

# Students' Perceptions of English Village: An Exploratory Study

Arina BRYLKO  
Bruno CHRISTIAENS

## Abstract

This article describes the perceptions of and the impact on the language learning motivation of the Japanese undergraduate participants of a 3-day intensive content-based language immersion program, called English Village, that aims to imitate the in and out of the classroom atmosphere of studying at a Western university. A survey was used to gather data. The results of the survey indicate that the participants of the program view their experience as positive and beneficial to their language learning and motivation.

**Key words: motivation, EFL, Japan, immersion**

## Introduction

The exposure to diverse viewpoints from international exchange students, who joined Fukuoka Women's University (hereafter FWU; a brief description of the program is provided in the section "English Village" below) through partner agreement exchange programs such as the World of Japanese Culture program (hereafter WJC program) since 2010, is supposed to help FWU undergraduate students become more global-minded and outspoken. However, after one year since the

establishment of the new university structure in April 2011, it became apparent that not all FWU undergraduate students had the opportunity to study overseas for a semester or a year. Still, undergraduate students craved for opportunities to have out of the classroom English conversation and to interact with foreign exchange students, especially after leaving the dormitory, where the students are required to stay during their first year. It is against this background that in early 2012, President Kajiyama decided to implement and fund a program that would address this need. The program was called English Village (hereafter EV). The first EV program was organized in 2012, in which a total of 44 students participated (22 Japanese undergraduate students and 22 WJC students). Because of the positive feedback from the students who participated in the first EV and an increasing number of applicants, it was decided that starting from 2013, EV would be held twice a year, in spring and fall semester.

The program has been held four times with a total number of 224 participants (136 FWU students and 88 WJC students). The program is very popular among the students; however, there has not been any formal research into the students' perceptions of the program. The evaluation of the program is deemed necessary to gain insights of what aspects of the program the students perceive as beneficial and what aspects need to be improved to meet the expectations of the students.

While there have been numerous studies conducted on long-term immersion or study (e.g., Coleman, 1997; Cummins, 1998), little research has been done concerning short-term immersion programs (Bodycott & Crew, 2000; Wighting, Nisbet, & Tindall, 2005). A review of related literature revealed an absence of studies specifically addressing short immersion programs that last only a few days. Hence, this study aims to explore the students' perceptions of the experience in a 3-day English immersion program carried out in Japan. To achieve the outlined aim, the study seeks to answer the following questions:

- 1) Do students perceive the participation in the English Village program as instructive?
- 2) Does the English Village program have any effect on students' motivation?
- 3) Does the English Village program have any effect on interaction between

Japanese and non-Japanese students?

4) Do students perceive the English Village program as well organized?

## **English Village Program**

### ***EV instructors***

The EV instructors are selected from FWU's Academic English Program in combination with the organizing staff of FWU's International Center (hereafter IC). The instructors meet 3 or 4 times beforehand and decide on the topics of the courses, the structure of each class and go over the schedule of the entire weekend.

The instructors in the 2014 Spring EV program were all non-Japanese: 1 native speaker of English (U.K.) and three non-native speakers of English with native-speaker level of fluency (Belgium, Russia, R.O.C.).

### ***Setting***

The EV program traditionally starts on a Friday evening and finishes on a Sunday afternoon, lasting for 3 days with classes being taught on Saturday and Sunday mornings. Students take two 90-minute classes each morning, so in total, students take four 90-minute classes. Classes are designed to imitate a class at an undergraduate level at a non-Japanese university and the subjects selected allow for extensive classroom discussion with a strong focus on verbal use of the target language.

The standard format of a class at EV looks as follows:

5-10 minutes warm-up activity

30-40 minutes lecture about the topic (incl. reading, watching DVD)

20-30 minutes pair-work, discussion groups (mixed Japanese/foreign exchange students)

10 minutes summary/presentation per pair/group

The class topics at the 2014 Spring EV program were:

(1) Different love languages;

- (2) The art of choosing;
- (3) Introduction to intercultural communication;
- (4) The economics of happiness.

The program that was the focus of this paper took place from Friday May 16 until Sunday May 18, 2014.

