

A survey of Foreign Language Learning in Argentina: Targeting Spanish-speaking English and Japanese Learners

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1. Introduction

The current context of English Language Teaching and Teaching English as a Second or other language (TESOL) context is well known in several countries we Asia and Africa, but Latin America is still underrepresented (Porto et al, 2016). There are few papers and little information regarding foreign language educations in Argentina, Porto et al (2016) provided “the first review of a Latin American country” with regard to English as a foreign language teaching and learning. They concluded 88 studies between 2007 and 2013 which included locally published papers.

Argentine was originally a colony of Spain but achieved independence from Spain in 1816. Because the nation was created by means of hosting many immigrants from other countries (Maesk Nielsen, 2003), the diversity of languages and the complexity of language education today is strongly related to the immigration policy (Maersk Nielsen, 2003; Tocalli-Baller, 2007; Porto et al, 2016). The situation of English Language Teaching in the country can give us many suggestions for teaching English in Japan.

English was the foreign language which only British settlers used in the 19th century. However, in the early of 19th century English was the second language of Argentina following Spanish which became the official language after independence (Maersk Nielsen, 2003). In relation to the change, “bilingual schools” are said to have played an important role as Education sectors in the country (Maersk Nielsen, 2003; Banfi and Day, 2004).

The bilingual schools of Argentina initially came from British community schools which were mainly targeted at the children of English-speaking immigrants in the early 19th century (Maersk Nielsen, 2003; Tocalli-Baller, 2007; Porto et al, 2016). In the 20th century, however, the bilingual schools were not homogeneous because the students were a combination of language minority and language majority children (Banfi and Day, 2004). Maersk Nielsen (2003) suggests that the economic growth brought by English-speaking immigrants to the country and the

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expansion of the community had an effect on English language and the education system in Argentina.

Therefore, we suppose the situation of the bilingual schools shows not only immigrant societies but also foreign language education including English Education, in Argentina today. The purpose of the present study is to describe the situation of some foreign language learners, especially English learners in Argentina. Our study has mainly targeted Spanish-speaking students who are studying English and Japanese as foreign languages in a private school. The school was initially started for Nikkei immigrants' children as a community school which used Japanese and Spanish as the mediums instruction in the early 20th century, however now 70% of students are Spanish-speaking "majority language" students in Argentina. The situation is far from the initial bilingual school.

Porto et al (2016) said, that globalization has had an impact on English teaching and learning in Argentina: English has recently been a dominant and "prestigious" foreign language in the country. Through the current study, we hope to provide an example of English language teaching or learning today in Argentina.

2. Previous studies

2.1. The diversity of languages in Argentina

Argentina, as are most Latin American countries, is a Spanish speaking country, it was a Spanish colony until the Declaration of Independence in 1816; since then Spanish has been the official national language of the country (Maesk Nielsen, 2003; Porto et al, 2016). After independence, the settlement of Argentina began with an immigration policy which invited many immigrants to the vast country (Maesk Nielsen, 2003). In the 19th century, the immigrants came mainly from the south of Europe, primary Italy and Spain, today eighty-five percent of Argentina inhabitants are of European origin; only 15 percent are *mestizo* (combined European and Native minority) (Maesk Nielsen, 2003).

Owing to the country's history of hosting numerous immigrants, not only Spanish but also several minority languages are spoken, such as Paraguayan Guaraní, Catalan, Italian, Levantine Arabic, Japanese (Gary and Charles, 2018). Spanish is also used not only as a first language but second language by many speakers of other languages (Porto et al, 2016). In addition, English, French, German, Italian and Portuguese are taught and the five languages are based on the national curriculum guidelines in the country (Porto et al, 2016).

The diversity of languages can be seen in a classroom as shown by Porto et al (2016). They describe an example in Buenos Aires Province of a single classroom which included students from diverse linguistic and cultural backgrounds such as indigenous children, children of homeless farmers or rural workers living in poverty, children from stigmatized communities such as gypsies, descendants of immigrants from South American countries such as Peru, students from Asia (Korea and Taiwan), and students from Africa (Porto et al, 2016). We can conclude the multiple backgrounds and the history of immigrants in Argentina have given rise to communities where a number of FL or L2 languages are spoken.

