POSSIBLE ENGLISH TEACHING METHODS

FOR JAPANESE SENIOR HIGH SCHOOL

A Thesis

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Table of Contents

Introduction

English teaching methods have been changing for centuries. Researchers have been pursuing the better ways to teach English in general and in specific conditions. However, from my teaching experience at six senior high schools for 38 years, I feel that English teachers in Japan cling to the traditional methods, which are also linked to the university entrance examination. I happened to find a communicative approach at the sixth senior high school, where I taught English in English Course. The teachers there encouraged the students to fulfill various kinds of tasks by using English. That was the encounter with task-based language teaching (TBLT).

I feel the necessity to change English teaching methods which matches today's situation. The purpose of writing this thesis is to find out the teaching methods for Japanese senior high school which might work any better than those prevailing now. I presented what little suggestion I could make about effective English teaching methods for Japanese senior high school.

In Chapter 1, I ran a review by checking my long teaching from the viewpoint of teaching methods. The six schools I worked for, Schools A−F were quite different from each other in areas of location, school type, school level, and size of school. I noticed that my teaching changed more or less in accordance with the teaching methods which were popular in those days.

In Chapter 2, I did literature survey in order to ensure advantageous ideas for TBLT. Some researchers, Benati (2013), Ellis (2003), Long (2015) and others, and Japanese researchers, Izumi (2009), Matsumura (2012, 2015) and others approve and recommend TBLT, while Sato approves presentation-practice-production (PPP), not TBLT. Therefore, through the methodological research, considering the reason for the disapproval, I examined what methods are suitable in today's condition of teaching English. I added my experience;

(a) the experience in Australia in 1998, where I helped Japanese language teachers teach Japanese as a foreign language, and (b) the experience in Korea, where I studied the Korean language at the language institute attached to Yonsei University in Seoul in 2005, 2012, and 2013.

In Chapter 3, based on the discussion in Chapter 1 and 2, I conducted a few questionnaires to the senior high school graduates I taught and also to freshmen of M University, and studied the results so as to obtain some advantages to make a suggestion on possible English teaching methods for Japanese senior high school. An additional help was the descriptive study during the first semester of April-July in 2015. I was present at the speaking class for freshmen and observed the students' response, attitude and class atmosphere.

As is shown in Table 2 (pp. 10−12), approximately in the first 20 years (1975-1995) of teaching (Schools A, B, C and D), I mainly taught English through the Grammar Translation Method (GTM), adding another method called Total Physical Response (TPR). In the latter years (Schools D and E), I adopted PPP together with GTM. However, in the last six years of my teaching in English course at School F, I encountered and practiced TBLT. At that time I did not notice enough to recognize that it in reality was TBLT. I found many students enjoying learning English in my class. Although both the teacher and the students were not conscious of the adopted method, the class worked considerably well. That made me interested in studying more about TBLT and its effectiveness in teaching English at Japanese senior high school.

When I surveyed some books of the researchers who have been leading the study of English teaching methods as a second/foreign language, I took various aspects into consideration. With the support of statistical processing of the questionnaire results, I would

like to confirm and suggest the effectiveness of TBLT as the first step of the possible English teaching method for Japanese senior high school.

The fact is that many teachers in senior high schools still teach English through GTM even today. The problem is that the dominating teaching method is the easiest for teachers to practice. It is also said to be teacher-friendly. However, by introducing TBLT to English teaching, it is certain that the students' need and motivation will be improved. This was proved by my questionnaires both to the students who were taught in TBLT and to the students who were taught in little/no TBLT.

By my intuitive feeling in my teaching days and the results of the questionnaires, I presented pyramid-style figures (p. 45) which illustrate the main methods in present situation and effective methods for better English teaching. My suggestion is that an effective English teaching method at base is TBLT and extra GTM and PPP.

According to the questionnaire survey and the descriptive study, students seem to have an eager desire for using English in practical situations. In fact, there is a positive correlation between likes of English and the experience of TBLT in senior high school. Among School F graduates, there is also a correlation between the experience of TBLT in senior high school and their evaluation of TBLT then and now. In addition, their evaluation of TBLT now and how helpful they feel it now have a strong correlation, though the number of the samples is small.

I believe that TBLT is a promising method. English teachers should make an attempt to innovate their teaching method by introducing a better teaching method of TBLT. I do not deny the traditional methods. However, if TBLT becomes more popular in the first step of English class in every senior high school, I believe students will become practical English users.

Chapter 1

Reviewing My Teaching Methods

1.1 Traditional English Teaching and the Current Situation of English Teaching in

Japan

When I started teaching English in 1975, the teaching method adopted by many English teachers was GTM with little interaction in English between a teacher and students. It was the time when big and heavy cassette tape recorders were used to teach pronunciation. As soon as the Japan Exchange and Teaching (JET) Programme was introduced in 1980s, I began teaching together with an ALT. However, at that time, the number of ALTs was just one in Mie Prefecture. To make matters worse, it was necessary to make complicated procedures when teachers ask an ALT to visit a school.

The six senior high schools I worked for are different from each other in types. Even so, English teaching in general was based on the teacher-centered traditional methods; GTM and PPP. In Japan, however, only recently English has been treated as a communication tool rather than simply one of the subjects of liberal arts. Also, a new learner-centered method came out. Communicative language teaching (CLT) is required. CLT involves not only a knowledge of structures and forms of a language, but also the functions and purposes that a language serves in different communicative settings (Lightbown & Spada, 2013, p. 215).

In fact, with current demand in the times of globalization in various fields, such as economy, industry, scientific research, and tourism and others, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) announced the action plan for raising "the Japanese who can use English" on March 31, 2003. Previous *Nippon Keidanren* or Japan Business Federation had required for raising the Japanese with global awareness, the purpose of which was the reinforcement of Japanese business through improving English ability.

In December, 2013, MEXT announced "English Education Implementation Plan to Keep up with Globalization", and portrayed the English classes taught in English language in order to make the class the real communication situation as well as to provide the students with opportunities for experiencing English. In 2015, The Courses of Study to English for senior high school writes the overall objective as follows:

> To develop students' communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. (Article 1 of Section 13, 2015, in English version)

The Courses of Study require "fostering a positive attitude toward communication through the English language." In regard with English Communication I, II and III, it comments that the four areas of language activities should be integrated for comprehensive learning, while incorporating appropriate language activities involving speaking and writing based on what students have heard or read. It recommends that teachers should devise teaching methods and styles, incorporating pair work and group work as appropriate, utilizing suitable audio-visual teaching materials, computers, and communication networks with team-teaching classes which are conducted in cooperation with native speakers. The important feature of the Courses of Study is that English class should involve language activities for communication. As for the curriculum design and treatment of the contents for each subject, Article 3 of Section 13 explains, "Teachers should take up a variety of suitable materials in accordance with the level of students' development as well as with their interests." Here, looking back on the change of English teaching and on my teaching from 1975 to 2012, I can say that the appropriate first step of English teaching method for Japanese senior high school students is TBLT.

The senior high school for the last time (2006–2012) was designated by MEXT as a Super English Language High school (SELHi) so that the English teachers could research effective ways of teaching in the midst of a new situation of English teaching. The needs have risen from both MEXT and Council on Fiscal and Economic Policy. "Action Plan" for raising "the Japanese who can use English" writes on July 12, 2012 as follows:

> In the globalizing society, it is essential for Japanese children to acquire the ability to communicate in English as an international language. This is an important problem to support the future of children and much development of Japan (my translation).

SELHi activities continued for three years, and for more three years, so-called "post-SELHi" was determined by Mie Prefecture in order to continue small-sized SELHi activities.

It may not be until recently that the effective teaching ways based on the research were pursued. Situation in teaching English as a second/ foreign language (ESL/EFL) seems to be the same in other countries. For example, Ma (2008) describes about English teaching in Hong Kong like this:

> An important feature of the development of English language teaching in Hong Kong over recent years has been a gradual move away from teacher-centered to learner-centered classroom. The former is organized in a familiar traditional way: the teacher controls almost everything that goes on and focuses mainly on transmitting pre-determined language knowledge to the class; success is measured largely by how well the students can absorb and use this knowledge. The latter introduces new aims and forms of organization which are often less familiar to teachers. (Ma. 2008, Preface)

In China, Ran Hu (2013) reports that the TBLT method has been the teaching method proposed under the current national English curriculum since 2001. It is clear that not only Japan but Hong Kong and China are researching for a new method of teaching English. Key ideas may be 'learner-centered' and TBLT.

1. 2   Consideration of My Own Teaching for 38 Years

1. 2.1   Features of six Schools

In the six senior high schools where I worked as an English teacher, there was a wide variety of students' level, the goal of English teaching, required hours for English learning and curriculum features. Therefore, at the start of my review, the features of those schools in Table 1 (p. 8) would support the discussion of English teaching method. See the next page.

Table 1

Features of Six Senior High Schools of my Teaching

School	Time	Students' level The highest rank S, down to A, B, C, D, E, F, to the lowest G *1	Total Required credits of English in three years 1 unit=1 hour class per week for a year	Percentage of the students who go on to universities *2	Students' consciousness of the subject of English	Students' main attitude toward learning English
School A	1975–1979	Beginner-intermediate [G: 41]	14–16 units	30–40%	As a subject	With interest
School B	1979–1982	Beginner-intermediate [G: 40]	14–18 units	30–40%	As a subject	With interest
School C	1982–1988	Beginner [F: 46]	6 units	10–20%	As a subject	Without willingness
School D	1988–1999	Intermediate-advanced [A: 65]	18–22 units	99–100%	As an essential subject for entrance examinations	With goal-orientedness
School E	1999–2007	Beginner-intermediate [D: 51-E: 48]	6-10 units	40–50%	As a subject	With interest / without willingness
School F	2007–2012	Beginner-intermediate-advanced [F: 46]	30 units	50–60%	As a tool	With willingness

*1 School level in square brackets is based on High school deviation value net today from the website: http://高校偏差値.net/mie.php, Retrieved on November 16, 2015.

Alphabet in square brackets means the rank from the highest Rank S, down to A, B, C, D, E, F, to the lowest G. Number in square brackets means the deviation value of the school.

The level is a little different now from the time when I worked, especially School A, School B and School C.

In those days School A was Rank E of Rank F, School B Rank F, and School C Rank F-G.

*2 The percentage of the students who go on to higher stages of education is about the time I worked for each school.

Schools C, D and E are located in city areas, and the other schools are somewhat in provincial areas. School F has two courses: Applied Design Course and English Communication Course. In this table and this thesis, only English communication course is selected because of the uniqueness of English teaching.

2.2 Reviewing my teaching at six schools

Table 2 (2-1, 2-2, 2-3) shows a summary of my teaching concerning school type, students' level, main technique, materials and handouts, and typical teaching plans.

The gradual change of my English teaching methods shows that I was influenced more or less by the development of the English teaching methods of those days.

