

Comparing Students' Perceptions of Differences and Similarities Between High School English Classes and Kanazawa University EAP Classes: A Questionnaire-Based Study

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A Questionnaire-Based Study

高校の英語授業と金沢大学の EAP 授業での学習経験の違いについて
—アンケートによる学生の認識調査—

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Abstract

Successful curriculum development for a university language programme requires an understanding of the characteristics of students entering the programme, especially their prior language learning experiences. In the Japanese context, while the Course of Study produced by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) provides guidance as to the intended content of high school English courses, the reality of students' experiences in high school may be somewhat different. This study therefore sought to gain a better understanding of students' prior experiences. A questionnaire was administered to 527 first-year Kanazawa University students concerning their perceptions of their experiences in high school English classes as well as their experiences thus far in the university's English for Academic Purposes (EAP) courses. The survey found that, typically, teachers' use of English in the classroom was somewhat limited in high school and significantly less than in the EAP courses; students' own use of English was greater in the EAP courses; high school classes had a greater emphasis on receptive skills, with opportunities for oral practice particularly limited; and high school writing instruction emphasized translation. These findings suggest that careful support is necessary for students as they make the transition to the EAP courses.

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大学の語学プログラムにおいて効果的なカリキュラム開発を行うためには、受講生の特性、特にそれまでの語学学習経験を理解することが必要である。日本では、文部科学省が作成する学習指導要領が、高校の英語科目の授業内容について一定の指針を示しているものの、学生の高校の英語授業での学習実態はそれとは一致しない可能性がある。そこで本研究では、学生の高校の英語授業での学習経験をより詳細に把握することとした。金沢大学1年生527名にアンケート調査を実施し、高校の英語授業における学習経験と、金沢大学の English for Academic Purposes (EAP) 授業における学習経験に対する認識を調査した。その結果、学生の視点では、高校の英語授業における教員の英語使用は概して限定的であり、EAP 科目より極めて少ないことが明らかとなった。また、学生自身の英語使用は EAP 科目がより多かった。さらに、高校の英語授業では受動的なスキルに重点が置かれており、特に会話練習の機会が限られていたことやライティング指導では翻訳に重点が置かれていたことが示された。これらの結果から、学生が高校から大学の EAP 授業への移行ができるように細やかな支援が必要であることが示唆された。

1. Introduction

The English for Academic Purposes (EAP) courses at Kanazawa University are provided as compulsory courses to first-year students by the Institute of Liberal Arts and Science with the aim of enhancing students' ability to use academic English. The courses are largely conducted in English and emphasize active learning. Over time, the EAP curriculum has developed in response to several factors, including feedback from EAP instructors; research projects conducted by the EAP Course Management Committee that examined students' current and future academic English needs (Brown et al., 2019; Brown et al., 2021; Brown et al., 2022; Brown et al., 2025); and developments in the fields of EAP and EMI scholarship (e.g., Macaro, 2018; Rose & McKinley, 2018).

In addition, the EAP curriculum has been considerably influenced by Japan's national curriculum standards: the Course of Study produced by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) which specifies the objectives and content of all subjects taught in primary and secondary education to ensure consistent educational standards nationwide.

The most recent Course of Study for high school foreign language education (MEXT, 2018a) was published by MEXT in 2018 and implemented in 2022, meaning that students educated under this course of study began entering universities in 2025. Motivated by the Central Council for Education's views that high school English courses did not include enough activities involving speaking, writing, interaction, spontaneous responses, or activities which combine skills such as giving opinions about texts after reading (MEXT, 2018b, p. 6), the 2018 Course of Study places greater emphasis on productive skills—speaking and writing—and further underlines the desire for a communication-oriented approach (MEXT, 2018b). It also redefines the skill framework by introducing five areas: listening, reading, speaking (interaction), speaking (presentations), and writing (MEXT, 2018b). This represents a reorganization of the previous four-skill framework—listening, reading, speaking, and writing—stipulated in the previous Course of Study (MEXT, 2008). In addition, the explanation of the

Course of Study (MEXT, 2018b) continues to encourage teachers to use English as the primary language of instruction, though it acknowledges that Japanese may be used by teachers to set up tasks and activities.

However, while the Course of Study provides information on what students should be taught in high school English classes, the reality of what is actually done in class and what students perceive themselves to have gained from classes may be somewhat different from what was intended. Past studies show there are discrepancies between the English language education outlined by the Course of Study and students' perceptions of how English classes are taught in schools (Fukazawa, 2019; Kikuchi & Browne, 2009; Nishino & Watanabe, 2008; Silver & Steele, 2005; Yanagida, 2022). For example, according to Yanagida (2022), the three most frequently practiced class activities reported by students are English-to-Japanese translation, listening to instructor's explanation about vocabulary and grammar, and memorizing English words by reading and writing them, and few students reported activities outlined by the Course of Study, such as speaking or writing about one's ideas or opinions. One frequently cited reason for this is the washback effect from university entrance examinations (Fukazawa, 2019; Gorsuch, 2000; MEXT, 2018b; Shea, 2009). The above studies, however, were concerned with earlier Courses of Study and thus it is important to gain understanding how English education is currently conducted.

