result in student disappointment, may be altered through outside influences, in this case through instructional intervention by College administrators. Successful intervention then could possibly enhance and maximize student satisfaction.

Limitations of the Study

Although Canadian International College operates from two campuses, one in Nelson, B.C. and one in North Vancouver, B.C, the surveys took place only in North Vancouver. As the results from the pilot study revealed, people in Vancouver are perceived differently from people in Nelson. A similar study conducted in Nelson may therefore reveal a different overall picture. Furthermore, there are many other
educational institutions that offer various ESL programs and enrol Japanese students. All these institutions have very specific program administrations and may yield varying results in similar surveys.

At Canadian International College, North Vancouver Campus, approximately 305 students are currently enrolled in studies. Only 62 of those students took part in this survey. These students have before them a program that differs in length significantly from the remaining 260 students enrolled in more advanced stages of the Two-Year or Four-Year Programs. The length of their program places these students into a different category than their counterparts of the Two-Year program, for instance. To embark on a four-year educational program in a foreign country may require more effort and motivation than to enrol in a shorter program.

Bilingual questionnaires were used in the survey. Although students were encouraged to answer all questions in English, the choice of answering in Japanese was given to students to allow for easier expression of thoughts and feelings. The translations provided by a fully bilingual Japanese-Canadian staff member of the College hopefully minimize any loss of intended meaning through differing cultural perceptions.

The College has, over the past three years, undergone many developmental phases. Many program revisions and additions have been made over the first two years of the College's operation. The ongoing communication process between Nelson, Vancouver, and Japan has already addressed some areas that initially provided some difficulties for students. Approximately 600 students have graduated and about 530 of them returned to Japan. From the students who did
not return to Japan 30 continue their education in various college or university studies in North America, Great Britain, Australia or New Zealand. The remaining 40 students enrolled after their graduation from the College's Two-Year Program in the third year of the Four-Year Program.

In summary, the findings of this study may not be generalizable to all Japanese students enrolled at C.I.C., other private schools in Canada, or at various community colleges. As well, the unique structure of a residential college limits a possible generalization to only those private colleges who operate within a similar structure. Nonetheless, some of the findings from this survey should have some interest and importance for those seeking to provide a valuable educational program for Japanese students studying elsewhere.

Recommendations for Implementation of Findings

During an extensive testing and selection process at the C.I.C. Japan Offices in Tokyo, students also attend an orientation session in preparation for their upcoming stay in Canada. Although efforts are made to ensure that students receive as much information as possible about C.I.C. programs, Canadian communities, Canadian people, etc., many students don't seem to be adequately informed prior to their arrival in Canada. From students' own comments they admitted to knowing "not enough" about Canada or knowing "only the good things." One of the characteristics of most Japanese students, as was highlighted through the responses in the interviews, is a lack of initiative in requesting information. By their own account, students
listen to what is said and taught, but they rarely challenge or attempt to clarify statements made by their educators. Therefore, it is unlikely that they would indicate that they do not know enough about living and studying in Canada. If students remain quiet even after being encouraged to ask questions, this does not mean that they have all the information they want or need.

In view of this student characteristic and despite the lack of clarifying questions, it may be advisable to provide more, and perhaps somewhat different information. This added information could be provided during in-person orientations or in written form prior to leaving Japan. In the administration of this increased information process C.I.C. alumni could play an important role. The following are some recommendations as to how orientation sessions might be improved:

a) In addition to the orientation presentations given by Japanese and Canadian staff members at the Tokyo office, C.I.C. graduates could act as counsellors to new students. Having experienced overseas studies themselves and being aware of the potential difficulties that students might face, C.I.C. alumni are the most informed sources relative to what new students should know and what they might want to know. This type of orientation would assist in creating more realistic expectations of students' upcoming studies.

b) To back up the oral information session with some written material, an information booklet for new students could be produced that clarifies some of the areas of uncertainty. This booklet could be produced by C.I.C. students who are currently enrolled in their senior years at C.I.C. Having made the cultural
adjustments and found their own solutions to various difficult situations, senior students could summarize potential problems, could provide the kind of information they would have liked to have prior to arrival, and could provide realistic background information about living in Canada and studying at the College. Such an information booklet could in fact become a classroom project or an independent studies project for third and fourth-year students.

c) Following students' arrival in Canada the orientation process must continue. Again, senior students could play the key roles. Meetings of small groups of new students with one senior student could occur regularly for as long as it may be required. In a small group environment new students will most likely be more responsive and inquisitive and interact better with their senior group leader than this might be the case during a large orientation meeting.

d) Pre and post-arrival orientation should be followed up on an ongoing basis through the assistance of counsellors and faculty. Providing advice and support to new students, counsellors and faculty can monitor students' progress, help to clarify confusion, and solve difficulties relative to motivational aspects of second language acquisition.

e) Finally, since all first-year students live in residences, an intensified home visit program would address their desire to meet many Canadians. More and longer home visits during each term would allow students to become familiar with Canadian culture and home life more quickly, would assist in their
acquisition of the English language, and would contribute to making friends other than their Japanese classmates. The Experiential Studies program could facilitate these recommendations.

If all the above recommendations could be implemented, then new students might be better informed, more aware of potential difficulties and less likely to be disappointed when the nature of their educational programming does not meet their expectations. It became clear in this survey that those students who are well aware of cultural differences and possible difficulties seem to do better in their cultural adjustment and generally take more initiative to invite meaningful cross-cultural contact. Since C.I.C. programming represents for students also an introduction to Canadian society, increasing cultural awareness and correcting all aspects of potential disappointment will help students in their cultural and social integration. Therefore, the better informed students arrive in Canada and the more thorough their follow-up orientations and their introduction to Canadian society, the more rewarding their personal and learning experiences will be.

**Recommendation for Further Research**

The preceding survey was conducted with the first-year students of the Four-Year International Diploma program. The two surveys spanned only two semesters or approximately seven months of students' four years of study. Additional research will be required in order to build up a more complete picture of the long-term importance of expectations in relation to students' attitudes and motivation - with
respect to both their progress in learning English successfully and to their adjustment to a new cultural environment.

Follow-up studies could further clarify what motivates students to approach their studies enthusiastically or, conversely, to neglect or even abandon them. For a consistent and continuing review of students' progress, such follow-up studies should be conducted on an annual basis for the remainder of this group's four-year program. Data relative to students' progress as well as their achievement could be collected regularly.

Although the pilot study revealed that grades fluctuate over the duration of a one- or two-year program, the two semesters of the four-year program surveyed later could only provide limited information relative to students' final achievement during this lengthy program. Continued monitoring of students' progress over the duration of all four years may reveal some indication of a connection between attitudes towards learning English and what appear to be the consequences in terms of a high level of communicative competence in English for these students. On-going contact with this group of students over the next three years could ultimately clarify the question posed at the outset of this research project and may lead to a learning experience that more closely meets the initial expectations of Japanese students studying at Canadian International College.

Finally, the findings of this study indicate that in examining attitudes and motivation in any learning situation, the factor of expectations cannot be ignored. In particular, successful learning experiences for people from differing cultural backgrounds may depend largely on a close link between factual presuppositions and real
conditions of the learning experience. When exploring attitudes and motivation in learning situations, in order to gain a more thorough understanding of what constitutes successful cross-cultural learning, research might focus more closely on the factor of expectations, particularly, since of the three factors discussed expectations represent the factor most amenable to change through the provision of factual information and hence it is also likely to be the factor most readily alterable by planned educational intervention.
APPENDIX A

Question Guide for Interviews with
C.I.C. Students in Pilot Study

Personal:
1. Age
2. Education
3. Family

Educational Needs:
6. Professional goals
7. Future need for English
8. Initial English language level
9. Present English language skills
10. Academic areas of study

Expectations Prior to Arrival in Canada:
11. Who decided on Canada as place of study
12. What personal interests in Canada
13. Knowledge about Canada
14. Level of orientation and information

Canadian Reality:
15. First impressions
16. Learning process and progress
17. Any difficulties or disappointments
18. Contact with Canadians
19. Frequency of English language use vs. Japanese

Reflections:
20. Educational achievements
21. Job or university prospects in Japan
22. Were English language skills helpful in finding job
23. Personal experiences in Canada

Conclusions:
24. Similarities/differences found
25. Realization of expectation
26. Overall assessment of usefulness of Canadian experience
APPENDIX B
PILOT STUDY

Interview with Student F
Two-Year Program

I am 20 years old. I come from Chiba which is very close to Tokyo. My parents live there, and I have one younger sister. I finished high school in Chiba before coming to Canada. I did not work at all, so after high school graduation I came directly to Canada. After I graduate here, I am going to keep studying. Something specialized, not only English, but I'd like to learn something very specific.

