

# Factors of Successful Language Maintenance: Attitudes and Study Activities of Japanese Returnee Children and their Parents

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Much has been written about the attrition of English language skills by Japanese returnee children when they return to Japan (Reetz-Kurashige, 1999; Taniguchi, 2021; Tomiyama, 1999; Yoshitomi, 1994). In contrast, very little has been written about the family attitudes and English study habits and activities of children who are able to successfully maintain and build on their English skills, despite the obvious challenges of doing so once they return to a largely monolingual Japanese society. This preliminary study used questionnaires to discover the attitudes and habits of families with returnee children who have been successful with the challenge of maintaining and building on their children's English skills. The findings show a positive attitude toward learning English and an emphasis on language learning activities that the children enjoy, most commonly attending English classes, reading books, and watching English language programs or movies on YouTube or television.

日本に戻ってきた、いわゆる帰国子女の帰国後の英語能力の減少について書かれている文献は多くあります。しかしながら、その反対で基本的に単一言語の日本に帰国し、家族が子供たちの英語に対しての関心や英語との関わり、動機付けなどにより帰国後、見事に英語力を維持できているケースについて書かれているものはあまり見られない。この度は予備研究として帰国子女のお子さんの英語維持に関して成功している家庭へのアンケートを行い、どのような環境づくりをしてきたのか、たとえば週一回の英語教室に通う、英語の本を読む、英語でYouTube やテレビ、英語を観るといったことで、英語力維持と帰国した時以上の英語力を付けるなどの成功例に関する方法を発見することを目的としている。

*Keywords:* returnee, attitude, language retention, language maintenance, habits

Returnees are children who lived with their families overseas for a number of years and then returned to their homeland. Called *kikoku-shijo* in Japanese (Taniguchi, 2021), they often attend local schools in English-speaking countries or international schools in non-English-speaking countries and then enter the Japanese school system once back in Japan. Usually, these Japanese children can be defined as sequential bilinguals in an additive bilingual environment (Paradis et al., 2011), who learn English at school and from their peers during their time overseas, while speaking Japanese at home with their parents and sometimes attending a weekend school in which to learn Japanese literacy skills (Watanabe, 2003). English tends to become the dominant language after two to four years of their stay

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in an English-speaking country or environment (Nomoto, 1973; Tomiyama, 1999).

Much has been written about the attrition of English language skills by Japanese returnee children when they return to Japan (Reetz-Kurashige, 1999; Taura, 2019; Tomiyama, 1999; Yoshitomi, 1999). In contrast, very little has been written about the family attitudes and English study habits and activities of children who are able to successfully maintain and build on their English skills, despite the obvious challenges of doing so once they return to a monolingual Japanese society. Taniguchi (2021) has also called into question earlier claims that the main factors that could account for attrition were the length of stay overseas, age of the child upon returning to Japan, or the amount of time that has passed since they returned to Japan, called the *incubation period* (Yoshitomi, 1994). Taniguchi's case studies (2021) have shown that English literacy could be maintained when parents had a supportive attitude toward language maintenance, literacy activities were conducted in the home, and children had opportunities to use English.

### **Situation**

This preliminary investigation was begun after reading about and hearing stories from other educators in Japan about returnee attrition, which many concluded was inevitable. It was observed that the young returnee students enrolled in the private language school owned by the author in Nagoya, Japan may have suffered some language loss, yet were able to maintain most of their English skills and even build upon them. In other words, they had successfully achieved language maintenance. This preliminary investigation sought to find out more about: 1.) the English activity habits of these families; 2.) the parental perceptions of the helpfulness of certain English activities; and 3.) the children's attitude to English activities.

### **Literature Review**

There seem to be a number of factors that influence children growing up to be bilingual in a mostly monolingual society, like Japan: language prestige, impact belief, consistent participation in English activities, and children and parents holding a positive attitude towards learning English.

