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Time Management and Study Habits of Japanese Medical University Students and General University Students

医科大学生と一般大学生の学習習慣と時間管理

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English

Abstract

Purpose: This research study provides some important insights into how university students manage their study time after entering university, their general study habits (including those used for English study), and how these change in their first two years at university.

Methods: A questionnaire was distributed to first and second year students at both a medical university and a general university in Shizuoka Prefecture, Japan, in the first semester of 2009.

Results: 413 questionnaires were returned (163 medical and 250 general students). More similarities than differences were noted between these student groups in time spent on general study, study habits and study preferences. However, study time management declined dramatically after university entry for all students.

Conclusions: The main findings of this study are (1) that Japanese medical students may not be so different from other university students in study time management and study habits in the first two years at university, (2) there is a dramatic decline in study time by medical students after entering university, and (3) medical students' expectations were downgraded significantly after entering university and this flows through to their second year.

Key words: time management, study habits, university students, medical students.

Introduction

Students who wish to study in a medical university in Japan (as in other countries) need to achieve a very high standard of academic results in order to clear the entrance exam hurdles and secure their place. And their success suggests they have indeed developed a strong combination of personal attributes, intellectual abilities and academic strengths. But are these reflected in the students' performance once they enter university? How different, or similar, are medical university students from students who attend more general universities today in Japan? In the past, entry into a Japanese university was a very competitive enterprise for most students, particularly so for the elite universities and medical schools. However, the Japanese education system and the students it produces have received a lot of scrutiny over the past thirty years, first for their successes, and now more recently for their flaws and failings. In particular, Japan's university system has received less than flattering reviews from insiders, the best known of which is McVeigh (2002). Several factors are credited with the precipitous decline in standards, including the over-building of colleges and universities in the 1980's, followed by the steep and ongoing decline in students numbers that has lead to subsequent college closures, amalgamations and a desperate quest to fill vacant seats in classes. This, in conjunction with the now discredited and discontinued educational policy of *yutori kyoiku* ("pressure-free" or "relaxed" education), has lead to a significant lowering of entry standards to tertiary education[1] and a follow-on lowering in academic standards in many universities struggling for survival, with the exception of Japan's elite universities, as both parents and students expect graduation and assistance with job placements. These changes have pushed marginal universities, both private and public, to reform but in ways more like window dressing than in substance. Public universities in particular have had to deal with years of cost cutting measures, putting extra pressures on teachers and students alike. Thus, the ripples of change are being felt in the administrative, teaching and student levels throughout the Japanese university system.

At the same time, Japan's medical universities in particular are undergoing rapid changes as the traditional medical education system is modernized to keep up with advances overseas (Ohnishi 2004, Teo 2007). Calls for change have become increasingly more urgent over the past ten years as the shortfall in the number of doctors nationwide, largely blamed on the misdirected actions of the Japanese Ministry of Health, Labour and Welfare[2], has impacted negatively on community health and gained media attention. And even though the Ministry is currently taking some small actions to correct its earlier missteps, such as increasing the number of students accepted into medical universities although continuing downward pressure on educational budgets, no consensus has been reached on overall solutions to deeper underlying institutional and administrative problems.