## **Method**

### *Participants*

#### **A. Japanese undergraduate students**

The participants of this study comprise students of Fukuoka Women's University, both Japanese students and foreign exchange students, who attended the EV program in May 2014 held at Global Arena, Munakata city in Japan. A total of 39 Japanese and 19 WJC students participated in this program, all of them being female undergraduate students whose age ranged from 19 to 25<sup>1</sup>. Contrary to previous years, it was decided for the 2014 Spring EV program to accept only second year and above students with a TOEFL score equal to or higher than 470. The main reason for the imposed student year limitation was to give first year students ample time to achieve the required TOEFL score since their April enrollment at FWU and to offer them selection priority for the 2014 Fall EV program (November 2014). Secondly, a TOEFL (paper-based) score requirement of 470 for every participant was imposed to ensure a minimum standard of English for the comprehension of content-based courses and to ensure a certain level of classroom discussion. 20 students had a TOEFL score of 470-500, and 19 students had a score of above 500. As a result, the Spring EV program composition of the FWU undergraduate students was as follows: 23 second-year students, 13 third-year students, and 3 fourth-year students.

When the class groups were set up, we strove to divide the senior students equally among all 4 groups to ensure a proper balance of conversation instigators.

In addition, at the 2014 EV program, 17 of the Japanese undergraduate students were scheduled to depart as exchange students to universities in Europe and Asia, starting fall 2014<sup>2</sup>. Their participation in WJC classes usually has already made

these students more used to in-class discussion, more assertive and opinionated.

## **B. WJC students**

The WJC students play an important role in the preparation of the EV afternoon student activities and the success of the in-class discussion groups. Also, the variety in cultural backgrounds adds many different perspectives to the in-class discussions.

The requirements to enter the WJC program are a paper-based TOEFL score of over 500 (or equivalent IE LTS, TOEIC or proof of exemption) and a GPA of over 3.0/4.0.

The WJC students are informed that they are supposed to function as hosts during the EV.

The 2014 Spring EV WJC group was composed of 7 students from Europe and 12 students from Southeast Asia. For the 2014 Spring EV, the students were divided into 4 groups: 2 groups of 14 students and 2 groups of 15 students. 3 groups included 5 WJC students and 1 group included 4 WJC students.

## **C. English Village Student Committee**

Despite the fact that all WJC students are active participants, a small group of them is involved in the organization.

During the preparation phase, (ideally) one WJC student of each partner university is asked to join the organizing EV student committee. The EV student committee gathers about 3 or 4 times to brainstorm about student activities, games and penalties (in case someone is caught not speaking English). The EV student committee members often liaise with the instructors and other staff members, and hence can be considered as part of the staff of the EV. They also assist with the practical side of the EV. For each of the groups, a group leader is appointed from the committee. During the EV, the leaders help to set up and coordinate the activities.

## ***Instrument***

The data for this study were gathered through online surveys (see Appendix A

and B). All participants were asked to respond to a questionnaire via Google docs. Two questionnaires were designed: one for Japanese undergraduate students and one for foreign exchange students. Each questionnaire contained 18 items, with the majority of the questions being the same for both Japanese and foreign students. Some of the items (questions 5, 6, 7, 8, 9 and 17) were specifically designed for each set of the participants. Participants were asked to rate to what extent they agree with each item on a 4-point Likert scale that was designed as follows: 1 – strongly agree; 2-agree; 3 – disagree, 4 – strongly disagree with the neutral option being omitted. A 4-point Likert scale was employed as opposed to a 5-point Likert scale in order to compel students to show their perceptions more clearly, thus ensuring that responses of 100% answer rate in favor of positive or negative.

