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**The teaching of English in secondary schools in Japan:  
From curriculum to the classroom**

**A thesis  
submitted in fulfilment  
of the requirements for the Degree  
of  
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at  
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by**

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## **Abstract**

It has often been observed that there is a significant gap between the aspirations for the teaching of English as expressed in Japanese Ministry of Education curriculum guidelines and the reality of classroom practice. Using a combination of questionnaires, semi-structured interviews, classroom observations and curriculum and textbook analysis, this thesis seeks to explore that gap. While many of the reasons identified in the past (community expectations, the negative impact of entrance examinations, and limited time for lesson preparation) did emerge as being of significance, a wide range of other issues also emerged which, taken together, suggest that the problems faced by teachers of English in Japanese schools are more complex and multi-faceted than the literature appears to suggest.

Analysis of the Japanese curriculum for English indicates that while it is clearly influenced by developments in the areas of communicative competence and communicative language teaching and by research in the area of discourse analysis, it includes many features that are reminiscent of a considerably more traditional approach. It appears to proscribe in some places what it recommends in others, provides little guidance on critical aspects of curriculum implementation, and was judged by some of the teachers involved in the study to take little account of the context in which Japanese teachers work. So far as language teacher training is concerned, there appear sometimes to be very significant gaps in what is provided, with the courses offered often being taught by academics who may, in some cases, have themselves had little training in language teaching and may also lack understanding and experience of teaching in schools. Widely used textbooks, all approved by the Ministry of Education and written by teams dominated by university-based academics, appear to be largely absent of any genuine communicative orientation. Add to this the fact that changes in expectations relating to teacher behaviour have not been accompanied by any concerted effort to change community attitudes or outdated testing and assessment procedures, and it should come as no surprise to find that the language lessons observed were teacher-dominated, with the teachers talking, mostly in Japanese, for most of the time, and with considerable reliance on translation, repetition and rote learning. Although it seems to be widely believed that grammar translation is the dominant approach,

these lessons exhibited a curious mixture of aspects of grammar translation and aspects of audio-lingualism (with its behaviourist and structural underpinnings). It has often been noted that teachers in Japanese secondary schools are generally heavily burdened with non-teaching responsibilities. However, the constant teacher-focus and the ongoing struggle to communicate with students that characterized these lessons would appear to do little to ease the burden on teachers.

In spite of all of the problems they face, many of the teachers involved in this study appreciate the value of making language lessons interesting and indicated that they are ready and eager for change. If change is to happen, the Ministry of Education will need to acknowledge that teachers cannot be expected to take full responsibility for it. A strategic approach to what is clearly a systemic problem is required.

**KEYWORDS:** curriculum analysis; English language in Japanese secondary schools (lower/junior; upper/senior); English language teaching in Japan; Japanese Ministry of Education (MEXT); Japanese Ministry of Education curriculum (*the Course of Study*); language teacher training (English as an additional language); lesson observation; survey (questionnaires and interviews); textbook evaluation

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## **Chapter 1**

### **Introduction to the research**

#### **1.1 Background to the research**

The pace of globalisation and, with it, the increasing importance of English as an international language, has increased rapidly since the latter part of the 20<sup>th</sup> century and this has led to an increasing interest throughout the world in the teaching and learning of English. It has also, in many Asian countries, led to tension between traditional approaches to education, including language education, and the pressure to conform to educational models and approaches that are largely driven by Western concerns and interests (Canagarajah, 1999, 2005a; Ramirez and Boli, 1987). One of these is what is often referred to as 'communicative language teaching' (CLT), an approach to language teaching that emerged in the West and has been promoted by the Council of Europe (2001). This approach has changed and developed over time and is now reflected, in one form or another, in many national languages curricula, including the Japanese Ministry of Education national curriculum. It does not follow from this, however, that language teachers in these countries will necessarily be guided by these curricula in their approach to teaching or, indeed, that they will be in a position to do so. Thus, for example, Wang (2008), in her research on the teaching of English in elementary schools in Taiwan, found that while most teachers were strongly influenced in their teaching by the nature of the teaching resources available to them (which purported to reflect the recommendations in the national curriculum) and their perception of what was in the best interests of their students, few referred directly to the national curriculum in deciding what to teach and how to teach, and many, while keen to do so, had difficulty in creating interesting and outcomes-focused lessons, in using English as the medium of instruction in class, and in encouraging their students to attempt to communicate in English. Her conclusion was that "the teaching of English in primary schools in Taiwan is fraught with problems . . . that are evident at every stage in the process, from teacher education, through materials design to lesson planning and delivery". While my primary interest is the secondary school sector,

it seemed to me, on the basis of my informal observations, that many of Wang's observations might also apply to the Japanese situation. I therefore determined to conduct a research project similar to the one conducted by Wang, adapting the research questions and research instruments she developed so as to accommodate the different national and contextual focus (that is, secondary schooling in Japan as opposed to elementary schooling in Taiwan) but retaining the emphasis on training opportunities and experiences, the teaching resources used and the actual conduct of a number of sample lessons.

The research reported here centres on issues associate with the curriculum. Because the word 'curriculum' is used in a variety of different ways, it is important to outline what is meant here by its use in the context of this thesis. It is not always the case that a clear distinction is made between 'syllabus' and 'curriculum'. As Finney (2001, p. 70) notes:

The term *curriculum* is open to a wide variety of definitions; in its narrowest sense it is synonymous with the term *syllabus*, as in the specification of the content and ordering of *what* is to be taught; in the wider sense it refers to all aspects of the planning, implementation and evaluation of an educational program.

It is in the wider sense outlined by Finney that the term is used here.

## **1.2 Motivation for the research**

I learned English in Japanese schools and then went on to do a Bachelor's degree through the medium of English in a primarily English-speaking country (New Zealand), following this with a Diploma and Master's degree in applied linguistics (with a focus on second/ foreign language teaching) where I was particularly interested in the practicum and in a course on discourse analysis (taught by a staff member who later became one of my PhD supervisors). I have taught English and Japanese as an additional language in Japan (in a private upper secondary school and in cram schools) and have tutored in Japanese and English as an additional language in a New Zealand university. Throughout that time, I developed an interest in the difficulties that Japan is experiencing in relation to the contrast between the

large amount of money and effort that is being put into the teaching of English and the comparatively small gains overall in terms of the English language proficiency of its nationals. I also became increasingly interested in the different approaches to language teaching that I experienced in Japan and New Zealand, the differences between the language textbooks published in Japan and many of those published in some other countries, and my experiences as a student of language teaching and learning in New Zealand and those of my colleagues who had done pre-service training courses in Japan. I became increasingly sceptical about some of the literature on English language teaching in Japan, much of which is critical (either directly or indirectly) of Japanese teachers who are widely perceived to be resistant to change, that resistance generally being attributed largely to cultural factors, overwork, the nature of Japanese entrance examinations and community expectations (see, for example, Brown and Wada, 1998; Nishino and Watanabe, 2008; O'Donnell, 2005; Rapley, 2009). While I could accept that all of these things might impact in a negative way on teachers' motivation to change, my own experiences suggested to me that there might well be other factors of equal, or even greater significance that were seldom openly discussed.

### **1.3 Research aim, research questions and research methods**

My overall aim in this research project was to conduct a wide-ranging study with the aim of collecting as much data as possible. I therefore adopted a triangulated approach in which research involving teacher cognition was combined with the analysis of the national curriculum, some widely used textbooks approved by the Ministry of Education and lessons taught in Japanese secondary schools.

The research questions and the research methods associated are outlined below. (For more detailed discussion, see the introductory sections of the relevant chapters.)

*What approach to teaching English is recommended in the Japanese Ministry of Education curriculum?*

In connection with this question, I analysed the curriculum, paying particular attention to the extent to which it appears to have been influenced by research on

communicative competence and communicative language teaching and developments in the area of discourse analysis (see *Chapter 3*).

*How does a sample of teachers of English in Japanese secondary schools decide what to teach and how to teach and what factors do they believe impact on their decisions?*

In investigating this question, I conducted two questionnaire-based surveys as well as semi-structured interviews. The first questionnaire-based survey, more wide-angled than the second one, involved ninety four (94) participants; the second one, which focused on teacher training experiences, involved a smaller cohort of nine (9) participants and was followed by semi-structured interviews (lasting approximately one hour each) involving two (2) of the nine. An additional research question was in focus in connection with the second of the questionnaires and the semi-structure interviews. It was:

*What types of pre-service and in-service training have a sample of teachers of English in Japanese secondary schools experienced, what was included in that training, and what are their opinions of it?*

As was the case in the study conducted by Wang (2008), questionnaire and semi-structured interview responses indicated that some of the teachers involved were not wholly satisfied with the textbooks available to them, textbooks which had been, in all cases, approved by the Ministry of Education. The next stage of the research project therefore involved the analysis of a sample of these textbooks and was underpinned by the following research question:

*When analysed in relation to criteria derived from published literature on the evaluation of textbooks designed for the teaching of English, how do a sample of widely used textbooks designed in Japan rate and to what extent do these textbooks reflect recommendations included in the national curriculum?*

Finally, research was conducted that aimed to determine what actually happened in the classroom. This involved observation and analysis of a sample of lessons taught in Japanese secondary schools which were video-recorded before transcribed (with any material that might potentially identify the teachers and students involved being omitted from the transcripts). The research question in this case was:

*What does observation and analysis of a sample of English language lessons taught in Japanese secondary schools reveal about the overall teaching approach adopted and the types of problems faced by the teachers?*

#### **1.4 The structure of the thesis**

In *Chapter 2*, there is a critical review of selected literature on English language teaching in Japan that focuses on (a) teaching methodology (in general and with specific reference to the teaching of reading and writing), (b) language teacher training and the impact of prior learning experiences, (c) cultural considerations and their impact on the teaching of additional languages, (d) textbooks and textbook evaluation. Preceding each section of that literature review is more general introductory section that attempts to provide a general context in relation to which the more extensive Japan-specific material can be located. Each of the following five chapters reports on a particular aspect of the research project: the analysis of the Japanese curriculum for teaching additional languages in schools (*Chapter 3*); the wider-ranging of the two questionnaire-based surveys (*Chapter 4*); the questionnaire-based survey focuses on teaching education and the following semi-structured interviews (*Chapter 5*); the analysis of a sample of Ministry of Education-approved textbooks for teaching English in Japanese schools (*Chapter 6*); and the analysis of a sample of English lessons taught in Japanese secondary schools (*Chapter 7*). The final chapter (*Chapter 8*) revisits the research questions, providing an overview of the research findings and some concluding observations.

## **Chapter 2**

### **A contextualized review of selected literature on English language teaching in Japan**

#### **2.1 Introduction**

This chapter provides a review of selected literature on English language teaching in Japan, with particular reference to teaching that takes place in the secondary school context. Each section is preceded by an introductory segment that provides a context in the form of background information relevant to the material discussed. The chapter begins by discussing methodology in general (2.2) and then discusses methodology with particular reference to the teaching of reading (2.3) and writing (2.4). It then goes on to discuss the impact on language teaching of teacher training and prior learning experiences (2.5) and of culture (2.6) before discussing the analysis and evaluation of language textbooks (2.7). The chapter ends with a concluding comment (2.8). Summary sections are in italic print.

#### **2.2 Methodology in general**

In this section, the distinction between methodology and method as outlined by Richards and Rodgers (2001, pp. 18-19) is assumed, the former referring to general principles and theories (underlying philosophy), the latter to teaching procedures.

##### **2.2.1 Setting the context**

Grammar translation, based on the memorization of lists of vocabulary and grammatical rules and word for word translation of whole texts and which focuses on reading and writing was the dominant language teaching methodology throughout most of the 19<sup>th</sup> century. In the late 1800s, a new method—the direct method - was developed by a group of reformist linguists (including Henry Sweet and Otto Jespersen) who believed that it was important, in teaching living languages, to focus on listening and speaking, avoid translation and use the target language as the medium of instruction (Howatt and Widdowson, 2004, pp. 187-209). Throughout the first half of the 20<sup>th</sup> century, behaviourism (based on the belief that thoughts, feelings and as actions can all be described scientifically without

reference to mental states) dominated psychology (Watson, 1913), and structuralism (based on the belief that each language was a self-contained semiotic system made up of sub-systems that interacted in the encoding and decoding of meanings) dominated linguistics (Saussure, 1916). These two theories came together in a book by Skinner (1957) in which he argued that copying, repetition and reinforcement were fundamental to language learning. This had an impact on the teaching of second and foreign languages, leading to the development of structural syllabuses (which introduced vocabulary and morphological and syntactic structures gradually according to perceptions of frequency of use and level of difficulty) and audio-lingual methodology (which focuses on accuracy, repetition with variation and drilling). By the late 1950s, behaviourist theories were beginning to be challenged by cognitively-based approaches that were formulated initially with reference only to first language acquisition (Chomsky, 1959).<sup>1</sup> By the 1970s, however, cognitive theories were beginning to be applied to second and foreign language learning, with researchers arguing that there might be a natural order of acquisition irrespective of teaching sequence (see, for example, Cazden, Cancino, Rosansky and Schumann, 1975; Wode, 1978). This led to the development of cognitive code-learning theory which emphasized hypothesis-formation rather than memorization and repetition. Combined with the challenge to structural linguistics represented by developments in pragmatics, discourse analysis and sociolinguistic studies, this led to the development of theories of communicative competence that included much more than lexical and grammatical awareness (see, for example, Bachman, 1990; Brown, 2007; Canale, 1983; Canale and Swain, 1980; Council of Europe, 2001; Hymes, 1972) and to an approach to the teaching of additional languages known as ‘communicative language teaching’ (CLT) that emphasizes the importance in language learning of engagement in genuine communicative activities (see Richards and Rodgers, 2001, p. 161)<sup>2</sup>. In its early stages, CLT tended

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<sup>1</sup> Central to this development was the belief that human beings were born with an innate capacity for language acquisition that is activated by language input, on the basis of which hypotheses are formulated.

<sup>2</sup> Nunan (1991, p. 279) has described CLT in terms of the following five things: emphasis on learning to communicate through interaction in the target language; introduction of authentic texts into the learning situation; provision of opportunities for learners to focus, not only on language but also on the learning process itself; enhancement of the learner’s own personal experiences as important contributing elements to classroom learning; and attempt to link classroom language learning with language activities outside the classroom. Brown (2007, p. 241) notes that each of the following is central to CLT: *Classroom goals are not restricted to grammatical or linguistic competence;*

to reject any focus on structure (the strong version) but now generally promotes inductive approaches to grammatical instruction (Howatt, 1984, pp. 296-297).

In the context of any discussion of CLT, it is important to note that it has sometimes been argued that CLT is a largely Western phenomenon, that is not necessarily appropriate in non-Western contexts (see, for example, Bax, 2003; Canagarajah, 1999; Harmer, 2003). Thus, for example, Yu (2001) has discussed some of the difficulties that have been experienced in attempting to implement it in the context of Chinese learners, Lamie (2000) has noted the critical role that professional development needs to play if it is to be implemented successfully and Wang (2010) has outlined the problems that can be associated with attempts to implement it while relying on textbooks that are essentially non-communicative in orientation. Nevertheless, it is widely accepted that the Japanese national curriculum for the teaching/learning of additional languages recommends an approach that is essentially communicative in orientation and, furthermore, commonly held notions about learners in Confucian-heritage cultures are open to challenge (see, for example, Littlewood, 2000).

### **2.2.2 Methodology and the teaching of English in Japan**

Brown and Wada (1998) carried out a study in which two hundred and twenty-eight (228) senior high school teachers of English in Japan responded to a two-page survey focusing on their background, education, experience, in-service seminar participation and classroom practices (including teaching of oral communication). On the basis of the data collected, they concluded that high school English teachers in Japan face many problems in attempting to prepare their students for entrance examinations, noting that it is primarily this that accounts for the fact that they tend towards a grammar translation approach, encouraging memorisation and rote learning (pp. 97-98).

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*language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes; organizational language forms are not the central focus but are aspects of language that enable the learner to accomplish his/her purposes; fluency and accuracy are complementary principles underlying communicative techniques; in the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.*

Two studies by Gorsuch have indicated that a methodology similar to that of grammar translation is still very much in evidence in the teaching of English in Japan. The first of these (Gorsuch, 2000) was a questionnaire-based survey involving eight hundred and seventy six (876) high school teachers of English. The second (Gorsuch, 2001) was a study of the classroom practices of two male teachers of English in their 30s teaching at a public high school in Japan. On the basis of these two studies, she concluded that the teaching was largely characterized by a grammar-translation approach, with a focus on grammatical form and translation, that translation being focused on literary texts. In the second case, he made specific reference to the fact that that little attention was paid to the skills of speaking, listening and writing (p. 676).

Other researchers have reached very similar conclusions. Sakui (2004) conducted a year-long study involving classroom observation followed by a more intensive study involving three (3) junior high school teachers of English whose classes were observed once a week (two or three classes each time) for a school year and four (4) others whose classes were observed on a single day.<sup>3</sup> She reported that, on average, approximately ninety per cent of each fifty minute lesson observed was devoted to teacher-centred grammar instruction and the presentation of vocabulary, with choral repetition playing a major role (p. 157).

Sato and Kleinsasser (2004) conducted a year-long study involving nineteen teachers of English in a Japanese high school that included both interviews and classroom observations. They noted that although the Japanese government had introduced a new, communicatively-oriented syllabus in 1994, “the teachers . . . conformed to a particular pattern of teaching, with heavy emphasis on grammar explanation and Japanese-English translation” (pp. 808-809). They also noted that the majority continued to rely very heavily on textbooks and avoided communication-oriented activities (p. 808) even though they had opportunities to use materials other than textbooks (p. 811). This heavy reliance on textbooks appears to have related, in part, to the perception that these textbooks were

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<sup>3</sup> In addition to observing classes, she collected teaching materials (including tests and quizzes) and asked the teachers to classify these as brief communicative or non-communicative (Sakui, 2004, p. 156).

examination-focused and, in part, to the belief that working through the textbook was the best way of ensuring that their students were covering the material covered by other student. Sato and Kleinsasser also observed that the teachers involved in the study did not question their own practises although they were dissatisfied with what was being achieved (pp. 806-807). Among the comments made by participants was the following one:

I have to keep pace with the others according to the textbook. I cannot afford to incorporate other classroom activities (p. 807).

