〔寄稿論文〕

The Purposes of English in Japanese Higher Education:
A Perspective from the Student Body[*]

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1. Introduction

The perceived problems of English Language Education (ELE) globally attract disproportionate attention[1]. Attempts to understand how learners are impacted by these perceptions, reveals a complex range of relationships and beliefs about appropriate methods and approaches. Ideologically opposing positions regarding approaches and methodology are presented as a binary discourse, and can cloud understanding of complexities that exist. In trying to achieve appropriateness, regarding specific decisions about methodology and pedagogy, Holliday (1994a) believes, "we must investigate, try to understand, and then address, whichever social context we are working within" (1994a, p.1).

To understand more about the complexities of socioeducational issues surrounding methodology adoption and implementation for stakeholders requires emic perspectives. This paper will attempt to answer the following two inter-related questions:

- ❖ What are the socioeducational factors that influence students' perspectives around appropriate methodology in an English language curriculum?
- ❖ How would these factors influence EAP curriculum implementation in a Japanese ELE context?

Research of English study in Japan has focused on issues related to oral interactions in the classroom involving teachers and students (Aspinall, 2006; LoCastro, 1996). The methodology adopted to further these communicative aims, which has been discussed at length recently in Japan, relates to the paradigm of Communicative Language Teaching (CLT). The Japanese Ministry of Education (hereafter MEXT) policies have attempted to increase the use of English by Japanese teachers of English and students in English classes at the secondary level of education. In more recent developments, MEXT have also been establishing English programmes at the primary level of education.

These governmental policy interventions, to some degree, are influenced by external factors. Business and government strategies have used the slogan kokusaika (internationalisation) to position

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English education in Japan in an international context. It is interesting to note that on occasion MEXT have judged the implementation of some English language policies as less than satisfactory. For example, in December 2010, MEXT expressed concerns that less than 20% of public high schools have been enforcing an English-only rule in English oral communication classes[2].

This discussion of ELE in Japan demonstrates how multivocal policy objectives can diverge in the process of implementation. In this paper, a broader definition of CLT will be presented in line with previous research in appropriate methodology (see Holliday, 1994b; Littlewood, 2011). This research has recognised that the Teaching of English for Academic Purposes (TEAP) is positioned within a broader CLT paradigm, which aims to increase communicative competence by placing emphasis on both oral and written language skills (Alexander, 2012). This discussion of TEAP will be returned to later. At this point it is interesting to highlight that perceptions of success and failure in language education are often justified on some ideological beliefs about best practice and methodology.

2. A socioeducational analysis

The discussion above highlights how much of the discourse regarding ELE in Japan is presented. The discussion also demonstrates how methodology is both complex by definition and complex in implementation. A critical and problematisation analysis of theses issues would raise concerns about how this discourse is based on key assumptions and beliefs about best practice. This kind of critical approach values a questioning approach without expectation of answers (Hunt, 2012). Further, problematisation of assumptions according to Pennycook (cited in Hunt, 2012, p.297) can offer new possibilities of practice by "turning a sceptical eye towards assumptions." These assumptions about ELE in Japan will be investigated by examining how key stakeholders, students, view their experiences and expectations of studying in English in Japanese higher education.

2.1. An appropriate methodology investigation

To understand more about how methodology could be shaped by local realities, it is important to have a working understanding of the term(s) methodology for this discussion. This definition is grounded in a social context. In understanding the term methodology for the purpose of this study, Holliday (1994a), outlines three categories:

- 'Classroom related to methods and approaches to teaching.
- Designing and managing English language education.
- Collecting information about the particular social context, which teachers or curriculum developers need to make the other two methodologies work' (p.1).

This framework of methodology has much in common with Stern's (1989, p.211) conceptual framework for language teaching. This theory of language teaching identified "essential building blocks of a theory of language teaching to include language; society; learning and teaching." This study will examine these areas, as they are all closely related, by examining beliefs and experiences of language leaners.

2）http://www.eltnews.com/news/archive/2010/12/less

2.2. Beliefs about language learning inventory

There is a correlation between successful implementation of appropriate methodology and beliefs about learning. Beliefs relate to understandings, premises, or propositions held about the world and constructed through a psychological framework (Richardson, 1996, p.102). Horwitz (1999) developed a 'Beliefs about Language Learning Inventory' (BALLI) framework to explore and investigate more about how beliefs are shaped about learning languages. BALLI identified a number of areas of focus:

- Beliefs about the difficultly of learning a language.
- Beliefs about language learning processes.
- Beliefs about how to communicate in a target language.
- Beliefs about motivation and learner expectations.