Of particular interest to this study, many Japanese university students have previously earned a reputation for not taking university class work or courses seriously once they had passed the entrance examination and were accepted into university programs. This is highlighted by the examples given in Chapter 1, “Why do Japanese study hardest before, not during, college?”, in the textbook written by Someya et al. (2010). These days, Japanese university students are well known for mainly taking a passive role in their education, where it is not uncommon for their participation to consist only of showing up for class (sometimes with no text or note-taking materials), signing attendance sheets, and then coasting until the end of semester at which time the professor gives a review of the final course exam. This occurs in the same Japan that was once well known for its particularly difficult university entrance exam system（*juken* 受験）, often referred to as “examination-hell”（*shiken jigoku* 試験地獄）. Those students who fail their initial attempt to enter their preferred university often became what was referred to as *ronin*（浪人）, a term formerly used for masterless samurai who wandered aimlessly until they could find a formal place in society, as they continued their quest for success at preparatory schools called *yobikou*（予備校）whose sole task is to drill these students for such entrance exams. One could naturally think that such devotion to a goal and efforts made to succeed would result in students developing exceptional study habits and time management skills that would serve them well after successfully entering their formal tertiary studies, however, this would be a mistake in many cases. It is often the case that, having successfully passed the entrance examination while hundreds of other candidates did not, the one thing many freshmen entering university have in common is a number of ill-conceived ideas about what attending university actually means (O’Dowd 1996). Students’ expectations upon entering university, both at medical schools and general universities, greatly impact on their performance in class and subsequent efforts to learn what is being taught or tested. Of course, the effort each student is willing to invest in their learning depends primarily on their attitude; if they have a poor attitude from the outset, they may see no reason to make the efforts expected by teachers and quickly fall into bad habits. I refer to this as the “ripple effect” (O’Dowd 2006).

My own experiences teaching in several Japanese universities over the past fifteen years has fueled my research interest in this area and lead to this study of how Japanese university students’ views of themselves as learners, how they study to learn, and how much time they put into their university studies which is the foundation for their future career. My previous studies (O’Dowd 1996, 2003, 2006) along similar lines found that just as universities are constantly required to adapt to a changing environment, so too must students entering universities adapt as only the students themselves can redefine their own role in their learning process. This may be an uncomfortable truth for those students who need to change their expectations the most, but the consequences of their actions will have an impact that could greatly affect

their future. Therefore, in order to further explore the relationship between student beliefs and their approach to learning, this study compares the study practices of students attending a typical 6-year medical university with those attending a general 4-year university. It also provides some important insights into how university students' manage their study time after entering university, their study habits, and how these change in their first two years at university.

Methods

The context of this research study encompassed the Hamamatsu University School of Medicine and the Mishima campus of Nihon University College of International Relations. For the purposes of this study, student responses and data from Hamamatsu University School of Medicine is labeled "MU" (medical university) and that from Nihon University College of International Relations is labeled "GU" (general university). The subjects were first and second year students in the first semester of 2009 in their respective English program courses. The survey instrument was written in Japanese (see Appendix 1) and distributed in classes in May 2009. Students were asked to volunteer to do the survey anonymously and return the questionnaire at the end of class; all participants were informed of the nature of the survey and of their voluntary and confidential participation. The average completion time of the survey was approximately five minutes. A total of 163 medical students returned the survey, 97 first year (92%) and 66 second year students (69.5%), and 250 general university students, 96 first years (100%) and 154 second years (100%) returned the survey instrument. All data was processed manually, using a tally-based process as the intended results were primarily frequencies, and stored electronically in MS Excel spreadsheets.

The survey instrument employed was a multiple-choice questionnaire developed by the author for two previous studies and translated into Japanese language with the addition of a new question on how long they studied daily prior to the university entrance examination (see Appendix 1). The questionnaire asked students to reflect about the following topics: (1) how they perceived themselves as learners, (2) the methods they employed to learn, (3) when they usually studied, and (4) how much they studied daily before and after the university entrance examination.

Results

A total of 413 questionnaires were completed and examined in this study. The raw data is shown as percentages in Tables 1 – 9 and have been rounded to one decimal place.

Question 1. How do you see yourself as a learner?

Although a majority of all students regard themselves as "average" learners (60.9% to 67.5%), the transition from first to second year in both universities marks a noticeable down swing in responses that they like to learn and an up-tic in responses they are "not good at learning new things".

Table 1

	MU 1st Y %	MU 2nd Y %	GU 1st Y %	GU 2nd Y %
I'm not good at learning new things	3.1	16.7	15.6	24.0
I'm average	60.9	66.7	60.4	67.5
I like to learn	33.0	15.2	20.8	3.9
I love to learn	2.0	1.5	4.1	2.6

Question 2. What grades do you usually get at school? (all subjects)

First year students at both universities responded to this question based on past academic performance at high school and extrapolation to their future performance at university, whereas second year students responded about their actual university performance. The MU first year students expectations of "mostly A's", 29.9%, is in strong contrast with the second year students actual achievement of 3.0%; the comparable results for GU were 11.5% and 4.5% respectively (Table 2). The response to "B's and C's" at MU was 4.1% for first years and 33.4% for second years; at GU it was 13.5% and 29.2% respectively.

