

# What next? Former students surveyed

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He that questioneth much shall learn much and content (please) much, but especially if he apply his questions to the skill of the persons whom he asketh; for he shall give them occasion to please themselves in speaking, and himself shall continually gather knowledge. But let his questions not be troublesome, for that is fit for a poser (interrogator).

(Bacon, 1597)

## Introduction

*Questions* are frequently utterances asking someone to express a fact or an opinion. When these questions are organised in written form into sets concerning a particular topic or group of topics, to be answered by a number of people in order to gain sizeable amounts of information, they are commonly known as *questionnaires*. Questionnaires, alongside interviews, are usually named as one of the instruments most often utilised in carrying out a *survey* (Trochim, 2006), from cold calling to official census, although the two terms are sometimes confusingly used interchangeably. This paper will henceforth generally use ‘survey’ to refer to the overall project whose findings it reports and ‘questionnaire’ to the practical means by which those findings were acquired.

With the intention of describing the preparation, administration and outcome of the current project in as much detail as possible, limitations of space prescribe the

conscious omission of the full literature review that could be expected to precede such explanations. Moreover, the practical nature of many introductions to survey research would seem to make their citation at pertinent points during the report more appropriate. From the outset it should be acknowledged, however, that two key texts in particular (Brown, 2005 and Dornyei, 2010) informed proceedings throughout.

The two aforementioned guides to methodology in the field outline similar sequences in the processes to be followed, the parallels apparent in the summary below.

Planning the survey	Constructing the questionnaire
Designing the survey	
Gathering data	Administering the questionnaire
Analysing data statistically	Processing data
Analysing data qualitatively	
Reporting results	
<i>Brown (2005)</i>	<i>Dornyei (2010)</i>

Table 1. Stages in survey research

This linear approach determined the order of activities performed through the course of the research and the details within each section suggested most of the chapter headings from here on.

## 1. Background

### 1.1 The purpose of the current research

Although a questionnaire administered to a reasonably large three-figure sample was used in previous research (Paterson, 2015), its effectiveness was lessened,

in terms of the depth of enquiry pursuable, by the simplicity required for implementation with whole groups during limited classroom contact time. Notwithstanding such criticism, the focus on students' activity in the second language beyond the classroom (Nunan & Richards, 2015) seemed to warrant further exploration. In addition, it raised the question of whether more accurate and relevant data could be gleaned from asking *former* students some time after graduation about their current use of English, as well as reflecting upon their recently completed studies. While there might be a certain risk of prestige-seeking overstatement of their present English-speaking selves (the "Hawthorne effect" of the chosen few, described by Mackey & Gass, 2010 : 114), it could be argued that any such imbalance would be less likely (who, after all, would they be trying to impress?) when the chance to express dissatisfaction with the lack of opportunities was available. Similarly, any "halo effect" or "acquiescence bias" (Dornyei, 2010 : 9) could be minimised by avoiding the inclusion of too many questions requiring simple positive or negative evaluations as well as via the general perspective afforded by the distance of time, place and connection.

When thinking of insights that could only be gained from listening to those no longer in full-time education, four key question areas emerged :

1. Have they used English professionally or socially since?
2. How relevant have their studies proved?
3. How would they evaluate those studies in retrospect?
4. What advice would they give to current or future students?

The first would extend previous studies by asking participants about specific activities in order to ascertain the genuine, rather than assumed, extent of actual

language use beyond formal education. The next two would aim to collect objective views from their current vantage point at least one step removed from the pressures of day-to-day immersion in the environment under examination. The fourth question would encourage them to make use of all these observations in formulating advice that could enhance the language learning experience for those following in their footsteps.

## 1.2 The research questions

First, good survey research questions should provide a survey project with focus and direction. Thus they should be appropriately specific, answerable, relevant, and clear.

(Brown, 2005 : 18)

When making initial plans for the project to be described in this paper, it was hoped that answers to some or all of the following questions might be revealed during its course. Firstly, after a decade of government policy planning (Ministry of Education, Culture, Sports, Science and Technology – MEXT : 2003 onwards), what do university students need from English classes to prepare them as the envisaged ‘world citizens’ of the future? Secondly, are there particular insights to be gained from studying a group of graduates who are now in a variety of individual situations, rather than the typically homogenous captive sample of current students (or even employees) who are the subjects of so much language education research? Finally, how might the results of any enquiry be relevant for those involved in planning courses and selecting, or even producing, teaching materials?