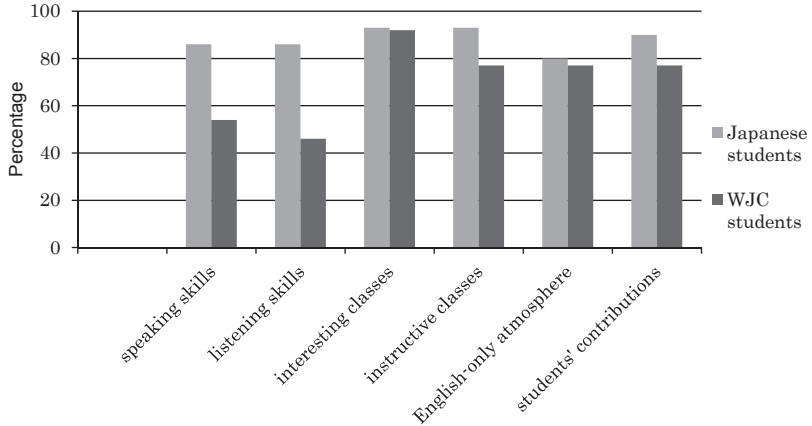
39 questionnaires were sent to Japanese participants and 19 questionnaires were sent to foreign exchange students. Online surveys were administered in the period from July 1 to July 9, 2014. Out of 39 Japanese undergraduate students, 29 (75%) answered the questionnaire and out of 19 questionnaires sent to WJC students, 13 (70%) were returned.

## **Results and Discussion**

Table 1 presents the general results of the Japanese students' responses. The statements are expressed in percentages.

Table 2 presents the general results of the WJC students' responses. The statements are expressed in percentages.

*Research Question 1: Do students perceive the participation in the English Village program as instructive?*



**Figure 1.** Japanese and WJC students' perception of English Village as instructive.

As Figure 1 demonstrates, the analysis of questions 1-6 shows that both Japanese and WJC students perceive the EV as being instructive.

The first part of the survey was to determine the students' perception of the effect the experience of participating in English Village has on their English language skills, particularly speaking and listening (Q1, 2). The study did not intend to objectively measure any improvement in students' language skills due to the short duration of the program. Bodycott & Crew (2000) point out that that short-term immersion programs indicate relatively small improvement in student language proficiency. Moreover, accurate measurement of language proficiency changes over a short period of time is extremely difficult and problematic due to the lack of tests sensitive enough to measure any changes in language proficiency that may arise from a short-term immersion experience (Bodycott & Crew, 2000).

The results of the survey revealed that 25 (86%) Japanese students agree that taking part in English Village helped them improve both listening and speaking skills. As can be expected, in comparison to the FWU Japanese undergraduate

**Table 1. Summary of responses of Japanese students**

Questions	Agree	Disagree
1. Taking part in English Village helped me to improve my English speaking skills.	25 (86%)	4 (14%)
2. Taking part in English Village helped me to improve my English listening skills.	25 (86%)	4 (14%)
3. The morning classes at English Village were interesting.	27 (93%)	2 (7%)
4. The morning classes at English Village taught me something new about Japan or other cultures.	27 (93%)	2 (7%)
5. There were enough WJC students to provide an effective English-only atmosphere.	23 (80%)	6 (20%)
6. WJC students made sufficient contributions to class discussion during pair and/or group work.	26 (89%)	3 (11%)
7. Taking part in English Village showed me my weak points in communicating in English.	25 (86%)	4 (14%)
8. I was more motivated to study English AFTER taking part in English Village.	26 (89%)	3 (11%)
9. I have become more confident in my English speaking and listening abilities through participating in English Village.	15 (52%)	14 (48%)
10. I was able to make new WJC friends by taking part in English Village.	25 (86%)	4 (14%)
11. My interaction (% of total time at English Village) with WJC students was over 50%.	23 (79%)	6 (21%)
12. I felt more comfortable talking in English with other (Japanese) undergraduate students.	21 (73%)	8 (27%)
13. I would like to take part in English Village again.	26 (89%)	3 (11%)
14. English Village succeeded in its original purpose to create an atmosphere of studying at a foreign campus.	25 (86%)	4 (14%)
15. The English Village program was well organized.	27 (93%)	2 (7%)
16. The participation fee for English Village (5,000 yen) was affordable.	24 (83%)	5 (17%)
17. Participation in English Village made me want to study overseas.	25 (86%)	4 (14%)