I am interested in the Fine Arts. It is not easy, I need some good scores on transcript from high school, especially from Arts area. And I have to get some recommendation from teacher. I was thinking about art school since I was a junior high school student. And I was going to go to a Japanese art school, at University, after I graduated from high school, but after I graduated from the third year of high school I noticed it is not so practical at universities in Japan. I don't have to work very hard in university.

At that time I also lacked English very much and I wanted to speak English well, so I decided to come here - first, anyway. I studied English in Japan, but I could not speak very well at all. I just could say, "hello," "how are you," . . . some easy greeting. I was very good at English score, not at speaking, but I could read and write very well as a high school student, but I was afraid of speaking with foreigners. And teachers do not speak English at all, always communicate in Japanese. But I am quite good at grammar. Some people say grammar is most important. But even people who know nothing about English can come
here and can learn English if they stay here for two years or three years and their English can be really good. But I don't think so, I think you must have good background of grammar. That's why my English improved very quickly.

My parents gave me the opportunity to decide about coming here. They let me make my choice, they didn't say anything about coming to Canada, it was my decision. I thought to come to Canada to study is more practical than going to university or college in Japan. So just before graduation I decided this. I always had wanted to go to university because everybody, all my friends, were going to university after graduating from high school. So I felt a bit scared about coming here alone, but the final decision was mine. I had needed much time to think about that, but that decision was right.

Before I came to Canada I didn't know much about Canada. I thought that Canada was part of the United States. Then I realized it was a different country but on one big continent. I thought Canada was just like Australia, not developed compared with the United States. But I guess people in Canada are more friendly and kind than people in America. I didn't know much about Canada, but I knew that North Vancouver is a sister city with Chiba. My sister's friend went to Canada to study English when she was just a junior high school student and I hear about Canada a little, that Canada is a beautiful and large country.

That also was my first impression in Canada, that it was very large, and there are lots of trees, mountain, beautiful nature.

I went to Nelson first. My first impression about the people in Nelson was that they are very open and friendly. Especially with us Japanese students coming to town, all together. So they looked at us
differently, but they were very kind. All people in Nelson were very friendly. When I came to Vancouver it was different. In Nelson I heard many stories about Vancouver, that the people of Vancouver consist of many races and sometimes they are immigrants. They have a different way of thinking. So you probably have a hard time to find a good friend. I was a bit scared about that, but after I came here I noticed it was more comfortable to make friends here; because it is a big town, it's not small. So there are many ways to make friends but it's different to make friends. It was very wrong to go to Nelson. I live in a big city, Chiba, so for me small towns are sometimes very uncomfortable for living. I like small towns, but I was very glad to move here. But the hard thing for me was that I had to step back from my friends and host family in Nelson. That time I was very, very sad.

At C.I.C. in Tokyo we had a meeting, we learned mostly about the customs and the culture of Canada mostly. We knew that the Canadian International College is for Japanese students and that we had to do everything the Canadian way, but we thought that to be friends with host family is more important. At that time our language level is not high, but the most important thing is to make friends with Canadians to start speaking. So we had to learn culture and customs and about how to learn English, how to improve English.

At first it was difficult, especially the first semester and second semester were very, very hard. And we didn't understand what the teacher was saying. I was in the lower class last year. In summer time, summer vacation, I stayed in my host family's house for a month-and-a-half and at that time I learned lots of hearing and speaking, so after that it was easier to attend classes. After the summer I noticed that my
hearing power had improved, but still I couldn't speak, I hated to speak in class.

I have quite a few Canadian friends now. Especially I am trying to go out. In Vancouver there are many opportunities to work as a volunteer, and there are festivals and many events here, so I am trying to go out more this year, and I'm doing volunteer work twice in a week and most of the time in a church. But I can make friends here, especially there is a strong connection with Japanese-Canadians here in Vancouver. And then I started going to church and started to work as a volunteer. So I have many Japanese-Canadian friends. And on Fridays I am going to the friendship centre at a Canadian church, helping old people to have many activities, like games, singing or entertainment. I enjoy it. I have some immigrant friends also, they are in the same situation as me, so they are very good friends. I also have a host family, but just one woman and she gave me many friends too. So I have many friends here.

I still have enough time for my studies. During the semester I always do my homework completely, but in my spare time I am trying to go out to play with Canadian friends. So I must study very hard for vocabulary. Last summer I went to Boston to take an English course. I learned lots of English that time. It was very concentrated study, so it's very good for me. It made my TOEFL score improve. And speaking power too. I really want to learn how to speak fluently, like Canadians. I am very interested in pronunciation and vocabulary. Since last semester I started talking in class. I think I can talk to the teacher now even if nobody else speaks. So I think I must have changed a bit. Since the summer I have become more confident. I felt the necessity to speak.
I am taking an interpreter course, so if I don't speak it doesn't work. And I like to speak very much.

I did not have many bad experiences or problems. Last year in my host family's house I couldn't speak almost at all. So I was very quiet. I was trying to speak very hard but I couldn't speak. I probably needed more study of vocabulary but the grammar was o.k. After I came here to Vancouver I got over that problem, but still I feel uncomfortable at times when I talk to Canadians. After I started associating with young people I have a hard time to understand the slang - the "young English," so I felt disappointed not being able to understand their English.

I am going to another school this year. Now I always wonder if I can make friends there. C.I.C. is in a different situation. All students are Japanese, so the Canadians that come to visit C.I.C. are interested in Japanese students. But if I go outside of C.I.C. and I will be just one foreign student in the American society, I probably have to suffer and not make many friends. I am always wondering if I can make friends in the future. But it is getting easier now.

I didn't have any problems when I arrived, like weather, or food. I'm totally fine even here. I sometimes felt very uncomfortable to associate with Japanese friends. In the dormitory there are not Canadians, just Japanese students. So after I stayed in the Canadian house for a week, for example, I had a problem like this: I suddenly had to come back to dormitories and had to talk Japanese. Japanese is my native language of course, so it is easier than talking English. I still could speak Japanese very comfortably, but I always felt very uneasy. I thought I was wasting my time to speak Japanese in the dormitory sometimes. It is hard to explain. I can change languages at any time, but
after one week staying in Canadian house my thinking is completely English, and if I start talking Japanese language, my thinking will be broken down. It irritates my English thinking, it stops my English thinking. So I always thought, if I am in a Canadian school things would be better. In the class I sort of have to speak English with my class mates, but in the dormitory we can't do that, I don't know why. We don't have that kind of atmosphere there, we are just having fun in the dormitory. Everybody, many of my friends watch Canadian television, trying to listen to the news on TV, but they don't speak. Television helps my hearing, but I'm trying to speak.

After graduating from C.I.C. I will go to a school in Boston, if I get accepted. I have a school I really want to go to but that school is very hard to get in. So I have to apply to another school too, and if I apply at school early I have to pay for school. My parents are trying to pay my tuition. It is an art school. That's why I said that in Japan I wanted to go to an art school when I was junior high school student. But when I came here I decided then that I would like to go to art school here. Japanese art schools are not so good. It is hard to get in also. One of my friends actually went to art university in Japan, but they don't hand in their work to their teacher, you don't have to work at all. I don't know yet if I have been accepted until the end of April or first of May. I am going to stay in Vancouver until the end of April with my friends. I will have to go home to apply for new visa, because I am going to go to school in the United States. So after I get acceptance, I will go to American Embassy in Japan and will get American visa.

After two years at that school I think I can get a diploma if I do well, but I like to keep studying for as long as I can, so probably two or
three years. I am very interested in Capilano College Fine Arts course, so maybe I can transfer to Capilano after one year. I like Canada very much.

So maybe I will be in Canada and United States for a few more years. I don't think I want to be an artist. I really like to learn art, because my art is really very basic. I often observe others work. If I really get to study in the States, I will get two things: the art skill and English language. I like both of them. I'd like to be an interpreter eventually, but it takes a long time to be an interpreter. So with working as an interpreter I would like to be in advertising company working in designing or art. I like oil painting and sketching. Art should be a hobby and entertainment for me, in my opinion. So I really like to work on English language. I am very interested in Spanish too, that's what I am taking Spanish now. I really would like to have one more language to work on translations and interpretations.