Beliefs about how to communicate and learner expectations will be the primary factors investigated from this framework as they relate more closely to ELE policy in Japan and its effective implementation. Importantly, Horwitz (ibid) recognised that this framework may need developing for different contexts:

> BALLI may not address some of the specific beliefs held by a particular cultural group and subsequent inquiries into cultural beliefs about language learning should seek to expand the BALLI scope by identifying and adding beliefs particular to specific target populations. (p.576)

In previous research on Japanese learners' beliefs about English study, Sakui and Gaies (1999, p.487) highlighted how learners' beliefs can contribute to an awareness and commitment to educational innovation by learners. Furthermore, this study highlighted that more attention should be given to the issue of whether language learners themselves are aware of methodological options for the English classroom and have beliefs about methodology. To develop an appropriate methodology for the classroom requires a more nuanced understanding and awareness of learners' experiences and backgrounds, not always identified clearly from a needs analysis approach. A framework that provides a socioeducational analysis can contribute to a better understanding of localised contexts and issues that pervade the acceptance and implementation of methodology.

2.3. A socioeducational model for curriculum enactment purposes

There have been different approaches to curriculum design and much discussion about curriculum innovation, particularly in reference to teachers and other actors involved in the planning and implementation of language curricula (see Johnson 1989; Markee 1997; White 1988[3]). In terms of the core principles of language curricula, three key areas have been focused on: planning, implementing, and evaluating (Graves, 2008). Some of the difficulties that pervade this area of ELE can be attributed to the lack of coherence in the relationships between actors involved in each part of the decision-making process.

This lack of coherence can result in interested parties following their own understandings and beliefs in respect of implementation in teaching and learning contexts. Graves (2008, p.152) articulated the importance of curriculum enactment, as a reinterpretation of one of the core principles of curriculum implementation, which explores and recognises the importance of core classroom-based relationships that exist between teacher, students and subject matter. Enactment within this socioeducational model (Graves, p 153) identifies the classroom as being embedded in "specific, complex and overlap-

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3）See Richards 2013 for a comprehensive discussion of different curriculum approaches.

ping cultural, social, educational and political contexts-termed socioeducational contexts."

A complex set of relations exist in the enactment of curricula. These related core components of planning and evaluation are reliant on curriculum enactment through the reification of learning experiences. This socioeducational paradigm, in terms of Japanese higher education, requires further investigation to identify and clarify how EAP can be adapted to ELE contexts such as Japan. In order to support this investigation, a framework for exploring how learners' beliefs can influence this enactment process was developed with a focus on a range of inter-related issues relevant to the Japanese ELE context.

3. Research methods

In trying to build a relevant framework from the discussion of the context and the literature above, actual areas of focus for the research questions and methodology were influenced by a thematic inquiry, which sequenced themes according to there relevance to the research (Sengupta & Falvey, 1998).

3.1. Methodology focus

The overall review of the literature identified some interrelated themes, which have taken as there common goal an attempt to build up a better understanding and awareness of a Japanese higher educational English learning context familiar to the researcher. This required a research methods approach that could determine some correlation with these topics:
- Learner beliefs about educational innovation and methodological options.
- English purposes in Japanese university- including sojourn study.
- Cultures of learning- including approaches and attitudes to learning.

Table 1　Themes for investigation

Constructs	Statements About	Source
Beliefs about English study	-Skills	-EAP course books & academic discussions (Benesch, 2001; Hamp-Lyons & Hyland, 2002; Hyland, 2008; Watson-Todd 2003)
	-Appropriate Methodology & Ideology	Academic discussion of appropriate methodology / ideology (Canagarajah, 1999; Holliday, 1994, 2012; Kubota, 1998, 1999; Seargeant, 2008, 2009, 2012)
Beliefs about academic study	-Japanese Context	-Literature on the Japanese context (Reesor, 2002; McVeigh, 2002) Learners' beliefs (Hawkey, 2006; Horowitz, 1999; Sakui & Gaies, 1999;)
Study abroad influences	-Overseas Context Acculturation/Assimilation	EAP experiences and study abroad experiences (Kumaravadivelu, 2008)
Level of readiness to undertake English study at university	-Dilemmas of cultures of learning -Source, target & international culture -University discourse communities	-Jin & Cortazzi (2001, 2006, 2007)
Institutional Cultures	-Specific Curriculum -Hidden Curriculum	-Graves (2008) -MEXT
Materials	-Textbooks -Online Materials	-Publishers' Catalogues -Internet Search