A broad picture of what takes place in high school English classrooms under the current Course of Study is provided by an annual survey conducted by MEXT on English education in public high schools (MEXT, 2025a). The 2024 survey findings show that a majority of the 3,241 schools surveyed reported spending approximately half of a 50-minute class period on activities aimed at developing learners' communicative abilities (MEXT, 2025b). The findings also indicate that time allocated to speaking, including both interaction and presentations, accounts for 30% of total class time, a larger proportion than that devoted to reading, listening, or writing (MEXT, 2025b).

To an extent, this is useful data. However, from the perspective of further development of Kanazawa University's EAP programme, it is both limited in terms of excluding private high schools and at the same time too broad in terms of including all types of schools rather than the more academically oriented schools from which the university's students are usually drawn. Furthermore, it might be wondered whether there is a possibility that the findings are not entirely accurate given that the responses are given by schools (rather than by individual teachers) to a survey conducted by the education authorities. That is, as is often the case with survey-based research, it is possible that the responses, to some extent, reflect beliefs held by the respondents (in this case, high schools) about how the questioner (in this case, MEXT) would like them to respond rather than a reflection of what actually takes place.

The aim of this research project was therefore to investigate specifically Kanazawa University students' perceptions of the experiences they had in high school English classes and how these compare with their experiences in the current Kanazawa University EAP courses. In particular, since

EAP instructors are requested to conduct the courses in English and the courses emphasize productive skills (i.e., academic speaking and writing), the goal was to find out more about how students perceive their teachers' use of English, their own use of English, and instruction and practice of writing across the two settings. Findings on these matters should then allow consideration of improvements that could be made to the EAP programme in terms of achieving a better fit with the experience and knowledge of incoming first-year students.

As a first step towards this goal, a questionnaire was administered to students in EAP classes in the 2025 academic year and this paper reports on the results of that questionnaire. This will be followed, in the 2026 academic year by semi-structured interviews with students to gain a richer and more complete understanding of students' experiences.

2. Method

2.1. Participants

The questionnaire participants were 527 first-year Kanazawa University students enrolled in 31 EAP III classes taught by members of the project team. These participants represented approximately 28% of students enrolled in the EAP III course and comprised students from all 20 departments in the university. The sample of participants can therefore be considered broadly representative of the full cohort of students in the EAP programme.

In addition, the participants' responses were not only a reflection of their experiences in the EAP III classes taught by project team members. The EAP student groups are shuffled between Quarter 2 and Quarter 3 and the students are assigned different instructors for each EAP course; thus, the participants would have experienced a range of instructors prior to responding to the questionnaire.

2.2. Questionnaire

The questionnaire (see Appendices A and B) was provided in Japanese and consisted of 37 multiple-choice questions in three sections. Section 1 sought background information on the EAP III class the student was enrolled in and their academic department. Section 2 asked about students' experiences in the two core high school English courses, English Communication and English Logic and Expression, and Section 3 was concerned with their experiences in the university's EAP courses. Sections 2 and 3 paralleled each other with sub-sections on (i) teachers' use of English in the classroom; (ii) students' use of English; (iii) the proportion of class time spent on listening, reading, oral interaction, presentations and writing; and (iv) the proportion of writing instruction time spent on paragraph structure, citations and references, L1–L2 translation and other writing activities. The questions in sub-sections (i)–(iii) were modelled on an annual survey conducted by MEXT (2025a) of public high schools across Japan, while sub-section (iv) was developed for this project to gain insights into a particular area of focus in the EAP courses.

Administration of the questionnaire was carried out in EAP III courses taught by members of the project team. Prior to data collection, the students in each class were provided with a written explanation of the aims of the research in Japanese. Those students who were willing to participate were then asked to access the questionnaire, which was administered through Microsoft Forms. The introduction to the questionnaire explained that completion of the questionnaire constituted their giving consent.

2.3. Analyses

The raw questionnaire data was first cleaned of test responses (identified by their time stamp), and then responses were collated and tabulated for each question or set of questions.

In questions concerning the proportion of class time spent on given things (sub-sections (iii) and (iv) of Sections 2 and 3), participants were asked, for each sub-set of questions, to select responses that added up to 10 (thus, for example, for Questions 9–13, one participant selected 2, 4, 1, 1, 2, making a total of 10). However, in a number of cases, participants did not follow this instruction and instead selected responses that totalled more than 10 (e.g., a participant who selected 2, 3, 3, 3, 1, for a total of 12). Such responses were, nevertheless, considered to provide information on the relative amount of time spent on each item and so were converted to proportions out of 10 (e.g., the responses 2, 3, 3, 3, 1 were converted to 1.7, 2.5, 2.5, 2.5, 0.8).

Furthermore, in items in sub-sections (i)–(iv) of Sections 2 and 3, participants were given the option of selecting “I don't know/I cannot remember”. In the analyses for each sub-section, such participants were excluded, meaning that the *n* size for those sub-sections is slightly smaller. For sub-section (i), on teachers' use of English in the classroom, data from 507 participants were analysed; for sub-section (ii), on students' use of English, there were data from 491 participants; for sub-section (iii), on the proportion of class time spent on different skills, data came from 505 participants; and for sub-section (iv), on the proportion of time devoted to different aspects of writing, there were data from 502 participants.