Taguchi (2005) conducted a questionnaire-based survey involving ninety-two (92) upper secondary school teachers of English in order to determine how the communicative approach mandated in the national curriculum was implemented in oral communication classes. The survey results indicated that the most typical classroom activities, which were conducted mainly in Japanese, were listening exercises and dialogue practice followed by grammar and vocabulary instruction. Assessment generally involved written tests that contained translations of key expressions, dialogue-based gap-fill exercises and grammar questions. Only twenty (20/22%) claimed to use listening tests and only eight (8/9%) claimed to use speaking tests (p. 5). The researchers also observed four lessons involving first year students at upper secondary school, concluding that grammar-based instruction played a major role:

In half of the class period in the OC [Oral Communication] classes observed, teachers did grammar drills and quizzes . . . in order to prepare students for college entrance exams (p. 9).

They noted that the fact that most students do not have immediate, authentic need for practicing communicative skills makes it particularly challenging for teachers to attach any genuine value to oral communication and added that high-stake public examinations act as instruments of control, influencing teachers' classroom behaviour and the types of teaching activities (p. 9). In the case of Japan, English is, according to Taguchi, generally treated as an academic subject rather than a communicative tool, with the passing of entrance examinations being the major

reason for studying English. Thus, the tacit goal (passing examinations) appears to be agreed by teachers and students and the national curriculum has little real function. For example, in the oral communication classes observed the objectives outlined in the national curriculum were largely ignored in favour of an emphasis on grammar and vocabulary instruction (pp. 9-10).

Over a six month period, O'Donnell (2005) conducted ninety minute interviews at monthly intervals with three senior high school teachers and two junior high school teachers of English, also observing their classes every second month (p. 304). His aim was to discover how these teachers perceived their cultural and social roles, how their work environments influenced their curricular choices, how their competing curricular and extra-curricular roles impacted on their curricular choices, and what curricular reforms they believed were possible. He concluded that the extent of their non-teaching responsibilities made it extremely difficult for these teachers to find time to prepare effectively for their English classes. He also concluded that they considered their main duty was to make sure that their students had the best possible chance of passing university entrance examinations and that the nature of these examinations was the primary reason why they adopted a teacher-centred grammar-translation approach (pp. 301-302). On the basis of the interviews, he also noted that the teachers taught not what they believed was right but what they believed was necessary under the circumstances (p. 314). It appears, therefore, that, unlike the teachers involved in the study conducted by Sato and Kleinsasser (2004), the teachers involved in this study *did* question the effectiveness of the approach they adopted but concluded that they had little alternative in view of the examination-driven context in which they were obliged to operate.

It is not only a focus on examinations (and the nature of these examinations) that affects the instructional decisions that Japanese teachers of English make. As Borg (2003, p. 94) observes, there are many "social, psychological and environmental realities of the school and classroom" that impinge on decision-making. These include curriculum mandates, the expectations and requirements of parents and school principals, school policies, school and classroom layout, the availability of resources and the attitudes of colleagues. So far as implementing a communicative

approach is concerned, Nishino and Watanabe (2008, p. 135)<sup>4</sup> identify five contextual factors that can act as inhibitors. These are:

- learners' perception that it is not necessary to communicate in English because there are few opportunities to use English outside of the classroom;
- learners' prior learning experiences which incline them towards greater acceptance of teacher-centred rather than learner-centred instruction;
- learners' perception that reading comprehension is the main requirement so far as examinations are concerned;
- the fact that large classes (often between 30 and 40 students) make CLT more difficult to implement; and
- the limited availability of native English speaking assistant teachers<sup>5</sup>.

Following a questionnaire-based survey involving twenty-one (21) Japanese teachers of English in secondary schools in Tokyo which focused on beliefs and practices regarding communicative language teaching, Nishino (2008) concluded that the two contextual factors that most inhibited the implementation of CLT were entrance examinations and classroom conditions (class size and hours). She argued that these required urgent reform (p. 42). The conclusion she reached on the basis of a further survey (Nishino, 2011), this time involving one hundred and thirty-nine (139) Japanese teachers of English in upper secondary schools, was the same.

Rapley (2009) conducted a study in which two public junior high schools teachers of English were involved in in-depth interviews and fifty-seven (57) teachers of English in public junior high schools plus three hundred and thirty-seven (337) students and two hundred and sixty-seven (267) parents completed a questionnaire designed during consultation with six teachers in two focus groups (three in each group). He concluded that the two factors that were the major inhibitors so far as the teaching of speaking skills was concerned were the nature of senior high school entrance examinations and the time that teachers were required to spend dealing

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<sup>4</sup> These observations were made in a commentary section of *TESOL Quarterly* and were not based on a specific piece of research.

<sup>5</sup> These are often supplied through the JET programme.

with issues outside of the classroom. Furthermore, what the students and their parents wanted to gain most from their English education was to pass the English section of the senior high school entrance examinations.

In almost all cases, those who have conducted research on the teaching of English in Japanese schools that has included a focus on teaching methodology have commented on the impact of university entrance examinations. In connection with this, it is relevant to note that Butler and Iino (2005) have observed that these examinations are not constrained by the content of the Ministry of Education curriculum and tend to prioritize reading and the grammatical aspects of English and pay little attention to oral/aural skills. They attribute this largely to two factors—the logistical difficulties of testing oral/aural competencies and the fact that many academics in Japan are sceptical about practical English. Thus, despite the emphasis on oral communication in the national curriculum, teachers continue to focus on reading and writing skills (p. 29).

Kanda and Beglar (2004) noted the tendency of Japanese teachers of English to focus on decontextualised grammatical forms and the translation of individual sentences into Japanese, a methodology that de-emphasises form-function relations. They conducted a study involving ninety-nine (99) first-year high school students. The study focused on the teaching of the present progressive. The students were divided into three equal groups, two experimental groups (exposed to the communicative teaching of grammar) and a control group (exposed to a more form-focused, decontextualized approach). Members of the control group were provided with “a standard explanation in Japanese concerning rules for using the present progressive”<sup>6</sup> (p. 110) and completed activities involving restoring the word order in scrambled sentences, rewriting sentences in which the present progressive was used incorrectly, putting the verbs in five sentences into present progressive form and translating four sentences from Japanese into English using the present progressive. Members of the first experimental group (Group 1) were provided with “an enhanced grammar explanation” in which “the core meaning of the present progressive and the simple present tense were discussed and compared”, sentence

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<sup>6</sup> It is not specified exactly how this explanation was provided or whether it was in Japanese or English.

level contextualized examples, and an activity “in which they could use the present progressive and compare it with the simple present tense in a familiar context that went beyond the sentence level” (changing the italicized parts of a dialogue to create a new dialogue, memorizing it and performing it with a partner) (p. 111). In the case of the second experimental Group (Group 2), the first two stages were the same as for Group 1. However, the next activity involved pairs of students following different instructions that, together, involved creating a dialogue in which they supplied questions and answers that naturally involved a combination of present simple and present progressive forms. All of the participants completed a randomized fill-in-the-blanks pre-test and two post-tests, one immediately following the lesson, the other approximately three weeks later. In terms of improved performance over the pre-test scores, both experimental groups outperformed the control group. However, although the difference was not statistically significant, Experimental Group 1 performed slightly better than Experimental Group 2, which may, the authors believed, have been due to the fact that the members of Experimental Group 2 had “too much communicative freedom, which encouraged them to prioritize lexical processing over syntactic processing” (p. 115). Whether or not this is the case, the results overall suggest that adopting a more communicatively oriented approach may actually enhance students’ performance in the types of activities included in university entrance examinations.

In spite of the findings of studies such as the one conducted by Kanda and Beglar (2004), Japanese teachers of English would appear, according to some researchers, to be extremely resistant to any major methodological changes. Thus, for example, a questionnaire-based study involving one hundred and thirty-nine (139) high school teachers of English in Japan conducted by Nishino (2011) revealed that although these teachers place a high value on grammatical knowledge and appear to have a positive attitude towards communicative language teaching, they place a lower value on an ability to implement CLT than they do on other abilities and skills, such as classroom management (p. 148).

A more recent study involving observation of three experienced Japanese teachers of English in a high school conducted by Nishimuro and Borg (2013) revealed the fact that approximately 80% of the lesson time was devoted to teacher-led grammar

presentations, in which grammatical terminology and the use of the learners' first language featured prominently (p. 36). The authors observed that these teachers held the following beliefs:

- grammar is central to L2 learning and is best learned first and in a decontextualized way (p. 43);
- knowledge of grammatical terminology can support grammatical understanding (p. 43);
- sentence by sentence translation from English into Japanese provides an important source of support for less able students (p. 37);
- use of the students' native language in class meant that the loss of motivation that might otherwise accompany a failure to understand was avoided (p. 43); and
- it is important to cover the syllabus and the relevant textbook and this meant that there was insufficient time during lessons in which to conduct communicative activities (p. 37).

These teachers felt strongly about the need to provide support (in the form of translation and lengthy grammatical explanations) for lower level learners in order to give them a sense of achievement and this, combined with more general beliefs about what was necessary in order to maximize students' well-being, the authors concluded, was at least as powerful an influence on how grammar was taught as specific beliefs about L2 grammar learning itself (p. 43).

Beliefs such as those held by the three teachers involved in the study conducted by Nishimuro and Borg (2013) are almost certainly widespread in Japan. It is, therefore, important to determine the type of impact that this has on students' learning. Murakoshi (2011) asked two hundred and thirty-three (233) first year senior high school students to write a composition in order to determine whether they were able to use the constructions to which they had been introduced in junior high school. The compositions were then analysed in terms of the occurrence and accurate use of those grammatical items which were identified in English textbooks authorized for use in junior high school. He found that the students were, in general, able to

use accurately and appropriately two thirds of the grammatical items to which they had been introduced in the first grade of junior high school and one third of those to which they had been introduced in the second grade of junior high school and that they tended to avoid using grammatical items about the use of which they were unsure. This he attributed largely to lack of practice, that is, to a teaching style that focuses on explicit decontextualized grammatical instruction rather than contextualized grammatical practice (pp. 96-97). It is relevant to note, however, that no consideration appears to have been given in this study to the relationship between genre, text type and grammatical usage, with the title of the composition—*The most important person to me*—being likely to have had a major impact on the grammatical constructions used.

*Taken together, the studies to which reference has been made in this section indicate that teachers of English in Japan, who often have little time for lesson preparation because of extra-curricular duties, are strongly influenced in their teaching by the need to prepare their students for university entrance examinations which take little, if any, account of the national curriculum and it is, in part at least, for this reason that they have a tendency towards an approach similar to grammar translation in which the lessons are teacher-centred, with the primary emphasis being on translation, rules and repetition and in which there was heavy reliance on textbooks.*

## **2.3 Methodology and teaching of reading**

### **2.3.1 Setting the context**

Since the beginning of the second half of the 20<sup>th</sup> century, there has been considerable development in understanding of the processes involved in reading. Among the early advances was the development of Goodman's (1967) reading model and Smith's (1971) redundancy theory. The first of these emphasized the fact that reading involves an ongoing process of prediction and hypothesis formation; the second drew attention to the ways in which readers make use of prior knowledge, "using something that is already known to eliminate some alternatives" (Smith, 1971, pp. 61-62). However, in the early 1970s, as both Eskey (1973) and Saville-Troike (1973) have observed, the teaching of reading continued to be largely based

on a simple decoding model that took almost no account of the active contribution that readers make to meaning construction. Over time, the observations made by Goodman (1967) and Smith (1971), combined with growing awareness of the relevance of schema theory (first formulated as early as the 1930s)<sup>7</sup>, began to have an impact on the teaching of reading in first and additional languages, with recognition of the importance of top-down (meaning-focused) as well as bottom-up (data-driven) processing. By the early 1980s, it was already being argued that the difficulties experienced by language learners in interpreting text were at least as likely to be due to lack of content knowledge and/or formal schemata as they were to lack of specific language knowledge (Carrel, 1983). By the late 1990s, it had been widely accepted that effective reading involves interactive processing in which compensatory strategies play a major role, with different types of processing being more or less prominent at different stages (Paran, 1997). By the first decade of the 21<sup>st</sup> century, many teachers of second/foreign languages had become convinced that “reading strategies, such as predicting, guessing the meaning of words from context and scanning and skimming are at least as important as knowledge of vocabulary and sentence structure, and paying attention to the semantic clues provided by cohesive devices is at least as important as recognizing the role that such devices can play in syntactic structure” (Su, 2008, p. 76).

### **2.3.2 The teaching of reading in English in Japan**

In spite of all of these developments, it appears that many teachers of English and many teacher trainers in Japan remain committed to a decoding model of reading in which individual words and structures and the relationship between words and sounds is emphasized. Teachers continue to be advised to place emphasis on repetitive reading and to use translation as the primary route to textual understanding. Thus, for example, in an introductory guide to teaching English, Kimura<sup>8</sup> (2001), a university professor who specializes in teacher education with particular reference to methodology and the cultivation of communicative abilities, while recommending a three step reading activity process (*pre-reading activities*,

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<sup>7</sup> Bartlett (1932, p. 206) observed that “schema arise from the learners’ previous encounters with their environment, and serve as the basis on which newly learned information is organized in memory”.

<sup>8</sup> Kimura is one of the authors of an English textbook (*New Horizon English*) designed for junior high school students and approved by the Japanese Ministry of Education.

*in-reading activities* and *post-reading activities*) nevertheless insists that pre-service teachers should be advised of the importance of oral reading. H that reading sentences aloud repetitively after the teacher, especially in the early stages of learning English, helps students to associate sounds and meanings (p. 66). This belief is endorsed by Baba<sup>9</sup> (2010), a teacher trainer working in a Japanese university who specialises in English teaching materials and English communication. He also recommends reading aloud, advising that it should be conducted in three stages—*choral reading*, *buzz reading*<sup>10</sup> and *individual reading*—which can take place after students have been familiarized with textual meanings (p. 75). In relation to the familiarization with textual meanings which precedes reading aloud, he also recommends a three stage process, *pre-reading*, *while-reading* and *post-reading*. However, in order to free up the ‘while reading’ stage (which normally involves translation in Japanese classrooms), he advises that teachers should either translate a complete text or provide a translation of each phrasal unit or chunk of meaning *prior to* language lessons (p. 72). No consideration appears to have been given to the possibility of dispensing with translation altogether. This may be, in part, because of the fact that the texts included in Japanese textbooks for English are often not designed in a way that effectively capitalizes on existing understanding.

Aspects of the approaches to reading instruction recommended by Kimura (2001) and Baba (2010) are not without their critics in Japan. In a general guide for teachers and trainee teachers of English in secondary schools, Okita (2004), who teaches in a Japanese university where he specializes in the theory and practice of English teaching, has claimed that more traditional approaches to the teaching of reading fail to engage students’ interest and do little to motivate them (pp. 6-7). He also recommends three stages in reading activity—*pre-reading*, *while-reading* and *post-reading*—claiming that incorporating each of these stages into lessons will help ensure a movement away from a teacher-centred and towards a learner-centred approach (p. 13). He also suggests that what he refers to as ‘paragraph reading’

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<sup>9</sup> Baba is one of the authors of an English textbook (*Total English*) designed for junior high school students and approved by the Japanese Ministry of Education.

<sup>10</sup> Buzz reading involves all of the students reading aloud (quietly) at the same time—but at their own pace.

(with a focus on topic and supporting sentences, transition signals, discourse markers and linking words) provides students with an opportunity to comprehend text from a macro- as well as a micro-perspective (pp. 23-36). However, he makes no specific reference to the interaction between genre and text-type and language use.

Research on reading in Japan has tended to focus in recent years on extensive reading, sometimes referred to as ‘sustained silent reading’ (SSR), an approach which has proved to be very popular in mainstream classes in a number of countries, including Australia and New Zealand, particularly in primary schools where teachers generally have more opportunity than they do in secondary schools to organize the working day in a variety of different ways. It is an approach which has an immediate appeal for many teachers in that it, at first sight, appears to require little more than an appropriate setting and a range of appropriate texts. It is, in addition, an approach that has, under the name of ‘free voluntary reading’ (FVR) and with some specific principles attached (Krashen, 1992), been widely promoted in relation to the teaching of English throughout Asia. Free voluntary reading (FVR) involves, according to Krashen (1992), reading because you want to. There are no book reports, no questions at the end of chapters, and no looking up every unfamiliar word. It means putting down a book you are not enjoying and choosing another one instead. It is, according to Krashen, the kind of reading that highly literate people do obsessively all the time. The general principles of a free voluntary reading program (p. 33) are: a print-rich environment; self-selected books; modelling of reading by teachers; literature discussion groups to reflect on what has been read (with teachers modelling the discussion by talking about what they are reading). Considerable claims have been made in relation to the effectiveness of sustained silent reading and free voluntary reading. Thus, for example, as Su (2008, p. 76) observes:

Elley (1991) has claimed that in eight out of ten long-term studies conducted over a period of more than one school year, sustained silent reading (SSR) led to better reading performance than more direct approaches to reading instruction, and Krashen (2004) has claimed that in 50 out of 53 comparisons, students who engaged in sustained silent reading *for a certain*

*number of hours each day* did as well or better in a reading test than students who attended a regular reading class.

However, among a number of carefully conducted studies involving control groups that have reached different conclusions is the one carried out in Taiwan by Su (2008). She concluded that “although the students who were involved in a free voluntary reading program did express increased interest in reading in English and although their progress (in terms of reading comprehension development) matched that of students following a different reading program after one year, their progress after two years of exposure to the programme was significantly lower than that of students following a skills-based reading program” (p. 75).

