

THEORETICAL CONSIDERATIONS OF ENGLISH LANGUAGE EDUCATION  
IN JUNIOR HIGH SCHOOL IN JAPAN: FROM THE PERSPECTIVE  
OF COMMUNICATION

A Thesis

Presented to

The Faculty of the Department of English

Mie University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Asako Kushida

February 12, 2010

Approved by 

Thesis Advisor

## 論 文 要 旨

三重大学大学院教育学研究科

教科教育 専攻

英語教育 専修

氏名 櫛田麻子

The purpose of this study is to clarify the significance of learning English in junior high school on theoretical basis from the perspective of communication. According to the Course of Study, the goal of learning English for junior high school students is to acquire basic communication abilities for real communication. However, Japan is a country where people do not need English as an instrument of communication. English language teachers in junior high school should have a firm belief in the value of teaching English.

In Chapter 1, I examined the nationwide situation in respect of English learning. In order to better grasp the current English classes, I conducted a survey of English language teachers in Suzuka city, Mie prefecture. This survey revealed that most of teachers think that they should conduct communication activities in order to enhance students' communication abilities, and that they are now conducting communication activities in which students interact with each other.

In Chapter 2, I defined communication for junior high school students based on selected previous studies. Communication is not merely exchanging meaningless information. Communication in English is one by which students can feel the necessity of using English now. I also examined communicative competences on the basis of three theories: one by Chomsky, one by Hymes and one by Canale and Swain. After taking them into consideration, I analyzed the new Course of Study to make clear how communication abilities are described in it. As a result, it was made clear that contexts should be emphasized more in English classes. Teachers should always make students aware of the contexts in which English is used.

In Chapter 3, I looked for better materials and activities on the basis of the theories by Widdowson. First, teachers should let students aware of discourse in presenting sentences to students. Second, teachers do not need to adhere to giving real English materials. Whether some materials are authentic or not is dependent on students. Authenticated materials are produced from meaningful communication by student in the classroom.

From the point of the relationship between authenticity and the classroom, it is made clear that the classroom should be a place to learn from each other, where many materials are authenticated by students. Teachers should make a classroom a place to learn through communication. Ultimately, communication for students in English classes must be an activity which can build relationships between themselves. It must be also a process which helps students to develop their personal growth.

Lastly, taking into consideration all that has been discussed in this paper, I summarized the six important things which teachers should tell students about English learning throughout the three years at junior high school.

## Table of Contents

	Page
Acknowledgements	iii
Introduction	1
1. Issues concerning English Language Education in Japan	4
1.1 Nationwide Situation	4
1.2 Review of English Classes	7
1.3 English Language Teachers' Views on Communication Activities: Analysis of a Questionnaire	10
2. Communication and Communicative Competence	26
2.1 What is Communication in the Context of English Language Education in Junior High School?	26
2.2 A Theoretical Framework of Communicative Competence	34
2.2.1 Chomsky's Theory: Competence and Performance	35
2.2.2 Hymes' Theory: Communicative Competence and Sociocultural Factors	36
2.2.3 Canale and Swain's Theory: The Four Components of Communicative Competence	40
2.3 Analysis of the New Course of Study	45
3. Essential Elements for Materials to Be Used in English Classes	54
3.1 Language Usage and Language Use	55
3.2 Discourse, Cohesion and Coherence	58
3.3 Materials and Activities in English Classes in Junior High School	61
3.3.1 What is Authenticity in English Classes in Junior High School?	61

3.3.2 Approved Textbooks	65
3.4 Authenticity, the Classroom and English Learning	69
Conclusion	72
References	76
Appendix 1 A Questionnaire for English Language Teachers	81
Appendix 2 The Results by Gender of the Questionnaire	91
Appendix 3 The Results by Experiences of Studying Abroad of the Questionnaire	94
Appendix 4 The Results of the Written Parts of the Questionnaire	97
Appendix 5 DO IT TALK in <i>New Crown English Series 2</i>	103
Appendix 6 A Questionnaire for Students	104

## Acknowledgements

I would like to express my gratitude to the following people:

To my supervisor, Professor Mitsuaki Hayase, who has always encouraged me and given me insightful and extensive advice during the two years of my study.

To Professor Yasuyuki Nakata, who always gave me precious advice.

To Professor Nobuhiro Miyachi, Associate Professor Hiroko Arao, and Professor Akio Miyazaki, for their helpful advice.

To all English language teachers in Suzuka, who took time out to participate in the survey.

To all teachers in Ten-ei Junior High School, who have given me a lot of support.

To Mr. Gareth Davies, an ALT in Misugi Junior High School, who took time out to proofread my draft and gave me a lot of advice.

To Mie Prefectural Board of Education, which gave me such a wonderful opportunity to study at the graduate school, Faculty of Education, Mie University.

## Introduction

Communication abilities and communicative competence have been popular terms in English language education in Japan for many years. In 1999, the current Course of Study for junior high school was released, and developing students' basic practical communication abilities was specified as a goal. In the new Course of Study, which will be fully implemented in 2012, the policy of nurturing students' communication abilities has not been changed. In the current Course of Study, only listening and speaking are emphasized. On the other hand, in the new Course of Study, the four skills of listening, speaking, reading and writing are equally emphasized. It appears that practical use of English has been further emphasized.

As is obvious, English should be learned for communication because it is a language. It is well understood that mastery of practical English is emphasized. However, let us consider the current situation surrounding English in Japan. Japan is a country where people do not need English as an instrument to achieve outcomes. Because I have been an English language teacher for fifteen years, I have been learning English. Otherwise, I would neither use English nor learn English. Japanese people who live a normal life can live without communicating in English and using English. In spite of this fact, the new Course of Study says that one major objective of English education is to develop communication abilities. Although communication is certainly indispensable for us, how do teachers explain the necessity of communicating in English to students?

Why do junior high school students learn English with a goal of communication, not of simply the linguistic aspects of English? For what and with whom do they need to communicate in English? Not all students will need English in the future. Is it really sufficient that students acquire knowledge of English grammar to the extent that they have no difficulty if or when they need English some day?

Studies on communication have been done in various disciplines. There has been considerable research on communicative competence. However, there are not many studies which relate such theories to English language education in junior high school. Certainly, more studies are in order. Various teaching methods and materials to acquire communication abilities are suggested and published on the premise that students learn English to acquire communication abilities. However, the reason why communication abilities should be developed is not made clear. The primary cause is that the definitions of communication and communication abilities in the new Course of Study for English language education in junior high school remain vague. Making these definitions clear would lead to a better consideration of English classes.

The aim of this paper is to show clearly the significance of learning English in junior high school on the basis of theories of applied linguistics and language education. In Chapter 1, I examine the nationwide situation in respect of the English and English classes in junior high school, and clear up several important points. I also consider the current overall situation related to English education. In order to better grasp the current conduct of English classes, I have conducted a survey of English language teachers. I make clear English language teachers' views on English language education in junior high school and focus on the problems related to enhancing students' communication abilities in English classes. In Chapter 2, I define the meaning of communication from selected previous studies in various disciplines. I also review the transition of the definition of communicative competence on the basis of previous studies, and I attempt to give a definition of communicative competence, which is appropriate for English language education in junior high school. On the basis of the definition, I analyze the new Course of Study and make clear how communication abilities are described in it. In Chapter 3, I look for better materials and activities on theoretical basis.

As a result, English language teachers in junior high school can teach English with conviction, confidence and without hesitation. My thesis serves as a basis for their beliefs in respect to teaching English.



## Chapter 1 Issues concerning English Language Education in Japan

## 1.1 Nationwide Situation

Japanese enthusiasm for English has created a boom these years. Bookshops are filled with huge numbers of books on English learning. We can easily find numerous English conversation schools in almost any town. We also see advertisements for English conversation schools and English learning on the Internet, newspapers and magazines. Japanese people, as a whole, eagerly desire to master English. Various kinds of companies unnecessarily stimulate Japanese people to learn English. There are a number of reasons for this situation. Some want to master English because of their careers. Some want to master it for going on a trip abroad. Some want to master it because they want to take exams such as the TOEIC (the Test of English for International Communication), the TOEFL (the Test of English as a Foreign Language) and the STEP (the Society for Testing English Proficiency). Some want to master it as a hobby.

Japanese people seem to yearn for a person who “speaks English.” I give an example of a conversation from my experience.

A: What do you do?

B: I work at junior high school.

A: Oh, I see. And what do you teach?

B: I teach English.

A: Wow! Then, do you speak English? Do you enjoy English movies without subtitles? I’m jealous.

B is me. I have had this sort of conversation many times. It probably does not happen to teachers of other subjects. It is likely that many Japanese people have a special feeling for English and for persons who “are good at” English.

Japanese people who think that they have failed to master English often say: “I studied English for six years at least. Nevertheless, I can’t speak English at all. The main cause is school education.” For certain, English language education at schools must be partly responsible for the fact that Japanese people cannot communicate in English well. However, is this statement completely true? Has English language education for six years been a total failure?

I personally do not think so. First, many Japanese people are able to introduce themselves in English. Many Japanese people would understand the meaning of a dialogue such as “How are you?” “I’m fine, thank you.” In contrast, there seem to be few Japanese people who can say the same phrases in Italian or in German. Second, I examine the content of the six years of English learning. According to Kanatani (2008), “Most Japanese people learn English for six years at schools. However, we must take notice of the quality of the six years” (p. 7, my translation). Now, junior high school students take 105 English classes a year. As one class is 50 minutes, the yearly total is 87.5 hours. As a year is 365 days, 14.4 minutes is the length of time allocated to learning English a day. If students’ waking hours are 16 hours a day, 5.5 days is the time allocated to learning English a year. Is 5.5 days a year enough to learn English as a tool of communication? It is an impossible demand. Kanatani compares this English learning situation in schools to the baseball practice in baseball clubs in senior high school. “Senior high school students who dream of playing at *Koushien* practice baseball every day. There are no students who question why they cannot play at *Koushien* even though they practice 14 minutes every day” (Kanatani, 2008, p. 14, my translation). Given this time pressure, I think English language education in Japan is successful to some extent. The problem is the extent to which Japanese people can communicate in English. Because they think they have a lot of knowledge of grammar, they feel frustrated and want to blame English language education.

However, English language teachers are under increasing pressure such as “Teach practical English to students” and “Make students acquire communication skills.” Not only the Ministry of Education, Culture, Sports, Science and Technology (MEXT) but also the entire nation seems to expect fulfillment of these requests. Teachers cannot confidently claim that English language education has not resulted in total failure.

Two further points are relevant to the view that the insufficient communication abilities of Japanese people in English are due to the current English language education. First, there are a range of subjects in junior high school. However, the demands on English language education seem to have become unduly high in comparison to other subjects. How about the demands on music education, physical education and so on? Do people expect students to play the piano as well as a professional pianist as a result of music education at schools? Are Olympic athletes raised in PE classes at schools? The answer is “No.” Second, it is often said that many adult Japanese people cannot say a word in English when asked something in English on the streets. However, can they answer if they are suddenly asked a math question on the streets? The answer is “No.” It seems that people lose their presence of mind when it comes to using English.

To acquire a foreign language as a tool of communication is not an easy task, especially in Japan, where we can live without the necessity of using any other language except Japanese. It might be English teachers at schools that know how difficult and what a long walk it is to master English. One of teachers’ tasks is to tell all students the fact that to acquire English to the extent where they can communicate in English is not easy for Japanese people. In elementary school, Foreign Language Activities is to be introduced in 2011. It is welcome in that pupils can feel and experience that communication is important and interesting. However, teaching them that acquiring English is easy, especially communicating in English is easy, should be avoided.

The fault of English language education at schools is not that teachers do not help students acquire practical English but that they do not teach students that Japanese people cannot easily acquire English. In particular, what is called “English conversation” might be the most difficult skill to acquire. English language teachers should tell students what learning English really means. According to Otsu (2006), “there is no fundamental discussion about what the reason for teaching English at schools is” (p. 20, my translation). To attempt to give some statement to this is one of the purposes of this paper. How learners are involved in English in elementary school, junior and senior high school will surely build awareness of English either in a positive or negative way.

## 1.2 Review of English Classes

When I was a student in junior and senior high school, I liked learning English grammar. I worked on English grammar as if I solved interesting puzzles. English grammar was the same as mathematics in that each question basically had one answer. Analyzing English sentences was a lot of fun for me and I enjoyed comprehending sentences which were grammatically difficult and complicated.

In addition, I expected that I would be able to communicate with English native speakers in English some day if only I kept studying English at schools. There were no ALTs in English classes in those days. Therefore, I had never met foreigners at schools and had never spoken with them. When I first met a foreign student from Australia at university, I found that I was not able to communicate with her in English. Since then, I have spent a lot of time and money to learn conversational English.

English classes that most Japanese people took in those days emphasized knowledge of grammar. In order to learn English as a foreign language, acquiring knowledge of grammar systematically should be effective. Therefore, English classes focusing on English grammar

are of course useful and necessary. In Japan, English language has been basically taught for a long time via the Grammar-Translation Method, in which teachers explain English grammar. Students silently solve many grammar questions on sheets of paper. As far as I remember, the English classes I took in junior high school were totally silent. I used to be perplexed when English teachers often asked us to sing English songs loudly. Students were used to taking English classes in silence. The Grammar-Translation Method is not useless in that students can gain a great deal of knowledge of grammar.

However, times have been changing. Acquiring practical English for communication is now encouraged. English classes are required to change. ALTs are sent to all junior high schools. The chances to interact with ALTs have dramatically increased. How should English language teachers change their English classes?

In order to explain the differences between English classes in the past and future English classes, I have created an example story. Let us assume that there is a subject “Baseball” in junior high school. Students learn various rules for playing baseball. Moreover, they should need to learn how to swing a bat. Teachers should teach students which muscles to move, in which angle a batter should swing his bat, and with which point of a bat a batter should hit a ball and so on. In every class, students elaborately learn these things. Students should take short tests once a week and should take midterm and final exams. Teachers are expected to know perfectly about baseball rules. However, actually, some teachers do not like baseball games very much. Those teachers want to make students sit down and do not want to let them move. That is why their students seldom have an actual game. Even if they have a game, it’s in the classroom, never in a baseball ground or in a stadium. The students do not know the fun of playing baseball games because they have had so few chances to experience it. They aren’t given the fun of actually playing baseball. A student says, “I want to play a baseball game someday. But for now, examinations on baseball are very important for me because we

will have an exam on knowledge of baseball.” Every year, the students only get knowledge of baseball and finally graduate from junior high school. The teachers finish their baseball education with satisfaction.

We all know this story is extremely odd. Some might ask, “What is the purpose of this subject ‘Baseball’? Is getting a lot of knowledge on baseball more important than playing it?” As we take notice of the peculiarity of this “Baseball” story, we should take notice of the oddity of English classes in the past.

English language teachers should change their ways of thinking about English classes. Tajiri (2008a) says, “English language teachers should not be lecturers but instructors.” They have taught knowledge of grammar for a long time and they have lectured students on knowledge of grammar. Now, they need to instruct students in communicating in English.

On the other hand, is it a good thing that only communication is emphasized in English classes? No. To learn English should also mean to know about English, to know about various ways to think through English, and to reconsider Japanese language through English. English is one of the subjects through which students become well-educated persons. Should learning English focus on only training students to gain communication skills in English? Should teachers pursue only a practical application of English? Such issues are related to the reason why students learn English.

Students do not have any imminent reasons to acquire English for communication. Every student in junior high school has to learn English as a mandatory subject. English is one of the core subjects in schools. The students’ immediate goal is to get high scores in examinations and that is why they learn English. Of course, some of them might learn English because they like it and because they intend to use it in the future. However, in either case, in the present situation where students learn and use English only at schools, it is

difficult to give students a concrete goal of learning English except for getting high scores in English examinations.

However, there might be students who dream of using English in the future just as I dreamt of speaking English when I was a junior high school student. Ample knowledge of English is never useless in acquiring English. How to relate examinations to communication is one of the issues facing English language teachers.

### 1.3 English Language Teachers' Views on Communication Activities: Analysis of a Questionnaire

I conducted a survey using a questionnaire (Appendix 1). The participants in this survey were all English language teachers including part-timers who teach in junior high school in Suzuka, Mie prefecture, where I have worked for these past fifteen years. Data was gathered in September, 2009. This research aimed to make clear English language teachers' ways of thinking on English language education, especially communication activities. The main questions were "Do English language teachers in junior high school agree with doing communication activities in English classes?" "Do they consider communication activities important?" "Do they think that communication activities can enhance students' communication abilities?" and "What kinds of activities do they conduct?" From the responses to these questions, I will attempt to make the current situation clear and identify the future challenges in English classes in junior high school.

The survey produced responses from all 50 English language teachers: 20 males and 29 females. One did not disclose their sex, so I categorized him or her as "unknown." Looking at the number by age group, there are 13 in their 20s, 16 in their 30s, 12 in their 40s and 9 in their 50s. Table 1 shows the participants' gender and their age group.

Table 1 Age Group and Gender

Age Group \ Gender	Male	Female	Unknown	Total
20s	6	7	0	13
30s	3	13	0	16
40s	8	4	0	12
50s	3	5	1	9
Total	20	29	1	50

Next, Table 2 shows the participants' experiences of studying in the countries where English is mainly spoken. Their study periods were not asked. 54% of the participants have had an experience of studying abroad, and 44% have not. One did not answer this question, so I categorized him or her as "other."

Table 2 Experiences of Studying Abroad

	Yes	No	Other	Total
20s	5	8	0	13
30s	11	5	0	16
40s	5	6	1	12
50s	6	3	0	9
Total	27 (54%)	22 (44%)	1 (2%)	50

I examined these data from this survey by age group, by gender and by experiences of studying abroad. As a result, in terms of communication activities, significant differences were shown when examined by age group, while no significant differences were observed when examined by experiences of studying abroad. The results examined by gender varied question by question. I will present the data and examine the responses to each question. I will further present all the information I received in the form of tables (Appendix 2 and 3).

First, Table 3 shows the results of question 1(1) "What do you think of conducting communication activities in English language classes?" 96% of the participants answered, "I strongly agree with conducting communication activities," or "I agree." Moreover, to question 1(3) "Do you think that communication activities help students to improve their communication abilities?" 94% teachers answered, "I strongly think so," or "I think so." (See Table 5.) However, teachers in their 20s have some doubts about the effect of communication



activities. On the other hand, to question 1(2) “Do you positively conduct communication activities in English language classes?” only 70% teachers answered, “I always or sometimes conduct communication activities.” (See Table 4.) Although some teachers think communication activities are effective for enhancing students’ communication abilities, some do not conduct communication activities in English language classes. This tendency becomes strong in their 20s and 30s. What are the reasons? Some will be made clear later when question 2 is examined.

Table 3

1(1) What do you think of conducting communication activities in English language classes?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
20s	6	5	1	1	0	13
30s	10	6	0	0	0	16
40s	8	4	0	0	0	12
50s	6	3	0	0	0	9
Total	30 (60%)	18 (36%)	1 (2%)	1 (2%)	0 (0%)	50

Table 4

1(2) Do you positively conduct communication activities in English language classes?