For each of sub-sections (i)–(iv), three-way comparisons were made using R Statistical Software (R Core Team, 2025) between the two high school English courses (English Communication; English Logic and Expression) and the university's EAP courses. For sub-sections (i) and (ii), non-parametric Friedman's tests were used to determine whether participants consistently ranked instructors/themselves as using English more in one course than in others. Subsequently, post hoc Nemenyi tests were performed using the PMCMRplus package (Pohlert, 2024) to determine exactly which pairs of courses had significant differences in mean scores. For sub-sections (iii) and (iv), a series of Wilcoxon Signed-Rank tests were used (with Bonferroni adjustments employed to account for the use of multiple tests) to determine whether there were significant differences between pairs of courses in the proportion of time spent on a given activity.

3. Results

3.1. Teachers' use of English in the classroom

In the survey, students were asked about the proportion of time their instructors spoke in English in the classroom with respect to high school English Communication and English Logic and Expression courses and in the university's EAP courses. Participants could select under 25%, 25% to 50%, 50% to 75%, or over 75% (with the additional option of selecting "I don't know/I cannot remember"). The results are shown in Table 1 and Figure 1 and show much greater use of English by teachers in the EAP course. The difference in the number of students selecting each response across the three courses was significant (Friedman chi-squared = 435.28, $df = 2$, $p < .001$) and post hoc pairwise tests showed the EAP course was significantly different from each high school course (as well as a significant difference between the two high school courses).

Table 1. Students' reports of teachers' use of English in the classroom ($N = 527$)

	English Communication	English Logic and Expression	EAP
don't know/cannot remember	10	17	3
under 25%	106	184	14
25% to 49%	144	130	32
50% to 74%	127	100	73
over 75%	140	96	405

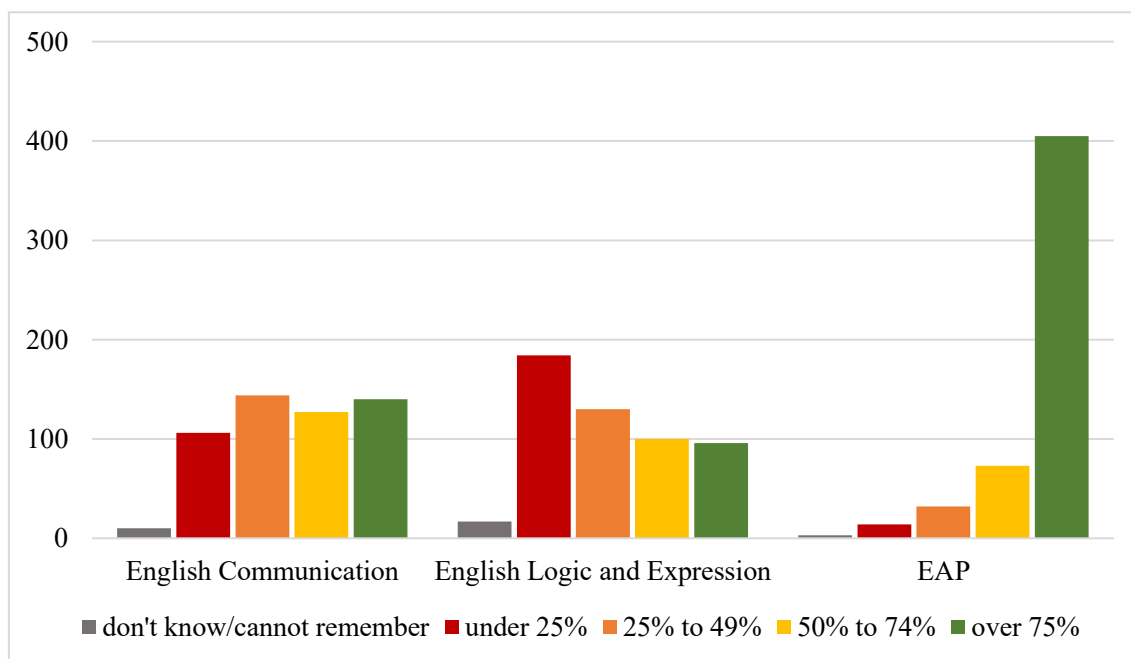


Figure 1: Students' reports of teachers' use of English in the classroom.

3.2. Students' use of English in the classroom

Similar to 3.1, students were asked about their own use of English in the classroom in each course, selecting from the same range of options. As Table 2 and Figure 2 show, the difference in the pattern of responses for the EAP courses versus high school courses was not as stark, but was nonetheless clear and was significant (Friedman chi-squared = 164.1, $df = 2$, $p < .001$). Post hoc pairwise tests again showed the EAP course was significantly different from each high school course in terms of their being greater use of English, with a significant difference also between the two high school courses.