Takase (2007) conducted a study in which two hundred and nineteen (219) high school students in an extensive reading program for one academic year each. Approximately one month into the programme the students completed a motivation-related questionnaire. Interviews (involving a third of the participants) took place after programme. Students could choose from a range of graded readers. There was no control group and the principles outlined by Krashen (1992) did not apply. Participants were required to write a summary of each book they read and these, together with a record of the books read, made up 10% of the students’ course grade. In addition, the students involved were taught rapid reading and comprehension skills in class. Takase’s particular interest was in (a) possible improvement in reading proficiency, and (b) intrinsic motivation, and, in particular, in the interaction between motivation to read in Japanese and motivation to read in English. She found that there was no correlation between motivation to read in Japanese and motivation to read in English. Those who were highly motivated to read in English were not necessarily also highly motivated to read in Japanese and those who were highly motivated to read in Japanese were not necessarily also highly motivated to read in English. Some of them observed that the gap between their abilities to read in Japanese and in English was a demotivating factor in relation to reading in English. At the beginning of the study, the participants’ English reading proficiency levels (based on the results of the reading section of the Secondary Language English Proficiency Test) ranged from beginning level to high intermediate level. They read from 600 to 311,142 words in English as part of the

study. Considering the length of the study (one year for each participant involved), the fact that there was no control group and the fact that the participants had other reading instruction during the study, little, if any, insight relating to the study itself can be derived from the overall gain in reading proficiency score (from 35.07 to 41.74 – roughly equivalent to 330 and 400 on TOEFL)

Imamura (2008) conducted an extensive reading programme involving two hundred and sixty seven (267) public high school students aged between 16 and 17 over eight and a half months in order to determine the effects of extensive reading on their reading and listening comprehension and lexical and grammatical knowledge. The students, whose reading proficiency at the start of the programme ranged between 330 and 480 (TOEFL scale), were asked to read graded readers of their own choice and at their own pace outside of the class and to record details of the book read and the starting and finishing dates along with some comments about the work and a list of five or more words they had learned in the process of reading it. They earned 0.1 points for every 100 words read. They were divided into three groups depending on the number of words they had read – maximal, intermediate and minimal - and then each group was divided into two sub-groups (upper and lower) according to the results of six tests conducted before and after the extensive reading (pp. 13-15). These six tests involved *reading comprehension* (6 texts with 30 comprehension questions), *reading speed and comprehension* (3 reading texts with 20 comprehension questions), *a multiple choice vocabulary test* (including 72 words), *a spelling test* (including 60 words), *a grammar test* (including 35 questions) and *a listening comprehension test* (including 26 questions). The author concluded that extensive reading of approximately 50,000 words had a significant positive impact on reading comprehension and speed and word recognition irrespective of reading proficiency level at the start of the programme but had almost no impact on spelling, grammar and listening comprehension (p. 19). However, because Imamura provided no information about other English language instruction to which the participants were exposed during the programme and because there was no control group, the conclusions he reached must be regarded with some degree of scepticism.

Fujita and Noro (2009) reviewed six extensive reading studies conducted between 1991 and 2008 and involving high school students. Five of these studies focused on out-of-class reading (ranging from seven weeks to three years in duration and involving between 33 and 219 students). The sixth study, involving 13 students, focused on 25 minute in-class reading sessions and took place over a six month period. They noted that, overall, these reading programmes appeared to have led to an improvement in comprehension, motivation and, in the early stages of the programmes, also reading speed (p.23). However, of the six studies reviewed, only one (Yokomori, 2000) included a control group. The authors conducted their own study, one in which 76 high school students were involved in a 10 minute in-class extensive reading programme once a week over ten weeks. Participants were asked to answer a thirty item questionnaire at the beginning and end of each ten minute reading session. The researchers concluded that although the reading speed of all of the participants improved (particularly in the early stages of the programme), as did intrinsic and extrinsic motivation (i.e. in this case, motivation relating to class-oriented performance and examination preparation) motivation, reading comprehension changed very little. They also observed that strong guidance and direction were necessary in the case of beginning learners exposed to extensive reading. In the absence of a control group and of any reference to other studies in English that took place at the same time, the study by Fujita and Noro (2009) cannot be given much credence.

Matsui and Noro (2010) reviewed nine extensive reading studies involving public junior high school students conducted between 1994 and 2004 and concluded that none of them provided evidence of any genuine gains. They conducted their own study, one that involved one hundred and twenty two (122) junior high school students (60 in an experimental group and 62 in a control group) and focused on students' reading fluency and motivation. Those in the experimental group had 10 minute extensive reading sessions once a week during a school year. They concluded, as in the case of the study by Fujita and Noro (2009), that, overall, intrinsic and extrinsic motivation and reading speed improved but that there was no gain in terms of reading comprehension. They noted, in addition, that individual attention was necessary, particularly in the case of those students who were anxious and/or had negative attitudes towards reading in English.

Oikawa (2010) also conducted a study involving extensive reading. His focus was, however, on the impact of extensive reading on the development of reading strategies. The study, which took place over a two month period, involved two hundred and ninety six (296) Japanese high school students. These students were divided into three groups according to the total number of words they had read. He found that there was no sign of improvement in top-down reading strategies in the case of those participants who had read the most and those who had read the least but that the middle group did show signs of top-down reading strategy improvement. He noted, however, that bottom-up strategies are also important and that there is a need to incorporate these into reading instruction programmes.

*Overall, the studies reported on here indicate that there is, in Japan, strong commitment to a decoding model of reading combined with the perception that reading aloud (sometimes accompanied by translation) makes a significant contribution to reading development. While there has been considerable interest among researchers in extensive reading ('sustained silent reading'), many of the studies in this area have not involved control groups and, furthermore, the findings are not consistent, with some researchers concluding, for example, that sustained silent reading increases motivation and others concluding that it does not. Furthermore, although some researchers have concluded that sustained silent reading increases reading proficiency, they have generally, in reaching this conclusion, paid little or no attention to other factors which may have led to any reading proficiency gains that were detected.*

## **2.4 Methodology and the teaching of writing**

### **2.4.1 Setting the context**

It was noted earlier that there have been many developments in the understanding of reading and in approaches to the teaching of reading since the mid-20<sup>th</sup> century. The same is true in relation to writing and the teaching of writing. A *product-oriented* approach, one that is based on the assumption that learners need to focus primarily on mechanical aspects of writing in order to produce effective written texts, was the dominant one in the teaching of writing well into the 1970s. From the

late 1970s onwards, however, the impact of those *process-centered approaches* that had already become popular in connection with the teaching of first language writing in some parts of the world began to be felt in the teaching of second/foreign languages. These approaches focused on encouraging and supporting learners as they explored the processes involved in expressing themselves in written texts (see, for example, Flower and Hayes, 1980). These approaches, which have been criticized for failing to provide learners, particularly learners of second/foreign languages, with what they need in order to become successful members of discourse communities (see, for example, Ferris, 2003), have been challenged by *genre-centered approaches*, approaches which tend to be more explicit in terms of learning goals and often stress the importance of providing learners with what has been referred to as ‘cultural capital’ (see, for example, Hammond and Mackin-Horarick, 1999, p. 530; Hyland, 2004, p. 14). A detailed account of a genre-centred writing study conducted in Taiwan over 10 days (50 hours) and involving twenty eight (28) students at intermediate level in English is provided by Lin (2010) who devised a writing course based on cognitive genres (e.g. argument and recount) in which the characteristics of each genre (overall rhetorical structure, internal discourse structure and typical language features) were exemplified in model texts and practiced in the context of the guided construction of complete texts. A comparison of pre-test and post-test writing texts, analyzed in relation to grading criteria relating directly to course content criteria, indicated significant improvement in all areas.

#### **2.4.2 The teaching of writing in English in Japan**

In a book intended for teachers and trainee teachers of English (already referred to above), Okita (2004) observes that the teaching of writing in English Japan (formerly referred to as ‘composition’) traditionally focused on the translation of Japanese into English in the context of a number of ‘clues’ relating to aspects of grammar and vocabulary and was thought of largely as an extension of the teaching of grammar and vocabulary. Although he notes that this approach does not allow students to experience the primary function of writing (that is, to communicate information and ideas) and outlines alternative approaches in references to

controlled<sup>11</sup>, guided<sup>12</sup> and freer<sup>13</sup> writing, he does not provide any clear indication of the theoretically-driven developments (e.g. genre-based approaches) that have taken place in relation to the teaching of writing. Kizuka (2001), also a university-based teacher trainer<sup>14</sup> and also in the context of a general guide for teachers and trainee teachers of English, recommends that, in the early stages of learning, teachers should encourage students to copy sentences and attempt to write sentences dictated to them. This, he claims, is of fundamental importance in that it underpins their later development of the ability to express themselves freely in English (pp. 72-74). He adds that students can also benefit from substitution and expansion drilling, reordering, sentence completion and translation from Japanese into English and makes reference to controlled writing (which he describes as relating to a specified topic) and free composition (which may, but need not, relate to a specified topic). Once again, there is no discussion of theoretically-driven approaches to writing instruction. In a textbook intended for trainee teachers of English in secondary schools, Ishiguro, Yamauchi, Akamatsu and Kitabayashi (2003) state that although sentence-based writing instruction does not enable learners to produce paragraphs or essays or cultivate their communicative abilities, translation is nevertheless effective as a means of checking whether learners have mastered specific vocabulary and grammatical items and that sentence-focused writing practice helps learners to acquire sentence patterns (p. 99-100). They suggest that both controlled and free writing can play an important role, the former encouraging the development of a systematic approach and the latter encouraging self expression. With particular reference to the curriculum, they also refer to the importance of

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<sup>11</sup> He refers to 'controlled writing' as involving copying a model text, dictation, reordering or substitution.

<sup>12</sup> Among guided writing activities, he includes: writing that involves vocabulary pre-selected by the teacher; 'dictation composition', an activity on which learners attempt to reproduce a text read to them by the teacher; composition following question and answer sessions relating to the topic plus the provision by the teacher of useful vocabulary; writing that refers to a model paragraph; and writing summaries or the outcomes of student predictions.

<sup>13</sup> He includes here journal writing (between teacher and students) and 'real writing', that is, writing for a genuine purpose. He also distinguishes between what he refers to as 'authentic' and 'inauthentic' writing, the latter being characterized by writing tasks which will be graded later and do not motivate the students.

<sup>14</sup> His specialism is teaching methodology.

paragraph writing<sup>15</sup>, summarizing and stating opinions<sup>16</sup>, and writing in a way that is appropriate in relation to situation and purpose.

Sato (2006) conducted a study aimed at determining whether grammatical instruction leading to knowledge of grammatical items had a positive impact on the use of these items in speaking and writing. The study involved sixty (60) junior high school students who were provided with instruction in two grammatical items. Following the instruction, the students were given a test that involved providing a written and spoken sentence in response to pictures designed to elicit these structures. The students were then divided into three groups depending on their tests results. On the basis of the test results, the author concluded that explicit grammar instruction is effective in terms of enhancing students' ability to write accurate sentences<sup>17</sup>—except in the case of the students in the lowest performance group, whose difficulties related more to spelling than to grammar. The possibility that a more indirect approach to the teaching of grammar may have been equally or more effective was not investigated. Nor was there any attempt to determine whether the instruction was equally effective in terms of enhancing students' ability to use these constructions accurately and appropriately in the context of writing longer texts in which these structures appeared alongside a range of others.

Fukushima and Ito (2009) conducted a study aimed at determining whether concept mapping helped students of English to produce more coherent and extensive pieces of writing. Eighty four (84) high school students of English were asked to produce a piece of writing with the following title: *A mobile phone*. They were then given nine concept mapping sessions relating to mobile phones, each lasting between ten and twenty minutes. These sessions involved: (a) introduction to a 'model' concept map;

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<sup>15</sup> In relation to paragraph writing, they refer to topic sentences, supporting detail, chronological and climactic ordering and cohesive devices.

<sup>16</sup> They refer here to 'linking words' such as 'firstly'.

<sup>17</sup> In connection with this, it is relevant to note that Wu (2004) has highlighted the potential dangers of reliance on single studies. She attempted to find out whether a particular type of direct grammar instruction improved students' performance on grammar-based tests in a particular context, noting that some of the experiments that have been carried out did not appear to take full account of the very different ways in which formal instruction may happen. Wu ran her own experiment on two separate occasions, each occasion yielding different results. In her conclusion, she noted that this issues about the significance, or otherwise, of research on teaching and learning second and foreign languages that is based on single experiments, adding that language teachers needed to check on how robust experiments actually were before accepting the findings.

(b) the creation of sentences involving key words included in the concept maps; (c) the completion of English sentences on the basis of information included in parallel (but completed) Japanese sentences; (d) producing a paragraph using the sentences created in (b); and (e) repeating stages (a)-(d) using different key words. Following these concept mapping sessions, the students were asked to produce a piece of writing with the same title as one they had produced using concept mapping and to complete a questionnaire focusing on their responses to the concept mapping sessions and, in particular, whether they had led to a change in their perception of writing. Just over 60% of the students involved reported that they found the concept mapping sessions useful and the texts written after the concept mapping sessions were, on average, longer, including more words and sentences and the students. Although the students used more of the same types of constructions that they used before the concept mapping sessions (rather than a wider range of constructions), Fukushima and Ito judged their texts to be, overall, more cohesive and coherent, with a significant increase in examples of additive, illustrative and sequential discourse markers (p. 108). This is, perhaps, unsurprising given the fact that memorization and repetition of previously completed writing almost certainly played a role. It may be for this reason that the participants did not report feeling more confident about writing in English following the concept mapping sessions.

*Although there have been major developments in the understanding and teaching of writing since the middle of the last century, there is little evidence of any detailed awareness of them in either the advice provided by teacher trainers in Japan in relation to writing that is reported here or in writing-related research conducted in Japan.*

## **2.5 Language teacher training and the impact of prior learning experience**

### **2.5.1 Setting the context**

There have been many studies relating to teacher training and its impact. Some have argued that pre-service training programmes can have a significant positive impact on teaching (see, for example, Adams and Krockover, 1997; Sariscany and Pettigrew, 1997); others have argued that it may have very little impact (see, for example, Kagan, 1992; Richardson, 1996). A concern often expressed by teachers

is the fact that the training programmes they attended had little practical application. As Spada and Massey (1992, p. 24) have observed, “a universal complaint often heard in teacher education programs – [is] that they see no (or a very weak) relationship between the ‘theoretical’ instruction they receive . . . and the ‘practical’ realities of teaching”. This same complaint would appear to apply in very different contexts as studies conducted by Spada and Massey (1992) and Wang (2008) indicate.

Approximately eight months after they completed a language teacher training course, Spada and Massey (1992) asked three novice ESL teachers in Canada about its effectiveness. None of these teachers knew what the objectives of the relevant Ministry of Education curriculum document were. None of them believed that their current teaching practice necessarily reflected what they had learned during their course. None of them felt that their course had prepared them to conduct meaningful language-related activities in class. Finally, while all of them thought that they could teach communicatively in class, none of them could outline what the basic principles underlying communicative language teaching were (p. 31). Wang (2008) conducted a study involving the views of ten teachers of English in elementary schools in Taiwan about the pre-service training programmes they had experienced. None of them believed that these programmes had been of any real practical use irrespective of the areas covered (which varied widely from one programme to another)<sup>18</sup>. Although a communicative approach is recommended in the Taiwanese national curriculum, only three of the ten indicated that their programmes had included an introduction to communicative language teaching (pp. 117-124).

Much of the literature on teacher training focuses on the importance of the practicum. Thus, for example, with reference to a study of teachers learning to teach English in Hong Kong secondary schools, Urmston (2003, p. 112) observed that “beliefs and knowledge were strongly influenced by . . . time in classrooms during practice teaching but were relatively unchanged by other aspects of . . . training”. However, the content of the practicum component of training courses can vary

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<sup>18</sup> In a study of the methodology courses provided by thirty two different institutions in the United States, Wilbur (2007) observed “great variation in the content of methodology instruction”.

significantly and responses to that component can also vary widely. One of the reasons for this is that trainee teachers respond differently to the fact that a teaching practicum may challenge existing beliefs about teaching. One trainee (a teacher with fifteen years of teaching experience) who took part in a practicum relating to the teaching of English in Brazil made the following observation: "[T]he process of learning how to teach is very painful . . . we have to construct an entire new process" (Da Silva , 2005, p. 12). Responses to a practicum, and to training programmes more generally, may also relate, as Wang (2008, p. 21) points out, "to differences in the quality of the teacher education provided". In addition, when faced with the day-to-day realities of the classroom, teachers may, whatever the quality of the training they have received, behave in ways that they themselves judge to be far from ideal. As one of the trainees in a study conducted by Johnson (1996) said: "Sometimes it's just easier to . . . tell them what they need to know" (p. 37). As Watzke (2007, p. 64) notes, "pedagogical knowledge developed during the pre-service years may wash out or quickly fall away in a teacher's thinking and practices".

Crandall (2000, p. 35) has observed that "prior learning experiences . . . play a powerful role in shaping . . . views of effective teaching and learning". There is much research that indicates that teachers often continue to practice in a way that reflects their own experiences as learners irrespective of any training they may have received (see, for example, Holt-Reynolds, 1992). Thus, for example, during a study involving ninety six (96) primary school language teachers in Singapore, Chia (2003) found that these teachers, irrespective of their awareness of alternatives, generally expressed a preference for explicit teaching of grammar followed by drilling. One of the many possible reasons for the fact that such preferences are so resistant to change is, according to Lightbown and Spada (1993)<sup>19</sup>, the powerful and enduring impact of beliefs rooted in folk psychology, such as the belief that languages are learned mainly by imitation and the belief that errors are mainly due to L1 interference. Such beliefs often reflect theories that were widely held in the past but are inconsistent with contemporary research in the area of language

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<sup>19</sup> Lightbown and Spada (1993) conducted a questionnaire-based study focusing on beliefs about language teaching and learning involving thirty five (35) methodology students in the initial stages of a training programme.

teaching and learning and are “clearly inadequate as the basis for effective L2 pedagogy” (Borg, 2003, p. 88). Beliefs such as these often underpin the teaching that language teachers have themselves experienced and the textbooks available to them. In some cases, as in the case of many of the teachers of Hawaiian involved in a survey conducted by NeSmith (2012), language teachers have nothing to counter these experiences, either because they have had no training specific to language teaching or because the training they have had is itself underpinned by beliefs such as these. However, even where they have been introduced to other approaches, such as communicative language teaching, teachers often believe that these approaches cannot be used effectively in real classrooms (Wilbur, 2007), providing a variety of different reasons for this belief. Thus, Phipps and Borg (2009)<sup>20</sup> have argued that teachers’ *practical knowledge* (which involves knowledge of a range of contextual factors such as classroom management and students’ expectations) may have more direct impact on their day-to-day teaching decisions than their *propositional knowledge* (e.g. that group work promotes speaking). It may also be the case, as Feryok (2010)<sup>21</sup> has observed, that teachers’ declarative knowledge (knowledge *that*) is not matched by their procedural knowledge (knowledge *how*). In other words, the fact that they know *about* a particular approach does not necessarily mean that they are able to put that knowledge to practical use.

### **2.5.2 The impact of language teacher training and prior learning experience on the teaching of English in Japan**

Nishino and Watanabe (2008, p. 134) note that many English teachers in secondary schools in Japan have majored in English literature, have had little relevant training and have few opportunities to expand their teaching repertoire after they became teachers. Furthermore, Aspinall (2006, p. 269) observes that many of those who teach English language at universities in Japan are actually specialists in English literature or some other academic discipline that does not require expertise in the teaching of foreign languages and themselves lack basic training in the area. Thus,

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<sup>20</sup> These observations were made in the context of a contrast between the apparent beliefs and actual teaching practices of three practising teachers of English working in Turkey.