	Always	Sometimes	Not sure	Seldom	None	Others	Total
20s	1	5	4	3	0	0	13
30s	6	4	5	1	0	0	16
40s	5	6	1	0	0	0	12
50s	3	5	0	0	0	1	9
Total	15 (30%)	20 (40%)	10 (20%)	4 (8%)	0 (0%)	1 (2%)	50

Table 5

1(3) Do you think that communication activities help students to improve their communication abilities?

	I strongly think so.	I think so.	Not sure.	I do not think so.	I never think so.	Total
20s	3	7	2	1	0	13
30s	8	8	0	0	0	16
40s	7	5	0	0	0	12
50s	6	3	0	0	0	9
Total	24 (48%)	23 (46%)	2 (4%)	1 (2%)	0 (0%)	50

Moreover, the results in question 1(2) varied according to gender. As the shading in Table 6 indicates, 40% of the male participants answered “always.” The proportion of female participants who answered “always” was only 24%. It can be said that it is somehow easier for male teachers to conduct communication activities than female teachers.

Table 6

1(2) Do you positively conduct communication activities in English language classes?

	Always	Sometimes	Not sure	Seldom	None	Others	Total
Male	8(40%)	6(30%)	4(20%)	2(10%)	0	0	20
Female	7(24%)	14(48%)	6(21%)	2(7%)	0	0	29
Total	15 (31%)	20 (41%)	10 (20%)	4 (8%)	0 (0%)	0 (0%)	49

The following questions 1(4) and 1 (5) ask whether the participants’ English language teachers conducted communication activities or not when the participants were students (see Table 7 and Table 8). 68% answered they did not or seldom had communication activities in junior high school, and 92% answered they did not or seldom had communication activities in senior high school. These results indicate that communication activities were hardly conducted at all in senior high school. On the other hand, 10 teachers answered that they always had or sometimes had communication activities in junior high school. 5 of these teachers are in their 20s and 3 in their 30s. This is strong evidence that communication activities have gradually been adopted in junior high school.

Table 7

1(4) When you were a junior high school student, did your English language teachers conduct communication activities in classes?

	Always	Sometimes	Not sure	Seldom	None	Total
20s	1	4	2	4	2	13
30s	1	2	4	6	3	16
40s	0	1	0	8	3	12
50s	0	1	0	4	4	9
Total	2 (4%)	8 (16%)	6 (12%)	22 (44%)	12 (24%)	50

Table 8

1(5)

When you were a senior high school student, did your English language teachers conduct communication activities in classes?

	Always	Sometimes	Not sure	Seldom	None	Total
20s	0	0	1	6	6	13
30s	1	1	0	10	4	16
40s	0	0	0	5	7	12
50s	0	1	0	5	3	9
Total	1 (2%)	2 (4%)	1 (2%)	26 (52%)	20 (40%)	50

Question 2 addresses factors hindering delivery of communication activities. Table 9

shows the question items and Table 10 shows the results.

Table 9 Question items

2 What are reasons or causes when you have difficulty in conducting communication activities and when you do not feel positive about doing them?

① I think that teaching English words, structures and pronunciation are more important than conducting communication activities.
② I think that translation is more important than communication activities.
③ I don't know how to design communication activities.
④ It's difficult to make students do communication activities.
⑤ Communication activities are useless for preparing for entrance examinations of senior high school.
⑥ I am not interested in communication activities.
⑦ I don't know how to conduct communication activities.
⑧ It takes a lot of time to prepare communication activities.
⑨ Conducting communication activities takes time. As a result, I cannot finish all contents of the textbook.
⑩ The materials used for communication activities are not interesting.
⑪ Communication activities don't enhance students' communication abilities.
⑫ The class size is too large to conduct communication activities.
⑬ The atmosphere in classes is not suitable for conducting communication activities.
⑭ Students don't earnestly take part in communication activities.
⑮ Students do not like speaking English in their classes.
⑯ I don't think communication activities help students to acquire what they have learned.
⑰ Others.

Table 10 The results

2 What are the reasons or causes when you have difficulty in conducting communication activities and when you do not feel positive about doing them?

	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
20s	4	1	4	6	0	0	2	5	7	1
30s	2	0	2	1	1	0	1	4	9	1
40s	3	0	1	1	3	0	0	1	2	0
50s	3	0	0	1	0	0	0	3	3	0
Total	12	1	7	9	4	0	3	13	21	2

⑪	⑫	⑬	⑭	⑮	⑯	⑰	Total	number /person	Total number
1	4	3	7	2	2	0	49	3.8	13
0	2	4	1	3	1	1	33	2.1	16
0	3	4	4	2	3	3	30	2.5	12
0	3	2	1	1	2	1	20	2.2	9
1	12	13	13	8	8	5	132	2.6	50

The participants chose all the appropriate reasons and causes from the 17 items. The most common answer was ⑨ “I cannot finish all contents of the textbook.” 21 teachers chose this item. The next largest items were ⑧ “It takes a lot of time to prepare communication activities,” ⑬ “The atmosphere in classes is not suitable for conducting communication activities,” and ⑭ “Students don’t earnestly take part in communication activities.” 13 teachers chose these items. Then followed ① “I think that teaching English words, structures and pronunciation are more important than conducting communication activities,” and ⑫ “The class size is too large to conduct communication activities.” 12 teachers chose both items. Several important points can be made based on these 6 responses. The key words are textbooks, time, atmosphere, students’ participation, grammar, and class size.

First, about half of the teachers think that textbooks are something absolute. In particular, younger teachers think so strongly. It is often said that teachers must not teach English textbooks but teach English by the use of textbooks. However, teachers have a duty to offer equal opportunities for students to learn the same material. For example, it should not happen

that one teacher finished teaching all the contents of the textbooks, while another teacher did not. One of the responsibilities of teachers is to teach all the content of textbooks.

Second, teachers are really busy. It often takes a few hours to prepare materials for communication activities. Although teachers spend a lot of time to prepare communication activities, it sometimes takes only a few minutes to actually conduct communication activities in English classes. Therefore, elaborate communication activities cannot be conducted very often.

Third, the atmosphere of the class is deeply related to the success of conducting communication activities. The success of communication activities relies on the relationship among the members of the class. The question we have to ask here is whether teachers cannot conduct communication activities because the atmosphere is not good, or communication activities should be conducted because the atmosphere is not good. Now, let us consider music classes in junior high school. Each junior high school in Suzuka has a Chorus Festival in autumn. It may be no exaggeration to say that music classes are for the Chorus Festival. Not only music teachers but also classroom teachers encourage all students to join a chorus. Both in classes which have bad atmosphere and classes which have good atmosphere, students practice to sing for a better chorus. I have never heard that a class cannot join the Chorus Festival because the relationships among the students are not good. Generally, a Chorus Festival aims to make students' relationships in classes better while practicing to perform a song in public. It is important to memorize the song lyrics and sing on key. Furthermore, building a better relationship in classes is emphasized. In English classes, isn't it important to conduct communication activities to achieve better relationships in classes?

Fourth, teachers need skills to induce all students to take part in communication activities. About half of teachers in their 20s chose ⑭. I will describe in detail the relation between teachers' skill and communication activities on page 18.

The next point is related to the relationship between grammar and communication activities. The question “Which is more important, grammar or communication activities?” is hard to answer. These two items can not be compared. Both are necessary in English language education. However, the only thing to say is that in English classes where enough time is not guaranteed, teachers seem to have no choice: grammar is likely to be given a priority over communication activities.

Lastly, the class size is a big issue in English language education. There are up to 40 students per class in junior high school. If teachers have to manage a class of 40 students and require all the students to participate in communication activities, teachers will have a lot of difficulties managing the class, and doing the teaching. A large class size is not suitable for learning English, especially, when emphasizing communication. In order to solve this problem, two measures have been taken over the years. One measure is that two teachers have one class, i.e. “Team-Teaching.” The other is to divide an original class in half. As a result, the class size is smaller, and can be called “small-group instruction.” As these measures are not taken for all English classes now, it is desirable that these measures will be indeed taken in all English classes in the future.

I have a further comment regarding response ⑩ “I don’t think communication activities help students to acquire what they have learned.” Interestingly, older teachers display a little higher percentage choosing this item. Although it is not clear what kinds of activities they are thinking of, effective communication activities which give students a sense of achievement need to be explored.

The response to question 2 raises another interesting consideration. As I said earlier, the participants chose all appropriate reasons and causes from the 17 items. When examined by age group, the average number of items chosen is distinctly different. Teachers in their 20s chose 3.8 on an average (rounded to one decimal place), teachers in their 30s chose 2.1, those

in their 40s chose 2.5 and those in their 50s chose 2.2. The overall average number is 2.6. Teachers in their 20s have the highest average number. From this, it can be said that they encounter more difficulties when conducting communication activities. Moreover, ④ “It’s difficult to make students do communication activities,” and ⑭ “Students don’t earnestly take part in communication activities” were chosen by a high proportion of teachers in their 20s. This indicates that it is more difficult for less-experienced teachers to actively make all students participate in activities and maintain control over all the students.

The results in question 2 varied according to gender (see Table 11). First, the average number of items chosen is distinctly different. Male teachers chose 2.2 on an average, and female teachers chose 3.0. It can be also said then, that female teachers have many more difficulties in conducting communication activities. Next, the shading in Table 11 indicates items in which differences of the results between male and female are salient. Every item except ⑨ may be items relating to controlling the whole class. ⑨ may relate to their attitudes toward textbooks.

Table 11 The results by gender

2 What are the reasons or causes when you have difficulty in conducting communication activities and when you do not feel positive about doing them?

	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Male	4	1	3	3	2	0	1	5	7	1
Female	7	0	4	6	2	0	2	8	14	1
Total	11	1	7	9	4	0	3	13	21	2

⑪	⑫	⑬	⑭	⑮	⑯	⑰	Total	number /person	number
0	3	5	4	2	2	1	44	2.2	20
1	9	8	9	6	6	3	86	3.0	29
1	12	13	13	8	8	4	130	2.7	49

Question 3 asks about the frequency of communication activities in English classes (see Table 12). 30% conduct an activity every lesson, and 26% do once a week. It can be said that

communication activities have gradually become popular in junior high school. More than half of the teachers in all age groups, except the ones in their 20s, answered, either “every time” or “once a week,” contrasting with less than one-third of teachers in their 20s. It can be reiterated that younger teachers feel it is hard to conduct communication activities.

Table 12

3 How often do you conduct communication activities in English language classes?

	Every time	Once a week	Once in two weeks	Once a month	Once a semester	None	Total
20s	2	2	3	6	0	0	13
30s	9	1	4	1	1	0	16
40s	4	4	1	2	0	1	12
50s	0	6	2	0	0	1	9
Total	15 (30%)	13 (26%)	10 (20%)	9 (18%)	1 (2%)	2 (4%)	50

Now, what kinds of communication activities are done? I asked the participants to write down the types of communication activities which they actually conduct in English classes. By analyzing the results, I can uncover the teachers’ ideas about what kinds of activities they regard as communication activities. A total of 30 teachers answered this question by use of terms like “pair work,” “interview games,” “activities with ALTs and SEFs\*” and “group work.” The figure is shown in Table 13.

Table 13

3 What kinds of communication activities are done?

A total of 30	A total of 16.	Pair work.
	A total of 13.	Interview games.
	A total of 10	Activities with ALTs and SEFs.
	A total of 4.	Group work.

\*SEF stands for Suzuka English Fellow. Suzuka municipal government hires Americans who graduated from universities in Ohio in the USA. Suzuka has a sister city relationship with Bellefontaine, in Ohio.



From the results, it can be said that at least 30 teachers regard activities which involve interaction as communication activities. The number of participants who wrote “activities with ALTs and SEFs” is small as I expected. I would guess that this indicates that to have English classes with ALTs and SEFs is no longer special for English language teachers. That is to say, communication activities are done with or without ALTs and SEFs.

There are four types of communication activities as reported by the participants. The first is done in a question-and-answer format. Generally, in this kind of activity, students can express themselves well. The second is a type of *ondoku* (reading aloud) of vocabulary and dialogues in textbooks. This kind of activity is neither creative nor includes self-expression, but is regarded as communication as it requires interacting with other people because this activity is usually done in pairs. The third is an activity which focuses on grammar which students have already or just learned. The advantage of these activities would be that students experience quasi real-life communication by setting a situation where English is actually used. In addition, it would facilitate acquisition of target grammar items. Some participants seem to make effective use of “USE IT” and “DO IT TALK” (see Appendix 5) which are components of *New Crown English Series*, the textbooks used in junior high school in Suzuka. The fourth entails writing skits focusing on composition skills. Students can write English sentences and dialogues without interacting with other people. Although the fourth category is only being done by a minority of teachers, the presence of those teachers who regard this writing activity as communication is worthy of attention. It is very important for students to consider the content of what they wish to communicate to others. Composition is an activity which should not be neglected from this point of view.

Question 4 addresses the reasons that the participants conduct communication activities. I also asked the participants to write their own reasons for conducting communication activities. In response to the question “Do you think that communication activities help

students to improve their communication abilities? (See Table 5),” 94% answered they are effective in enhancing students’ communication abilities. Developing communication abilities is one of the reasons for doing communication activities. Each teacher seems to have his or her own reasons for conducting communication activities. Table 26 in Appendix 4 summarizes the reasons by age group.

Question 5 is about teachers’ views on the Overall Objective of Foreign Languages (English) in the new Course of Study: To develop students’ basic communication abilities. 42% answered the Objective is appropriate, and 50% answered it is relatively appropriate (Table 14). Most teachers seem to have no objection to the direction which English language education is progressing to. Meanwhile, the reasons differ from person to person. Table 27 in Appendix 4 summarizes the reasons by age group.

Table 14

5 What do you think of the Overall Objective of Foreign Languages shown in the new Course of Study?

	Appropriate	Relatively Appropriate	Relatively Inappropriate	Inappropriate	Others	Total
20s	3	8	2	0	0	13
30s	6	9	0	0	1	16
40s	8	3	0	0	1	12
50s	4	5	0	0	0	9
Total	21 (42%)	25 (50%)	2 (4%)	0 (0%)	2 (4%)	50

Question 6 relates to the measures which teachers take in order to enhance students’ communication abilities. Table 28 in Appendix 4 summarizes the results by age group. Teachers in their 20s seem to have some difficulty with conducting communication activities. It is necessary for teachers to exchange opinions and share good practice between the generations.

Question 7 addresses the qualities expected of English language teachers. Table 15 shows the question items, and Table 16 shows the results.

Table 15 Question items

7 What are qualities expected of English language teachers?

① To speak English fluently with good pronunciation.
② To teach so that students can understand the content.
③ To have a stance as an English learner and to be a good learner model for students.
④ To respond to individual needs. To answer students' questions appropriately.
⑤ To have enough knowledge of English language and foreign cultures.
⑥ To have a rich experience.
⑦ To have some international perspective.
⑧ Others.

Table 16 The results

7 What are qualities expected of English language teachers?

	①	②	③	④	⑤	⑥	⑦	⑧
20s	5	13	11	10	6	6	4	0
	40%	100%	80%	80%	50%	50%	30%	0%
30s	8	14	8	8	10	9	6	3
	50%	90%	50%	50%	60%	60%	40%	20%
40s	6	11	8	10	8	4	4	1
	50%	90%	70%	80%	70%	30%	30%	10%
50s	3	9	5	8	6	3	3	0
	30%	100%	60%	90%	70%	30%	30%	0%
Total	22	47	32	36	30	22	17	4
	44%	94%	64%	72%	60%	44%	34%	8%

The participants chose all appropriate qualities from the 8 items. Overall, ② “To teach so that students can understand contents” was chosen by 94% of the participants, and ④ “To respond to individual needs. To answer students' questions appropriately” was chosen by 72%. These two items are likely to be important qualities for teachers in every subject. Only 64% chose ③ “To have a stance as an English learner and to be a good learner model for students.” In elementary school, this quality is one of the most important qualities expected of all homeroom teachers who have the Foreign Language Activities classes which are to be introduced in every elementary school in 2011. English language teachers in junior high school are not likely to emphasize their own attitudes as English learners. Contrary to my

expectation, only 44% chose ① “To speak English fluently with good pronunciation.” In An Action Plan to Cultivate Japanese with English Abilities (2002), MEXT has set targets for English language teachers to score 730 in the TOEIC or the pre-first grade of the STEP and has been encouraging them to boost their English proficiency. Certainly, not only English language teachers, but teachers of the other subjects, should enhance their skills and knowledge of their subjects. However, it was found that more than half of the participants do not place an emphasis on speaking English fluently. It seems that English language teachers who actually teach English in the field of education do not think they should improve their English skills. They would seem to believe there are things that are more important in teaching English.

Question 8 is about participants' learning experiences to improve their English proficiency (Table 17). As is made clear from the shaded numbers, more than half of the participants spend a lot of time and money in order to develop their English proficiency. The results roughly agrees with the results of question 7, which shows that the percentage of participants who think “to speak English fluently with good pronunciation” is one of the qualities expected of English language teachers is 44%. Since I do not know that teachers of other subjects spend time and money on improving their expertise, I cannot conclude English language teachers spend more time and money than teachers of other subjects. Music teachers and PE teachers might do too. It is likely that skill subject requires spending time and money in order to acquire skills which cannot be developed by school education.

Table 17

8 Have you learned English for improving your English proficiency?

	Never	For less than 1 year.	For 1 year to 3 years.	For 3 years to 5 years.	For 5 years to 10 years.	For 10 years to 20 years.	For more than 20 years.	Unknown
1 By studying abroad.	10	20	4	0	0	0	0	16
2 By going to English conversation school.	12	7	11	3	2	0	0	15
3 Radio, TV, etc.	10	2	7	8	4	2	1	16
4 CDs, DVDs, etc.	5	7	12	5	4	2	3	12

	Never	Once or twice.	3 times to 4 times.	5 times to 6 times.	7 times to 8 times.	9 times to 10 times.	More than 11 times.	Unknown
5 STEP, etc.	2	9	8	4	3	4	2	18

	Never	Less than ¥100,000	¥100,000 ~ ¥500,000	¥500,000 ~ ¥1,000,000	¥1,000,000 ~ ¥2,000,000	More than ¥2,000,000	Unknown
1 By studying abroad.	1	0	10	5	4	2	28
2 By going to English conversation school.	4	4	14	4	0	0	24
3 Radio, TV, etc.	11	11	0	0	0	0	28
4 CDs, DVDs, etc.	7	22	2	1	1	0	17

Question 9 is about how teachers get information on English language education. Table 18 shows the question items and Table 19 shows the results.

Table 18 Question items

① I get information from magazines.
② I get information on the Internet.
③ I want to get information, but I do not know how to get it.
④ I want to get information, but I do not have enough time to do so.
⑤ I do not need to get information.

Table 19 The results

9 Choose the appropriate number about getting information on English language education.

	①	②	③	④	⑤	Total Number
20s	6(46%)	8(60%)	0	5(40%)	0	13
30s	7(44%)	10(62%)	0	6(38%)	1(6%)	16
40s	7(58%)	8(67%)	0	2(17%)	0	12
50s	5(56%)	4(44%)	0	1(11%)	1(11%)	9
Total	25(50%)	30(60%)	0	14(28%)	2(4%)	50

The participants chose all appropriate items from the five given. Many teachers feel the need to get information. It was found that a total of 39 teachers get information on English language education from magazines and on the Internet. The fact that 28% answered they are too busy to get information should not be overlooked. In particular, female teachers who chose ④ “I want to get information, but I do not have enough time to do so” reached 38% (see Table 20). This percentage is very high compared with 15% of male teachers.