Table 2

	MU 1st	MU 2nd	GU 1st	GU 2nd
mostly A's	29.9	3.0	11.5	4.5
A's and B's	49.5	40.9	33.4	25.3
mostly B's	11.4	19.7	11.5	21.4
B's and C's	4.1	33.4	13.5	29.2
mostly C's	1.0	3.0	6.3	9.7
C's and below	3.1	0.0	3.1	6.5
N.A.	1.0	0.0	20.8	3.2

Question 3. Are you better or worse at studying English than other subjects?

More GU students saw themselves as better at studying English than did MU students, but more MU students responded that there is no significant difference between studying English and other subjects.

There was also a larger drop in MU second years' response to "better at English" (16.7%) than for GU second year students (30.5%).

Table 3

	MU 1st	MU 2nd	GU 1st	GU 2nd
better at English	28.9	16.7	37.5	30.5
other subjects	25.8	30.3	25.0	17.5
the same	44.3	53.0	34.4	49.4
N.A.	1.0	0.0	2.1	2.6

Question 4. How do you learn?

Asked to indicate which of the study methods they use most commonly in their general studies (Table 4), including English, the majority of students at both universities selected multiple methods of learning, that is, three or more choices.

Table 4

	MU 1st	MU 2nd	GU 1st	GU 2nd
study during class	53.6	40.1	42.3	50.0
reading the text	60.8	50.0	37.5	42.2
revision by myself	36.1	27.3	33.3	33.1
note taking	65.0	19.7	51.0	54.5
video / movies	4.1	1.5	19.8	8.4
talk to teacher	6.2	9.1	15.6	7.1
cramming	17.5	18.2	20.8	12.3
listen to radio	2.1	3.0	6.3	0.6
writing letters	2.1	1.5	9.4	0.6
memorizing	48.5	31.8	24.0	25.3
read other books	3.1	6.1	16.7	4.5
doing homework	74.2	48.5	55.2	56.5
check dictionary	58.8	56.1	58.3	52.6
extra homework	38.1	16.7	19.8	24.0
study in library	17.5	24.2	21.9	13.6
practice speaking	5.2	3.0	15.6	7.8
question the teacher	16.5	7.6	21.9	9.1

	MU 1st	MU 2nd	GU 1st	GU 2nd
read English newspapers	0.0	1.5	7.3	0.0
watch English TV programs	5.2	6.1	17.7	6.5
listen to study CDs	9.3	1.5	5.2	3.2
do practice tests	37.1	12.1	36.5	20.1
read magazines	3.1	3.0	14.6	2.0

The most common choices of general study methods were the virtually the same for all groups (Table 5), with the top six choices being: doing homework, note taking, reading the text, checking the dictionary, study during class, and memorization. MU second year students showed significantly less interest in "note taking" than the other groups, while GU first years showed more interest in "doing practice tests". And while all category percentages dropped from first year to second year for MU students, the opposite trend was noted for GU students.

Table 5

	MU 1st	MU 2nd	GU 1st	GU 2nd
doing homework	74.2	48.5	55.2	56.5
note taking	65.0	19.7	51.0	54.5
reading the text	60.8	50.0	37.5	42.2
check dictionary	58.8	56.1	58.3	52.6
study during class	53.6	40.1	42.3	50.0
memorizing	48.5	31.8	24.0	25.3

The least preferred methods for learning and studying were also virtually the same across all groups (Table 6). The bottom six choices were: reading English newspapers, listening to the radio, writing letters, listening to study CDs, reading magazines, and practice speaking. "Reading other books" followed closely as a least preferred study method in all groups. "Talking to the teacher" was given a lower priority than "questioning the teacher", but neither was considered highly by all groups.

