

Student Surveys from the SE Course of the General Education English Program at Shizuoka University

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**Student Surveys from the SE Course of the
General Education English Program at Shizuoka University**

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The General Education English Program at Shizuoka University is to undergo change, and in the very near future, a general framework for a new curriculum will emerge. While much discussion has already occurred, it is hoped that this report on data from student surveys can contribute in some degree to a better understanding of student perspectives. Such understanding is a valuable resource to be applied to curriculum evaluation and development (Brown, 1995, p. 236; McDonough & McDonough, 1997, p.181; Richards, 2001, p. 301). In order to collect data from students, two surveys were implemented in the 2010-2011 academic year. The results from a survey for students who had completed the Power English (PE) Course were discussed in Urick, Suto & Komachi (2011). This article reports on a survey that was filled out by students who were in the final semester of the Standard English (SE) Course. The purpose of the survey was to better understand how students felt about the program, and what changes would, from the students' perspective, be desirable.

A two-course system was begun in 2006, consisting of the SE Course and the PE Course. The main purpose of creating two courses was to give students with higher motivation and ability an alternative to the standard curriculum. Under the current system, students are given the option of applying for the PE Course before classes begin in their first year. Placement decisions are based on test scores. As the number of students who may join the PE Course is limited, the majority of students are assigned to the SE course. In addition, all students in the Faculty of Engineering are assigned to the SE Course. At the beginning of the 2010-11 academic year, 355 first-year students were assigned to the PE Course, and 1,702 first-year students were assigned to the SE Course. The SE Course places comparatively less emphasis on communicative ability, and is less demanding in terms of the level of coursework and amount of studying outside the classroom. SE students are required to take four courses from the General Education English Program over two years in order to graduate, with the exception of the Faculty of Engineering, where students are required to take five courses. Regardless of which faculty they belong to, many SE students also take the two elective English courses that are offered in the first and second semesters of the students' freshman year.

METHOD

The students who participated were in their second year at the university and filled out the surveys during classes in January 2011. The students were about a month from completing the required courses for the SE course, and thus in a good position to give feedback on the program as a whole. Of the 1,689 students who were enrolled in second-year SE classes in January 2011, 1,341 completed surveys. The large percentage of students from which data was obtained (79.4%) suggests that the results should be considered as representative of the group as a whole.

Many of the items for the SE survey were identical to questions on the PE survey, from which data was collected earlier in the same academic year. Some questions from the PE survey did not apply to SE students and were changed or not used. Other items were added to help provide information directly relevant to ongoing discussion about curriculum development at the university. Also included were questions about students' basic information (gender and university faculty), test scores, and attitudes toward English. The three final questions of the survey ask for students' opinions about the difficulty level and amount of assignments as well as the amount of time they spent outside of class on assignments. The survey also provided space for written comments on its reverse side. This article does not contain any analysis of the written comments.

RESULTS

Results from the survey, translated into English, are shown in Table 1. The same data with the original items in Japanese are attached as the Appendix. This section details the results from each item.

Q0-1

Well over half of the students in each faculty responded to the survey. The Faculty of Engineering is the largest at the university, and 439 of this faculty's 538 students who were enrolled at the time of the survey filled out surveys. For the Faculty of Education, the number was 268 of 332, and for the Faculty of Humanities and Social Sciences, 255 of the 304 students in the target group provided data. 94 of 141 second-year Agriculture students filled out surveys, as did 105 of the 169 second-year students in the Faculty of Informatics. In addition to these numbers, 31 respondents did not answer this question. It is likely that the placement of this item in an isolated box at the top of the survey sheet led to the comparatively high number of participants who did not respond.

Q0-1	Faculty	Humanities*	Science	Education	Informatics	Agriculture	Engineering
		255/304	149/195	268/332	105/169	94/141	439/538

*The full name of the faculty is the Faculty of Humanities and Social Sciences.