Table 2 (2–1) Summary of my teaching in six senior high schoos: School A– School C

school	1 Type	2 Level	3 Main techniques	4 Specific materials/handouts	5 Typical teaching plans
A (1975–1979)	General Education	Beginner–Intermediate	Reading: PPP (presentation) Q&A in Japanese with handouts (practice) some more drills, reading aloud together/individually and translation (production) reading aloud checking meaning	handouts to help to understand meanings	PPP (presentation) explicit explanation with lots of contrast, in Japanese e.g. past and present perfect tense present perfect tense and past perfect tense restrictive use and non–restrictive use of relative pronoun direct questions and indirect questions, etc. (practice) exercises from grammatical points of view and translation (production) short English compositions
B (1979–1982)	General Education	Beginner–Intermediate	*At School C, sometimes TPR at the start of the class Grammar: PPP (presentation) explicit explanation in Japanese (practice) exercises (production) answering more exercises	vocabulary worksheets See Appendix 1	
C (1982–1988)	Agricultural Education	Beginner			

Table 2 (2-2) Summary of my teaching in six senior high schoos: School D

School					
D (1988–1999)	General education	Intermediate–Advanced	Reading: generally grammar–translation and sometimes task–based activities (presentation) essential grammatical points with explanation and Q&A (practice) some more drills, reading aloud together/individually and translation (production) drills about the grammatical points and the content of the texts (production) read aloud with checking meanings *In the 1st year, 2 classes a month are communication class with an ALT. Grammar: PPP (presentation) explicit explanation, in Japanese (practice) exercises (production) answering more exercises	one or two kinds of workbooks each year three to five reference books about words, grammar, reading each year	Explanation of grammatical points Checking the meanings of the words and phrases in the text Listening to text reading Reading aloud together/individually Translation by the students and checking it by the teacher Some drills about today's grammatical points

Table2 (2–3) Summary of my teaching in six senior high schoos: School E– School F

school	1 Type	2 Level	3 Main technique	4 Specific materials/handouts	
E (1999–2007)	Commercial Education	Beginner–Intermediate	PPP: almost in English Task–based activities Presentation and speech	handouts to help to understand meanings vocabulary worksheets	(presentation) explicit explanation with lots of contrast, in Japanese e.g. past and present perfect tense present perfect tense and past perfect tense restrictive use and non–restrictive use of relative pronoun direct questions and indirect questions, etc. (practice) exercises from grammatical points of view and translation (production) short English compositions
F (2007–2012)	English Communication (+ Applied Design education)	Beginner–Intermediate–Advanced (varies from the beginners to the advanced)	Communication: TBLT almost in English Task–based activities by using handouts Presentation and speech Reading: reading contents with some TBLT handouts almost in English peer words/reading check checking the contents together presentation of the summary of the textbook expressing the students' thoughs	handouts for PPP reading held in almost in English (tasks in reading class) See Appendix 2 handouts made by teachers according to each task (a task in communication class) See Appendix 3	Communication: TBLT (1) The teacher gives the task of today. (2) The students work out the task. The teacher and the ALT give pieces of advice to the studetns. (3) The students make presentations by pairs or by groups. The other studetns, the teacher and the ALT evaluate the presentations.

1.2.3   Discussion based on my English teaching methods through Schools A– F

1.2.3.1   Viewpoint of methods.

My teaching methods are roughly divided into two parts:

(1) Traditional methods: GTM or PPP in Schools A, B, C, D, and E.

(2) New-type method: communication-based approach in Schools E and F.

Both (1) and (2) depended greatly on the students' needs and motivation. It was necessary for teachers to discipline some students with no interest in class of Schools B, C, and E. The situation was sometimes far from teaching English. The students in School D studied very hard in class and at home. In the case of (1), English is just the school's compulsory subject to graduate from the senior high school. Or English is the essential subject to take the university entrance examination and to study more for their future career.

The traditional methods represented the most common methods which have been practiced in Japan. Since GTM has been conducted for decades of years and teachers themselves were taught through GTM, it was easy for them to adopt it. In early years of my teaching, communication in English was not important as it is today. Even though a high school had a language laboratory classroom (LL), the Audio Lingual Method teachers adopted was just repetition of the cassette tapes.

Today, many people request that English should be a communication tool. The students who learned in GTM felt that they were not good at communicating in English. In the questionnaire in Chapter 3, many of the freshmen in M University answered that they wanted to have learned English in a practical way. They are conscious of the goal of English learning.

Izumi (2009) describes as follows:

Thinking that the goal of language learning is communication, traditional teaching methods are not necessarily a learner-friendly teaching style. On the contrary, it is a teacher-friendly teaching style in the point of easiness of making systematic teaching

plans and evaluation (Doughty, 1998; Long & Robinson, 1998)." (p. 19, my translation)

The other new-type method has been recommended since JET Programme started. For a few years from the start of 1984 as mentioned before, there was only one Assistant English Teacher (ALT) in Mie Prefecture. Gradually more ALTs came and today at least one ALT is stationed in almost every senior high school. According to the official website of Mie prefecture, there was one ALT in 1984, and the number increased to 85 ALTs in 2000. When ALTs got stationed, many English teachers reluctantly attempted to give English class together with them. In those days English teachers knew little about the teaching method of communication and they researched how to teach in collaboration with ALTs. Sometimes ALTs remained just like guests from overseas, not teaching any English communication classes. The seminars consequently were held in order to bring good results of the English class with the ALT from time to time. As JET programme accepted more and more ALTs in the 1990s, ALTs fully played their roles as English native speakers. At first, since ALTs were not teachers in their own countries, they were not trained well to teach their native language. In the 2000s, both English teachers and ALTs succeeded in teaming up together in English communication classes.

In consideration of the circumstances for English teaching, I would like to describe the details of Table 2 on pages 10−12 as follows:

- Since School A was my first senior high school, I took it for granted that teachers should adopt the same teaching method as teachers were taught and accustomed to since their junior high school days. Appendix 1 is the handout I used in 1977 to assist my GTM teaching.

- In Schools B and C, based on GTM, not only a greeting in English but Total Physical Response (TPR) was carried out at the start of the class. The students there tended to like

physical activities. School C had several agricultural courses and a home economic course. In 1985, I asked the only one ALT in Mie to visit School C and I had my first team teaching experience with the ALT, but it was just a few times a term.

- School D is a prestigious high school for its advanced level of education. Almost all the students went on to universities when I taught there. Therefore the demands of the students and their parents were simply to pass the hard university entrance examination. English was a key subject. In those days, there was no listening test in the university entrance examinations of most universities except several private universities. Teachers had to provide the students with what is called 'examination English', which were full of questions of grammatical usage and translation. Thus, GTM was thought the best teaching method at that time. However, at the same time, I practiced PPP mixed with GTM when the grammatical points were explained explicitly in Japanese, followed by practice and production of those sentences. Furthermore, students bought many extra workbooks and vocabulary books to study by themselves. The number of those books reached nearly twenty in three years.

- School E is a senior high school with Business Course. In 2001−2004, School E established International Business Course. That course continued just four years. Most of the ordinary Business Course students took no interest in English. Some students were interested in studying English and wanted to study English more after leaving senior high school. It was difficult to attract the attention of those students with different goals, attitude and motivation. GTM and PPP were mixed as one of the techniques suitable for those kinds of students. However, I often practiced greetings, conversation, instruction and simple presentations in PPP in English. A few students used to say, "We are Japanese. Why do you use English? Stop speaking English." Since School E was one of the schools where an ALT was stationed by then, team-teaching class through almost

English only was planned. Nevertheless, the team-teaching classes were full of quizzes and games. In International Business Course, most students were interested in learning practical English. Therefore, much communicative English classes were possible to provide for the International Business Course students. However, GTM and PPP were the main methods in School E. Listening in class was increased. Speaking was not. I made much use of Music and movies as teaching materials.

- School F is a unique senior high school from the viewpoint of Courses and students' nationalities. It is a small senior high school with two classes of English Communication Course and two classes of Applied Design Course, and there were twelve classes in three school years. In this thesis, only English Communication Course is discussed. In this course, 20-30 percent of the students were of foreign nationality. They came from Brazil, Peru, Bolivia, China, the Philippines, Vietnam, etc. Five percent of the inhabitants were of foreign nationality in the city of Suzuka where this School F locates. Recently the ratio of the foreign-oriented students has increased to over fifty percent in English Communication Course of School F. Ten percent of the students were allowed to enter with only little Japanese ability. Concerning their English ability, the foreign-oriented students were not necessarily good at English. If teachers had used a lot of Japanese in teaching English, it would have been inconvenient for the foreign-oriented students to understand the class. So, the English teachers there attempted to teach efficiently to both Japanese students and foreign-oriented students through English by using many handouts. In the first year of my teaching there, School F was designated as a SELHi to study useful methods in English teaching. As a result, various techniques taught through English were studied and attempted. Those were the methods with speech and presentation, task activities, reading with the use of many handouts, and voluntary

extensive reading. The example of my handout in reading class is shown in Appendix 2, and the example handout in communication class is shown in Appendix 3-1.

Methods practiced at each high school were greatly related with the need and motivation of the students and their parents. The goal of School D was (is now) straightforwardly to pass high-level university entrance examinations. As long as the university entrance examination in Japan were written-based examination with difficult words, phrases and grammar with translation skill, mixed method with GTM and drill-centered PPP were the best. The students needed no communication in English. On the contrary, the students in School C did not require such examination skills. Therefore, it was important both to discipline the students and to make students enjoy learning English. Schools A, B and D required both elements: giving discipline to students and making classes interesting. School F was almost free from entrance examination skills because students took the different types of examinations: school-recommendation, self-recommendation or Admission Office (AO) examination.

Surveying the six schools, I should emphasize that students' level is closely linked to their need and motivation, which determines a teaching method. School D and F are the good examples as described above. In summary, thinking of students' need and motivation along with the students' request about what to learn and how to learn English may be the main points in choosing a teaching method.

1.2.3.2. *Viewpoint of learners' level and motivation.*

The following point that Ma (2010) says about the nature of the learners in class is essential when thinking about language teaching methods:

> In the learner-centered classroom, the starting point is not so much the nature of the
> knowledge to be acquired (though this is still of course important) as the nature and
> needs of the learners who wish to acquire it. We are more aware than before that these

learners are all different in crucial ways: in ability, attitude, learning-style, personality, and countless other ways. They do not learn simply by absorbing pre-determined material but need to interact with it and process it, so that they can construct their own internal representations of it. (Preface)

In regard to the nature and needs of the learners, other things that were noticed in my teaching are as follows:

- The advanced-level students as in School D could learn a lot from English class in whichever method they were taught. Whether they were taught in PPP or GTM, and even though they had extra books to work with at home, they could do well. Sometimes English used in the communication class was different from English in the reading class, so the students seemed to have been bored because of the simple communication. The students who were interested in acquiring speaking skill and wanted to study abroad made individual efforts to talk to the ALT and to make good use of the conversation materials including some NHK radio/TV conversation English programs. As for improving their reading ability, it was better to provide them with more reading materials. Only twice a month, the students of School D had a communication class with the ALT. At that time teaching materials for a communication class were not yet improved unlike today, and some high-level students seemed to be tired of easy English which was quite different from the English in their usual reading materials.

- The beginner-level students in School C had a tendency to join the physical exercise-type class such as TPR. They liked practicing through working out.

- Many students of School F were good at communicating and had twice as many English classes as those at other high schools did. About 10 English classes a week in each year were provided. Therefore, even though students in School F did not study at home like the advanced-level students, their deviation value of English raised from 40−50 at the

beginning of the first year to 45–75 at the beginning of the third year. Especially, the students who were from foreign countries were interested in learning English as a communication tool.

- The intermediate-level students in Schools A, B, D and E depended on the method which was suitable for each student, if it was possible. They seemed to be influenced by the English teacher's attitude or eagerness. The first thing the English teacher had to do was to make the class attractive for the students to feel like learning.