3.2. Mixed methods

This section explains the research rationale and the research methodology adopted to address the original research questions from the themes outlined above. In doing so, it will clarify how this was influenced by the research themes discussed above and research beliefs. The mixed methods approach discussed provides a broad picture of the learning context investigated, while at the same time is motivated by trying to understand more about the deeper context of the research environment.

3.3. Methodology frameworks: managing subjectivity

Table 2 represents some of the complexity that exists in the wording and scope of research questions. Management of these research perspectives is a necessity in the framing of research questions as it is important to recognise that a researcher enters into a research area with some kind of agenda. (Holliday, 2007, p.29).

3.4. Paradigm agendas

From the thematic inquiry, it became clear that some papers reviewed had developed and mirrored their questionnaires based on other studies. Indeed, the scientific nature of quantitative research requires a transparent model for possible replication. However, in this particular study, the themes for investigation were self-generated and not replicated on the BALLI and related studies (such as Horwitz, 1999). Understanding the influences of a researcher's own theoretical beliefs explains, to some degree, how this process is mediated.

3.5. Data analysis

A mixed methods approach can present some methodological challenges. In order to have confidence in the data that is collected, a process of crosschecking is necessary to provide an indication of

Table 2　Research questions and specific agendas

Question(s)	Specificity	Agendas
Research Question- What are the socioeducational factors that influence students' views of appropriate methodology in an English language curriculum?	Investigating the relationship between methodology paradigms and stakeholders' beliefs about the appropriateness of particular methodology.	The polarisation of ideological positions, in terms of methods and approaches, can cloud our understanding and awareness of local learning contexts.
How would these factors influence EAP curriculum implementation for Japanese ELE?	The purposes of English in Japanese higher educational English programmes.	It is difficult to know how a general-purpose English focus can satisfy the unknown and complex challenges that global English learners will face in the future.

(Adapted from Holliday, 2007)

Quantitative: Questionnaire one set of Japanese students (n=50). → Quantitative: Inferential analysis → Connect: Writing a survey interview based on the questionnaire and gathering a cross-section of voluntary participants. → Qualitative: Follow-up survey (n=10). → Qualitative: Thematic analysis. → Quantitative/Qualitative results.
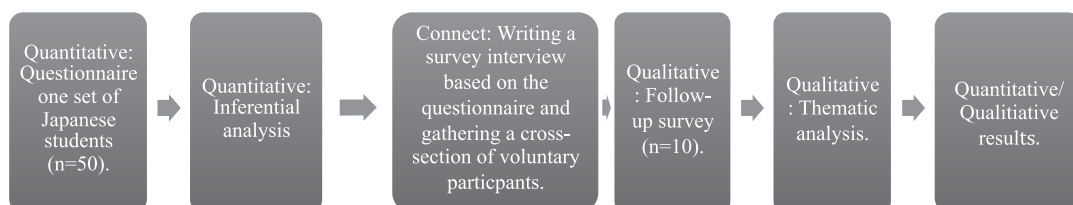
Figure 1　below represents the research methodology design procedures

any correlation between different data samples. In this study, a questionnaire and semi-structured inter-view survey, reinforces the correlation analysis between participants' responses. This approach presents a broader and deeper reflection of the socioeducational environment discussed earlier, with an emphasis on understanding more about the socioeducational processes of curricula enactment.

3.6. Data Collection Instruments
3.6.1. Questionnaire of specific beliefs

Using a questionnaire as an instrument to reveal attitudes and beliefs is a useful starting point. Questionnaires satisfy a desire to have a broad understanding of the research area, and also a desire to connect these broader understandings to assumptions developed in the research aims and questions. This suggests that a broad and flexible tool, such as a questionnaire, allows the researcher to test the philosophical and theoretical saliency of their assumptions and agendas. The advantages of gathering a relatively large sample of the representative population (quantitative) and the views of selected individuals (qualitative) satisfied the desire to manage the subjectiveness of research.

