

Cross-cultural Expectations within the Foreign Language Classroom

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要 旨

異なる文化間の価値観・規範の違い及び帰属意識は異文化間コミュニケーションにおいて対立の要因として常に存在する。この文化的対立の語学教育現場における実情を知り、今後の語学教育のあり方を考察する為、信州大学共通教育で教鞭をとる外国人英語教師と学生を対象に『対人権力距離度』の影響を応用言語学的及び異文化論的知見から調査した。『対人権力距離度』とは元々、国民文化の4次元の一つとして Hofstede により指摘、理論化されたものである。本研究では質問紙法による回答結果を点数化することにより、両グループの対人権力距離度における傾向とその有意差を分析した。その結果、Hofstede の研究結果ほど大きな両被験者グループ間差異は見られなかったが、グループ間相互理解へのさらなる努力の必要性を示唆することとなった。

キーワード

large power distance, small power distance, EFL teachers, Japanese university students, in-class culture

Introduction

Culture affects everything we think, feel, and do. In a classroom, culture plays a critical role in the dynamics of learning and teaching. Since learning is a part of “everything we do”, culture affects learning processes, learning achievements, and student expectations towards what to learn and how to learn. Culture also affects classroom instructions, teaching methodology and expectations of both teachers and learners. In this study, I focus on an element of culture, the degree of centralization of power. The purpose of this research is to investigate the degree of centralization of power existing between foreign teachers of EFL and their students and to understand how the degree affects language acquisition of the students and teaching styles of the teachers.

The most well-known paradigm for understanding the dimensions of culture is Geert Hofstede’s “4-D model of cultural differences” (1980): four primary dimensions of different cultures, individualism - collectivism, masculinity - femininity, uncertainty avoidance and power distance. This model is still recognized as valid and used by social scientists

today. In 1986, Hofstede analyzed cultural differences in expectations of members of different societies in relation to teacher-student interactions in term of his 4-D model of cultural differences. He found the countries of most EFL teachers working in Japan and Japan to differ substantially in cultural terms.

However, do the differences which Hofstede found still exist? Undeniably, the detraditionalization and globalization of culture are emerging whether people affirm or negate. During the past 25 years, since Hofstede introduced his 4-D model, role expectations have changed in most industrialized countries, including Japan. Opportunities for Japanese students to encounter people from foreign cultures are increasing. The number of foreign English language teachers and assistant language teachers has increased. Furthermore, Japanese people encounter the material products of numerous foreign cultures on a daily basis. In this paper, by focusing on power distance, which is one of the dimensions of Hofstede's 4-D model of cultural differences, I will explore whether such social changes in Japan have impacted teacher-student interactions in the EFL classroom. Moreover, if differences in the power distance index still exist, I will also examine perplexities arising from the differences.

Education and Culture

Cortazzi (1990:54) and Scovel (1994) assert that culture is a predominant factor which affects learning styles more than individual differences in ability, personality and motivation. Richards and Lockhart (1995) note

Teachers' belief systems are founded on the goals, values and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teacher's decision making and action(p. 30)

In a foreign language classroom, cultural dynamics are more complex than in other content classrooms, since foreign elements, like the foreign language and/or foreign teachers, are always involved within a foreign language classroom. Because of this complex situation, Greene and Hunter (1993) define the EFL (English as a Foreign Language) classroom as a unique culture:

If 'culture' can be loosely defined as a particular system of actions and assumptions within a social setting, the oral language learning and teaching which occur within an EFL classroom is a culture (p. 9)

Cultural complexities are easily observed in EFL classrooms in Japan. Most native teachers are of EFL from America, Canada, Australia, New Zealand and England. On the other hand, the majority of the students are basically Japanese.

Besides, diversity in ethnicity, sub-cultural elements are also involved in the complex-

ities of EFL classrooms. Both teachers and students are members of distinct social groups. Such membership gives teachers and students a social identity and a perception of belonging to a group. The social identity of the group stipulates what behavior is or is not acceptable. Within a classroom, intercultural communication occurs between teachers and students, whose social identities differ.