<sup>21</sup> Feryok (2010) made this observation in the context of a re-analysis of a previously published case study of a teacher of English as a foreign language in Armenia.

many of them fall back on a lecturing style that echoes their own learning experiences. In such a context, it is not surprising that so many English teachers in Japanese schools continue to teach in a way that is inconsistent with the recommendations made in the Ministry of Education curriculum for schools.

Where teachers of English in Japanese schools have attended training courses, these courses, according to Kizuka (2006, p. 57), often fail to provide an adequate bridge between theory and practice and/or include only a very short practicum (from three to five weeks, for example). Even where the training courses provided *appear* to be adequate, this appearance may be an illusion. Furuya (2006) conducted research between 2001 and 2004 that involved providing trainees with an opportunity to teach a forty minute lesson (two forty minute lessons in the case of those who participated in the research in 2003) after they had been provided with a two month long teaching practicum. All of the participants appeared to have difficulty in adjusting materials and teaching approaches to students' levels, giving clear instructions, managing class time and providing students with sufficient attention. In connection with this, it is important to note that although it seemed that these trainees had had adequate opportunity to develop the skills required, they had, in fact, had few opportunities to consolidate these skills by putting them into practice.

Following the research conducted by Furuya (2006), Saito and Furuya (2009) asked trainees why they believed they continued to have difficulty in executing lesson plans and what they felt about their experiences of practicums conducted in regular schools. What they found was that, when faced with a real class, the trainees tended to replicate the approach adopted by their own language teachers rather than attempting the communicative approach to which they had been exposed during their training. For many of them, building a good relationship with their students was a higher priority than developing their teaching skills. Furthermore, although these trainees had learned *about* communicative language teaching, the teachers they had observed had a variety of teaching styles and approaches and generally expected the trainees assigned to them to have already developed teaching skills. For these teachers, therefore, demonstrating and encouraging a particular approach was not a priority. Thus, learning to teach largely by observing experienced teachers, which is, as Sato and Kleinsasser (2004, p. 803) observe, what most teachers

actually do, will not necessarily reinforce approaches and methods introduced during methodology courses. Indeed, the fact that novice teachers (defined in this context as those with less than five years of teaching experience) are often reluctant to criticize more experienced teachers (p. 804) may be one of the reasons why what trainee teachers observe experienced teachers doing has, in some cases, more impact on their own practice than approaches and methods introduced in methodology courses.

Language teacher education may, for a variety of reasons, have less impact on teachers' classroom practices than their prior experience of language learning. It is, therefore, interesting to observe whether students' beliefs about language learning change when they experience a different style of teaching, that is, teaching through the medium of English by teachers who are mainly native speakers of the language. Riley (2009) conducted a study of the attitudes of first year students who enrolled in the English language programme at a Japanese university. Six hundred and sixty one (661) students completed a questionnaire on entry to university and again nine months later and eight (8) of them were interviewed on entry to university and again nine months later. Over the nine month period, the students' views changed in a way that seems to indicate a growing sense of dissatisfaction with the English language education they received before entering university.

*It would appear that teachers of English in Japanese schools often have little relevant pre-service or in-service training, with those who provide training programmes sometimes themselves appearing to have had little or no training in language teaching and little or no experience of teaching languages in schools. Those training programmes that are provided may have very short practicum components and graduates of these programmes may not be provided with the specific skills they will need in the classroom. Furthermore, even where trainee language teachers have been introduced to alternative approaches, they may revert to the approaches with which they are most familiar—the one they themselves experienced as language learners.*

## **2.6 The impact of culture on language teaching**

### **2.6.1 Setting the context**

The word ‘culture’ has a number of different uses in different contexts. It is derived from the Latin word ‘cultura’ (to cultivate) and was associated in 18<sup>th</sup> and 19<sup>th</sup> century Europe largely with what came to be known of as ‘high culture’ (see, for example, Arnold, 1869 (1960 edition)). The learning of classical languages was generally associated with the development of the type of knowledge and understanding that signalled membership of an élite social group and it is this concept of culture that was often associated with the grammar translation approach in which literature plays a major role. However, during the 20<sup>th</sup> century, and within the context of anthropology, a new approach to the concept of culture, one that focused on the different ways in which people from different societies classify and symbolize knowledge and experience, developed. Towards the end of the 20<sup>th</sup> century, the increased pace of globalization led to a further development, that is, the emergence of the concept of cultural hybridity (Hermans and Kempen, 1998). Associated with this has been a growing recognition of the need for cross-cultural or inter-cultural competence (see, for example, Lusting and Koester, 1993). A further, associated development has been the move towards the de-culturation or instrumentalization of English language education that has accompanied the advance of neo-liberal philosophy and, with it, the increasing tendency to regard English language as “an acquirable technical skill and marketable commodity” (Heller, 2001, p. 47). These things, combined with the fact that there are now more speakers of English as a second or foreign language than there are first language speakers, means that the national cultural stereotyping that so often characterized the teaching of English in the past is much less prevalent. However, what we see emerging in many parts of the world is standardized models of society (see Thomas, Meyer, Ramirez and Boli, 1987; Ramirez and Boli, 1987) that have become associated with “educational systems and school curricula that are strikingly similar” (Benavot, Cha, Kamens, Meyer and Wong, 1991, p. 97) but which are not necessarily equally appropriate in different cultural contexts and are therefore, often “negotiated, modified, and absorbed” in different ways (Canagarajah, 2005b, p. 9) or, indeed, resisted or rejected altogether on cultural grounds. Thus, in spite of the fact that “some clear orthodoxies have arisen” in the area of English language teaching, there

is nevertheless “an extraordinary diversity in the ways in which English is taught and learned around the world” (Graddol, 2006, p. 82).

### **2.6.2 The impact of culture on the teaching of English in Japan**

Koike and Tanaka (1995) and Takanashi (2004) have a particular interest in the impact on the teaching of English in Japan of the nature of Japanese society. Koike and Tanaka (1995) focus on the central role that group membership and covert communication play in Japanese society. They note the tendency to discriminate against those who are perceived to be outsiders and the preference for an indirect rather than a direct communication style, one that relies heavily on the assumption of shared values and beliefs among group members. They argue that these social tendencies are not conducive to ease of communication with foreigners or the type of teaching and learning that is promoted in communicatively oriented classrooms (p. 23). Takanashi (2004, pp. 5-7 and 10-11) notes the significance of harmony and face-saving (p. 10), claiming that both of these create difficulties in relation to any approach, such as communicative language teaching, that involves the expectation that learners will be prepared to expose their errors and beliefs to public scrutiny in the process of communicating actively in what, for them, is likely to be perceived as a high risk situation. He argues that it is success in examinations rather than willingness to take risks and stand out as individuals that ultimately determines the likelihood of gaining prestige positions with high salaries in Japanese society.

Harumi (2011) notes the important role that harmony, silence and group membership play in Japanese society, observing that this needs to be taken into account in dealing with oral interaction in language classes (pp. 263-265) and stressing that failure to appreciate this may result in misunderstanding and, in particular, to the mistaken assumption that silence signals lack of cooperation and motivation (pp. 260-261). She conducted a questionnaire-based survey involving one hundred and ninety seven (197) Japanese university students and one hundred and ten (110) teachers of English at Japanese universities (58 were Japanese and 52 were non-Japanese speakers of English as a first language) in order to explore the extent to which learner behaviour, including silence in class, was influenced by aspects of Japanese culture (p. 262). With respect to silence in class, she concluded that the main reason was a desire not to be singled out and thus isolated from the

group (whose opinions are highly respected), particularly where students were uncertain about the appropriate response. She argued that both Japanese and non-Japanese teachers need to recognise the reasons why students behave as they do and advised that Japanese teachers should provide more psychological support (in the form of encouragement) and more linguistic support (including, but not confined to giving clues) and that non-Japanese teachers should develop more awareness of Japanese non-verbal communication, signalling this awareness by providing spoken affirmation (pp. 263-264).

The research of both Hasegawa (2004) and Kikuchi (2009) has focused on identifying those factors that demotivate Japanese learners of English and act as barriers to learning. Hasegawa (2004) conducted a questionnaire-based survey of one hundred and twenty five (125) junior and ninety eight (98) senior high school students, identifying as potential barriers both *teacher-related factors*, including, in a general sense, teachers' personalities, attitudes and levels of methodological competence, and *school-related factors*, including facilities, class size and overall classroom atmosphere.

On the basis of a survey focusing on experiences of learning English at high school that involved first year university students (of whom forty seven (47) completed questionnaires and five (5) participated in interviews), Kikuchi (2009) concluded that there were five main (inter-related/overlapping) factors that serve to demotivate students and act as barriers to learning:

- *teacher-related factors*, including unclear pronunciation, inadequate lesson pacing, over-use of translation and a one-way communication style;
- the *overall instructional approach*, particularly the predominance of grammar translation;
- the impact of *tests and university entrance examinations*;
- heavy reliance on students' ability/willingness to *memorize*, including the memorization of vocabulary lists; and
- the nature of many of the *textbooks and reference books* used.

In the case of the study conducted by Kikuchi (2009), it is clear that an overall tendency within Japan to adhere to a traditionally accepted methodology that encourages students' passivity represented the major demotivating factor and barrier to learning as far as the students involved were concerned.

The literature referred to in this section suggests that it is Japanese teachers' determined adherence to a traditionally accepted methodology that is creating barriers to students' learning<sup>22</sup>. In spite of this, Japanese academics involved in language teacher education (see, for example, Koike and Tanaka, 1995; Takanashi, 2004) seem often to be concerned with highlighting potential cultural barriers to a more interactive teaching style than they are with exploring ways in which that style could be adapted to accommodate aspects of Japanese culture.

Kramsch (1995, p. 83) has observed that "there is a great deal of political pressure now put on foreign language educators to help solve the social and economic problems of the times". An important issue for many English language teachers is exactly how they should respond to this pressure. In Japan, where failure to meet expectations can result in significant loss of face, teachers of English are sometimes overwhelmed by the unrealistic expectations of parents and of society at large. Thus, for example, Sasajima (2010), who observed lessons taught by ten English teachers as well as interactions between these teachers and their students and colleagues, has observed that part of the reason why these teachers found teaching English difficult was that they believed that what was expected of them was not achievable. They noted, for example, that one junior high school teacher had observed that while music teachers were not expected to produce students who could all play the piano and physical education teachers were not expected to produce students who could all vault a horse, English teachers were expected to produce students who could all

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<sup>22</sup> In connection with this, it is interesting to note that Savignon and Wang (2003), who elicited the views of 174 first-year university students in Taiwan, found that there was a significant preference for meaning-based classroom activities and "a dislike for both form-focused teaching and the amount of class time devoted [in high school] to the explanation and practice of rules of grammar" (p. 230). This preference was particularly marked in students who had attended private pre-school English language classes in which the emphasis is on communication-based practices (p. 235). These findings are consistent with those of Huang (1998) whose study of the views of Taiwanese senior high school students also revealed a strong preference for approaches to the learning of English that centred on use of the language.

communicate in English and were held responsible for any failure to do so. The anxiety and sense of failure that this creates, especially in a context where there are also very high expectations in relation to examination success and considerable pressure not to be seen to behave in a way that is different from others, may be one of the factors that contributes to a reluctance to innovate.

*As a result of the increasing impact of neo-liberalism and globalization, English language is now becoming dissociated from Anglo-American culture. As a result, the culture of stereotyping that often characterised the teaching of English in the past is generally less in evidence and centralizing tendencies are being contested by local ones. Furthermore, a number of aspects of Japanese society often considered to militate against the widespread adoption of CLT.*

## **2.7 Textbooks and textbook evaluation**

### **2.7.1 Setting the context**

Hutchinson and Torres (1994, p. 315) have referred to the ubiquity of textbooks in English language teaching, noting that millions are sold each year. Opinion is, however, divided about their value. Sheldon (1988, p. 239) notes that many of them make false claims and have serious design flaws and practical shortcomings, Allwright (1981, pp. 6-8) argues that they are generally inflexible and reflect the preferences and biases of their authors. Fullan (1991, p. 70) notes that approved textbooks often take the place of the curriculum. Cathcart (1989, p. 105) and Yule, Mathis and Hopkins (1992, p. 250) refer to their overall lack of authenticity and failure to provide adequate coverage of the language and conversational rules and routines and strategies that learners require in order to use the language in the real-world. On the other hand, Harmer (1998, p. 117) notes that textbooks can give teachers ideas about what to teach and how to teach, Brewster and Ellis (2002, p. 152) observe that they can reduce a teacher's work load, Sheldon (1988, p. 237) refers to the fact that students expect teachers to use textbooks and often consider them to be more credible than materials produced by their own teachers, and Hutchinson and Torres (1994, p. 323) point out that they can help with innovation and support teachers through periods of change. According to Yeh (2005, p. 6), where there are problems, they may sometimes relate not to the textbooks themselves but

to the ways in which they are used. However, both Wang (2008) and NeSmith (2012) have observed serious deficiencies in textbooks designed for the teaching of English in Taiwan and the teaching of Hawaiian in Hawai'i respectively, including presentation of new language in ways that relies heavily on translation.

A number of writers have discussed the desirable characteristics of language textbooks (see, for example, Byrd, 2001; Ellis, 1997; Harmer, 1998, 2001; Miekley, 2005; Ur, 2001). Cunningsworth (1995) has provided an overview of these under eight headings: *aims and approaches, design and organization, language content, skills, topics, methodology, teacher's books, and practical considerations*. A further list is provided by Yeh (2005, p.6) who refers specifically to the need for consistency with national curriculum guidelines and with trends in teaching methodologies, appropriate language progression and adequate revision and review, accurate, appropriate and authentic language use, good skills balance, accommodation of the needs of learners with differing abilities, proficiency levels and learning styles, multi-layered topics and genres and interactive activities. Unlike Cunningsworth, Yeh also highlights the need for effective illustrations. With reference to the illustrations included in language textbooks, Yu-Chang (2007, p. 124) notes that they should be active, demonstrate ender balance and be "clear and uncluttered" avoiding "potential areas of confusion and . . . convey[ing] the concepts being presented". So far as the teachers' guides that often accompany textbooks are concerned, Cunningsworth (1984, p. 52) believes that they should provide a step-by-step guide to each stage in the teaching/learning process.

### **2.7.2 Analysis and evaluation of Japanese English language textbooks**

In a paper presented at the 6th annual JALT Pan-Sig conference, Langham (2007), who has direct experience of writing English language textbooks for the Japanese school market, described the processes involved. The chief author (always the one whose name appears first in author listings) recruits the other authors who are often the authors of academic articles, members of relevant academic societies or are known in school circles and, in the case of non-Japanese, have experience of teaching English and are able to function reasonably well in Japanese. So far as production is concerned (including type and size of paper, number of pages, use of colour and front and back covers), there are numerous rules established by the

Ministry of Education and the Japanese Textbook Publishers' Association. So far as teachers' guides (which must be in Japanese) are concerned, there is a manual that outlines a standardized format that includes mid-term and final tests and expressions for use in introducing lessons (e.g. *Good morning everyone. Today we are going to study Lesson 4. The title is 'How do you get to school?' Let's check the vocabulary* (p. 8)). Workbooks include a review of the main points of each lesson along with grammar points and writing and listening exercises. Following planning meetings to determine the syllabus, the topics and the types of exercises, authors are assigned specific units to work on. A draft is then submitted to the Ministry of Education for approval (or otherwise) by the Textbook Division of the Elementary and Secondary Education Bureau.<sup>23</sup> Any errors identified then need to be corrected within thirty five days. When the book is in use, any questions or requests submitted by teachers (including, in some cases, requests for translation into English of students' Japanese sentences) are then dealt with by the authors. An understanding of this process is important in that it helps to explain some common characteristics of the textbooks and some aspects of lesson delivery.

Much of the research conducted on the nature of English language textbooks designed for Japanese schools has focused on vocabulary (see, for example, Bowles, 2001; Hasegawa and Chujo, 2004; Hasegawa, Chujo and Nishigaki, 2008; Chujo, Yoshimori, Hasegawa, Nishigaki and Yamazaki, 2007; Kitao and Tanaka, 2009; Kiyonaga, 2011; Miura, 1984; Takamiya, 1958). Two of these have focused on the relationship between the vocabulary included in textbooks and that required in examinations. The first, which dates back to the 1950s, explored the relationship between the nouns that occurred in three textbooks that focused on reading and the vocabulary that occurred in (a) Thorndike's English Word book (Thorndike and Lorge (1944)<sup>24</sup> and (b) a 1957 university entrance examination (Takamiya, 1958).

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<sup>23</sup> A panel of three full time members of staff of the Textbook Division are responsible for screening junior and senior high school textbooks. They are generally come from prefectural high schools or national colleges of technology. The textbooks are also reviewed by a team of part time reviewers, who are normally native speakers.

<sup>24</sup> Thorndike composed three different word books to assist teachers with word and reading instruction. The first of these, *The Teacher's Word Book*, was produced in 1921, the third, *The Teacher's Word Book of 30,000 Words*, was published in 1944. In the third book, he notes that in the preface to the third book (published with Irving Lorge), Thorndike writes that the list "tells anyone who wishes to know whether to use a word in writing, speaking, or teaching [and] how common the word is in standard English reading matter" (p. x).

What Takamiya found was that although the textbooks tended to focus on nouns in common daily use (such as 'sister' and 'tomorrow'), the entrance examination focused on more abstract nouns (such as 'part', 'power' and 'view'). Although this study has little direct relevance so far as the 21st century context is concerned, it provides an interesting perspective on the type of study which could usefully, particularly if extended to cover more word categories and aspects of grammar and text construction, that could usefully be conducted in the current context. The second study that focuses on the relationship between the vocabulary included in textbooks and that required in examinations (Kiyonaga, 2011) was conducted much more recently. In this case, using the Flesch Reading Ease<sup>25</sup> and Gunning Fog<sup>26</sup> indices to analyse readability, the researcher examined the relationship between the readability level (as a measure of the interaction between words, syllable length and sentence length) of the reading sections of a sample of textbooks intended for junior high school students and that required in ten public senior high school entrance examinations over a six year period. They found that the difference between the readability measures (greater in the case of the examinations) widened over the six year period. While this is an interesting finding, it is important to bear in mind that readability measures can be misleading in the case of foreign language learners where it is critical to take account of familiarity with particular structures and discourse features.