In my experience of teaching at different types of high schools, the points were the following three: (a) students' interest, needs and goals, (b) teaching methods and teaching environments, and (c) class hours: the quality and quantity of studying. I felt whether the class could work well or not depended on each student's motivation and teacher's eagerness. About the good classroom relationship between a teacher and students, Guilloteau and Dörnyei (2008) describe this:

> The significant positive correlations we found between the teacher and student measures are particularly strong within the context of L2 motivation research, thereby providing powerful evidence that the teacher's motivational practice does matter. (p. 72)

1.2.4 Worthwhile teaching method at School F

The target of English teaching at School F was to guide the students to be a successful learner in the long run. In the communication class, the students were supposed to carry out the task through activities. Examples of task activities were: (a) making questions and introducing one's partner to others, (b) planning a one-day tour in Kyoto (Appendix 3-1), (c) ordering in a restaurant, (d) opening their own virtual restaurant with a skit involving other students, and making a presentation, (e) making a sightseeing plan of a Singapore school trip by searching the Internet in order to make use of it in the real school trip to Singapore, (f)

making a skit of the school introduction and taking a video, (g) making a commercial video of a creative and imaginary new product, (h) discussing and debating on changing jobs, (i) discussing good/bad points of social media, (j) shopping for starting a new life as a university student or a working member in the society, (k) making a speech about what the student did in the summer vacation, etc.

The students did mutual evaluation when they made presentations at the end of the activities or when they watched the video works of their own. The Japanese teachers of English (JTEs) and the ALTs developed the teaching theme and materials together. The JETs and the ALTs had one-/two-hour meeting a week to discuss the task and class plan for each class.

Not knowing about TBLT at that time, I did not recognize that the method I used in Communication Course of School F was close to TBLT. It is a pity that my teaching lacked an important part to confirm the form after the task activity. Focus on form makes up for the language form which is not enough in that TBLT class.

1.2.4.1 Task activities and handouts at school F.

In the communication class, the teacher gave the students some explanations of the task with simple examples, and the students accomplished the task in pairs or in groups by using English. And after finishing the task, the students usually demonstrated their achieved task from time to time in front of the other students. And the other students evaluated their work, so did the teacher and the ALT.   An example of my teaching process was as follows:

1. Giving the task on the topic: In the example of Appendix 3-1, the topic was to plan sightseeing trip. By using the illustrated map of Kyoto in the textbook and the handout, in this task each group of 3–4 students made their plan of a day-tour in Kyoto.

2. The teachers gave some advice about helpful expressions while the students were working on the task of planning a day-tour in Kyoto for 15-20minutes.

3. The teacher let the students write their itinerary on the handout for 10–15 minutes.

4. Each group made a presentation of their sightseeing plan, while the other students

watched and evaluated the presentation on the evaluation sheet (Figure 1) with grades and

comments.

1.2.4.2 Evaluation at School F.

The students evaluated each other when they made presentations and speeches after the

task activities. At the end of the class the teacher and the ALT made some comment. The

students' mutual evaluation sheet for presentation is shown in Figure 1 and that for the speech

task is Figure 2. A full copy of the mutual evaluation sheet for presentation is in Appendix 4.

	Communication Evaluation Sheet		
	YEAR/CLASS(—) NAME( )		
No.	Name/Pair/Group	excellent←Evaluation→ poor	Comment
1		A B C D E	
2		A B C D E	
3		A B C D E	
		A B C D E	
17		A B C D E	
18		A B C D E	

Figure 1. Evaluation Sheet for Students: Communication Class (Activity: presentation).

PRESENTATION / INTERVIEW CHECK SHEET			
DATE: NOV.		NAME	
Criterion		Viewpoints	
Voice	( )	· Whether her/his voice was loud enough to hear or not. · Was her /his pronunciation good ?	
Attitude	( )	· Did she /he use gestures or things effectively ? · How was her /his eye contact?	
Contents	( )	· Whether the story was clear for understanding or not. · Was her/ his report long enough?	
Response	( )	· Whether she/he could respond to th questions properly or not.	
Excellent: 5 4 Average: 3 Below average: 2 1			

Figure 2. Evaluation Sheet for Students: Communication Class (Activity: Speech).

1.2.4.3 Term examination for the tasks at School F.

Because the term examination was written test, it was hard to evaluate the oral activity part of the usual. So, I made the questions similar to the task activities done in class and did a less-strict marking in spellings. An example is shown in Appendix 3-2. In class, students made a plan of Kyoto day-tour, while in the examination students had to make day-tour plans of Melbourne and Ueno in Tokyo so that they could apply the classroom activity to their new plans.

The evaluation in senior high school generally included /includes a relative evaluation system, not marking on an absolute scale. Therefore, teachers at School F announced the evaluation standard to students. Figure 3 is an example of evaluation standard notice to the students at the start of the communication class in April. The students could know their own marks after the return of the report paper, speech paper and examination.

EVALUATION PLAN of 2nensei COMMUNICATION CLASS			
EXAM(JTE+ALT) 50	in CLASS 25	CALL 25	TOTAL 100
Paper(Mr Ishii+ Takahata) 25 + Listening (Philip; Leisel) 25	Report(Weekend Diary ,homework etc.at least 5 times, each 2 points) 10 Speech Demonstration 5〜10 Positiveness+Forwardness,etc. 10〜5	Hyper Listening 25	
Final Exam： Interview Test	Evaluation Sheet		

Figure 3. An evaluation standard notice to the students at the start of communication class, in April.

Teachers at School F also encouraged the students to take the outside tests, TOEIC and the STEP tests. The school offered/offers the STEP test site for the students' convenience. By taking the STEP test, students got much more motivated to study English and they could keep a positive attitude toward learning English.

Chapter 2

Task-based Language Teaching (TBLT)

2.1 The Definition of 'Task' and Its Difference from 'Exercise'

Before discussing TBLT as a method that can be useful in Japanese senior high school, it is essential to clarify what a 'task' is in my discussion.

Van den Branden (2014) describes: "A task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language" (p. 4). Ma (2010) defines it as follows: " In the task-based approach, 'tasks' in which learners use the language to achieve real purposes through real communication play a central role" (Preface). Long's (2015) definition of 'task' is narrower with some examples as follows:

(A 'task' is) a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include *painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road.* In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. 'Tasks' are the things people will tell you they do if you ask them and they are not applied linguists. (Long 1985a, p. 89) (p. 108, my Italics)

From the viewpoint of how I taught English in School F (Chapter 1) though I was not aware of it, I follow Long's definition, because the task activities that I carried out were almost the same as Long's examples I emphasized.

With regard to the difference between 'tasks' and 'exercises', Ellis (2003) compares 'tasks' with "exercises": 'Tasks' are activities that call for primarily meaning-focused

language use. In contrast, 'exercises' are activities that call for primarily form-focused

language use (p. 3).

So, when English is taught, 'tasks' are related with communication used in the real

world for self-expression; while 'exercises' are related with grammatical use. I assume a

'task' is used in TBLT and an 'exercise' is used in PPP. In this viewpoint, Toyozumi (2006)

says, "In Japanese English teaching, in spite of chanting a slogan of communication, a 'task'

was not really practiced. It was just an 'exercise'." (p. 297, my translation) In my teaching

experience except in School F, it is true that an 'exercise' was just the confirmation of

grammatical usage, which was followed by presentation in PPP.

2.2. Some Aspects of TBLT

2.2.1 Rise of TBLT

TBLT seems to have first appeared after the development of applied linguistics. About

 the rise of TBLT, Ellis (2003) writes in the following way:

Perhaps one (of) the earliest proposals for task-based teaching is that associated with

humanistic language teaching. Humanistic principles of education emphasize the

achievement of students' full potential for growth by acknowledging the importance of

the affective dimension in learning as well as the cognitive. Humanistic approaches

encourage learners to recognize their feelings and put them to use by caring for and

sharing with others, thereby increasing their own self-esteem and their motivation to

learn. (p. 31)

In Japan, it seems that TBLT was introduced only in recent years after MEXT

announced English class taught in English in The Course of Study for senior high school in

2009. During my teaching years, I had no idea about TBLT. In the globalized society today, it

is natural that the role of English has changed. TBLT appeared as a new method of teaching

English in Japan. So did in Hong Kong. Ma (2010) reports that TBLT satisfies the new

perceptions of the language as a communication tool, and describes it as follows: "The approach which － in Hong Kong as well as in numerous other parts of the world － has been developed to respond to these new perceptions is the task-based approach. (Ma. 2010, Preface)" These days, as a new language teaching method, TBLT are often discussed.

2.2.2   Effectiveness of TBLT

The next three points are the advantages in teaching in TBLT:

- TBLT provides a real situation in learning English.

- Students solve the problems that they find.

- TBLT increases motivation to improve their English, because the students themselves manage to fulfill the task and they feel a sense of accomplishment.

TBLT provides the real situation. Matsumura (2013) compares tasks in TBLT to games in sports. It is easy to understand the nature of TBLT, and describes it as follows:

Positive use of tasks in language teaching is similar to sports training by playing real games from the start, not by playing games long after the perfect acquisition of various skills. Even if students cannot do well at first in acquiring the skills, they will find out their problems and are eager to improve the skills. (p. iii, my translation)

TBLT provides the real situation in learning English. The most appealing point of a task is the natural setting of language use in the real situation of daily lives as Akaike (2015), a practitioner of TBLT at a high school, describes:

The best point of task activities is that a task provides a natural situation for using English. It is a real life situation. It is meaningful for students to use their own expressions, not using compulsory expressions. In such a situation, they want to acquire their ability to express themselves. Therefore, when a task is compared with production practice after the explanation of grammar, it is clear that their attitude improves. (*The English Teacher's Magazine*, June, Vol. 64 No. 3, p. 21, my translation)

Akaike's description is in perfect harmony with what Larsen-Freeman and Anderson (2011) say: "Students are motivated by doing tasks that prepare them for the real world" (p.156) So TBLT increases motivation to improve their English. A teaching method affects the effectiveness of English learning. It is important for students to learn voluntarily, not compulsorily or reluctantly. Izumi (2009) says:

> If the students are autonomous and good at studying by themselves, they may make progress in whatever class they learn. However, most of the students are not autonomous and they are sure to be greatly influenced by the teaching method. (p. 10, my translation)

In order to acquire English by solving the problems, it is better for the students to be in the center of learning. The center of the traditional methods is often a teacher. Izumi (2009) says:

> When the goal of English learning is thought to be communication, traditional method is not necessarily a learner-friendly teaching style. It is indeed a teacher-friendly teaching style. It is an easy method to make a grammatical lesson plan and evaluation. (p. 19, my translation)

Izumi's following words about the value of tasks are to the point: "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will learn" (p. 102). And Izumi predicts the new styles of teaching will develop. TBLT will be one of the most prospective methods.

Here is the research of De la Fuente (2006) about vocabulary acquisition through tasks and form-focused instruction. About vocabulary acquisition, TBLT with explicit focus on forms seems to be the best. De la Fuente did an experiment to test the effects of three types of vocabulary lessons in Spanish: (a) traditional PPP, (b) task-based, and (c) task-based with explicit focus on forms. The results of the effectiveness in quantitative analysis were as

follows:

1. Immediate check after the class had no difference among (a), (b) and (c).

2. In long-term retrieval (one week), the task-based lesson (b) was more effective than the

    PPP lesson (a).

3. In acquisition of a morphological aspect, a task-based lesson with the explicit focus on

    forms (c) was more effective than the task-based only (b).

De la Fuente (2006) says that the explicit focus on forms component placed in the last part of the lesson may be more effective. TBLT with focus on forms placed in the last part of the De la Fuente's TBLT means exactly what Izumi (2009) mentions. It is Focus on Form (FonF) which is the attempt to make the students' attention to form in the midst of the class focused on meaning (p. 145). Focus on forms (FonFS) means teaching grammar first followed by using it. Focus on form (FonF) means using English first followed by teaching grammar. (Kubota, 2001, p. 218) Another suggestion made by Shirahata, Wakabayashi, and Muranoi (2010) based on Daughty is shown in Figure 5 below, with my own small adaptation.