Table 20 The results by gender

9 Choose the appropriate number about getting information on English language education.

	①	②	③	④	⑤	Total number
Male	11(55%)	14(70%)	0	3(15%)	0	20
Female	14(48%)	16(55%)	0	11(38%)	2(7%)	29
Total	25(51%)	30(61%)	0	14(29%)	2(4%)	49

## Chapter 2 Communication and Communicative Competence

### 2.1 What is Communication in the Context of English Language Education in Junior High School?

As is stipulated in the current and the new Course of Study, developing communication abilities is a main goal of Foreign Languages (English) in junior high school. Before discussing how teachers should accomplish this goal, I will consider the implications of communication in English language education, as it is related to activities conducted in English classes.

Communication occurs when and where there is more than one person. As Watzlawick et al. says, “One cannot *not* communicate” (as cited in Sueda & Fukuda, 2003, p. 17). Communication is achieved by use of not only language but also nonverbal measures such as gestures, facial expressions, eye contact and tone of voice. Frequently, even intentional silence is considered to be one of these measures. In such communication, people express their feelings, explain something around them, and exchange information. Sometimes, topics chosen by participants are not special. They take part in communication whether they want to do or not. Such communication is a kind of “conversation” or “chatting.” It is often said that Japanese learners of English aim for “English conversation.” In this kind of communication, topics are not restricted and participants keep chatting without specific purposes. To acquire skills to carry out this kind of English communication is very difficult. It is difficult even in the Japanese language depending on the participants’ relationship. Other knowledge such as of cultures and conventions outside language is also necessary. If someone totally wants to master such skills in English, s/he would need to live in an English speaking country.

In contrast, there is communication conducted by persons who have purposes and something in particular to communicate to other persons. Although there are many tools to communicate, this kind of communication is mostly done by use of language. In this case,

one wants to convey one's intention to others as accurately as possible. Self-introduction, shopping, showing the way, making a hotel reservation and explaining how to take a bath are included in such communication. Language is an extremely effective tool for this type of communication.

Here, let us consider the definition of communication. There seems to be many definitions in various disciplines such as linguistic education, psychology, sociology and so on. "Dance and Larson lists 126 definitions of communication collected from various disciplines" (as cited in Sueda & Fukuda, 2003, p. 14). However, I focus here on communication as understood in linguistic education. Specifically, I introduce some definitions of communication related to English language education. Iwasaki (2001) defines communication by saying that "more than one person exchanges some messages and conveys their intentions" (p. 99, my translation). Taki (1997) claims that "communication means mutual dialogue between a sender and a receiver like playing catch" (p. 21). Savignon (1997) states that communication means "getting our message across" (p. 4).

Kashiwase (2000) states that "communication is an action by which more than one person conveys their intentions to each other by variety of strategies" (p. 79, my translation). Moreover, he explains the concept of communication by a figure shown in Figure 1.

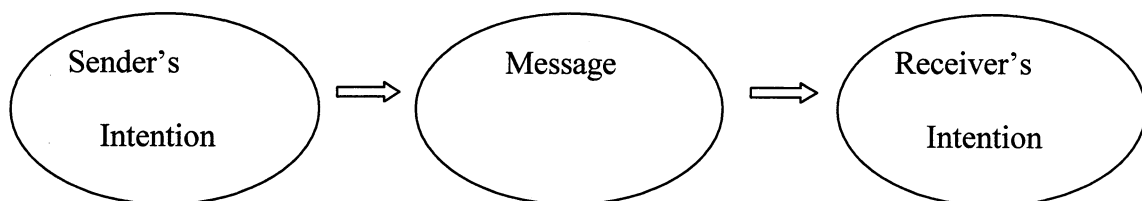
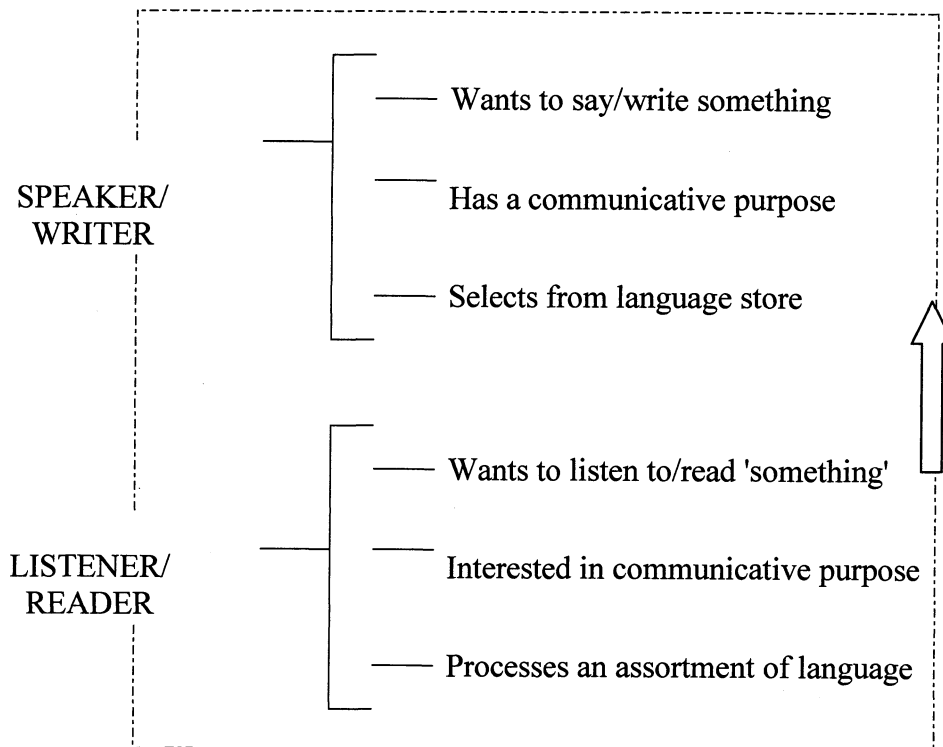


Figure 1 The concept of communication by Kashiwase (2000, p. 80, with my partial modification)

Yashima (2004) describes that "meaning of communication in foreign language education is whether the verbal message conveys the senders' intention or not" (p. 10, my



translation). “In applied linguistics, the term ‘communication’ is used in the sense that one understands someone else’s intended meanings and conveys his intended meanings to that person” (Yashima, 2004, p. 12, my translation). Iwasaki (2001) makes an interesting statement: “reading and listening to English without regard to any purposes and the other party is not communication” (p. 99, my translation). Harmer (1982) figures the nature of communication as in Figure 2.



(As the dotted lines indicate, the speaker can become the listener, and vice versa.)

Figure 2 The nature of communication by Harmer (1982, p. 166)

Lastly, I will show seven features of communication by Canale (1983).

- (a) [Communication] is a form of social interaction, and is therefore normally acquired and used in social interaction;
- (b) [Communication] involves a high degree of unpredictability and creativity in form and message;

- (c) [Communication] takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances;
- (d) [Communication] is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions;
- (e) [Communication] always has a purpose...;
- (f) [Communication] involves authentic, as opposed to textbook-contrived language; and
- (g) [Communication] is judged as successful or not on the basis of actual outcomes. (Canale, 1983, pp. 3-4)

Considering the statements listed above, I define communication in English classes in junior high school as follows:

- 1 Communication in English classes occurs when a sender who wants to say/write something sends a message in English to a receiver who actively wants to understand it.
- 2 Communication in English classes is an event whose necessity students can feel at the time.
- 3 Communication in English classes is achieved by students' active attitudes.
- 4 Appropriate situations are indispensable to communication in English classes.

The communication which teachers should aim for in English language education should never be simple conversation like chatting. Then, what kinds of activities are appropriate for such communication? I will address this issue in Chapter 3.

As I said, communication is important and indispensable for all of us living in society. In my school, some parents require the teachers to teach general communication skills. It is not because communication is related to getting necessary information, but because

communication is deeply related to human relationship. Savignon (2004) states that “better communication means better understanding of ourselves and others; less isolation from those around us; and more productive, happy lives” (p. 4). Better communication connects people. Conversely, worse communication harms or even severs human relationships.

An example of worse communication is one without people talking to each other. Consider the case of people living alone in urban areas. They can buy anything they want without saying a single word. All they need to do is to pay the money required at the register. They get what information they need on the Internet and by watching TV, without talking to anyone. Their basic necessities are met even if they don’t say anything and they can lead a normal life without using any words for a certain period of time. It is common now in towns to live a life without getting involved in each other’s affairs. People can live in this society without talking.

I will give another example from my English class. It happened when I taught a unit dealing with how to make a phone call. I told students the meanings of “Can I speak to Ken?” and “Speaking.” Some students said, “We do not normally use these phrases because we make a call with our mobile phones.” When I was a child, making a call to a friend of mine made me nervous because I did not know who would answer. Nowadays, the range of things we can do without directly talking to others is far greater than before.

Communication should be meaningful. Naoyama claims that it is because we live in such a society that we should learn English and that it is important for us to know communicating by spoken language is comfortable. She suggests: “Through English activities, pupils can feel that communication makes them excited” (Naoyama, 2007, p. 15, my translation). In Foreign Language Activities in elementary school, communication is emphasized. In the new Course of Study for elementary school, the objective of Foreign Language Activities is “to form the foundation of pupils’ communication abilities through

foreign languages..., fostering positive attitude toward communication” (MEXT, 2008b, p. 1). Foreign Language Activities aims at making pupils feel the importance of communication and the joy of communication by helping them experience communication through the medium of English. English language education is required to play a role to teach students the importance of communication.

Here, I show survey results on students’ views of English (Appendix 6). At the beginning of the fiscal year 2009, I asked 68 second-year students I teach in my junior high school to write down their responses to the question “What do you think the reasons for learning English are?” All answers were categorized into 12 replies. Table 21 shows the results.

Table 21 The results categorized in 12 replies

1	For the time when I go abroad.	A total of 16	A total of 43
2	For the time when I work.	A total of 5	
3	For the time when I go to study abroad.	A total of 1	
4	I want to speak English.	A total of 5	
5	I can communicate with people from many countries.	A total of 6	
6	English is spoken all over the world.	A total of 2	
7	English is a common language.	A total of 2	
8	In order to speak with foreigners.	A total of 6	
9	In order to get high scores in English examinations.	A total of 12	A total of 30
10	English is a required class.	A total of 18	
11	English is interesting.	A total of 3	A total of 5
12	Others.	A total of 2	

Around half of the students think that English is a language, that English is used for speaking with others and that they might use English at work. Although there were only two students who wrote the term “communication,” they know English is a tool of communication. The students were not given reasons for learning English at school by their English language teacher in advance. The survey shows that even if no one teaches students that learning English is for communication, they know English is a language actually used in the world.

Next, I focus attention on two terms which many students used: “future” and “useful.”

Table 22 shows the results.

Table 22 The results of focusing on two terms

A	Future.	A total of 32
B	Useful.	A total of 23

More than half of the students think English is “useful” someday in the “future.” From the results of this survey, it can be said that the students hope to speak English someday although they might now be learning English to pass examinations.

Here, there are two problems. The first one is that learning English silently at school now does not directly lead to speaking English in the future. Students need to experience communicating in English. Next, students who do not like English and are not good at English often say, “I do not need English because I will never go abroad in the future. I do not use English. I will do my best in order to get high scores in subjects other than English when taking an entrance examination to senior high school.” English, which might be useful someday in the future, is rejected by such students. In order to solve this problem, meaningful communication activities for them should be conducted now.

The biggest problem in teaching meaningful English to students seems to be that students hardly have anything to say in English. For students who have nothing to say, English loses its language role, and English learning becomes code learning. In order to explain this, let us consider the case of learning a mother tongue. Generally, any baby in any country gradually acquires his or her mother tongue. Of course, they cannot use it accurately from the beginning. At first, babies “babble and coo and cry and vocally or nonvocally send an extraordinary number of messages” (Brown, 2007, p. 25). Their parents do their best to understand what they want to say. Soon, small infants “imitate words and speech sounds they hear around them” (Brown, 2007, p. 25). Their utterances become longer little by little. Their parents always guess and understand their desires and demands. At this stage, no parent

would correct grammatical mistakes in their utterances as long as the utterances are understandable. If all grammatical mistakes were pointed out every time young children uttered something, and if they were consistently forced to make their incomplete sentences complete, young children would never make utterances. It can be said that we usually have something to communicate and gradually acquire the means to say it.

Yashima claims that “it is said that we learn a foreign language for communication; however, we acquire a foreign language while communicating” (2004, p. 10, my translation). In learning English as a foreign language in Japan where we don’t need to use it, we begin to learn its grammar and vocabulary, and then, learn how to use it even though we have hardly anything to say in English. For us living in Japan, it is quite difficult to find something to communicate in English. It is in English classes that teachers give meaningful occasions to students. I explain ideal English learning in English classes in Figure 3, while showing undesirable English learning in Figure 4.

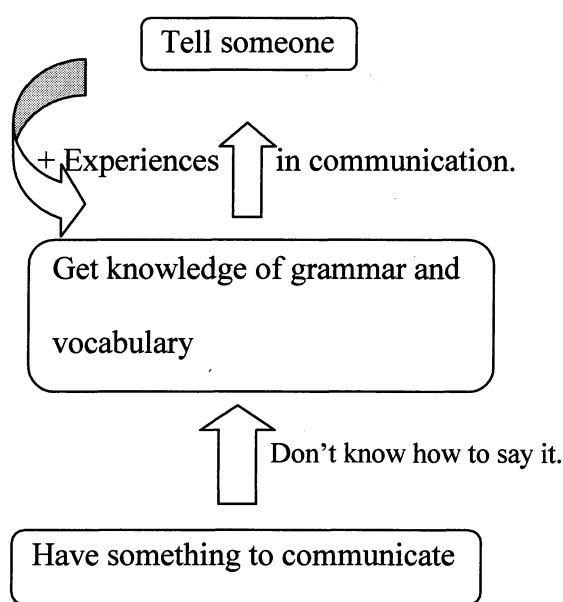


Figure 3 Ideal English learning

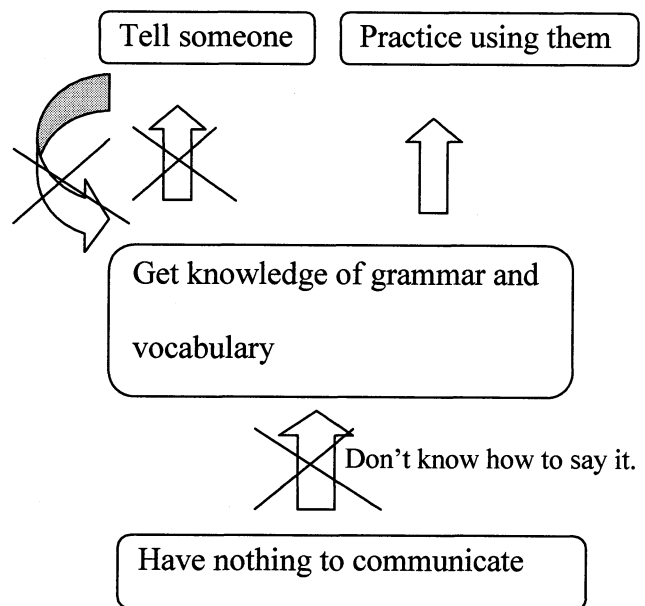


Figure 4 Undesirable English learning

Since we cannot acquire English just as we acquired Japanese, learning knowledge of English grammar and vocabulary systematically and effectively is absolutely essential.

However, teachers should be careful not to be too preoccupied with the knowledge of English grammar and vocabulary. It is important for teachers to give topics and content worth communicating with and to make students feel that English is necessary and interesting.

## 2.2 A Theoretical Framework of Communicative Competence

It is often said that communication “*nouryoku*” must be acquired as part of English learning. In the current and the new Course of Study, developing students’ basic communication “*nouryoku*” for communication is the main target. This term is likely to be the key to acquire English. In the literature on language education, “competence” is a common English term for “*nouryoku*.” So I will temporarily translate “*nouryoku*” as “competence.” On that basis, I will describe my concept of the relationship between knowledge of English and communication “*nouryoku*” or “communicative competence.” For, it is often said that Japanese learners of English cannot communicate in English even though they have enough knowledge of English such as grammar and vocabulary. (In 2.2, I use the phrase “knowledge of English” for the same meaning as “knowledge of English such as grammar and vocabulary.”) This is illustrated in Figure 5. It is presumed that to develop communicative competence is necessary in order to communicate in English.

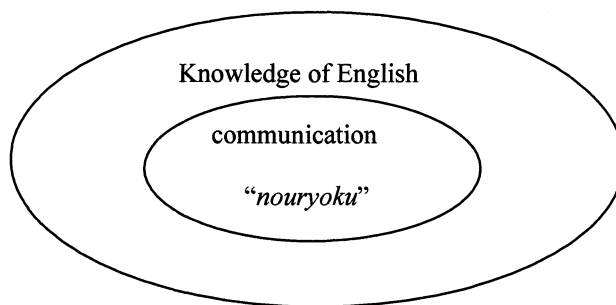


Figure 5 My concept of the relationship between knowledge of English  
and communication “*nouryoku*”

Is this concept valid? I will examine this question on the basis of three theories which refer to communicative competence: one by Chomsky, one by Hymes, and one by Canale and Swain.

### 2.2.1 Chomsky's Theory: Competence and Performance

Chomsky uses these terms: competence and performance. He claims as follows:

We thus make a fundamental distinction between *competence* (the speaker-hearer's knowledge of his language) and *performance* (the actual use of language in concrete situations)...In actual fact, it [performance] obviously could not directly reflect competence. A record of natural speech will show numerous false starts, deviations from rules, changes of plan in mid-course, and so on.

(Chomsky, 1965, p. 4)

He explains that competence means knowledge of grammar while performance means actual use. Canale and Swain (1980) analyze Chomsky's statements as follows.

...competence refers to the linguistic system (or grammar) that an ideal native speaker of a given language has internalized whereas performance mainly concerns the psychological factors that are involved in the perception and production of speech, e.g. perceptual parsing strategies, memory limitations, and the like. (p. 3)

Chomsky regards competence and performance as two different concepts as shown in Figure 6.