## 2. Methodology

### 2.1 Participants and procedure

Fifteen former students (ten female and five male, a 2:1 ratio fairly representative of many English Department classes, though including two members of other faculties), aged between 25 and 27 years old (three to four years after graduating from the same private university in western Japan), accepted an invitation to participate. This process commenced almost exclusively with a short message to an initial total of twenty individual Facebook accounts, with all subsequent correspondence and administration of the survey itself via the email addresses provided. The depth of existing connection with members of the target group varied from simple linkage on the social network with the majority, to more direct communication, however infrequent, via email or very occasionally in person, with a few. Original contact with the author at university (between five and eight years ago) had mostly been via weekly general communicative English classes over a period of three years, although some had taken other single-term courses (e. g., preparation for study abroad, presentation skills) or attended more informal ‘chat room’ sessions on an irregular basis.

Of the fifteen, all but one (self-described as “retired” after marriage) was currently in full-time employment, although some had already changed jobs at least once. Jobs included teaching, hospitality for both airlines and hotels, and administrative office work. Unsurprisingly, the largest group, comprising one third of the sample, had remained in Matsuyama, while a few had moved elsewhere on the mostly rural island of Shikoku (in both cases, predominantly those choosing to live in their hometowns) and a smaller number to bigger cities such as Osaka and Tokyo, for varying durations. A considerable majority indicated they had

“travelled abroad” since graduating, but three had actually moved there and were now living in English-speaking countries, a fact clearly represented in the answers to certain questions. Finally, eleven respondents said they had continued some form of English study since graduating, although where details were provided it became apparent that this covered a gamut of scenarios ranging from completing a Masters course overseas to enjoying Disney-produced entertainment at home.

## 2.2 Materials

After the four initial questions regarding their current situation which garnered the biographical information outlined in the preceding paragraph, a total of twenty-one further questions were divided into two principal sections (see Appendix for the full questionnaire). The first fourteen, close-ended items, were designed to obtain quantitative data by asking participants about their experience of using English both professionally and socially since graduation, with the remainder using more open-ended questions to encourage the production of qualitative data through, on the one hand, a retrospective review of their university studies and on the other, a self-predicted preview of their future English-using selves.

Using easier-answered, fact-based queries about current circumstances to start proceedings was a deliberately gentle introduction to proceedings (not the overly officious opening warned against by Dornyei, 2010: 48), but appreciation for any additional information was also established from the outset. Thus duration and location were requested when asking about residence or travel, and some indication of the actual type of employment and job title rather than simply “office work” or a similar generic response. The “where” and “how” of any English study undergone were also deemed necessary details, borne out by the wide range in depth of experience described.

While the core of the survey (questions 5 to 23) could then be seen as a sequence of close-ended questions resulting in purely numerical data, the design, even within these restrictions, continued with attempts to encourage further explanation wherever possible (e. g. “examples welcome”, questions 11-15). Unfortunately, one case where none was provided actually rendered redundant the eleven answers that were given (a shortfall hinting at the inherent unsuitability of the question itself) as the “other situations” in which English was supposedly being used could only be imagined in the absence of any description. Elsewhere, with the benefit of hindsight, there was a certain inevitability that the addition of the phrases “feel free to give more details” and “comments welcome” in parentheses to fundamentally “Yes or No?” questions (16-17 and 20-22) would have a contrary effect, making interpretation of data more difficult and lessening its potential value.

However, “reasons or details” *were* provided, as hoped for, by many in explaining self-evaluations of the period at which their English ability was at its peak, marking some success with the planned transition from multiple-choice to full written answers in concluding the entire process. The final two questions represent the only truly open-ended questions posed, as befitting their content, moving from advice arising from the preceding reflection to an opportunity to make positive, goal-orientated predictions (whatever negatives had been expressed earlier about the past or present) in a deliberately forward-looking finale.

### 3. Results

Of all the research methods, survey research may be the most practical and usable in one sense : It relies more on common sense and less on complex statistics.