**Table 2. Summary of responses of WJC students**

Questions	Agree	Disagree
1. Taking part in English Village helped me to improve my English speaking skills.	7 (54%)	6 (46%)
2. Taking part in English Village helped me to improve my English listening skills.	6 (46%)	7 (54%)
3. The morning classes at English Village were interesting.	12 (92%)	1 (8%)
4. The morning classes at English Village taught me something new about Japan or other cultures.	10 (77%)	3 (23%)
5. There was a good balance of Japanese/non-Japanese participants.	10 (77%)	3 (23%)
6. The (Japanese) undergraduate students made sufficient contributions to class discussion during pair and/or group work.	9 (69%)	4 (31%)
7. The participation of WJC students in English Village is necessary to help Japanese students improve their English speaking ability.	11 (85%)	2 (15%)
8. I believe my participation in the English Village increased the motivation of (Japanese) undergraduate students to study English.	8 (61%)	5 (39%)
9. I noticed a change in the willingness to communicate in English by the Japanese students during the program.	11 (85%)	2 (15%)
10. I was able to make new Japanese friends by taking part in English Village.	9 (69%)	4 (31%)
11. My interaction (% of total time at English Village) with WJC students was over 50%.	6 (46%)	7 (54%)
12. I felt more comfortable talking in English with Japanese undergraduate students.	7 (54%)	6 (46%)
13. I would like to take part in English Village again if given the choice.	9 (69%)	4 (31%)
14. English Village succeeded in its original purpose to create an atmosphere of studying at a foreign campus.	10 (77%)	3 (23%)
15. The English Village program was well organized.	11 (85%)	2 (15%)
16. The participation fee for English Village (5,000 yen) for Japanese undergraduate students is reasonable.	11 (85%)	2 (15%)
17. English Village made me feel (if only for a brief moment) like being out of Japan.	7 (54%)	6 (46%)

students, fewer WJC students have the feeling that EV is beneficiary for their English skills. Around 50% of WJC students reported that the EV helped them improve their listening and speaking skills. This could be attributed to the fact that Asian WJC students feel EV still helps them to improve their English speaking and listening skills, whereas the European WJC students may not feel that way. Over 90% of both Japanese and WJC students felt the classes were interesting and taught them something new about Japan or other cultures (Q 3, 4).

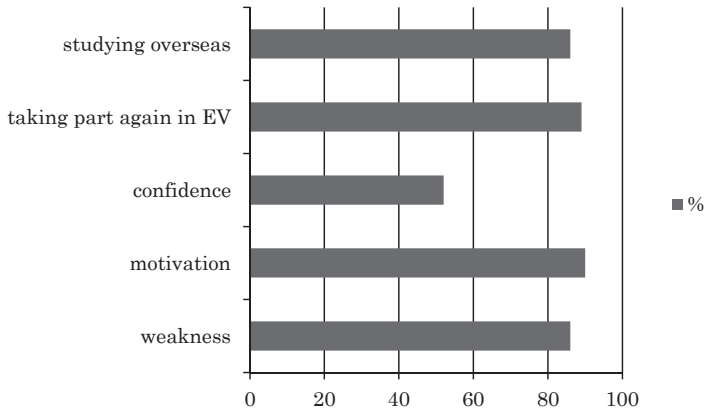
Approximately 75% of the WJC participants agree that there was a good balance in student numbers between the foreign exchange students and the Japanese undergraduate students (Q 5). This strongly corresponds to what the FWU undergraduate students felt as well. The majority (80%) of Japanese undergraduate students reported that they found a balance of Japanese and foreign students satisfactory and that the number of WJC students was sufficient to provide an effective English-only atmosphere during the program.

WJC students were not very satisfied with the class participation of the FWU students during group work. 30% of the WJC students thought that the Japanese students did not make enough contributions to class discussion during the pair/group work. As was observed by the instructors, some pairs/groups were less talkative than others during the group work discussion (Q 6).

Figure 2 shows the effect the English Village has on Japanese students' motivation. As can be seen, the majority of the Japanese undergraduate students (90%) also agreed that they felt more motivated to study English after taking part in the program. A similar number of Japanese participants (86%) revealed that participating in English Village showed their weak points in communicating in English. Even though the majority of Japanese students reported that they felt more motivated to study English, only 52% of the students felt more confident in their English speaking and listening abilities through participating in English Village. 48% of the students did not feel more confident in their language skills after participating in the program. The fact that only slightly more than 50% of the Japanese students gained confidence in using English could be attributed to the short duration of the program.