While English is considered a prestigious language in Japan due to its role in high school and university examinations, as well as its use in the business world, it cannot be assumed that bilingualism will be easier to attain if the minority language is English (Nakamura, 2019). Nakamura says families must also have an *impact belief*, a belief that the parents have control over their children's bilingual development, which spurs them to take an active role in enabling bilingualism. The English-Japanese bilingual children who acquired their two languages simultaneously investigated by Nakamura (2019) and Quay and Nakamura (2022) took concrete action, such as having the English-speaking parent speak to the child at home or having the children attend parent-run weekend English schools, and these efforts resulted in their children achieving a degree of success in becoming bilingual and biliterate.

Three case studies of returnee families demonstrated that returnee children showed signs of attrition when active efforts to maintain English skills were not taken upon return to Japan and/or the parents' attitudes were not supportive of maintenance. The first of these is Tomiyama's (1999) case study of Ken, who had spent seven years in the USA and then entered the second grade of elementary school in Japan. He took a weekly one-hour class on his computer and conversed in English with occasional English-speaking visitors at his home. Ken stopped reading in English within two months of his return. Within eight months, Ken had begun to show signs of attrition, such as code-switching to Japanese,

difficulty with retrieval of English words, and changes in his fluency, such as using pauses, repetitions, or self-repairs.

Tomiyama compared this case study with an earlier one (1994) of a sibling pair who lived in the USA for 4 1/2 years and returned to Japan while in elementary school. In a study commencing two months after their return to Japan and concluding after a 31-month period, the two siblings also showed similar patterns of attrition. They watched occasional videos, read books, and attended a Saturday English class created with the co-operation of the Japanese Overseas Educational Services (JOES). However, their attendance was sporadic and the older brother quit nine months after coming back to Japan. Their mother had been a returnee herself and placed more importance on them fitting into Japanese society than maintaining the English skills they had acquired overseas.

In the third study, Taniguchi (2021) interviewed four returnee sibling pairs and their families and assessed the children's English by using Developmental Reading Assessment ("Developmental Reading Assessment (Second Edition) - Q&A.", n.d.) every four to eight weeks for a period of 36 months after their return to Japan from English-speaking countries. The first sibling pair in Taniguchi's case study, spent four years in the USA and returned when they were 8 and 10 years old. While they had worked hard to achieve a high level of English proficiency while living in the USA, the family placed greater importance on private junior high school entrance exams than language maintenance. They had little opportunity to use English with other children and did not read for pleasure in either language. Both brothers showed a high level of attrition after 36 months.

In contrast, the second, third, and fourth sibling pairs in Taniguchi's case study (2021) had parents who exhibited strong impact belief in regard to their children's language maintenance and placed importance on their children growing up to be bilingual and biliterate. These sibling pairs did not show much attrition and were able to do well on the assessments. The second sibling pair read English books for pleasure, kept in touch with their friends from overseas in English, attended *bunko* activities (fun-based weekend activities in English for returnees and children of international marriages), and attended a once-a-week hour-long government class for language maintenance. The third sibling pair attended *bunko* activities, attended weekly English classes, kept in touch with their American friends in California, and visited California two weeks each year. The fourth sibling pair both stopped keeping in touch with their American friends after a year. The older sister worked hard to enter a private junior high school with an intensive English program. There she befriended many other returnees. Both attended a twice-weekly *juku* for the purpose of English maintenance and enjoyed reading English books for pleasure.

Yoshitomi (1999) examined speech data from four Japanese returnee children with similar backgrounds and lengths of stay as the subjects in Tomiyama's (1994, 1999) studies mentioned above. There was no evidence of attrition in the area of listening comprehension, but there was evidence of a loss of fluency, when the content of that speech was analyzed, due to the increasing amounts of repairs and false starts. Interviews with the children and their parents revealed that despite the fact that they held a positive attitude towards maintaining their English skills, the only steps being taken were attending once-a-week language school lessons and occasionally reading English books. In fact, the parents were very enthusiastic about participating in this study because it gave their children an opportunity to speak English.