Table 1 2010 Academic Year SE Course Student Survey Data

N=1341 SE total=1689

		Male	Female			
Q1-1	Gender	928	404	Engineering 439/538		
		Humanities	Science	Education	Informatics	Agriculture
Q0-1	Faculty	255/304	149/195	268/332	105/169	94/141
		>=180	>=170	>=160	>=150	<150
Q1-2	Center Test Score	2.3%	4.6%	13.3%	19.8%	60.1%
		>=730	>=650	>=550	>=450	<450
Q1-3	TOEIC score from freshman year first semester final examination	0.5%	1.4%	15.0%	35.3%	47.9%
		agree strongly	agree somewhat	neither agree nor disagree	disagree somewhat	disagree strongly
Q1-4	I have confidence about English	1.3%	7.4%	16.7%	30.9%	43.7%
Q1-5	I like to study English	4.3%	18.2%	25.4%	29.1%	23.0%
Q1-6	I plan to use English for work in the future	6.2%	19.8%	27.6%	27.9%	18.6%
Q1-7	I like to read English	2.9%	16.6%	24.4%	30.1%	26.0%
Q1-8	I like to write in English	1.9%	7.8%	18.3%	34.8%	37.2%
Q1-9	I like to speak English	3.2%	13.1%	21.5%	31.5%	30.7%
Q2-1	The SE Course was helpful in improving my English	4.4%	36.0%	31.6%	20.5%	7.5%
Q2-2	The SE Course was fun	10.1%	32.7%	34.3%	16.0%	6.9%
Q2-3	It would have been better if there were more course choices	9.9%	21.1%	43.4%	20.4%	5.1%
Q2-4	I wanted to take two or more courses taught by foreign teachers	6.3%	11.0%	31.3%	30.5%	20.9%
Q2-5	There was ample explanation about courses before registration	18.1%	35.3%	25.4%	13.4%	7.8%
Q2-6	It would have been better if there were more grammar classes	6.7%	21.6%	39.1%	23.1%	9.5%
Q2-7	The TOEIC class was helpful	5.8%	31.1%	31.6%	20.6%	10.9%
Q2-8	I used English for communication in classes	4.3%	17.8%	32.3%	28.1%	17.5%
Q2-9	There were too many students in the classes	2.5%	5.9%	33.2%	38.4%	20.1%
Q2-10	I used the syllabi to choose which elective courses to take	28.1%	39.2%	17.1%	9.4%	6.1%
Q2-11	I wanted to take more challenging courses	3.6%	7.4%	28.1%	32.4%	28.5%
		0-15 minutes	15-30 minutes	30-60 minutes	60-120 minutes	more than two hours
Q2-12	Average amount of time spent on homework each week (per class)	32.2%	24.1%	29.4%	11.9%	2.5%
		very difficult	somewhat difficult	just right	somewhat easy	very easy
Q2-13	Difficulty of coursework	4.3%	20.5%	58.5%	14.1%	2.6%
		very large amount	somewhat large amount	just right	somewhat small amount	very small amount
Q2-14	Amount of homework	2.4%	13.1%	76.5%	6.3%	1.7%

Q1-1

There were more male students than female students among the respondents. 928 male students and 404 female students filled out surveys. This is a reflection of the general student population; as of May 1, 2011 there were 6,170 males and 2,725 females enrolled as undergraduate students at the university (National University Corporation Shizuoka University, 2011, p.16). Nine respondents did not answer this question.

Q1-1	Gender	Male	Female
		928	404

Q1-2

More than half of the respondents (60.1%) reported scores of less than 150 points on the non-listening portion of the English section of the Center Test. 19.8% reported scores between 150-159 points. 13.3% reported scored between 160-169 points, and 4.6% reported scores between 170-179 points. Only 2.3% reported scores over 180 points.

Q1-2	Center Test Score	180 points or more	170 points or more	160 points or more	150 points or more	Less than 150 points
		2.3%	4.6%	13.3%	19.8%	60.1%

Q1-3

Almost half of the respondents reported scoring less than 450 points on the TOEIC exam. The students had taken TOEIC as the final exam for a course in the first semester of their freshman year. 47.9% reported scores less than 450 points. 35.3% reported scores between 450-545 points, and 15.0% reported scores between 550-645 points. Higher scores were rare, with 1.4% reporting scores of 650-725 points, and 0.5% reporting scores of 730 or higher.

Q1-3	TOEIC Score (first semester of freshman year)	730 points or more	650 points or more	550 points or more	450 points or more	Less than 450 points
		0.5%	1.4%	15.0%	35.3%	47.9%

Q1-4

Not many students reported having confidence in their English ability. When asked to respond to the statement, “I have confidence about English,” 43.7% strongly disagreed, and 30.9% disagreed somewhat. 16.7% responded neutrally to the statement. 7.4% agreed somewhat, and 1.3% strongly agreed.