Although almost half of the Japanese students may not feel more confident in

*Research Question 2: Does the English Village program have any effect on students' motivation?*



**Figure 2. Effect of English Village on Japanese students' motivation.**

using English after participating in the EV, the WJC students noticed that the Japanese students became more willing to communicate in English during the program (Q 9).

WJC students (85%) felt their participation in EV is a necessary requirement to help improve the FWU students' English skills (Q 7), even though a lower number of WJC students (61%) felt that they could help improve the motivation of FWU undergraduate students to study English (Q 8).

While the majority of Japanese students (89%) indicated they would like to join EV again, some WJC students were less enthusiastic as 31% of them reported that they would rather not participate in the program again if given the choice. A possible explanation could be that the EV program adds to the foreign students' busy schedule and no holiday is given in lieu. For the first time in 2014, the IC made sure no tests and homework were scheduled the day before and after the EV.

A large majority of the Japanese undergraduate students (86%) felt the EV acted as a catalyst for wanting to study overseas. A slight majority of the WJC students (54%) felt the EV provided some sort of escape from daily Japanese society. Both

numbers could indicate that the imitation of the in and out of the classroom atmosphere of studying at a Western university is perceived as such by the Japanese students.

*Research Question 3: Does the English Village program have any effect on interaction between Japanese and non-Japanese students?*

The analysis revealed that the majority of the Japanese undergraduate students (73%) felt more comfortable talking with each other in English after English Village.

There seems to be bias on the topic of student interaction and there is a feeling among the instructors that clique formation is something that absolutely needs to be avoided to yield the best results. Although most students agree that they were able to make new friends during the program (FWU 86%, WJC 69%, Q 10), half of the WJC students felt their interaction with the Japanese students was below 50% during the total time at EV (Q 11). Question 12 shows the existing gap in communication between both groups. WJC students are split into half when it comes to a feeling of becoming more comfortable to talk to the Japanese undergraduate students. Japanese students also indicated they felt more comfortable talking to each other than to WJC students.

*Research Question 4: Do students perceive the English Village program as well organized?*

Questions 14-16 aimed at finding out if the students were satisfied with the current organization of the program and if any adjustments needed to be made in the future.

Both WJC and FWU students felt the EV succeeded in its original purpose of recreating the atmosphere of studying at a non-Japanese university (Q 14) and was well organized (Q 15). An equal percentage of the participants (FWU 83% and WJC 85%) found the price the students paid for the participation in the program was reasonable (Q 16).

*Suggestions for improvement and final reflections (Questions 18-19)*

Both student groups found relating to each other as the most difficult part of participating in EV. This might indicate something more than a language gap. Three days may be too short to overcome the cultural barriers that exist despite the fact that most foreign students are somewhat familiar with Japanese society.

Among the students' final comments, a few stand out. Some WJC students mistakenly see the silence of some of the Japanese students as a lack of effort, not considering that they show more reservation or are afraid to make mistakes (Bohn, 2004; Harumi, 2011, Roberts, 2011; Shimizu, 2006). The comments of the Japanese students were mostly positive. One student pointed out that a pre-EV speaking practice class would be useful. The comment shows the inexperience of students voicing their own opinion without extensive preparation. However, this is a skill that also needs to be learned by them and there is no easy road to success.

**Conclusion**

This exploratory study was conducted the first time since the English Village program was implemented in 2012. Further research is recommended to conduct a more thorough evaluation of the program and its benefits. The results of further research could be used to help improve the program. To gain better insights into the students' perceptions of the program and its benefits, using semi-structured interviews together with the data collected through questionnaires is suggested. Semi-structured interviews would allow to collect more qualitative data that would provide more insights into students' experience during the program.

It is clear that participating in the English Village for three days would not yield language gains. The value of the program lies in the students' increased motivation to learn English after participating in the program and in the realization on the part of the students what weaknesses they have to improve in communicating in English. Apart from the main objective of the program to provide students with opportunities to use English in a real-like setting of a non-Japanese university, the program also allows students to learn to relate to people from different cultures and backgrounds, thus fostering students' interpersonal skills that are important

in this era of globalization.