(Brown, 2005 : 15)



### 3.1 Looking at the present - current use of English

In each of the following sections, the results obtained are displayed in the same order and same groupings as in the survey instrument itself. In the interests of clarity and due to the presence of unselected answers, the first two sets of data are presented with the number of replies in both graphic bar chart *and* numerical table form underneath (Figures 1 & 2).

After what was designed as an easy introductory section asking for simple personal details regarding their general experience since graduating, the eleven questions that followed formed a core of items concerning the group's use of English since graduation, with answers chosen from a Likert scale of five adverbs of frequency, on a continuum from "always" to "never" (columns arranged in similar descent from left to right in the charts). These were deliberately divided into two subject headings, the use of English "at" and "outside" work, so that distinctions might be made between the relevance of particular learning focuses and activities in the past to their current lives, both professional (Figure 1) and social (Figure 2).

Suggested examples of general contact were speaking directly to colleagues, clients or customers, in situations not covered by the other categories of use. Two other questions, whose results are not included above, proved problematic in ways which will be described later, in the discussion.

Broadening the situation to include both the home and all other locations beyond the workplace, the next series of categories produced the answers shown in Figure 2:

How often have you used English at *work* in any of these activities?

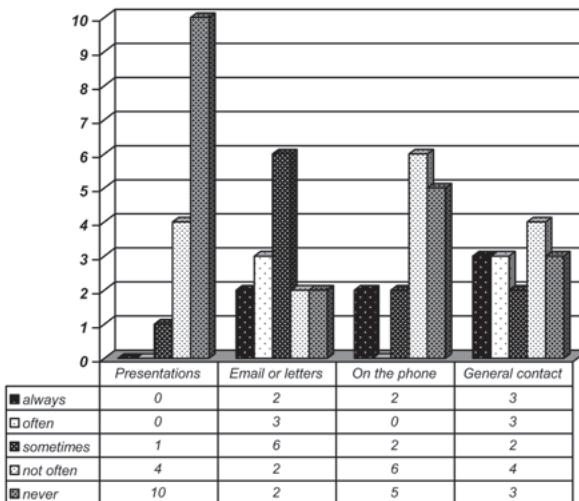


Figure 1

(note : chart and table show the same numerical data)

How often have you used English *outside work* in any of these activities?

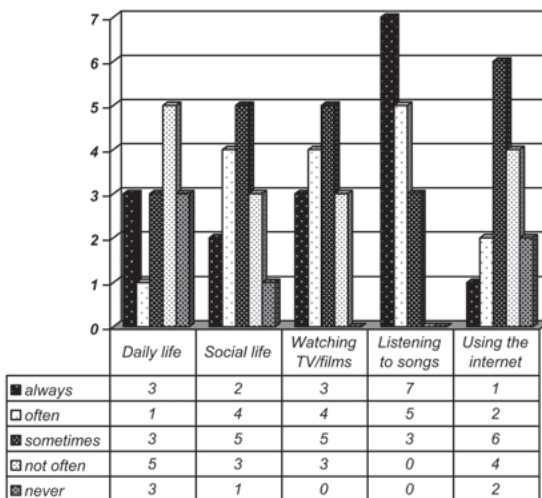


Figure 2

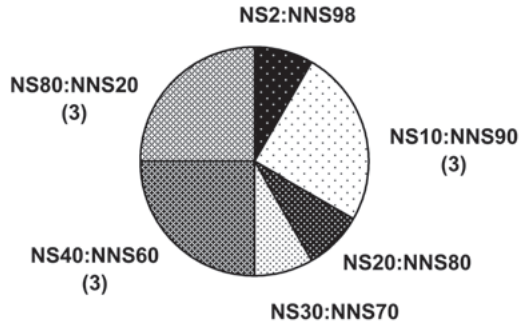
In an attempt to avoid confusion over the distinction between the first two items, examples of ‘daily life’ were given as routine contact in the process of shopping or eating out, as opposed to communication *by choice* with friends, in a variety of situations, to be considered as ‘social life’. The latter could encompass the use of social media, although this was to be excluded from their answers in the final area regarding general internet browsing, particularly the viewing of English-language websites.