Sub-cultural and ethnographic differences are obstacles for many EFL teachers who wish to deeply understand students' culture. According to Anderson (1981), a profound understanding of students' culture is a vital task for teachers, especially those who teach a foreign language. He asserts that success in foreign language instruction is highly dependent on the teachers' understanding of the students' perspective. He also believes that without that understanding, the social and psychological distance between teachers and students will always remain far apart, and this psychological distance has a negative affect on students' language learning.

Therefore, I think it is important to examine and identify differences in cultural factors of Japanese students and foreign teachers of EFL working in Japan. In this paper, I will examine how teachers and students, whose cultures are different from each other, perceive their roles in their classroom and how this perception influences the expectations of each other.

Power Distance Index of Hofstede's 4-D Model and Other Related Research

The 4-D was introduced by Geert Hofstede (1980) as a model which identifies four primary dimensions of different cultures. After collecting questionnaires composed of 32 questions answered by 116,000 individuals from 40 different countries, he saw consistent patterns of fundamental similarities and differences among world cultures, and he derived the four dimensions from the patterns.

Hofstede defines power distance as the emotional distance between subordinates and superiors, and this distance varies among different cultures. The question that Hofstede raised is to what extent a culture would accept authoritarianism. Large-power distance cultures are very hierarchical. People in these cultures expect a superior to act as an authoritarian figure, instructing others what to do. On the other hand, within those cultures that are low in power-distance, people tend to respect egalitarianism, and subordinates and superiors tend to consider themselves equal in most situations.

Hofstede (1991) categorized the teacher-student relationships in term of power distance. He created a list (Appendix I, Table 1) showing the likely differences in teacher-student interaction between large and small power distance societies. He found that students in a country in which the power distance is large expect and accept inequality in the teacher-student relationship. A need for dependence is implanted in the students' mind, and they become dependent on teachers. For such students, teachers are superiors

who can transfer their personal wisdom to students, and they have complete authority to control the class and students. Therefore, how well or how poorly the students learn is dependent upon the teachers' ability. Classes within countries classified as having a large power distance tend to be teacher centered. According to the result of Hofstede's survey, large power distance is found in Japan; whereas, in Australia, New Zealand, the United States and Canada, countries which most EFL teachers working in Japan come from, small power distance is the norm.

Cortazzi (1990) listed cultural, educational and linguistic expectations between Japanese and the United States. Some of the expectations he included in the list support Hofstede's power distance theory. For instance, American people accept confrontation much more readily than Japanese. The educational expectations that Cortazzi listed are the most interesting. According to Cortazzi, Japanese prefer to learn through repetition and memorization in classrooms, and they respect the authority of a teacher in the classroom. This means that Japanese students like to repeat and memorize the information presented by their teachers. If so, Japanese students prefer teacher-centered to student-centered education, just like Hofstede (1983) suggested. In contrast, most American students consider a classroom to be a place for developing and discussing their critical ideas and teachers to be facilitators for in-class activities.

Youn, Yang and Choi (2001), who investigated epistemological learning beliefs in South Korea, also examined student-teacher interaction from the standpoint of Hofstede's four cultural dimensions. They used words "free" and "impersonal" to represent student-centered education which is one of the characteristics of small power distance. Teachers in a small power distance culture tend to give a lot of freedom to students to contradict and criticize teachers, and they do not interpret students' criticism and contradiction personally. The teachers also respect students' innovative and independent ways of learning because they see students as competent individuals. On the other hand, in teacher-centered education, teachers have high expectations of students to exactly follow teachers' directions.

There are other researchers whose analysis of expected roles of teachers is similar to Hofstede's power distance dimension. Collis and Dalton (1995) also state three types of environments for learning in the classroom, "teacher ownership," "share ownership," and "child ownership." In their theory, the word "child" means "student." Teacher ownership is similar to large power distance in Hofstede's theory. Teacher ownership involves teachers controlling what they teach, based on their authority, and teachers being held responsible for student success and failure. Child ownership is an extreme case of small power distance. A class represented by child ownership honors students controlling their own learning environment. Students decide what they want to learn and what they will do in the classroom. Students voluntarily take responsibility for their learning and have a strong sense of independence. Share ownership involves teachers sharing class owner-

ship of the classroom with their students. Students are allowed to explicitly express their concerns over school curriculum and any other problems related to their classes. Teachers are responsible for informing the students how to be responsible learners. This educational strategy is widely supported by many schools in the United States and recommended by Collis and Dalton.