Q1-4	I have confidence about English	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		1.3%	7.4%	16.7%	30.9%	43.7%

Q1-5

A majority of respondents (52.1%) demonstrated a dislike for studying English. 29.1% disagreed somewhat and 23.0% disagreed strongly with the statement, “I like to study English.” 25.4% responded neutrally, 18.2% agreed somewhat, and 4.3% agreed strongly with the statement.

Q1-5	I like to study English	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		4.3%	18.2%	25.4%	29.1%	23.0%

Q1-6

About a quarter of respondents (26.0%) reported that they plan to use English for work in the future, while a little bit less than half (46.5%) reported having no such intention. Responding to the statement, “I plan to use English for work in the future,” 6.2% strongly agreed, while 19.8% agreed somewhat. 27.9% disagreed somewhat, while 18.6% strongly agreed. 27.6% of the students who responded neither agreed nor disagreed.

Q1-6	I plan to use English for work in the future	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		6.2%	19.8%	27.6%	27.9%	18.6%

Q1-7

A majority of respondents (56.1%) reported that they did not like reading English. 30.1% disagreed somewhat, and 26.0% disagreed strongly with the statement, “I like to read English.” 24.4% responded neutrally to the statement, while 16.6% agreed somewhat and 2.9% strongly agreed.

Q1-7	I like to read English	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		2.9%	16.6%	24.4%	30.1%	26.0%

Q1-8

Writing in English was less popular than reading. Responding to the statement, “I like to write in English,” 37.2% strongly disagreed, and 34.8 percent disagreed somewhat. 18.3% neither agreed nor disagreed. 7.8% agreed somewhat with the statement, and 1.9% strongly agreed.

Q1-8	I like to write in English	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		1.9%	7.8%	18.3%	34.8%	37.2%

Q1-9

A majority of respondents (62.2%) also do not like speaking in English. 30.7% disagreed strongly with the statement, “I like to speak English,” while 31.5% disagreed somewhat. 21.5% answered neutrally, while 13.1% agreed somewhat, and 3.2% strongly agreed.

Q1-9	I like to speak English	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		3.2%	13.1%	21.5%	31.5%	30.7%

Q2-1

Responding to the statement, “The SE Course was helpful in improving my English,” 36.0% agreed somewhat, making this the most frequent response. 4.4% strongly agreed, for a total of 40.4% agreeing. 31.6% responded neutrally, while 28% disagreed. 20.5% of the respondents disagreed somewhat, and 7.5% strongly disagreed.

Q2-1	The SE Course was helpful in improving my English	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		4.4%	36.0%	31.6%	20.5%	7.5%

Q2-2

The most frequent response to the statement, “The SE Course was fun” was neutral, at 34.3%. Those agreeing somewhat accounted for 32.7% of the responses, and those strongly agreeing amounted to 10.1%. Respondents who disagreed somewhat amounted to 16.0%, and 6.9% strongly disagreed.

Q2-2	The SE Course was fun	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		10.1%	32.7%	34.3%	16.0%	6.9%

Q2-3

Reacting to the statement, “It would have been better if there were more course choices,” the neutral response was again the most frequent, at 34.3%. Those agreeing outnumbered those disagreeing, with 31.0% agreeing and 25.5% disagreeing. 21.1% agreed somewhat with the statement, and 9.9% agreed strongly. 20.4% disagreed somewhat, and 5.1% strongly disagreed.

Q2-3	It would have been better if there were more course choices	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		9.9%	21.1%	43.4%	20.4%	5.1%

Q2-4

A majority of respondents (82.7%) did not demonstrate a desire to learn from foreign instructors. 30.5% disagreed strongly, and 20.9% disagreed somewhat with the statement, “I wanted to take two or more courses taught by foreign teachers.” 11.0% agreed somewhat, and 6.3% strongly agreed with the statement. The neutral response was the most frequent, at 31.3%.