Taura (2019) conducted a large-scale study on attrition in Japanese returnees in 2008 to see if the language (English) they had learned in the first four years of elementary school overseas was immune to loss once the children returned to Japan and their L2 was no longer used in daily life. The findings were that loss was not related to incubation, but

instead due to the level of L2 proficiency upon return to Japan, how much motivation there was to retain the L2, and if activities to maintain the L2 were undertaken. In fact, the L2 could not only be maintained, but even improved, if there was support in the child's environment.

## Method

### Participant Selection Criteria

The selection criteria for the participants in this study were that they should all be families whose children: (1) are currently attending a private language school owned by the author with a special class for returnee students; (2) are attending local Japanese schools; (3) have spent more than a year in a foreign country and attended local schools (in an English-speaking country) or international schools (in a non-English speaking country); (4) have two Japanese parents; (5) have Japanese as their first language; and (6) are sequential bilinguals in an additive bilingual environment.

### Data Collection Tools

**Table 1**

*Parents' Perception of the Helpfulness of Various Types of English*

	Very helpful	Helpful	Somewhat helpful	Not helpful	Not applicable	No answer
1. Watching English TV shows, movies, or videos on the Internet 英語のテレビ、ビデオ、映画、ネットを見る	13 (61%)	6 (29%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)
2. Attending English classes (including BIG BOW English Lab)英語を習わせる。(ビッグボウも含む)	20 (95%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)	0 (0%)
3. Doing English homework 英語の宿題をする。	16 (76%)	4 (19%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)
4. Reading English books 英語の本を読む。	17 (81%)	3 (14%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)
5. Playing with English speaking friends 英語を話す子どもと遊ぶ。	13 (62%)	2 (9%)	0 (0%)	0 (0%)	2 (9%)	4 (19%)
6. Attending English speaking summer camps 英語のサマーキャンプに参加する。	8 (38%)	3 (14%)	4 (19%)	0 (0%)	2 (9%)	4 (19%)
7. Visiting English speaking countries 英語圏の外国を訪問する。	7 (33%)	4 (19%)	4 (19%)	0 (19%)	2 (9%)	4 (19%)

*Note.* n = 21, percentages are rounded up.

One parent from each family received a four-page bilingual questionnaire asking for basic information on their family's overseas stay and its length, English study habits of their children since their return, Likert-style questions about the perceived helpfulness of different English activities and attitudes toward English study, and with a final section for comments. The questionnaire can be found in Appendix A. Results can be seen in Tables 1 and 2.

**Table 2***Parental Attitudes to Child English Skill Maintenance*

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No answer
English is important for my child's/children's future. こどもの将来に英語は重要。	13 (62%)	7 (33%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)
My child enjoys/children enjoy studying English. 子どもたちは英語を勉強するのが楽しそうだ。	6 (29%)	10 (48%)	4 (19%)	0 (0%)	0 (0%)	1 (5%)
It is difficult to keep up my child's/children's English since we returned to Japan. 日本に戻ってから英語保持は困難だと思う。	7 (33%)	8 (38%)	4 (19%)	0 (0%)	1 (5%)	1 (5%)
It is possible to study for and take junior high school entrance examinations and continue studying English. 英語の勉強を続けながら中学受験に挑むことは可能だと思う。	4 (19%)	6 (29%)	9 (42%)	1 (5%)	0 (0%)	1 (5%)

*Note.* n = 21, percentages are rounded up.

The bilingual children of each family were given a Smiley questionnaire, a child-friendly Likert-style one using smiley faces, in English, created using the Early Language Learning in Europe (ELLiE) guidelines (Enever, 2013). Children were given twelve statements and then asked to circle an appropriate smiley face that reflected their feelings about each one. Younger children had the survey read aloud to them to confirm understanding. The questionnaire can be found in Appendix B. Results can be seen in Table 3.