I didn't have many difficulties adjusting to Canadian life. It is easier for me to be involved in this society than for a Canadian trying to be involved in Japanese society, much easier. Canadians can accept a different race very easily. So I can be friends with anybody here, that's unbelievable to me. Even if I am Japanese it is sometimes hard to be friend with another Japanese in Japan. But here, I can make friends with everybody, I can talk to everybody, that's wonderful.

I have learned a lot in Canada, but I think I could have learned more. It's not enough. If I could be here for another two years I would learn more. I was very happy about my experiences in Canada, but I'm not satisfied with what I have done. I'm very glad to be here, and I have been here for two years. I was very happy in those two years. But I think
I can learn more. I would have liked to have more opportunity, but because I have lived in the dormitory it was difficult. If I could live in a host family's house or in a Canadian house I think I would learn more and Canadians would get to know us better too. But I lived in the dormitory and I always thought if I lived in a Canadian house, my English would be perfect. But if I think seriously, the Japanese friends here make me very comfortable to be in Canada. I never got homesick, I never missed my parents and friends in Japan. Because I also have Japanese friends here.

Last spring I went to Japan for three weeks. I didn't have much time. My parents are very happy about my decision to continue studying in North America. I'll miss the parents, but I believe they think that I am grown up and that I can look after myself. They are still paying for my studies. So in that part I am not independent, but my parents don't like talking about financial things. They are not rich but they think for education money is no problem. If I make a good decision they will pay. They are glad that I am here and study and work hard.

Canadian culture and custom are quite different from Japanese culture and custom and it comes from difference of principles between two countries. Many Canadian people have individualism as compared with Japanese. Many Canadians have more individualism in work, school and home and their individualism comes from the historical background. Canada doesn't have a long history and is composed of many races. I think individualism doesn't mean being selfish. It means what we think and know about ourselves. That is important.

Now I will be graduating. I will miss my friends here. I love this place, North Vancouver, Vancouver, C.I.C., Nelson. I hope I will make
new friends in Boston, but probably not Japanese friends. I can make friends with Canadians or Americans easy, I think. But I won't be so close as with Japanese friends. I can be quite close to Japanese friends, because of language or same thinking, they are very good friends, but I am not so confident of making close friends with Canadians or Americans. But maybe that will change.
APPENDIX C

SURVEY I

SURVEY TO MEASURE EXPECTATIONS AND ATTITUDES
OF JAPANESE STUDENTS STUDYING AT CIC

CIC学生の期待と態度に関するリサーチ（1990年6月）

Instructions:

Circle the one answer that is most important to you. Specify under "other" if your answer is different.

あなたが一番重要と思う解答を一つだけ選んで〇 で印して週んで下さい。

その他を選択した場合は、解答を明記して下さい。

1. How old are you? あなたの年齢
   a) 18 years
   b) 19 years
   c) 20 years
   d) other その他 : _________ years

2. Are you 性別
   a) a male student? 男子
   b) a female student? 女子

3. Why do you want to study English? 英語学習の動機
   a) to find a good job in Japan 日本での就職に有利だから
   b) to be able to speak with people from other countries 外国人と会話ができるようになるため
   c) to prepare myself for University 大学受験準備として
   d) other ____________________ その他
4. Before coming to Canada I had studied English for
カナダに来る以前の英語勉学期間

a) two years
b) four years
c) six years
d) other

5. I feel that my previous knowledge of English was
カナダ留学以前の自分の英語力は

a) grammar

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b) vocabulary

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(circle one number between 1 and 10)
(1～10までの番号から一つ選んで下さい)

6. I feel that my previous English speaking skills were
カナダ留学以前の自分の英語のスピーキング能力は

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7. Why did you choose Canada for your studies?
留学地としてカナダを選んだ理由

a) because it is a beautiful country  
自然の美しい国だから

b) because Canada is a safe place  
治安のよい国だから

c) because Canada has many cultures  
多様文化の国だから

d) other  その他

8. I chose Canadian International College because  
カナディアン・インターナショナル・カレッジを選んだ理由

a) my parents suggested CIC  
両親のすすめ

b) I saw an advertisement and asked my parents  
広告を見て自分から両親に申し出た

c) a friend has studied at CIC and recommended CIC  
C I Cで学習した友人のすすめ

d) a friend is also studying at CIC now  
友人が現在一緒にC I Cで学習しているから

e) other  その他

9. Entrance examinations at CIC Japan were  
日本でのC I C入学試験は

1 2 3 4 5 6 7 8 9 10

not very difficult  very difficult  
余り難しくない 非常に難しい

(circle one number between 1 and 10)  
(1～10までの番号から一つ選んで下さい)
10. Besides education what other reasons do you have for coming to Canada?
教育以外に留学の目的としたこと

a) to have new experiences
新体験をすること

b) to travel
旅行

c) to make Canadian friends
カナダ人の友人を作る

d) to learn about Canadian Culture
カナダの文化について学ぶ

e) other ________________________________
その他

11. I would like to improve my English language skills most
最も上達させたいと思う英語技術

a) in reading 購読力

b) in writing 作文力

c) in listening 聴力

d) in speaking 話す力

e) all of the above 上記の全て

12. In Vancouver I will be able to
バンクーバーで自分ができること

a) speak English all the time
何時も英語を話す

b) live like Canadians live
カナダ人のような生活ができる

c) get to know Canadians
カナダ人をよく知る

d) other ________________________________
その他
13. As a student at CIC in Vancouver I want
C I C バンクーバー校学生としてしたいこと

a) to study hard to get my diploma
卒業証書をえる為に学習に励む
b) to have a good time
生活を楽しむ
c) to meet many Canadians
多くのカナダ人にあう
d) all of the above
上記の全て
e) other  ____________________
その他

14. After studying in Canada I would like to
カナダ留学後やりたいと思うこと

a) find a good job in Japan
日本で良い就職をする
b) find a job in Canada
カナダで仕事を見つける
c) go to University in Japan
日本の大学で勉学する
d) stay in North America to study more
北アメリカで勉強を継続する
e) travel
旅行
f) other  ____________________
その他
15. Briefly describe what studying at CIC may give you for your future.

CICでの学習生活経験が将来どのように役立つか簡単に述べて下さい。
APPENDIX D
SURVEY II

SURVEY TO MEASURE EXPECTATIONS AND ATTITUDES
OF JAPANESE STUDENTS STUDYING AT CIC

Instructions:
Circle the one answer that is most important to you. Specify under "other" if your answer is different.

1. How old are you? あなたの年齢
   a) 18 years
   b) 19 years
   c) 20 years
   d) other その他 : _______ years

2. Are you 性別
   a) a male student? 男子
   b) a female student? 女子

3. Why do you want to study English? 英語学習の動機
   a) to find a good job in Japan 日本での就職に有利だから
   b) to be able to speak with people from other countries 外国人と会話ができるようになるため
   c) to prepare myself for University 大学受験準備として
   d) other その他 __________________

4. Before coming to Canada I had studied English for カナダに来る以前の英語勉強期間
   a) two years
   b) four years
   c) six years
   d) other その他 __________________
5. I feel that my previous knowledge of English was poor
a) grammar
b) vocabulary

6. I feel that my previous English speaking skills were poor

7. Why did you choose Canada for your studies?

8. I chose Canadian International College because
9. Entrance examinations at CIC Japan were not very difficult. (circle one number between 1 and 10)

10. Besides education what other reasons do you have for coming to Canada?

   a) to have new experiences
   b) to travel
   c) to make Canadian friends
   d) to learn about Canadian Culture
   e) other

11. I would like to improve my English language skills most

   a) in reading
   b) in writing
   c) in listening
   d) in speaking
   e) all of the above

12. In Vancouver I will be able to

   a) speak English all the time
   b) live like Canadians
   c) get to know Canadians
   d) other