Douglas Barnes (1976, 1992) also introduced a theory similar to the theories of teacher-student ownership and large-small power distance. He identified two different modes of in-class teaching by using the term "transmission - interpretation classroom." In the transmission classroom, students expect their teacher to be the ultimate information giver. On the other hand, in the interpretation classroom, the teacher and students believe knowledge would arise from shared learning and discussion among students. Barnes's theory continues to attract attention from a number of researchers (Young and Lee: 1987, Finch: 2000).

Methodology

The methodology for the study was designed to clarify the cultural dynamics of power distance in a classroom environment. The principal method of collecting data from teachers and students in a university setting was by two written paper and pencil questionnaires. One survey questionnaire, attached as Appendix III, was created to elicit students' attitudes towards power distance. Appendix IV shows a questionnaire to teachers teaching English in a university. Both questionnaires are based on the research results conducted by Hofstede (1983).

The questionnaire distributed to students for this study is composed of eighteen items. Among those, fourteen items (No. 1 to No. 14) are close ended, using a fully anchored rating scale (1 for "Strongly think/ feel so" to 4 for "Definitely not think/feel so"). Rankings are used for three items (No. 15, 16 and 18) where participants put their responses into order, and a checklist is used for only one item (No. 17). The questionnaire for teachers includes twenty items: 14 items (No. 1 to No. 14), using a fully anchored rating scale, five items (No. 15, 16, 18, 19 and 20), using the ranking questionnaire method, and one checklist (No. 17). Some items (No. 2, 3, 12, 13, 15 and 20) are for exploring teachers' understanding of students' attitudes towards power distance (Appendix II, Table 2). All items in both questionnaires are directly related to power distance except for one item (No. 1) which is designed to elicit information on the satisfactory rate of the teaching methods. The following table shows which items of the questionnaires match with Hofstede's research analysis. Open-ended questions were not used in the questionnaires. The table below shows which questions in the questionnaires correspond to Hofstede's characteristics of large and small power distance societies.

All of the 14 closed-ended items of both questionnaires are correlated to 8 out of 11

characteristics of the power distance theory. One of the excluded characteristics regards teacher-parent relationship in a conflict situation. Although Hofstede includes the relationship as a variable of power distance, in this research, it was excluded from the questionnaire. The subjects of this research are teachers and students in higher education, and there is little parental involvement in the university. Characteristics regarding source of knowledge, stress on impersonal truth or personal wisdom, and respect from students to their teacher or a teacher to the students are considered parts of both student-centered and teacher-centered education.

The questionnaire was given to analyze a total small power distance score. Some questions (No. 5, 6, 7, 9, 10, 11 and 14) of both questionnaires are reversal items whose values were converted for analysis. Two questions, No. 15 and 16 in the questionnaire for teachers, and No. 15 of the students' questionnaire, were specifically based on the educational expectations that are suggested by Cortazzi (1990) as described in the above.

SPSS, a comprehensive data analysis, was used to generate statistics. Independent variables are the EFL teachers and their students. Dependent variables are the scale score responses to a random sample survey given to the EFL teachers and the students. The mean values are used to identify perspectives the subjects have regarding power distance. The smaller the mean values are the more likely the respondents are to have smaller power distance perspectives. The T-test was applied to evaluate differences between the power distance perspectives of the independent variables and to see the level of significance.

Statistical Results and Analysis

Questionnaires were given to 153 freshmen and 13 teachers of English at Shinshu University on November, 2004. The researcher selected classes to which the questionnaire was to be given. The questionnaire was given to the students and collected during class time; the response rate of the students' questionnaire was 100%. There are 13 part-time foreign teachers and 1 full-time foreign teacher of English teaching for the General Education classes at Shinshu University. Altogether there are 14 teachers. The response rate is approximately 93 %.