2.2. Educational System in Argentina

Regarding education in Argentina, after independence, Law 1420, which was enacted in 1884, established universal, compulsory, non-religious, free primary school education (Porto et al, 2016). The aim of education in those days, Porto et al (2016) concluded was to hand down the dominant culture (reflecting Europe, particularly France) to the younger generation.

In 1993, a new Federal Law of Education (Ley Federal de Educación No 24. 195) which included long-awaited education reform was passed (Zappa-Hollman, 2007); a new National Education Law (Ley Nacional de educación 26,206) which was enacted in 2006 included the right to teach and learn in the National Constitution; the law considers education and knowledge as a public good as well as a personal and social right to be guaranteed by the state (Porto et al, 2016). At that time, education became compulsory from age 5 to the completion of secondary school (Lopez Armengol and Persoglia, 2009 (sited by Porto et al, 2016)).

2.3. English as a Foreign Language education in the Argentina

Porto et al (2016) described two different institutional contexts in which English is taught in Argentina. One context is the centrally organized secondary school system and the other is the schools of the British community (Porto et al, 2016). In Argentina, secondary education was centrally organized in 1863, and English, French and German were taught as foreign languages in the first schools created (Lopez-Barrious and Villanueva de Debat, 2011 (sited by Porto et al, 2016)).

On the other hand, British community schools were originally founded to educate the children of English-speaking settlers in the 19th century (Tocalli-Beller, 2007; Porto et al, 2016) and these started as schools for the children of parents who could not afford or did not want to part with their children by sending them “home”, i.e. to England, Scotland, or Ireland for their education (Maersk Nielsen, 2003). English was not considered a foreign language or even second language in the schools since the children had all their instruction in English, the language already spoken at home (Maersk Nielsen, 2003; Porto et al, 2016). According to Maersk Nielsen (2003), the first school in British community, St. Andrew’s Scots School was founded in 1838. Whether boarding schools or day schools, teachers were brought on contact from Britain and a curriculum set up based on the Cambridge Examinations for Overseas Students (Maersk Nielsen, 2003).

On the other hand, in Argentina throughout the 19th century, British influence to become very important (Porto et al, 2016), and the British community had a major influence on the incipient local economy through its involvement in railways, farms and other businesses (Maersk Nielsen, 2003). This influence was not only on businesses, economy and culture in the country, but also on Argentina school system (Maersk Nielsen, 2003; Porto et al, 2016). In the early 20th century, many private schools, which provided education for children from high-income families, copied the English-Spanish bilingual curriculum of British community schools; however, at state schools, the impact of foreign language education was low because secondary school was not compulsory at

Table 1 Argentine bilingual schools (Banfi and Day, 2004)

Language	Number of schools (approx.)	Location	Oldest school still in existence	Formal links with government of associated country	Other language(s) taught
English	100	Buenos Aires and other provinces	St Andrew's Scots School 1838	No	French (in some)
Italian	6	Buenos Aires	Colegio Tomas Devote 1937	Yes	English
German	5	Buenos Aires	Goethe Schule 1897	Yes	English
French	2	Buenos Aires	Colegio Franco-Argentino 1945	Yes	English

the time (Porto et al, 2016).

The status of EFL changed during the 1990s, when federal agreements made English the mandatory foreign language to be learned by all children from age 9 (year 4) to the end of compulsory schooling (year 9), but a second foreign language was no longer mandatory (Ministerio de Cultura y Educación 1997) (Porto et al, 2016)¹.

Today, Children from wealthier families are often taught English privately, from

age 6, in addition to the mandatory lessons at school; however, children from lower income families only learn English or any other foreign language at school (Porto et al, 2016).

2.4. Bilingual schools in Argentina

In this section, bilingual schools in Argentina are discussed based on the study of Banfi and Day (2004). Bilingual schools are said to play an important role and to be an important sector in Argentina education system.

The schools have developed based on British community schools for English speaking immigrants and their families which have a long tradition in Argentina (Maersk Nielsen, 2003; Banfi and Day, 2004). Maersk Nielsen (2003) explained bilingual schools as the archetype of British-model schools; in the early stage, they basically offered an English medium curriculum in the morning or the afternoon, and the Spanish (Official) curriculum in the other half of the day. The English curriculum included subject areas other than English language. Teachers at bilingual schools were local, but the teaching material they used came from Britain or the United States (Maersk Nielsen, 2003)².