### **Endnotes:**

1. Originally the number of participants was 40 FWU undergraduate students and 20 foreign exchange students, but 1 student of each group canceled last minute because of illness.
2. Two of the requirements for FWU students who are selected to study overseas for either a semester or a year are to take part in EV plus in a (content-based all English) course of the World of Contemporary Japanese Culture program for foreign students and in the English Village.

## **Appendix A**

### **English Village Questionnaire for Japanese Undergraduate Students**

Please answer questions 1-17 using the following scale:

1 - Strongly agree; 2 - Agree; 3 - Disagree; 4 - Strongly disagree

1. Taking part in English Village helped me to improve my English speaking skills.
2. Taking part in English Village helped me to improve my English listening skills.
3. The morning classes at English Village were interesting.
4. The morning classes at English Village taught me something new about Japan or other cultures.
5. There were enough WJC students to provide an effective English-only atmosphere.
6. WJC students made sufficient contributions to class discussion during pair and/or group work.
7. Taking part in English Village showed me my weak points in communicating in English.
8. I was more motivated to study English AFTER taking part in English Village.
9. I have become more confident in my English speaking and listening abilities through participating in English Village.
10. I was able to make new WJC / Japanese friends by taking part in English Village.
11. My interaction (% of total time at English Village) with WJC students was over 50%.
12. I felt more comfortable talking in English with other (Japanese) undergraduate students at the end vs. at the beginning of the program.
13. I would like to take part in English Village again if given the choice.
14. English Village succeeded in its original purpose to create an atmosphere of studying at a foreign campus.
15. The English Village program was well organized.

16. The participation fee for English Village (5,000 yen) was affordable.
17. Participation in English Village made me want to study overseas.
18. (Please, choose only ONE answer.) The most difficult part of the experience in English Village was
  - a) classes
  - b) relating to (foreign) students outside of the classroom
  - c) participating in free-talking/communicative activities/afternoon games/evening net-working events
  - d) speaking English all the time
19. Do you have any suggestions for the next English Village?

.....  
 .....

## Appendix B

### English Village Questionnaire for WJC (foreign exchange) Students

Please answer questions 1-17 using the following scale:

1 - Strongly agree; 2 - Agree; 3 - Disagree; 4 - Strongly disagree

1. Taking part in English Village helped me to improve my English speaking skills.
2. Taking part in English Village helped me to improve my English listening skills.
3. The morning classes at English Village were interesting.
4. The morning classes at English Village taught me something new about Japan or other cultures.
5. There was a good balance of Japanese/non-Japanese participants.
6. The (Japanese) undergraduate students made sufficient contributions to class discussion during pair and/or group work.
7. The participation of WJC students in English Village is necessary to help Japanese students improve their English speaking ability.
8. I believe my participation in English Village increased the motivation of (Japanese) undergraduate students to study English.
9. I noticed a change in the willingness to communicate in English by the Japanese students during the program.
10. I was able to make new Japanese friends by taking part in English Village.
11. My interaction (% of total time at English Village) with WJC students was over 50%.

- 12. I felt more comfortable talking in English with the Japanese undergraduate students at the end vs at the beginning of the program.
- 13. I would like to take part in English Village again if given the choice.
- 14. English Village succeeded in its original purpose to create an atmosphere of studying at a foreign campus.
- 15. The English Village program was well organized.
- 16. The participation fee for English Village (5,000 yen) for Japanese undergraduate students is reasonable.
- 17. English Village made me feel (if only for a brief moment) like being out of Japan.
- 18. (Please, choose ONLY one answer.) The most difficult part of the experience in English Village was
  - a) classes
  - b) relating to Japanese students outside of the classroom
  - c) participating in free-talking/communicative activities/afternoon games/evening networking events
  - d) speaking English all the time
- 19. Do you have any suggestions for the next English Village?

.....  
 .....