The main section of the survey regarding current use of the language closed with a pair of simple “yes” or “no” questions asking whether respondents felt they would like to use more English in the two situations they had just been reflecting upon in more detail. In both cases, at and outside work, eleven members of the group clearly indicated this was something they desired.

An additional brace of questions that hoped to reveal the relative levels of use with “native” and “non-native” speakers of English (terms that are currently a matter for some debate but easily understood by participants in the current context of Japanese EFL – English as a *Foreign Language*) proved confusing in both wording and concept, a failure of the instrument design demanding a certain amount of critical reflection in the following chapter. In spite of the accompanying doubt about their overall validity, the results finally obtained from eighty percent of the sample (after a restatement of the query with an explanation of the mathematical ineligibility of certain responses, where necessary) are recorded for reference in figure 3 below.

As shown in the chart, of the twelve answers received, half were heavily weighted towards contact with “non-native” speakers, a quarter slightly less so and

Percentage use of English with “native” or “non-native” speakers



NS = “Native” speaker of English      NNS = “Non-native” speaker of English  
 (NS 40 : NNS 60 = 40% of contact in English with NS, 60% with NNS)

Figure 3

the remaining quarter balanced heavily in the opposite direction, partly explained by a direct correlation with the number currently living overseas.

### 3.2 Looking back – past study of English

Prompting respondents to review their experience of further education, recent enough to recall but sufficiently distant to view objectively, the three questions that opened the penultimate section of the survey placed “Yes” or “No” answers at either ends of a Likert scale. Options were limited to four in a deliberate attempt to avoid the frequent drift towards a neutral response at the centre of any sequence (Brown, 2005 : 41). As can be seen in Table 2, many positive judgements were made, alongside a significant minority expressing some dissatisfaction.<sup>1)</sup>

1) Interestingly, no negative appraisals can be seen in the self-assessing central column, showing some discrepancy with the author’s contemporary records of their performance ! However, this may help explain the rating from one of the correspondents being notably absent.

	In general, were you satisfied with the English classes at university?	Do you think you made good use of the opportunities you had to study English?	Has the English you studied been useful since you graduated?
Yes	7	8	5
Mostly	5	6	6
Not really	3	0	4
No	0	0	0

(no answer given - 1)

Table 2. Survey questions 20-22 regarding university studies

One final question in this retrospective segment asked the former students to identify the point at which they thought their English ability had been at its highest level. While again receiving a less than full set of responses, the thirteen that were given delineated an unexpected but encouraging chronological sequence from none selecting the period “before university”, five believing it to have been “at university” and seven “sometime since graduation” (plus one respondent not distinguishing between these last two choices). Following earlier graphic representation, here, and in later discussion, the advice that prose description of numerical results may sometimes be a more economic use of space (Brown and Rodgers, 2002 : 148) has been heeded.

### 3.3 Looking forward – advice and plans for future use

The final two questions invited contributions of advice to either current or future students about their English studies and also any indication of personal hopes or plans related to the use of the language in the future. These questions were entirely open-ended, resulting in replies that ranged in length from single-line comments to full-page explanation, hereby quoted, as per Aldridge & Levine’s advice, to “convey the flavour of responses” (2001 : 102). Some of the shorter

answers gently encouraged students to “*make many opportunities to use and study English*” and “*surround yourself with English speakers*”, while others exhorted them to “*Just talk! Don’t be afraid to mistake*” (sic) or “*Go abroad !!!!!!!*” The following unedited extract represents merely half of the most complete and considered correspondence received :

*If you really want to improve your ability to speak English, I am sure the best way is to study in English speaking countries. However, I do think that since nowadays we can read, listen to English-related materials on-line, we will be able to enhance English skills in Japan. The most important thing in studying foreign languages is “immerse yourself in English environment”. It could be difficult...in Japan, but you could put the best of your efforts by reading English newspaper instead of Japanese newspapers, or listening to English radio instead of Japanese music...many opportunities are available nowadays.*

(an extended response to Question 24)

While, in similar fashion, no limits were placed on the length of replies to the final question concerning their own hopes and plans for future English use, most individuals understandably restricted themselves to one or two lines, perhaps reflecting some uncertainty as to whether or not such goals could actually be met. Some comments continued in self-application of the advice to their successors described above, envisaging “living, working or studying in an English-speaking country” and, specifically for those currently working in business or education, “selling the company’s products worldwide” or “accompanying school trips abroad” respectively. A more accessible target was given in the form of a desire to travel overseas with their family, while, in an alternative to the outbound perspective of this majority, another proposed the idea of using English in the course of teaching Japanese to exchange students coming to their country.