Of particular relevance here are studies that focus on the differences in vocabulary included in textbooks before and after the 1988 reform of the Japanese curriculum (Chujo, et al., 2007; Hasegawa and Chujo, 2004; Hasegawa, Chujo and Nishigaki, 2008), one that examines the relationship between the curriculum requirements in relation to vocabulary and the vocabulary included in textbooks intended for junior high schools (Bowles, 2001) and one that examined junior high school textbooks used from 2002-2005 in terms of vocabulary and readability (Kitao and Tanaka, 2009).

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<sup>25</sup> The *Flesch Reading Ease* test measures readability using a formula involving total words, total syllables and total sentences.

<sup>26</sup> The Gunning Fog index uses a different formula that focuses on words of three or more syllables and has been criticized on the grounds that many such words do not require complex processing effort.

Using Tree Tagger,<sup>27</sup> Hasegawa and Chujo (2004) examined the size and usefulness of the vocabulary included in one junior high school textbook series (*New Horizon*) between 1980 and 2000. They found that the usefulness (in terms of day to day interaction) of the vocabulary included in the textbooks was generally poor and the number of words included had declined (in line with the recommendations in the curriculum), the extent to which words were repeated had also declined. Chujo, et al. (2007) conducted a similar study including a number of textbook series intended for both junior and senior high school students produced in 1988 and 2006. Overall, they found that the later books were less effective in terms of their inclusion of words relevant to day-to-day activities. Hasegawa, Chujo and Nishigaki (2008) examined different versions (one produced in the 1980s; the other in the 2000s) of one textbook series designed for junior high school students and five textbook series designed for senior high school students, finding that the total number of words decreased both in the junior and high school textbooks but that, in terms of practicability,<sup>28</sup> there was no improvement. Bowles (2001) examined the list of 507 words recommended by the Ministry of Education at the time for inclusion in junior high school English courses in relation to (a) the University of Birmingham's 'Bank of English' (a 500 million-word on-line corpus) and (b) the words that appeared in textbooks designed for junior high school students. He found that 92% of the words on the Ministry's list were among the 1,900 most frequent words of English and that the remainder were either necessary in the classroom [*pen, dictionary, notebook*], useful in talking about the world [*afternoon, snow, sick*], or otherwise necessary or useful [*hers, good-bye*] (p. 18). However, he also found that while these words did appear in the textbooks (although with very different frequency of occurrence), the focus was by no means always on the most common senses of these words. It is important to note, however (as Bowles himself does) that the most common senses of words (e.g. like used comparatively) are not necessarily the most suitable for inclusion at this level. Overall, Bowles' criticisms of the textbooks seem over-stated although his recommendation that the Ministry of Education should include meaning priorities in its *Guidelines* (p. 20) seems sensible. In the case of Kitao and

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<sup>27</sup> TreeTagger is a tool for annotating text with part-of-speech and lemma (the canonical of a word) information developed by Helmut Schmid at the Institute for Computational Linguistics of the University of Stuttgart.

<sup>28</sup> Defined in terms of whether 95% of the words come within the remit of 'survival English'

Tanaka (2009), the focus was on readability and vocabulary in the case of twenty one (21) textbooks intended for junior high school students and used between 2002 and 2005 books. They found that readability seemed appropriate (with an overall increase in complexity associated with each grade). However, they also found that while the textbooks included an average of 5,503 words for the 7th, 8th and 9th grades combined (with an average of none new words included for each week of study), the number of words used in *all* of these textbooks (292 in total) at each of the three grades was only 69 (Grade 7), 92 (Grade 8) and 91 (Grade 9). Furthermore, these did not include the 100 basic words required by the Ministry at these levels. In examining the words included in the textbooks in relation to a number of commonly used vocabulary lists both in Japan and abroad<sup>29</sup>, they found a low correlation between the vocabulary included in the textbooks and the high-frequency of vocabulary in these lists that is considered appropriate for low-level students.

Overall, the research reported here indicates that textbooks produced since the Japanese curriculum reform have not improved in any substantial way in terms of inclusion of frequently used words and senses of words or the relevance of the words included to everyday life and that there are problems associated with the relatively low level of commonality of lexical inclusions across series.

Two studies focusing on syntax (Baba, 2009; Ito, Takada, and Fujiwara, 1999) are of relevance so far as the present research is concerned. Baba (2009) explored the order of presentation grammatical items in English textbook series available in 2008<sup>30</sup> for junior high school students. He found that:

- all of them introduced the past tense in *Volume 1* and future expressions in *Volume 2*;

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<sup>29</sup> These were: JACET 4000 (J4), JACET 8000 (J8), the ALC Standard Vocabulary List 12000 (SVL), Hokkaido University List (HUL), the General Service List (GSL), and the Academic Word List (AWL).

<sup>30</sup> *New Horizon English Course* (Tokyo Shoseki), *New Crown English Series* (Sansendo), *Sunshine English Course* (Kairyudo), *Total English* (Gakko Tosho), *One World English Course* (Kyoiku-Shuppan) and *Columbus 21 English Course* (Mitsumura Tosho).

- all except one (*Total English*) introduced the existential verb (BE) before other lexical verbs;
- all except one (*Sunshine English*) introduced the passive before the present perfect;
- all introduced sentences involving relative subject pronouns before those involving relative object pronouns;
- all except one (*One World*) introduced relative clauses in which the relative pronoun was subject to ellipsis before those in which it was included;
- none introduced the present perfect in the context of past completed (unspecified time) experience (e.g. *I have been to England*) before other uses of the present perfect; and
- the order in which the present perfect associated with recent completion (e.g. *They have just left*) and with ongoing state (e.g. *I have lived here for ten years*) varies across the different series.

Bearing in mind that (a) there was commonality in relation to whether certain constructions were introduced or not, and (b) the ways in which certain constructions (and various meanings associated with them) may be *at least* as important in many cases as the order in which they are introduced, the differences detected may be of minor significance. Of considerably greater significance, however, may be one of the findings of Ito, Takada, and Fujiwara (1999) who tested one hundred and thirty five (135) junior lower secondary school students on a number of constructions to which they had been introduced. One of the things they found was that these students tended to memorise basic example sentences as complete wholes and had difficulty in adapting (and in perceiving the structural similarity) when different vocabulary was used (p. 26). This finding has important implications for the ways in which language is presented and practiced in textbooks and also for testing and assessment. In connection with this, it is relevant to note that a Ministry of Education study (MEXT, 2010a) involving approaches to language testing in 3,598 high schools found that in only just over 21% included performance testing.

Two recent studies by Kobayakawa (2011a, 2011b) have investigated writing in the context of English language education in Japanese schools. Kobayakawa (2011a) analysed the writing tasks included in ten widely used textbooks intended for high school students, classifying them into four main types: *controlled writing* (dictation, sentence combining and reordering etc.); *guided writing*; *translation*; and *free writing*. What she found was that, overall, translation and controlled writing tasks tended to appear to a greater extent in all of the textbooks, with only two of them including more than a very few free writing tasks. Kobayakawa (2011b) conducted a quantitative comparative analysis of writing tasks in fifteen Japanese high school English textbooks (including five writing textbooks) in terms of types of writing (controlled, guided, translation and free writing) and more specific task-types. She found that, overall, guided writing and free writing tasks were under-represented in all of the textbooks analysed and that three of the five writing textbooks emphasised translation, with the other two emphasizing controlled writing. One further study is of some relevance here. Sakai and Wada (2012) analysed eighteen (18) Ministry of Education approved textbooks in terms of genre and text-type, noting that the most frequently occurring written genre was narrative and the most frequently occurring oral genre was conversation, with emails, letters and websites appearing as the most commonly occurring written text-types. They concluded that teachers would need to create their own materials in order to ensure that their students were introduced to a wide range of genres and text-types.

The studies reported here indicate that textbooks designed for learners in English in Japanese schools are still heavily reliant on traditional approaches to writing instruction.

Kiryu (1998) conducted a questionnaire-based study involving seven hundred and fifty (750) high school students in relation to the topic preference. He found that the topics typically included in textbooks (e.g. geography and weather of foreign countries) that appeared in textbooks interested the students much less than other topics. The topics they did indicate some interest in (in order of preference) were: foreign customs and activities; school life in foreign countries; games played by young people in foreign countries; popular tourist destinations; differences between Japanese and English cultures; humorous stories and jokes; the ways in which

foreigners perceive the Japanese people; and general knowledge about foreign countries. This suggests that textbook writers may need to reconsider the assumptions they make concerning learners' topic preference.

Since the 1990s, there have been a number of studies that have focused on the extent to which textbooks designed for Japanese students of English are communicatively oriented. In a study conducted in the early 1990s, Ito, Takatsu, Nagayasu, Hirochi and Fukushima (1994) examined twelve textbooks (from four different textbook series). They found that there was no evidence on oral interactions of variation of discourse patterns (with initiation followed by response being the dominant pattern) or of conversational strategies (such as conversational fillers, rephrasing and requests for clarification) and that the most common function was the giving of information. A later study conducted by Yamamori, Fujita, Takechi, Hata and Ito (2003) and involving nine textbooks (from three textbook series) yielded similar findings. There were more dialogues than reading texts, the discourse patterns exhibited in these dialogues were very limited in type, 60% of their content involved giving information, 20% involved requesting information (both being in positive form for the vast majority of the time) and certain common functions such as warning or banning, were absent. Ogura (2008) examined the activities in five widely used senior high school oral communication textbooks in relation to whether they were, in Littlewood's (2004, p. 322) terms, *non-communicative* (focusing on the structure of language), *pre-communicative* (giving some attention to meaning but does not involve the exchange of new messages) or *communicative* (involving the practice of pre-taught language in a context where new information is exchanged and includes information-gap activities and personalised questions) and involved *structured communication* (using situations to elicit pre-taught language, including structured role plays) or *authentic communication* (using situations where the meanings are unpredictable, including creative role-plays and complex problem solving). She found that non-communicative and pre-communicative language practice combined made up over 70% of the content and that while around one quarter of the activities involved communicative language practice in some form, less than 5% of them involved structured communication, and less than 1% involved authentic communication. Her conclusion was that the textbooks examined "[did] not appear to adequately provide opportunities for students to

develop their oral communicative competence" (p. 8). Nguyen and Ishitobi (2012) conducted a study in which they used conversation analysis to compare the ways in which service encounters were represented in four junior high school textbooks with actual transactions that had taken place in two fast-food restaurants in Hawai'i. They concluded that the simplification of the language that characterized the exchanges in the textbooks had resulted in dialogues that were different in some important respects from the authentic interactions in terms of sequencing and completeness of actions and conclude by recommending that textbook writers should "analyze samples of authentic conversations and introduce them to students as transcripts, audio samples, or video clips" (p. 178). In connection with this recommendation, it is worth bearing in mind an observation made by Widdowson (1998, p. 331):

Learners of a foreign language should be made aware of . . . cultural conditions on real communication. . . . But the explicit teaching of communicative abilities which measure up to those of the communities whose language they are learning is quite a different matter.

I believe that an attempt to do so is to set an impossible and pointless goal whose only outcome is likely to be frustration. . . . It is the business of pedagogy to decide on what can be feasibly and effectively taught . . . so as to activate a learning investment for future use. Talk of real world communication is all too often a distraction.

So far as communicative activities are concerned, the studies reported here, while in some cases appearing to wish to impose somewhat unrealistic conditions on textbook writers in terms of authenticity, nevertheless do indicate that there is a long way to go before textbooks designed for learners of English in the Japanese school system.

Schneer (2007) has examined ideologies of ethnicity and cultural difference as represented in five English readers published in 2003. He found that while all of them promoted *kokusaika* (internationalisation), they also, with one exception (*Powwow English Reading*), tended to promote a concept of Japanese people as

being culturally homogeneous and culturally distinct from others (*nihonjinron*), that homogenous Japanese identity being (re)produced in relation to or, ironically, through a Western Other. It may be, therefore, that Japanese textbooks designed for learners of English have not yet fully accommodated concepts of cultural hybridity.

*As indicated by Langham (2007), textbooks designed for the teaching of English in Japan, which must be approved by the Ministry of Education, follow strict guidelines which include, for example, a standardized format for testing. While textbooks appear to be reasonably consistent in relation to the structures introduced at particular curriculum levels, the ways in which these structures are introduced appears to encourage students to memorize examples rather than to generalize from these examples. So far as vocabulary is concerned, textbooks produced since the Japanese curriculum reform appear not to have improved in any substantial way in terms of inclusion of frequently used words and senses of words or the relevance of the words included to everyday life. So far as writing is concerned, textbooks tend to prioritize translation and controlled writing, with guided writing and free writing tasks appearing much less frequently. Furthermore, considerably more emphasis on the narrative genre than on any other genres. The texts included in textbooks tend to be made up largely of stilted, inauthentic, formulaic dialogues (with a focus on conveying information) lacking any evident focus on conversational strategies. So far as activities are concerned, non-communicative or pre-communicative activities appear to predominate, with very few genuinely communicative activities being included.*

## **2.8 A concluding comment**

Overall, it would appear that teachers of English in Japan often have little relevant pre-service or in-service training and therefore tend to imitate the approach with which they are most familiar, that is, the approach adopted by their own language teachers, an approach that is strongly teacher-centred and places emphasis on translation, repetition and the learning of grammatical rules. This tendency, which may be, in part at least, a reflection of that respect for elders that is a characteristic of Japanese society, appears to be reinforced by the need to meet the expectations of stakeholders and, in particular, the need to prepare students for university entrance examinations, which continue to be very traditionally-oriented, largely

ignoring the content of the national curriculum guidelines for the teaching/learning of English in schools. Underpinning instruction in reading and writing appears to be an encoding/decoding model, with reading instruction tending to focus on reading aloud, repetition and translation. Ministry of Education-approved textbooks appear to reinforce these tendencies, with most of the activities included being of a non-communicative or pre-communicative type and with, for example, most writing activities involving translation and controlled writing and with an overall emphasis on a single genre (narrative). These textbooks, which generally include a large number of often stilted and inauthentic dialogues, appear to encourage memorization of exemplars of grammatical rules rather than generalization and extension of them and to include much vocabulary that has little genuine relevance to everyday life. While there have been many major changes and developments in the teaching of English in many parts of the world since the middle of the last century, the situation in Japan appears to have remained largely unchanged.

## **Chapter 3**

### **An introduction to the research methodology and research methods**

#### **3.1 Introduction**

In this chapter, an overview of the overall approach and research methods used in the research project (3.2) is followed by a discussion of the research methods employed in each section (3.3) and a concluding comment (3.4). Italic print is used in summary sections.

#### **3.2 Overview of overall approach and research methods**

The research reported here involves a combination of a quantitative and a qualitative approach, the emphasis being on the latter. At the core of the research is an exploration of language teacher cognition, that is, “what language teachers think, know and believe – and . . . its relationship to teachers’ classroom practices” (Borg, 2006, p. 1). As Calderhead (1988, p. 52) observed over two decades ago, research of this type “promises to be of value in informing . . . policy and the practices of teacher educators”. Indeed, Johnson (2006, p. 235) later noted that of the many factors that have contributed to our understanding of the role of teachers working in the area of additional languages “none is more significant than the emergence of . . . research now referred to as teacher cognition”. In part, this is, no doubt, because research in the area of language teacher cognition alerts is to the “myriad of variables” that impact of teachers’ beliefs and practices (Freeman, 1989, p. 36). It is this that determined what the research focus areas would be and how the research would be conducted. In view of the difficulty of differentiating between teachers’ beliefs and assumptions and their knowledge, I have often preferred not to attempt to do so, preferring the more integrated account of the three proposed by Woods (1996) and referred to jointly as BAK (beliefs, assumptions and knowledge). The primary focus areas in the thesis are (a) what a sample of teachers of English in Japanese secondary schools know, think and believe about the teaching of English in the context in which they work, and (b) what the analysis of a sample of lessons

taught in Japanese secondary schools reveals about the actual classroom practices of the teachers involved. Providing a context for these main focus areas is an analysis of the Japanese curriculum for the teaching of English in schools and of a sample of textbooks that are widely used in Japanese secondary schools in the teaching of English. This contextualization was considered important because the curriculum outlines the overall approach to the teaching of English that is considered appropriate and is therefore likely to have at least some impact on the way in which teachers conceptualize their role and the expectations that accompany that role, while textbooks, which must be approved by the Japanese Ministry of Education, impose constraints on how that role is realized in practice. Taking all of this into account meant that a mixed methods approach, one involving triangulation, was considered appropriate. Thus, for example, the investigation of what a sample of Japanese teachers of English know, think and believe about the teaching of English in the context in which they work involved two questionnaire-based surveys (see *Chapter 5 and Chapter 6*) supplemented by semi-structured interviews that focus on the informants' views about their pre-service and in-service training (see *Chapter 6*), while the investigation of what actually happens in a sample of language lessons involved a criterion referenced analysis of a sample of lessons taught in Japanese secondary schools (see *Chapter 8*). The analysis of the Japanese curriculum which precedes these explores the objectives outlined in that curriculum, the general and specific content to which reference is made, the overall approach to language teaching that is recommended and more specific guidance concerning classroom activities (see *Chapter 4*). The analysis of a sample of Ministry approved textbooks and teachers' guides is conducted with reference to a number of focus-points, including *language content, cultural content and types of tasks and activities included*, a particular point of interest being extent of consistency with the curriculum guidelines (see *Chapter 7*).

*Thus, the overall design of the research project, one that centres, in particular, on language teacher cognition, is a mixed methods one (involving questionnaires, semi-structured interviews and criterion-referenced analyses) in which triangulation plays a critical role, with the same or related issues being addressed in different ways and from different perspectives.*

### **3.3 The research methods employed**

In this section, the research methods employed in each section of the research project are outlined and discussed.

#### **3.3.1 Critical analysis of the Japanese curriculum for the teaching/learning of English in schools**

The Japanese curriculum for the teaching/learning of English (and other languages) in schools was analysed, the aim being to determine the overall approach recommended and, more specifically, what type of content is included, how that content is described and what types of guidance on classroom-based activities are provided (*Chapter 4*). Attention was also paid to any situations, topics, genres and text-types to which reference is made and any specific guidance that is given that relates to the use of English in class and the selection of teaching materials/resources. What appear to be contradictory or inconsistent statements and critical omissions are highlighted. Because the curriculum provides a critical part of the context in which teachers and textbook writers operate, this analysis is revisited at each subsequent stage of the research project.