**Participant Families and Children**

The respondents to the questionnaires were the mothers or fathers of 21 Japanese families and the 25 children in those families who had lived overseas for a few years due to their fathers' careers.

Fourteen of the families had lived in the United States of America (one had also lived in Canada and another in Thailand). The others had lived in Canada, Australia, Britain, the Netherlands, China, Indonesia, Belgium, and Portugal. All children attended local

school if they lived in an English-speaking country or international school if they lived in a non-English speaking country. Most of the families lived in the foreign country or countries for a period of two to six years, but one family lived overseas for only one year and another for seven and a half years.

**Table 3**

*Child Attitudes to English Study n=25*

☺ = YES ☹ = SO-SO ☹ = NO X = I don't do this.

	☺	☹	☹	X
1. I like studying English.	19 (76%)	6 (24%)	0 (0%)	0 (0%)
2. It feels good to be good at English.	24 (96%)	1 (4%)	0 (0%)	0 (0%)
3. I enjoy reading English books.	18 (72%)	6 (24%)	1 (4%)	0 (0%)
4. I enjoy having my mom or dad read English books to me.	5 (20%)	9 (36%)	3 (12%)	8 (32%)
5. I enjoy doing English homework.	9 (36%)	12 (48%)	4 (16%)	0 (0%)
6. I enjoy watching English YouTube videos, movies, or TV shows.	20 (80%)	5 (20%)	0 (0%)	0 (0%)
7. I enjoy going to English class.	21 (84%)	4 (16%)	0 (0%)	0 (0%)
8. I enjoy taking English tests.	15 (60%)	8 (32%)	2 (8%)	0 (0%)
9. I enjoy playing with friends in English.	20 (80%)	2 (8%)	1 (4%)	2 (8%)
10. I enjoy e-mailing or talking to my overseas friends by using Skype.	10 (40%)	5 (20%)	3 (12%)	7 (28%)
11. I enjoy going to English summer camp.	13 (52%)	2 (8%)	3 (12%)	7 (28%)
12. I enjoy visiting another country with my family and speaking English.	16 (64%)	5 (20%)	0 (0%)	4 (16%)

Most of the children were preschoolers when they started living in the foreign country, attending pre-school and then a few years of elementary school. At the time of this preliminary study, almost half of the families (ten families) had returned to Japan more than three years earlier. Three families had returned three years earlier, six two years earlier, and the rest had come back between one to one-and-a-half years earlier. Each participating

family were assigned a number to protect their privacy.

All but three students had taken the following tests: A1 Movers, A2 Flyers, MYLE Bronze, MYLE Silver, MYLE Gold, A2 Key for Schools, or B1 Primary for Schools. The A1 Movers, A2 Flyers, A2 Key for Schools, and B1 Primary for Schools are designed by Cambridge English for L2 young learners of English and assess listening, speaking, reading, and writing, and each test targets a particular level of the Common European Framework of Reference (CEFR) (Cambridge English Language Assessment, n.d.). The MYLE Bronze, MYLE Silver, MYLE Gold are almost the same as the Pre-A1 Starters, A1 Movers, and A2 Flyers tests, but focus on American English (Michigan Language Assessment, n.d.). As this preliminary study commenced after many of the students had been students for some time and the school has a policy that all assessment tests are taken on a voluntary basis, no baseline assessment is available. However, many of the students showed their continued proficiency in English by passing sequential levels of the tests over the years. Furthermore, they were able to keep up with the demands of the returnee classes at the school, participate in class, and complete the assignments.

Detailed information on each family can be found in Table 4. Families 2, 5, 6, and 10 had two children participate in the study.