Q2-4	I wanted to take two or more courses taught by foreign teachers	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		6.3%	11.0%	31.3%	30.5%	20.9%

Q2-5

21.2% of respondents indicated dissatisfaction with the explanations they received before registration. Responding to the statement, “There was ample explanation about courses before registration,” 13.4% disagreed somewhat, and 7.8% strongly disagreed. The neutral response, at 25.4% was the most frequent. 35.3% of students agreed somewhat with the statement, and 18.1% strongly agreed.

Q2-5	There was ample explanation about courses before registration	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		18.1%	35.3%	25.4%	13.4%	7.8%

Q2-6

More than one in four respondents (28.3%) had wanted more grammar instruction. 6.7% of respondents strongly agreed and 21.6% agreed somewhat with the statement, “It would have been better if there were more grammar classes.” 23.1% disagreed somewhat with the statement, and 9.5% strongly disagreed. Here again, the neutral response was the most frequent, at 39.1%.

Q2-6	It would have been better if there were more grammar classes	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		6.7%	21.6%	39.1%	23.1%	9.5%

Q2-7

Responding to the statement, “The TOIEC class was helpful,” 5.8% strongly agreed and 31.1% agreed somewhat, for a total of 36.9% agreeing. 20.6% disagreed somewhat and 10.9% strongly disagreed, for a total of 31.5% disagreeing. 31.6% neither agreed nor disagreed.

Q2-7	The TOIEC class was helpful	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		5.8%	31.1%	31.6%	20.6%	10.9%

Q2-8

While the neutral response was the most frequent (32.3%), less than a quarter of respondents (22.1%) indicated having used English for communication in classes. 4.3% of students responding strongly agreed, and 17.8% agreed somewhat with the statement, “I used English for communication in classes.” 28.1% disagreed somewhat, and 17.5% strongly disagreed.

Q2-8	I used English for communication in classes	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		4.3%	17.8%	32.3%	28.1%	17.5%

Q2-9

Most respondents (91.7%) indicated no dissatisfaction with class sizes. 2.5% strongly agreed with the statement, “There were too many students in the classes,” while 5.9% agreed somewhat. 38.4% disagreed somewhat, and 20.1% strongly disagreed. 33.2% neither agreed nor disagreed.

Q2-9	There were too many students in the classes	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		2.5%	5.9%	33.2%	38.4%	20.1%

Q2-10

A majority of respondents (67.3%) reported using syllabi to choose elective courses. 28.1% of respondents strongly agreed with the statement, “I used the syllabi to choose which elective courses to take,” and 39.2% agreed somewhat. 17.1% of responses were neutral. 9.4% disagreed somewhat, and 6.1% strongly disagreed with the statement.

Q2-10	I used the syllabi to choose which elective courses to take	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		28.1%	39.2%	17.1%	9.4%	6.1%

Q2-11

Only a small number of respondents (11.0%) expressed the desire for more difficult classes. 32.4% of respondents disagreed somewhat with the statement, “I wanted to take more challenging courses.” 28.5% disagreed strongly, bringing the total disagreeing to 60.9%. Neutral responses amounted to 28.1% of the total. 3.6% agreed strongly with the statement, and 7.4% agreed somewhat.

Q2-11	I wanted to take more challenging courses	strongly agree	agree somewhat	neither agree nor disagree	disagree somewhat	strongly disagree
		3.6%	7.4%	28.1%	32.4%	28.5%

Q2-12

More than half of the respondents (56.3%) reported spending 30 minutes or less on homework for each General Education English course. 32.2% reported doing 0-15 minutes of homework weekly, and 24.1% reported doing 15-30 minutes. 29.4% reported studying 30-60 minutes and 11.9% reported studying 60-120 minutes. 2.5% reported studying more than two hours.

Q2-12	Average amount of time spent on homework each week (per class)	0-15 minutes	15-30 minutes	30-60 minutes	60-120 minutes	more than two hours
		32.2%	24.1%	29.4%	11.9%	2.5%

A majority indicated satisfaction with the difficulty level of coursework. 58.5% reported that the level was “just right.” While 20.5% reported that the level was somewhat difficult, 4.3% found it to be “very difficult.” For 14.1% of respondents, the level was “somewhat easy,” and for 2.6%, it was “very easy.”