However, this description would not apply for today's various bilingual schools as shown in Table 1 from Banfi and Day (2004). When Banfi and Day studied the schools there were over 150 bilingual schools catering to thousands of students and Banfi and Day narrowed the schools with "intensive foreign language programs" which exceed the Argentine national curriculum requirements of foreign language tuition. In addition, following Johnson and Swain (1997)'s Immersion Education, Banfi and Day (2004) defined the bilingual schools, as follows: the L2 is used as medium of instruction; the immersion curriculum parallels the local L1 curriculum; overt support exists for the L1; the program aims for additive bilingualism; exposure to the L2 is largely confined to the classroom; students enter with similar and limited levels of L2 proficiency; (most) teachers are bilingual to some degree; and the classroom culture is that of the local L1 community (Banfi and Day, 2004)³.

In addition, all the schools are private, (fee-paying institutions). We can recognize some similarities and some diversification across today's schools in table 1.

2.5. The Evolution of Bilingual schools in Argentina

Banfi and Day (2004) also proposed an outline of the evolution which has occurred bilingual schools in Argentine over time. The evolution has three periods: Heritage schools, Dual language schools and Global language schools. As the schools have developed, they have responded to change of social and economic circumstances, both locally and internationally, which mainly have occurred in English-Spanish bilingual schools (Banfi and Day, 2004).

As the first stage, Banfi and Day (2004) suggested bilingual schools which were founded in the 19th century could be labelled "Heritage schools (or Community schools)" in the sense proposed by Cummins (1995). In Argentina, a considerable number of bilingual schools were founded at about that time, coinciding with the largest waves of European immigration arriving in the country (Banfi and Day, 2004). Those schools mainly aimed at providing an education for the children of immigrants⁴.

In the next stage, according to Banfi and Day (2004), because the flow of immigration began to slow down and this led to changes in bilingual schools. However, the number of bilingual schools did not decrease. Furthermore, little correlation was founded by Banfi and Day between the number of immigrants from different countries and the number of bilingual schools in each community.

In addition, a phenomenon was shown by Banfi and Day (2004), at St. Andrew's Scots School (which as mentioned above, was the first British styled school in the British community founded in 1838, and today is a bilingual school shown in table 1). Out of 310 pupils enrolled in 1938, 21 were born in the British Empire, 66 were born in Argentina to two British parents, 68 were born in Argentina to one British parent and the remaining 155 were other nationalities, including Argentinian (out of these, two-thirds were English-speaking, with British grandparents).

These figures show that a bilingual school had started to incorporate non-English –speaking children and losing its homogeneous funding community (Banfi and Day,2004). Therefore, Banfi and Day (2004) called this second period "Dual Language schools". These schools had a combination of language minority and language majority children, and were gradually tending towards an increase in majority language children.

By the end of the 20th century, most bilingual schools catered to children whose home language was Spanish and who learned the second language at school from scratch, in some of them, the language of the home was neither of the languages of the bilingual school, but a third language (e.g. French, Dutch, German) (Banfi and Day, 2004). Banfi and Day also suggested that English was the language of choice of parents for their children's education there, because it was regarded as more easily available as a language of instruction in possible future destinations as well as a language of opportunity for the future development of those children.

As for the third stage, it is now said that bilingual schools have entered a new stage in their evolution, they are characterized as “Global language schools,” where greatly facilitate in international travel and development in communications technology (Banfi and Day, 2004). The aim of the schools is to provide a broad educational program that prepares children to take part in the decision-making stratum of globalized world (Banfi and Day, 2004). In addition, the impact of English as a global language has also contributed to the development of global language schools. Banfi and Day say that the perception of the importance of English partly explains the proliferation of English-Spanish bilingual schools (Banfi and Day, 2004).

2.6. Research Questions

We can conclude that foreign language education in Argentina is strongly related to immigration. Understanding how immigrant communities developed bilingual schools is an important key to understanding foreign language education in Argentina, particularly English education.