**Table 4**

*Participating families*

Number assigned to family	Age(s) of children at time of preliminary study	Country of sojourn	Length of stay	School grades attended in foreign country	Tests passed at time of preliminary study
1	11	USA	2 years	kindergarten	A1 Movers, A2 Flyers, B1 Primary for Schools
	8			pre-school	MYLE Bronze MYLE Silver, MYLE Gold
2	15	USA	2 years	kindergarten and pre-school	A2 Flyers, B1 Primary for Schools
3	13	Thailand and the USA	2 years, 5 years	pre-school - 4th grade	MYLE Gold
4	13	Portugal	4.5 years	1st grade - 5th grade	N/A
5	12	USA	3.5 years	1st - 3rd grade	B1 Primary for Schools, A2 Key for Schools
	10			kindergarten - 1st grade	MYLE Silver, A2 Key for Schools

6	13	USA	5 years	pre-school to 2nd grade	A2 Flyers, B1 Primary for Schools
	12			pre-school - 1st grade	A1 Movers, MYLE Gold
7	11	USA	5 years	pre-school to 1st grade	MYLE Gold
8	12	USA	1 year	4th grade	MYLE Gold
9	11	USA	3 years	pre-school to kindergarten	MYLE Silver
10	13	USA	3 years	3rd grade - 5th grade	A2 Key for Schools
	9			pre-school - 2nd grade	MYLE Gold
11	13	Canada	2 years	1st - 2nd grade	MYLE Gold
12	13	USA	2 years	pre-school - kindergarten	A1 Movers, A2 Flyers, B1 Primary for Schools
13	11	U.K. and the Netherlands	7 years	pre-school - 4th grade	MYLE Gold, A2 Key for Schools, B1 Primary for Schools
14	8	USA	2 years	kindergarten - 1st grade	MYLE Silver
15	15	USA and Canada	2 years	kindergarten - 1st grade	B1 Primary for Schools
16	14	USA	4.5 years	pre-school - kindergarten	N/A
17	16	USA	2.5 years	pre-school - 1st grade	B1 Primary for Schools
18	13	China	5 years	pre-school - 2nd grade	N/A
19	8	Australia	6 years	kindergarten	MYLE Silver
20	8	Indonesia	2 years	pre-school	MYLE Silver
21	8	Belgium	4 years	pre-school	MYLE Silver, MYLE Gold

## Results

### English Study Habits of Participant Families and their Children

The majority of the families (eight) had their children resume studying English immediately or within a month (seven) of their return. Only five families waited a few months to resume studying and one waited over six months.

Even though many of the parents can speak English, only five families reported that they spoke English at home and these families reported that they only occasionally or hardly ever used English. Despite the lack of English spoken in the home, results showed that watching English TV shows, movies, or YouTube videos was the most common way to expose their child to English outside of the English classroom (20 children).

English books were also important to these families. All but one family reported having more than 10 English books in their house. The parents of thirteen children said their children read books at home. Seven parents read books to their children. The younger



the child, the more likely that the parents would read to them. This may be due to the fact that older children have the skills to read on their own.

Only one third of the families reported that their children stayed in touch with their friends from overseas. Even fewer said that they traveled overseas to English-speaking countries, and those that did only went on short trips to destinations close to Japan, such as Guam, Hawaii, or Hong Kong. About the same number attended English-speaking summer camps, mostly in Japan, but one child went to a two-week camp in the USA. Only seven children attended more than one English class per week.

### **Family Attitudes Regarding Helpfulness of English Study**

All families said that attending regular English classes was helpful in keeping up their children's English skills. Most families said reading English books (18 families) and doing English homework from their language school (17 families) was also very helpful. A little more than half (13 families) said watching English TV shows, movies, or videos on the Internet was very helpful. Attending English-speaking summer camps or visiting English-speaking countries was seen as less beneficial.

The parental assessments of which activities were very helpful closely mirrored what they actually did to maintain their children's English skills. However, despite the fact that no families reported that their children play with English-speaking friends at least once a week, 15 families said this was very helpful or helpful.

All families strongly agreed or agreed that English was important for their children's future. More than half strongly agreed or agreed that it has been difficult to keep up their child or children's English since their return to Japan. Four families felt neutral about this and only one strongly disagreed. More than half also strongly agreed or agreed that their child enjoys studying English, with no families disagreeing.