To ameliorate any transferability, an attempt has been made to include as much “thick description” (Brown, 2005: 241) as possible in the reporting of results above. Nonetheless, some responses not yet mentioned will appear in the discussion which constitutes the basis of the final chapter to follow.

## 4. Discussion

### 4.1 Interpretation

Some answers appeared to demonstrate a continuing belief that only by gaining experience beyond the L1 environment, especially such a strongly delineated one as that in Japan, could participants approach anything like their ideal L2 selves (Dornyei & Ushioda, 2009). In spite of the strength and depth of such long-established roots regarding English as a *foreign* language (Seargeant, 2009), as in EFL, newer growth in the direction of wider international norms (English as a *lingua franca*, or ELF – see Jenkins, 2014, Kirkpatrick & Sussex, 2012, Mackenzie, 2014 for recent developments) might be discerned in the hopes expressed for communication with people “regardless of their nationality” and to an even greater extent, in the informed attitude shown in the second half of the lengthy contribution quoted earlier :

*Also, it is essentially important to listen to variety of English accents spoken all over the world. As the number of non-native English speakers has exceeded the number of native-English speakers, we will not hear standard accent which normally the Japanese listen to in school or in movies... (They) are...hard to understand sometimes ; therefore, if you never listen to other accent, it might difficult to communicate with these people when you encounter conversation with these people.*

(conclusion of the previously quoted response to Question 24)

## 4.2 Implications

Remembering the research questions initially proposed in 1.2, the results of the survey would appear to have a number of implications for all involved in English language education. While the desire to harness the vast potential of seemingly unlimited online resources (Crystal, 2011) is understandable, that only 20% of the sample declared anything more than occasional use (Figure 2) may indicate that the extent of internet access *in English* among young Japanese is being over-estimated. Likewise, in the remaining receptive contact categories of visual or audio entertainment, the fact that less than half of the respondents reported habitual consumption of the former compared with a clear majority of four-fifths regularly enjoying the latter suggests that songs could be at least as effective as video, more commonly relied upon to supplement teaching materials.

The answers given in the section measuring current professional use of English (Figure 1) may have also uncovered areas of language learning that require reconsideration. Many would consider business as one of the prime examples of a specific purpose that can benefit from specialised training (English for Specific Purposes, or ESP) but if workplace use is limited to e-mail and general contact then standard courses may be sufficient for many future employees (see Matsutani, 2012 and Yanai, 2011 for the views of two high-profile employers). In addition, it could be argued that the traditional role-playing of formal telephone conversations and, more surprisingly, the ever-increasing emphasis on presentation skills (Commission on the Development of Foreign Language Proficiency – CDFLP, 2011) are both of less relevance than assumed, considering almost 75% of replies gave accounts of little or no English use in either situation (accepting the likelihood of their considerable importance in the first language).



While some might tend to disregard such potentially negative findings as a reflection of the less prestigious and progressive environment from which they arose, it is worth remembering that most of the respondents represent a contingent who were generally well-regarded at the establishment they attended, with the implication that a wider stratified sample would have been unlikely to provide any more positive outcomes. Being careful not to overstate the importance of results from a survey still too small to claim real statistical significance (in spite of a response rate far above average at three in four, close to the ideal representativeness of 80% indicated in Dornyei, 2010: 62-65), it does indeed appear that there are fundamental questions to be asked about the direct relevance of language study to future practical use. If both the opportunity *and need* to use English in Japan is limited, what content (and context) should be provided for those studying it for an average of ten years?