Table 2. Students' reports of their own use of English in the classroom ($N = 527$)

	English Communication	English Logic and Expression	EAP
don't know/cannot remember	26	29	4
under 25%	43	79	17
25% to 49%	135	149	73
50% to 74%	200	172	201
over 75%	123	98	232

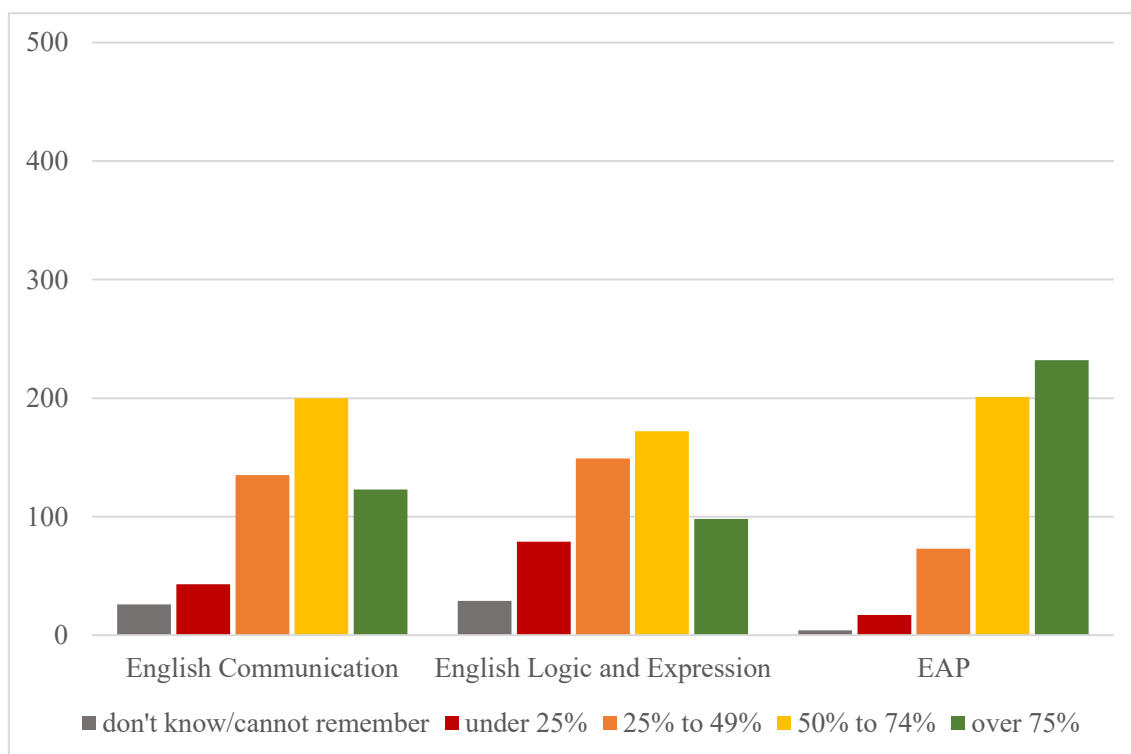


Figure 2: Students' reports of their own use of English in the classroom.

3.3. Class time spent on listening, reading, oral interaction, presentations and writing

Sub-section (iii) of Sections 2 and 3 in the questionnaire asked students about the proportion of class time spent on listening, reading, oral interaction, presentations and writing in the high school courses and EAP courses. Table 3 and Figure 3 present the results. With the large sample size, significant differences were found for almost every comparison between the three courses. However, the greatest differences were for the amount of time spent on reading (lower in the EAP courses in comparison with the high school courses), oral interaction (higher in the EAP courses) and writing (higher in the English Logic and Expression course).

Table 3. Proportion (out of 10) of class time spent on different skills ($n = 505$)

	English Communication		English Logic and Expression		EAP	
	Mean	SD	Mean	SD	Mean	SD
Listening	2.3	0.9	2.1	1.1	2.4	1.0
Reading	2.7	1.1	2.2	1.0	1.9	0.6
Oral interaction	1.8	0.7	1.5	0.7	2.4	0.8
Presentations	1.3	0.6	1.4	0.7	1.5	0.6
Writing	1.9	0.7	2.8	1.2	1.8	0.7

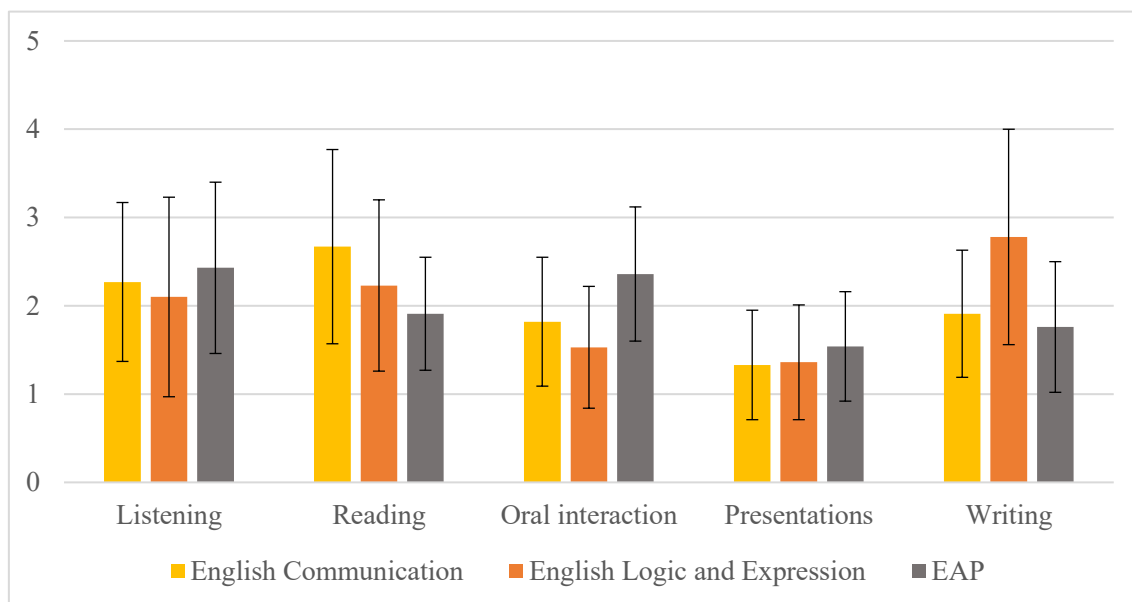


Figure 3: Proportion (out of 10) of class time spent on different skills ($n = 505$).