Reactions were mixed as to whether or not it was possible to study for and take private junior high entrance examinations while also continuing to study English. Ten families strongly agreed or agreed that this was possible, while nine families were neutral on the subject. One family disagreed. (Junior high school examinations are for junior/senior private high schools. English is not tested on the exam.)

There were a number of parents who commented at the end of the questionnaire about their experiences and concerns about maintaining and improving their children's English skills. The mother from Family 9 said that she had sent her child to pre-school six to eight hours a day when they lived in the USA and she realized that it would be impossible for her child to receive that amount of English input whilst living in Japan. However, she mentioned that she tries to do what she can by having her child attend English classes, go to a summer camp with her friends from the USA, and try to maintain close ties with those friends. Unfortunately, now that her child is studying for private junior high entrance examinations, it is no longer possible for her to continue attending that summer camp.

Another parent hoped her older child would be able to express himself in writing in English and keep in touch with his friends overseas, while wishing her younger child will maintain a positive attitude toward learning English and study it for many years.

The following quotes, in the original English, were written in the questionnaire comment box. One parent expressed the fear that once-a-week lessons were not enough:

I feel it isn't enough to only take a 90 minute lesson once a week. I try to make my own homework for my son. If my English school would show some extra lessons to do at home for parents, it would be helpful for us.

Other parents mentioned goals for their children and expectations on how to achieve them: "I think that it's so important for my children to have so much fun for learning English"

(Family 8); “Language is the same as sports. Necessary to keep on practicing it to maintain it. Necessary to study hard to improve it” (Family 3); and “As long as my kid is motivated to learn English, he will improve his English skills since he also develops cognitive and academic skills (although it is difficult to maintain and improve his fluency)” (Family 12).

### **Child Attitudes about English Study**

Twenty-five children from these families were given Smiley questionnaires to ask about how they felt about studying English. Overall, the children’s attitudes toward learning English were very positive. Twenty-four of them agreed with the statement, “It feels good to be good at English,” and 19 agreed that, “I like studying English.”

Almost all of the children said they liked attending English class, playing with friends in English, and watching English YouTube videos, movies, or TV shows. Playing with friends in English was much more positively rated than keeping in touch with old friends by email or Skype. As stated above, not as many children go to summer camps or travel to English-speaking countries, but most of the ones that do rated this as enjoyable.

Eighteen of the children said they enjoyed reading English books. Interestingly, reading books on their own was rated much more positively than having their parents read books to them, with three children saying they disagreed with the statement, “I enjoy having my mom or dad read English books to me.”

Surprisingly, 15 students said they found taking English tests enjoyable, with only two students saying they found it disagreeable. As expected, homework was rated as an enjoyable activity by only half of the respondents, with four children saying they did not find it enjoyable.

## **Discussion**

The families in this AR project had many things in common with the families in previous studies (Taniguchi, 2021; Yoshitomi, 1994) who were having success with retaining their children’s English skills: a positive attitude toward learning English by at least one parent, high priority placed on their children’s English skills, regular study activities that the children enjoy, and, to a lesser extent, contact with friends who speak English. The children also had a positive attitude toward learning English and engaging in English activities. All families resumed English activities soon after returning to Japan and had their children enrolled in an English class. Most continued to ensure their children still received English input through books, videos, TV shows, or movies. However, very few spoke English at home, a stark contrast with the bilingual families in the studies by Quay and Nakamura (2022) and Nakamura (2019), who mostly practiced OPOL (One Parent One Language) to give their children exposure to English.

The results also gave some insight into the challenges parents face in trying to find opportunities for English exposure after the return to Japan. The majority of the parents said playing with other children in English was helpful, but few did so, perhaps due to the lack of English-speaking friends living nearby. It also showed that even parents who have made English activities a part of their children’s routine, still say it is difficult to keep up their children’s English, despite the success most families have had in keeping up English skills, as evidenced by their A1 Movers, A2 Flyers, MYLE Bronze, MYLE Silver, MYLE Gold, A2 Key for Schools, or B1 Primary for Schools test results.