153 students took part in this study, 103 are male and 50 are female, and 54 are agriculture, 46 are technology, 32 are fiber and 21 are medical students. Among them, 15 students have had some experience living abroad, the average being 9.3 months. Only experiences of living abroad for longer than one month was counted for this research. Among the students who lived abroad, 11 students have been to the following small power distance countries: US, New Zealand, England, Australia and Canada. The teacher subjects are 6 female and 7 male Shinshu University EFL teachers, with an average age of 42.92 and with an average teaching experience of 17.17 years. The average time that

they have lived in Japan is 16 years and 4 months. They teach an average of 4.92 classes per week. Among the foreign teachers are 6 Americans, 2 Canadians, 2 British, 2 Australians and 1 German. According to Hofstede, those countries are considered small power distance countries.

The following are the results and analysis of mean responses of teachers and students. The strong tendency of small power distance is indicated with mean responses of less than 1.5, the responses showing strong tendency of large power distance are larger than 2.5 (the mean scores are shown in Table 2 and 3 in Appendix II). The only mean response, which significantly indicates the EFL teachers' small power distance perspectives are the response (1.45) for the characteristic of criticism and contradiction from their students.

Some statistical results of teachers show their strong large power distance viewpoint. Although students do feel that they should show respect toward teachers both in and out of the class, the expectations that teachers have for students to show respect are much higher. The mean response for respect for teachers outside class from both the teachers and students showed large power distance characteristic, 3.17 and 2.84 respectively; however, the mean score of teachers is higher. Another one of the teachers' perspectives, which indicates large power distance, is the strong relationship between the effectiveness of learning and excellence of the teacher (2.92). Moreover, two out of three of the preferred qualities that the teachers enumerate are having knowledge to give to students and being a role model for their students. Both qualities are a part of large distance power perspectives and teacher-centered education. The mean response from teachers also shows that teachers feel responsibility for informing students how to study for the specific goal of the class, 3.35. Teachers who see themselves as a knowledge provider for their students and a demonstrator and/or a role model tend to run teacher-centered classes. Teachers who focus on these qualities want to demonstrate to their students how to do tasks and solve problems. Then, they consider it is important that students be able to solve similar problems by utilizing the demonstrated methods.

The mean responses for question No. 2 and 3 in the teachers' questionnaire are also high, 2.92 and 3.08, indicating that many teachers believe their students do not know what they want to learn and do not know how to study. These teachers do not have much confidence in students as effective learners. This lack of confidence in the students' ability to study might be related to why the teachers have a strong belief that excellence of the teacher strongly affects learning.

Some students' mean responses also show that on balance, they lean toward large power distance. Although teachers' belief in the necessity for demonstrating what and how to study is stronger than the students' expectations of teachers, the students' mean score is also higher than 2.5, 2.75. There is the presence of the students' large power distance perspectives in that how well they learn strongly connects to the excellence of teachers as indicated by the mean score of 2.86. Moreover, the lack of self-assurance

regarding how to study effectively also suggests their inclination toward large power distance; the mean response is 2.77. It is interesting that both mean responses of teachers regarding confidence in students knowing what to study and how to study are higher than the mean responses of students. The results might point out that students do not have much confidence in themselves as independent learners, but not as much as their teachers think so. The students' final mean score higher than 2.5 is reflective of students' respect for teachers outside class. This score indicates that students feel that they should show their respect for teachers even outside of class. There are no mean responses of the students' questionnaire indicating strong small power distance perspectives by <1.5 .

However, the students' list for three qualities of a good teacher shows they are more inclined toward a student-centered education than the teachers. The three most preferred qualities are being able to guide and lead the class, communicating in an enjoyable manner, and respecting students' autonomy; students did not select "having knowledge" or "being a role model." Teachers, apparently, do not have a good understanding of the qualities that students want in a teacher. Teachers assume that students prefer teachers with the following qualities: knowledgeable, being like a friend, and respectful of students' autonomy.

The t-test indicates that some significant differences in power distance perspectives between the EFL teachers and the students exist, rejected by a t-test at a 5% level of significance ($p < .05$), in 4 out of 8 sets of the characteristics. In addition, the results of responses to questions using the ranking method in both questionnaires also show the differences. Firstly, the teachers seem to have much smaller power distance perspectives, thus, show more tolerance with students contradicting and criticizing them. The significant difference between teachers and students in the perspectives is proven by $p < .05$ ($t = 2.37$). Secondly, teachers would like students to speak in class without teachers' elicitation more often than students feel comfortable doing so ($t = 2.79$, $p < .05$). In the aspect of appreciation of students' free intellectual disagreement and spontaneous expression of their opinions, EFL foreign teachers prefer a student-centered education.