Table 6

	MU 1st	MU 2nd	GU 1st	GU 2nd
read English newspapers	0.0	1.5	7.3	0.0
listen to radio	2.1	3.0	6.3	0.6
writing letters	2.1	1.5	9.4	0.6
listen to study CDs	9.3	1.5	5.2	3.2
read magazines	3.1	3.0	14.6	2.0
practice speaking	5.2	3.0	15.6	7.8

Question 5. When do you study?

A majority of all students responded they study most often at home after dinner (63.9%, 48.5%, 47.9% and 34.4% respectively) and very late at night (43.3%, 50%, 41.7% and 34.4% respectively) (Table 7). Some first year MU students still maintain the habit of studying in the early morning before classes (21.6%) but fewer second year students do (13.6%). More GU students study only at school, 12.5% and 24% respectively. Lunchtime is not a popular time to study.

Table 7

	MU 1st	MU 2nd	GU 1st	GU 2nd
early morning	21.6	13.6	7.3	7.8
only at school	8.2	12.1	12.5	24.0
lunch-time	2.1	6.1	10.4	4.5
after class at school	11.3	15.1	9.4	11.0
home before dinner	18.6	12.1	5.2	12.3
home after dinner	63.9	48.5	47.9	34.4
after watching TV	11.3	7.6	10.4	12.3
very late night	43.3	50.0	41.7	34.4
other	3.1	6.1	5.2	2.6

Question 6. How long did you study daily before the university entrance examination?

The majority of medical students responded they studied over five hours per day on average before the entrance exam (77.3% and 80.3% respectively) while most GU students studied less than 4 hours per day (74% and 68.7% respectively) (Table 8).

Table 8

	MU 1st	MU 2nd	GU 1st	GU 2nd
less than 1 hour	2.1	6.1	19.8	24.0
1 to 2 hours	7.2	1.5	25.0	25.3
3 to 4 hours	13.4	12.1	29.2	19.4
5 to 8 hours	38.1	42.4	14.6	15.6
over 8 hours	39.2	37.9	11.45	13.0

Question 7. How long do you study each day now?

After entering university, 63.9% of first year MU students responded they now study less than one hour a day, with a total 94% studying less than two hours a day, comparable to first year GU students responses of 50% and 95.8% respectively (Table 9). Second year MU students responded along similar lines, with 50% studying less than one hour a day and totally 87.9% less than two hours; GU second year students were 63.6% and 93.5% respectively.

Table 9

	MU 1st	MU 2nd	GU 1st	GU 2nd
less than 1 hour	63.9	50.0	50.0	63.6
1 to 2 hours	30.1	37.9	45.8	29.9
3 to 4 hours	2.1	6.1	1.1	2.6
other	3.1	4.5	3.1	2.6
N.A.	0.0	0.0	0.0	1.3

Discussion

This investigation of how different groups of university students manage their study time after entering university and the types of study habits they develop revealed more similarities than differences. The fundamental question underlying this study is how similar, or different, should these two groups of university students be given their intended future career paths. MU Students generally show an initially higher degree of motivation to achieve their goal to become doctors, whereas the future career paths of GU students is much less certain and many first and second year students have not yet decided what they would like to do in their future. In fact, general university students often leave decisions about their future career paths until their third or, more usually, fourth year at university when “job-hunting” takes priority over all else, including class attendance. Nevertheless, the transition from first year to second year in both universities revealed similar trends.

Question 1 reflects the changed reality of the types of specific knowledge and skill building course programs students must undertake at university as opposed to the narrower focus during their high school years. Many first year MU students find the transition to university study more challenging than their initial expectations, in particular as they find themselves competing in class with other top-performing students. An additional factor is that the structure of the general liberal arts program they must undertake in their first year of study, although allowing them more individual freedom to perform, lacks the rigidity of high school classes or yobikou while demanding more academically; some students do not seem to be able to make this transition easily as shown in the MU second year 5 fold response that 16.7% do not think they are good learners, "average learners" increased to 66.7%, and those who "like to learn" dropped to 15.2%. Similar trends were seen in the data for GU students.