Almost three quarters of the parents indicated that their children read for pleasure, a characteristic shared by the returnee families in Taniguchi’s case studies (2021) and the bilingual families in Quay and Nakamura (2022) and Nakamura (2019). The returnee families whose children did not read books in English (Taniguchi, 2022; Tomiyama, 1994,

1999,) experienced significant attrition.

This preliminary study suggests that returnee families who have "impact belief" about their children's bilingualism and biliteracy (Nakamura, 2019), have their children attend weekly English classes regularly and receive English input through media or books will enjoy more success in language maintenance after returning to Japan than those who do not.

## **Conclusion**

As an EFL educator in Japan, I have often heard from fellow teachers that returnee attrition is inevitable once the children return to Japan and that efforts to maintain or build on their hard-won English skills will not have much success. Studies that show this is not always the case can perhaps encourage parents to keep up their impact belief in a monolingual society where they might not have much support for language maintenance. Knowing what kinds of English activities other returnee families and their children have been able to successfully do on a consistent basis to keep up their English skills upon returning to Japan can provide a model to follow and give them the confidence to continue.

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## Appendix A

### Bilingual Questionnaire given to Parents of Returnee Children

Thank you very much for participating in this survey. The purpose of this survey is to find out more about returnee Japanese students who are in the Japanese school system and have maintained their English skills and the results will be used for research purposes only. Your identity will be protected and all your answers will be treated confidentially. It is also perfectly acceptable if you prefer not to participate in the survey. Please answer all questions as honestly and fully as possible.

今回のアンケートにご協力を頂きまして、ありがとうございます。  
このアンケートの目的は海外から日本の学校に戻られた生徒さんがどのような環境の中で英語力を維持しているかをお聞きし、今後の研究に役立てたいと思っています。また、結果は帰国子女の英語保持に関する研究のみに使われます。できるだけ本心でお答え頂きますようお願い致します。

1. I am the child's  mother  father.

こどもの母親です。父親です。

2. Where did your family live overseas? List country or countries.

海外で住んでいた国はどちらですか？ 複数回答可

How long did you live there? \_\_\_\_\_

どのくらいの期間住んでいましたか？

3. What grades in elementary school did your children attend overseas?

どの学年を海外の学校で過ごしましたか？

Child 1 \_\_\_\_\_

Child 2 \_\_\_\_\_

4. When did you and your family return to Japan?

いつ日本に戻りましたか？

- One year ago
- Two years ago
- Three years ago
- Over three years ago

5. After you returned to Japan, when did your children resume studying English?

日本に戻ってから英語の勉強を再開したのはいつですか？

- Immediately
- In less than a month
- After a few months
- After more than six months
- After a year

6. Does your family speak English at home?  YES  NO

家で家族が英語を話しますか？

7. If the answer to #6 is *yes*, how often do you use English at home?

6で、はいとお答えした方は、どの頻度で英語を話しますか？

- always いつも
- sometimes ときどき
- hardly ever めったにない

7. Do you have more than ten English books in your house?  YES  NO

家には10冊以上の英語の本がある。

8. When do your children have exposure to English? Check all that apply.

英語にどのように触れていますか？ 複数回答可

Older/only child 上のお子さんかひとりっ子。

- My child watches English TV shows, movies, or watches videos on the Internet. ネット、テレビ、映画、ビデオを英語で見る。
- My child stays in touch with friends from overseas. 海外の友達と交流を持っている。
- My child attends another English school besides BIG BOW English Lab. ビッグボウ以外にも英語を習っている。
- My child reads English books (not homework). 宿題ではなく、英語の本を読む。
- I read books to my child. 私が英語の本を読んで聞かせる。
- My child plays with friends who speak English at least once a week. 一週間に一回ぐらいは英語を話す友達と遊ぶ。
- My child attends English speaking summer camps. 英語のサマーキャンプに参加する。
- We visit an English speaking country. 英語圏の外国に旅行をする。

(If so, where? どこ? \_\_\_\_\_ How long? \_\_\_\_\_)期間?