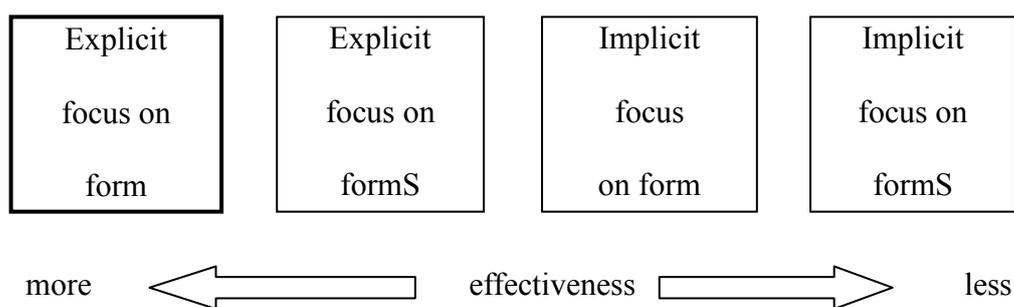| Explicit focus on form | Explicit focus on formS | Implicit focus on form | Implicit focus on formS |

more ⟸ effectiveness ⟹ less

Figure 4. Effectiveness of teaching: Shirahata, Wakabayashi, and Muranoi (p. 125).

This research also proves that focus on form is better than focus on formS, which matches the results of De la Fuente. Izumi (2009) says, "The difference between PPP and TBLT in the study of De la Fuente cast some doubt on the English teaching in Japan (p. 124)." I also

wonder if PPP is the royal road to learning English. As is shown in De la Fuente's experiment above, concerning vocabulary at least, TBLT with explicit focus on form may be the best.

2.2.3   Task procedure in TBLT

How to design tasks for practical class is essential. Carefully planned procedure brings effective learning. My summary of the fundamental three aspects from what Ma (2008) describes is:

1. Tasks connect the classroom to the world in which learners will need to use their English. This has powerful potential for motivating learning.

2. Through providing contexts for the communicative use of language, tasks activate mechanisms for acquiring language and developing the ability to use it.

3. Tasks offer a means of organizing language learning not around separate elements of language (e.g. vocabulary and grammatical structures) but around those aspects of communication which are the goal of learning. (Preface)

One detailed example of task procedure that I would like to introduce is from Larsen-freeman and Anderson (2011):

(1) The teacher announces the goal of the lesson.

(2) The teacher provides a pre-task and gives some Q&A communication with T/F and wh-questions in accordance with the students' level.

(3) The students work on the task in groups by using English.

(4) The teacher encourages the students to use English.

(5) The teacher moves around the classroom and checks the students' errors he/she notices.

(6) The teacher gives some more activities related to the task matching the students' performance.

(7) The students make a presentation of the given task by paying attention to accuracy, organization and meaning.

(8) The teacher prepares a new task based on the errors he/she has noted.

(9) Students are motivated by doing tasks that prepare them for the real world.

(pp.154– 156)

Referring J. Willis, Matsumura (2012) calls the procedures (1) and (2) "pre-task", the procedures (3) – (7) "task cycle", and the procedure (8) "language focus" (pp.72–78) . Since communication is the key in TBLT class, the procedures (3) and (7) are the most important. The other procedures support (3) and (7). The procedure (8) plays the part of Focus on Form that Izumi (2009) recommends.

My teaching at School F (Table 2-3 on p.12) was done in the procedure close to that shown above. In my communication class, students finished the task with sometimes simple examples in pairs or in groups by using English following my/ALT's explanation. And after finishing the task, the students usually made their demonstration in front of the other students. The other students evaluated it each other, so do the teacher and ALT.

2.2.4 Evaluation in TBLT

Teachers teach students in order to achieve the students' objective. So teachers should measure what they acquire by providing any kind of test. Programs also should be reconsidered from time to time. The test should be beneficial, because the assessment is both for students and for teachers. Tasks are useful both in teaching and in assessing. Ellis (2014) refers to assessment as follows:

Assessment tasks are viewed as devices for eliciting and evaluating communicative performances from the learners in the context of language use that is meaning-focused and directed towards some specific goal. (p. 279)

Just as language-teaching methodologists have argued that tasks constitute the *prima facie* means for promoting acquisition of an L2, so language testers have increasingly recognized the value of tasks for assessing learners' capacity to communicate in an L2. (p. 279)

The evaluation style of my teaching was the demonstration or speech in each class and the written test as mid-term and term-end examinations. After the students worked on the task of planning a day-tour in Kyoto as mentioned before, the examination was to plan a day-tour in other cities, Melbourne and Tokyo. See Appendix 3-2.

It is also good for students to take a kind of achievement test like STEP test or TOEIC test, which can be compared with the former score that the student obtained. In addition, teachers should assess their own teaching like Long (2015) writes: "Are program doing what they say they are doing? Are students learning what they need? Programs are unique, and are best considered holistically, *in situ*, recognizing that they are inevitably affected by the context in which they operate" (p. 341).

2.2.5   Grammar teaching in TBLT

When I discuss the effectiveness of a new method of TBLT, the discussion of grammar teaching in TBLT may be helpful. It means the comparison of grammar teaching in the traditional method of PPP. In fact, some researchers are against TBLT. Sato (2011, 2015) argues that PPP is a realistic English teaching method, because English class hours are limited in Japanese senior high school and English is taught as EFL in Japan. PPP practitioners think that explicit focus on forms, presentation of grammar and practice of 'exercise' can save time in teaching. Sato says that TBLT is time-consuming. It is true, however, when thinking of the real situation in class, the motivation I discussed above, and the long time retrieval memory in De la Fuente's research, I would like to support TBLT.

The problem that TBLT is time-consuming may be solved by the explicit focus on form which is said to be more effective than the other form(S) teaching, as discussed on p. 27.

In a particular condition, Benati (2013) and Long (2015) are in favor of teaching grammar in 'focus on form'. That is "an effective way to incorporate grammar teaching and grammar tasks in communicative language teaching" (Benati, p. 50). That approach is what Long says "task-supported language teaching" as follows:

> Focused-tasks" are used for the final stage of traditional PPP approach. Task-supported LT (language teaching) has its champions and it is worthy of consideration, as a bridge between traditional synthetic syllabi and genuine task-based approaches – but it is still a synthetic approach. (p. 7)

Izumi (2009) describes, "In the class of PPP, production as a communication activity is forced by the input of limited English" (p. 61, by my translation). Using the expressions limited by grammar usage may prevent the students from expressing themselves voluntarily. It may be a kind of pattern practice.

2.3   'Tasks' That Work in TBLT

There are some kinds of examples of tasks in Long's definition of 'task', as already shown above. It is beneficial to find what kind of practical techniques work in TBLT. Two examples of the useful techniques are role play (Rodrigues and White.1993, pp. 63–69), and small talk (Hunter, 1993, pp. 30-41). One is the field experience based on the role play in the classroom. The other is literally the active talk apart from the textbook.

Role play can provide the real world easily in the classroom. About teaching materials we usually have, Rodrigues and White (1993) say like this: "It has become evident to many teachers of ESL students that most of the available texts and materials are based on artificial sequencing of grammatical structures and stilted, often irrelevant, dialogues and topics" (p. 63). Rodrigues and White set up the lessons to a group of Vietnamese in the United States.

The lessons were the open language field experience and the test situation which was focused on role playing. An example was shopping at the supermarket. They took the students to the open language field, such as a neighborhood supermarket to observe the real shopping, and they videotaped the model shopping scene with the conversation about prices between the teacher and the grocer. Showing this video in the classroom, they made some narrations and a dozen of guide questions about shopping at the supermarket. They had the students do the role play by using realia, actual props. In the role play of shopping, they used an actual supermarket cart and props of vegetables, milk cartons, and the like. Even if teachers cannot give the real open language field to the students in the EFL situation like Japan, role play is possible. The real open language field and actual things bring a kind of authenticity, which is important in classroom situation. In my teaching, taking the video was of great help for encouraging the students to do the task.

'Small Talk' is another useful technique. Hunter (2012) says: "The 'real teaching' that teachers feel is currently missing would be what the learners are striving for at the moment, rather than the syllabus imposed by textbooks, which is disconnected from the needs of the learner at best, and completely arbitrary at worst" (p. 32). Hunter explored the technique 'Small Talk' for teachers to adopt. Hunter aimed to solve some problems of the balance between the needs to encourage truly communicative language use and the need to develop complexity of the class, and says, "Language-teaching methodologies have become increasingly humanistic, stressing the importance of the learner in the language acquisition process (p. 31)" 'Small talk' will satisfy the learners' heterogeneity of linguistic competence and language acquisition styles. Small talk' is another technique to apply for the TBLT class. I often made a small talk at the start of the class, especially after the weekend, vacation, some incident in the world, or the talk related to the news or topic.

2.4   Other Aspects

2.4.1   Japanese language teaching in Australia

Japanese has been taught as one of the foreign languages in Australia. The interesting thing is that Japanese is mainly taught in the role play in senior high school because the examination for entering university requires how the students negotiate in a certain situation in Japanese, such as, how to persuade the parents to agree with the students' opinion: the student's going out the back-packed world travel before entering university, the student's making a trip alone, asking the parents to be a homestay family for an overseas student, etc. Role play is a typical task in TBLT. The key is negotiating and persuading the person(s) in the end by using Japanese as a communication tool. Therefore, role play is the principal way of teaching Japanese in Australia. Appendix 8 is a page of the workbook, which I assisted Aitchison, a teacher of Japanese language, to publish in 1999. In Australia, communication is thought to be important even through in a foreign language. The situation has not been changed since I stayed in Melbourne in 1998-1999.

2.4.2   Korean Language teaching to overseas students in Korea

The situation may be different from English teaching in Japan, because a Korean teacher teaches the Korean language to overseas students. However, the way of ESL teaching is of some help. The method in teaching Korean Language at Korean Language Institute (KLI) of Yonsei University was a mixed method of TBLT and PPP. During 2005−2012, I had a few times experiences of studying Korean Language there. The Korean language was taught through Korean language, and the teaching materials were based on the everyday communication. Students could directly learn the Korean language and how to live in Korea at the same time. The teaching procedure was carefully edited so that the students could learn the Korean language easily and effectively. The points were the real world situation and mainly role play. The teachers sometimes used smart phones to let the students see something

real. There were two field experiences. It is amazing that my acquisition stayed longer than I expected and even now it is easy to use Korean, though the learning period was short. It was a three-week program. In this case some explicit grammar teaching may have worked well in a short period program as Long (2003, p.7) says. However, the various role plays have certainly made the students' proficiency stay longer.

2.5   My Teaching from the Viewpoint of TBLT

After the literature survey, I realized again that the teaching method in School F was almost TBLT. As I pointed in Chapter 1, I added some focus on form instruction after finishing task activities. However, my task-based teaching was in sufficient, because I did not know well about TBLT and its effectiveness which is added focus on form.

I personally had a feeling that students could enjoy English class in task-based teaching. The literature survey shows clearly that TBLT will lead students to positive attitude while enjoying English and bringing the feelings of self-fulfillment in the end. In order to verify the significance of TBLT as a method for Japanese senior high school, I thought I should get my own data about TBLT.