Q2-13	Difficulty of coursework	very difficult	somewhat difficult	just right	somewhat easy	Very easy
		4.3%	20.5%	58.5%	14.1%	2.6%

More than three quarters of the respondents approved of the amount of homework. 76.5% of respondents found the amount of homework to be “just right.” 13.1% of respondents reported that the amount of homework was “somewhat large,” and 2.4% reported a “very large amount” of homework. 6.3% reported that the amount of homework was “somewhat small,” and 1.7% reported a “very small amount” of homework.

Q2-14	Amount of homework	very large amount	somewhat large amount	just right	somewhat small amount	very small amount
		2.4%	13.1%	76.5%	6.3%	1.7%

DISCUSSION

In many areas a majority of students did not express dissatisfaction with elements of the current SE program. Generally speaking, students appear to be satisfied with the amount of homework (Q2-14) and the difficulty level of coursework (Q2-13). Not many students desired more challenging courses (Q2-11). Only 8.4% reported that the class sizes were too large (Q2-9). Yet only 40.4% reported that the four to six courses they had taken had helped them improve their English (Q2-1). If class size, the amount of homework, and the level of coursework are not problems for most students, what can be done to ensure that more students can leave the General Education English Program having made recognizable gains in ability?

Students in the more advanced PE Course responded favorably to the focus on communication in their courses. This focus and foreign teachers’ contributions were found to be two factors contributing to students’ positive evaluation of the PE program (Urlick, Suto & Komachi, 2011). One hypothesis about the SE Course would suggest that more focus on communication could help improve the SE students sense of accomplishment. A majority of students do not appear to want this, however. Only 17.3% of respondents indicated a desire to take two or more classes taught by a foreign teacher (Q2-4). If it is reasonable to assume that most students associate foreign teachers with communicative classrooms, this can be interpreted as a lack of desire to study English as a tool for communication.

In fact, it is difficult to find an area where a majority of students agree that a particular kind of change would be desirable. Only 31.0% of respondents reported that more choice would make the program better (Q2-3). The percentage of respondents who wanted more opportunities to study grammar was 28.3% (Q2-6). While these numbers are significant and should not be ignored, the fact remains that only a minority of students demonstrated a desire for such changes.

One likely reason for the limited success of the SE program is students’ lack of affinity toward English, as demonstrated in the responses to Q1-4 through Q1-9. A majority of the respondents are not confident about their English ability (Q1-4) and do not like to study English

(Q1-5). A majority of respondents also do not like reading English (Q1-7), writing in English (Q1-8), or speaking English (Q1-9). Only about a quarter of students report that they plan to use English in the workplace in the future (Q1-6). Although there is no data available that provides evidence about students' attitudes in earlier years, it is most likely that those who lack affinity toward English developed this attitude before beginning college life. Certainly, efforts should be made at the university level to foster an affinity towards English, but the results of such efforts may remain limited.

Another key issue is motivation. Unfortunately, the survey this article documents did not include items that directly asked about students' motivation. Still, the data as a whole seems to suggest that students are somewhat lacking in concern or interest about their English studies. As noted above, there were no potential changes that a majority of students supported. Furthermore, neutral responses were most frequent for many of the items (Q2-2, Q2-3, Q2-4, Q2-6, Q2-7, and Q2-8). This suggests a lack of investment in the SE program on the part of the students.

Given that a majority of students are not demonstrating a sense of achievement after having taken four to six courses in the SE program, reducing the number or credits that are required may make the program more efficient. It is likely that students who have no or little interest in studying English will benefit very little from their coursework. Rather than attempting to solve this by making coursework more rigorous, allowing such students to take less English courses may be a reasonable solution. However, reducing the number of required English credits would apply not only to the SE group, but also the PE group, which has demonstrated a high level of satisfaction with a six-course, 12 credit program. Making sure that motivated students at a higher level of proficiency have a suitable menu of course choices is crucial.

In developing the new curriculum, it is also necessary to consider students who are motivated and invested in the program, but are at a lower level of proficiency. Currently these students are a sub-group of the SE students. These students also need a variety of alternatives so that they may find courses that suit their interests and perceived needs. Even though only 11% of responding SE students reported a desire for more grammar classes (Q2-6), it would be wise to provide more instruction in this area, if possible. Similarly, there need to be alternatives for students who want to take more challenging courses (Q2-11) and multiple courses with foreign teachers (Q2-4). There are also, without doubt, other needs that were not addressed by the current survey. These should be carefully considered, and if possible, more data from students should be collected.