Some questions still remain. Banfi and Day (2004) mainly describe changes in Spanish- English bilingual schools caused by changes in the social situations. However, after researching over 150 bilingual schools they said “there is surprisingly little published description or discussion regarding how these institutions (bilingual schools in Argentina) originated and function”. We suppose the schools which were originally founded as “bilingual schools” (excepts for Spanish-English bilingual schools, which in a sense, are not bilingual schools), have now changed to adjust to social changes, especially the impact brought about by globalization.

In addition, let us not forget the students whose home language is not one of the bilingual school languages, the students who are learning a second or third language in the schools. Why did the students choose a “bilingual school”? Why did do they study foreign languages? With what attitude do they study the foreign language?

Our study has mainly targeted the learners who have learned a second or third language in the bilingual schools
My questions are below:

- (1) Do the change described by Banfi and Day (2004) only apply to Spanish-English bilingual schools?
- (2) Why do the students whose home language is not one of languages of “bilingual schools,” the students who have learned a second or third language in the schools, study the languages in the schools? With what attitude do they study foreign languages in the schools?

There have also been Japanese immigrants to Argentina, sixty-five thousand in total and the Nikkei community founded a secondary school. However, at present 70% of students are Spanish-speaking without Japanese roots. This situation is far from the initial bilingual school.

Although some scholars have written about Japanese as a heritage language or Japanese education in Argentina (e.g. Sasaki et al, 2011; Akahoshi and Fukushima, 2010), there are no papers regarding English education of Spanish-speaking students in the Nikkei school. In order to answer two questions above, the present study investigates the bilingual school which teaches Japanese and English in Argentina.

3 Research

3.1. Research Target

The participants in this study are all learners who have studied English and Japanese as mandatory foreign languages in a bilingual school in Argentina. The school is a private school which has a kindergarten, an elementary school and a secondary school; the total of students was 542 (at November, 2015). It was initially founded for Nikkei immigrants in 1927 in Buenos Aires; however, about 70 % of the students were now non-Nikkei students. This situation is very similar to Spanish -English bilingual schools in the 20th century reported by Banfi and Day (2004).

The outline of education in this school is as follows: in the morning from Monday to Friday some subjects are taught with Spanish as the medium of instruction. In the afternoon, students study Japanese twice a week, during the other three days, they study English. The curriculum of Japanese education as a foreign language has received an official certification from the Argentina government, and this is the only official certification for Japanese education in Argentina. We can say that this school was once a bilingual school; however, the school is far from a bilingual school now. However, the school is sufficient to answer our research questions.

Our survey has been mainly targeted at the 80 students who study in the secondary school, they are aged 13 to 17. Seventy students' native language is Spanish; three have Japanese and four students have Chinese as their native language. Three students did not answer L1.

3.2. Research method

We conducted a questionnaire survey which had 45 questions, of which 22 questions are about English study, and 22 are for Japanese study. These questions were aim to find out the students' attitude for each language or language learning, and to compare each result. The same questions were used for both English and Japanese. In addition, one question was added in relation to Spanish which is the official language in Argentina. As the answer form, a five-grade scale were used.

The contents of the questionnaire were made based on Kormos and Csizér (2014) who studied the motivations of learners who study English as a foreign language in Hungary. Our questionnaire contained questions regarding some motivational factors, self-regulatory strategies and autonomous learning behaviors.

The survey had been conducted by Spanish. Questionnaire Sheets were handed to each participant and collected after they had finished filling in the sheet in their classroom on a school day on August 2016.

4. Results

4.1. Overall result

The overall result from our survey is shown in Table 2. The mean of "Necessity for English learning" is the highest of all results, the figure is 4.64(SD=0.73). From this result, we predict learners feel the necessity for or