13. As a student at CIC in Vancouver I want

   a) to study hard to get my diploma
   b) to have a good time
   c) to meet many Canadians
   d) all of the above
   e) other
14. After studying in Canada I would like to  
カナダ留学後やりたいと思うこと  
a) find a good job in Japan 日本で良い就職をする  
b) find a job in Canada カナダで仕事を見つける  
c) go to University in Japan 日本の大学で勉強する  
d) stay in North America to study more 北アメリカで勉強を続ける  
e) travel 旅行  
f) other その他  

15. Since I came to Canada I have カナダにきて以来  
a) met many Canadians 多くのカナダ人にあった  
b) learned much English 英語をかなり学んだ  
c) made new friends 新しい友人を作った  
d) all of the above 上記の全てをした  
e) none of the above 上記のどれもしていない  

16. Canadian people are カナダ人は  
a) always friendly to me いつも親しくしてくれる  
b) keeping to themselves あまり外向的でない  
c) interesting to talk to 話をすると楽しい  
d) I have not met many Canadians あまり多くのカナダ人にまっていない  
e) other その他  

17. My experiences with Canadian people were 私のカナダ人との経験は  
1 2 3 4 5 6 7 8 9 10  
mostly negative ほとんどの場合否定的  
mostly positive ほとんどの場合肯定的  

18. The time I spend with Canadian people is カナダ人と接する時間は  
a) enough 充分  
b) not enough 充分でない  
c) I prefer to spend my time with my Japanese friends 日本人の友人と過ごすことのほうが好き  
d) too much 多すぎる
19. I like Canadian culture because of 私はカナダ文化が好きです。理由は
a) the food 食物
b) the different people (races) 多数人種社会
c) many languages 多数言語社会
d) I do not like Canadian culture 私はカナダ文化は好きでない
e) other その他

20. The classes at CIC are CICの授業は
1 2 3 4 5 6 7 8 9 10
not difficult 難しくない very difficult 非常に難しい
(circle one number between 1 and 10) (1〜10までの番号をひとつ丸印で囲む)

21. My life on campus is キャンパス生活は
1 2 3 4 5 6 7 8 9 10
boring 退屈 exciting 楽しい
(circle one number between 1 and 10) (1〜10までの番号をひとつ丸印で囲む)

22. After classes I speak クラス以外で話すのは
a) mostly Japanese ほとんど日本語
b) mostly English ほとんど英語
c) about the same English and Japanese 日英両国語同じ程度
d) always Japanese いつも日本語
e) always English いつも英語

23. In the first semester at CIC 第一学期は
a) I could not understand the teacher 先生の話が理解できなかった
b) I studied very hard 一生懸命勉強した
c) I did not study hard 一生懸命勉強しなかった
d) I did not like classes 授業が好きでなかった
e) I enjoyed classes very much 授業は楽しかった
f) other その他
24. This semester at CIC 今学期は
   a) I am studying harder than last semester
       先学期よりも勉強している
   b) I study less than last semester
       先学期より勉強していない
   c) I would like more class instruction
       もっと授業をふやしてほしい
   d) I enjoy classes more than last semester
       先学期より授業が楽しい
   e) I enjoy classes less than last semester
       先学期より授業は楽しくない
   f) I would like more free time
       もっと自由時間がほしい

25. In a few words describe 下記に付いて簡単に述べて下さい。
   a) the most enjoyable experience you have had in Canada.
       カナダで一番楽しかった体験
   b) the most disappointing experience you have had.
       カナダで一番失望した体験
I am 18 years old. I want to study English because English is spoken in many countries, so I can communicate with lots of people. I have studied English in Japan for three years in Junior High School and three more in High School.

We studied mostly reading and grammar. When I read English grammar text book maybe I can understand many of the things, but in conversation it is very, very difficult to think about grammar. I'm always confused about many grammatical rules when carrying on talking.

I don't think my vocabulary is very good. I always use easy words, other students know the difficult words, so I think I am not good at vocabulary.

We do not practice much speaking in Japanese schools. The teachers make us read the text book, but we didn't have conversation, because even the teachers can't talk really well English, because they are all Japanese. Teachers will speak Japanese and then we read text book.

I chose to come to Canada to study because I wanted to study because I wanted to study another culture. When I was in Japan I didn't think about country, for example, I wanted to go to America, I wanted to go to China. I chose this College and just this College is in Canada. But
recently I am very glad I came to Canada, because Canada is very multicultural. By being here I can see a lot of countries, Italy or India or China. So now I am glad to be here.

First I found the advertisement in the newspaper and it said "we have a meeting for students." They explained about C.I.C. in the meeting. My mother and I went and I wanted to learn culture, so they said this was a good thing for me. From the orientation I decided to take the examination. I made the decision to come myself.

The entrance exams were not so hard for me because I am not good at memorizing. But memorizing was not important in the examination. So it was easier. I could have longer time to write essay. But my English just was very, very bad.

I wanted to study and learn culture. When I came to Vancouver I knew that Vancouver is multicultural. I was a little surprised that there were not many black people.

When I came to Vancouver I wanted to speak English a lot. But now I do not have many opportunities to speak English a lot, only in class. I expected to have lots of opportunities to talk with Canadians, but there are few Canadians on campus. So every day I speak Japanese more than English. So now I am worrying about English. I have only met three or four people away from campus.

For me, study is important, but now I don't feel that I am studying hard at the College. From what we study in the class I don't think that I learn very much right now.

We study English in almost all classes. I feel the pace of learning English is very slow. So I think I don't feel that I study at College, really.
After I finish studies at C.I.C. I will probably get a job. Now I have a job that I want to do but my English is not good enough. I want to help the way of living in Asian or African countries. But the job that I will do after the four years at C.I.C. will not be that. I think I still want to do it, but maybe, actually, I will work at a Japanese company. It is difficult to . . . Now I don't know such a kind of job, so I'm looking for one.

From C.I.C. I think I will learn, because this is a small Japanese society, so we must live together with many people and we have to . . . not fighting . . . we have to get along with other people. In Japan this is very important. And to learn English. Also to take care of myself, because my family is not here, I have to take care of things by myself.
APPENDIX F
SURVEY II
November 1991
Interview with student 01
November 20, 5:30 p.m.

I am 18 years old. If I can speak English to fluency, I can communicate with many people, of course Canadians, or Americans, there are many people who speak English. But learning English was not main reason for me when I entered C.I.C. I wanted to study another culture by studying English. The study was main reason. Now I like to speak English.

In Japan I studied for six years in junior high school and high school. In my head I have a lot of information about English grammar, but when I speak, it is very difficult for me to come right. When I came, my vocabulary was very poor. I don't think my vocabulary increased from last semester.

I came to Canada because C.I.C. is in Canada. But now I'm glad to have come here because, as I said before, I wanted to study another culture. There are a lot of cultures in Canada. So I can learn very much by being in Canada. The English, I'm not sure about it, but English in Canada is not great. British English and American English is very different. And I heard Canada is middle.

I asked my parents if I can go to C.I.C. But I went to meeting with my parents. They understood C.I.C., so they would agree.

I don't think C.I.C. exam was hard compared to other schools in Japan. But exams of C.I.C. and exams of other Japanese universities are
very different kind. So maybe I should not compare it. I didn't study very much for exam.

I still need practice in speaking. Writing is o.k. Other things like listening or writing or those things I can study, learn by myself, but speaking is different.

After class we speak Japanese. I didn't think that we would speak English all the time because all the students are Japanese. But when I went to the meeting, C.I.C. worker said they have English-only-policy and students are trying to speak English among students. But I didn't think that I would speak English all the time because all the students are Japanese. When I came here I realized students don't speak as much English compared to what I was expecting.

I have seen how Canadians live, because during summer vacation I stayed in homestay. That was wonderful. And very good experience. I have very few Canadian friends. Most of my friends are Japanese. But I made two Canadian friends during summer vacation and one of them I met on the bus. She was studying Japanese and she was looking for someone Japanese. Still we sometimes meet. Another friend I went to beauty salon during summer vacation and there were two Japanese employees. They introduced me to their daughter. She is same age as me and she is a UBC student. She can speak Japanese, but I asked her to speak English. She can speak Japanese very well.

I have two important reasons for coming to Canada. One is to meet Canadians and I want to make friends, and other thing is to study. After C.I.C., if I can, I would like to study more in a Canadian or American college, but maybe before I will do that I think I will need to work to earn money. And if I can, I'd like to work in Canada.
I think Canadian people are very friendly. They are open compared to Japanese people. But there are many kinds of people. Some are friendly but there are some not so friendly people. Some people don't like Japanese people, or Chinese people. I have not met people like that but I've heard. I would like to have more opportunity to meet Canadians.