In the next chapter, Chapter 3, I gave questionnaires to two types of the students; the students who received TBLT at School F and the students who learned through traditional method for passing the entrance examination of M University. Furthermore, I was allowed to attend the speaking class for English-major freshmen, and I guessed what kind of teaching they had in their senior high school through descriptive study. Descriptive study is to observe and record what is happening. (Lightbown & Spada, 2013, p. 216)

Chapter 3

Possible English Teaching Methods for Japanese Senior High School

3.1   The Follow-up Survey of My Task-based English Teaching

The purpose of the follow-up survey is to confirm whether TBLT is an effective English teaching method for Japanese senior high school students. If I get some affirmative results, I will be able to suggest TBLT as a useful method. The impression is that TBLT worked well in my class years ago may get some evidence to ensure the recommendation of TBLT.

Between March and May, 2015, I did the follow-up survey by sending a questionnaire to School F graduates, whom I had taught in TBLT. As three years had passed since they graduated, some were university students and others had already started working. 11 out of 87 (13%) graduates answered the questionnaire. The actual questionnaire and raw data of the results are shown in Appendices 6-1 and 7-1.

The questions were as follows:

Question 1. How did you like studying English in your high school days?

Question 2. What did you think about the task-based learning in your high school days?

Question 3. What do you think about the task-based learning now?

Question 4. How helpful is the task-based learning, which you received in School F, in your daily life now?

If your answer is "very helpful" and "helpful", please write down good points of task-based learning. If your answer is "not very helpful" and "not helpful", please write down bad points of task-based learning.

 Question 5. What kind of future English teaching do you want to have?

The fundamental question is Question 1. Questions 2 and 3 are about their feelings of task-based learning in their senior high school days and now. The relation between Question

1 and Question 2, that is, likes and dislikes of English in senior high school days and

evaluation of TBLT learning in senior high school days, is shown in Figure 5. The relation

between Question 1 and Question 3, that is, TBLT learning in senior high school days and

evaluation in of TBLT now, is also shown in Figure 6.

    The results are as follows:

• Figure 5 shows that likes of English and evaluation of TBLT in senior high school days

   have a weak correlation. The more the students liked English, the more favorably they

   evaluate the task-based teaching in senior high school days.

• Figure 6 shows that likes of English and evaluation of TBLT now have also a weak

   correlation. The scatter diagram looks the same as that of Figure 5. However, the detailed

   data of Figure 6 are different from that of Figure 5 (See Appendix 7-1) with the

   difference of a correlation coefficient. The more the students liked English, the more

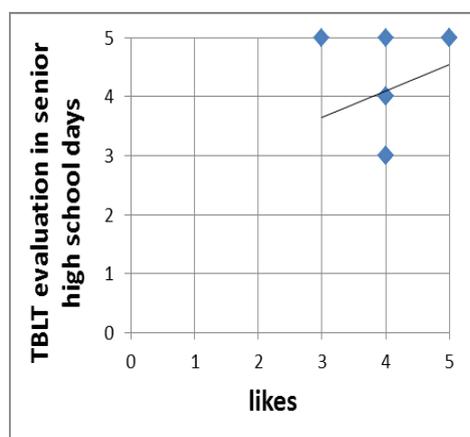   favorably they evaluate the task-based teaching now.

Figure 5 Likes and task evaluation   *Figure 6* Likes and task evaluation now,
   in senior high school, School F   School F
Note. N=11, *r*=0.311, weak correlation   Note. N= 11, *r*=0.221, weak correlation

• Figure 7 shows the degree of favorable evaluation of TBLT in senior high school days

   and the degree of favorable evaluation of TBLT now. There is a strong correlation

   between the two. The more the students evaluated TBLT in senior high school days, the

   more they evaluate TBLT now.

- Figure 8 shows the evaluation of task-based learning now and how helpful task-based learning is now. There is a strong correlation. The more helpful they feel in everyday life, the more favorably they evaluate TBLT now.
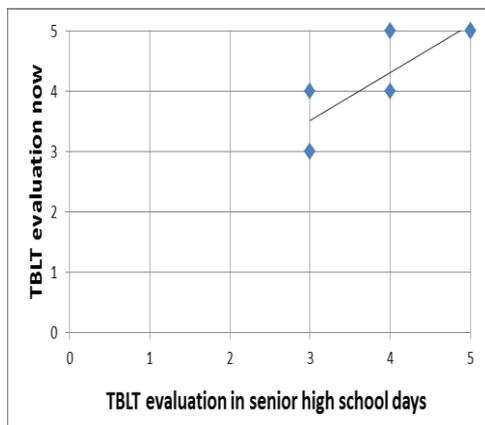
Figure7. Task evaluation in senior high, School days and now, School F.
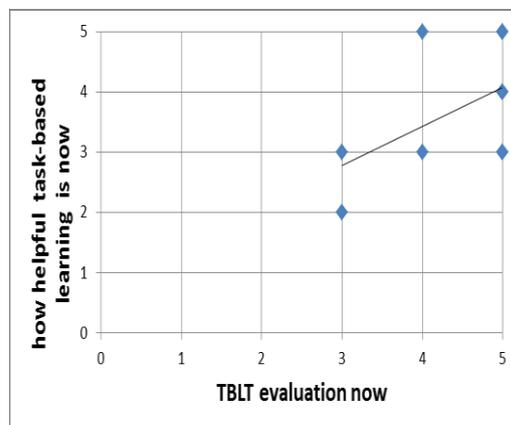Note. $r=0.850$, $p< .001$, strong correlation.

Figure 8. Task evaluation of TBLT now and helpfulness of TBLT now, School F.
Note. $r=0.527$, $p< .05$, strong correlation.

My illustration, Figure 9 explains the double influence of TBLT. Teaching in TBLT influences both on likes of English and on good evaluation of TBLT.
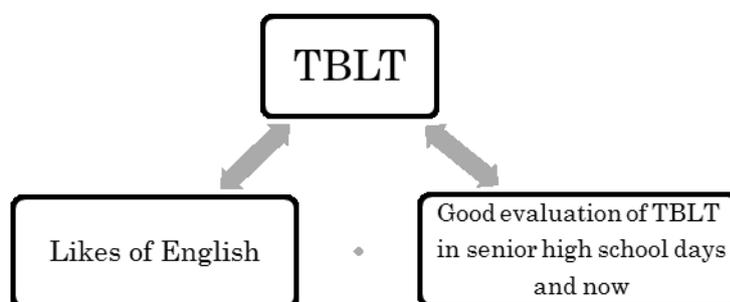
Figure 9. Influence of TBLT.

The followings are the comments that the School F graduates wrote in Questions 3 and 4. According to their comments, although some of them were a little awkward as to the task-based teaching at first, all of them had favorable feelings to task-based learning both in senior high school days and now. Their words in Question 3 go as follows:

- We can use English as we learned through task-based activities when we go abroad (4 persons)

- What I learned is of great help in order to get some credits at my university. (4 persons)

- I could learn the communication styles in various situations.

- The classes gave me opportunities to learn practical English.

- When I use or listen to English, it is helpful.

- What I learned is helpful in studying in university and in studying abroad. Task-based learning widens my view of understanding different culture.

- In senior high school days, the task-based activities were troublesome. But now, I find that the class I had was more practical than the English class in general prefectural senior high schools. People outside of School F seemed to have no idea of task-based learning in English.

- Task-based learning was hard for me, but it was good to get good English proficiency.

- What I learned helped me not only with the conversation but also with writing in English.

The important thing is that they feel/felt the need to learn practical English, which is useful for communication with foreign people who live overseas or in Japan. Especially, today many foreign visitors come to Japan for sightseeing or for work.

One graduate strongly recommends the task-based learning system of School F, while pointing out a problem: lack of acquiring grammar and vocabulary. In order to solve this problem, explicit focus on form instruction after finishing a task activity, as discussed in Chapter 2 (p. 27). This graduate also feels the necessity to get good scores of TOEIC and/or TOEFL.

3.2   The Case of M University Freshmen

In order to compare the graduates of TBLT who learned English in TBLT with the graduates of general senior high school, I conducted another questionnaire to the freshmen of Education Faculty of M University: 45 freshmen (35 non-English majors and 10 English majors) on May 8 and 15, 2015. I could not do the pre-survey to the two groups: School F

graduates and M University freshmen. However, I thought it possible to compare the English

teaching in senior high school if the students are freshmen before beginning to study in

university. With regard to the rank of difficulty to pass the entrance examination, a website

says that the deviation value of Education Faculty of M University is 57. This level is higher

than School F, but as far as English ability is concerned, the students' English ability seems to

be close each other, because the English deviation value of the graduates of School F

improved up to 45–75 at the beginning of their third year from 40–50 at their start of senior

high school. Therefore, the results of two questionnaires are thought to be comparable.

　　The questions to the freshmen of M University were as follows:

Question 1. Did you like studying English in your high school days?

Question 2. Did you receive any task-based English teaching in your senior high school?

Question 3.What kind of English classes do you wish to have had if you were to be back in

senior high school?

Question 4. What kind of future English learning or teaching do you hope?

　　After I demonstrate what the task-based teaching is like, I asked the freshmen to fill in

the questionnaire (Appendix 6-2). Figure 10 shows the relation between likes of English in

senior high school (Question 1) and Task-based teaching (Question 2). There is a weak
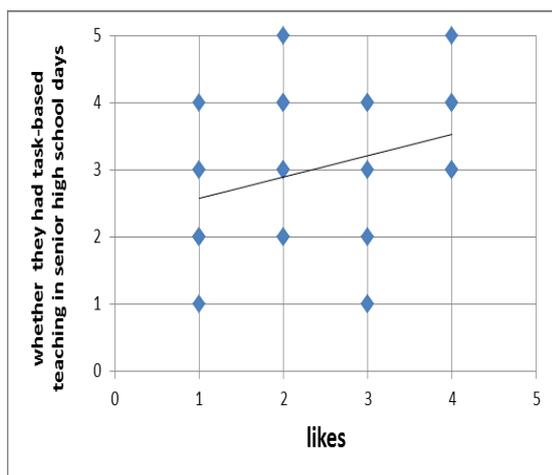
correlation between likes of English in their senior high school days and whether they had task-based teaching. The students who liked English seem to have received some kinds of task-based teaching in senior high school.

Figure 10. Likes of English and whether they had task-based teaching or not
Note. N=45, r=0.31, p< .05. Weak correlation

3.2.1   Three types of comparison

From the raw data (Appendices 7-3, 7-4 and 7-5), I made three types of comparison: (a) likes of English in senior high school days between the graduates of TBLT receivers in School F and the general senior high school graduates, freshmen in M University on the bases of whether they had TBLT or not in senior high school days, (b) likes of English of freshmen on the bases of whether they had TBLT in senior high school or not, and (c) likes of English of freshmen on the bases of whether their major is English or not.

Figures 11 and 12 explain comparison (a). The next two bar graphs show outstanding differences of likes of English in senior high school days between School F graduates and other senior high school graduates. Figure 11 shows the number of likes of English of School F graduates with TBLT. Figure 12 shows the number of likes of English of M University freshmen with little/no TBLT. I made a sampling of the students who received little/no TBLT from the original raw data of M University freshmen. (Appendix 7-5)

Figure 11. Likes of English in senior high school, School F graduates received TBLT. Note. N=11

Figure 12. Likes of English in senior high, school, M University freshmen received little/no TBLT. Note. N=24

In Figure 11, more than half of the TBLT receivers in School F liked English. If the numbers of likes levels 5 and 4, and 1 and 2 are simply added, the answer is 3+7 > 0+ 0. On the contrary, in Figure 12, more than half of M University freshmen of little/no TBLT receivers

disliked English. If calculation is done in the same way, the answer is 1+8 > 1+6. I guess that a key of the results may be a teaching method.