Table 2 Overall result from the survey on foreign language learning

	For English		For Japanese	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Interest in English/Japanese culture	3.99	0.91	3.99	0.91
Interest in English/Japanese communication	4.10	0.95	4.10	0.95
Admiration for ideal English/Japanese speakers	3.52	1.18	3.52	1.18
Demand or pressure for study from teachers	2.40	1.39	2.40	1.39
Demand or pressure for study from parents or families	2.23	1.36	2.23	1.36
Achevement (regular examnations)	4.29	0.98	4.29	0.98
Achevement (qualification examnations)	4.18	1.08	4.18	1.08
Importance for their business in future	4.38	0.82	4.38	0.82
Importance for their employment in future	3.78	1.18	3.78	1.18
Motivation for improvement of English/Japanese language skill or ability	4.18	0.98	4.18	0.98
Desire for understanding	4.29	0.89	4.29	0.89
Sense of duty	2.21	1.18	2.21	1.18
Interest in studying abroad or homestay programm	3.72	1.28	3.72	1.28
Autonomous learning behavior (time management)	1.82	1.09	1.82	1.09
Autonomous learning behavior (satiation control)	2.54	1.33	2.54	1.33
A sence of anxiety (for achevement)	3.29	1.04	3.29	1.04
A sence of anxiety (for one's awareness)	2.73	1.40	2.73	1.40
A sence of anxiety (for future)	3.70	1.10	3.70	1.10
Autonomous learning behavior (use of CALL or technology)	2.75	1.51	2.75	1.51
Autonomous learning behavior (subject)	3.44	1.31	3.44	1.31
Effort for language learning	2.30	1.28	2.30	1.28
Necessity for English/Japanese/Japanese language learning	4.64	0.73	3.78	1.02
Predominance of Spanish	1.98	1.25		

importance of English strongly. In contrast, for Japanese learning, “Necessity” which is the same question as for English has a lower score, 3.75 (SD=1.08).

However, for some questions about learners’ interests in each culture or communication using each language, Japanese got a little higher score than English as shown in Table 2.

4.2. Detailed analysis for learners’ perception of Foreign languages

In order to discuss the attitude or expectation of learners whose home language is not one of languages of bilingual schools, we have done a detailed analysis.

From all data, the data of learners whose home language is Spanish or Chinese were extracted (total 73 students) and analyzed using Stepwise Regression Analysis.

Table 3 shows how the learners feel towards their English learning with regard to “Necessity for English learning” on our questionnaire. Coefficient of determination of the regression (adjusted coefficient of determination) is 0.660 and p -value is 0.000; this shows our analysis is statistically significant. The biggest determinants are: “A sense of anxiety (for future)” (0.507), “Sense of duty” (-2.56) and “Achievement” (qualification examinations)” (-0.349) from the Standardized partial regression coefficient. Repeatedly, the

Table 3 Result from Stepwise regression analysis for learners' attitude to studying English

Variables	Partial regression coefficient	<i>p</i> -value	Standardized partial regression coefficient
Interest in English culture	0.117	0.199	0.171
Interest in English communication	-0.019	0.830	-0.029
Admiration for ideal English speakers	-0.010	0.863	-0.020
Demand or pressure for study from learners	-0.030	0.661	-0.065
Demand or pressure for study from parents or families	-0.005	0.931	-0.011
Achievement (regular examinations)	-0.055	0.625	-0.083
Achievement (qualification examinations)	-0.198	0.040 *	-0.349
Importance for their business in future	-0.013	0.891	-0.017
Importance for their employment in future	0.087	0.179	0.169
Motivation for improvement of English language skill or ability	0.096	0.409	0.154
Desire for understanding	0.156	0.200	0.229
Sense of duty	-0.140	0.047 *	-0.256
Interest in studying abroad or homestay program	-0.098	0.091	-0.205
Autonomous learning behavior (time management)	-0.010	0.870	-0.016
Autonomous learning behavior (satiation control)	0.027	0.673	0.057
A sense of anxiety (for achievement)	0.037	0.626	0.062
A sense of anxiety (for one's awareness)	-0.065	0.243	-0.148
A sense of anxiety (for future)	0.278	0.000 **	0.507
Autonomous learning behavior (use of CALL or technology)	0.056	0.272	0.133
Autonomous learning behavior (subject)	-0.011	0.865	-0.022
Effort for language learning	0.072	0.235	0.145
Adjusted coefficient of determination		0.660	
<i>p</i> -value		0.000 **	
Degree of freedom		21, 46	

perception of learners with regard to English learning may have come from social change surrounding English. Characteristically, all three determinants are related to an unclear negative or outside pressure for learners, On the other hand, the same learners' perception of "Necessity for Japanese learning" is shown in Table 4. Coefficient of determination of the regression (adjusted) is 0.659 and *p*-value is 0.000, they certify our analysis is also statistically significant. The biggest determinants here are: "Importance for their employment in future" (0.337) and "Autonomous learning behavior (subject)" (0.285). We can say for those learning Japanese that the two determinants are more practical and specific.