Although not many students want to express their opinions and disagree with teachers, they do understand the effectiveness of learning through expressing themselves. They chose free discussions with their classmates as the third most effective way of learning. It seems that students are reluctant to express themselves with their teachers but not with their classmates. This indicates students' large power distance perspectives.

Some of the t-test results indicate that stronger large power distance perspectives exist among teachers than students. Students' expectation of teachers showing what to learn and how to learn is less than the expectation which the EFL teachers have ($t = 2.63$, $p < .05$). The other significant difference regards how much respect students should show teachers outside class ($t = 2.46$, $p < .05$). The teachers' expectation of students acting respectfully is more significant than what students want to do. Such foreign teachers'

strong expectation is also shown in the result of Question No. 17 in the teachers' questionnaire. The largest number of EFL foreign teachers answered they believe students should respect teachers both in and out of class.

Besides the questions in the questionnaire related to Hofstede's theory of power distance, there are other notable results. The mean scores for a gap between what the teachers are trying to teach and what students actually learn are also significantly different ($t=2.38$, $p<.05$). For a question related to students' self-awareness of how to study and what to study, the mean scores of both teachers and students are high.

Conclusion

It seems that foreign EFL teachers do not always have small power distance perspectives, as Hofstede asserts. The teachers who answered the questionnaire have lived in Japan for an average period of more than 16 years and have taught EFL for an average length of 13.50 years. They appear to have somewhat adapted to Japanese ways of education. However, many EFL teachers feel frustrated with passive students.

One problem of this study is that the definition of "respect" was not clearly defined in the questionnaires used for this study. The definition could be different depending on cultural interpretations, and the difference might have affected some of the answers and the statistical results of the questionnaire. Therefore, a further study is needed to understand cultural differences in regards to interpretations of the word "respect" and correlation between the difference in the definitions and in-class dynamics.

Although Japanese university students still hold large power distance perspectives, they are realizing the importance of students' autonomy in education. The responses show that students want to have more interactive ways of learning, for example, gathering information by themselves, sharing it, and learning by discussion. Students believe that the ability of teachers to give clear guidance is more important than the knowledge held by teachers. Students want teachers to give instruction in becoming autonomous learners. Nonetheless, Japanese students, in general, are not ready to take the initiative to be outspoken, especially regarding contradicting their teachers or asking many questions in the classroom. It is questionable if forcing students to be more outspoken is appropriate. In addition, students are not expecting teachers to be their friends or role models. They want teachers to be a guide who can help them learn skills for decision making.

It is fruitless to determine whether large power distance is better than small power distance in education or vice versa. However, since cultural misunderstandings and conflicts between teachers and students affect learning, it is essential that both students and teachers make mutual efforts to understand each other. To aid this goal, knowledge regarding cultural dynamics must be integrated into every facet of a school curriculum

and teacher training programs. I do not believe that simply adapting a student-centered form of education, developed in small power distance countries, for the development of Japanese education is appropriate. Both parties should seek the most comfortable and effective ways which are appropriate for modern Japanese university students' culture.

Appendix I

Table 1

Differences in Teacher/Student and Student/Student Interaction Related to the Power Distance Dimension

Small Power Distance	Large Power Distance
<ul style="list-style-type: none"> ● stress on impersonal "truth" which can in principle be obtained from any competent person ● a teacher should respect the independence of his/her students ● student-centered education (premium on initiative) ● teacher expects students to initiate communication ● teacher expects students to find their own paths ● students may speak up spontaneously in class ● students allowed to contradict or criticize teacher ● effectiveness of learning related to amount of two-way communication in class ● outside class, teachers are treated as equals ● in teacher/student conflicts, parents are expected to side with the student ● younger teachers are more liked than older teachers 	<ul style="list-style-type: none"> ● stress on personal "wisdom" which is transferred in the relationship with particular teacher ● a teacher merits the respect of his/her students ● teacher-centered education (premium on order) ● students expect teacher to initiate communication ● students expect teacher to outline paths to follow ● students speak up in class only when invited by the teacher ● teacher is never contradicted nor publicly criticized ● effectiveness of learning related to excellence of the teacher ● respect for teachers is also shown outside class ● in teacher/student conflicts, parents are expected to side with the teacher ● older teachers are more respected than younger teachers