I like the mixture of Canadian cultures. I really like that each culture have a town like Chinatown or Japantown or little India. I really like those. We don't have very much ethnic towns in Japan. So I like this.

Classes are difficult. I have some complaints about some courses but compared to last semester I like this semester much better. It is better this semester because in the class and in the homework I need to think very much to do my homework or in the class. And recently I am getting used to speak out in class. So last semester I couldn't speak out in class, so now I enjoy the class more. Sometimes I can't understand the teacher, sometimes I need to guess. But I am trying to ask questions so I can understand. I think most of it I understand.

After class I speak a lot of Japanese. Sometimes we try to speak English. Like a joke. For example, when we are watching TV we sometimes repeat what they have said.

I study harder this semester than last semester. I spend much more time now. But for me it is right.

The best time for me is to see my progress in English. When I came here I couldn't understand the TV at all. But now I can understand maybe 60%. That's the best time.
APPENDIX G

Survey I - June 1990

Responses to Questionnaire Option "Other"

Question 1: Age
- 21
- 25

Question 3: Why do you want to study English?
- it is a required subject
- to grow and to become a powerful man
- because C.I.C. curriculum very much suits my requirements
- to learn English as well as culture
- to be useful for the job I want
- through English we can learn other cultures
- to examine myself in a different cultural environment

Question 4: Before coming to Canada I had studied English for . . .
- five years
- seven years (7 responses)
- eight (two responses
- twelve
- I learned English conversation in private school

Question 7: Why did you choose Canada for your studies?
- it just happened that the school I chose was in Canada
- because of the advertisement I saw (about C.I.C.)
- no specific reason
- because it just happened so
- because C.I.C. was there
- because there was C.I.C. in Canada

Question 8: I chose Canadian International College because . . .
- I got a scholarship from C.I.C.
- a friend of mine suggested
- there was no other school like C.I.C.

Question 10: Besides education what other reasons do you have for coming to Canada?
- sports
- to learn about outdoors (example kayaking)
- for personal growth and maturity
Question 12: In Vancouver I will be able to . . .
- get to know Vancouver
- have a good time, study hard
- participate in activities which I was not able to do, e.g. sports
- new experiences
- residence life
- get to know many different cultures
- all of the above things (a, b, c)
- at C.I.C. I can learn only limited amount of skills and knowledge concerning the English language or Canada

Question 13: As a student at C.I.C. in Vancouver I want . . .
- to travel to broaden my knowledge
- to grow myself
- to improve my English language skills
- to master the English language

Question 14: After studying in Canada I would like to . . .
- obtain Canadian citizenship
- find a good job either in Japan or Canada
- find a job in Japan, Canada, or America
- go to Europe and study more
- do good quality work
- find employment which I like
- I don't know in future
- stay in North America to work
- find a good job in Japan and after IL will travel many places in the world at my working money, not my parents' money
- make effort to do my job I want
- find a job or studying the business
- have not decided yet
- find a job in Japan or Canada
- learn the western culture and the cooking related to the culture
APPENDIX H

Survey II - November 1990

Responses to Questionnaire Option "Other"

Question 1: Age
- 21 (three responses)
- 22
- 25

Question 3: Why do you want to study English . . .
- because I am not good at English
- for job
- as a subject of Junior High School
- improve myself
- to enjoy my life
- just one school permitted
- to study other culture
- b) and to have many experience in Canada
- to be a translator
- to use for my dream

Question 4: Years of English study in Japan
- seven years (nine responses)
- eight years (three responses)

Question 7: Why did you choose Canada for your studies?
- Canada's English is beautiful and clear
- because C.I.C. was in Canada
- because the school I chose happened to be in Canada
- C.I.C. is in Canada
- no reason
- because there is Canada
- there is C.I.C. in Canada
- because C.I.C. is in Canada
- I wanted to study abroad

Question 8: I chose Canadian International College because . . .
- none
- parents recommended after seeing the ad in the newspaper
- C.I.C. gave me scholarship
- my teacher suggested C.I.C.
Question 10: Besides education what other reasons do you have for coming to Canada?
- to grow myself

Question 12: In Vancouver I will be able to . . .
- learn Canadian (North American) way of thinking
- learn about other cultures
- to review Japan from abroad
- live with Japanese student anytime
- enjoy my life
- homestay
- hear native English lots of time
- nothing
- nothing except just contact with Canadians
- following something new
- speak English a little
- because we are C.I.C. students, it is difficult to do all of a), b), and c)
- c) and can meet people who have many different cultures
- get to know Canada
- get to know Canadian culture
- just studying; I live in residence, so I can't know about Canada, Canadian, anything
- to examine and know myself

Question 13: As a student at C.I.C. in Vancouver I want to . . .
- study very hard in order to make the C.I.C. experience as a stepping stone for a next goal
- to become able to speak English
- to study hard
- to have experience which I can't have in Japan
- to study to realize my dream
- I will study as possible as I can, but it is not to get my diploma
- I want to change C.I.C.; school is learning place; school is not business

Question 14: After studying in Canada I would like to . . .
- go to New Zealand to find a job
- now I don't decide yet; anyway, I will return to Japan and then I will think
- I will come back to North America to do work
- I don't know
- not decided
- find a job and study part-time at a vocational school
- find a job somewhere or study more
- no idea
- move to Europe to keep studying
- a) or c)
- to realize my dream
- a) or b) I cannot decide
- find a job in Canada or in Japan
- b) and d)

Question 16: Canadian people are . . .
- perfunctory
- I think they are similar to Japanese
- not so friendly
- most of people have own opinion and express that than Japanese

Question 19: I like Canadian culture because of
- I don't like Canada
- none
- Canadians like nature more than anything
- I do not know
- I don't know yet
- I don't think especially about this
- night view
- I don't know
- I can't understand Canadian culture, still now

Question 23: In the first semester at C.I.C.
- classes are not enjoyable
- I studied hard, but I can't get good results
- I like classes
- I could understand the teacher
- I tried to speak and listen
APPENDIX I

Survey I - June 1990

Responses to Open-Ended Question 15

Briefly describe what studying at C.I.C. may give you for your future.

(J = responses were written in Japanese; E = responses were written in English)

Male students:

C.I.C. will have given me an experiential learning opportunity - learning about the North American culture through living in Canada which will prepare my mind for any new cultural encounters. J

Unless you are a self-directed learner, you will never be able to make use of what you have learned or to make contribution to society whether you are in C.I.C. or elsewhere. J

I will be able to live in foreign country alone. E

The English language will open up my future by allowing me to get in touch with people all over the world. These contacts and experiences with them will be useful. J

I cannot think at this point yet of how C.I.C. will help me in my future. J

Living in residence and in a different culture will give me a great confidence; the English language I will have learned will also be very useful in my future life. J

I will have learned the diversity of the world we live in. Hopefully, I will have developed a much broader perspective and broader mind. J

I will have more confidence in associating with foreigners. I will have learned required skills and knowledge in dealing with people. J

I think that I can have self-confidence. Therefore I may try everything desirable. E

The residence and campus life will allow me to establish a life-long friendship with some colleagues. J
It will make me a man with a sense of independence, coexistence and understanding. It will provide me with understanding of different cultures.

Living in a different culture will give me very useful experiences for my future association with both Japanese and foreigners.

I will be interested in similarities and differences of Japanese and other cultures and people. In my future I will always try to find interest in these focuses.

I'll know when I face my future.

The English language and self-reliance acquired by living in a different cultural environment will be useful for my future whatever I will be doing.

I don't know now but I trust C.I.C. that it will provide opportunities for me to obtain something useful.

I would be able to use my English at work.

Even if my linguistic development is minimal, my English ability will still be above that of average Japanese people which will give me an advantage in various areas.

At this point it is difficult to see how studying at C.I.C. will help me in my future. One thing is for sure, however: these four years will be a solid stepping stone toward my future goals. I'll do my best to make this stepping stone (C.I.C. experiences) a meaningful transition to forward.

I have not began to think about it.

I don't know.

I'm sure that to learn English and Canadian culture at C.I.C. is good experience for me. It's memorized in my mind forever.