3.6.2. Semi-structured interview survey

An open-ended survey provided respondents with an opportunity to develop deeper answers to themes from the questionnaire. The focus for further investigation involved backgrounds, experiences, expectations and beliefs about English study (Patton, 2002, p.348).

3.7 Data collection: research location and participants
3.7.1. General-purpose intensive English programme

The Intensive English Program (IEP) at the location was established to provide English courses for students who are highly motivated and eager to improve their English language skills. The classes usually consist of 25 or fewer students who work closely together with each other. Students qualify to enrol with a minimum 400 score on the Institutional-based Test of English as a Foreign Language TOEFL. There are various levels of courses and foci for these classes. This location was chosen as it is familiar to the researcher as a teaching location.

3.8. Research steps
3.8.1. Quantitative data collection: step one

The first part of the study involved students completing a questionnaire that asked respondents to choose one of a pair of opposing statements. These statements had been gathered and developed through the thematic inquiry discussed above and from a previous pilot study. Whilst they were not modelled on the BALLI discussed above, they did satisfy an understanding of beliefs that was consistent with other research on beliefs in ELE (see Alexander, 2012; Phipps & Borg, 2009).

Table 3　Matrix timescale for the data collection and analysis

	Priming	Questionnaire	Interview Survey
Week 1	✓		
Week 2		✓	
Week 3			✓

(Adapted from Bitchner, 2010, p.120)

3.8.2. Qualitative data collection: step two

This involved asking a representative sample from the research location to offer more comprehensive responses in answering a semi-structured interview survey. Voluntary participants were chosen randomly over a cross section of male and female students.

3.9. Data collection approach

A thematic analysis of the semi-structured interview surveys required a number of cross-referencing checks against the questionnaire data. This kind of referencing can be beneficial to check the reliability of both the quantitative/qualitative data, but it also enables the researcher to identify key issues from the qualitative data. Two particular phases of coding the open-ended questions were used:

1. Marking distinct statements or key points.
2. Based on these statements or key points forming broad categories and then comparing each of the respondents' answers for that particular category (Brown, 2001).

3.10. Data Interpretation

The results section will present the results and explain the findings. It will be left to the subsequent discussion section to draw deeper relationships and interpretations with the related themes discussed above, and to access what further investigations should take place.

4. Results

This section will outline the results that were gathered from the questionnaire and interview survey during the research. To understand how the results were gathered and analysed will also be explained in more detail. While salient data will be highlighted, further interpretations will be discussed in the following discussion section.

4.1. Data analysis framework
4.1.1. Data analysis

In the analysis of the results, a number of interrelated procedures were adopted. A similar research approach taken by Alexander (2012, p.103) provided a valuable resource from which to analyse the results. This study looked at the teaching beliefs of EAP teachers and used a framework that looked at core (existing) and peripheral (emerging) beliefs (Phipps & Borg, 2009). This approach, to some degree, was replicated in this analysis, by analysing the data to find out if there were some strongly held beliefs. Furthermore, it becomes necessary to investigate if some beliefs are emerging and open to change, and how this might impact curriculum enactment. The respondents could indicate beliefs through the number of responses connected to a particular item on the questionnaire.

The first stage involved collecting the opinions of students through an opposing- statements questionnaire. The second stage was designed to analyse some of the more significant data from the questionnaire in the survey interview. This allowed the design of the survey interview to focus on the most important aspects of the data collected in the questionnaire.

Research question one: What are the factors that influence students' views of appropriate methodology in an English language curriculum?

As discussed in the methodology section of this study, the purpose of this question was to try and

gain a perspective on how learners view issues related to methodology. It is problematic to inquire how they view methodology in the language and terminology that researchers and teachers adopt; therefore, using some of the ideological stances about these issues discussed earlier and prevalent in research articles written on these topics, offers some limited insights into how they view some of the topics.

4.2. Questionnaire

The questionnaire collected 50 responses. The results represent these opinions, and are shown as a percentage, as nearly all respondents chose one of the contrasting statements. On a number of items, a small number of the same respondents did not choose either statement. This is obviously a limitation of using this style of questionnaire; however, it is not known if this resulted from not agreeing with either statement or not really understanding the statement clearly. The questionnaire was divided into three sections. The results will be presented by each section of the questionnaire.