Note. Error bars show 1 standard deviation.

3.4. Writing instruction time spent on different activities

The final sub-section in Sections 2 and 3 in the questionnaire asked about the proportion of class

time devoted to different aspects of writing: paragraph structure, citations and references, L1–L2 translation and other writing activities. Table 4 and Figure 4 display the findings. Significant differences were again obtained for almost every comparison between the courses due to the large sample size with the most prominent differences being in the time spent on paragraph structure (greater in the EAP courses in comparison with the high school courses), citations and references (greater in the EAP courses) and L1–L2 translation (smaller in the EAP courses).

Table 4. Proportion (out of 10) of class time spent on different writing activities ($n = 502$)

	English Communication		English Logic and Expression		EAP	
	Mean	SD	Mean	SD	Mean	SD
Paragraph structure	2.6	1.3	2.3	1.3	3.1	1.0
Citations and references	1.4	1.0	1.4	1.0	2.9	0.9
L1–L2 translation	3.5	1.6	4.1	1.9	2.0	1.1
Other writing activities	2.5	1.5	2.2	1.4	2.0	1.0

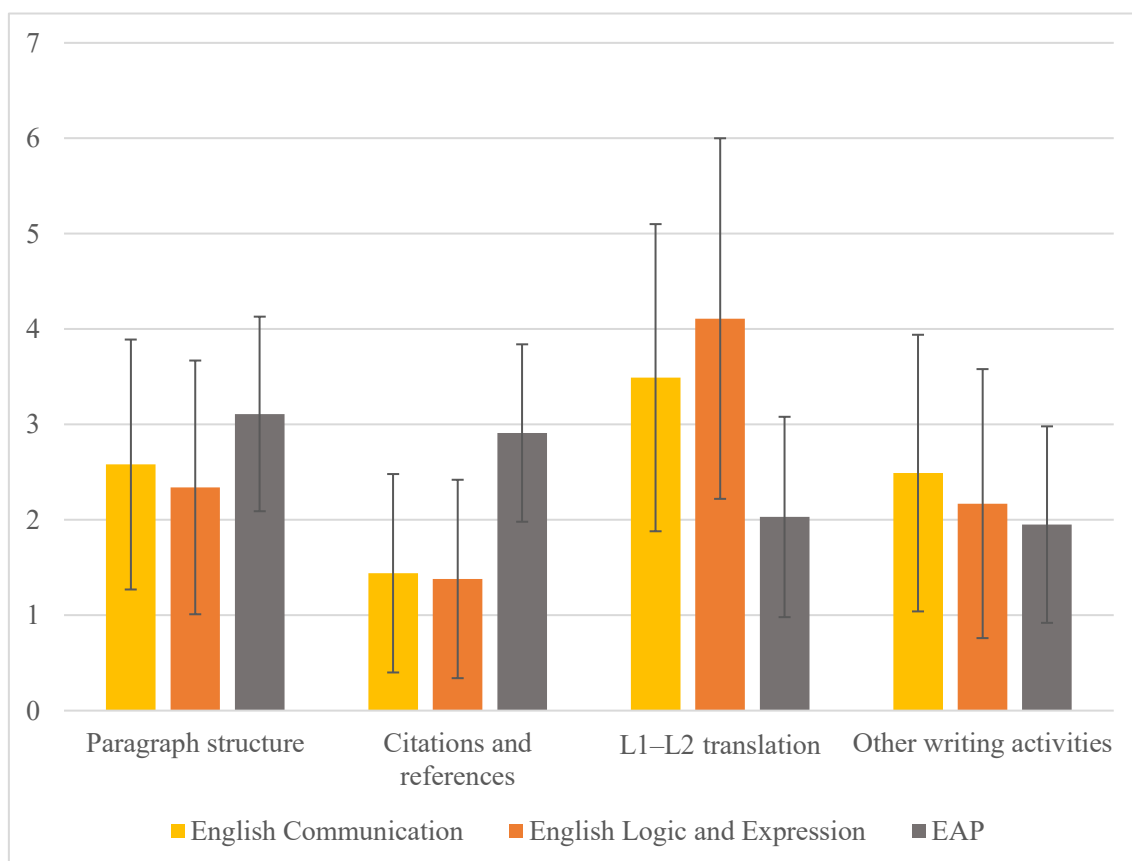


Figure 4: Proportion (out of 10) of class time spent on different writing activities ($n = 502$).

Note. Error bars show 1 standard deviation.