If I proceed with an employment related to foreign contacts, my English skills will be useful. Even if I would not go into that field, residence life experiences will most definitely benefit me in developing human relationship skills.

It is good for me to speak with foreign people.
English will increase my effectiveness as a journalist. Also the knowledge and experience of the western culture will equip me with a better foundation for effective interviews with foreigners.

The C.I.C. experience will help me in the future in dealing with foreign businessmen at home and abroad.

The residence life at C.I.C. (four years) will be a great advantage when I go into the real world. The present Japanese society, which is a society of privileged graduates of few universities, is changing its anachronistic way of thinking. In five to ten years, I am sure the time will come that those with ability and capability will be fairly treated. When we graduate from C.I.C. fours years from now and return to Japan, they will know our strength compared to those Japanese university graduates who will have spent four years "playing."

C.I.C. will give me opportunities to learn skills in human relation development and other academic subjects. Whether these experiences can be beneficial or not in my future is totally up to me.

C.I.C. will provide me with an opportunity to grow and mature as human being. I wonder, however, if C.I.C. study will be enough to obtain a better employment.

C.I.C. is a small community where everyone lives very closely. Challenges I face in daily human relationship will prepare me for a future larger, complex society.

I come to realize that my English skills will not improve without much effort at C.I.C. However, small class size, opportunities provided in class for self-expression and public presentations will give me experiences which are not available in Japan. Presentation skills, particularly, will be very useful in business and allow me to become one of the core people.

All encounters and experiences will lead me to the acquisition of confidence. Confidence will give me power to overcome my weaknesses. They also help me in raising and disciplining my own children when I will become a parent.
Female students:

I think studying in Canada will give me positiveness. E

C.I.C. will give me many Canadian culture shock. I will learn daily speaking. I will meet a lot of Canadian friends. I will learn to be responsible for my own actions. E and J

C.I.C., through its residence life, will give me an opportunity to learn human relation skills. Four years on the North American continent will hopefully change some of my ways of thinking to the direction of broader perceptions and more tolerance. J

It's available for building my own way to get along with many people here. E

English language skills will be an asset in seeking employment which requires these skills. J

It will help me find the job I want to get. It will help me with my future life in a more internationalized society. Residence life will have given me maturity which will help me in dealing responsibly in the community. E

I think I must grow myself after four years later on day and day. Every day, everything is learn. So far I have learned to force situations with positive attitudes. I am sure that C.I.C. will give me more than English. Maturity is one aspect of development I am hoping to obtain. The residence life, which makes me realize that I am sensitive to others, will also give me awareness and skills in dealing with others such as being sensitive to the needs of others while keeping distance with others when necessary. E and J

I want to be an interviewer, so English is very important for me. I think that interviewer need own opinion. In Canada, it is very important to have own opinion. So I think that experience of this college use for my dream. E

Through learning about Canada, my perception will become broader. J

The four years of study at C.I.C. will provide me with the English language and the knowledge of other cultures. Opportunity to associate with Canadians will prepare me for better communication and understanding of others which is most important today. I will at C.I.C. acquire the knowledge required for mutual understanding of people from different cultures. J
Willingness to take an initiative (in expressing self) and independent and cooperative mind acquired through residence experiences are the benefit of studying at C.I.C. At work these skills or personality will allow me to confidently express my opinions at conferences and to cooperatively work with colleagues.

Through campus life I will learn to see things with an objective eye which is important both at work and for personal life. I will also learn to become independent and responsible for my own action. Through study I will develop skills to express opinions, take initiatives and participate in class. C.I.C. will be a place for me to develop my mental and psychological being through various experiences.

Depending on the amount of effort I put in, I'll be able to develop high level skills of listening, speaking and writing English which will benefit me in finding a job.

I will have developed broader perspectives through my experiences with other Japanese students and Canadian people at C.I.C. These perspectives will be useful for my future work in associating with various people with different backgrounds.

In addition to English, the total C.I.C. experience (learning different cultural customs, ways of thinking, etc.) will make me a person with broader mind, and help me in not only employment but also in my personal life.

How can I comfortably and successfully live in a small and limited society? It is considered, in Japan, important to have awareness of harmony. The four years at C.I.C. (a miniature Japan) will provide me with opportunities to develop skills and characteristics which will be useful when I return to Japan and enter the work force there.

I have learned how to express my opinion in English. In Japan I took many lectures from teachers, but I didn't have many opportunities to express or present how I thought about lectures. Now I feel I join class and faculties listen to us. It is very important to build such relationship. So I think it is wonderful to build such relationship with foreign people. I will treasure my experience after I leave C.I.C. And I will be patient and finish many things when I meet some troubles.

Increased vocabulary. Ability to converse with foreigners. Ability to understand what is being said by foreigners or conversation or dialogue between foreigners.
I will have learned various things compared to graduates of Japanese universities. Being away from home will make me a more independent and confident person.

Acquisition of the English language will broaden my employment opportunity and will include the whole world. Opportunity for travels. Through residence experience, skills for living in a community will be obtained. Broader perception - through C.I.C. experiences, I can learn in addition to Japanese way of thinking other ways of thinking and values.

I will try to have my own identity and values which cannot be easily affected by surrounding majority.

Development of broader perspectives. Opportunities to communicate with many people through the English language. Skills learned through residence community to live harmoniously with others.

Having experienced with knowledge of other cultures than my own will help me in dealing with foreigners.

It will equip me with skills to overcome complex human relations.

C.I.C. will have given me high English language skills which will help me find a job using both Japanese and English languages. Also the residence life will help me in the future human relationships with skills in dealing with others.

In addition to classroom instruction, C.I.C. will give me opportunities to learn through various programs Canadian cultures and customs which I cannot learn in Japan.
APPENDIX J
SURVEY II - NOVEMBER 1990
Responses to Open-Ended Question 25

Question: In a few words describe

a) the most enjoyable experience you have had in Canada;

b) the most disappointing experience you have had.

(J = responses were written in Japanese; E = responses were written in English)

Male students’ response to a):

I went sailing with my host. E

My host family of summer vacation was very good. E

It is to went to some places with my host family. E

When I travelled around Banff. E

I would go to sports theater. E

House boat in summer vacation. E

Travelling alone. E

In community school. E

Stayed in apartment. E

I could ride air plane. E

To meet Canadians. To travel. E

I could across Canada by train. I could travel around Canada. E

I can spend good time with Canadian friends. E

When I travel in summer vacation. I went New York with two guys. E
Nature.

Nothing.

Camping with C.I.C. and Canadian friends in Shushwap Lake (house boat)

My enjoyable experience was fishing at Horshoe Bay. I have no non-enjoyable experience.

The best is to use poor English.

I can meet to many people and talk with them.

I have gone across Canada by train by myself for about a month.

My host family took me to see the night lights of Vancouver from sky (Cessna).

When I arrived at the Vancouver Airport.

U.S.A. is close

To have visited beautiful places on my summer holiday trip.

Homestay.

Talking with native English speaker. Live performance.

Nothing specially.

Trip during the summer break.

Experience with Canadian nature.

Soccer.

None.

To go to Hot Springs.

Acquired friends.

Had a trip to the U.S. of A.
Male students' response to b):

I can't understanding many Canadians.

My grade of C.I.C. was very bad.

I don't have especially.

My host family betrayed me.

Canadian International College

Canadian is boring.

Class contents. The way to learn at C.I.C.

High prices.

Too much Japanese.

To meet Japanese (tourist).

I lost my wallet.

In Vancouver is not much exciting place! There are not enough stimulations about creative scene! What a high tax it is here! We can't speak not much in our campus.

Most of people are spiritless. There is no industry in Canada. Everything are expensive (except some foods).

It is not convenient to live (go around) in Canada. Transportation and shops are not convenient.

Very boring.

It is that I couldn't hand in my homeworks and couldn't understand class

Every cost is high.

Canada is so cold.

"I have no talent for English." I got it.
I came to Canada six months ago but I don't speak English.

Too much rain!

When I had a glance of Japanese' narrow-mindedness.

English way of thinking has strong influence among Canadians although geographically Canada is in North America. Canadians do not have independent perspectives.

Insufficient quality and quantity of goods (compared to Japan).

Some Canadian said: Get away Jap.

I discovered some negative points of Japanese culture.

On my interview assignment, four Canadians consecutively refused my request for an interview. As I had been told that Canadians were kind and friendly, their refusals were a shock to me.