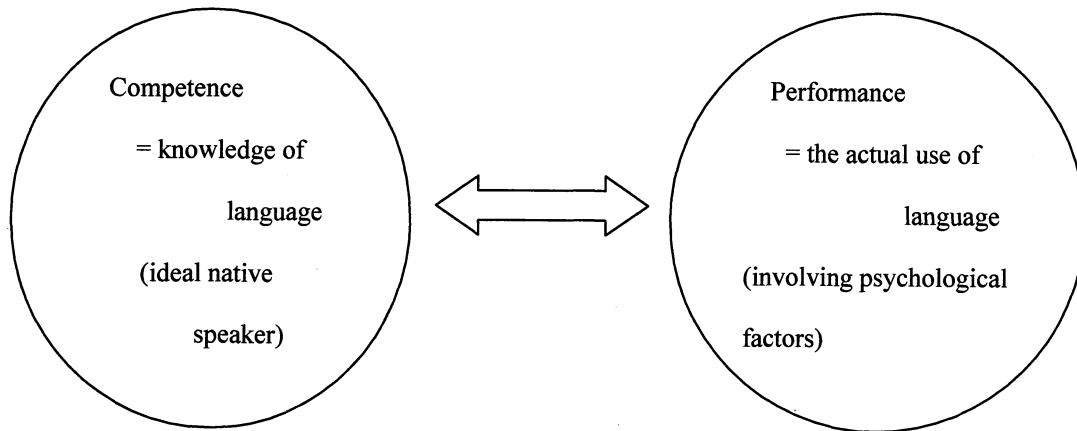


Figure 6 Competence and performance according to Chomsky

His notion of competence seems to be reflected in English language education to date in Japan. Chomsky calls competence the knowledge of the language that an ideal native speaker has, and it is relevant to the clarification of rigid rules of grammar. For a long time, Japanese learners of English have been required to memorize as much knowledge of English as possible. They have been trying to gain English with bulky grammar books as if swallowing all available knowledge of English was their ultimate objective. In a sense, they have been gaining a similar knowledge of English native speakers may have.

It might be said that English education in Japan has focused on something similar to competence as Chomsky refers to it, whereas we have practically forgotten to take notice of performance: the actual use of language.

### 2.2.2 Hymes' Theory: Communicative Competence and Sociocultural Factors

Hymes criticizes Chomsky's claim. Hymes (1972) states that "all the difficulties that confront the children and ourselves seem swept from view" (p. 270). He argues that Chomsky's idea cannot be directly applied to language education because his theory is too idealized to solve the many and various difficulties learners actually face in learning foreign languages. Hymes introduces another notion of competence, communicative competence, for the first time.

What Hymes strongly insists is that Chomsky's theory is lacking consideration of sociocultural factors. Hymes claims that "communicative competence no doubt *implies* linguistic competence but its main focus is the intuitive grasp of social and cultural rules and meanings that are carried by any utterances" (Stern, 1983, p. 229). He proposes "communicative competence' including not only grammatical knowledge but sociolinguistic aspects necessary for actual use" (Sugishita, 2007, p. 140). He insists "not only on grammatical acceptability but also contextual appropriateness" (Taki, 1999, p. 18).

Next, Hymes shifts the emphasis of his argument to children's language acquisition.

We have to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. (Hymes, 1972, p. 277)

Hymes maintains that we cannot separate both behaviors, language acquisition and language use, from sociocultural dimensions.

Hymes' notion of communicative competence is composed of two parts. It includes "not only grammatical competence (or implicit and explicit knowledge of the rules of grammar) but also contextual or sociolinguistic competence (knowledge of the rules of language use)" (Canale & Swain, 1980, p. 4). Hymes adopts "the distinction between communicative competence and performance, where this latter notion refers to actual use" (Canale & Swain, 1983, p. 4). He excludes performance from the definition of communicative competence, and redefines performance as communicative performance as in Figure 7.

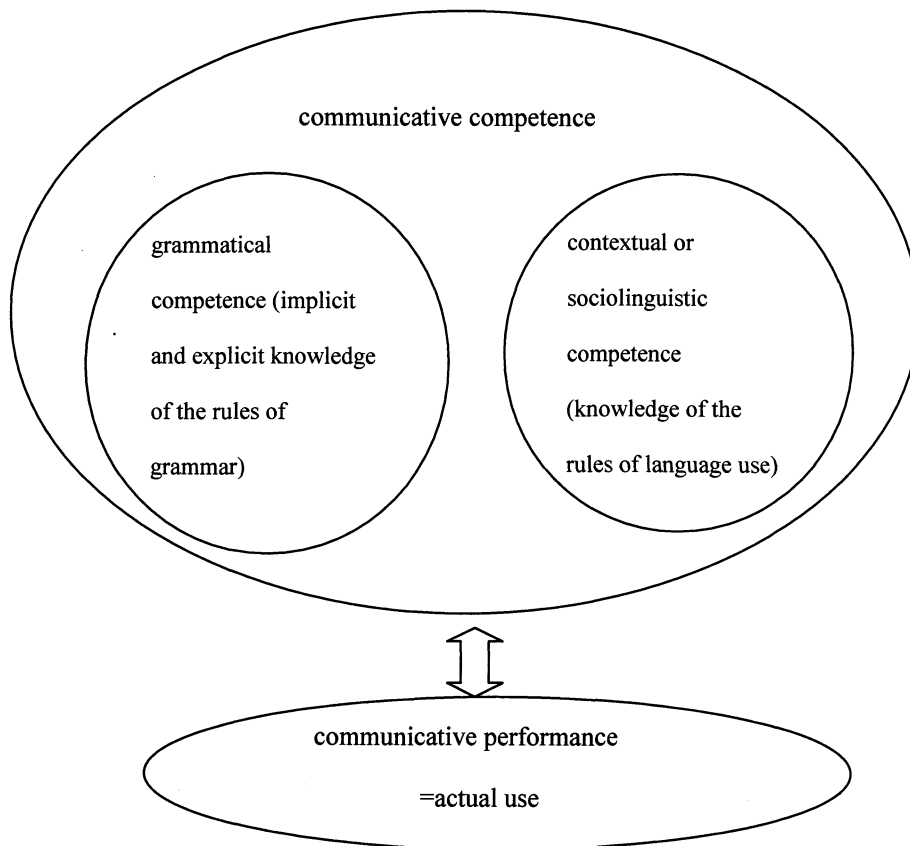


Figure 7 Communicative competence and communicative performance according to Hymes

Then, Hymes proposes four parameters which are necessary for operating language. “The actual theory of communicative competence that he [Hymes] suggests is comprised of knowledge (and abilities) of four types” (Canale & Swine, 1980, pp. 15-16).

1. Whether (and to what degree) something is formally *possible*;
2. Whether (and to what degree) something is *feasible* in virtue of the means of implementation available;
3. Whether (and to what degree) something is *appropriate* (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually *performed*, and what its doing entails. (Hymes, 1972, p. 281)

These parameters are too abstract to easily understand. Therefore, I draw on a passage by Canale and Swain (1983) with regard to these four parameters, and show examples given by them (see Table 23).

Communicative competence is thus viewed by Hymes as the interaction of grammatical (what is formally possible), psycholinguistic (what is feasible in terms of human information processing), sociocultural (what is the social meaning or value of a given utterance), and probabilistic (what actually occurs) systems of competence. (Canale & Swain, 1983, p. 16)

Table 23 Examples of Hymes' four parameters by Canale and Swain

1. the was cheese green
2. the cheese the rat the cat the dog saw chases ate was green
3. saying <i>good-bye</i> in greeting someone
4. saying <i>may god be with you</i>

(Canale & Swain, 1980, P. 16)



1. the cheese was green	(Canale & Swain, 1980, p. 4)
2. the dog saw the cat that chases the rat that ate the cheese that was green	(Canale & Swain, 1980, p. 4)
3. saying hello in greeting someone	(Canale & Swain, 1980, p. 16)
4. saying good-bye, bye-bye	(Canale & Swain, 1980, p. 16)

On the basis of their interpretation, I give examples of these four parameters employing familiar sentences used in junior high school (see Table 24).

Table 24 My own example sentences familiar to junior high school students

Group A		Group B
1. Is a dog this?		1. Is this a dog?
1. more easier		1. much easier
1. He like baseball.		1. He likes baseball.
2. I saw a man who was old and wore a hat which was green.	→	2. I saw an old man with a green hat.
3. Pass me the salt. (When a small child asks his mother.)		3. Please pass me the salt.
4. You must be tired. (When finishing the work and going home.)		4. See you tomorrow.

In order to acquire communicative competence, comprehensive competence, by which one can judge inadequacy of the sentences in Group A, and can produce the sentences in Group B, is required.

### 2.2.3 Canale and Swain's Theory: The Four Components of Communicative Competence

Canale and Swain apply communicative competence as defined by Hymes to applied linguistics. They describe communicative competence as “the underlying systems of knowledge and skills required for communication (e.g. knowledge of vocabulary and skills in using the sociolinguistic conventions for a given language)” (Canale, 1983, p. 5). Moreover, they make a distinction between communicative competence and actual communication.

Actual communication means the realization of such knowledge and skill [knowledge of vocabulary and skill in using the sociolinguistic conventions for a given language] under limiting psychological and environmental conditions such as memory and perceptual constraints, fatigue, nervousness, distractions and interfering background noises. The term ‘actual communication’ is preferred here since the earlier term ‘performance’ (or ‘communicative performance’)...has been a source of much confusion in applied linguistics....

(Canale, 1983, p. 5)

A definition of communicative competence is given by Canale and Swain (1980) and Canale (1983). They conclude that communicative competence is composed of four components, or four subcategories. “The first two subcategories reflected the use of the linguistic system itself; the last two defined the functional aspects of communication” (Brown, 2007, p. 219).

(1) Grammatical competence

This type of competence will be understood to include knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. (Canale & Swain, 1980, p. 29)

(2) Sociolinguistic competence

Sociolinguistic competence...addresses the extent to which utterances are produced and understood *appropriately* in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction. (Canale, 1983, p. 7)

(3) Discourse competence

This type of competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres.... Unity of a text is achieved through *cohesion* in form and *coherence* in meaning. (Canale, 1983, p. 9)

(4) Strategic competence

This component will be made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence. (Canale & Swain, 1980, p. 30)

As for performance, Canale and Swain regard communicative performance as “including factors such as volition, motivation, and pathology (organic or functional)”

(Canale & Swain, 1980, p. 7). Figure 8 shows Canale and Swain's model of communicative competence and communicative performance.

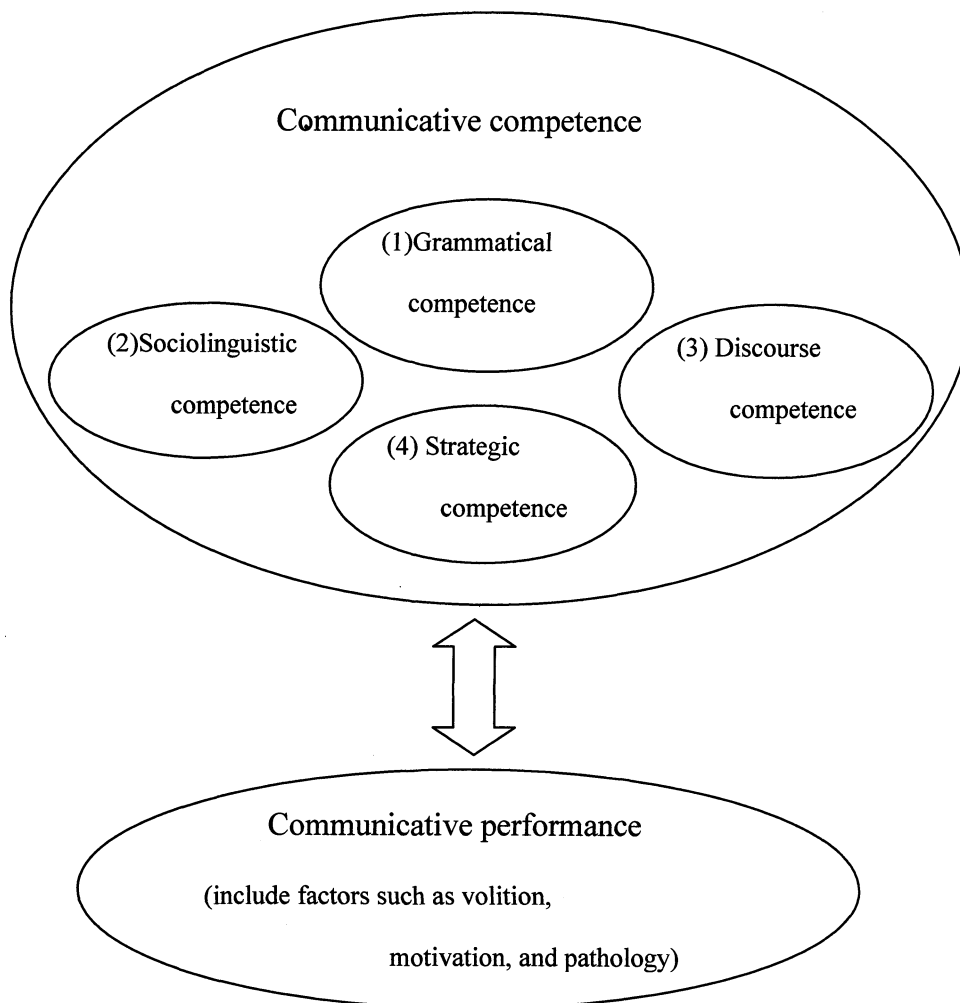


Figure 8 Canale and Swain's model

These four communicative competences are considered to be highly important in teaching English in junior high school. Thus, I will give a detailed explanation of the four components in the light of English language education in junior high school.

The importance of *Grammatical competence* is extremely high. In junior high school, students learn basic rules of English such as grammar and vocabulary. Without this knowledge, they can not understand English at all. Students learn English as a subject only after entering junior high school. The length of time available to learn English in compulsory education is only three years. Teachers should get students to acquire basic proficiency in

English. The new Course of Study for junior high school to be put into practice in 2012 says that grammar should not be overly emphasized as I will examine in 2.3 of Chapter 2.

However, English language teachers should not hesitate to thoroughly teach English grammar.

*Sociolinguistic competence* is a component which is difficult for junior high school students to acquire. Appropriateness of utterances depends on cultures. Some utterances may be appropriate in almost all cultures. Others may be inherent to a particular culture. For example, when we meet someone for the first time, it may be common that we give words of greeting each other. However, in what form it should be given may depend on the statuses of participants and conventions in a culture. Canale (1983) contends that appropriateness of utterances refers to both “appropriateness of meaning and appropriateness of form” (p. 7). Appropriateness of meaning is related to “the extent to which particular communicative functions..., attitudes... and ideas are judged to be proper in a given situation” (Canale, 1983, p. 7). On the other hand, appropriateness of form is related to “the extent to which a given meaning... is represented in a verbal and /or non-verbal form that is proper in a given sociolinguistic context” (Canale, 1983, p. 7). This competence is difficult to acquire not only in learning second or foreign languages but also in using mother tongue. Without sociolinguistic competence, communication might result in failure.

The two components of *Discourse competence* are cohesion and coherence. “Cohesion deals with how utterances are linked structurally and facilitates interpretation of a text” (Canale, 1983, p. 9). Basically, grammatical competence makes it possible to understand cohesion. On the other hand, “coherence refers to the relationships among the different meanings in a text, where these meanings may be literal meanings, communicative functions, and attitude” (Canale, 1983, p. 9). Brown explains the differences between grammatical competence and discourse competence as follows: “while grammatical competence focuses on sentence-level grammar, discourse competence is concerned with intersentential



relationships” (Brown, 2007, p. 220). For junior high school students, coherence might be more difficult to achieve than cohesion. I will discuss these two terms again in 3.2 of Chapter 3.

*Strategic competence* is likely to be ignored in English classes in junior high school. Terrell (1977) states that “an important part of language acquisition and learning is the use of ‘strategies’ by the students in order to generate sentences which go beyond the student’s grammatical capacities” (p. 334). I give a list of strategic competence by Iwasaki (2001) (see Table 25).

Table 25 A list of strategic competence by Iwasaki

(1) avoidance
a. topic avoidance
b. message abandonment
(2) paraphrase
a. approximation
b. word coinage
c. circumlocution
(3) conscious transfer
a. literal translation
b. language switch
(4) appeal for assistance
(5) mime

(Iwasaki, 2001, pp. 103-104)

Iwasaki adds that teachers should note that (2) and (4) are always effective, but the use of (1)-a and (3)-b should not always be encouraged from an educational point of view.

As observed above, Canale and Swain have clearly defined communicative competence. Now, I return to my concept at the beginning of this section of the relationship between knowledge of English and communication “*nouryoku*” (see p. 34). This concept is found wrong. Grammatical competence is just one of the components of communicative competence as shown in Figure 9. That is, “only restricted area among communicative competences is taught in English classes; teachers spend a considerable amount of time for students to acquire grammatical competence” (Sasaki, 2007, p. 139, my translation). What

English language teachers in junior high school should take notice of is the need to include the other three components in English classes: sociolinguistic competence, discourse competence and strategic competence. I will give a detailed account in 2.3 below.

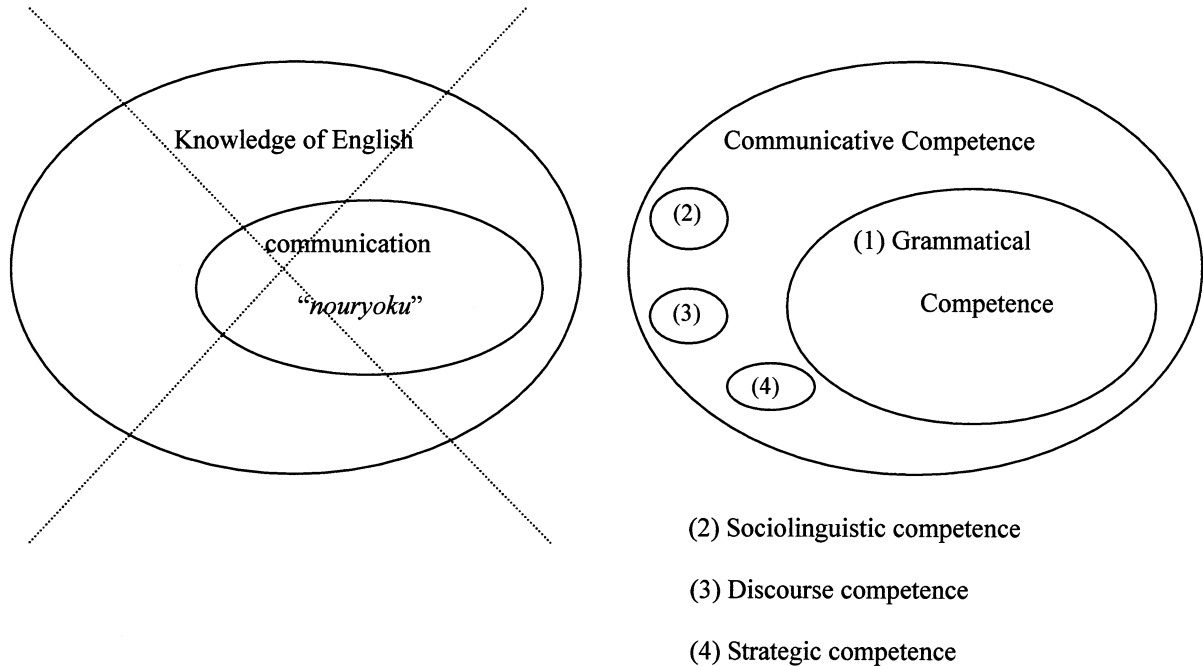


Figure 9 The relationship between grammatical competence (knowledge of English) and communicative competence (communication “*nouryoku*”) on the basis of Canale and Swain’s model

### 2.3 Analysis of the New Course of Study

School education is based on the Course of Study. Teachers are required to follow it. They ought to consider its content and give students the best possible education. In this section, I analyze the new Course of Study to be fully implemented in 2012. I also refer to the Commentarial Description of the new Course of Study, published by MEXT. In fact, although it has no binding power, most companies write textbooks referring to the Commentarial Description. There is no English version of the Commentarial Description. Therefore, I will translate it into English when I cite the contents.