The results in Question 2 indicate that first year students have a seemingly elevated expectation of higher grades based on their performance as top students during their high school studies. Of course, medical students require a higher standard of study performance and results in order to secure their place at the medical university and their success has given some an inflated sense of self (O'Dowd 2006). Nevertheless, some expectations are deflated during their first year of study. Once again, the responses of second year students at both universities reflect the reality of their real study efforts in their university life. Indeed, some students seem to lose their initial motivations to study and instead seem to settle for merely passing grades as the Japanese system (and future employers) places little weight on grades achieved or grade-point averages.

Differences in responses to Question 3 may be due in large part to the fact that students studying at GU are much more likely to be English majors, whereas medical students have quite a different view of themselves and their need for English, particularly as the MU English program is more limited. All participating students were surveyed during an English class, but this is unlikely to have influenced their answers to be biased towards "better at English" as all questionnaires were anonymous.

The responses to Question 4 show remarkable similarities in the study habits employed by both types of university students. Indeed, not only were their top six choices almost identical, but their bottom-ranked choices were also virtually the same. The preferences shown in this question also reveal the influence of the students' earlier educational experiences in Japanese high schools and entrance exam preparatory schools. Doing homework, taking notes in class, reading the textbook, and studying in class are common, but basic, practices embedded through their previous educational experiences at school where the study focus in more narrow. An interesting observation is that while all top six category percentages dropped

from first year to second year at MU, the opposite trend was noted for GU students. In order to gain a clearer insight into this finding, I interviewed four students from each university and asked them to elaborate on this point. The MU students each gave a similar reply; they entered medical school with the expectation of learning medical topics from the first day rather than starting with the general liberal arts program of math, physics, chemistry, and foreign languages, thus their focus tended to falter. In addition, and probably just as important, the variety of extracurricular activities and the demands of establishing themselves socially on campus also depleted the time available to devote to study. When ask about the same point, GU students replied that they found the change from high school to university “refreshing”; they enjoyed being able to choose between a variety of classes and teachers (getting information from more senior students as to which were the better choices in programs and instructors) as well as the lack of pressure in classes, i.e. being able to take multiple absences without penalty as per university guidelines. Overall, GU students appeared to enjoy their classes more than MU students did. GU students also showed more interest in their particular course programs for their major.

Another result not unexpected was that memorizing is a tool more commonly used by medical students. Their success at entering the medical university is testimony to their ability to memorize facts, information and content in order to pass examinations. And once they enter university, many students continue to depend on rote memorization in all their studies because as this particular practice has delivered success in the past; they see no need to alter this limiting study habit. However, although memorization is a basic learning tool employed by all learners, by definition rote memorization is “to learn something by rote or rote learning means learning something in order to be able to repeat it from memory, rather than learning it in order to understand it” (Cambridge 1995). Thus dependence on this study habit does not produce real learning as it does not develop a deep understanding of the vast amount of medical knowledge needed nor develop necessary critical thinking skills required to make a diagnosis. Even so, students’ familiarity with memorization techniques, and given the large amount of content they will have to absorb in their study programs, means this habit is unlikely to be relinquished easily.

Of particular interest is the very low ranking given to “listening to study CDs” by GU students. This is significant as many textbooks these days, and many of those used in the English program at Nihon University in Mishima, are accompanied by CDs of the listening segments and exercises. I have noted in my own classes that unless the textbook CD is used in class (by the teacher), the students themselves rarely remove the CD from its jacket even if it is assigned for homework. Excuses range from “I forgot” to “I don’t have a CD player.” Some students also expressed the desire, for reasons not verbalized, to be lead by their teacher through such listening exercises in class. This could be seen as some sort of ploy by

students to maintain their passive role in the learning process.

