Slide 1

- For citation:

  Reinelt, Rudolf (2011) Simulating the future of 2FLs. In: Reinelt, R. (ed.) (2011) The OLE at JALT 2011 Compendium compiled for OLE by Rudolf Reinelt Research Laboratory, Ehime University, Matsuyama, Japan, p. 68 – 73.

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Slide 2

2011 11 20 JALT2011 Multilingualism Forum
Simulating the 2FL future
Rudolf Reinelt, Ehime University

Contact: Ehime University Institute for Education and Student Support, Center for General Education
790-8577 Matsuyama
reinelt.rudolf.my@ehime-u.ac.jp
愛媛大学　教育・学生支援機構
共通教育センター
790-8577　松山市文京町3
T/F 0081-89-927-9359

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	2005前期	2005後期	2006前期	2006後期	2007前期	2007後期	2008前期	2008後期
2FL1	668	188	562	355	257	121	205	122
2FL2	149	83	163	114	88	57	109	69
2FL3	749	259	592	457	307	127	192	109
2FL4	347	175	273	189	175	108	134	89
2FL5	6	5	9	8	10	9	7	7
合計	1919	710	1599	1123	837	422	647	396

予測Totalに各言語の割合を反映したデータ

2011後期	2012前期	2012後期	2013前期	2013後期	2014前期	2014後期	2015前期	2015後期
133.17	217.20	134.28	215.90	135.20	214.77	135.97	213.78	136.64
66.59	108.60	67.14	107.95	67.60	107.39	67.99	106.89	68.32
171.22	279.25	172.65	277.58	173.82	276.13	174.82	274.86	175.68
99.88	162.90	100.71	161.92	101.40	161.08	101.98	160.33	102.48
4.76	7.76	4.80	7.71	4.83	7.67	4.86	7.63	4.88
475.62	775.70	479.58	771.06	482.84	767.04	485.61	763.49	488.00

2018前期	2018後期	2019前期	2019後期	2020前期	2020後期	2021前期	2021後期	
211.35	138.23	210.67	138.66	210.05	139.05	209.47	139.41	
105.67	69.11	105.34	69.33	105.02	69.52	104.73	69.71	
271.74	177.72	270.87	178.27	270.06	178.78	269.31	179.24	
158.51	103.67	158.01	103.99	157.54	104.29	157.10	104.56	
7.55	4.94	7.52	4.95	7.50	4.97	7.48	4.98	
754.82	493.67	752.41	495.21	750.18	496.61	748.10	497.89	

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- **Wake-up!**
- **Preface**
- **Research conditions**
- **Excluding conditions**
- **Brief look back**
- **The present situation**
- **Before the research begins**
- **Pedagocical Scheduling**
- **Preparatory considerations I**
- **Preparatory considerations II**
- **Data and their treatment**
- **Final considerations**
- **References**

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- **Wake-up!**

Japan as heaven of foreign language learning

Just consider:

- FL learning is not compulsory in England beyond the age of 14 (recent changes!) (Hefce 2011)(internet)
- How many English native speakers in JALT speak another FL fluently?

However….

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With Japan's tendency to reduce its foreign language learning, especially on the university level, to English, a language all students already have been learning for six years, the situation of other languages becomes increasingly difficult, or so it seems.

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Preface

- The author was asked to find out the state of 2FL at his university and make a simulation for the next 10 years.
- Accordingly, this presentation demonstrates how to prepare a simulation of future 2FL developments at a regional university.

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Research conditions

- For a full-fledged 2FL development prediction, usable for, or used by, a needs analysis, major research is necessary, which the university will not pay.
- Furthermore, with the most recent changes for example at the presenter's university, only going back a few years, and the data arriving in various shapes, statistical procedures appear impossible and nearly meaningless.

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- In the case presented here, un-cleaned but complete data are taken as basis for *trends*, for example for the fewer number of students in the winter term, while cleaned-up data are used as *basis for predictions* for the coming years.
- The presentation demonstrates the feasible statistics, and outcomes and their testing. This study will be relevant for teachers as well as administration and other important players involved in 2FL course decision making.

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Excluding conditions

As

- *nation-wide developments* cannot be taken into account,
- *no new positions* will be available for 2FLs,
- and *syllabuses* are to remain *unchanged*,

log-ln curves give a common-sense indication of

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- the development of all 2FL *students numbers* as well
- as an idea of the future of individual FL *course frequencies*.

This simulation is however weak in cases of sudden changes and does not give individual teachers' class rates.

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Brief look back

2FL at the end of the eighties:

2FL with special status and compulsive

German still most taught 2FL

Large classes, some pressure

Suicide paper by Mishima, Kutsuwada, Ueda:

Natural reduction of students

-early nineties: no FL (not even English) required for university graduation

But departments can decide themselves whether they require their students to take a FL

Mostly only E

Privatization, rather : conditional dismission from the state's shield

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Need for accountability
Necessity of future planning
Michael Long: Needs Analysis for FL teaching
Grupen (Hamburg)
For Japan??
Preference for science majors

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The present situation
Expectation: Reduction of 2FL
Early 2000s (Reinelt 2006): Still many 2FL taught in the Chugoku-Shikoku area

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Ehime University as example
- 4 FL teachers tenured in 2002
- late in reducing 2FL
- since 2005 2FL not compulsive anymore
2FL on equal level with other non-required courses

Before the research begins
Factors, variables
Omissable factors
Pedagocical scheduling
Term system: 15 weeks of 90 minutes classes :
Start in April: Summer semester/term (-> August)
Second term starts in October: Winter semester/term (-> February)