First, I show the “Overall Objective” of Foreign Languages (English).

## I Overall Objective

To develop students' basic communication abilities such as listening and speaking, reading and writing, deepening their understanding of language and culture and fostering a positive attitude toward communication through foreign languages. (Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2008a, p. 1)

According to the Commentarial Description of the new Course of Study, the Overall Objective is composed of three parts.

- (1) To deepen students' understanding of language and culture through foreign languages.
- (2) To foster a positive attitude toward communication through foreign languages.
- (3) To develop students' basic communication abilities such as listening, speaking, reading and writing. (MEXT, 2008c, p. 6, my translation)

MEXT says in the Commentarial Description that “the third (3) is the most important article” (MEXT, 2008c, p. 6) of the three. To develop basic communication abilities is regarded as the major target. The question we have to ask first is what the meaning of the term “abilities” is. Although communication abilities clearly refer to the four such as listening, speaking, reading and writing, we should pay attention to the term “abilities.” In the Japanese-language version of the new Course of Study, the term “*nouryoku*” is used. There are various English terms which correspond to “*nouryoku*.” Among them, the term “ability” is used in the translation of the new Course of Study, whereas the term “competence” is used in many studies on communication. “Ability” is “the state of being able to do something” (Longman Dictionary of Contemporary English, 2009). On the other hand, “competence” is “the ability to do something well” (Longman Dictionary of Contemporary English, 2009). We should be

careful not to be confused by these two terms. From this standpoint, I examine “communication abilities” as mentioned in the new Course of Study. The Commentarial Description explains “communication abilities” as follows:

To develop students’ basic communication abilities such as listening, speaking, reading and writing means that teachers make students not only acquire knowledge of English such as grammar rules and vocabulary, but also develop students’ basic abilities to be able to use English for the purpose of practical communication. (MEXT, 2008c, p. 7, my translation)

According to the Commentarial Description, four areas are referred to as measures to communicate, and English listening, English speaking, English reading and English writing are required to be enhanced. As I mentioned in 2.1, communication occurs where there is a sender and a receiver with some sort of purpose. Listening to lectures is communication with speakers; speaking about one’s dream is communication with listeners; reading books is communication with writers; writing one’s blog is communication with readers. The new Course of Study strongly requires making students learn English not as a code, but as a living language. This requirement is seen in the following sentence:

Language activities should be conducted in such a way as grammar is effectively utilized for communication, based on the idea that grammar underpins communication. (MEXT, 2008a, p. 6)

Grammar is never brought to the fore. Grammar should be acquired to help communication. This statement is a warning for English language education that grammar should not be taught for knowledge, but for communication, even though grammar is very important as a basis of communication.

As for language activities, the following statement is given in the Commentarial Description.

It is important that basic language activities such as listening, speaking, reading and writing are carried out in a balanced manner, by design and systematically.

(MEXT, 2008c, p. 9, my translation)

Language activities are defined as activities for communication.

(MEXT, 2008c, p. 47, my translation)

Without placing an emphasis on one particular activity, the four activities should be conducted in a balanced manner for communication. The importance in conducting language activities is also described as follows:

Basic pronunciation and structures should not be ignored so that language activities are emphasized. On the other hand, teachers should be careful not to make language activities insufficient due to the emphasis on understanding and practicing language elements. (MEXT, 2008c, p. 20, my translation)

Grammar and language activities are not opposed to each other. Both should not be ignored in English classes.

The implications of developing basic communication abilities can be shown in Figure 10.

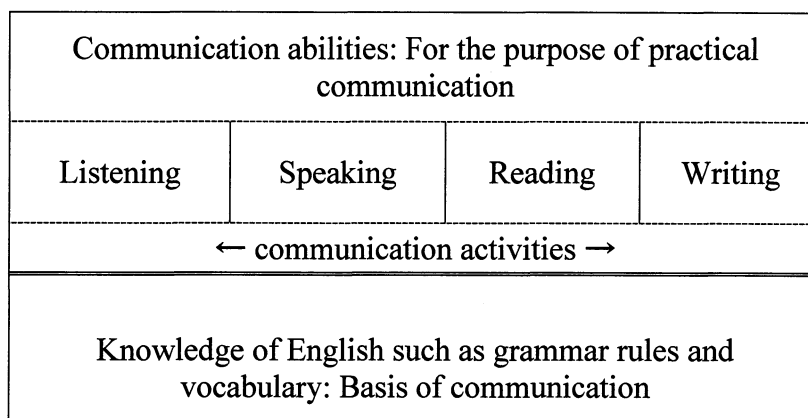


Figure 10: Four areas of communication abilities by the new Course of Study.

Here, I introduce Widdowson's interesting discussion on listening, speaking, reading and writing. He throws doubt on these four activities, as can be seen in the following quotation:

The aims of a language teaching course are very often defined with reference to the four 'language skills': understanding speech, speaking, reading and writing. These aims, therefore, relate to the kind of activity which the learners are to perform. But how can we characterize this activity? What is it that learners are expected to understand, speak, read and write? The obvious answer is: the language they are learning. But what exactly do we mean by this? We might mean a selection of lexical items recorded in a dictionary combined with syntactic structures recorded in a grammar. In this view, the teaching of a language involves developing the ability to produce correct sentences. Many teachers would subscribe to this view and it has been productive of a good deal of impressive language teaching material. In some respects, however, it is unsatisfactory. We may readily acknowledge that the ability to produce sentences is a crucial one in the learning of a language. It is important to recognize, however, that it is not the only ability that learners need to acquire. Someone knowing a language knows more than how to understand, speak, read and write sentences. He also knows how sentences are used to communicative effect. (Widdowson, 1978, p. 1)

Although this remark was written in 1977 in Edinburgh, it is also true of the situation of Japanese English education now. As I mentioned in Chapter 1, English language teachers have taught English grammar and often translated English sentences into Japanese, and students have silently written down Japanese translations in their notebooks. Countless language activities not for communication but for acquiring grammar have been conducted. In order to change this practice, language activities encompassing the four skills for communication are recommended. Then, "what is the nature of these [four] skills?" (Widdowson, 1978, p. 57) English language teachers surely need to pursue the question of

what these four skills are. Students will not acquire English for communication even if teachers conduct what seem to be language activities without understanding what the four skills represent. I will give one example of what seems to be listening activities. In English classes, “listening tests” are often conducted: “While listening to the dialogue, answer the following questions”. A conversation between Tom and Kumi is played on a CD player, and the following questions are also heard: “Does Tom like baseball?” and “What is Kumi’s favorite song?” This is effective as far as just listening to English is concerned and might be a good practice for listening. However, it is not listening for communication. It is just listening for understanding English as phonetic code. The same thing can be said regarding reading. Reading to analyze English structures tends to be done often; however, reading to understand content should be done instead.

The problem which I have to note next is the phrase “through foreign languages” in the Overall Objective. Does communication in the new Course of Study represent communication in English or communication by use of other tools including Japanese language? Again, let us see the three parts of the Commentarial Description of the Overall Objective:

- (1) To deepen students’ understanding of language and culture through foreign languages.
- (2) To foster a positive attitude toward communication through foreign languages.
- (3) To develop students’ basic communication abilities such as listening, speaking, reading and writing.

(MEXT, 2008c, p. 6, my translation)

In the Commentarial Description, the following comment is also given:

There are many ways to deepen understanding of language and culture and to foster a positive attitude toward communication. In teaching foreign languages, to realize this objective through English is clearly manifested by the phrase “through foreign languages.” (MEXT, 2008c, p. 7, my translation)

It is evidently specified that English language teachers need to encourage students’ general communication abilities while developing knowledge of English such as grammar rules and vocabulary, and while developing communication abilities in English. Moreover, this is deeply concerned with their attitude towards communication. It is considered that the Overall Objective indicates the importance of developing students’ attitudes to communication by the use of every strategy even if students are faced with a situation where they cannot express themselves in English; for example, when they are asked the way to the station by a foreigner. A situation where students who are not good at English feel a sense of inferiority to English speakers and hesitate to use English should be avoided.

Now, I apply the definition of communicative competence by Canale and Swain which I mentioned in 2.2 (see p. 41) to communication abilities by the new Course of Study. The connection is shown in Figure 11.

Communication abilities: For the purpose of practical communication			
Listening	Speaking	Reading	Writing
grammatical competence	grammatical competence	grammatical competence	grammatical competence
sociolinguistic competence	sociolinguistic competence	sociolinguistic competence	sociolinguistic competence
discourse competence	discourse competence	discourse competence	discourse competence
strategic competence	strategic competence	strategic competence	strategic competence

Figure 11 Communication abilities by the new Course of Study on the basis of the theory by Canale and Swain



The difference between Canale and Swain shown in Figure 11 and the new Course of Study shown in Figure 10 on page 48 is the basis of each area. Under the four abilities, there are four areas: grammatical, sociolinguistic, discourse and strategic competence, shown in Canale and Swain's model, whereas there is one part, grammar rules and vocabulary, in the new Course of Study. It is clear that what English language teachers should not overlook is the other three parts: sociolinguistic competence, discourse competence and strategic competence. Teachers should make students conduct language activities including not only grammatical competence but also the other three competences.

In the new Course of Study, these three competences are not explicitly referred to, but they are referred to implicitly in some articles. As for sociolinguistic competence, in *Examples of Functions of Language in Treatment of the Language Activities* (MEXT, 2008a, pp. 3-4), there are articles on "requesting, inviting, declining and apologizing." These are needed to be recognized not as grammar items but as sociolinguistic items in order to produce and understand utterances appropriate for the occasion. As for discourse competence, cohesion and coherence is the key to acquire this competence. Cohesion is an issue related to grammar; coherence is an issue related to reading between lines. I will discuss cohesion and coherence in detail in 3.2 of Chapter 3. Whether students acquire these two competences or not depends on the teacher's attitude of making students aware of context. As for the last competence, strategic competence, in *Examples of Functions of Language* (MEXT, 2008a, p. 3), there is an article "Facilitating communication: asking for repetition and repeating." These are considered to be two examples of strategic competence. In this way, competences other than grammatical competence are included in the new Course of Study.

The problem lies in the fact that all the competences are lumped together as grammatical aspect in the new Course of Study. On the whole, while emphasizing grammar rules and

vocabulary, making students aware of the context is important in English classes in junior high school.

Lastly, I suggest one idea to develop communication abilities in Figure 12.

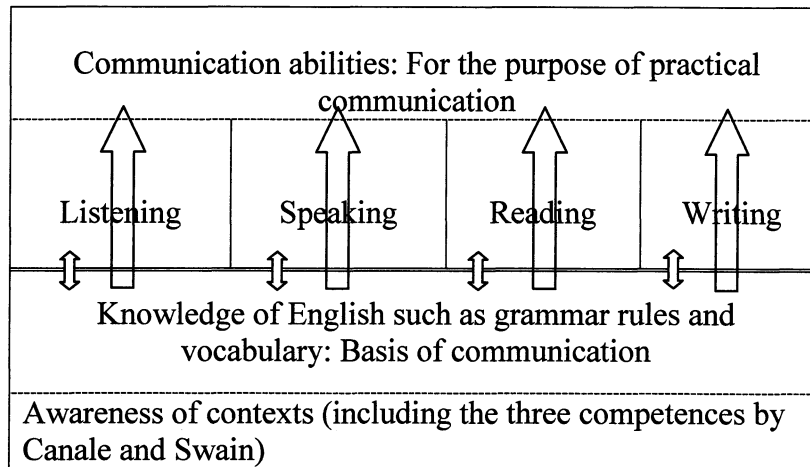


Figure 12 One idea to develop communication abilities

Students can acquire communication abilities for the purpose of practical communication through activities which focus on communication while acquiring knowledge of English and while becoming aware of contexts. The four small arrows indicate that knowledge of English helps students to enhance abilities of listening, speaking, reading and writing. In the same manner, they indicate that activities such as listening, speaking, reading and writing help students to acquire knowledge of English. Mutual interaction by the four small arrows should be reinforced. On the other hand, the four big arrows indicate the direction to acquire communication abilities. Communication abilities can be enhanced through the four activities based on knowledge of English and awareness of contexts. Teachers should recognize the importance of this direction.

### Chapter 3 Essential Elements for Materials to Be Used in English Classes

As I mentioned in Chapter 2, there are four components in communicative competence. Then, what materials will enhance students' communicative competence? In English classes, students have exposure to many kinds of English sentences which are mainly focused on grammar. From the view point of communication, what should teachers take notice of when they introduce new items of grammar? Moreover, in order to develop communication abilities, communication activities are generally conducted in English classes. What kinds of activities are effective? In this chapter, I will examine what kinds of materials and sentences should be given to students from the viewpoint of enhancing communication abilities. At the same time, I refer to approved textbooks used in junior high school.

Widdowson gives various suggestions to these issues. He disseminates Hymes' theory comprehensibly. Widdowson's discussion on communicative competence presented by Hymes is taken over by Canale and Swain and other researchers. Widdowson has devoted himself to language education and applied linguistics for many years and still has a profound influence on language education. He makes numerous claims on language education in his many books and articles. Among them, I will focus on three views which are beneficial for English language education in junior high school: language usage and language use, discourse, and authenticity.

Now, I present three terms which are important in order to discuss Widdowson's theory: signification, proposition and illocutionary acts. According to him, "words and sentences have meaning because they are part of a language system and this meaning is recorded in grammars and dictionaries" (1978, p. 19). The term signification is used to refer to this kind of meaning. That is, it is "the meaning that sentences have in isolation from a linguistic context or from a particular situation in which the sentence is produced" (1978, p. 19). On the other hand, proposition is "something which speakers express in a sentence used in a

particular context” (Widdowson, 1978/1991, p. 26, my translation). An illocutionary act is “a specific performance which a speaker (a writer) does through the proposition: promise, command, request, warning and so on” (Widdowson, 1978/1991, p. 26, my translation).

From the standpoint of the ideas of signification, proposition and illocutionary acts, a sentence has more than one meaning according to contexts and speakers’ intention. For example, let us consider the sentence, “When I came home, my sister was eating ice cream” (my own sentence). When learners translate this sentence into Japanese from the point of signification, “*watashiga ieni kaettatoki, imoutowa aisukurimuwo tabeteimashita*” is the answer. In order to translate it, learners need to understand the meaning of each word written in dictionaries, the function of the conjunction “when,” and that of the past progressive form. Let us assume that this sentence was uttered by a girl, whose sister was sick in bed and was absent from school, when their mother came home late at night and asked her about how her sister was feeling. The proposition of this sentence might be to tell the mother about her sister’s condition. The illocutionary act might be to inform the mother of the girl’s suspicion of her sister: her sister might have been absent from school pretending she was sick. It might be to express the girl’s relief: her sister may be well now. Many possible contexts are behind one sentence. Now, I start to examine Widdowson’s theory.

### 3.1 Language Usage and Language Use

In English classes, a variety of sentences are introduced to students. It might be no exaggeration to say that almost all of them are presented to demonstrate grammar. Sentences in textbooks are “contrived language data ... which is simply cited to demonstrate how the rules of the language system can be manifested in sentences” (Widdowson, 1979, p. 164). As I mentioned in Chapter 2, grammatical competence is one of the indispensable elements of

communicative competence. Widdowson focuses on a single sentence and makes a distinction between language usage and language use. He states that:

The learning of a language...involves acquiring the ability to compose correct sentences. That is one aspect of the matter. But it also involves acquiring an understanding of which sentences, or parts of sentences are appropriate in a particular context. (1978, pp. 2-3).

He calls the former language usage and the latter language use. Language usage is “the citation of words and sentences as manifestations of the language system” (1978, p. 18), and language use is “the way the system is realized for normal communicative purposes” (1978, p. 18). That is, some students in junior high school have knowledge of English grammar and vocabulary, and can produce correct sentences. Such students generally get high scores in exams. However, in terms of communication, this does not mean they have acquired English fully. For example, the sentence “I went to the park to play baseball” is an example of language usage usually used to manifest knowledge of the past tense of an irregular verb and the infinitive of purpose. On the other hand, this sentence is an example of language use if it is an answer for the question of “Where did you go last Sunday?” Widdowson maintains that knowledge of English grammar and vocabulary is a necessary condition for developing communication abilities but not a sufficient condition. In short, “it is possible for someone to have learned a large number of sentence patterns and a large number of words which can fit into them without knowing how they are actually put to communicative use” (1978, pp. 18-19). He advocates that language use should be taught as well as language usage.

What is regarded as important in English language education in junior high school has been language usage rather than language use. The problem is that many Japanese students learn English not as a second language but as a foreign language. This means it is difficult for

Japanese learners of English to learn sentences connected with contexts. Teachers should produce such situations and always make students aware of English used in communication.

I give an example which provides evidence that language use should be taught as well as language usage in junior high school. Now, there are situations which are considered to be problematic. The following happened when I got students to do an activity in an English class. Students asked their friends what they did or did not do the day before. Afterwards, students wrote down in English the information they received from their friends. I told them to write down both an affirmative sentence and a negative sentence for each interviewee. Let us look at an example of two sentences one student wrote.

(a) Miki watched TV yesterday.

(b) Miki didn't watch TV yesterday.

These two sentences are correct in grammar. However, Miki in (a) and (b) refers to the same person. These are contradictory pieces of information. Did Miki watch TV the previous day or not? This student could not notice that the content in these sentences was incompatible because she only paid attention to making grammatically correct sentences. In order to resolve such issues, teachers always need to focus on language use. All sentences can be both language usage and language use. Therefore, teachers should make students aware of the contexts the sentences are used in.

Teachers often use example sentences when they explain grammar. In the light of language use, what kinds of example sentences are appropriate? Consider the following example sentences used when ditransitive verbs are taught.

c) I give Taro a book.

d) Emma gave Ken a map.

e) My grandfather gave me a new bike.

Which can be example sentences of language use? The sentence c) is an extremely common example. However, we do not know who Taro is and we cannot infer the situation where this sentence is used. We do not know the intention of the speaker. In sentence d), Emma and Ken are characters in the textbook in *New Crown English series*. In the textbook, Emma bought a map in Australia and gave it to Ken as a souvenir of her trip. It is easy for students to understand this sentence. Students can also infer the situation. Sentence e) seems to be the most accessible because more than a few students have been through the same kind of experience as described in it. In the junior high school where I work now, all students are allowed to come to school by bike. Most students are given a new bike by someone in their family when they enter junior high school. Judging from this reality, the sentence e) is proximate to language use. Teachers should create example sentences which are appropriate to be characterized as language use. If teachers constantly become aware of situations in which sentences are used, students will become aware that English is a means of communication.