5. Discussion

In this study, my questions are as follows:

- (1) Do the change described by Banfi and Day (2004) only apply to Spanish-English bilingual schools?
- (2) Why do the students whose home language is not one of languages of "bilingual schools," the students who have learnt a second or third language in the schools, study the languages in the schools? With what attitude do they study foreign languages in the schools?

Table 4 Result from Stepwise regression analysis for learners' attitude to studying Japanese

Variables	Partial regression coefficient	<i>p</i> -value	Standardized partial regression coefficient
Interest in Japanese culture	0.034	0.834	0.032
Interest in Japanese communication	-0.069	0.750	-0.060
Admiration for ideal Japanese speakers	-0.005	0.952	-0.006
Demand or pressure for study from learners	-0.086	0.352	-0.112
Demand or pressure for study from parents or families	0.019	0.838	0.025
Achievement (regular examinations)	-0.368	0.068	-0.310
Achievement (qualification examinations)	-0.096	0.570	-0.103
Importance for their business in future	0.094	0.459	0.116
Importance for their employment in future	0.286	0.035 *	0.337
Motivation for improvement of Japanese language skill or ability	0.303	0.129	0.274
Desire for understanding	0.122	0.680	0.084
Sense of duty	0.050	0.610	0.060
Interest in studying abroad or homestay program	0.161	0.286	0.172
Autonomous learning behavior (time management)	0.056	0.601	0.073
Autonomous learning behavior (satiation control)	-0.014	0.857	-0.018
A sense of anxiety (for achievement)	-0.094	0.355	-0.105
A sense of anxiety (for one's awareness)	-0.100	0.415	-0.102
A sense of anxiety (for future)	-0.007	0.949	-0.009
Autonomous learning behavior (use of CALL or technology)	0.001	0.990	0.002
Autonomous learning behavior (subject)	0.251	0.039 *	0.285
Effort for language learning	0.099	0.377	0.125
Adjusted coefficient of determination	0.659		
<i>p</i> -value	0.000 **		
Degree of freedom	21, 47		

In Banfi and Day (2004)'s study, three stages of the evolution which has occurred in Spanish-English bilingual schools over a long time were described as from "Heritage schools" to "Dual language schools" to "Global language schools". For question (1), from all tables, we assume the situation of a "one-time" bilingual school, is in a similar situation the Nikkei schools, to Spanish-English bilingual schools. From our tables, we recognized some strong demands for English education in the society. The demands may have come not from learners themselves but from outside of learners or from influence from global society. As Banfi and Daysuggested parents whose children went to bilingual schools thought English would bring their children some opportunity in their future; parents may be one indirect factor.

The impact on English education which globalization has brought (Porto et al, 2016) may also be shown in the tables. It is possible that owing to globalization the second and the third stages by Banfi and Day (2004) are so complicated and confused in this school.

However, speaking of question (2) from tables 3 and 4, we can suppose that "something privileged" has been added to Japanese in the school, rather than English. From the tables, we did not perfectly agree with English as a "privileged language" which Porto et al (2016) reported and "a hierarchy of languages" which Banfi and Day

(2004) posited with English having more superiority than other languages in the country.

The privilege added to Japanese would presumably be in relation to their employment or business in the future from Table 4. In Argentina, the economy may be one invisible factor. The other reason we think is, that being a Nikkei-school, not only is there Japanese culture education, but also various culture events are held on Saturdays or on Sundays. Some Japanese native teachers are always at the school; there many Japanese native volunteers in the school. The efforts of the school have a positive effect on the students autonomous learning resulting in interest in Japan. In foreign language learning results come as an effect from the educational culture.