Particularities of data gathering:
- Ask administration
- Data obtained
a) - general data for 2005-2010:
Usable as image data
b) - detailed data for ST 2007,2008,2009,2010
Usable as hard data

Preparatory considerations I
Winter semester/ winter term
-has no new students
- can be configured as a % reduction of the SS student number
- find out trend of this reduction
(for all languages, for individual languages)

Preparatory considerations II
"Hajimete no gaikokugo" (My new FL)
Usually taken in the first year at university
- > need to exclude second year and higher students
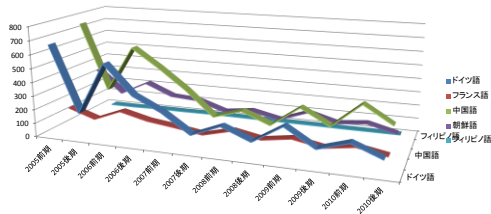number not very high, negligible? , tendency??

Data and their treatment
The refrom at Ehime university took place in 2004 and became effectual in Aporil 2005:
Relevance for this research:
Data only for a very short time
Change in 2005, first two years 2005 and 2006 residuals of the aftermath
Clean, usable data only from 2007 onwards

- Settling in 2007 with the summer-winter-rhythm
- first data set
- (including 2-y, without evening students etc.)

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	2005前期	2005後期	2006前期	2006後期	2007前期	2007後期	2008前期	2008後期	2009前期	2009後期	2010前期	2010後期
German	668	188	562	355	257	121	205	122	251	124	189	106
French	149	83	163	114	88	57	109	69	101	61	93	54
Chinese	749	259	592	457	307	127	192	109	259	146	325	198
Korean	347	175	273	189	175	108	134	89	164	106	127	73
Filipino	6	5	9	8	10	9	7	7	6	4	3	1
Total	1919	710	1599	1123	837	422	647	396	781	441	737	432

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Detailed data set:
- affords human resources
-settle on three to four terms/years
winter term follows from summer, so summer term should be sufficient
. Data for each 2FL, teacher, each faculty/course
- 2FL obligatory for humanities and international course of paedagogics
- others elective !
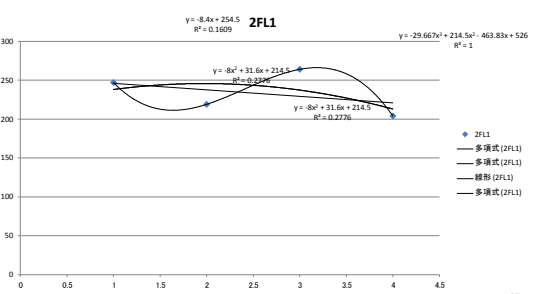
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- preparing trend and trendlines
- - line (statistically safe and simple, especially important when there are few data)
- - exponential: true (going through all points) at present, but escalating soon afterwards
- - log logarithm n: slightly bending curve, come closest to human developments except in case of surprises
- - Monte Carlo: probably best in cases of wide uncontrollable variation, requires and produces large huge sets
- moving average: uses averge and adjusts next value to this, works with small numbers? Not yet tried

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- example F1 German

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Decrease rate

goukei減少予測	辞める率				残る率		
		log	exp	lin		log	exp	lin
1	2007	49.5818399				50.41816		
2	2008	38.7944359				61.205564		
3	2009	43.5339309				56.466069		
4	2010	41.3839891				58.616011		
5	2011	39.1170815	38.71883	38.36		60.883401	62.02082	61.64
6	2012	38.17593762	37.08921	36.3746		61.8246	64.365	63.6254
7	2013	37.38021181	35.52817	34.3892		62.620372	66.7978	65.6108
8	2014	36.69092276	34.03284	32.4038		63.309701	69.32254	67.5962
9	2015	36.08292673	32.60045	30.4184		63.917732	71.94271	69.5816
10	2016	35.53905575	31.22834	28.433		64.461635	74.66191	71.567
11	2017	35.0470646	29.91398	26.4476		64.953655	77.48389	73.5524
12	2018	34.59791187	28.65494	24.4622		65.402834	80.41254	75.5378
13	2019	34.18473142	27.4489	22.4768		65.816038	83.45187	77.5232
14	2020	33.80218606	26.29361	20.4914		66.198606	86.60609	79.5086
15	2021	33.44604486	25.18695	18.506		66.554768	89.87952	81.494

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Second year students	
2007	1
2008	7
2009	22
2010	23
2011	

- While 215 in 2007 can be a residual of the reform, the recent increase could be disturbing

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- Insertion of the decrease %s and omitting second year students we get the long version
- 2005-2010:
- SS: detailed data as obtained
- WS as obtained
- from SS2010 on: SS as in the logln, WS as the decution in the first data set.
-
- : See separate sheet up until 2021

Final considerations

This data has to be updated continually.

This will also justify more statistical efforts.

Then the simulation comes closer to reality, however changes can not be accommodated.

This year already problematic: Down to 700s

Next problem already at the door:

Role of major's main classes in the students' schedules

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• Postscript: Unfairness towards 2FL

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References

a) to the Japanese case: None: This is the first such attempt

b) needs analysis:Second Language Needs Analysis (Cambridge App... (Paperback) Michael H. Long, Cambridge UP 2005/7

c) Statistics available in excel (trendlines) and RKWard (free) psycholgy package

d) Rudolf Reinelt (2006) OLE after the university reform in Japan. JALT 2006 Proceedings), P. 1119-1131.