In order to strengthen the results of (a), I made another comparison (b) of the same university students. Figures 13 and 12 show it. For comparative convenience of comparison, Figure 12 is shown again for comparative convenience of comparison. Figure 13 shows the result of another sampling of M University, likes of English of freshmen based on with TBLT or with little/no TBLT in senior high school days. Even in the same university, it is clear that there is a great difference depending on whether they had TBLT in senior high school days or not. If the numbers of likes levels 5 and 4, and likes levels 1 and 2 are simply added, more than half of freshmen who had TBLT liked English (1+4 > 0+0), while more than half of freshmen who had little/no TBLT disliked English (1+6 < 1+8).
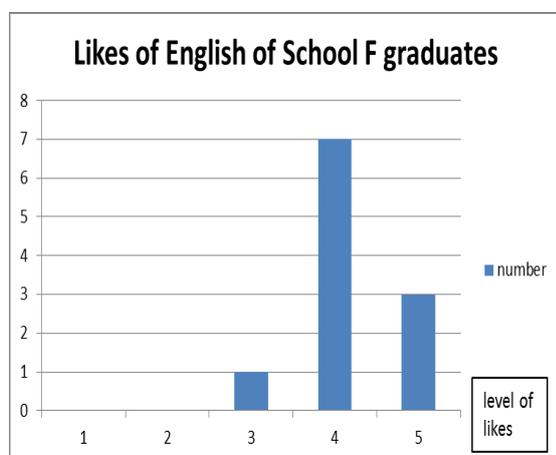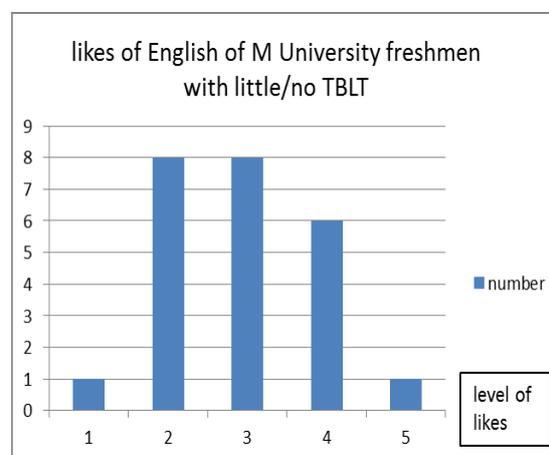

Figure 13. Likes of English in senior high school, M University freshmen received TBLT. Note. N=9
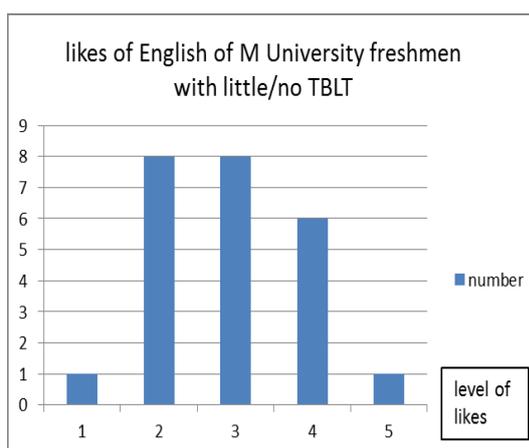
Figure 12. Likes of English in senior high school, M University freshmen received little/no TBLT. Note. N=24

 Figures 14 and 15 explain another comparison (c): between English majors and non-English majors. It is natural that English majors tended to like English more than non-English majors did. Surprisingly, half of the non-English majors did not like English (4+10 > 0+13). They studied hard to enter M University, however, they did not like English. It is possible that they did not enjoy studying English in senior high school days. Even the English majors in my descriptive study seemed to struggle against speaking English, when I will discuss later.
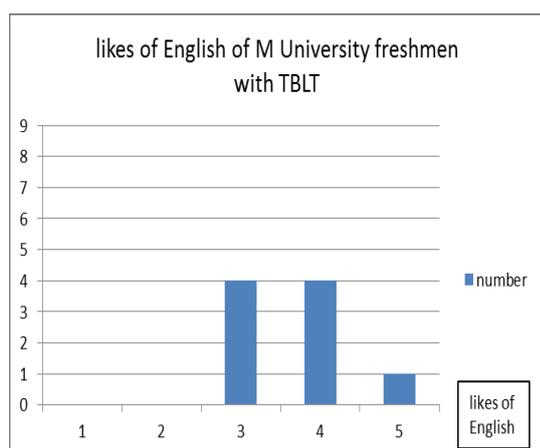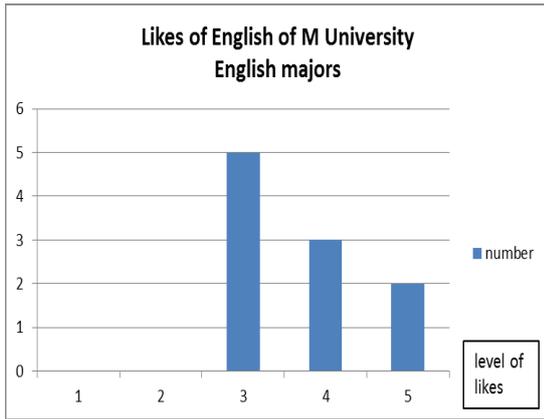
Figure 14. Likes of English in senior high School, M University freshmen, English majors. Note. N=10
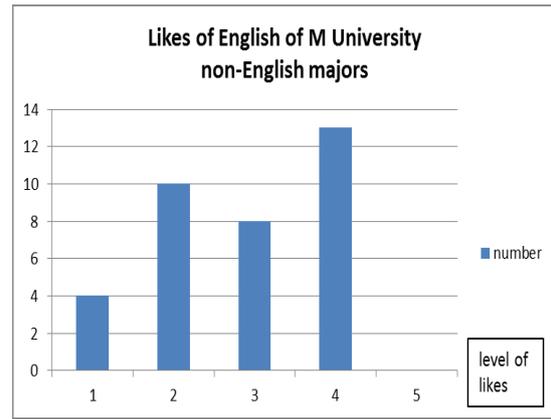
Figure 15. Likes of English in senior high school, M University freshmen, non-English majors. Note. N=35

3.2.2   Comments by the M University freshmen in the questionnaire

In Question 3, M University freshmen have almost the same kind of request as the School F graduates do. Figure 16 shows the detail of Question 3 of M University freshmen. 57% of the students wish they had received communicative English class. Figure 17 shows the detail of Question 4. 65% of M University freshmen hope that English learning will be practical and communicative in the future and that more listening/speaking class is desirable. There is almost the same tendency between School F students and M University Freshmen. They hope for more communicative classes in the style of student-centered class in the future.
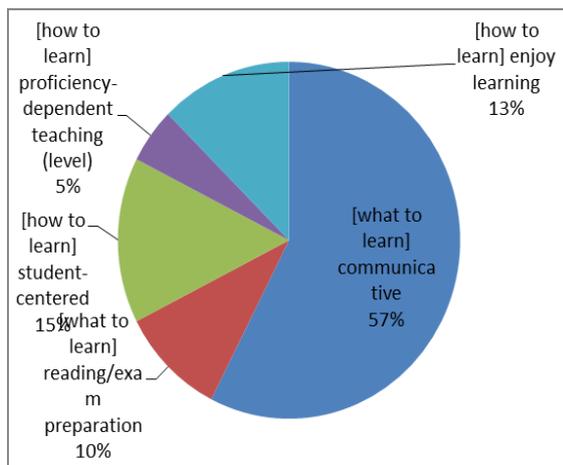
Figure 16. Detail answers of Question 3, M University. Note. N=45
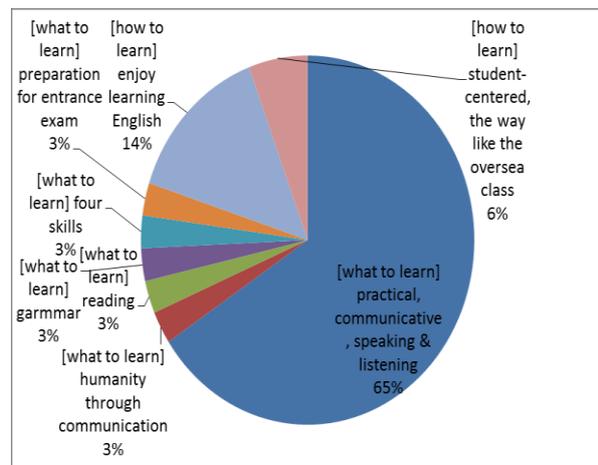
Figure 17.   Detail answers of Question 4. M University. Note. N=45

3.2.3   Descriptive study in speaking class for English-major freshmen

The observation of the English class of freshmen may be useful for my guessing what kind of the English class they received in their senior high school days. I did the descriptive study in the first semester of speaking class for English-major freshmen. Naturally, the speaking class was held in TBLT. By observing the class, some points were found.

- A few students were not used to using even simple expressions. One example is "*Where *is the famous places in Osaka?" instead of "What are the famous places in Osaka?" Another example is "What does she like?" instead of "What is she like?" (Appendix 8-1). Even if the usage itself was grammatically simple and they actually learned it in the beginner-level class of senior high school, they were not familiar with the actual use. On vocabulary level, they sometimes could not handle the words connected to daily life, for example, egg yolk and white (Appendix 8-2). Students could not use the exact words unless they did not have the opportunity to use them. They only knew that 'white' is just the name of a color. They did not know 'yolk'. Another example was the usage of "and." Some students used "and" in between every phrase and duplicated the same verb; for example, "I put pasta and put meat and put sauce and put…. and put…." (Appendix 8-3). If they had had experiences of real situation, students would have noticed that those kinds of expressions were a little strange at the early stage of their English learning.

- Most of the students were not accustomed to using English itself. They easily spoke Japanese words when they did not come up with the appropriate English words.

- As for grammar, vocabulary and pronunciation, the students must have studied a great deal for their university entrance examination. However, they could not necessarily use appropriate past forms, verb forms and plural forms: e.g. 'choose' instead of 'chose', 'success' instead of 'succeed' and '*womans' instead of 'women'. Sometimes, pronunciations were not correct: e.g. cousin[*cuzn], food[*hu:d], faithful[*feisfl],

crazy[*l̩eizi], and crew[*kl̩u:] (in the classes on June 1, 8, 15 and 29, 2015). [f] / [h],

[θ] / [s] and [r] / [l] sounds are hard for the Japanese. When a student said "I'm crazy",

the teacher interpreted it as "I'm lazy", because the first consonant [k] was missing. The

teacher responded like this: "Lazy? Is she lazy? … Oh, crazy?" This may happen because

of little opportunities to use even simple English words. By the end of June, the students

gradually got accustomed to speaking English though they often just read their scripts on

the notebooks.

For most of the students, the fact that English is a communication tool may have been

left behind in senior high school. They may not have received appropriate classes to use

English.

3.3 Possible English Teaching Approaches for Japanese Senior High School

As discussed in Chapter 1, GTM dominates present English teaching. PPP is also used

by some teachers who want to introduce grammatical points first, go on to exercise next, and

then communicative production in the end. In the discussion in Chapter 2, while surveying

literature, I appreciated the advantages of TBLT. In this chapter, I analyzed the follow-up

survey of my task-based teaching, and the questionnaire to M University freshmen. The

analyses may support the effectiveness of TBLT.

Taking those things into consideration, the following pyramid style figures in Figure 18

show my suggestion about possible English teaching approaches for Japanese senior high

school. My basic recommendation is TBLT in the first stage of senior high school. The lower

layer of the pyramid means 2−4 hours of English classes a week. The higher layer of the

pyramid means 8−10 hours of English classes a week. Many senior high school students learn

English for 2−6 hours a week. How many hours the students should study English depends on

the course(s) of each senior high school, which I think approximately corresponds with the

level of students' proficiency in the present educational system.