- Other
- 

Younger child 下のお子さんにも同じ質問です。

- My child watches English TV shows, movies, or watches videos on the Internet. ネット、テレビ、映画、ビデオを英語で見る。
- My child stays in touch with friends from overseas. 海外の友達と交流を持っている。

- My child attends another English school besides BIG BOW English Lab. ビッグボウ以外にも英語を習っている。
- My child reads English books (not homework). 宿題ではなく、英語の本を読む。
- I read books to my child. 私が英語の本を読んで聞かせる。
- My child plays with friends who speak English at least once a week. 一週間に一回ぐらいは英語を話す友達と遊ぶ。
- My child attends English speaking summer camps. 英語のサマーキャンプに参加する。
- We visit an English speaking country. 英語圏の外国に旅行をする。

(If so, where? どこ? \_\_\_\_\_ How long? 期間? \_\_\_\_\_)

- Other \_\_\_\_\_

9. In your experience, how are the following activities helpful when trying to keep up your children’s English skills? Please check the boxes. 下にある項目で英語保持のために有効と感じたものをチェックしてください。

	Very helpful	Helpful	Somewhat helpful	Not helpful	Not applicable
1. Watching English TV shows, movies, or videos on the Internet 英語のテレビ、ビデオ、映画、ネットを見る					
2. Attending English classes (including BIG BOW English Lab) 英語を習わせる。(ビッグボウも含む)					
3. Doing English homework 英語の宿題をする。					
4. Reading English books 英語の本を読む。					
5. Playing with English speaking friends 英語を話す子どもと遊ぶ。					
6. Attending English speaking summer camps 英語のサマーキャンプに参加する。					
7. Visiting English speaking countries 英語圏の外国を訪問する。					

10. Do you agree or disagree with the following statements? 下の項目に同意しますか？

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
English is important for my child's/children's future. こどもの将来に英語は重要。					
My child enjoys/children enjoy studying English. 子どもたちは英語を勉強するのが楽しそうだ。					
It is difficult to keep up my child's/children's English since we returned to Japan. 日本に戻ってから英語保持は困難だと思う。					
It is possible to study for and take junior high school entrance examinations and continue studying English. 英語の勉強を続けながら中学受験に挑むことは可能だと思う。					

Please add any other comments you have about maintaining your child's/children's English skills. お子さんの英語保持に関するコメントなどあればご記入ください。

Thank you very much for participating in this survey! – Best Wishes, Miss Lesley  
アンケートにご協力ありがとうございました。



## Appendix B





### Smiley Questionnaire given to Returnee Students

I'm giving you this paper because I want to hear your opinions on studying English. You don't have to answer the questions if you don't want to.

Read the sentences. How do you feel? Circle.

☺ = YES   ☹ = SO-SO   ☠ = NO   X = I don't do this.

1. I like studying English.	☺	☹	☠	X
2. It feels good to be good at English.	☺	☹	☠	X
3. I enjoy reading English books.	☺	☹	☠	X
4. I enjoy having my mom or dad read English books to me.	☺	☹	☠	X
5. I enjoy doing English homework.	☺	☹	☠	X
6. I enjoy watching English You Tube videos, movies, or TV shows.	☺	☹	☠	X
7. I enjoy going to English class.	☺	☹	☠	X
8. I enjoy taking English tests.	☺	☹	☠	X
9. I enjoy playing with friends in English.	☺	☹	☠	X
10. I enjoy e-mailing or talking to my overseas friends by using Skype.	☺	☹	☠	X

11. I enjoy going to English summer camp.	   
12. I enjoy visiting another country with my family and speaking English.	