#### **3.3.2 Questionnaire-based surveys**

Two questionnaire-based surveys were conducted involving samples of teachers of English in Japanese secondary schools. The first of these was more broadly based than the second.

The overall aim of the first questionnaire-based survey was to determine what the teachers involved know, think and believe about various aspects of the teaching of English (with particular reference to Japanese secondary schools). In deciding which questions to include, I was guided, in particular, by the overall aims of the study, the overarching research questions and themes and topics that emerged from the literature review as being potentially significant. I also consulted questionnaires relating to the teaching and learning of languages (English, Hawaiian and Māori) that had already been designed or were in the process of design by friends and colleagues working within the context of an overarching research project (of which this thesis constitutes one part) that aims to explore aspects of the teaching of languages in a number of different countries (Her, 2007; Lin, 2010; NeSmith, 2011;

Takurua and Whaanga, 2009; Valax, 2011; Wang, 2008), sometimes including or adapting (with permission) questions that they had developed or were in the process of developing. The questionnaire focused on a number of key areas: the backgrounds and qualifications of the teachers; their opinions about a number of policy-related issues; their overall approach to English language teaching and their methodological preferences; the ways in which they made decisions about textbook choice and use; and self assessment of English language proficiency. A question about attitudes towards native English speaking teaching assistants was also included because this is a topic about which there is considerable debate in Japan and has some relevance in relation to recommendations in the curriculum guidelines that English should be used as much as possible in class.

There were 10,751 lower secondary schools and 5,060 upper secondary schools (including both public and private institutions) registered in Japan in the 2011 fiscal year. It was not possible to target all of the English teachers in these schools for inclusion in a questionnaire-based survey. It was, however, initially decided to select approximately 3,000 schools at random, sending a number of questionnaires (along with accompanying letters of introduction) to each of them. This initial decision was abandoned when, in June 2011 (just before the questionnaires were due to be distributed), a magnitude 9.0 earthquake occurred off the north-east coast of Japan, followed by major tsunami. In light of this, it was considered inappropriate to adopt the approach to distribution originally intended. Instead, it was decided to distribute questionnaires later in the year and to avoid making contact with teachers in the areas of Japan that had been most seriously affected by the earthquake and tsunami. Initially, a group of friends, colleagues and acquaintances were provided with questionnaires, with the request that they would forward further questionnaires to contacts of theirs whom they believed might be willing to participate in the survey. Thus, the initial distribution method involved a sample of convenience that included 'snowballing' (see Cohen, Manion and Morrison, 2011, pp. 153-160). In this way, twenty teachers were contacted with a response rate of ten (50%). This was supplemented by a more random sampling method in which 2,807 questionnaires were distributed via *Survey Monkey*<sup>31</sup> to all of those English teachers in secondary

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<sup>31</sup> Survey Monkey is a cloud-based online survey development and analysis company.

schools outside of the main earthquake/tsunami region whose email addresses I was able to find on the homepages of the schools themselves or on municipality office homepages. In this case, the number of questionnaires returned was 84 (a response rate of 3%). Given that the total number of responses was only 94 and given also that 10 of these involved non-probability convenience sampling, there could be no guarantee that the findings would be representative of the population as a whole. They should, therefore, be regarded as being indicative only. Thus, while much of the questionnaire response data is reported statistically (for the convenience of readers), it is important to bear in mind that the statistical representations should be interpreted as being descriptive rather than inferential, that is, they are not underpinned by any assumptions relating to generalizability of the data collected.

The final version of the questionnaire (following piloting) included 30 questions. The first eight of these questions sought information about the participants, including gender, age range, first language, qualifications, and current teaching responsibilities. The next two questions concerned participants' beliefs in relation to the stage of schooling at which they believed children in Japan should be introduced to English (an issue of considerable debate in educational circles in Japan). This was followed by five questions aimed at determining the extent to which participants had been consulted about national, local and school-based policies relating to the teaching of English. The next two questions asked participants were to indicate (on a six point scale) how satisfied they were with the current curriculum and its implementation at a national, regional and school level. The number of hours recommended by the Ministry of Education for the teaching of English in different years of schooling is something that is much discussed in Japan. Therefore, the next question asked participants whether they believed that their students would benefit from more hours of tuition in English each week. This was followed by a question asking participants to select as many as they wished from a list of nine possibilities (including *Other* and *I don't know*) relating to their methodological preferences. The next question asked those who had selected 'communicative' in the previous question to list what they believed to be three important characteristics of a communicative approach, something that was considered to be particularly important to include in view of the fact that the analysis of the national curriculum indicated that it was influenced by developments

in the areas of communicative competence and communicative language teaching. Next, participants were asked to select as many as they wished from a list of 14 possibilities (including *Other*) areas of language teaching/learning that they felt they currently needed to know more about. The next question asked participants to select as many as they wished from a list of six possibilities (including *Other*) the ways in which they decided what to teach in their English courses. Following this were three questions relating to textbook selection and use. Participants were then asked to indicate which of two statements was closest to what they believed about the teaching of English and which of two statements best described their approach to teaching English. With reference to a nine point scale, they were also asked to estimate their own proficiency in reading, writing, listening and speaking in English and to indicate whether, and if so, to what extent they believed that the Japan Exchange and Teaching (JET) programme contributed to their classes and the overall language development of their students. The final question asked participants to indicate what they believed would improve the teaching of English in Japan. The questionnaire ended with an invitation for participants to add any comments they wished.

One of the advantages of a questionnaire is generally considered to be that a large amount of data can be analysed and reported on with ease where all, or most of the questions are closed (e.g. yes/no questions or selection of a point on a scale) (Cohen, Manion and Morrison, 2011, pp. 377-408). In this case, although only five of the thirty questions were open, twenty two of the remaining twenty-five questions were followed by an invitation for participants to add any comments they chose in the hope that more in-depth information and opinion might be made available than would otherwise be the case.

As in the case of the reporting of the second questionnaire-based survey and the semi-structured interviews referred to below, the data are reported, with only a few comments added, prior to a discussion of them. This is consistent with the expectation of the ethics committee of the School in which this research was partly conducted (School of Māori and Pacific Development) that, wherever possible, research should be conducted in a way that is consistent with a Kaupapa Māori approach (see Smith, 2012). In this case, while some of the principles of Kaupapa

Māori research are not directly relevant, others are. Those that are include *Kaua e takahia te mana o te tangata* (Do not trample on the mana of people) and *Titiro, whakarongo . . . korero* (Look, listen . . . speak). From this perspective, it is generally regarded as being preferable to allow the voices of research participants to be heard before imposing any interpretation on them, thus allowing for the possibility that both the participants themselves and other readers might wish to reorganize and reinterpret the data (see Peters, 2014).

In reporting on the questionnaire data, I have followed the order of the questions. However, I have organized the discussion section under five headings. The first of these provides background information about the cohort, the last about attitudes towards, and experience of native English speaking teaching assistants. Each of the remaining three relates to a particular aspect of the research and a particular research question - attitudes towards the national curriculum (intended to link to the analysis of the national curriculum in *Chapter 4* and to the first research question), approach and methodology (intended to link to the analysis of lessons in *Chapter 8* and to the fifth research question) and use of, and attitudes towards textbooks (intended to relate to the textbook analysis in *Chapter 7* and to the fourth research question).

*Further details relating to this survey, including the development and piloting of the questionnaire and the background information with which participants were supplied, are provided in the introductory sections of Chapter 5.*

The second questionnaire-based survey involved fewer participants and focused on their responses to the pre-service and in-service training in the teaching of English that they had experienced. This was considered important to include in view of the fact that training can play a critical role in facilitating change and the content of the national curriculum suggests that that the teaching of English in Japan is in the process of undergoing some major changes. Further discussion of the questionnaires and their distribution is provided in *Chapter 6*.

In this case, there were only nine participants, all of whom had indicated when they completed the first questionnaire-based survey (on a form attached to that survey)

that they would be prepared to be involved in other aspects of the research and had, in connection with this, included contact details. This small-scale survey was intended as a lead-in to a series of semi-structured interviews (see 3.3.3 below).

This questionnaire was in three parts. The first part (*Qualifications and experience*) consisted of four questions, two of which had more than one part. The first question asked participants the number of years of teaching experience they had. The second asked about their qualifications. The third asked about any pre-service training they may have had (including their opinions concerning its usefulness). The fourth question (in two parts) asked whether or not participants had a degree in English and whether they had taken a proficiency test in English and, if so, what score they had achieved. In each case, space for comments was provided. The second part of the questionnaire (*Aspects of training to be a teacher of English*) included thirty one questions, most in several parts, that focused on specific aspects their training in the teaching of English (e.g. whether it included an assessed practicum and, if so, what form it took, whether they felt confident after completing their training about teaching English and whether there were some things that caused them problems in their teaching that had not been covered in their teaching). In each case, in order to help jog respondents' memories, lists of possible content types were supplied. Once again, places for comments were supplied. The third part (*Tell me a little about yourself*) included five questions relating to participants' gender, age range, the length of time during which they had been teaching, whether they had studied abroad and, if so, where and for how long, and, finally, whether they held any position/s of special responsibility within their school and, if so, what it was/they were.

In reporting on the data in this questionnaire, I followed the order of the questions. However, in the discussion section, following an overview of the backgrounds of the participants, I have focused, in a single sub-section, on the key issue, that is, those things which, according to participant recall, were either not included in the pre-service or in-service courses they had attended or were dealt with in a way that is unlikely to have provided the participants with adequate advice and guidance on issues they would be likely to encounter in their day-to-day teaching.

### **3.3.3 Interviews**

Only two of the nine teachers who completed the second questionnaire agreed to take part in follow-up interviews. The interviews were of the type described by Patton (1980, p. 206) as being 'standardized open ended' ones, often referred to as being 'semi-structured'. Each interview was audio-recorded and then transcribed. While some questions were determined in advance in order to ensure that issues central to the research project as a whole were covered, allowance was made for the option of following up on interviewee responses so that information and opinion of relevance could be collected even where it was of a type that had not been anticipated. Another consideration here was the desirability of creating a greater sense of reciprocity between interviewer and interviewee that is possible in the case of fully structured interviews.

The interviews were intended primarily to provide a context in which more in-depth data relating to issues that had emerged as being of particular interest in the two questionnaires could be collected. Some of the central question prompts (which could be introduced in any order) related to perceived usefulness (or otherwise) of training; use (or otherwise) of national curriculum documentation and attitudes towards aspects of that documentation; selection, use and opinions about textbooks and other resources; and issues relating to personal language proficiency development. All of these questions related directly to questions included in the questionnaires. However, the other central questions were intended to elicit information and opinion about issues that had not been dealt with directly in the questionnaires but that were nevertheless relevant in relation to the expectations underpinning the curriculum. These questions related to time available for preparation for English classes, approach to teaching mixed ability/ proficiency classes, issues associated with assessment, and the extent to which students were provided with opportunities to use English to communicate in class.

In reporting on the interview data, I have selected seven areas for particular attention. The first two of these—decisions about course content and use of, and opinions about textbooks—focus largely on the extent to which the interviewees relied on the curriculum documentation and/or textbooks in determining the content of their courses and relates, in particular, to the first part of the second research

question (concerning how Japanese teachers of English decide what to teach). The next focus area—use of English in the classroom—relates directly to a critical aspect of the advice provided in the curriculum documentation and, therefore, relates to the first research question (concerning the nature of that documentation). Also relating to the first research question, but more indirectly, was the first section of the final focus area—approach to improving own language proficiency), something that is likely to have an impact on use of English as the primary medium of communication in class. The second part of the final focus area—approach to improving teaching skills—relates, in particular, to the second research question (concerning how teachers decide how to teach). A further focus area—approach to testing, assessment and examinations—was included in response to the fact that testing, assessment and examinations emerged as an area of particular concern to the interviewees during the interviews. It is also an area that has attracted considerable attention in the literature on the teaching of English in Japan, particularly in relation to the impact of university entrance examinations. The other focus area—reasons for teaching English in schools and perceptions of its effectiveness—was included largely because the recommendations included in the Japanese curriculum itself are intended, in part, as a response to the fact that English, in an increasingly globalized world, can no longer be regarded as something that is likely to be required of only a few Japanese citizens.

It is important to acknowledge with reference to interviews that information and views about teaching will not necessarily be consistent with what is actually done in the classroom and that references to events in the past may be subject to problems relating to incomplete or incorrect recall.

*Details relating to the conduct of the interviews are included in Chapter 6.*

### **3.3.4 Analysis of a sample of textbooks**

In view of the ubiquity of textbooks in the teaching of English in Japanese schools, and also in view of the fact that textbooks used must be approved by the Ministry of Education (and might therefore be expected to be consistent with recommendations included in the national curriculum guidelines), it was considered important that textbook analysis should be included in this research project. The

choice of three sample Ministry approved textbooks for analysis and discussion was based largely on frequency of occurrence in the responses of questionnaire participants to a question asking which textbooks they used. The textbooks were analysed in relation to a number of criteria/ focus points, all of which were considered to be directly relevant in relation to the expectations outlined in the national curriculum. These included linguistic and cultural content; variety of genres, text-types, tasks and activities; quality and relevance of illustrations (e.g. the extent to which they were likely to contribute to understanding of linguistic content); and interest level (e.g. the extent to which the textbooks appeared to reflect the likely interests and concerns of the learners). Also considered was the quality and quantity of supplementary resources.

*Further details concerning the approach adopted to the analysis of textbooks are included in the introductory sections of Chapter 7.*

#### **3.4.5 Lesson observation and analysis**

In the case of the lesson observations, the aim of the analyses was not to evaluate individual teacher performance, but to identify the overall approach to English language teaching adopted in each case. The sample of teachers involved was one of convenience, all four being personally known to me. However, all four of those involved had undertaken a pre-service training programme officially recognized by the Japanese Ministry of Education and all had between eight and over thirty years of experience of teaching English in secondary schools at the time when the lessons were observed. Each of the lessons was recorded between December 2011 and January 2013. The students involved were at the following stages of their schooling: grades 1 and 2 of junior high school (lesson 1), grade 3 of junior high school (lesson 2), grade 3 of senior high school (lessons 3 and 4).

It is acknowledged the presence of a researcher in class, particularly where audio-and/or video recording equipment is used, will almost inevitably alter the classroom dynamics. Nevertheless, it was considered important in this case that the observed lessons should be recorded on video although only written transcripts of the recordings are used in order to ensure that the identities of the teachers and students involved are not revealed. Thus approach, rather than one that involves reliance on

notes taken during and after the lessons, has two main advantages. First, it provides readers with a way of checking the lesson analyses against their own observations/interpretations. Secondly, making the lesson transcripts available means that other researchers, who may be interested in aspects of the lessons other than those explored here, are provided with a potentially useful resource.

Each of the lessons was analysed in terms of a number of focus points. The first of these—*learning environment*—was included largely in order to provide readers with some information about the physical context in which the lessons were conducted. The second focus point—*achievement objectives*—was included largely in order to determine the extent to which the lessons had a detectable focus and could be seen to be conducted in a way that was consistent with that focus and included ways of attempting to determine whether the anticipated outcome was reflected in the students' performance towards the end of the lesson. The third focus point—*lesson shape and structure*—was considered to be an important aspect of students' overall experience. Where lessons are clearly planned and that planning is adhered to, or largely adhered to (allowing for responsiveness to student needs as they arise), lessons generally have an overall coherence, the various different stages being seen to contribute to the whole in a way that makes sense in terms of the achievement objective/s. Where they are not, it may be considerably more difficult to determine whether their overall objectives (to the extent to which they are detectable) have been achieved. The fifth focus point—*classroom interaction*—concerns all of the different ways in which teacher and students interact (or fail to do so) in class, including, for example, the extent of teacher talk and of student/student interaction and is, therefore, a critical factor in determining how the teachers involved are responding to the orientation towards a more student-centred approach than has typically been the case in the past that is signalled in the national curriculum. The final focus point—*concept introduction and concept checking strategies*—was included largely in order to determine the extent to which the teachers involved relied on translation in order to convey the meaning and to check on students' understanding. Taken together, it was considered that the analysis of lessons in relation to each of these focus points would reveal the overall approach to the teaching and learning adopted of English to which the teachers subscribed.

In connection with the lesson observations, it is important to note that the presence of a researcher can alter classroom dynamics, sometimes in fundamental ways, and so what is observed will not necessarily be truly representative.

*Further details concerning the lessons observed, the participants in them and the approach to analysis is provided in the introductory sections of Chapter 8.*

### **3.4 A concluding comment**

Underpinning this research project as a whole is an approach that centres on language teacher cognition. While different research methods were considered appropriate at different stages of the project, each of them, and each stage of the project, was intended to contribute to an overall, coherent and integrated response to the four related research questions outlined in *Chapter 1*.

## Chapter 4

### A critical analysis of the Japanese curriculum for English in secondary schools

#### 4.1 Introduction

My primary aim in this chapter is to critically review the Japanese curriculum for English in secondary schools for which the *Ministry of Education, Culture, Sports, Science and Technology* (MEXT) has responsibility in order to address the first research question: *What approach to teaching English is recommended in the Japanese Ministry of Education curriculum?* The version of the curriculum discussed here was intended for implementation in 2011 in the case of elementary schools, 2012 in the case of lower secondary schools and 2013 in the case of upper secondary schools. It is not substantially different from the previous version (except for the inclusion of an elementary school component and a vocabulary list for the junior high school component). The chapter begins with a discussion of use of the words ‘syllabus’ and ‘curriculum’ (4.2) and a summary of the main features of the curriculum for primary schools (4.3), followed by an outline and discussion of the curriculum for secondary schools (4.4). It ends with some concluding comments (4.5). Note that in this chapter the use of italics signals my translation of material in Japanese.

#### 4.2 Use of the words ‘syllabus’ and ‘curriculum’

The terms ‘curriculum’ and ‘syllabus’ are sometimes used interchangeably. However, the term ‘syllabus’ is more often used to refer to the content of a language programme, with the word ‘curriculum’ being used in a wider sense:

The term *curriculum* is open to a wide variety of definitions; in its narrowest sense it is synonymous with the term *syllabus*, as in the specification of the content and ordering of *what* is to be taught; in the wider sense it refers to all aspects of the planning, implementation and evaluation of an educational

program, the *why*, *how* and *how well* together with the *what* of the teaching-learning process (Finney, 2001, p. 70).