### 4.3 Irregularities

Gillham (2008: 11) warns researchers that “questionnaires are so easy to do quickly and badly that...they invite carelessness.” While on this occasion the questions were formulated with firsthand knowledge of the comprehension levels of all involved, their responses to a minority implied that there were some problematic elements, either in the specific wording (notably not in their first language, although the option of replying in Japanese was provided) or the more general concepts being raised. An example of the former was the inclusion of “teaching people” as a category of English use at work (see 3.1 above), which was intended to include both those employed in some pedagogical capacity (but perhaps less likely to be using English in the other office activities mentioned) and the admittedly smaller probability that anyone might already be involved in training other staff via the language. Only after noticing the overly positive replies (four of

which were “always”, two “often” and three “sometimes”) did the thought arise that different interpretations of the word “teaching” may have caused a certain amount of confusion, particularly in the possible translations into Japanese which could include both “教える” (*oshieru*) and “案内する” (*annai suru*) in senses that are more closely related to the provision of information (in a service industry role, for example) than the clearer educational context of the English phrasing.

Another area lacking sufficient clarity may have been the intended distinction between daily and social life outlined earlier (where the specifics of contact by necessity or choice came into greater focus post-application, while only one or two examples had been provided as guidance in the course of the survey), illustrating how greater care needs to be taken in order to avoid overlapping or indistinct categories. For example, the separation of conversations with colleagues depending on the location, be it workplace or social gathering, might not correlate with division according to the content, where the boundaries are less easily drawn.

The reliability of data provided via participants’ estimation of their own activity might also be a matter of some concern. How easy is it to measure the true extent of the active English use involved in time spent browsing the internet, or the levels of concentration when listening to music or watching videos?<sup>2)</sup>

While all of the above represent imperfections which led, when investigated further, to certain questions and the information they gleaned being insufficiently valid to contribute the overall findings, their description is included here as part of a

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2) Informal conversation regarding the latter indicates that most English-language entertainment is consumed with the minimum aid of Japanese subtitles, if not actual dubbing as per many television broadcasts and cinema releases (Inoue, 2012).

critique of the survey design (perhaps confirming Dornyei's view that "most questionnaires applied in L2 research are somewhat *ad hoc* instruments", 2010: 1) which would suggest even minimal adjustments could considerably improve the reliability of any revised version for future use. As indicated earlier, only one question of the twenty-five in total seemed to actually cause problems for the respondents themselves (rather than for the researcher in interpreting their replies), namely that concerning the percentages of use with "native" or "non-native" speakers of English, the results of which were given in Figure 3. When regarded in its entirety, the confusion caused may have been predictable :

If the total is 100%, however much you use it – from 'always' to 'not often', about how much (% of total 100%, for example 18. 75% 19. 25%) do you

18...use English with native speakers of English?

19...use English with non-native speakers of English?

In this case, it would appear that only the first and not the second of Brown's tenets to "include all *and only* the information necessary to answer the question" (2005: 46, italics added) could be claimed to have been adhered to, simultaneously failing to follow the recommended brevity of questions comprising twenty words or fewer (Stacey & Moyer, 1982).

With the benefit of hindsight, it appears that in the desire to combine both quantitative and qualitative elements via different types of question to ensure the triangulation of at least certain aspects of the survey (Mackey & Gass, 2010: 181), the detailed examination of the questionnaire's construction most beneficially performed *prior* to its administration may have been at least partially overlooked. Any corrective action in the light of the results, after the necessary reflection and

return to the literature for guidance, would have to be applied to repeat or future studies.

One final observation would be that the unsuitability or lack of responses volunteered in the later stages could be as much the result of participant fatigue due to the overall length of the process (Dornyei, 2010 : 9) as any carelessness in the design of specific questions.

## Conclusion

A logical and literal extension, in chronological terms, of the current study would be to both start earlier and continue later, adapting each section to the age ranges of the sample at every stage. Even if very difficult to monitor the *same* individuals over longer periods of time, responses regarding actual English use and evaluations of their experience of learning the language from groups at key points in their school years could have important implications for the curriculum planning which so often seems to be trying (and largely failing) to catch up with the reality of the situation in and outside the classroom. However nascent the experience, students could be surveyed in similar fashion, without drastic revisions, after their initial contact via the recent official introduction at an earlier elementary level (MEXT, 2014), and similarly at regular intervals through to points both before (graduating from high school and taking the much-maligned entrance examinations) and during the university education that was the reflective focus for a significant part of this pilot project. In the opposite direction, with the advancement of lifelong learning rapidly becoming a principle growth sector in education, both private and public, adults voluntarily returning to conversation classes and culture circles in middle-age or retirement and beyond must also represent a potential target for

sampling of considerable value and interest.