A majority of all students responded to Question 5 that they primarily study at home after dinner and very late at night. Studying after dinner is a well entrenched habit of most students but studying late at night appears to become a more frequent habit of students after they enter university as the demands of club activities, socializing, and living away from home impact on student schedules and routines. In regard to managing their study time, all groups of students reported that their home study time consisted almost entirely of "doing homework"; supplementary study apart from homework assignments is given a very low priority as it is deemed that doing homework is enough. This finding suggests that much of the learning done by students is quite shallow, making it difficult for them to be able to gain a solid grasp of the subject matter taught. Indeed, this raises the real problem of learning how to use their limited study time better. Learners who cannot use one hour productively are not likely to learn more or better even if they could find more time each day. However, if they can be taught to raise their learning productivity through the use of various learning methods rather then a limited few, their study time will be better spent.

The results shown in Question 6 are not at all surprising in that it shows students who entered MU studied longer to be successful. In addition, the lower responses given by students at GU were also to be expected. Some larger private school enterprises, like Nihon University, provide education at all levels from kindergarten through to university. In such cases, students may only have to take an entrance examination or interview when they first apply to join the school at whatever level, and are generally exempt afterwards. This practice is referred to as the "elevator system" as once an institution has accepted a student they virtually go unimpeded to the next level until finally graduating from university. Such students are often spared the usual university entrance examination pressures as long as their sights are not set too high. Of course, once the pressure to perform well on entrance exams is removed, students quickly change (i.e. downgrade) their study habits to reflect the new reality of the freedoms offered them by university life in Japan.

Again, the results shown in Question 7 are no surprise to those who teach in Japanese universities. Past study efforts, rewarded by achieving their goal of university entrance, are quickly adapted to facilitate life in their new academic environment. Students' lax expectations of study at university and high expectations of free time and socializing (O'Dowd 1996) are reflected in their responses; 63.9% of MU first years study less than one hour per day for all courses, compared with 50% of GU first years. The various ways by which university students choose to approach their learning and on how much time to spend also depends on a variety of other factors, including guidance by teachers and, more importantly, advice given

by their sempais (senior students). Indeed, these factors appear to influence to what degree students adopt a superficial, concerted or strategic approach to their studies. Particularly at the medical university, it is known that more senior students pass along "study tips" and subject information on classes and teachers to freshmen as a kind of mentoring. However, this is not the benign practice it would first appear to be as the objective is usually to short-cut learning and bring freshmen closer into their social circles where club activities and entertainment are given a high priority. When I asked some senior students what kinds of advice their give about classes to freshmen students, I was dismayed that they advised "*to play hard in the first two years as the study is tough from third year.*" This is not the type of advice that is helpful to developing good time management and study habits in new students.

Students who successfully enter a medical university, where places are competitively sought, would naturally be expected to show a higher motivation towards their studies, particularly as their future career paths are more clearly established. Why, then, do the results of MU students in Question 7 show a greater drop than for general university students? The common response of MU students, given earlier in the discussion of Question 4, that they expected to begin medical studies from virtually their first day on campus indicates the underlying problem could be that MU students don't see the connection between these courses and their future medical studies, and so their initial motivation wanes. Indeed, some students suggested the teachers are more at fault for not making the connections more obvious to them. The impression given by MU students is that some expect a large degree of direction (some might call it "spoon-feeding") from both teachers and seniors. Indeed, when considering the relationship between the MU students' perceptions of themselves as learners (Question 1), their grades expectation and achievement (Question 2), and the amount of time they allot to study per day on average (Question 7), it raises the question if it seems reasonable for "average" students who study less than one hour per day to get "A's & B's". All this is not to say that MU students become unmotivated after entering university, rather, that the way these students approach their study is dependent on a variety of factors both institutional and intrinsic. Much the same can be said of GU students. De Silva et al[3], in their study of female university students at one general university, offer a spirited defense of Japanese university students labeled "unmotivated", pointing to institutional failings to attend to students' intrinsic motivation. For until university administrations and teachers pay more attention to factors that are negatively influencing student study performance, students will continue with behaviors that may impede successful learning.