However, this distinction is by no means clear cut. Thus, for example, Nunan (1988) has distinguished between 'product oriented' syllabuses (focusing on knowledge and skills and including *structural*, *situational*, *lexical* and *notion-functional* syllabus types) and 'process oriented' syllabuses (focusing on learning experiences and including *task-based*, *procedural*, *proportional*, *content-based* and *negotiated* syllabus types). White (1988), on the other hand, has distinguished between 'Type A' syllabuses (focusing on what is to be learned) and 'Type B' syllabuses (focusing on how it is to be learned), the latter appearing to incorporate aspects of what is often included under the heading of 'curriculum' (that is, methodology).

So far as this thesis is concerned, 'curriculum' is used in the wider sense outlined by Finney, the sense in which, I believe, it is used by the writers of the Japanese curriculum for additional languages, although, as indicated below, some aspects of what one might expect to be included in a curriculum defined in this way do not appear in that curriculum.

### **4.3 The curriculum for primary schools**

There is no curriculum for primary schools in Japan that is specific to English. Instead, there is a general curriculum for the teaching and learning of additional languages in primary schools in *Grades 5* and *6*. However, it is noted there that English should normally be selected for foreign language activities. The curriculum document is made available in English online,<sup>32</sup> as is an official commentary<sup>33</sup>. In the remainder of this chapter, translations into English that have been made available by the Ministry of Education (MEXT, 2008b, 2010c) are included wherever possible. Where I have translated the original text into English, the English text is in *italic print*.

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<sup>32</sup>[http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_\\_\\_icsFiles/afieldfile/2010/10/20/1261037\\_12.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/___icsFiles/afieldfile/2010/10/20/1261037_12.pdf) (last retrieved on 1 June 2013)

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[http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_\\_\\_icsFiles/afieldfile/2009/06/16/1234931\\_012.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/___icsFiles/afieldfile/2009/06/16/1234931_012.pdf) (last retrieved on 1 June 2013)

Pupils in primary schools in Japan (*Grades 5 and 6*) have one 45 minute lesson in the area of additional language/s (generally including English) each week for 35 weeks a year, that is, a total of just over 26 hours per year. The overall objective is stated as follows:

To form the foundation of pupils' communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages.

Associated with the first part of this objective (i.e. developing understanding of languages and cultures through various experiences) are three purpose statements (summarized below):

Language activities should be used in order to:

- *awaken their awareness of language;*
- *help them to develop an international perspective; and*
- *deepen their understanding of languages and cultures, including Japanese language and culture.*

Associated with the second part of the overall objective (i.e. fostering a positive attitude towards communicating in foreign languages) are three statements of means (summarized below):

A positive attitude toward communication through foreign languages should be cultivated by:

- *developing basic communicative abilities;*
- *experiencing what is involved in attempting to understand and convey intentions in a foreign language; and*
- *using non-verbal expressions, such as gestures, in communicating.*

Associated with the third part of the overall objective (i.e. familiarizing pupils with sounds and basic expressions of foreign languages) is a single statement of means (summarized below):

To familiarize pupils with the sounds and basic expressions of foreign languages, pupils should:

- *be given practical experience of listening and speaking in a foreign language (rather than learning grammatical rules).*

Overall, then, the curriculum for additional languages in primary schools aims to heighten pupils' awareness of languages and cultures, including Japanese language and culture, and provide them with some experience of listening to, and attempting to use other languages.

The outline of content for *Grades 5 and 6* focuses on awareness, enjoyment and experiential understanding rather than on memorization and the learning of sentence structures. The following experiences/ activities are recommended:

- *experiencing the sounds and rhythms of foreign languages (through songs or chants);*
- *using some basic functions, such as introducing themselves in foreign languages;*
- *beginning to understand the importance of communication by experiencing some of the difficulties associated with attempting to communicate in a foreign language (e.g. by using new sounds and new concepts); and*
- *learning about some of the differences between Japanese customs and culture and the customs and cultures of other peoples and experiencing communication with other peoples.*

So far as lesson planning is concerned, the advice is that, avoiding rote learning and too much detailed explanation and focusing on enjoyment, teachers should place emphasis on experiential activities, such as sampling different foods, and should

make links with other subject areas, such as music and handcraft, inviting members of the local community into the classroom as appropriate and seeking support from native speakers. It is recommended that audio-visual materials should be used when dealing with sounds and moral education should be integrated into the classroom activities. Expressions and vocabulary should be uncomplicated and, although the emphasis should be on oral communication (with gestures and facial expressions playing a central role in assisting communication), pupils should be introduced to letters of the alphabet and, to a limited extent, to reading and writing, and should be encouraged to make comparisons with Japanese language and culture. Specific reference is made to situations and functions and, in particular, to greetings, self-introductions, shopping, counting, letters and games.

One section of the curriculum is particularly worthy of note. It is headed 'situations where fixed expressions are often used' (greetings, self-introduction, shopping, having meals and asking and giving directions). Here, specifics of the types of communication that might be covered in lessons are provided. One part of this section is included below:

- Greeting
  1. A: Hello. How are you?  
B: I'm fine, thank you.
  2. A: Nice to meet you.  
B: Nice to meet you, too.
- Self-introduction  
Hi, my name is Taro. I like sushi. I don't like tennis.
- Shopping
  1. A: Do you have blue shoes?  
B: Yes, I do. / No, I don't.
  2. A: What do you want?  
B: Banana, please.

Although there is an insistence on the avoidance of rote learning, it is difficult to see how this sort of dialogue snippet approach could be made to work in the classroom. No advice on how to introduce or practice language is provided. In the

absence of such advice, and bearing in mind the reference to ‘fixed expressions’, it seems likely that teachers will rely on translation, memorization and repetition. If this is not the case, then what we appear to have here is essentially the beginning of a situationally-based structural syllabus, one that would be likely to involve considerable linguistic complexity.<sup>34</sup>

This section of the curriculum is followed by further sections of a similar type. The first of these, headed ‘situations that are likely to occur in pupils’ lives’ (home life, learning and activities at school, local events, childhood play), includes, once again, a series of vignettes (see extracts below):

- Home life
  - A: What time do you get up?
  - B: I get up at 6:00.
- Learning and activities at school
  - On Monday, I study Japanese, math and science.

The next section is headed ‘examples of functions of communication’. Although some of the sections focus on communicative functions, others do not, suggesting that the sense in which the word ‘function’ is used is somewhat idiosyncratic (see extracts below).<sup>35</sup>

(a) Improving the relationship with a communication partner

- *Expressing gratitude*
  - Thank you.
- *Praising*
  - That’s right. Good.
- *Polite expressions*
  - A: What would you like?

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<sup>34</sup> If learners were to have options in terms of questions and responses, then they would, presumably need to learn a range of vocabulary (e.g. red, green, blue, banana, apple) which they would then need to insert, as appropriate, into the structural frames provided (e.g. Wh-questions relating to location, declarative sentences that include the simple present tense of verbs such as ‘want’ and ‘like’).

<sup>35</sup> Thus, for example, a request is included under ‘polite expressions’.

B: I'd like pizza, please.

(b) Expressing emotions

· *Addressing feelings*

A: How are you?

B: I'm fine/happy.

These three sections (situations where fixed expressions are often used; situations that are likely to occur in pupils' lives; and examples of functions of communication) suggest that the curriculum is not underpinned by any coherent theoretical or methodological positioning.

The sections relating specifically to *Grades 5* and *6* are very short. Teachers are advised that they should focus on activities that involve 'basic expressions about familiar things and events'.

Although, in some respects, the elementary/primary curriculum is very general, encouraging teachers to familiarize pupils with the fact that different languages sound different from Japanese and that people from different parts of the world have different customs and cultures, it also includes some specifics that suggest that no real thought has been given to how languages are to be taught.

#### **4.4 The curriculum for secondary schools**

##### **4.4.1 Lower secondary schools**

Students (ages 13-15) now have an average of 4 hours per week (140 hours per year) of foreign language lessons (generally English) in each of their three years of lower secondary schooling.<sup>36</sup> The overarching aim of the curriculum for lower secondary schools is:

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<sup>36</sup> This was increased from 105 hours as a result of pressure from the public.

To develop students' basic communication abilities such as listening, speaking, reading and writing, deepening their understanding of language and culture and fostering a positive attitude toward communication through foreign languages.<sup>37</sup>

This aim is further elaborated in terms of what are intended to be more specific objectives:

- To enable students to understand the speaker's intentions when listening to *rudimentary* English.
- To enable students to talk about their own thoughts using *rudimentary* English.
- To accustom and familiarize students with reading English and to enable them to understand the writer's intentions when reading *rudimentary* English.
- To accustom and familiarize students with writing in English and to enable them to write about their own thoughts using *rudimentary* English.

'Rudimentary English' (my translation) is specified as relating directly to those lexical and grammatical items listed under the heading of 'Language Elements'.

Since both the overall aim and the more specific objectives are expressed in very general terms, with no reference to proficiency benchmarking, and since rudimentary English is itself specified with direct reference to lists of vocabulary items and grammatical constructions, the intention appears to be that teachers should focus on these lists. Thus these lists seem to represent an explicit structurally oriented syllabus.

The next section of the lower secondary school curriculum document relates to the treatment of language activities. Here, teachers are advised to ensure that they focus, during the conduct of language activities, on language functions that are specific to

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<sup>37</sup> It is noted in an official commentary on the curriculum (MEXT, 2008a) that grammar provides the basis for the four language skills and supports communication abilities and that an example of communicative ability is the ability to integrate the four language skills in using the language in a practical sense.

particular situations. Some examples are provided in the commentary on the curriculum (Section 2, Treatment of the Language Activities) (see extract below):

*(1) In the case of requesting the opening of windows:*

Will you open the window?

Open the window, please.

One again, as in the case of the curriculum for elementary schooling, what we appear to have here is a phrasebook-style approach in which teachers are encouraged to link situations and specific exchanges in a formulaic way rather than encouraging students to use vocabulary and grammatical constructions in creative and productive ways. In connection with this point, some of the many examples of functions included in the commentary on the curriculum are provided below:

Facilitating information:

Giving nods

1 A: Our math teacher is very kind.

B: Yes.

2 A: Our baseball team is the strongest in our city.

B: Oh, I see.

So far as activities are concerned, the following advice is provided in the commentary:

*It is important to include language activities in which the four language skills of listening, speaking, reading, and writing are well balanced. This is stressed in the most recent version of the curriculum. These activities should be consolidated through repetition. Class times have been increased (from 105 hours to 140 hours per year) but language elements have not. This is because it is expected that there should be more consolidation of the language elements. It is important to remember that the sharing of thoughts and opinions should take place during language practice activities.*

This section of the curriculum ends with Language Elements, including speech sounds, letters and symbols, words, collocations, common expressions and grammatical items to be considered when language activities are carried out.

#### **4.4.2 Upper secondary schools**

The overall aim here is:

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.

Although an overall aim expressed in a few lines cannot be expected to provide any very specific guidance, it is nevertheless relevant to note that it is so general as to be essentially meaning-free. It is therefore important to examine the statements that follow, statements that are intended to throw further light on the objective.

Related to the first part of the objective (*through foreign languages, to deepen understanding of language and culture*), are two statements:

- *It is important to understand the language structure, meanings, and function of speech and to deepen understanding of the culture behind the language in foreign language learning.*
- *It is expected that pupils will, through language learning, be encouraged to develop broadly-based perspectives and international ways of thinking as well as a cooperative spirit along with an increasing understanding Japanese language and culture.*

Related to the second part of the objective (*through foreign languages, to foster a positive attitude toward communication*), is a single statement:

- *In concrete terms, [students will be encouraged to develop positive]*

*attitudes towards guessing the meaning of unknown language when listening and reading, checking, repeating, and asking for explanations, and expressing themselves in speaking and writing and, in this way, learn to understand, cooperate with and live in harmony with people from different cultures.*

Associated with the third part of the objective (*through foreign languages, to develop students' communicative abilities such as accurately understanding and appropriately conveying information, ideas, etc.*) are two statements:

- *'accurately understanding and appropriately conveying information, ideas, etc.' refers to attempting to communicate by using the sounds and letters of a foreign language in a practical manner, and to interacting by using communicative abilities involving understanding and conveying information.*
- *'appropriately conveying' refers to conveying what one wants to say according to the situation, conditions [that prevail], background, and responses/reactions.*

Next, there are two general statements as follows:

- *In order to develop these competences, it is important that learners should engage in communicative activities that involve sending and receiving information and thoughts in a practical manner that effectively combines situations and functions.*
- *Based on the learning that has taken place at lower secondary schools, instruction should foster integration of the four language skills and cultivation of communicative abilities.*

The references to communicative activities and integrated skills suggest some measure of alignment (however slight) with notions of communicative competence and communicative language teaching.

The next section of the secondary school curriculum document is headed *Basic English Communication*. In this section, the only new material involves reference to:

- *conducting lessons at lower secondary level in a deliberate, systematic and well-balanced manner through a medium of English;*
- *ensuring that there is a smooth transition from the English learned at lower secondary school to 'Communicative English 1'; and*
- *avoiding overburdening students, avoiding detailed grammatical explanations, providing rich tasks and fostering the habit of independent learning.*

It is in the last of these references, in particular, that the influences of developments in the area of communicative language teaching are most evident. Even so, that influence does not permeate the curriculum.

The document then goes on to introduce *English Communication 1, 2 and 3*, *English Expression 1 and 2* and *English Conversation*.

*English Communication 1* is mandatory for all students who take English, its objectives being almost the same as those outlined at the beginning of the document for foreign language study as a whole.

So far as writing is concerned, teachers are advised to focus students' attention on removing ambiguous expressions and correcting vocabulary and grammatical mistakes. Further information is provided. However, although much of it involves little more than specifying what is meant by particular terms (such as 'intonation'), references *are* made to topic sentences and connecting phrases in the section on reading and writing.

It is noted that explanatory writing involves a combination of fact and opinion and a range of expressions (e.g. Data show that . . . I think/guess . . .) are provided as examples.

In a section on ‘treatment of contents’, reference is made to skills integration, the selection of appropriate activities and the importance of repetition/recycling.

In the section headed *English communication 2*, much of what has preceded is repeated. However, specific reference is made to **reports** (which are described as being more specific than introductions) and **discussions** (which are said to be more technical than dialogues and to involve understanding more than main points).

So far as reading is concerned, reference is made to *rapid reading* and *intensive reading* of **commentaries** (which are said to include more opinions than explanations) and **essays** (which are said to include description of personal experiences). With reference to writing, emphasis is placed on the production of *coherent and cohesive* passages that include several paragraphs. The focus in the area of *discussion* is on *drawing conclusions*. There are also sections in which two skills are combined.

Under the heading of *English Communication 3*, the only new material is a reference to relating teaching to students’ social lives.

Under the heading of *English Expression 1*, an elective subject, reference is made to:

- developing students’ ability to evaluate facts, opinions, etc. *from multiple perspectives* and to communicating, *through reasoning*, using a range of expressions (with particular reference being made to logic, to stating conclusions based on reasoning, and to raising issues, providing solutions, and providing examples).

The *Contents* section makes reference to:

- speaking concisely, giving impromptu speeches, and using accurate and complex sentence structures;
- writing in a style suitable for audience and purpose (including informing,

proving, persuading and entertaining); and

- summarizing and presenting orally and in writing (including preparing appropriately).

Under the heading of *Learning presentation methods*, reference is made to a number of what are referred to as ‘frequently used expressions’ as indicated in the extract below:

(1) *Introduction*

1. Today I would like to present....
2. I’ll start by....

(2) *Order*

1. First, .... Second, .... Third, ....
2. First of all, .... Then, .... Next, .... Finally, ....

The focus in a section on forming one’s own opinions is on detecting similarities and differences in different sources of information and opinion. So far as treatment of content is concerned, it is noted that although the emphasis is on speaking and writing, listening and reading are also necessary in relation to finding information.

The aim of *English Expression II* is stated as being to “further develop students’ abilities to evaluate fact, opinions etc, from multiple perspectives and communicate them through a range of expression while fostering a positive attitude toward communication through the English language”. Although the primary focus is on speaking and listening, it is noted that writing activities should also be included. Included here are:

- impromptu speaking (where reference is made to role playing)
- thematic writing (where reference is made to letters, diary entries, model texts); and
- summarizing and presenting information (where reference is made to note taking).

In the section that provides further detail relating to the course objectives, it is noted that the emphasis should be on presenting and evaluating various different points of view and on building and refuting arguments. Here, for the first time, reference is made to the desirability of students reading and commenting on one another's work. Reference is also made to the importance of ensuring that all students participate, establishing 'rules' of debate such as the role of a chairperson, avoiding insulting others, being respectful of the views of others, being constructive, etc. Typical expressions used in debate are outlined as in the following extract:

(1) *Expressions when stating my opinion*

1. In my opinions, ....
2. The major points I'd like to make is that....

(2) *Expressions when confirming an opponent's opinion*

1. Do you mean...?
2. Would you clarify that?
3. Am I right to say that...?
4. What do you mean by...?
5. Could you explain it more in detail?

It is noted that *English Conversation* courses, which follow on from *Communication 1*, "should be conducted in English". The overall objective here is to "develop students' abilities to hold conversations on everyday topics". 'Everyday topics' are defined as:

*topics about students themselves, their families, interests and concerns . . . [including] conversations about daily life among friends and family, classes and events/ situations encountered at school and involving overseas travel and life in foreign countries.*

There are four very general sub-headings:

- Understanding what others are saying, and responding appropriately according to the situation and purpose;
- Posing questions on matters of interest and responding to questions from

others;

- Appropriately conveying information, ideas, etc. in accordance with the situation and purpose, based on what one has heard, read, learned and experienced; and
- Holding conversations using basic expressions needed when living overseas.

It is noted under the first of these sub-headings that '[s]tudents are expected to [respond] appropriately according to the situation and purpose'. In connection with this, it is observed that they might, for example, respond to "Would you excuse me for a minute?" with "No problem. Take your time." or, where they have not fully understood, say "I'm sorry?"

Under the second sub-heading, 'matters of interest' are defined as "*common topics among students about sports, music, movies, TV programs, planning for holidays, everyday life events, and interests*". Reference is also made to working in pairs or groups and examples of possible expressions are provided: "How was it? /Then, what happened?", "Wow! That's amazing." and "Uh-huh. /I see."

Under the third sub-heading, reference is made to the need to make students aware of the fact that language use changes according to level of formality, the person/s being addressed and purpose/function (e.g. *informing, advising; stating or responding to facts and opinions*).

Under the final sub-heading, specific reference is made to certain contexts, including: *receiving air tickets, answering questions at an airport, making hotel reservations, ordering food in a restaurant, shopping at department stores, explaining health conditions at hospitals, purchasing tickets at stations, having a conversation with a homestay family, and providing information about oneself and one's culture*.