Appendix II

Table 2

	Large Power Distance	Small Power Distance	Teachers' Question-Naire #	Students' Question-Naire #	Mean (Teachers)	Mean (Students)
1	Student-centered education	Teacher-centered education	2, 3, 4, 5, 6, 7, 14	2, 3, 4, 5, 6, 8, 14	2.53	2.44
2	Teacher expects students to initiate communication	Students expect teacher to initiate communication	5	5, 8	2.62	2.28
3	Teacher expect students to find their own paths	Students expect teacher to outline paths to follow	3, 6	3, 6	3.35	2.75
4	Students may speak up spontaneously in class	Students speak up in class only when invited by the teacher	5, 7	5, 8	2.12	2.28
5	Students allowed to contradict or criticize teacher	Teacher is never contradicted nor publicly criticized	8	9	1.67	2.24
6	Effectiveness of learning related to amount of two-way communication in class	Effectiveness of learning related to excellence of the teacher	9	10	2.92	2.86
7	Outside class, teachers are treated as equals	Respect for teachers is also shown outside class	10	11	3.17	2.84
8	Younger teachers are more liked than older teachers	Older teachers are more respected than younger teachers	11	12, 13	1.92	1.94

Table 3

Q. #	Questions	Mean (Teachers)	Mean (Students)
Q. 1	Do you think there is a gap between the things you are trying to teach and the things that students actually learn?	2.00	2.91
Q. 2	Do you think that most students know what they want to learn?	2.92	2.43
Q. 3	Do you think that most students know how to study effectively both in class and out of class?	3.08	2.77

Appendix III (Students' Questionnaire)

性別： 男・ 女

学年： _____ 学部： _____

海外経験： _____ 年 _____ ヶ月

国名： _____

アンケート対象クラスについて

教師： 外国人教師 ・ 日本人教師

授業内容： 作文・会話・聴解・読解

以下はこの授業に関する質問です。以下の項目であてはまるものに○をつけてください

1：全くそう思う（感じる）→2：大体そう思う→3：そうは思わない→4：全く思わない

①	あなたが実際に授業から得ている知識と教師が教えようとしている知識にはギャップがある	1	2	3	4
②	あなたはこの授業を受けるにあたって自分が何を学びたいかという明確な考えを持っている	1	2	3	4
③	あなたは自分にとって一番効果的な学習方法は何かについてわかっている	1	2	3	4
④	授業中の教師の役割は学生の自己学習を助ける進行役というよりも知識を与える教官であるべき	1	2	3	4
⑤	授業内において教師は学生がいつ、何を、どのように発言すべきかを常にコントロールする必要がある	1	2	3	4
⑥	教師は授業において学生がどのように授業目標に到達していくべきか示す必要がある	1	2	3	4
⑦	授業内で教師にあてられてその質問に解答することは好きではない	1	2	3	4
⑧	学生は授業内で教師にあてられることなく発言すべきだ	1	2	3	4
⑨	授業内で教師の意見や発言に対し批判したりや反対意見を言ったりすることは好まない	1	2	3	4
⑩	学習の効果は教師の質によるところが大きい	1	2	3	4
⑪	授業外でも教師に対し尊敬の意を示す	1	2	3	4
⑫	ベテランの教師は若い教師より尊敬されるべきだ	1	2	3	4
⑬	若い教師よりベテラン教師の方が良い	1	2	3	4
⑭	ドリル演習をおこなうべきだ	1	2	3	4

裏面へつづく

⑮ 以下の学習方法のうち効果的だと思う順に番号をつけてください。

- _____ 暗記
- _____ 数多くの問題を解く
- _____ 教師による板書（黒板に書かれている内容）のノート筆記
- _____ 教師の口頭講義のノート筆記
- _____ 教科書・参考書等書籍を読みまとめる
- _____ 教師の後に続いて又、ヒアリングしたものをリピートする
- _____ 様々な方法により自分自身で情報や知識を集める