Present situation

TBLT

In English course, which has 10 English classes a week, TBLT is often practiced.

PPP+GTM and others

In the general education course with more English classes a week, PPP and GTM are practiced.

GTM

In the vocational course and general education course with 2-5 English classes a week, GTM is usually

Possible English teaching methods in senior high school

the method (e.g. CLIL)

In the course of advanced level, with the base of TBLT and PPP/GTM, in order to increase comprehension ability, content and language-integrated learning (CLIL)* may be better rather than GTM in the extra English classes. However, only few teachers can teach in CLIL at the moment.

PPP/ GTM and others

In the general education course with more English classes a week, taking the students' need and motivation into consideration, TBLT as a base plus mixed methods may be selected in accordance with the goal.

TBLT

As a basis of teaching method, it is better if TBLT would be usually used. The textbooks and teaching materials have been dramatically improved in practical use these days, so teachers can use them easily for TBLT.
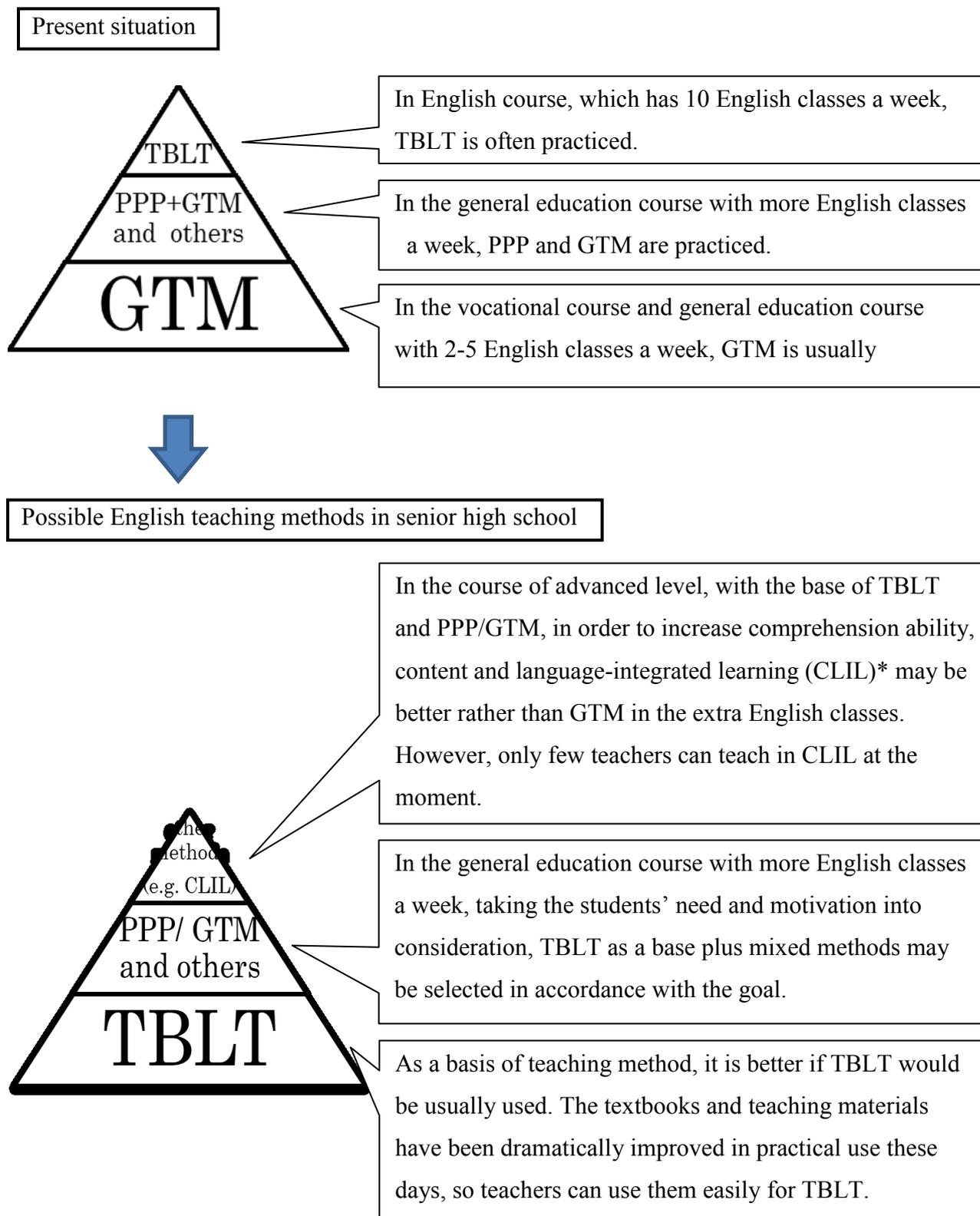
Figure 18. Present situation in English teaching and possible English teaching methods in senior high school.
* CLIL, content and language-integrated learning, is an approach to content-based language teaching that has developed primarily in secondary schools in Europe. (Lightbown & Spada, 2013, p. 215)

Senior high school students' need, likes of English and motivation are related closely as seen above. As I discussed in Chapter 2 (pp. 25–27), the teacher's choice of method has an effect on the students. Beginner-level students tend to learn well through physical and practical activities, not through much grammar explanation. Advanced-level students can learn well in whatever method. They have the need for practical activities as well. They have more English classes of reading and writing in the curriculum. Now that it is neither possible nor necessary for all the senior high school students to acquire the advanced-level English, TBLT will be a promising method for Japanese senior high school students. TBLT satisfies the students' feeling of "I've done it" or "I can do it", which will produce a good cycle of the effects.

Conclusion

As is seen in the pyramid-style figures in Chapter 3, the core of my conclusion is the effective English teaching for Japanese senior high school. I would like to recommend TBLT and the points I discussed in this thesis are as follows:

1. TBLT leads the students to natural use of English in a real situation. TBLT may be useful to push up students' motivation, and students can enjoy learning English.

2. Leading researchers of English teaching method and practitioners of TBLT prove the advantages of TBLT.

3. Even after having left senior high school, TBLT may be useful in the university classes and on traveling abroad. Both of the graduates who learned in TBLT and the students who learned in little/no TBLT are eager to receive communicative language teaching. Particularly, TBLT and likes of English may be mutually related.

The next three things support my recommendation: (a) my 38 years' teaching experiences in quite different types of senior high school, and today's need of communication in English, (b) methodological development of ESL, and (c) the results of questionnaires I conducted, and descriptive study of M University freshmen. (a), (b), and (c) correspond respectively to 1, 2, and 3 above and also to Chapters 1, 2, and 3.

In Chapter 1, I discussed (a): Thinking of the actual goal of English these days, both MEXT and students are eager to pursue the communicative role of English. For some people, the goal of learning English is to enter a better university and get a better career through English. I admit it to some extent but that is not all. As seen in Chapter 1, The Course of Study has been requesting that students should use English as a communication tool. A few people exaggeratedly say, "Is it all right if students' proficiency is just 'How are you?' and 'I'm fine.'?" However, TBLT is not just "How are you?" Nurturing positive attitude in

English class through English will contribute to improving students' motivation. Students move forward to studying all the more by themselves.

In Chapter 2, I made a theoretical discussion on (b). Some leading researchers of ESL, Long, Ellis, Benati and others, stress the advantages of TBLT. There are also some data of the effectiveness of TBLT. And Japanese researchers/practitioners, Izumi, Matsumura and Akaike, found good response to teaching English in their actual TBLT class.

In Chapter 3, I discussed (c). My questionnaire survey with statistical analysis shows that TBLT has a good influence on students' preferences of English. 'What you like, you will do well'. Comments by the students in the questionnaire honestly showed that they wanted to have communicative English class both in what to learn and how to learn. Students might realize more than teachers that the main function of language is communication. My descriptive study of M University freshmen revealed the lack of TBLT in their senior high school, which means English is still taught in traditional methods. Most of the graduates who received TBLT in School F said that they enjoyed learning English; while many freshmen received little/no TBLT said that they did not enjoy learning English.

All things considered above, the first step of possible English teaching method for Japanese senior high school may not be GTM, but may be TBLT. Some topics I have not discussed in detail in this thesis are: (a) I could not do a longitudinal study about task receivers and no/less task receivers, so I could not do the survey of pre-post panoramic view of the same students. Therefore, this study is not scientific in a very strict sense.   (b) I could not collect many samples in my questionnaire survey. Only 11 School F graduates out of 87 (13%) answered my questionnaire. (c) I could not refer to an evaluation system for TBLT, which is not established yet in the present relative evaluation system.

The prospects for TBLT in the near future are:

1. More Senior high schools and teachers will conduct TBLT before long. There will be more information concerning TBLT. Even these days the development of teaching materials including English textbooks has been marvelous. Textbooks for senior high school students are edited for teachers to utilize easily in TBLT design

2. Many young English teachers have an experience of studying abroad. They will try to make use of their experiences abroad in teaching English. They will find that TBLT may be a more effective English teaching method than the traditional method today.

As English teachers teach in TBLT more often, the information about TBLT will be accumulated more. With much improvement, TBLT will be gradually a proper teaching method for English learners at Japanese senior high school.

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Appendix 1
Handout at school A (GTM-based teaching)

LESSON 5   BILL'S DIARY

〈Reading のたのしみ〉
Bill が 自分の生活一般について つづります。みんなと同じ年ごろの少年の生活が どんなのか、学校での勉強や試験、いとこの結婚など、むこうの生活を たっぷり のぞいてみましょう。

1 〈必ず 特急をひくべき WORDS & PHRASES〉
diary, early, buy (古代を), carnation, wear, pink, dea
make (2番目を), cooking, get (7番を), toast, burn, praise
sit (1番目る必要代を), paper (2番目), watch (1番目), nervous

Mother's day, do the cooking, let+人+原形, do one's be
make a bed, sit ～ing, a little, look up (同の1番)
watch + O + ─ing

〈必ず テストされる重要構文 Key Sentences〉
① The news made us glad.
まず この文を 文の要素に分析してみよう。S+V… のあとが肝心だよ。
made と glad との関係は いかに…?
さあ make の2番で 例文で 味をみながら考えて…!

② Father sat talking about his old adventures.
意味的には、Father sat.
→ Father was talking about his old adventures.
と考えるとよい。きらば 次の計算をしてみよう。
The girl came. + She was running. = ?
(be + ─ing) の意味をもつから この ─ing は [?] である。
この構文は、sit や come に多い。

③ Feeling lonely, she turned on the radio.
= As she felt lonely, she turned on the radio.
と考える。
As, when, while などの
接続詞   + S + V ═ Vの原形・ing
とある構文のことを [?] という。

次の英語を、この構文で、かきかえてみよ。
When I arrived there, I found the air was fresh
═   ?

─31─

Appendix 2
Handout in reading class at School F

---

(15) UNIT3 Lesson6   Food and Culture   date: /   Year12(3-3,3-4)

3-(   )-(   ) Name(   )

Part1

I. Comprehension Point

What is FOOD to us?   (   )

II. T or F

1. We know both good food and bad food. (   )
2. Tastes for food are different from culture to culture. (   )
3. Food liking is related to nutrition. (   )
4. Many Americans' favorite vegetable is broccoli. (   )
5. Tomatoes are the most nutritious vegetable of all. (   )

III. Wh-Questions

1. What foods are given as examples of food likes and dislikes? (   )
2. How does food likes / dislikes relate to nutrition?   (   )

IV. Summarize

We have the following ideas about food:

_____ .

Butterflies, rats, and African termites are the examples

_____ .

Food likes and nutrition _____ .