In spite of the obvious attraction of such a comprehensive application, one of the main reasons why such large-scale longitudinal study is very rare must surely be, more than the aforementioned adaptation necessary to make the survey instrument suitable at each stage, the difficulty of maintaining contact with the same participants over many years, particularly during periods when individual situations are most susceptible to major change, such as after graduation or in the early years of employment.

It should be acknowledged that the current, limited study was only enabled by a combination of fortuitous and possibly unique circumstances. Many of the participants had been taught by the author for three continuous years as university students, whereas, even at the same establishment, it will clearly be more difficult to establish a similar relationship now that the period spent teaching any particular class has been limited, for understandable reasons, to one year. Rapidly changing use of social media may also make contact with former students much harder in future, with a greater proliferation of services offered and chosen, making the blanket canvassing via Facebook on this occasion less likely to meet with the same success.

The “What next?” of the title can be read as an expression of disbelief or a simple question about what is forthcoming, be it attractive or otherwise. As the survey was shown to have sprung relatively few surprises in its analysis it may be that the latter meaning is better applied to the titular enquiry. Not only in the literal sense of continuing the sequence beyond observation of current language use (and accompanying review of its development), but also as a challenge to all concerned

– educators and learners alike – to examine very closely the extent to which good intentions actually correspond to a legacy of results that are still tangible long after their work together has ended.

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The author would also like to express his extreme gratitude to the fifteen unnamed graduate participants, as without the cooperation beyond expectation of these former students this research project would have been impossible.

## Appendix

### GRADUATE SURVEY

#### i ) Experience since graduating

*(include length of time, type of work/job title, location etc)*

- 1 . Where have you been living?
- 2 . Have you been working?
- 3 . Have you travelled (not lived) outside Japan?
- 4 . Have you studied English? If yes, where/how?

#### ii ) Using English since graduation

*a = always b = often c = sometimes d = not often e = never*

Have you used English at work in any of these activities?

#### 5 . Presentations?

a                      b                      c                      d                      e

#### 6 . Email or letters?

a                      b                      c                      d                      e

#### 7 . On the phone?

a                      b                      c                      d                      e

8. General contact (with coworkers/clients/customers etc)?

a                      b                      c                      d                      e

9. Teaching people?

a                      b                      c                      d                      e

10. Other situations (please describe)?

a                      b                      c                      d                      e

Have you used English outside work in any of these situations? (*examples welcome*)

*a = always   b = often   c = sometimes   d = not often   e = never*

11. Daily life (shopping, eating out etc)?

a                      b                      c                      d                      e

12. Social life (with friends etc), including online contact?

a                      b                      c                      d                      e

13. Watching TV/movies in English?

a                      b                      c                      d                      e

14. Listening to English songs?

a                      b                      c                      d                      e

15. Using English websites (other than social networking)?

a                      b                      c                      d                      e

*for questions 16 & 17 please answer Yes or No (feel free to give more details)*

Would you like to use more English...

16. ...at work?                                      Yes                                      No

17. ...outside work?                                      Yes                                      No

If the total is 100%, however much you use it — from 'always' to 'not often',  
about how much (% of total 100%, for example 18. 75% 19. 25%) do you

18. ...use English with native speakers of English?

19. ...use English with non-native speakers of English?

(If there is a clear answer, please give the main nationalities)

iii) Looking back at university study

*For questions 20 to 22, please answer a = yes   b = mostly   c = not really   d = no*

*(comments welcome – if positive, in what way? If negative, what would have been better?)*

20. In general, were you satisfied with the English classes at university?  
 a                      b                      c                      d
21. Do you think you made good use of the opportunities you had to study English?  
 a                      b                      c                      d
22. Has the English you studied at university been useful since you graduated?  
 a                      b                      c                      d
- For question 23, please answer a, b or c (with reasons or details, if possible)*
23. When has your English ability been at its highest level?  
 a) Before university?                      b) At university?  
 c) Sometime since graduation?

iv) Looking forward

24. Do you have any advice (about English study) for current or future students?  
 25. Do you have any hopes or plans related to using English for the future?

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