Whatever changes are made to the curriculum, a sense of vision and clear goals for the program are vital (and also logically prior). What sort of internationalization do we envision for Japan in the future? What role do we see English playing in domestic academic, industrial, and social realms in years to come? What sort of internationalization do we want to bring to our

campus? What kinds of language ability do we need to foster? Only when we have the answers to these questions will we be able to formulate concrete goals for the General Education English Program at Shizuoka University. Certainly, we will need to respond to an array of student needs, but in addition to providing variety and flexibility we will need a strong sense of purpose to guide us in making decisions with regard to curriculum development.

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Appendix
Survey Data (in Japanese)

平成22年度SEコース受講者用アンケートの結果

N=1341 SE 全体=1689

		男	女				工学部
Q1-1	性別を教えてください (回答なし=9)	928	404				439/538
		人文学部	理学部	教育学部	情報学部	農学部	
Q0-1	学部 (回答なし=31)	255/304	149/195	268/332	105/169	94/141	
		180点以上	170点以上	160点以上	150点以上	150点未満	
Q1-2	あなたのセンター試験の点数を教えてください(だいたい で結構です)	2.3%	4.6%	13.3%	19.8%	60.1%	
		730点以上	650点以上	550点以上	450点以上	450点未満	
Q1-3	あなたの2008年前期末のTOEICの点数を教えてください (だいたいで結構です)	0.5%	1.4%	15.0%	35.3%	47.9%	
		とてもそう思う	少しそう思う	どちらでもない	あまりそう思わない	全くそう思わない	
Q1-4	英語に自信がある	1.3%	7.4%	16.7%	30.9%	43.7%	
Q1-5	英語を勉強するのが好きだ	4.3%	18.2%	25.4%	29.1%	23.0%	
Q1-6	今後仕事で英語を使うつもりだ	6.2%	19.8%	27.6%	27.9%	18.6%	
Q1-7	英文を読むのが好きだ	2.9%	16.6%	24.4%	30.1%	26.0%	
Q1-8	英文を書くのが好きだ	1.9%	7.8%	18.3%	34.8%	37.2%	
Q1-9	英語で話すのが好きだ	3.2%	13.1%	21.5%	31.5%	30.7%	
Q2-1	SEの授業は自分の英語の上達に役立った	4.4%	36.0%	31.6%	20.5%	7.5%	
Q2-2	SEの授業は楽しかった	10.1%	32.7%	34.3%	16.0%	6.9%	
Q2-3	もっと科目の選択肢があった方がよかった	9.9%	21.1%	43.4%	20.4%	5.1%	
Q2-4	外国人の先生の授業を二つ以上取りたかった	6.3%	11.0%	31.3%	30.5%	20.9%	
Q2-5	履修前、教員から授業についての説明を十分受けた	18.1%	35.3%	25.4%	13.4%	7.8%	
Q2-6	もっと文法の授業があったほうがよかった	6.7%	21.6%	39.1%	23.1%	9.5%	
Q2-7	TOEICの授業は役立った	5.8%	31.1%	31.6%	20.6%	10.9%	
Q2-8	授業でコミュニケーションの道具として英語を使った	4.3%	17.8%	32.3%	28.1%	17.5%	
Q2-9	クラスの人数が多すぎた	2.5%	5.9%	33.2%	38.4%	20.1%	
Q2-10	選択科目はシラバスの内容でとる授業を決めた	28.1%	39.2%	17.1%	9.4%	6.1%	
Q2-11	もっとレベルの高い授業をとりたいかった	3.6%	7.4%	28.1%	32.4%	28.5%	
		0-15分	15-30分	30分-1時間	1-2時間	2時間以上	
Q2-12	教室外の課題にかけた平均的な時間(一科目につき)を 教えてください	32.2%	24.1%	29.4%	11.9%	2.5%	
		大変難しかった	すこし難しかった	ちょうどよかった	すこし簡単だった	とても簡単だった	
Q2-13	授業の難易度を教えてください	4.3%	20.5%	58.5%	14.1%	2.6%	
		大変多かった	すこし多かった	ちょうどよかった	すこし少なかった	少なすぎた	
Q2-14	宿題の量を教えてください	2.4%	13.1%	76.5%	6.3%	1.7%	