6. Conclusion

As we have founded in some studies (Maersk Nielsen, 2003; Porto et al, 2016), the history of the creation of Argentina and the role of immigration have a strong relation with languages in the country. The survey of the “bilingual schools” which were originally founded may give us useful suggestions.

Our experimental research in Argentine mainly agreed with our presumptions based on few previous studies except that our study was conducted in a Japanese-Spanish “one-time” bilingual school, and our results showed that Japanese language added something superior.

With regard to the second point, it is not clear why Japanese language had some privilege in Argentine from our research. However, the popularity of Japan in Argentine has reported in some papers (Uchiumi, 2006; Ono, 2002). Through popularization by the Internet, Japanese culture including anime and manga has become attractive to the younger generation in Argentina (The Japan Foundation, 2014). These factors would have influenced our results.

During the first half of the 19th century, Porto et al (2016) said that the aim of Argentina education was to replicate the dominant culture (reflecting Europe, particularly France) in the younger generations. Now, however, some original domestic materials have been developed in Argentina (Banegas, 2016). English education in Argentina has also become more attractive. More research is needed.

Note

1. The agreement recommended that other foreign languages should be offered, but the second foreign language was no longer mandatory (*Ministerio de Cultura y Educación 1997*). After the creation of the Mercosur (the regional trade and politic bloc consisting of Argentina, Brazil, Paraguay and Uruguay) it was agreed that it would be made mandatory to teach Portuguese in the Spanish-speaking member states and Spanish in Brazil. Before that, French and Italian had been the only second foreign language options at secondary schools in Argentina (Porto et al, 2016).
2. According to Maersk Nielsen (2003), the British-model schools are highly prestigious day schools. In the schools, headmasters or head mistresses and a segment of the middle and high school teachers are expatriates. This tradition makes the British-model schools different from the newer bilingual schools (Maersk

Nielsen,2003).

3. Banfi and Day (2004) said, “we will limit our discussion to those (bilingual) schools that teach content through the medium of two languages (Spanish and English, French, German or Italian) and cover areas of the Argentine curriculum and a foreign or international curriculum.” They were taking into consideration the situation, in which many bilingual schools were established around immigrant communities.
4. Banfi and Day (2004) showed as an example the immigrants themselves, and others, those who were Argentine-born but had grown up within the immigrants’ community where the language spoken was not Spanish. These children grew up speaking English (or one of other immigrant languages) in the home and were taught Spanish at school.

Appendix

I conducted a questionnaire survey which contained 22 questions regarding Japanese study and 22 questions regarding English study (they were the same questions but one questionnaire was for English study, and one for Japanese), one question for Spanish which is the official language in Argentina.

- (1) I am interested in English/Japanese-speaking cultures.
- (2) I want to communicate with English/Japanese -speaking people using English/Japanese.
- (3) I want to be a man or woman using English/Japanese for work or living in an English speaking country/Japanese or having family members around me who speak English/Japanese.
- (4) I have been forced to study English/Japanese by my teachers; if I don't I am scolded by them
- (5) I have been forced to study English/Japanese by my parents; if I don't I am scolded by them
- (6) I want to pass well in the regular English/Japanese examinations.
- (7) I want to pass the English/Japanese certification examinations
- (8) It is so important to use English/Japanese language in my future business.
- (9) I will be able to get an ideal job if I can use English/Japanese.
- (10) I want to improve my English/Japanese language skill and ability and to conquer my weak points in English/Japanese.
- (11) I want to understand English/Japanese.
- (12) I feel some obligation to study English/Japanese.
- (13) I want to study abroad or join a homestay program in English/Japanese.
- (14) I want to complete my English/Japanese studies within the time I have planned.
- (15) If I feel unpleasant or bored to study English/Japanese, I always make an effort to change my feelings.
- (16) I wonder whether I will do as well as I hope
- (17) I don't think I am good at English/Japanese.
- (18) If I am good in English/Japanese my life will be more difficult in the future.

- (19) When learning English/Japanese, I use learning software or applications or my computer or mobile phone.
- (20) I always hand in my English/Japanese assignments or homework.
- (21) I try to study English/Japanese hard every day.
- (22) I think that studying English/Japanese is necessary.
- (23) I think the Spanish is good enough as an only language.

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