4.3. Methodology beliefs

The responses in Table 4.1 offer some insights in to learners' views. The beliefs about external methodology present a strong response of 92% in favour of following external teaching methods and the following statement also recognises the importance of Japanese English teachers having experienced living in an English speaking country with a response of 91%. Their understanding and awareness of how this methodology should be presented in a Japanese classroom is stated when looking at the methodology of CLT. Respondents seem to value a holistic interpretation of communication with 76% understanding the importance of a reading and writing focus. At the same time, they believe that it is important to deliver this form of CLT through the medium of English with a response of 80%.

4.4. Purpose beliefs

The responses for section two of the questionnaire related to the academic purposes of English language programmes at Japanese university. The general purpose and academic purposes were inves-

Table 4

Beliefs about English study *(n=50)*			
English study in Japan should follow native-speaker teaching methods	92%	Japan should follow its own methods of English education	8%
Japanese English teachers need experience of living in an English speaking country before teaching English in Japan	91%	Japanese English teachers trained in Japan understand the most suitable methods to teach English in Japan	9%
Studying English means mainly speaking	24%	Studying English includes studying reading and writing	76%
Learning in English is as important as learning English	80%	Using Japanese in the classroom helps to understand English better	20%
I find English classes are too easy in university	20%	The level of English classes is good for me	80%
Studying my major in both Japanese and English is a useful way to learn	82%	Studying my major in my own language only is the best	18%
The textbooks used in university English classes are challenging	30%	The textbooks used in university English classes are not challenging	70%
The content of the textbook is interesting for me	35%	The content of the textbook is not interesting for me	65%

Table 5

Beliefs about Academic English study *(n=50)*			
High-school English classes prepared me for English study at the university level	70%	High-school English classes were not useful in preparing me to study English at university	30%
English classes at university level in Japan should follow a general-purpose approach	17%	English classes at university level in Japan should develop more academic English skills	83%
Teachers should decide the course content with students when the course begins	3%	The teacher should decide the materials and content for the classes	97%
University English classes have helped to improve my academic skills	78%	University English classes do not help to improve academic skills	22%
My English classes have helped to prepare me to study abroad	67%	My English classes have not helped me to study abroad	33%
Before studying abroad I need to take some special academic English classes	91%	I do not need to take academic English classes before studying abroad	9%

Table 6

Beliefs about learning cultures *(n=50)*			
English study skills are different to Japanese study skills	93%	Study skills are similar in English and Japanese	7%
My study style changes in my language (English etc.) classes	75%	My study style remains the same in all my classes	25%
I like to learn about different cultural learning styles	89%	I like to study using the styles I have learnt in Japanese schools	11%
I have been disappointed with my learning experiences in university	61%	I have been satisfied with my learning experiences in university	39%
My English teacher's teaching style is easy to understand	98%	My English teacher's teaching style is difficult to understand	2%
I like the different styles of teachers from foreign countries	95%	I like all teachers to follow the same style of teaching	5%
The most important goal of studying English is to have fun	62%	The most important goal of studying English is to be challenged	38%

tigated and this item presented a strong response for a more academic skills focus with 83% in favour. Interestingly, an overwhelming number felt that the teacher should decide on matters related to material and course content 97%. The relationship between sojourn study and EAP preparation indicates a preference to have more of an academic focus for study abroad purposes 91%.

These responses show a level of satisfaction with high-school English classes, to some degree, they also show a level of satisfaction with English classes at the university level. The data also indicates a recognition that a general-purpose focus does not provide enough support for sojourn study and that a more academic-purpose may be appropriate at the university level.

4.5. Learning beliefs

The final section of the questionnaire investigated more about the specific learning environment. In any discussion of appropriate methodology, a responsible approach will try to develop a deeper understanding of the classroom culture. Investigating beliefs about perceptions of study skills and study styles presented some interesting responses. 93% of respondents identified differences in study skills between English and Japanese. 75% also felt that their study style changes in their English classes.