Conclusion

The main finding of this study is that Japanese medical students are not so different from their counterparts in general universities. Study time management and study habits in the first two years of

university life were found to be quite similar between all student groups. Another important finding is the downgrading of medical students' expectations after entering university that flows through to second year. However, the most poignant finding concerns the dramatic decline in study time by medical students after entering university. Although the findings presented in this study are certainly not exhaustive or conclusive, these do highlight some of the underlying factors influencing Japanese students' formative years at their respective university. The extent to which the results reported here are generalizable to other students at other types of university is unknown and further study is needed. Nevertheless, this study suggests the need of both teachers and university administrators to consider providing future students with appropriate academic advice and support to enable them to raise their learning profiles.

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Appendix 1

(English version) ***Learning Survey*** developed by Greg O'Dowd

1. How do you see yourself as a learner?

( ) I'm not good at learning new things. ( ) I'm an average learner.

( ) I'm a good learner - I like to learn. ( ) I'm a very good learner - I love to learn.

2. What grades do you usually get at school? (all subjects)

( ) mostly A's ( ) A's and B's ( ) mostly B's

( ) B's and C's ( ) mostly C's ( ) C's and below

3. Are you better or worse at studying English than other subjects?

( ) better at English. ( ) better at other subjects. ( ) it is the same.

4. How do you learn?

( ) study during ( ) doing assigned homework

( ) reading the text ( ) checking dictionaries

( ) revision by myself ( ) doing extra homework

( ) note taking ( ) study in library

( ) video/movies ( ) practice speaking skills

( ) talking to teacher ( ) asking teacher questions

( ) cramming ( ) reading English newspapers

( ) listening to radio ( ) watching English TV programs

( ) writing letters ( ) listening to study CDs

( ) memory ( ) do practice tests

( ) reading other books ( ) reading magazines

5. When do you study?

( ) early morning ( ) only at school

( ) lunch-time at school ( ) after class at school

( ) at home before dinner ( ) at home after dinner

( ) after watching TV ( ) very late at night

( ) .....

6. How long did you study daily before the university entrance examination?

( ) less than 1 hour ( ) 1 to 2 hours ( ) 3 to 4 hours

( ) 5 to 8 hours ( ) more than 8 hours

7. How long do you study each day now?

( ) less than 1 hour ( ) 1 to 2 hours ( ) 3 to 4 hours

( ) .....

Appendix 1

(Japanese version)

学習調査

１．学習者としての自分をどうみますか。

（　）新しいことを学ぶのは得意ではない。
（　）学習者としては普通である。
（　）良い学習者である～学ぶのが好きである。
（　）大変良い学習者である～学ぶのが大好きである。

２．学校での成績はどのくらいですか。（全科目の平均）

（　）ほとんどＡ　　（　）ＡとＢ　　（　）ほとんどＢ　　（　）ＢとＣ
（　）ほとんどＣ　　（　）Ｃとそれ以下

３．他の教科と比べると英語はよいですか、悪いですか。

（　）英語の方が良い　　（　）他の教科の方が良い　　（　）同じくらいである

４．どのように勉強しますか。

授業中に勉強する	宿題をする	暗記する
テキストを読む	辞書を引く	自分で訳す
練習問題をする	詰め込み勉強をする	予習をする
ノートをとる	図書館で勉強する	他の本を読む
ビデオや映画で勉強する	会話の練習をする	雑誌を読む
先生と話をする	先生に質問する	英字新聞を読む
ラジオを聴く	学習者用のＣＤを聴く	
手紙を書く	英語のテレビ番組を観る	

５．いつ勉強しますか。

早朝	学校でだけ	
学校の昼休み	学校で放課後に	
夕食前に家で	夕食後に家で	
テレビを見た後で	夜遅く	その他＿＿＿＿＿＿＿＿

6. 入学試験前には１日どのくらい勉強しましたか。

（　）１時間以下　　（　）１時間から２時間　　（　）３時間から４時間
（　）５時間から８時間　　（　）８時間以上

7. 現在は１日にどのくらい勉強していますか。

（　）１時間以下　　（　）１時間から２時間　　（　）３時間から４時間
（　）その他＿＿＿＿＿