No.

None particular.

Too much spare time.

Transportation.

Immaturity of students.

Teachers sometimes tell a lie.

Experienced racial discrimination.

Small campus.

Female students' response to a):

Homestay at Canadian home.

I could meet many wonderful Canadians in this summer. They have a great influence for me.

It was to cross Canada in summer, and to know Canadian geography.
I went on a trip to Canada in summer. I could know new facts. So travel is good for me.

I could meet many people and talked with them in English. I knew the customs of North America such as Halloween party.

I found my English skills are progressed even if it is slowly.

I met with many Canadians.

Travelling to some places.

Homestay (food), making with friend, everything is big.

During summer vacation I met some S.F.U. students at a camp. I was influenced by them. To talk with them was good experience for me.

I enjoyed a lot on Halloween. It was my first experience that I wore costume, had a Halloween dance party, and went town to see some people dressing up.

I had met many Canadians and a chance to talk.

T take part in Symposium of Red Cross.

I don't wanna tell my experience. But all my new experiences were very fun.

House boat in Shushwap Lake.

Travel.

When I stayed with my host family in summer vacation.

Dancing. When I went to P.N.E. I really enjoyed it.

I went across Canada by VIA with my friend. We also stayed at Montreal and Prince Edward Island. It was exciting!

Swimming in a lake.

Acquired friends.

When I stayed host family, I could speak many things in English.
I travelled across the Canada in this summer. I experienced many things.

In summer vacation I made a lot of friends.

Homestay.

**Female students' response to b):**

C.I.C.

Transport and something is not useful and helpful.

I couldn't order "hot chocolate." He said "I can't understand."

I have no experience about it.

Too much rain.

I feel the shortage of global news.

I met with some more strangers than Japan.

They have many kind of accent in English.

I can't speak English still now.

I had a racism experience in Canada.

I don't have any experience that I was disappointed.

The relationship.

I could not meet many Canadian in C.I.C. campus.

Nothing.

My life is so busy.

I couldn't talk with Canadian well.

When Canadian can't understand my English and when I can't understand what Canadian are talking about, I disappoint very much.
I was not disappointed at my experience I have had in Canada. E

Being called "Jap." Although we were taught Vancouver as a multicultural city, people do not seem to like Japanese. J

Downtown is not clean. E

Transportation system is not convenient. J

I couldn't speak English well. E

Lack of Canada-made goods. They are poor quality and over-priced. J
APPENDIX K

SUMMARY OF QUESTION RESULTS IN NUMERICAL ORDER

Question 1: How old are you?

<table>
<thead>
<tr>
<th>Age</th>
<th>SI</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 years</td>
<td>41</td>
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<tr>
<td>19 years</td>
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<td></td>
</tr>
<tr>
<td>20 years</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>other</td>
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<td></td>
</tr>
<tr>
<td>21 years</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>25 years</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Question 2: Are you . . .

<table>
<thead>
<tr>
<th>Gender</th>
<th>SI</th>
<th>%</th>
<th>SII</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) a male student</td>
<td>36</td>
<td></td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>b) a female student</td>
<td>26</td>
<td></td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Question 3: Why do you want to study English?

<table>
<thead>
<tr>
<th>Reason</th>
<th>SI</th>
<th>%</th>
<th>SII</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) to find a good job in Japan</td>
<td>7</td>
<td>11.3</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>b) to be able to speak with people from other countries</td>
<td>43</td>
<td>69.4</td>
<td>38</td>
<td>61.3</td>
</tr>
<tr>
<td>c) to prepare myself for University</td>
<td>3</td>
<td>4.8</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>d) other</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>it is a required subject</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>because C.I.C. curriculum suits my requirements</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>to learn about cultures</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to improve my English</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to enjoy my life</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>because only C.I.C. was permitted</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to fulfill my dream</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) and c)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) and b)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total &quot;other&quot; responses</td>
<td>14.5</td>
<td>9.7</td>
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Question 4: Before coming to Canada I had studied English for

<table>
<thead>
<tr>
<th></th>
<th>a)</th>
<th>b)</th>
<th>c)</th>
<th>d)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>two</td>
<td>four</td>
<td>six</td>
<td>other</td>
</tr>
<tr>
<td></td>
<td>years</td>
<td>years</td>
<td>years</td>
<td>years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>seven</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>eight</td>
</tr>
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</table>

Questions 5 a), 5 b) and 6: I feel that my previous knowledge of English was . . .

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Speaking</th>
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</thead>
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<tr>
<td>poor-excellent</td>
<td>SI</td>
<td>SII</td>
<td>SI</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>6</td>
<td>7</td>
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<td>14</td>
<td>9</td>
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<td>5</td>
<td>10</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
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<td>5</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>9</td>
<td>6</td>
</tr>
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<td>8</td>
<td>3</td>
<td>3</td>
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</tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 7: Why did you choose Canada for your studies?

<table>
<thead>
<tr>
<th></th>
<th>SI</th>
<th>%</th>
<th>SII</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) because it is a beautiful country</td>
<td>10</td>
<td>16.1</td>
<td>13</td>
<td>21.0</td>
</tr>
<tr>
<td>b) because Canada is a safe place</td>
<td>26</td>
<td>41.9</td>
<td>20</td>
<td>32.3</td>
</tr>
<tr>
<td>c) because Canada has many cultures</td>
<td>20</td>
<td>32.3</td>
<td>13</td>
<td>21.0</td>
</tr>
<tr>
<td>d) other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>because C.I.C. is in Canada</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>no specific reason</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>because Canada's English is clear</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>because I wanted to study abroad</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a), b), c)</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>a), b), c)</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
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<td>a), b)</td>
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<tr>
<td>a), b), c)</td>
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<td>1</td>
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<td></td>
</tr>
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</tr>
<tr>
<td>no answer</td>
<td>3</td>
<td>4.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 8: I chose Canadian International College because . . .

<table>
<thead>
<tr>
<th>a) parents suggested C.I.C.</th>
<th>SI</th>
<th>%</th>
<th>SII</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>32.3</td>
<td>25</td>
<td>40.3</td>
</tr>
<tr>
<td>b) I saw advertisement</td>
<td>36</td>
<td>58.1</td>
<td>31</td>
<td>50.0</td>
</tr>
<tr>
<td>c) a friend studied at C.I.C. and recommended C.I.C.</td>
<td>1</td>
<td>1.6</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>e) other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received a C.I.C. scholarship</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>there was no other school like C.I.C.</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a friend recommended C.I.C.</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>my teacher suggested C.I.C.</td>
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<td>1</td>
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</tr>
<tr>
<td>no specific reason</td>
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<td></td>
</tr>
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</table>

Question 9: Entrance examinations at C.I.C. Japan were . . .

<table>
<thead>
<tr>
<th>Scale</th>
<th>Responses</th>
<th>SI</th>
<th>%</th>
<th>SII</th>
<th>%</th>
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Question 10: Besides education what other reasons do you have for coming to Canada?

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<tr>
<td>a) to have new experiences</td>
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<td>b) to travel</td>
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<tr>
<td>c) to make Canadian friends</td>
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<td>4</td>
<td>6.5</td>
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<tr>
<td>d) to learn about Canadian culture</td>
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<td>11.3</td>
<td>5</td>
<td>8.1</td>
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<tr>
<td>e) other</td>
<td></td>
<td></td>
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<tr>
<td>because I like sports/outdoors</td>
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<tr>
<td>to grow and mature</td>
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<tr>
<td>a), c), d)</td>
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Question 11: I would like to improve my English language skills most .

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<td>d) speaking</td>
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<td>f) other</td>
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<tr>
<td>c), d)</td>
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<td>1</td>
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</tr>
<tr>
<td>a), c), e)</td>
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<tr>
<td>a), c), d)</td>
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Question 12: In Vancouver I will be able to . . .