Table 6　Relevant academic skills for study (*N=50*) English classes at university level in Japan should include these academic English skills (Please circle-multiple answers are ok)

Skill	%
(A) Content-based classes	45
(B) Academic Writing	64
(C) Academic Reading	50
(D) Lectures	17
(E) Seminars	33
(F) Intercultural Communication	62
(G) Presentations	71

To further clarify what particular study skills should be included in an English curriculum, respondents were asked to select from the selection below. The inclusion of intercultural communication resulted from data that was collected in a pilot study. Further discussion of its inclusion will be addressed in the discussion section. Table 6 below shows the percentage of respondents who checked each of the skills that they believed should be part of the English curriculum. These responses correlate with the questionnaire responses and the following survey responses.

4.6. Qualitative analysis

Overall, the questionnaire offered some interesting data from which to design a semi-structured interview survey to tease out some deeper and personal responses. The survey focused on a number of areas that were salient in the questionnaire responses. The structure of survey listed a number of open-response questions that allowed participants to describe in more detail their experiences and opinions. There was also space for responses not covered by the questions. Of particular interest were issues related to:

- Methodology and study experiences/expectations
- The purposes of English in Japanese higher education (specifically EAP) and its connection to graduation opportunities
- The adoption of different learning approaches in English and Japanese classroom settings

4.7. Discussion Focus

The data has identified some interesting areas for further discussion. The qualitative data above is a summary of the key links between respondents in the survey and also relates to the salient questionnaire data. The responses were somewhat revealing in a number of ways. Firstly, in terms of ideology, students did not seem to believe that a native-speaker approach to English teaching methodology was problematic. Indeed, consistently throughout the survey, the respondents' answers problematised some Japanese teaching approaches to English teaching. There also seemed to be a degree of trust in the approaches that the teacher wanted to adopt. The methodological dimension was examined further in terms of communicative approaches to English study. The respondents significantly recognised the value of learning in English and the different approaches and styles this necessitates. This suggests that an understanding and awareness of appropriate methodology through further research may begin to clarify what value an EAP approach might have.

The significance of positive responses to areas of academic skills development and also content-

Table 7 Summary of interview survey responses

NST=Native-speaker teacher	Methodology	Purposes	Learning Approach
Student 1	-NST & student same expectations	-EAP allows more communicative options	-Easier to express our opinions in English classes
Student 2	-NST experiences before university	-EAP will improve global and critical thinking skills	-NST approach brings out a different reaction
Student 3	-Positive NST experiences before university	-Academic skills through an intercultural focus	-The atmosphere of NST class is different so style changes
Student 4	-Too much Japanese used by some Japanese English teachers	-Studying abroad needs EAP & creates more communicative chances	-Working with peers in NST class increase the communicative goals
Student 5	-Experiences in high-school different to university English classes	-Developing more problem-based learning to foster critical thinking using EAP	-The classes are managed differently and this changes the atmosphere
Student 6	-NST wants to communicate directly-similar expectations to student	-Academic reading and writing should be mandatory in Japanese university	-Japanese class students are expected to be passive but not in English classes
Student 7	-Similar expectations, as NST wants student to show enthusiasm	- Japanese university classes should all be in English	-More chances to express opinions and socialise changes style
Student 8	-Sometimes NST thinks students are a higher-level	Use EAP to focus on intercultural issues to increase global dialogue	-Speaking only English changes thinking approach
Student 9	-High-school English classes use too much Japanese	More specific English because it is unclear what is needed for the future	-NST has different approach and methods, which are easy to respond to
Student 10	-High-school NST so more higher-level classes at university	-Need EAP to study major subject globally	-Cannot remain passive, so must be ready to respond and show enthusiasm

based learning suggest that further research about academic learning cultures may prove beneficial. It seems that a broader conception of EAP, to locate it within English for Specific Purposes (ESP), may be helpful. Interestingly, a more general approach to English study that could lack clear goals and objectives seemed to be viewed less positively in the respondents' answers (Basturken, 2009). Consistently, respondents recognised and articulated their answers within the global ELE paradigm discussed above. These responses in the survey will be returned to, as they link to the discussion that follows.

5. Discussion

This section provides an analysis of the key research findings. The two research questions will be discussed in more detail, contextualising the results with the previous thematic strands salient to these discussions.

Research question one: What are the factors that influence students' views of appropriate methodology in an English language curriculum?