### 3.2 Discourse, Cohesion and Coherence

A bunch of sentences which have no connections with each other does not develop into communication. Since communicating is considered as the main goal of English language education, attention should be paid to the connections between sentences. Widdowson points out the importance of discourse. He states:

...although we can consider usage by restricting our attention to sentences, the consideration of use requires us to go beyond the sentence and to look at larger stretches of language. Normal linguistic behavior does not consist in the production of separate sentences but in the use of sentences for the creation of *discourse*. (1978, p. 22)

Normally, speakers' utterances have a purpose. After hearers receive the utterances, they give back other utterances to speakers. The sequence of pertinent interchanges produces a piece of discourse. When considering discourse, there are two important components: cohesion and coherence. According to Widdowson, in a case where the forms of utterances of A and B are contextually appropriate in a dialogue between A and B, "their exchange is *cohesive*" (1978, p. 25). That is, "cohesion is a matter of the contextual appropriacy of forms — sentences and parts of sentences... , the cohesion... can be described in terms of the formal (syntactic and semantic) links between sentences and their parts. The cohesion is overtly signaled" (1978, p. 27). I show his famous example.

A: What did the rain do?

B: The crops were destroyed by the rain. (1978, p. 25)

He explains this odd combination as follows:

A's question makes it clear that what he does not know is what the rain did but he knows that the rain did something. Generally speaking we can say that propositions are organized in such a way that what is known, or given, comes first in the sentence, and what is unknown or new, comes second. But B's sentence arranges the propositional information in such a way as to suggest that A already knows about the crops, whereas it is precisely this information he is asking for. These two sentences do not, therefore combine to form a cohesive unit. (1978, p. 25)

The contextually appropriate answer to A's question is "The rain destroyed the crops," or "It destroyed the crops," or "Destroyed the crops" (Widdowson, 1978, p. 26) in the light of cohesion. In order that one can produce cohesive sentences, one needs knowledge of grammar such as tense, voice, pronominal anaphor, and so on; also, one needs to apprehend the proposition expressed by the sentence. Those who make a reply without cohesion do not



understand grammar, and at the same time, do not understand a questioner's intention: their proposition. In junior high school, cohesion tends to be taught in terms of grammar.

On the other hand, "where we recognize that there is a relationship between the illocutionary acts which propositions, not always overtly linked, are being used to perform, then we are perceiving the *coherence* of the discourse" (1978, pp. 28-29). In order to understand the coherence of discourse, a hearer (a reader) needs to read between the lines. This work may be difficult even in mother tongue. The reason is that knowledge of conventions and abilities to infer are necessary in order to find out the coherence of discourse.

Another problem in junior high school is the examination. What is the appropriate answer to the following question?

i) What are you doing?

A student who answers, "I am studying English" is given a good mark in exams. A student who answers, "I am sorry" is not given a good mark. However, if students consider the illocutionary act of this utterance, that is, if they notice the intention of this sentence is warning for someone who does not do what he has to do, the answer "I'm sorry" is appropriate.

I will now return to the issue of discourse. The textbooks used in junior high school are written for teaching and learning English. Texts in these textbooks are comprehensible in terms of both cohesion and coherence. However, cohesion is likely to be given priority over coherence. This trend is distinctive in exams. The reason is that doing justice to creative sentences produced by students is complicated. English will become much more enjoyable if students learn English in the light of coherence because there might be many answers for one question depending on circumstances. However, it is dangerous for students to think that any answers are acceptable. Then, answers to the questions "What time is it now?" "What did your mother do last Sunday?" "Who wrote *Bocchan*?" could all be "I don't know," which is

appropriate in terms of coherence. To accept this answer would never ensure students' English proficiency.

As Widdowson (1978) mentions, "discourse is not dependent on overt cohesion..." (p. 27). This is especially true in real conversation. However, English language teachers in junior high school should not highlight coherence too much because junior high school students are beginners when it comes to English learning. To understand and produce discourse with overt cohesion should be the priority. This is not to say that teachers can ignore coherence. To focus on cohesion while making students become aware of coherence is significant.

Lastly, I introduce one idea by Tajiri (2008a) in order to help students to become aware of discourse in terms of both cohesion and coherence. In an exam in the third semester of the first grade, he asks students fifteen questions. Students must answer the questions and add one more answer to each question. For example, when a student is asked, "I don't have any sisters. How about you? (Tajiri, 2008b)" s/he needs to answer, "I have one sister." And s/he needs to add an appropriate utterance such as "Her name is Yukari," or "She is five years old." Students are required to consider discourse. Tajiri's idea is based on a discourse theory.

### 3.3 Materials and Activities in English Classes in Junior High School

#### 3.3.1 What is Authenticity in English Classes in Junior High School?

I will now examine materials and activities in English classes in the light of developing students' communication abilities. There have been ideas that English learners should be exposed to "real English" because exposure to it is considered to help learners to enhance their communication abilities. "Real English" means English used in real English speaking communities. For example, newspapers, magazines, songs, movies, menus, maps and television are real English materials. They are materials for reading as well as for listening. When they are used for expressing opinions on the contents, they are materials for writing as

well as for speaking. Real English is essential “as a factor in stimulating and motivating the students who have had little experience in using the language beyond the classroom” (Droukis, 2008, p. 1). In Japan where junior high school students have little chance to realize that English is a language actually used in the real world, exposing them to real English might help them to realize that reality.

Generally, materials such as newspapers and magazines are regarded as authentic materials in English language education. A definition of “Authentic materials” goes as follows:

in language teaching, the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news report, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

(Richards, J. C. & Schmidt, R., ed., 2002, p. 42)

Authentic materials seem to be synonymous with real English. Tomlinson states that “most researchers...stress its [authenticity’s] motivating effect on learners” (Tomlinson 2003:6, as cited in Droukis, 2008, p. 2). Breen (1985) claims that “we need to expose learners to authentic texts so that they may have immediate and direct contact with input data which reflect genuine communication in the target language” (p. 63). Offiner, Vorland, Kelly and Kelly (2002) argue that “students gain confidence and satisfaction knowing that they are able to read and understand materials written for a native speaker” (p. 124). According to these statements, authentic materials must be extremely effective. Authentic materials are expected to stimulate students’ motivation and give them experience of real communication, broaden the horizons of students and develop communication abilities.

On the other hand, it is not true that all materials are effective only when they are written or spoken in real English. If it were true, teachers would compel students to listen to news programs by BBC and to read *Gulliver's Travels*. It is perfectly obvious that junior high school students cannot understand the content of these materials. Teachers should “remember to choose material that is appropriate for the students' level” (Offiner, et al., 2002, p. 121). That is to say, real English is not always authentic for students.

What are authentic for junior high school students? Mori (2002) states that “while ‘authentic’ and ‘natural’ language is generally understood as that spoken or written by native speakers for real-life communication purposes, the definitions of what exactly count as authentic or natural have remained rather vague” (p. 325). What kinds of materials and activities are authentic for junior high school students?

Widdowson proposes two important ideas about authenticity. First, he states that “authenticity...is a function of the interaction between the reader/hearer and the text which incorporates the intentions of the writer/speaker” (Widdowson, 1979, p. 165). He also states that “authenticity...depends on a congruence of the language producer's intention and language receiver's intention” (Widdowson, 1979, p. 166). Whether or not students can interpret the texts as the writer/speaker intends is a determinative factor of authenticity. Second, Widdowson claims that “authenticity is realized by appropriate responses” (Widdowson, 1979, p. 171). Authenticity is dependent on students' response. Given this perspective, materials need not to always be real English. Materials other than real English can be authenticated by students. That is, materials can be authentic if they are given meaning by students. Artificial materials and contrived texts also can be authenticated by students. Teachers can make use of various materials including approved textbooks to let students experience authenticity. Teachers do not need to adhere to real English in order to enhance communication abilities.

Accordingly, I define authenticity in English classes as follows:

- 1 Students can understand the materials and activities in terms of grammar and vocabulary.
- 2 Students can understand the significance of materials and activities.
- 3 Students can accept materials and activities as something to do with students' lives now, not somewhere in their futures.
- 4 Any materials are acceptable, real English or not.

The materials which meet these four requirements are considered to be authentic for students.

I will give two examples based on this definition. The first example is an activity I did ten years ago. I did an interview game for second-year students. Before the activity, I asked all students in the class what they did the previous Saturday. I prepared a sheet of paper called "a Bingo card" on which everything they did was written before the activity began. In the activity, students asked the question "What did you do last Saturday?" to their classmates and wrote down the names on the cards. English used in this activity was not from any magazines, newspapers, or real English communities. However, this information was meaningful for students because they wanted to know what their friends did and wanted to get a bingo as soon as possible.

The second example is an activity which an ALT conducted for second-year students in 2002, when the FIFA world cup was held both in Japan and Korea. Six sheets of paper were put on the wall in the classroom. Each sheet of paper had a lot of information on the FIFA world cup, for example, players' profiles, participating teams, participating countries and so on. Students were divided into six groups. Each group had one question card on which a number of questions were written. For example, "Who is the tallest player of the England team?" "What color is the Germany's national flag?" Students went to each sheet of paper and found the answers. Some questions and written information were too difficult for

students to understand because grammatical items they had not learned yet were included. However, most students had an interest in this activity and actively worked together in groups. After the class finished, some students kept talking about soccer with their friends and with the ALT. This activity is considered to be authentic in that (1) the information on soccer was provided in English which the ALT wrote, (2) students took notice of the content rather than grammar and (3) the topic was familiar to students and interesting for them.

Considering these examples, it might be said that students' desire to "know" and "use English" might be essential in order for materials and activities to be authenticated.

### 3.3.2 Approved Textbooks

Now, I focus on approved textbooks for junior high school. Textbooks are artificially written for learning English. However, they are full of intellectual topics and well-designed activities. As I mentioned in 3.3.1, approved textbooks can be authenticated by students. I will examine activities in textbooks in terms of authenticity.

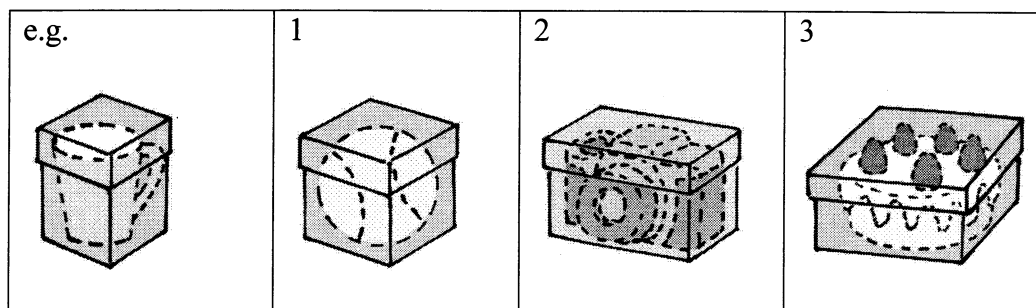
Communication activities in textbooks are considered to be categorized into three types. The first category is an activity focused on grammar. The second is an activity in which students have to give their own answers. The third is focused on communication itself.

Activities classified in the first category are very common and conducted frequently so that students get used to sentences including the target grammar. An example is shown below.

While looking at illustrations from 1 to 3, ask questions to your classmates.

e.g.) A: Is there a cup in the box?

B: Yes, there is. / No, there is not.



(New Crown English Series 2, 2008, p. 33, with my partial modification)

This activity is a kind of role-play and pattern practice. Students just repeat the questions and the right answers according to the illustrations. There might be an argument that this activity should not be called a communication activity as it is basically a mechanical practice.

Students get used to the sentence while they repeat the questions several times. However, students help each other to succeed in the activity when conducted in pairs. This kind of activity is meaningful in that students interact with each other while practicing to use target sentences, even though it may not be purely a communication activity.

Activities in the second category are ones which are focused on the content and have communicative purposes. In such activities, students are required to produce their own answers. An example is shown below.

Ask your classmates whether the following things are used or not in their houses.

name	<i>katorisenko</i>	<i>kotatsu</i>	<i>sudare</i>	<i>hibachi</i>
e.g. Yuki	○	○	×	×

e.g.) A: Is a *katorisenko* used in your house?

B: Yes, it is. → ○ / No, it isn't. → ×

(New Crown English Series 2, 2008, p. 75, with my partial modification)

In the activities in the second category, students need to give their own answers to their classmates. They can learn about their classmates while they get used to the target sentences. In this sense, it might be said that this activity is totally different from the one in the first category. Students definitely communicate with each other. This type of activity is meaningful for students, and at the same time, authenticated by students.

Activities in the third category often require preparation to conduct. Students also need their teacher's help. An example is as follows:

1 Make pairs and have a conversation with your partner.

A: Tell B the place you often go to based on the following example.

B: Ask A about the place A often goes and how to go. Write down the information.

e.g.) A (Taku): I often go to my grandfather's house in summer.

B: Where is it?

A: It's in Nagasaki.

B: How do you go there?

A: I go there by plane and bus.



2 Ask as many friends as possible and write down the information.

Name	Where s/he goes	How s/he goes
e.g.) Taku	Grandfather's house in Nagasaki	By plane and bus

3 Where do your friends go? Make a speech for your classmates based on the information.

e.g.) Taku goes to his grandfather's house in Nagasaki.

He goes there by plane and bus.

(New Crown English Series 2, 2008, p. 19, with my partial modification)

This activity is complicated for students because they have to think hard and write English sentences. This activity is effective for acquiring grammar, vocabulary and getting information about their friends. This is definitely a communication activity. However, this activity results in failure if students are not given the significance of this activity. Teacher need to find ways to give this activity meaningful.

These three types of activities appear in the textbook in a balanced manner. According to Stern (1983), "a [language] curriculum should be based both on a formal and functional analysis and at the same time offer opportunities for experiential participation in real-life communication which by its very nature is non-analytical" (p. 262). While teachers acknowledge that all the communication activities in the textbooks may fall into the three categories, they need to contrive ways to help students actively and effectively to do these communication activities. For students, activities in the first and second categories are relatively easy. They are not reluctant to do them. However, as mentioned above, it is

difficult for them to do the ones in the third category, not only because students have to think and write down their answers but also because they may not perceive the value of doing communication activities. In particular, when students try higher-level communication activities, they cannot complete them without strong motivation. It is important for students to find the significance in activities. Textbooks can be authentic depending on how teachers present them.

### 3.4 Authenticity, the Classroom and English Learning

The classroom seems to be one of the important things to make materials authenticated. Widdowson points out the relationship between authenticity and the specificity of the classroom. He insists that real materials cannot be authentic in the classroom due to the unique features of the classroom. Materials called authentic cannot be always authentic for students in the classroom. He states that “the classroom is of its nature an unreal place” (Widdowson, 2000, p. 8). This statement means that “the classroom is a space isolated from the real world. It is a place for preparation for the real world” (Takahashi, 2008, p. 104, my translation). Therefore, Widdowson claims as shown below that it is impossible to use authentic language in the classroom:

I would...argue against using authentic language in the classroom, on the fairly reasonable grounds that it is actually impossible to do so. The language cannot be authentic because the classroom cannot provide the contextual conditions for it to be authenticated by the learners. (1998, p. 711)

A conversation in a store is authentic because it is held in that place. When the same conversation is held in the classroom, it is no longer an authentic conversation because the classroom cannot be a real store. His statement means that it is impossible to make the classroom a real place and that classrooms are pseudo spaces. Communication activities in

the classroom cannot be authentic even if teachers pretend that the classroom is a foreign city. It is impossible to make the classroom a real situation of English use.

The question now arises: What kinds of a place is the classroom for students? This issue is related to what kind of communication should be done in the classroom.

For all students, the classroom is the place where they live daily life. They live together, spend their time all day together. The classroom is where students learn a lot of things with their teachers and friends. It is also one of the features of the classroom that it is not a place to be only taught something useful for their lives immediately and directly.

Some researchers have described salient features of the classroom. According to Breen (1985), “learning is the main psychological *and* social function of a classroom” (p. 67). He adds that “in a language classroom, the subject matter is communication” (Breen, 1985, p. 67). He defines a language class as a place to communicate. Students learn English while communicating, and at the same time, communicate while learning. Students learn English for meaningful communication for themselves now in the classroom. Practicing formal conversation, such as how to make a phone call in English, cannot be a main activity for communication. Sano, Takahashi, and Yoneyama (1984) state as follows:

...language activities carried out in our classrooms need not necessarily be aimed at use that is ‘authentic’, from the native speaker’s point of view. We value the ‘communicative ability’ of our learners, but it is for the sake of its contribution to self-expression and personal growth as well as (or rather than) for its practical usefulness in English-speaking societies. (p. 170)

Breen and Sano et al. place special emphasis on the situation where students in Japan learn English as a foreign language. In short, they consider the contexts where junior high school students learn English at schools. They stress that communication ability is something

necessary to communicate in languages, and they also emphasize it is something important for students to grow.

Sato (2007) describes the classroom as “a place ruled by the concept of ‘*benkyo*’ (study) which symbolizes Japanese schools” (p. 102, my translation). He also states that “‘*benkyo*’ is an activity which focuses on ‘memorizing’, which is conducted individually, not collectively, and which is for acquiring knowledge and skills” (Sato, 2007, pp. 104-105, my translation). He insists that “the classroom should be changed into a place of learning from a place of ‘*benkyo*’” (Sato, 2007, p. 104, my translation). On the other hand, “learning is defined as something facilitated through communicating with each other. Knowledge is not something memorized but something used for expressing oneself and shared with each other” (Sato, 2007, pp. 104-105, my translation).

English language education so far in Japan has exactly focused on memorizing knowledge of English such as grammar and vocabulary for the most part. Students have not needed to cooperate with each other in the classroom. They have had only to listen to their teachers and memorize silently. In the future classrooms, teachers should boldly announce that the classroom is a place to learn together. That will let students communicate each other, to cooperate with each other, and to learn together in order to develop themselves in the classroom. In such a classroom, many materials will be authenticated by students.

As I have discussed, communication in English classes must be meaningful for students. This means not merely to exchange “meaningful” information but also that something is to be produced “as a result of” exchanging information through communication. That something is a student’s growth as a person. English learning in junior high school is not English training just for practical communication. It should be an ultimate goal in English language education to help students to grow in a variety of ways while they communicate with each other through English.

## Conclusion

The purpose of this study is to clarify the significance of learning English in junior high school from the perspective of communication. Since Japan is a country where people do not need English as an instrument of communication, English language teachers in junior high school should have a firm belief in the value of teaching English. English language education is often criticized because the English taught in schools is not useful in practice. However, English language education has not been a failure. The yearly total number of hours spent learning English in junior high school is only 87.2. Despite this fact, it seems that many students, that is, many Japanese people have a lot of knowledge of grammar and vocabulary. English language education in Japan has been successful to some extent. However, in terms of communicating in English in contrast with an ample knowledge of grammar and vocabulary, many Japanese people are unsatisfied with their English proficiency.

English learning should never just be for acquiring knowledge of grammar and vocabulary. Knowledge of grammar and vocabulary should be used for communication because English is a language. As the new Course of Study shows, the goal of learning English for junior high school students is to acquire basic communication abilities for real communication. However, learning English should be not only for someday in the future but also for now. As was made clear in 2.1 of Chapter 2, the definition of communication in English classes in junior high school is one by which students can feel the necessity of using English now. For this, English language teachers should conduct activities worth communicating for. Communication is not merely exchanging meaningless information. Communication for students in English classes must be an activity which can build relationships between themselves. English classes have a crucial role for helping students to feel that communication is important.