- _____ドリル方式の演習をする
 _____できるだけ自由なディスカッションを行う
- ⑩ 自分の外国語能力上達を知る一番効果的な方法と思われる順に番号をつけてください。
 _____教師による成績評価によって
 _____教師又は第三者から上達を知らされることによって
 _____以前は解くことができなかった問題を解答できるようになったと気付くこと
 によって
- ⑪ 教師は何によって尊敬されると思いますか
 _____教師という職業によって
 _____教師が学生に与える知識によって
 _____授業内において学生の能力を引き出す技術によって
- ⑫ どのような教師を望みますか。自分が好ましいと思う教師像の順に番号をつけてください
 _____友達のような身近な教師
 _____指導をきちんとしてくれる教師
 _____勉強を教えてくれる教師
 _____自分の自主性を尊重してくれる教師
 _____「生き方のモデル」となるような教師
 _____教育の経験が豊かな教師
 _____ユーモアがあるおもしろい教師

Appendix IV (Questionnaire for Teachers)

Age: _____ Gender: M / F Nationality: _____

How long have you been in Japan in (total)? _____ years _____ months

How many classes a week do you teach at Shinshu University? _____

How many years have you been teaching English? _____

★ Please put a circle around your answer.

1: Strongly think/feel so 2: Think/Feel so 3. Do not think so 4. Definitely not think so

①	Do you think there is a gap between the things you are trying to teach and the things that students actually learn?	1	2	3	4
②	Do you think that most students know what they want to learn?	1	2	3	4
③	Do you think that most students know how to study effectively both in class and out of class?	1	2	3	4
④	Do you think the teacher's role be a facilitator of learning rather than an information giver?	1	2	3	4
⑤	Do you think that teachers should control the topics students speak about and the length of time that they speak?	1	2	3	4
⑥	Do you think that teachers should inform students how to reach the goals of the class?	1	2	3	4
⑦	Do you think students should speak in class only when invited by teachers?	1	2	3	4

⑧	Do you feel comfortable when your students contradict and/or criticize your ideas?	1	2	3	4
⑨	Do you think that effective learning is related to the excellence of the teacher?	1	2	3	4
⑩	Do you think that teachers should be respected in and outside class?	1	2	3	4
⑪	Do you think older teachers should be respected more than younger teachers because of their experience?	1	2	3	4
⑫	Do you think your students respect older teachers more than younger teachers?	1	2	3	4
⑬	Do you think that your students prefer younger teachers more than older teachers?	1	2	3	4
⑭	Do you think teachers should make students do language drills?	1	2	3	4

⑮ Do you think your students like learning...(Rank the top three. 1 is the most preferable way for students.)

- by memorizing information? by listening and taking notes?
 by problem-solving? by reading and making notes?
 by copying from the board? by repeating what they hear?
 by doing language drills?
 by doing free discussions with classmates?
 by getting information for themselves?

⑯ I, as a teacher, think that the most effective way for students to learn is...
(Rank the top three. 1 is the most effective.)

- by memorizing information by listening and taking notes
 by problem-solving by reading and making notes
 by copying from the board by repeating what they hear
 by doing language drills
 by doing free discussions with classmates
 by getting information for themselves

⑰ I, as a teacher, believe that students respect teachers...

- in class outside class
 Both in and out of class not at all

⑱ What do you think is the best way for students to notice their English improvement? (Rank the following. 1 is the most important and 3 is the least important.)

- Students see their grades
 Students hear from teachers that they are progressing
 Students realize that they can use English in tasks that they could not do before.

⑲ What type of teacher do you want to be?

(Rank the top three. 1 is the most preferable way for students.)

- A teacher who is like a friend of students
 A teacher who is like a leader of the class
 A teacher who is able to give knowledge to students
 A teacher who respects students' autonomy

- _____ A teacher who is a role model for students
 _____ An experienced teacher
 _____ A fun teacher
- ⑳ What type of teacher do you think your students want you to be?
 (Rank the top three. 1 is the most preferable way for students.)
- _____ A teacher who is like a friend of students
 _____ A teacher who is like a leader of the class
 _____ A teacher who is able to give knowledge to students
 _____ A teacher who respects students' autonomy
 _____ A teacher who is a role model for students
 _____ An experienced teacher
 _____ A fun teacher

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