The first research question was designed to try and navigate through the dichotomy that prevails when researching ELE in the Japanese context. The research instrument, in this case the questionnaire, offered the respondents an opportunity to agree or disagree with particular ideological stances regard-

ing part one of the methodology framework provided by Holliday (1994a). The questionnaire and survey also contextualised these responses by looking more at part two of this definition regarding purposes of ELE in Japanese higher education. The final part of this framework was investigated more closely to try to understand more about the social and cultural orientations of these learners and learning environments. This discussion will now turn to the factors that seem to influence students' views of methodology.

5.1. Methodological beliefs

This area of the study, as highlighted above, has identified some interesting responses regarding external methodology and its relevance to curriculum enactment. It seems that students trust their teachers to provide an approach to teaching English that is specific to their teaching backgrounds and demonstrates a high level of competency in English. The emphasis on users developing their own location-specific English does not necessarily correlate with the professional and academic requirements of business and academia usage of English (Mahboob & Tilakaratna, 2012). It is often in these macro level discussions of methodology that the voices of the most important actors in curriculum enactment are lost.

Also of relevance to this discussion, is how deeply students' hold these beliefs about approaches to ELE. Throughout the survey, respondents identified learning experiences in English classes, during their secondary education, which differed from the problem discourse of ELE in Japan, discussed above. The danger with this dichotomy is that solutions become necessary. These solutions, for example, could either be a move to a narrower form of CLT or a rejection of the methodology completely. The instrumental CLT discussed by Holliday (1994b) has been largely the response in macro policy and micro curriculum planning in Japanese higher education. However, a better approach might be to address these issues without adopting problem solving paradigms. At the same time, the institutionally-influenced ELT (Holliday, 1994b) that represents the contextual realities, requires more of a focus on the socioeducational enactment discussed by Graves (2008). These factors of students' experiences and expectations in ELE deserve a more holistic analysis of learners' needs and the socioeducational context more broadly.

5.2 Purpose beliefs

The factors identified above regarding the values of student experiences and expectations begin to offer a different perspective of ELE in Japan. The beliefs about methods and approaches inevitably shape beliefs about the purposes that are required in the higher education sector. The results in the previous section contribute some much needed perspective on how students view the purposes of ELE. The global opportunities and costs identified by Yamagami and Tollefson (2011), in respect of the glocalisation of ELE, warrant further research about approaches and methods for English learners. Respondents clearly identified a global and local requirement for better English proficiency, in order to increase global understandings and participate in the cultural globalisation discussed in Kumaravadivelu (2008). In addition, an academic framework was identified across both the questionnaire and survey as an appropriate purpose of ELE in Japanese higher education.

EAP, in the understanding of the participants, particularly in the interview survey, recognised the importance of intercultural communication as a strand of an EAP approach. Intercultural communication is almost always ignored in pre-session and in-sessional courses in inner circle EAP contexts. The

enactment of curricula in expanding circle contexts will be enhanced by approaches that recognise key stakeholders' views on appropriate methods. Moreover, it is important to understand that methodology, in this case EAP, is not, and does not need to be, understood as a monolithic methodology, which cannot adapt to local teaching and learning realities (Graves, 2008; Holliday, 1994a). This understanding of context-specific methodology requires a closer analysis of the socioeducational environments, in order to gain a better perspective on how the external macro contexts impact on the local context.

5.3. Learning beliefs

Jin and Cortazzi have investigated extensively about learning cultures of Chinese students in China and in the UK (in EAP contexts). They recognised the complexities that exist between different learning experiences and how learners and teachers may interpret these experiences in different ways. Importantly, they articulated these differences into dilemmas of learning between teachers and learners (Jin & Cortazzi, 2001). The final part of the study examined this framework in more detail to try and understand how these dilemmas might be relevant to this study.

Respondents identified consistently that English classes at university were managed and delivered with a strong focus on active participation. However, a dilemma of interaction did not seem to exist for students. The respondents seemed to embrace the active approach, and in some respects, this enabled the learner to create a different learner identity during their English classes. It is encouraging when a study can analyse the key actors and interactions and present a different narrative that navigates around problematic dichotomies. The dilemmas framework of expectations, change, choice, context, identity, pedagogy, interaction and management offer a very useful set of concepts to gather a better understanding of the micro socioeducational context.

Research question two: How would these factors influence EAP curriculum implementation in Japanese ELE?

The response to the second related question of the research will now be considered. The factors that helped to develop a better understanding of the first research question help to provide some answers to the second research question. The beliefs regarding methodology, purposes and learning give some indications about how to understand appropriate methodology in Japanese higher education EAP.