4. Discussion

Students' reports of their experiences in the present study are broadly in line with official Ministry of Education data. According to the Ministry's 2024 high school English course survey (MEXT, 2025a), 47% of teachers used English for more than half of their utterances in English Communication courses versus 51% in the current study, and 31% did so in English Logic and Expression compared with 37% in the current study. However, the proportion of schools reporting over 75% English usage by teachers was lower in the MEXT survey compared to our findings. The MEXT survey found 11% of teachers used English for over 75% of their utterances in the English Communication course compared with 27% in our data, and for English Logic and Expression the MEXT figure was 5% versus 18% in our data. These findings suggest that, compared to the national average, a larger proportion of Kanazawa University students appear to have attended schools in which teachers made greater use of English (i.e., over 75% English usage by teachers). Nevertheless, even though the Course of Study states that English classes are to be primarily conducted in English (MEXT, 2018a), for most students, high school instruction was still largely bilingual or conducted mostly in Japanese.

Comparing students' high school experiences with their experiences in the university's EAP programme, the current study results demonstrate significant differences in terms of their perceptions of English usage in class. While 91% of students reported EAP instructors used English for more than 50% of class time, and 77% indicated English usage was over 75%, high school classes showed much lower figures (as above, 51% and 27% in the English Communication course and 37% and 18% in the English Logic and Expression course). These findings suggest that there is a substantial transition for many students from a predominantly Japanese-medium or bilingual environment in high school to a largely English-medium setting upon entering university.

Students' reports on their own English usage also reveal differences between high school classes and the EAP classes. As per Table 2, in English Communication, 61% of students reported using English for at least 50% of the time and 23% for at least 75% of the time. In English Logic and Expression, the proportions are 51% and 19% respectively. In contrast, in EAP, 82% of students reported using English for at least 50% of the time and 44% for at least 75% of the time. Thus, students believe their usage of English to be much higher in EAP courses than in high school.

There was also a contrast between the high school courses and the EAP courses in the amount of class time devoted to different skills. As Table 3 shows, in the high school English Communication course, reading and listening received the most attention (27% and 23% respectively) and in English Logic and Expression writing, reading and listening (28%, 22% and 21% respectively). In the EAP courses in contrast, oral interaction and listening were emphasized (24% for each). These differences may be explained by the fact that in EAP students are generally expected to do reading and writing outside class time as assignments and self-study, with class time spent on activities that can only be done in class such as discussion and interaction. Meanwhile, the emphasis on listening in EAP may stem from the high proportion of English usage by instructors (Table 1) and other students (Table 2).

Looking at the type of focus within time devoted to writing, two findings were prominent: high school classes allocated substantial time to translation in comparison with EAP while EAP devoted considerable time to citations and references. Also notable, however, are the especially large standard deviations, indicating that students' experiences vary substantially in both high school and EAP courses.

This project's goal was to gain a better understanding of Kanazawa University students' experiences in high school English classes and how these compare with their experiences in the current Kanazawa University EAP courses in order to enable further development of the EAP programme. The findings described above first underscore the necessity for EAP instructors to be aware of students' general inexperience of English-based instruction prior to admission, as well as the wide difference in students' prior exposure level to English usage in class. It may also be helpful for EAP instructors to be aware of MEXT's recommendations for English-based class management, namely that instructors slow down their speech, use more accessible vocabulary, show easy-to-understand examples, repeat instructions, and give students ample opportunities to experience an English-medium environment (MEXT, 2018b).

Another area of consideration is the need for EAP instructors to provide scaffolding for interactive and presentation-based activities and tasks. This may be necessary since students seem to have limited experience of such activities in high school classes even though the Course of Study explains that English Logic and Expression courses in particular were created to provide such experiences (MEXT, 2018b).

Third, the study findings highlight the necessity of extensive instruction on citations and references in the EAP course. The students reported that little time was spent on this in high school classes, but it is of great importance to the academic English focus of the EAP courses. Thus, the EAP Course Management Committee needs to consider strategies to bridge the gap between the types of discourse given attention in high school and in university.

5. Limitations

This study was limited in relying on a questionnaire concerning students' perceptions of what occurred in classes rather than direct classroom observations and in depending on students' memories of what occurred. In addition, the timing of the questionnaire with respect to the courses in question may have impacted the results. The questionnaire was conducted near the beginning of Quarter 3 in the first year of the students' university studies, so, with respect to the EAP courses, the responses were likely based mostly on the students' experiences in the Quarter 1 and 2 courses. The students' responses regarding EAP may therefore reflect specifics of the content of those courses (e.g., Quarter 1's focus on paragraph structure and Quarter 2's focus on writing paragraph-length summaries of reading texts) rather than the EAP curriculum as a whole (which also includes presentation skills in Quarter 3 and essay writing in Quarter 4). Meanwhile, the students' responses regarding high school

classes depended on their memory of numerous classes over a three-year period taught by a number of teachers. That is, the questionnaire effectively required students to make generalizations or consider average or typical behaviours. The second part of this project, in which semi-structured interviews with students will be conducted in the 2026 academic year, will hopefully allow a deeper and more nuanced understanding of students' experiences.

6. Conclusion

This study examined Kanazawa University students' perceptions of their experiences in high school English classes and in the university EAP courses, highlighting significant differences in instructional practices and time spent on different skills. Students reported that EAP instructors predominantly used English during class, whereas high school teachers employed English far less frequently. Students also reported more limited opportunities for interaction and presentations in high school, with classroom activities more focused on reading and translation, in contrast to EAP's emphasis on interaction, academic writing, and listening to instructors who speak mostly in English.