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<tr>
<td>b) live like Canadians live</td>
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<td>11.3</td>
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<td>8.1</td>
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<tr>
<td>c) get to know Canadians</td>
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<td>43.5</td>
<td>24</td>
<td>38.7</td>
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<tr>
<td>d) other</td>
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<tr>
<td>get to know Vancouver</td>
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<tr>
<td>all of the above things</td>
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<tr>
<td>have a good time and study hard</td>
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<tr>
<td>participate in activities which I was</td>
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<tr>
<td>not able to do in Japan, e.g., sports</td>
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<tr>
<td>have new experiences</td>
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<td>1</td>
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</tr>
<tr>
<td>enjoy residence life</td>
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<td></td>
<td>1</td>
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<tr>
<td>get to know many different cultures</td>
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<tr>
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<td>concerning English language or Canada</td>
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<tr>
<td>Learn Canadian (North American) way</td>
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<tr>
<td>of thinking</td>
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<tr>
<td>review Japan from abroad</td>
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<tr>
<td>live with Japanese students anytime</td>
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<td></td>
<td></td>
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<tr>
<td>enjoy my life</td>
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<tr>
<td>live in Homestay</td>
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<tr>
<td>hear native English lots of times</td>
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<tr>
<td>do nothing</td>
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<tr>
<td>have contact with Canadians</td>
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<tr>
<td>speak English a little</td>
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<tr>
<td>...it is difficult to do all of these things at C.I.C.</td>
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<tr>
<td>get to know Canadians and people who have many cultures</td>
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<tr>
<td>get to know Canada</td>
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<tr>
<td>get to know Canadian culture</td>
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<tr>
<td>just study; in residence I can't learn about Canada or Canadians</td>
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<tr>
<td>examine and get to know myself</td>
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<td></td>
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<tr>
<td>b) and c)</td>
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<tr>
<td>a) and b)</td>
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<td>a) and c)</td>
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Question 13: As a student at C.I.C. Vancouver I want to . . .

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<td>a) study hard to get my diploma</td>
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<tr>
<td>b) have a good time</td>
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<td>21.0</td>
<td>16</td>
<td>25.8</td>
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<tr>
<td>c) meet many Canadians</td>
<td>5</td>
<td>8.1</td>
<td>9</td>
<td>14.5</td>
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<tr>
<td>d) all of the above</td>
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<td>53.2</td>
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<tr>
<td>e) other</td>
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<tr>
<td>travel and broaden my knowledge</td>
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<tr>
<td>make friends</td>
<td></td>
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<tr>
<td>grow and mature</td>
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<td></td>
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<tr>
<td>improve English language skills</td>
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<tr>
<td>study hard to realize my dream</td>
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<tr>
<td>study hard (but not because of diploma)</td>
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<td>change C.I.C.</td>
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Question 14: After studying in Canada I would like to . . .

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<td>a) find a good job in Japan</td>
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<tr>
<td>b) find a job in Canada</td>
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<td>14.5</td>
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<tr>
<td>c) go to University in Japan</td>
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<td>2</td>
<td>3.2</td>
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<td>d) continue studying in North America</td>
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<td>12.9</td>
<td>8</td>
<td>12.9</td>
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<td>e) travel</td>
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<td>11.3</td>
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<tr>
<td>f) other</td>
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<td>obtain Canadian citizenship</td>
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<td>find a job in either Canada, America or</td>
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<td>Japan</td>
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<td>go to Europe to study</td>
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<tr>
<td>learn more about Western culture</td>
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<td>go to New Zealand to find a job</td>
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<td>find a job and study more part-time</td>
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Question 15: Since I came to Canada I have . . .

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<td>a) met many Canadians</td>
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<tr>
<td>b) learned much English</td>
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<tr>
<td>c) made new friends</td>
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<td>17</td>
<td>27.4</td>
</tr>
<tr>
<td>d) all of the above</td>
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<tr>
<td>e) none of the above</td>
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Question 16: Canadian people are . . .

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<td>27</td>
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<tr>
<td>b) keeping to themselves</td>
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<tr>
<td>c) interesting to talk to</td>
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<td>11.3</td>
</tr>
<tr>
<td>d) I have not met many Canadians</td>
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<tr>
<td>e) other</td>
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<td>11.3</td>
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<tr>
<td>perfunctory</td>
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<tr>
<td>similar to Japanese people</td>
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<td>not so friendly</td>
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<tr>
<td>Expressing their own opinion,</td>
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<tr>
<td>other than Japanese people</td>
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<tr>
<td>c) and d)</td>
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<td></td>
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<tr>
<td>total &quot;other&quot; answers</td>
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Question 17: My experiences with Canadian people were . . .

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<td>7</td>
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<td>16.1</td>
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<tr>
<td>9</td>
<td>8</td>
<td>12.9</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1.6</td>
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<tr>
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Question 18: The time I spend with Canadian people is . . .

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>a)</td>
<td>enough</td>
</tr>
<tr>
<td>b)</td>
<td>not enough</td>
</tr>
<tr>
<td>c)</td>
<td>I prefer to spend my time with my Japanese friends</td>
</tr>
<tr>
<td>d)</td>
<td>too much</td>
</tr>
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Question 19: I like Canadian culture because of . . .

<table>
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<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>a)</td>
<td>the food</td>
</tr>
<tr>
<td>b)</td>
<td>the different people (races)</td>
</tr>
<tr>
<td>c)</td>
<td>many languages</td>
</tr>
<tr>
<td>d)</td>
<td>I do not like Canadian culture</td>
</tr>
<tr>
<td>e)</td>
<td>other Canadians like nature more than anything</td>
</tr>
<tr>
<td></td>
<td>I don't know, don't understand the night view</td>
</tr>
<tr>
<td>b) and c)</td>
<td>2</td>
</tr>
<tr>
<td>total &quot;other&quot; responses</td>
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</table>
Question 20: The classes at C.I.C. are...

<table>
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<tr>
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<tbody>
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<td>2</td>
<td>1.6</td>
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<tr>
<td>2</td>
<td>2</td>
<td>0.0</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>6.5</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>4.8</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>14.5</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>17.7</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>22.6</td>
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<tr>
<td>8</td>
<td>3</td>
<td>16.1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>12.9</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1.6</td>
</tr>
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<td>1.6</td>
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</table>

Question 21: My life on campus is...

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<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>11.3</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>6.5</td>
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<tr>
<td>3</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>8.1</td>
</tr>
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<td>5</td>
<td>14</td>
<td>22.6</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>9.8</td>
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<td>7</td>
<td>9</td>
<td>14.5</td>
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<tr>
<td>8</td>
<td>8</td>
<td>12.9</td>
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<tr>
<td>9</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1.6</td>
</tr>
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</tbody>
</table>

Question 22: After classes I speak...

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</thead>
<tbody>
<tr>
<td>a)</td>
<td>mostly Japanese</td>
<td>41</td>
<td>66.1</td>
</tr>
<tr>
<td>b)</td>
<td>mostly English</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>c)</td>
<td>about the same English and Japanese</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>d)</td>
<td>always Japanese</td>
<td>16</td>
<td>25.8</td>
</tr>
<tr>
<td>e)</td>
<td>always English</td>
<td>0</td>
<td>0.0</td>
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<td>1</td>
<td>1.6</td>
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</tbody>
</table>
Question 23: In the first semester at C.I.C.

<table>
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<tr>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I could not understand the teacher</td>
<td>8</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>b) I studied very hard</td>
<td>7</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td>c) I did not study hard</td>
<td>7</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td>d) I did not like classes</td>
<td>15</td>
<td>24.2</td>
<td></td>
</tr>
<tr>
<td>e) I enjoyed classes very much</td>
<td>14</td>
<td>22.6</td>
<td></td>
</tr>
<tr>
<td>f) I studied hard but could not get good results</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I could understand the teacher</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I tried to speak and listen</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>b) and e)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) and c)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a), c) and d)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a), e) and f)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>total &quot;other&quot;</td>
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<td>11.3</td>
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Question 24: This semester at C.I.C.

<table>
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<th>SII</th>
<th>Responses</th>
<th>Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a) I am studying harder than last semester</td>
<td>21</td>
<td>33.9</td>
<td></td>
</tr>
<tr>
<td>b) I study less than last semester</td>
<td>7</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td>c) I would like more class instruction</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>d) I enjoy classes more than last semester</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>e) I enjoy classes less than last semester</td>
<td>10</td>
<td>16.1</td>
<td></td>
</tr>
<tr>
<td>f) I would like more free time</td>
<td>13</td>
<td>21.0</td>
<td></td>
</tr>
<tr>
<td>g) other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a), e), and f)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a), d), e), and f)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b), e), and f)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a) and e)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) and f)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b) and f)</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>9.7</td>
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</tr>
<tr>
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<td>5</td>
<td>8.1</td>
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