In Chapter 2, it is made clear that the four competences proposed by Canale and Swain can be applied to English language education in junior high school. In addition, in the new Course of Study, the importance of acquiring communication abilities such as listening, speaking, reading and writing is emphasized. It was made clear that the four competences (grammatical competence, sociolinguistic competence, discourse competence and strategic competence) defined by Canale and Swain fall under these four areas (listening, speaking, reading and writing). In order to develop communication abilities, the four competences should be enhanced in a balanced manner. In English language education in Japan, acquiring grammatical competence has been emphasized for a long time. Therefore, the other three competences should be enhanced while utilizing knowledge of English grammar. It is not so difficult for English language teachers to help students to acquire the three additional competences if teachers recognize that English is a language used in many communities. As Hymes, Canale and Swain insist, a language and a society are inseparable. The real communication takes place in contexts. The context where English is used is one of the aspects which are not taught enough in English classes. Contexts should be emphasized more in English classes. English language teachers should always make students aware of the contexts in which English is used.

As was made clear in 3.1 and 3.2 of Chapter 3, a single sentence is one of the sentences which comprise a discourse. When English language teachers present a sentence, they should let students aware of the context. If they do, the sentence is an example of language use. If they do not, it is an example of language usage.

As to materials used in English classes, it was made clear in 3.3 of Chapter 3 that English language teachers do not need to adhere to giving real English materials to students in order to make students acquire communication abilities. Real English used in real English spoken communities is not necessarily authentic for students. Whether some materials are

authentic or not is dependent on students. Students can authenticate materials. Materials are authenticated by meaningful communication by students. From this point of view, teachers should make use of a broad range of materials from textbooks and supplementary materials.

From the point of the relationship between authenticity and the classroom, it was made clear that the classroom should be a place to learn from each other, where many materials are be authenticated by students. Teachers should make a classroom a place for students to learn through communication. Ultimately, communication for students in English classes must be a process which helps students to develop their personal growth.

According to the results of the survey conducted on English language teachers in 1.3 of Chapter 1, most teachers regard the objective shown in the new Course of Study as proper one. Although most of them think that they should conduct communication activities in order to enhance students' communication abilities, younger teachers and female teachers have a tendency to have some difficulties in conducting communication activities in English classes. However, they try various measures for their students. Many English language teachers are now conducting communication activities in which students interact with each other. English language education has changed. Both in the current and the new Course of Study, there are no statements that teachers should make students speak English fluently. A proper attitude to communication should be cultured through learning English. To have a will to communicate is important as well as using English correctly in grammatical terms.

Lastly, taking into consideration all that has been discussed in this paper, I will summarize the six important things which English language teachers should tell students about English learning throughout the three years at junior high school:

- 1 English is a language. English is used for communication.

- 2 In English classes, students learn that communication is equally important in Japanese just as it is in English. Through learning English, students can build better relationships with their classmates.
- 3 A grammatical aspect is an indispensable factor in order to acquire communication abilities in English. However, it is just one of the four competences.
- 4 Japanese people cannot easily acquire enough English so as to communicate in English freely. However, it is important that learners have something to say, that they have a will to communicate, and that they keep learning English.
- 5 Do not feel a sense of inferiority to people who speak English. English is just one of the 5,000 languages in the world.
- 6 Students should aim to foster their personal growth through English learning.



## References

- Breen, M. P. (1985). Authenticity in the language classroom [Electronic version]. *Applied Linguistics*, 6, 60-70.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). New York: Pearson Education.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication*. London: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approach to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Massachusetts: The M.I.T. Press.
- Droukis, D. (2008). Reviewing the practice of incorporating authentic materials into EFL classrooms [Electronic version]. *Journal of Kyushu Kyoritsu University, Faculty of Economics*, 112, 1-14.
- Harmer, J. (1982). What is communicative? *ELT Journal*, 36/3, 164-168.
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.). *Sociolinguistics* (pp. 269-293). Middlesex, England: A division of Penguin Books.
- Iwasaki, H. (2001). コミュニケーション能力の育成 [Nurturing communicative competence]. In Mochizuki, A. (Eds.), *新学習指導要領に基づく英語科教育法* [Teaching English as a foreign language based on the new Course of Study]. Tokyo: Taishukan shoten.
- Kanatani, K. (2008). *英語教育熱* [Enthusiasm for English language learning]. Tokyo: Kenkyusha.
- Kashiwase, S. (2000). 英語コミュニケーションの要領—英語会話のコツ— [How to communicate in English: The strategies of English conversation] [Electronic version]. *Journal of the Faculty of International Studies, Utsunomiya University*, 10, 79-103.

*Longman Dictionary of Contemporary English* (5th ed.). (2009). London: Pearson Education.

Machida, K. (2003). 言語教育カリキュラムにおける言語活動の Authenticity — コミュニケーション研究の視点から — [Authenticity of communicative activities in language teaching — necessity of real receivers and purposes of communication —] [Electronic version]. *Hokkaido Tokai University Bulletin. Humanities and Social Sciences*, 16, 133-143.

Ministry of Education, Culture, Sports, Science and Technology. (2002). 「英語が使える日本人」育成のための戦略構想 [An action plan to cultivate “Japanese with English abilities”]. Retrieved June 1, 2009, from [http://www.mext.go.jp/b\\_menu/shingi/chousa/shotou/020/sesaku/020702.htm](http://www.mext.go.jp/b_menu/shingi/chousa/shotou/020/sesaku/020702.htm)

Ministry of Education, Culture, Sports, Science and Technology. (2008a). 中学校学習指導要領外国語英訳版 [the course of study for junior high school: Foreign languages, English version]. Retrieved August 26, 2009, from [http://www.mext.go.jp/a\\_menu/shotou/new-cs/youryou/eiyaku2/gai.pdf](http://www.mext.go.jp/a_menu/shotou/new-cs/youryou/eiyaku2/gai.pdf)

Ministry of Education, Culture, Sports, Science and Technology. (2008b). 小学校学習指導要領外国語活動英訳版 [the course of study for elementary school: Foreign language activities, English version]. Retrieved August 26, 2009, from [http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_icsFiles/afieldfile/2009/04/21/1261037\\_12.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2009/04/21/1261037_12.pdf)

Ministry of Education, Culture, Sports, Science and Technology. (2008c). 中学校学習指導要領解説外国語編 [The commentarial description of the course of study]. Tokyo: Kairyudo.

Mori, J. (2002). Task design, plan, and development of Talk-in-Interaction: An analysis of a small group activity in a Japanese language classroom [Electronic version]. *Applied Linguistics*, 23/3, 323-347.

- Naoyama, Y. (2008). *ゼロから創る小学校英語* [English language education in elementary school started from ground zero]. Tokyo: Bunkeidou.
- New Crown English Series 2* (3rd ed.). (2008). Tokyo: Sanseido.
- Offiner, M., Vorland, B., Kelly, C. I., & Kelly, L. E. (2002). Using authentic materials in the foreign language classroom [Electronic version]. *Bulletin of Aichi Institute of Technology, Part A*, 37, 121-124.
- Otsu, Y. (2006). *日本の英語教育に必要なこと* [What is necessary in English language education in Japan]. Tokyo: Keiougijyuku shuppankai.
- Richards, J. C. & Schmidt, R. (with Kendrick, H. & Kim, Y.). (Ed.). (2002). *Longman dictionary of language teaching & applied linguistics* (3rd ed.). London: Pearson Education.
- Sano, M., Takahashi, M., & Yoneyama, A. (1984). Communicative language teaching and local needs. *ELT Journal*, 38/3, 170-177.
- Sasaki, Y. (2007). 「コミュニケーション能力」を考える — 日本が目指すこれからの英語教育と変わりゆく指導者の役割— [Understanding communicative competence: changing direction and new teachers role in English education in Japan] [Electronic version]. *Bulletin of Miyagi University of Education*, 42, 137-144.
- Sato, M. (2007). *教育改革をデザインする* [To design education reformation]. Tokyo: Iwanami shoten.
- Savignon, S. (1997). *Communicative competence: Theory and classroom practice*. Reading, Massachusetts: Addison-Wesley Publishing Company.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford University Press.
- Sueda, K., & Fukuda, H. (2003). *コミュニケーション学* [The study of communication]. Tokyo: Shohakusha.

- Sugishita, N. (2007). 「コミュニケーション・コンピテンス」の概念による外国語教育への示唆—ハイムズにおける「運用」の概念からの照射— [Suggestions based on the concept of communicative competence in foreign language teaching: Based on Hymes' concept of performance] [Electronic version]. *The Japanese Journal of Educational Research*, 74, No.4, 554-566.
- Tajiri, G. (2008a, December). 中学生の可能性と大学生の可能性 [Potentiality of junior high school students and university students]. Lecture conducted in Conference on University Education in Tokai Area. Mie University, Japan.
- Tajiri, G. (2008b, December). 中学生の可能性と大学生の可能性 [Potentiality of junior high school students and university students]. Paper presented at Conference on University Education in Tokai Area. Mie University, Japan.
- Takahashi, K. (2008). コミュニカティブランゲージティーチングとコミュニケーションテクノロジー. In Murata, K. & Harada, T. (Eds.), コミュニケーション能力育成再考 (pp. 103- 130) [*Applied linguistics and language teaching in Japan — A Widdowson's perspective: Explorations into the notion of communicative capacity*]. Tokyo: Hitsuji shobo.
- Taki, Y. (1999). Developing communicative competence from the sociolinguistic perspective — Aiming at innovative language teaching — [Electronic version]. *Studies in Language and Literature*, 18(2), 15-40.
- Terrell, T. D. (1977). A natural approach to second language acquisition and learning. *Modern Language Journal*, 61/7, 325-337.
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.
- Widdowson, H. G. (1979). The authenticity of language data. *Explorations in Applied Linguistics*. Oxford University Press.

- Widdowson, H. G. (1991). コミュニケーションのための言語教育[Teaching language as communication] (Togo, K. & Nishide, K., Trans.). Tokyo: Kenkyusha. (Original work published 1978)
- Widdowson, H. G. (1998). Context, community, and authentic language [Electronic version]. *Tesol Quarterly*, 32, No. 4, 705-716.
- Widdowson, H. G. (2000). On the limitations of linguistics applied [Electronic version]. *Applied Linguistics*, 21/1, 3-25.
- Yashima, T. (2004). 外国語コミュニケーションの情意と動機 [Emotion and Motivation in foreign language communication]. Osaka: Kansaidaigaku shuppankai.

Appendix 1

A questionnaire for English language teachers

## 質問紙調査

鈴鹿市立天栄中学校の榎田麻子と申します。

現在、三重大学教育学研究科にて研修中です。

以下の英語教育に関する質問にご回答いただきますよう、ご協力をお願いいたします。

本調査は中学校における英語教育に関わる研究のために、中学校英語教師を対象に行うものです。

調査は匿名で行い、個人が特定されることはありません。

また、調査結果は調査者以外の者の目に触れることはなく、研究目的以外には使用いたしません。

正しい回答や望ましい回答というものは一切ありませんので、あなた自身のご意見をお聞かせください。

有意義な調査にするために正直にお答えいただくことが不可欠ですので、お忙しいところお手数をとらせて誠に申し訳ありませんが、どうぞよろしくをお願いいたします。

なお、貴校では\_\_\_\_\_が調査用紙回収の窓口を引き受けてくださいました。  
記入した調査用紙は

9月25日（金）

までに、\_\_\_\_\_にお渡しいただきますようお願いいたします。

◇はじめにお答えください。

性別 【 男 女 】

年齢 【 20代 30代 40代 50代 】

主として英語が話されている国での留学・研修の有無

【 無 有 】

◇表紙を含め5ページあります。ご確認ください。

◇これから質問する項目に「コミュニケーション活動」「コミュニケーション能力」という言葉が何回も出てきますが、あなたの考えている「コミュニケーション活動」「コミュニケーション能力」でお答えください。

1 以下の項目に関して、当てはまるものに○をつけてください。

(1) あなたは英語の授業でコミュニケーション活動を行うことに対して、現在どのように考えていますか。

とても賛成            やや賛成            どちらともいえない            やや反対            とても反対

①                      ②                      ③                      ④                      ⑤

(2) あなたは現在、英語の授業でコミュニケーション活動を積極的に行っていますか。

よく行っている      少し行っている      どちらともいえない      あまり行っていない      全く行っていない

①                      ②                      ③                      ④                      ⑤

(3) あなたは英語の授業でコミュニケーション活動することは、生徒のコミュニケーション能力を高めるのに効果的だと思いますか。

とてもそう思う      少しそう思う      どちらともいえない      あまりそう思わない      全くそう思わない

①                      ②                      ③                      ④                      ⑤

(4) あなたが中学校の生徒だったとき、中学校の英語の先生は、英語の授業でコミュニケーション活動を行いましたか。

よく行った            たまに行った            どちらともいえない            あまり行わなかった            全く行わなかった

①                      ②                      ③                      ④                      ⑤

(5) あなたが高校の生徒だったとき、高校の英語の先生は、英語の授業でコミュニケーション活動を行いましたか。

よく行った            たまに行った            どちらともいえない            あまり行わなかった            全く行わなかった

①                      ②                      ③                      ④                      ⑤

2 あなたが英語の授業でコミュニケーション活動の指導に積極的になれないときや、困難さを感じる時、それはどのようなことが原因・理由ですか。  
当てはまるものすべてに○をつけてください。

- ① コミュニケーション活動より、単語・構文・発音などの授業のほうが大切だと思うから。
- ② コミュニケーション活動より、訳読中心の授業のほうが大切だと思うから。
- ③ コミュニケーション活動の指導法をあまり知らないから
- ④ コミュニケーション活動は指導が難しいから。
- ⑤ コミュニケーション活動は高校受験に役に立たないから。
- ⑥ コミュニケーション活動に興味がないから。
- ⑦ コミュニケーション活動のやり方がわからないから。
- ⑧ コミュニケーション活動は準備が大変だから。
- ⑨ コミュニケーション活動をすると授業の進度が遅れて、教科書を最後まで終えられないから。
- ⑩ コミュニケーション活動の教材がおもしろくないから。
- ⑪ コミュニケーション活動をしても生徒にコミュニケーション能力がつくとは思わないから。
- ⑫ コミュニケーション活動をするにはクラスの人数が多く、十分な活動ができないから。
- ⑬ コミュニケーション活動をするにはクラスの雰囲気がよくないから。
- ⑭ 生徒がコミュニケーション活動に真剣に取り組まないから。
- ⑮ 生徒が人前で英語を話すことを嫌がるから。
- ⑯ コミュニケーション活動では生徒に学習内容を十分に定着させられないから。
- ⑰ その他 ( )

3 コミュニケーション活動を授業でどのくらい取り入れていますか。当てはまるものに1つ○をつけてください。

- ① ほぼ毎時間取り入れている。
- ② 1週間に1回くらい取り入れている。
- ③ 2週間に1回くらい取り入れている。
- ④ 1ヶ月に1回くらい取り入れている。
- ⑤ 学期に1回くらい取り入れている。
- ⑥ 全く取り入れていない。

\*上記で①～⑤に○をつけた方が答えてください。どのようなコミュニケーション活動をしていますか。



- 4 英語の授業でコミュニケーション活動を行う理由を書いてください。

- 5 新学習指導要領に示されている「コミュニケーション能力の基礎を養う」という目標に対してどのように考えますか。 1つ選んで○をつけてください。

- ①とてもよい目標である。
- ②どちらかといえばよい目標である。
- ③どちらかといえば目標としてふさわしくない。
- ④目標としてふさわしくない。

\*上記を選んだ理由を書いてください。

- 6 生徒にコミュニケーション能力をつけるために、日頃授業で工夫していることがあれば書いてください。

- 7 英語教師に望まれる資質は何だと思えますか。 大切だと思う項目にすべて○をつけてください。

- ① 発音がうまく、流暢に英語を話すこと。
- ② 生徒が理解できるように教えること。
- ③ 英語の学習者としての姿勢を持ち、生徒のよいモデルになっていること。
- ④ 生徒のニーズをとらえたり、生徒の質問に適切に答えること。
- ⑤ 英語や外国の文化に関する知識が豊富であること。
- ⑥ 人生経験が豊かであること。
- ⑦ 国際感覚を身につけていること。
- ⑧ その他 ( )

●あなたご自身のことについてお聞きします。

- 8 今まで英語力を身につけるために、以下の項目にどのくらいの時間とお金を使いましたか。それぞれに費やした期間・費用の合計を下の選択肢からわかる範囲で答えてください。なお(5)の期間については回数を記入してください。

項目	期間	費用
(1) 海外に留学した。		
(2) 英会話学校等に通った		
(3) ラジオ講座やテレビ講座などを聴いて勉強した		
(4) 通信教育やCD/DVD教材、雑誌や英字新聞などで勉強した		
(5) 英検など資格試験を受けた	*回数	
(6) その他 ( )		

【期間】 ア していない イ 1年未満 ウ 1年以上～3年未満  
エ 3年以上～5年未満 オ 5年以上～10年未満  
カ 10年以上～20年未満 キ 20年以上～

【費用】 ①ほとんど使っていない ②10万円未満 ③10万円以上～50万円未満  
④50万円以上～100万円未満 ⑤100万円以上～200万円未満  
⑥200万円以上

- 9 英語教育に関する情報入手に関して、当てはまるものすべてに○をつけてください。

- ① 雑誌を購入して情報を手に入れるようにしている。
- ② インターネットで情報を手に入れるようにしている。
- ③ 情報は知りたいが、入手方法がわからない。
- ④ 情報は知りたいが、時間がない。
- ⑤ 特に必要と思わない。

- 10 最後に、この調査にご意見・ご感想などあればお書きください。



お忙しい中ご協力いただき、  
本当にありがとうございました。

三重大学教育学研究科  
調査者：榎田麻子  
(電話) 090-1629-3205

English translation of the questionnaire for English language teachers

(The cover letter is omitted.)

Answer the questions below firstly.

Sex   【  male           Female  】

Age   【 In 20s  In 30s  In 40s  In 50s  】

Experiences studying abroad where English is mainly spoken

      【  No            Yes  】

There are five pages including this page. Please check.

The terms “Communication activities” and “Communication abilities” will appear in this questionnaire many times.

Please understand their meanings in your own way.

1 Please circle your answer.

(1) What do you think of conducting communication activities in English language classes?

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
①	②	③	④	⑤

(2) Do you positively conduct communication activities in English language classes?

Always	Sometimes	Not sure	Seldom	None
①	②	③	④	⑤

(3) Do you think that communication activities help students to improve their communication abilities?

I strongly think so.	I think so.	Not sure.	I do not think so.	I never think so.
①	②	③	④	⑤

(4) When you were a junior high school student, did your English language teachers conduct communication activities in classes?

Always	Sometimes	Not sure	Seldom	None
①	②	③	④	⑤

(5) When you were a senior high school student, did your English language teachers conduct communication activities in classes?

Always	Sometimes	Not sure	Seldom	None
①	②	③	④	⑤

2 What are reasons or causes when you have difficulty in conducting communication activities and when you do not feel positive about doing them?