These results suggest that many students who enter the university may need to make an adjustment as they encounter classes taught predominantly in English which require considerable interaction and English usage. The observed gap underscores the need for scaffolding strategies in EAP courses, particularly for interactive and discourse-based tasks. Accordingly, it may be beneficial for the EAP Course Management Committee to consider measures to bridge the transition between high school and university English education.

More broadly, the study's findings show that the EAP Course Management Committee cannot just take the MEXT Course of Study for granted as indicative of actual practice in high school English courses. However, it is not simply that high school instructors ignore the Course of Study or that students prefer university entrance preparation to English communication activities. According to Ameku and Valvona (2025), discrepancies between the Course of Study vision and actual class practice occur despite the awareness of high school instructors of the importance of English-based instruction and communication activities. This may be because of the pressure of university entrance examination preparation (Gorsuch, 2000) or because of insufficient training (Shimamura, 2017). Furthermore, Fukuta and Watari (2018) report that students wish to learn English communication skills as well as literacy skills that are useful for university studies rather than being focused on examination alone. Thus, while EAP course curriculum development requires acknowledgement and appreciation of the reality of high school English practice and the goals of the Course of Study, it must also recognise its academic mission and seek to foster students' academic skills in English.

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Appendix A
Questionnaire Items

高校の英語授業と金沢大学の EAP 授業での学習経験の違いについて
—学生の認識調査—

アンケート調査

このアンケートへの協力は任意で、回答の有無や回答内容が EAP の成績に影響することはありません。アンケートに答えた場合は、この調査への参加に同意したものと見なします。同意できない場合は回答せずに画面を閉じてください。

Section 1: 基本情報

以下の項目に回答してください。

1. EAP III が行われている教室の番号
2. EAP III の曜日
3. EAP III の時限
4. あなたが所属する学類等

Section 2: 高校の英語の授業での学習経験

あなたの高校の英語の授業での経験をもとに以下の質問に答えてください。

次の項目の状況を最もよく表している回答を選択肢から選んでください。

- 1 = 発話の 25%未満を英語で話している
- 2 = 発話の 25%以上 50%未満を英語で話している
- 3 = 発話の 50%以上 75%未満を英語で話している
- 4 = 発話の 75%以上を英語で話している
- 0 = わからない・覚えていない

1. 英語コミュニケーション I, II, III 等の授業で、先生が話をしていた全時間のうち、英語で話していた時間
2. 論理・表現 I, II, III 等の授業で、先生が話をしていた全時間のうち、英語で話していた時間

次の項目の状況を最もよく表している回答を選択肢から選んでください。

- 1 = 全授業時間をとおして 25%未満の時間
- 2 = 全授業時間をとおして 25%以上 50%未満の時間

3 = 全授業時間をとおして 50%以上 75%未満の時間

4 = 全授業時間をとおして 75%以上の時間

0 = わからない・覚えていない

3. 英語コミュニケーション I, II, III 等の授業で、あなたが読む・書く・話す・聞く活動をした時間のうち、英語でこれらの活動を行なった時間
4. 論理・表現 I, II, III 等の授業で、あなたが読む・書く・話す・聞く活動をした時間のうち、英語でこれらの活動を行なった時間

上記授業でのあなたが英語で活動した時間を 10 とした場合、「聞く」「読む」「話す（やり取り）」「話す（発表する）」「書く」のそれぞれの活動にあなたがかけた割合を 0 から 10 で教えてください。また同じ科目での 5 つの活動時間の合計が 10 になるようにしてください(例 英語コミュニケーション I, II, III 等の授業での「聞く」: 2、「読む」: 3、「話す（やり取り）」: 3、「話す（発表する）」: 1、「書く」: 1)

1 = 0%以上 10%未満

2 = 10%以上 20%未満

3 = 20%以上 30%未満

4 = 30%以上 40%未満

5 = 40%以上 50%未満

6 = 50%以上 60%未満

7 = 60%以上 70%未満

8 = 70%以上 80%未満

9 = 80%以上 90%未満

10 = 90%以上 100%

0 = わからない・覚えていない

5. 英語コミュニケーション I, II, III 等の授業での「聞く」活動時間
6. 英語コミュニケーション I, II, III 等の授業での「読む」活動時間
7. 英語コミュニケーション I, II, III 等の授業での「話す（やり取り）」活動時間
8. 英語コミュニケーション I, II, III 等の授業での「話す（発表する）」活動時間
9. 英語コミュニケーション I, II, III 等の授業での「書く」活動時間
10. 論理・表現 I, II, III 等の授業での「聞く」活動
11. 論理・表現 I, II, III 等の授業での「読む」活動時間
12. 論理・表現 I, II, III 等の授業での「話す（やり取り）」活動時間
13. 論理・表現 I, II, III 等の授業での「話す（発表する）」活動時間
14. 論理・表現 I, II, III 等の授業での「書く」活動時間

上記の「書く」活動時間を 10 とした場合、以下の課題にあなたがかけた割合を 0 から 10 で答えてください。また同じ科目での書く活動の合計が 10 になるようにしてください(例 英語コミュニケーション I, II, III 等の授業での「パラグラフの構造や書き方の学習」: 2、「引用文献」: 1、「作文」: 5、「それ以外」: 2)