V. Review the words

1. extremely unpleasant; unacceptable and shocking= (   )
2. a natural substance found in meat, eggs, fish, etc.=(   )
3. a unit for measuring weight; 1/1000 kilogram= (   )
4. nutritious =

↑(Explain the word in English.)

VI.Answer the question.

 Which do you challenge to eat, butterflies, rats, or African termite?

 (   )

Appendix 3-1
Handout in communication class at School F

Planning one-day tour in Kyoto
The activities **1**,**2** and **3** are worm-up tasks. The activity **4** is today's main task.

Year12 Communication   **date**_____

3 -CLASS （ ） No（   )Name（   ）

1. **Today's Phrases**

_____

2. **Today's Pronunciation**

_____

3. **Dictation**

1._____

2._____

4. **Activity : Holiday in Kyoto**

START: Kyoto Station	→ PLACE 1 ( )	→ PLACE 2 ( )	→ PLACE 3 ( )
HOW TO GET THERE			
→ PLACE 4 ( )	→ PLACE 5 ( )	→ PLACE 6 ( )	→ PLACE 7 ( )
→ PLACE 8 ( )	→ PLACE 9 ( )	→ PLACE 10 ( )	→ PLACE 11 ( )

Appendix 3-2
Part of the term examination at School F

Questions of planning one-day tour

3年3・4組 English Communication   **Year12** 1st-TERM   EXAMINATION   July 5，2012
3 － （   ） NO（   ） NAME （   ）

F **Look at Map①(Melbourne City map), and fill in the blanks.**
1.(On the cellphone)
A: I'm at Parliament station? Could you tell me the way to South Bank?

B:_____

2.(In front of Flinders Street station)
A: I'm not from around here. Could you tell me the way to the Queen Victoria Market?

B:_____

G **Your American friend visited Japan and wants to go sightseeing around Ueno, Tokyo.**
Look at Map②(Ueno map). You should guide him around Ueno by public transport. Make a plan for a sightseeing tour around Ueno. Be sure to go to at least 3 places. Start at Ueno Station.

Appendix 4
Evaluation sheet for students: communication class

Communication Evaluation Sheet		
YEAR/CLASS(—) NAME( )		

No.	Name/Pair/Group	excellent ← Evaluation → poor	Comment
1		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	
		A B C D E	

comment:

Appendix 5
Japanese teaching in Australia (role play)

CONVINCING YOUR PARENT TO HOST AN EXCHANGE STUDENT FROM JAPAN

D. CONVERSATION GUIDELINE (話しましょう)

エミリー —   お父さん

1. You tell your father that Fiona is going to host a Japanese girl at her place for ten months this year.

2. きっとよろこんでいるだろうね、区内間 そうしたいと言っていたから。

3. You tell him how much you would like to do the same.

4. でも、フィオーナさんの家はとても大きくて、お客さんのへやもあるし、おふろなどついたへやもあるし、なんでもあるだろう？うちとはちがうよ。うちには余分なへやはないよ。

5. That should not stop you. You can share a room with her or you can reorganise the study. It is possible to sort things out if you want to

6. お父さんについて、考えたの？ 今でも明日こみあうよ。そのうえ、もう一人分 なん人がふえたらどうなる？

7. It is only a detail. It is a matter of getting organised so that the whole family does not get up at the same time. You think he panics for no reason.

8. そうではないよ、だれかをホストするのは お金がかかるんです。

8. It makes no difference to have an extra person.

10. 留学生をつれてあちこち見てまわったり、オーストラリアを少し見物したりしなければならないだろう。留学生、いろいろな所に住むといういだけのために、ここに来たくないと思うよ。

CONVINCING YOUR PARENT TO HOST AN EXCHANGE STUDENT FROM JAPAN

C. LET'S IMAGINE (考えましょう)

今度は、エミリーが交換留学生をホストすることをフィオーナに話します。エミリーと フィオーナの交換話はかわりません。フィオーナがお父さんと話す言持件を考えましょう。 下のヒントをつかってもいいんです。

Imagine this time that Emily gave Fiona the idea of hosting an exchange student. The situation is not the reverse. Imagine the arguments Fiona would give her father. If you wish, you can use the suggestions given below.

1. お父さん： エミリーさんは交換留学生をホストすることになったらしいわ。

   フィオーナ： You think it is a good idea. You also want to host an exchange student.

2. お父さん： とんでもないことです。それはむりですよ。

   フィオーナ： You may say that it is not complicated at all, that you are in a very privileged position because you have a big and comfortable house, a spare room with an ensuite. Furthermore, your dad does not work and you can really afford to have an extra person with you. Fiona's parents would have more reason not to host anyone. So why not host a Japanese student? You will all gain from this experience.

Appendix 6-1
Questionnaire to School F graduates

アンケート　　各項目にチェック✔をつけてください。【　　】は記入してください。
　1.　高校時代英語を勉強することは好きでしたか？　チェック✔をつけてください。
　(1)(　　)常に好きだった　(2)(　　)好きだった　(3)(　　)どちらでもない　(4)(　　)嫌いだった
　(5)(　　)非常に嫌いだった

　2.　高校の頃、英語を使ってなにかタスクをしていく授業は、当時はどうでしたか？
　[注]タスク＝ALT とのコミュニケーションの授業において、コマーシャルビデオを作る、道順を教える、
メニューを作る、ショッピングする、観光プランを立てる、学校紹介のスキットを作る、などです。
　(1)(　　)非常によい　　　　　(2)(　　)よい　　　(3)(　　)どちらでもない　　　(4)(　　)だめだ
　(5)(　　)非常にダメだ

　3.　今振り返って、英語を使ってなにかタスクをしていく授業は、どう思いますか？
　(1)(　　)非常によかった　(2)(　　)よかった　(3)(　　)どちらでもない　　　(4)(　　)だめだった
　(5)(　　)非常にダメだった
　上の答えは、なぜですか？　(1)(2)を選んだ人はなぜよかったか、(4)(5)を選んだ人はなぜダメだった
か、理由を書いてください。
　　【　　】

　4.　今の生活や今の勉強に、タスクを使った授業が役に立っていますか？　役に立っていませんか？
　　(1)(　　)非常に役に立っている　(2)(　)役に立っている　(3)(　)どちらでもない　(4)(　)役に立って
　いない(5)(　)まったく役に立っていない

　5.　今後の日本の高校などの英語の学び方や教え方について、思うことや望むことは何かありますか？
　　【　　】

Appendix 6-2
Questionnaire to freshmen of M University

2015/05/15　M 大学 1 年生
教育学研究科 2 年の高畑です。高校の英語教育における **Task-based の授業**について考えています。
注：Task-based の授業とは、**コミュニケーション主体**で、授業中に ALT とのコミュニケーションの授業も含
めて、**道順を教える、レストランで注文する、観光プランを立てる、コマーシャルビデオを作る、メニューを
作る、ショッピングする、学校紹介のスキットを作る、**などの活動で英語だけを使ってグループ・ペア・個人
で 1 つの要求された課題を成し遂げる授業です。
アンケート
各項目にチェック✔をつけてください。[　　　　　]は記入してください。
　1.　高校時代英語を勉強することは好きでしたか？
(1)(　　)常に好きだった　(2)(　　)好きだった　(3)(　　)どちらでもない　(4)(　　)嫌いだった
(5)(　　)非常に嫌いだった

2.　**高校の頃、英語を使ってなにかタスクをしていく授業は、ありましたか？**
　(1)(　　)頻繁にあった　　(2)(　　)ときどきあった　(3)(　　)わずかにはあった　(4)(　)ほとんどなかった
　(5)(　　)なかった

　3.　**大学生になって、高校の頃の英語の授業がこうだったらよかった、と思うことをあれば書いてください。**
　　┌───┐
　　│　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　│
　　└───┘

4.　**今後の日本の高校の英語の学び方教え方に望むことは何ですか、あれば書いてください？**
　　┌───┐
　　│　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　│
　　└───┘

Appendix 7-1
Raw data of the questionnaire to School F graduates

Results of the questionnaire: F Senior High School graduates in four years (11 persons)				
	high school days			
	Yes, I did very much.	Yes, I did.	neither	No, I didn't.	I disliked English.
(1) Did you like studying English in your senior high school?	3	7	1		
	task-based activity				
	Excellent	Good	neither	Bad	Very bad.
(2) What did you think about the task-based learning **in your senior high school**?	4	4	3		
	task-based activity				
	Excellent	Good	neither	Bad	Very bad.
(3) What do you think about the task-based learning **now**?	6	3	2		
	task-based activity				
	Very helpful	Helpful	neither	Not helpful enough	Not helpful
(4) Is the task-based learning useful for your everyday life now?	3	3	4	1	

Appendix 7-2
Raw data of freshmen of M University; non-English majors

Results of the questionnaire: M University non-English-major freshmen (35 students)				
	high school days			
	Yes, I did very much.	Yes, I did.	neither	No, I didn't.	I disliked English.
(1) Did you like studying English in your high school days?	0	13	8	10	4
	task-based activity				
	very often	sometimes	rather little	little	never
(2) Did you receive any task-based English teaching **in yoursenior high school**?	0	8	10	10	7

Appendix 7-3
Raw data of freshmen of M University; English majors

Results of the questionnaire: M University English-major freshmen　(10 students)					
	high school days				
	Yes, I did very much.	Yes, I did.	neither	No, I didn't.	I disliked English.
(1) Did you like studying English in your high school days?	2	3	5	0	0
	task-based activity				
	very often	sometimes	rather little	little	never
(2) Did you receive any task-based English teaching in yoursenior high school?	0	1	3	4	2

Appendix 7-4
Raw data of freshmen of M University; total of English/non-English majors

Results of the questionnaire: M University freshmen (45 students)					
	high school days				
	Yes, I did very much.	Yes, I did.	neither	No, I didn't.	I disliked English.
(1) Did you like studying English in your high school days?	2	16	13	10	4
	task-based activity				
	very often	sometimes	rather little	little	never
(2) Did you receive any task-based English teaching in yoursenior high school?	0	9	13	14	9

Appendix 7-5
Sampling from raw data

M University freshmen, likes of English based on TBLT in senior high school						
		level of likes				
TBLT(often/less)	number out of 45	dislikde it	disliked	neither	liked	always liked it
With frequent /often TBLT	9	0	0	4	4	1
With no/less TBLT	24	1	8	8	6	1

Appendix 8-1
Descriptive study in speaking class on April 13 and 20, 2015

(S: Student, T: Teacher)

(1) After my introduction, the students' questions are:
What is your favorite food?
What color do you like best? etc.
(2)The expressions seen in almost every students' self-introduction are:
  My hobby is …….
  My favorite food is……
  After the student's introduction, the students' questions are:
  S1: What comic do you like?
  S2: What did you do this weekend?
  S3: What is your favorite Nara product?
  S4: What kind of baseball team do you like?
  S5: Do you have any brothers and sisters?
  S6: What sport do you like?
  S7: What circle do you join?
  S8: What do you do when you relax?
   (T's feedback: Or "How do you relax?")
  S9: What movie do you like?
(T's feedback: What kind of movie do you like? Or 'What is your favorite movie?')
 S10: Where * is the famous places in Osaka?

Appendix 8-2
Descriptive study in speaking class on April 27, 2015

(S: Student, T: Teacher)

When the students are studying about the healthy diet, one student made a question of this:
S: What is 'yolk'? And what is 'white'?
And any other students did not react or answer to this question.

Appendix 8-3
Descriptive study in speaking class on June 1, 2015

(S: Student, T: Teacher)

S5: I'm positive and frunk and unique and…
T: Use 'and' just once!
S6: I'm honest and creative and fun and easy-going.
T: 'And'. Once!