5.4 CLT in EAP

As outlined in the earlier sections of this discussion, the methodological paradigm that has pervaded ELE in Japan recently is CLT. It has also been acknowledged that the strong interpretation of this approach has consistently presented some ELE environments with difficulties in implementation. The discussion of curriculum enactment has begun to refocus where some of these difficulties may originate from, with regard to the key stakeholders in this process. Moreover, in the higher education sector, it seems that enactment of EAP-based curricula could provide students with the tools to participate in both local professional contexts and also national and international academic contexts.

This institutionally-based ELT interpretation offers a more realistic and appropriate methodology for Japanese higher educational ELE contexts. An emphasis on using more academic-focused materials requires innovation on behalf of publishers, with input from instructors at the local level. There are examples of better EAP course materials becoming available to address Watson-Todd's (2003) assertion

that EAP has not focused enough on the how of EAP[4]. However, much of the improvements in materials and the realisation of understanding more about appropriate methods in EAP, has still not delivered a better understanding of EAP for non-ESL and expanding circle contexts. Much more needs to be done in linking a strong interest in intercultural understanding and awareness, demonstrated by the beliefs of the participants in this study, with curricula and syllabi that represent these interests.

6. Conclusion

This discussion will present a short summary of the research findings and offer some implications for the future. It will also outline the limitations of the research study and suggest some areas for further research.

The primary objective of this research was to step back from the dichotomies that can exist in discussions regarding best practice in ELT in Japan. Understanding more about how curriculum enactment could be enhanced by looking more specifically at small academic cultures was the investigation that was undertaken. The areas of focus identified that methods and approaches, purposes, and learning attitudes of students', regarding previous experiences and present expectations, are factors that can influence curriculum enactment. It was also important to examine whether these beliefs are held and exist independently of new experiences that may change beliefs and expectations of English language learning.

This framework of core and peripheral beliefs offers a very fluid approach to learning more about the existence of attitudes to learning, and learning English, in particular (Phipps & Borg, 2009). The study identified some emerging beliefs about glocal English purposes. It also identified some existence of beliefs about learning in English that helps to shape a different identity for the learner to adopt in English classes. If these beliefs represent a core set of beliefs about seeing English as a new space to study and develop learning in a different way, they also have implications for appropriate methodology.

These things considered, EAP methodology in Japan, and expanding circles more generally, needs to address curriculum enactment perspectives in more detail. Examining both students' and teachers' beliefs about the factors that influence better acceptance of methodology is a key part of the wider successful realisation of English Language Education.

This particular study was limited in size and scope and therefore cannot be considered to represent the Japanese higher education environment as a whole. These beliefs do represent other students outside this study, in as much as they investigate topics that are spoken about in best practice research regarding Japan consistently. Whilst limited in scope, they offer some validation of key stakeholders' views, which need to be considered in the development of methodology in the Japanese context. As stated above, teaching beliefs that have been influenced by much of the discussions regarding the problem discourse of ELE in Japan also need to be investigated.

Very little has been written about the development of EAP outside the inner circle context. Indeed, the thematic inquiry in this study developed a conceptual framework using research from many sources and tried to make some connections between them. Further research needs to investigate, try to understand, and address the small cultures that are not being researched thus far (Holliday, 1994a).

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4 ）See Access EAP (Argent & Alexander, 2010).

The rapidly growing expanding circle needs to satisfy these demands, so that the voices of periphery actors are listened to, and considered, when methodology is designed and exported, and curricula are planned.

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The Purposes of English in Japanese Higher Education:

A Perspective from the Student Body

ABSTRACT

This paper discusses issues related to English learners' study beliefs and experiences of Japanese higher education. These beliefs are contextualised from the global perspective of English Language Teaching (ELT). Examining student beliefs can contribute to a better understanding of appropriate methodological choices and issues around implementation of English language curricula.

An examination into beliefs about study experiences and expectations can reveal more about the acceptance of English within the Japanese context and the purposes of English study within a more globalised world. The beliefs revealed in this study indicate that learners are well aware of the purposes of different ELT approaches and how the global spread of English has implications for their futures.

Key Words: English for Academic Purposes (EAP), Appropriate Methodology, Curriculum Enactment