- 1 = 0%以上 10%未満の時間
- 2 = 10%以上 20%未満の時間
- 3 = 20%以上 30%未満の時間
- 4 = 30%以上 40%未満の時間
- 5 = 40%以上 50%未満の時間
- 6 = 50%以上 60%未満の時間
- 7 = 60%以上 70%未満の時間
- 8 = 70%以上 80%未満の時間
- 9 = 80%以上 90%未満の時間
- 10 = 90%以上 100% の時間
- 0 = わからない・覚えていない

- 15. 英語コミュニケーション I, II, III 等の授業でのパラグラフ（段落）の構造や書き方の学習に関わる活動時間
- 16. 英語コミュニケーション I, II, III 等の授業での引用文献の書き方に関わる活動時間
- 17. 英語コミュニケーション I, II, III 等の授業での日本語から英語または英語から日本語への作文
- 18. 英語コミュニケーション I, II, III 等の授業での上記以外の書く活動
- 19. 論理・表現 I, II, III 等の授業でのパラグラフ（段落）の構造や書き方の学習に関わる活動時間
- 20. 論理・表現 I, II, III 等の授業での引用文献の書き方に関わる活動時間
- 21. 論理・表現 I, II, III 等の授業での日本語から英語または英語から日本語への作文
- 22. 論理・表現 I, II, III 等の授業での上記以外の書く活動

Section 3: EAP での学習経験

あなたの EAP の授業での経験をもとに以下の質問に答えてください。

次の項目の状況を最もよく表している回答を選択肢から選んでください。

- 1 = 発話の 25%未満を英語で話している
- 2 = 発話の 25%以上 50%未満を英語で話している
- 3 = 発話の 50%以上 75%未満を英語で話している
- 4 = 発話の 75%以上を英語で話している

0 = わからない・覚えていない

1. EAPI I, II, III で、先生が話をしていた全時間のうち、英語で話していた時間

次の項目の状況を最もよく表している回答を選択肢から選んでください。

- 1 = 全授業時間をとおして 25%未満の時間
- 2 = 全授業時間をとおして 25%以上 50%未満の時間
- 3 = 全授業時間をとおして 50%以上 75%未満の時間
- 4 = 全授業時間をとおして 75%以上の時間
- 0 = わからない・覚えていない

2. EAPI I, II, III で、あなたが読む・書く・話す・聞く活動をした時間のうち、英語でこれらの活動を行なった時間

上記授業でのあなたが英語で活動した時間を 10 とした場合、「聞く」「読む」「話す」「書く」のそれぞれの活動にあなたがかけた割合を 0 から 10 で答えてください。またこれらの 5 つの活動時間の合計が 10 になるようにしてください（例：「聞く」：2、「読む」：3、「話す（やり取り）」：3、「話す（発表する）」：1、「書く」：1）

- 1 = 0%以上 10%未満の時間
- 2 = 10%以上 20%未満の時間
- 3 = 20%以上 30%未満の時間
- 4 = 30%以上 40%未満の時間
- 5 = 40%以上 50%未満の時間
- 6 = 50%以上 60%未満の時間
- 7 = 60%以上 70%未満の時間
- 8 = 70%以上 80%未満の時間
- 9 = 80%以上 90%未満の時間
- 10 = 90%以上 100% の時間
- 0 = わからない・覚えていない

3. EAPI I, II, III での「聞く」活動時間
4. EAPI I, II, III での「読む」活動時間
5. EAPI I, II, III での「話す（やり取り）」活動時間
6. EAPI I, II, III での「話す（発表する）」活動時間
7. EAPI I, II, III での「書く」活動時間

上記の「書く」活動時間を 10 とした場合、以下の課題にあなたがかけた割合を 0 から 10 で

教えてください。また、EAP での書く活動の合計が 10 になるようにしてください (例 「パラグラフの構造や書き方の学習」: 4、「引用文献」: 3、「作文」: 1、「それ以外」: 2)

1 = 0%以上 10%未満の時間

2 = 10%以上 20%未満の時間

3 = 20%以上 30%未満の時間

4 = 30%以上 40%未満の時間

5 = 40%以上 50%未満の時間

6 = 50%以上 60%未満の時間

7 = 60%以上 70%未満の時間

8 = 70%以上 80%未満の時間

9 = 80%以上 90%未満の時間

10 = 90%以上 100% の時間

0 = わからない・覚えていない

8. EAP I, II, III でのパラグラフ (段落) の構造や書き方の学習に関わる活動時間
9. EAP I, II, III での引用文献の書き方に関わる活動時間
10. EAP I, II, III での日本語から英語または英語から日本語への作文
11. EAP I, II, III での上記以外の書く活動

Appendix B

A Sample From the Online Presentation of the Questionnaire to Students

高校の英語授業と金沢大学のEAP授業での学習経験の違いについて — 学生の認識調査 — アンケート調査

* 必須

高校の英語の授業での学習経験 1

あなたの高校の英語の授業での経験をもとに以下の質問に答えてください。

5. 英語コミュニケーション I, II, III等の授業で、先生が話していた全時間のうち、英語で話していた時間を最もよく表している回答を選択肢から選んでください。*

- 1 発話の25%未満を英語で話している
- 2 発話の25%以上50%未満を英語で話している
- 3 発話の50%以上75%未満を英語で話している
- 4 発話の75%以上を英語で話している
- 0 わからない・覚えていない