- ① I think that teaching English words, structures and pronunciation are more important than conducting communication activities.
- ② I think that translation is more important than communication activities.
- ③ I don't know how to design communication activities.
- ④ It's difficult to make students do communication activities.
- ⑤ Communication activities are useless for preparing for entrance examinations of senior high school.
- ⑥ I am not interested in communication activities.
- ⑦ I don't know how to conduct communication activities.
- ⑧ It takes a lot of time to prepare communication activities.
- ⑨ Conducting communication activities takes time. As a result, I cannot finish all contents of the textbook.
- ⑩ The materials used for communication activities are not interesting.
- ⑪ Communication activities don't enhance students' communication abilities.
- ⑫ The class size is too large to conduct communication activities.
- ⑬ The atmosphere in classes is not suitable for conducting communication activities.
- ⑭ Students don't earnestly take part in communication activities.
- ⑮ Students do not like speaking English in their classes.
- ⑯ I don't think communication activities help students to acquire what they have learned.
- ⑰ Others.

3 How often do you conduct communication activities in English language classes?  
Choose an appropriate item.

- ① Every time
- ② Once a week
- ③ Once in two weeks
- ④ Once a month
- ⑤ Once a semester
- ⑥ None

\* To those who have chosen from ① to ⑤ above .

What kinds of communication activities are done?

4 Write your own reasons for conducting communication activities in your English classes.

5 What do you think of the Overall Objective of Foreign Languages shown in the new Course of Study? Choose one appropriate item.

- ① Appropriate
- ② Relatively Appropriate
- ③ Relatively Inappropriate
- ④ Inappropriate

\* Write your own reasons that you have chosen above.

6 What measures do you try in order to enhance students' communication abilities in your English classes?

7 What are qualities expected of English language teachers? Choose all appropriate items from the 8 ones.

- ① To speak English fluently with good pronunciation.
- ② To teach so that students can understand the content.
- ③ To have a stance as an English learner and to be a good learner model for students.
- ④ To respond to individual needs. To answer students' questions appropriately.
- ⑤ To have enough knowledge of English language and foreign cultures.
- ⑥ To have a rich experience.
- ⑦ To have some international perspective.
- ⑧ Others ( )

● The following questions are about yourself.

8 Have you learned English for improving your English proficiency? How long have you spent? How much money have you spent? Select from the following alternatives. As for (5), please write times.

	Period	Cost
(1) By studying abroad		
(2) By going to English conversation school		
(3) Radio, TV, etc.		
(4) CDs, DVDs, magazines, English newspaper, etc.		
(5) STEP, etc.	* times	
(6) Others ( )		

**【Period】** a) Never    b) For less than 1 year    c) For 1 year to 3 years  
 d) For 3 years to 5 years    e) For 5 years to 10 years  
 f) For 10 years to 20 years    g) For more than 20 years

**【Cost】** ① Never    ② Less than ¥100,000    ③ ¥100,000 ~ ¥500,000  
 ④ ¥500,000 ~ ¥1,000,000    ⑤ ¥1,000,000 ~ ¥2,000,000  
 ⑥ More than ¥2,000,000

9 Choose the appropriate number about getting information on English language education. Choose all appropriate items.

- ① I get information from magazines.
- ② I get information on the Internet.
- ③ I want to get information, but I do not know how to get it.
- ④ I want to get information, but I do not have enough time to do so.
- ⑤ I do not need to get information.

10 If you have any comments about this survey, please write them here.

## Appendix 2

The results by gender of the questionnaire

1(1) What do you think of conducting communication activities in English language classes?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Male	13	6	0	1	0	20
Female	17	11	1	0	0	29
Total	30 (61%)	17 (35%)	1 (2%)	1 (2%)	0 (0%)	49

1(2) Do you positively conduct communication activities in English language classes?

	Always	Sometimes	Not sure	Seldom	None	Others	Total
Male	8	6	4	2	0	0	20
Female	7	14	6	2	0	0	29
Total	15 (31%)	20 (41%)	10 (20%)	4 (8%)	0 (0%)	0 (2%)	49

1(3) Do you think that communication activities help students to improve their communication abilities?

	I strongly think so.	I think so.	Not sure.	I do not think so.	I never think so.	Total
Male	9	10	1	0	0	20
Female	15	12	1	1	0	29
Total	24 (49%)	22 (45%)	2 (4%)	1 (2%)	0 (0%)	49

1(4) When you were a junior high school student, did your English language teachers conduct communication activities in English language classes?

	Always	Sometimes	Not sure	Seldom	None	Total
Male	1	1	3	11	4	20
Female	1	7	3	11	7	29
Total	2 (4%)	8 (16%)	6 (12%)	22 (45%)	11 (22%)	49



- 1(5) When you were a high school student, did your English language teachers conduct communication activities in English language classes?

	Always	Sometimes	Not sure	Seldom	None	Total
Male	0	0	0	12	8	20
Female	1	2	1	14	11	29
Total	1 (2%)	2 (4%)	1 (2%)	26 (53%)	19 (39%)	49

- 2 What are reasons or causes when you have difficulty in conducting communication activities and when you do not feel positive about doing them?

	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Male	4	1	3	3	2	0	1	5	7	1
Female	7	0	4	6	2	0	2	8	14	1
Total	11	1	7	9	4	0	3	13	21	2

⑪	⑫	⑬	⑭	⑮	⑯	⑰	Total	number /person	number
0	3	5	4	2	2	1	44	2.2	20
1	9	8	9	6	6	3	86	3.0	29
1	12	13	13	8	8	4	130	2.7	49

- 3 How often do you conduct communication activities in English language classes?

	Every time	Once a week	Once in two weeks	Once a month	Once a semester	None	Others	Total
Male	7	5	3	4	0	0	1	20
Female	8	8	7	5	0	1	0	29
Total	15 (30%)	13 (27%)	10 (20%)	9 (18%)	0 (0%)	1 (2%)	1(2%)	49

5 What do you think of the Overall Objective of Foreign Language shown in the new Course of Study?

	Appropriate	Relatively Appropriate	Relatively Inappropriate	Inappropriate	Others	Total
Male	8	10	1	0	1	20
Female	13	14	1	0	1	29
Total	21 (43%)	24 (49%)	2 (4%)	0 (0%)	2 (4%)	49

7 What are qualities expected of English language teachers?

	①	②	③	④	⑤	⑥	⑦	⑧
Male	9	18	11	13	10	8	5	2
Percentage	45%	90%	55%	65%	50%	40%	25%	10%
Female	13	28	20	22	19	13	11	2
Percentage	45%	97%	69%	76%	66%	45%	38%	7%
Total	22	46	31	35	29	21	16	4
Percentage	45%	94%	63%	71%	59%	43%	33%	8%

9 Choose the appropriate number about obtaining information on English language education.

	①	②	③	④	⑤
Male	11	14	0	3	0
Female	14	16	0	11	2
Total	25	30	0	14	2
Percentage	51%	61%	0%	29%	4%

## Appendix 3

The results by experiences of studying abroad of the questionnaire

1(1) What do you think of conducting communication activities in English language classes?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Yes	17	9	0	1	0	27
No	12	9	1	0	0	22
Total	29 (59%)	18 (37%)	1 (2%)	1 (2%)	0 (0%)	49

1(2) Do you positively conduct communication activities in English language classes?

	Always	Sometimes	Not sure	Seldom	None	Others	Total
Yes	7	12	6	2	0	0	27
No	7	8	4	2	0	1	22
Total	14 (29%)	20 (41%)	10 (20%)	4 (8%)	0 (0%)	1 (2%)	49

1(3) Do you think that communication activities help students to improve their communication abilities?

	I strongly think so.	I think so.	Not sure.	I do not think so.	I never think so.	Total
Yes	16	10	0	1	0	27
No	7	13	2	0	0	22
Total	23 (47%)	23 (47%)	2 (4%)	1 (2%)	0 (0%)	49

1(4) When you were a junior high school student, did your English language teachers conduct communication activities in English language classes?

	Always	Sometimes	Not sure	Seldom	None	Total
Yes	0	5	4	11	7	27
No	2	3	2	10	5	22
Total	2 (4%)	8 (16%)	6 (12%)	21 (43%)	12 (24%)	49

- 1(5) When you were a high school student, did your English language teachers conduct communication activities in English language classes?

	Always	Sometimes	Not sure	Seldom	None	Total
Yes	0	2	1	14	10	27
No	1	0	0	11	10	22
Total	1 (2%)	2 (4%)	1 (2%)	25 (51%)	20 (41%)	49

- 2 What are reasons or causes when you have difficulty in conducting communication activities and when you do not feel positive about doing them?

	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Yes	6	1	5	4	2	0	1	9	9	2
No	6	0	2	5	2	0	2	4	12	0
Total	12	1	7	9	4	0	3	13	21	2

⑪	⑫	⑬	⑭	⑮	⑯	⑰	Total	number /person	number
0	8	11	9	4	3	2	76	2.81	27
1	4	2	4	4	5	2	55	2.50	22
1	12	13	13	8	8	4	131	2.67	49

- 3 How often do you conduct communication activities in English language classes?

	Every time	Once a week	Once in two weeks	Once a month	Once a semester	None	Others	Total
Yes	9	8	4	5	0	1	0	27
No	5	5	6	4	0	0	2	22
Total	14 (29%)	13 (27%)	10 (20%)	9 (18%)	0 (0%)	1 (2%)	2(4%)	49

5 What do you think of the Overall Objective of Foreign Languages shown in the new Course of Study?

	Appropriate	Relatively Appropriate	Relatively Inappropriate	Inappropriate	Others	Total
Yes	12	13	1	0	1	27
No	8	12	1	0	1	22
Total	20 (41%)	25 (51%)	2 (4%)	0 (0%)	2 (4%)	49

7 What are qualities expected of English language teachers?

	①	②	③	④	⑤	⑥	⑦	⑧
Yes	13	26	17	19	19	13	8	2
Percentage	48%	96%	63%	70%	70%	48%	30%	7%
No	9	20	14	16	11	9	9	2
Percentage	41%	91%	64%	73%	50%	41%	41%	9%
Total	22	46	31	35	30	22	17	4
Percentage	45%	94%	63%	71%	61%	45%	35%	8%

9 Choose the appropriate number about obtaining information on English language education.

	①	②	③	④	⑤
Yes	15	16	0	7	2
No	9	13	0	7	0
Total	24	29	0	14	2
Percentage	49%	59%	0%	29%	4%

## Appendix 4

## The results of the written parts of the questionnaire

Table 26

## 4 Why do you conduct communication activities?

Responses from the teachers in their 20s (in random order)

Students can positively take part in communication activities.
In order to require students to use English.
To encourage students to express themselves is important.
English is an instrument of communication.
In order to require students to review what they have learned.
In order to create a vigorous atmosphere in English classes.
In order to make students realize that speaking English and having a conversation in English is fun.
Learning English without communication is not effective.
In order to make students get used to speak English.
For students, speaking English builds their confidence.
In order not to let students get bored in English classes.
In order to compel students to practice speaking English in real situations.

Opinions by the teachers in their 30s

To encourage students to express themselves and what they feel is important.
Communication activities make English classes more lively.
Communication activities are the most important component of English classes.
Communication activities are the most effective.
In order to require students to speak by use of what they have learned.
In order to encourage students to acquire expressions which they have learned by using them.
Speaking and listening should be emphasized more than writing and reading.
In order to create a vigorous atmosphere.
Students enjoy communication activities.
In order to require students to repeat important expressions many times.
In order to let students enjoy communicating with each other and to feel happy to understand each other.
To learn English grammar is important. On the other hand, English is useful only when communicating with each other, for example, when students meet foreign people.
In order to make students realize that speaking with people from a different culture is fun.
In order to facilitate students' communication in English on familiar things around them.
In order to compel students to understand each other's thinking and feeling.

The experience of speaking loudly with expressions that students have learned is important.
In order to make students realize that English is fun through communication. (Many students do not like grammar very much.)
In order to let students feel joy when they understand each other.

## Responses from the teachers in their 40s

In order to encourage students to increase their desire to learn English.
In order to let students get used speaking English.
In order to encourage students to use English as an instrument of communication as much as possible.
In order to require students to acquire expressions which they have learned by using them.
In order to lower students' resistance to English.
English classes become active.
Not only memorizing appropriate expressions by rote, but also using them in a context boosts students' ability to express themselves.
In order to let students aware of an important aspect of language use.
In order to interact with friends with whom students do not speak very much in daily school life and to boost students' overall abilities to communicate.
Communication activities in English classes will help them to communicate in actual situations.
In order to give students chances to speak English.
In order to give students situations to speak English.
In order to encourage students to acquire communication abilities in English.
Expressing themselves in English increases students' desire to learn English.

## Responses from the teachers in their 50s

In order to make students realize that speaking English is fun.
In order to make the atmosphere of English classes better.
Through communication activities, in order to let students who do not like to speak English very much feel that English is fun, and improve their motivation to learn English.
In order to let students feel that speaking English in front of other people is fun, and let them feel joy in communicating in English.
Communication activities enhance students' speaking abilities.
English (language) is for communication.
English learning means to learn English which learners can speak in actual situations; in that sense, learners can find delight in learning.

Table 27

5 Why do you hold your opinions of the appropriateness of the Overall Objective of Foreign Languages in the new Course of Study?

1: Appropriate 2: Relatively Appropriate 3: Relatively Inappropriate 9: Others

Responses from the teachers in their 20s

1	The objective is a terminal goal in learning English.
1	Many students lack general communication skills and have some difficulties in communicating not only in English but also in Japanese.
1	A good structural foundation constitutes a large portion of communication abilities. It is important to acquire useful grammar to allow communication.
2	The objective develops not only communication abilities in English but also those in Japanese.
2	The objective is important in learning English.
2	The objective is appropriate. However, it is not reflected in the curriculum.
2	One of the definitions of learning English is to use English as an instrument of communication.
3	I do not think that students' basic communication abilities are developed in English classes.
3	I sometimes think that students' and their parents' demands are different from this objective.

Responses from the teachers in their 30s

1	To acquire the four skills in a balanced manner is important.
1	English is not only for reading and writing but also for oral communication. Moreover, the ability to communicate with anybody is necessary in society.
1	Students in countries other than Japan speak English. In Japan, as people learn English for a long time, they understand English grammar. However, they cannot speak English.
1	I want English classes in elementary and junior high school to be good places for students who will use English in their lives.
1	Chances to communicate in English will increase in their future. To acquire the four skills in a balanced manner is necessary.
2	The objective is important; however, there is a limit on these ones.
2	English language education for entrance examinations reaches its limits.
2	I think English language education should be for communication.
2	The objective is good in that students express their thoughts and feelings in English.
9	I do not know.



## Responses from the teachers in their 40s

1	I want to improve the situation in which Japanese can not speak English although they have learned it for a long time.
1	The objective is necessary in order to acquire English as a tool for communication.
1	It is important for us to give students the skills to speak English and to express themselves in English because such skills are necessary for Japanese people to be active in international situations.
1	Communication abilities are important to live in real life. To develop students' basic communication abilities through English is good as a goal.
1	Communication abilities are necessary. (Junior high school students do not have enough communication abilities even in Japanese.)
1	When thinking of the future of Japan and the world, communication abilities are indispensable. (To develop communication abilities in Japanese language classes is important from elementary school.)
2	Oral practice is important in order to acquire any language.
2	Entrance examinations to senior high school have not changed.
2	Issues related to communication abilities are the ones which we should never avoid from now.
9	We do not have sufficient budgets to achieve the objective.

## Responses from the teachers in their 50s

1	English is a language. As an instrument of communication, to develop communication abilities is important.
1	Language exists for communication.
1	Speaking English facilitates students' acquisition of English.
1	In order to let students who do not like to speak English very much feel that English is fun, and improve their motivation to learn English.
2	English is a language. To enhance communication abilities in order to speak English is important.
2	I think that to require students to acquire the four skills in a balanced manner is important.
2	If students have an interest in various languages and cultures, they will communicate positively.

Table 28

6 What measures do you try in order to enhance students' communication abilities in your English classes?

Responses from the teachers in their 20s

To do pair work. To let students get used to speaking.
I speak English positively and show that my attitude is to use English without worrying about mistakes.
Nothing special.
I do not do anything special.
At the beginning of classes, I ask the students easy questions in English.
I ask the students some questions in English. I ask the students to repeat words and dialogues in the textbook.
I use common phrases. I am careful so that students continue to like English.
I increase the chances to have a conversation with students.
I make handouts which are useful for students to use target sentences naturally while they are having fun.
I encourage students to speak English with many friends in pairs. I tell students to say "Hello" when they do activities.

Responses from the teachers in their 30s

I create an atmosphere favorable for speaking English freely. I require students to learn easy expressions by heart.
I make students acquire basic sentences and basic vocabulary.
I require students to exchange greetings in English every time we meet.
I give as many directions to students in English as possible, and repeat the same phrases to make students get used to them.
I increase the chances to speak English. I create an atmosphere favorable for students to express themselves. I ask them to communicate with each other not in difficult expressions but in easy expressions.
I require students to practice reading aloud many times.
I compel students to read English with their chin up, with feeling and with clear voices. I ask to students to take part positively in activities done in pairs.
I conduct activities in pairs in order to make students speak aloud.
I allocate time for pair work in every class. I prepare handouts with which all students can take part in activities.
I require students to make pairs with all classmates.
I contrive ways to let them feel communication is fun.
I communicate with students in easy expressions.
I conduct activities in pairs. I create an atmosphere favorable for speaking.

## Responses from the teachers in their 40s

I use English as much as possible in classes. I train students to acquire English.
I require students to learn English sentences by heart. I require students to speak from memory.
I provide thorough instruction in the activities.
Teachers should be energetic and powerful.
I require students to do speaking activities in pairs.
I conduct activities with ALTs and SEFs. When I teach basic sentences, I also teach how to use them in what situations they are used.
I use English as much as possible in classes.
I use what is called, "classroom English." I conduct communication activities in the form of a game. I conduct communication activities even if there is only a short time available.
I set a situation and make dialogues which are suitable for conducting a communication activity.
I encourage students to express themselves in speaking and writing.
To read aloud accurately is emphasized in my English classes.
I encourage students to have their own ideas.

## Responses from teachers in their 50s

I always ask students the day, the date, the weather, the time and so on at the beginning of classes.
I always require students to do activities in pairs, and to practice reading aloud.
I use English in classes.
I tell students to make pairs both with boys and girls.
I conduct communication activities and interview games which can enhance students' communication abilities.
Speaking of communication abilities, listening and speaking are highly emphasized. Reading should be more emphasized.
I require students to do many things in pairs.

## Appendix 5

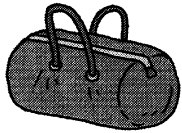
DO IT TALK in *New Crown English Series 2*

## ■ DO IT TALK 4

いくらですか？ 値段を聞くとき

**Talking Point** 覚えよう*Emma* : How much is the bear?*Man* : It's 3,000 yen.*Emma* : OK. I'll take it.**Practice** 使ってみよう

① this bag



¥2,000

② this book



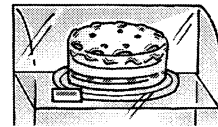
¥900

③ this CD



¥2,500

④ that cake



¥5,000

*(New Crown English Series 2, 2008, p. 37, with my partial modification)*

Appendix 6

A questionnaire for students

**Introduce yourself!!**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---

**あなたが英語を勉強する理由は？**

<hr/> <hr/> <hr/>
-------------------

**英語学習への今年の目標(と心配なことがあれば)**

<hr/> <hr/> <hr/> <hr/>
-------------------------

**1年間、一緒にがんばりましょう！！**

From 咲花先生&柳田先生