### Appendix C

#### ENGLISH VILLAGE 2014 SPRING SCHEDULE

##### FRIDAY MAY 16

- 18:30            Gather in front of D-block
- 18:45            Departure by bus to Global Arena
- 19:30            Arrival at Global Arena
- 20:00            English Village opening, Dinner party
- 21:30 - 22:30   Self-introduction, ice breaking activities

##### SATURDAY MAY 17

- 8:00             Breakfast
- 9:00 - 10:30   Meeting Room #1 Bruno seminar (group A)
- Meeting Room #2 Grace seminar (group B)
- Meeting Room #3 Nick seminar (group C)



	Meeting Room #4 Arina seminar (group D)
10:30	Break
10:40 - 12:10	Meeting Room #1 Bruno seminar (group D)
	Meeting Room #2 Grace seminar (group A)
	Meeting Room #3 Nick seminar (group B)
	Meeting Room #4 Arina seminar (group C)
12:20 - 13:20	Lunch
13:30 - 15:00	Recreation games (if sunny)/Dodgebee (if rain)
15:30 - 17:00	Orienteering (if sunny)/ Recreation games (if rain)
17:30	Refresh (bath, shower, change of clothes)
18:00	Dinner
19:30 - 21:00	Networking event
21:00 -	Free time

#### SUNDAY MAY 18

8:00	Breakfast
9:00 - 10:30	Meeting Room #1 Bruno seminar (group C)
	Meeting Room #2 Grace seminar (group D)
	Meeting Room #3 Nick seminar (group A)
	Meeting Room #4 Arina seminar (group B)
10:30	Break (room check-out)
10:40 - 12:10	Meeting Room #1 Bruno seminar (group B)
	Meeting Room #2 Grace seminar (group C)
	Meeting Room #3 Nick seminar (group D)
	Meeting Room #4 Arina seminar (group A)
12:20 - 13:20	Lunch
13:30 - 14:15	Closing Ceremony
14:30	Leave Global Arena
15:30	Arrive at FWU

## References

- Bodycott, P., & Crew, V. (2000). Living the language: The value of short-term overseas English language immersion programs. *The Language Teacher* 24(9), 27-33.
- Bohn, Mariko T. (2004). Japanese classroom behavior: A micro-analysis of self-reports versus classroom observation-with implications for language teachers. *Applied Language Learning*, 14(1), 1-35. Retrieved from <http://www.cobleskill.edu/library>
- Coleman, J. A. (1997). Residence abroad within language study. *Language Teaching* 30(1), 1-20.
- Cummins, J. (1998). Immersion education for the millennium: What have we learned from 30

- years of research on second language immersion? In M. R. Childs & R. M. Bostwick (Eds.) *Learning through two languages: Research and practice*. Second Katoh Gakuen International Symposium on Immersion and Bilingual Education. (pp. 34-47). Katoh Gakuen, Japan.
- Harumi, Seiko. (2011). Classroom silence: Voices from Japanese EFL learners. *ELT Journal*, 65(3), 260-269. doi : 10.1093/elt/ccq046
- Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2003). *Regarding the establishment of an action plan to cultivate "Japanese with English abilities."* Retrieved from [www.mext.go.jp/english/topics/03072801.htm](http://www.mext.go.jp/english/topics/03072801.htm)
- Roberts, Felicia. (2011). Judgments concerning the valence of inter-turn silence across speakers of American English, Italian, and Japanese. *Discourse Processes*, 48, 331-354. doi: 10.1080/0163853X.2011.558002
- Shimizu, Junko. (2006). Why are Japanese students reluctant to express their opinions in the classroom? *The Hiyoshi Review of English Studies*, 48, 33-45. Retrieved from [http://koara.lib.keio.ac.jp/xoonips/modules/xoonips/download.php/AN10030060-20060331-0033.pdf?file\\_id=9951](http://koara.lib.keio.ac.jp/xoonips/modules/xoonips/download.php/AN10030060-20060331-0033.pdf?file_id=9951)
- Wighting, M. J., Nisbet, D. L., & Tindall, E. R. (2005). Exploring a summer English language camp experience in China: A descriptive case study. *Asian EFL Journal Quarterly*, 7(4), 85-108.