Further detail is then provided in relation to each of these sub-headings. It is noted, for example, that attention should be paid to rhythm, intonation, stress and volume,

that there are various ways of paraphrasing and asking for repetition<sup>38</sup> and that non-verbal communication is important. Teachers are advised that there should be consolidation of what was taught at lower secondary level and that oral communication should be reinforced by reading and writing.

The next section is headed *Foreign Languages other than English*. Here it is noted that the objectives are the same as they are in the case of English but that account needs to be taken of the particular circumstances that obtain where students begin a language at upper secondary level.

The final section of the curriculum is headed: *Article 3 – Common contents for each English subject*. This section begins with specific reference to situations and functions.

Teachers are advised that in *Basic English Communication*, they should select '[s]ituations where fixed expressions are often used' and '[s]ituations which are likely to occur in students' everyday lives' and should associate them with appropriate language functions and language elements. In addition to two situations which are focused on in *Basic English Communication*, reference is made, in connection with *English Communication 1, 2 and 3*, to the need to use 'a variety of media' in order to develop the four language skills (listening, speaking, reading and writing).<sup>39</sup> In the case of *English Conversation*, teachers are advised to select situations that have a high probability of being used in the future. It is also noted that grammatical items and sentence structures should be related to specific situations of use.

This is followed by examples of language use situations, including:

- *situations where fixed expressions are often used* (e.g. shopping, travelling and having meals);

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<sup>38</sup> The examples provided are: *Pardon me?, I'm sorry?, What's that?, Could you repeat that, please?, You mean..., right?, Does that mean...?, So you're saying...?, I mean..., What I said was..., and I was just saying...*

<sup>39</sup> Reference is also made to 'a variety of media' in relation to speaking or writing *in connection with English Expression 1 and 2*.

- *situations that are likely to occur in students' everyday lives* (e.g. home life and learning and activities at school); and
- *obtaining information through a variety of media* (e.g. reading books and watching TV programs).

Next is a list of what are referred to as 'functions of language'. The sub-headings here are: *Facilitating communication; Expressing emotions; Transmitting information; Expressing opinions and intentions; and Investigating action*. It is relevant to note that it is not clear exactly how the word 'function' is being used here. Thus, although some of the examples provided (e.g. apologizing and praising) would generally be regarded as language functions, others (e.g. expressing surprise; inferring) would not. In other words, there seems to be some confusion here in relation to the distinctions among core meaning, contextually derived meaning (function), and attitude and behaviour.

It is noted that materials should include appropriate ratios of unknown vocabulary (to be acquired by guessing meaning).<sup>40</sup> It is also noted that all of the grammatical items listed should be included in the mandatory course *English Communication 1*.

Under the heading of *Vocabulary*, it is noted that:

- in *English Communication 1*, about 400 new words should be added to those introduced in lower secondary schools;
- in *English Communication 2 and 3*, about 700 new words each should be added to those stipulated in a and b respectively (in *English Communication 1*); and
- in the case of *Basic English Communication, English Expression 1, English Expression 2* and *English Conversation*, appropriate words should be introduced with consideration to students' capacities so that they are not overburdened.

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<sup>40</sup> There is no indication of how this 'guessing' should be managed or of any specific concept introduction strategies.

It is also noted that frequently used collocations and common expressions should be included. Collocations are defined in the curriculum as *the co-occurrence of two or more words that express coherent meanings*. The examples provided include complex prepositions (in front of) and phrasal verbs (get up). Common expressions are defined in the curriculum as *fixed expressions which are used in particular situations*. The examples provided include ‘excuse me’, ‘I see’, ‘I’m sorry’, ‘Thank you’, ‘You’re welcome’, and ‘For example’.

Under the heading of *Frequently used sentence structures* are a number which are presented as examples (see extract below):

- a *Subject + Verb + Complement*
  - (a) *Subject + non-be verb + participle*

The girl came running to me.  
The old man sat surrounded by children.
- b *Subject + Verb + Object*
  - (a) *Subject + verb + clause beginning with if*

I wonder if you are free today.
- c *Subject + Verb + Indirect Object + Direct Object*
  - (a) *Subject + verb + indirect object + clause beginning with that*

She told me that she had been busy.
  - (b) *Subject + verb + indirect object + clause beginning with what etc.*

Please tell me what you want.  
He asked me how I felt.
  - (c) *Subject + verb + indirect object + clause beginning with if*

I asked her if she was free.
- d *Subject + Verb + Object + Complement*
  - (a) *Subject + verb + object + participle*

I saw the man crossing the road.
  - (b) *Subject + verb + object + bare infinitive*

My father made me wait outside.  
I saw the man cross the road.

The list from which an extract is included above seems largely arbitrary in terms of selection criteria. It is followed by one that includes what are referred to as “*typical examples of sentence structures listed in the Course of Study for lower secondary schools*”, which includes:

- a *Subject + Verb*  
Yukiko walks to school.  
He often goes to the library by bus when it rains.
- b *Subject + Verb + Object*  
(a) *Subject + be + noun / pronoun / adjective*  
This is my teacher. (*noun*)  
The pen on the desk is mine. (*pronoun*)  
This game is exciting. (*adjective*)  
(b) *Subject + non-be + noun / adjective*  
The boy became an astronaut. (*noun*)  
He felt happy when a lot of people came to his concert. (*adjective*)
- c *Subject + Verb + Object*  
(a) *Subject + verb + noun / pronoun / gerund / to-infinitive / how (etc.) to-infinitive / clause beginning with that*  
I like apples very much. (*noun*)  
Yuko met him yesterday. (*pronoun*)  
They enjoyed talking together yesterday. (*gerund*)  
He tried to do his best. (*to-infinitive*)  
My grandfather knows how to use the computer. (*how (etc.) to-infinitive*)  
We didn't know what she was ill. (*clause beginning with that*)

These ‘typical examples’ are, once again, problematic. It is, for example, difficult to see why one of the two ‘typical examples’ of Subject + Verb should include a locative adjunct (to school) and why the other should include a frequency adjunct (often), a locative adjunct (to the library), a means adjunct (by bus) and a subordinate temporal clause (when it rains). It is equally difficult to determine why ‘exciting’, ‘mine’ and ‘my teacher’ are classified as objects (rather than as complements) in *This is my teacher*; *This is mine* and *This game is exciting*. The

grammatical classifications are suspect, the reason why certain examples should be regarded as ‘typical’ or ‘frequently used’ is unclear and, above all, there is no rationale for the decision to use a particular approach to grammatical classification (one that makes no reference to clause types or to rank shift while nevertheless relying heavily on both).

Under the heading of *Grammatical items*, there are a number of sub-headings:

*Use of infinitives; Use of relative pronouns; Use of relative adverbs; Use of auxiliary verbs; The pronoun it with reference to noun phrases or noun clauses that follow; Verb tenses, etc.; Subjunctive mood; and Participial construction*

It is impossible to determine why these particular categories have been selected or why the examples of each that are presented as being ‘typical’ are regarded as such. Equally, it is difficult to determine why typicality should be regarded as the only criterion for selection of what is to be taught at particular levels. It is, for example, difficult to see why the auxiliary verb ‘can’ is associated with mental attitude and why reference is made to tenses (which include aspect) but not to the various meanings associated with the same tenses in different contexts.

It is observed that “[g]rammar instruction should be given as a means to support communication through effective linkage with language activities”. As an extension of this, it is noted that *while grammar provides a necessary basis, it should not be treated separately from communication, that grammatical explanations should be kept to a minimum and that frequently used language elements should be included appropriately in activities in a way that relates to their meanings*. In spite of this, it is worth noting that no connection is made between grammar and meaning in the grammatical lists included in the curriculum document.

It is also noted that classes should involve genuine communication and should be conducted in relation to students’ level of comprehension. In connection with the last of these points, it is interesting to note that nothing specific is said about how that comprehension level should be extended. In other words, there is no sense in

which the curriculum specifically addresses issues associated with the ways in which decisions about what new language to introduce (and how) are made or about the grading and progression of language. The assumption underlying the curriculum appears to be that spoken and written texts will contain language that is largely (because of the context in which it is used) comprehensible and that is selected on the bases of frequency/ typicality and, somehow or other, conformity with the list provided. The critical issues are at no point confronted.

It is noted that students should use English *as much as possible* in class (an interesting qualification), having an opportunity to learn through experience rather than through translation. In fact, grammar-translation is expressly proscribed/ banned.

Teachers are also advised to use English (avoiding translation into Japanese as much as possible), paraphrasing the content of passages into simple English. This presupposes that content is necessarily paraphrasable and that students can understand 'simple English' (whatever that is). No reference is made to the vast range of techniques that can be used in the context of concept introduction and concept checking.

Teachers are, in addition, advised to introduce reading passages *in accordance with students' level of comprehension*. Once again, this represents an avoidance of the critical issues. How is that comprehension built up in the first place? What is it, in terms of prior learning, that makes a reading passage comprehensible? Should the amount and type of new language be subject to controls and, if so, what should these controls be?

Tellingly, the following advice is given towards the end of the curriculum document:

- if language activities are focused on during classes, *grammatical explanations may be provided in Japanese*.

(This appears to contradict much that has preceded it.)

- If teachers are concerned about the communicative abilities of their students, they should speak simple English slowly, striving to make themselves understood.  
(This raises issues associated with what is meant by ‘simple English’, whether speaking slowly has the potential to alter the natural rhythm of the language on which so much emphasis was placed earlier in the document) and exactly how teachers are to ensure that they are understood.)
- Even if some students do not understand teachers’ explanations and instructions and teachers are therefore obliged to use Japanese, the principle of conducting classes in English should continue to be considered fundamental so that students become accustomed to using English.  
(This seems to represent the ultimate cop-out. What teachers clearly need is training that will help them to ensure that their explanations and instructions *are* understood.)
- If the main focus of classes is using language activities, Japanese may be used as the need arises.  
(Once again, this would appear to represent an acknowledgment that teachers, given their present type and level of training, will be unable to conduct classes through the medium of English and therefore need only to ensure that some activities involve the use of English.)
- If students cannot convey their meaning correctly, teachers should rephrase what they say, avoiding the loss of students’ positive attitude.  
(This represents a very odd approach to error correction, appearing to recommend correction only where meaning is compromised and only through paraphrase. Furthermore, it appears to contradict the final section of the curriculum document in which accuracy and appropriateness are both presented as being important.)

#### **4.5 Some concluding comments**

While clearly influenced by developments in the areas of communicative competence and communicative language teaching and by research in the area of

discourse analysis, the Japanese curriculum includes many features that are reminiscent of a considerably more traditional approach and is, in places, internally contradictory<sup>41</sup>. While explicitly proscribing a grammar translation approach and recommending, in places, that instruction should be largely conducted through the medium of English, it provides no genuinely useful guidance about methodologies that could usefully replace those associated with grammar translation, how to create a more participative classroom atmosphere, or how to ensure that teacher talk is conducted at a level appropriate to the students' existing understanding. In particular, while recommending pair and group activities, it provides no examples of the type of tasks and activities in which students might be encouraged to engage. Furthermore, there is no discussion of useful concept introduction and concept checking strategies or of error correction strategies or assessment techniques. All of this might reasonably be expected in a document which is clearly intended to be much more than simply a syllabus (as is indicated by the fact that much of it moves beyond content specifications). While providing lists of grammatical constructions (somewhat idiosyncratically selected and categorised) and specifying the number of vocabulary items to be introduced at different stages, it distributes discussion of discourse features (again somewhat idiosyncratically selected and categorised) over a number of different sub-sections of the curriculum document. In providing lists of 'typical' examples of language associated with different functions (almost always in the form of mini-dialogue snippets and in a way that appears sometimes to confuse functional classification with core meanings, modality and attitudinal features), it risks encouraging an approach in which formulaic uses are prioritized over creative, productive and contextually motivated engagement with language. There is, furthermore, no advice about approaches to the teaching of reading and writing that is consistent with, or reflective of the many developments in these areas that have been evident in the literature in the teaching and learning of additional languages in the last few decades. Overall, therefore, the curriculum seems to be rather uneasily poised between a very traditional approach and one that is more in

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<sup>41</sup> The overarching learning outcomes for secondary school students are not set out in the curriculum guidelines. However, the achievement objectives for secondary school students (based on the *Course of Study*) were approved in a Cabinet meeting in June, 2013 in *The Second Basic Plan for the Promotion of Education* (2013-2017). It is noted there that only 50% of secondary school students are expected to achieve above STEP EIKEN 3rd Grade when they graduate from lower secondary school and STEP EIKEN Pre-2nd Grade when they graduate from upper secondary school.

line with contemporary trends in language teaching, something that is likely to have some impact on the design of textbooks intended to contribute to the realization of the curriculum and on teachers' classroom practices.

## Chapter 5

### Reporting on the findings of a questionnaire-based survey of a sample of teachers of English in Japanese secondary schools

#### 5.1 Introduction

The purpose of this chapter is to report on the first of two questionnaire-based surveys involving a sample of teachers of English in secondary schools (lower and upper secondary) in Japan. In this survey, the focus is on linguistic and educational background, self-assessed English language proficiency and views about the teaching of English in schools. Information about the background to the survey and the survey participants (5.2) is followed by an outline of the questionnaire data (5.3), a discussion of that data (5.4) and a final comment (5.5).

#### 5.2 Background to the survey

##### 5.2.1 Aims of the survey

The overall aim of this part of the research project was to address the second research question<sup>42</sup> (*see Chapter 1*):

*How do a sample of teachers of English in Japanese secondary schools decide what to teach and how to teach and what factors do they believe impact on their decisions?*

In more specific terms, the primary areas of focus were:

- gender, age profile, language background and qualifications;
- institutional affiliation and position;
- teaching hours and teaching levels;
- policy issues and attitudes towards policy issues;

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<sup>42</sup> Issues relating to the types of training in the teaching of English that a sub-section of these teachers have experienced were explored in more detail in a further survey that is reported in *Chapter 5*.

- methodological preferences and understanding of what ‘communicative language teaching’ constitutes;
- how decisions about course content are made;
- use of, and attitudes towards, textbooks;
- attitudes towards the role of native English speaking teaching assistants; and
- self-assessed proficiency in English<sup>43</sup>.

### **5.2.2 Identifying the target group to be surveyed**

According to official statistics, there were 10,751 lower secondary schools<sup>44</sup> and 5,060 upper secondary schools<sup>45</sup> (including both public and private institutions) registered in Japan in the 2011 fiscal year. These schools follow the national curriculum and all of those who teach English in them were potentially targets of this survey.<sup>46</sup>

### **5.2.3 Developing, piloting, and revising the draft questionnaire**

The draft questionnaire was initially developed in A4 format with temporary binding at the University of Waikato (Hamilton, New Zealand) between September 2010 and January 2011. It was written in Japanese (the language in which it was to be distributed) and translated into English. It consisted of twenty-nine (29) questions. In accordance with the policy of the University of Waikato<sup>47</sup> and that of the Faculty in which I was enrolled<sup>48</sup>, a copy of the draft questionnaire, together

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<sup>43</sup> The academic IELTS band descriptors were used because they are widely recognised in Japan and can be expressed on a single page. Since the foundation of the *Society for Testing English Proficiency* (STEP), Japan’s largest testing body (established in 1963 in cooperation with the Japanese Ministry of Education), there have been many IELTS administered throughout Japan. Furthermore, the more widely used TOEFL or TOEIC tests lack band descriptors.

<sup>44</sup> Ministry of Education, Culture, Sports, Science and Technology, Basic research on schools: <http://www.e-stat.go.jp/SG1/estat/List.do?bid=000001037153&cycode=0> (last retrieved on 18 March, 2012).

<sup>45</sup> Ministry of Education, Culture, Sports, Science and Technology, Basic research on schools: <http://www.e-stat.go.jp/SG1/estat/List.do?bid=000001037154&cycode=0> (last retrieved on 18 March, 2012).

<sup>46</sup> There are also 1,049 special schools for Special Needs Education and these schools follow a special curriculum which meet the needs of children with comparatively severe disabilities and which is different from that of regular schools. Therefore, the schools for Special Needs Education were not included in this survey to keep the same standard whether it follows the same curriculum.

<sup>47</sup> University of Waikato, Postgraduate Studies Office Higher Degrees Handbook, <http://www.waikato.ac.nz/sasd/files/pdf/postgraduate/higherdegreeshandbook.pdf>, pp. 21-23 (last retrieved on 11 March, 2012).

<sup>48</sup> Te Kura Kete Aronui: Faculty of Arts and Social Science Human Research Ethics Committee, <https://sites.google.com/a/waikato.ac.nz/ethics/home> (last retrieved on 11 March, 2012).

with a list of the procedures to be followed, was submitted to the *Human Research Ethics Committee* of the *Faculty of Arts and Social Sciences*. Having been satisfied that all requirements for ethical approval had been met, the Committee gave its final approval on January 21, 2011 (see *Appendix 1: Ethical Approval*). This approval, together with a detailed plan outlining all proposed aspects of the research, was then submitted to the *Postgraduate Studies Office* of the *University of Waikato* and overall approval for the research was granted by that office on February 24, 2011 (see *Appendix 2: Transfer from conditional to confirmed enrolment*).

Following receipt of approval by the appropriate *Human Research Ethics Committee*, I asked two of my former colleagues, both full-time teachers of English at a private upper secondary school in Japan, to trial the drafts of the questionnaire, paying particular attention to the length of time it took them to complete it and the wording of the questions. The draft questionnaire was revised to accommodate the feedback of those involved in the trial. In the case of *Question 21*, an explanation ('all of the teaching techniques you use') was added. *Question 26* was adjusted in an attempt to encourage participants not to select both of the two statements included. In *Question 27*, 'principles of teaching' was added for the purpose of clarification. Finally, a question relating to participants' perception of the usefulness of having native English speakers as Assistant Language Teachers was added in recognition of the role they play in the teaching of English in Japan.

The final version of the questionnaire, consisting of 30 questions with a general comment section provided at the end, was ready for distribution at the end of February 2011 (see *Appendix 3: General Questionnaire for Teachers of English in Secondary Schools in Japan*).

Also ready for distribution at that time were letters designed to accompany the questionnaires (see *Appendix 4: Letter to the Head of teacher of English department and Letter to teachers of English*). These letters outlined the overall aim of the research and advised potential respondents that:

- their identities would not be revealed in the reporting of the research;

- even where they chose to reveal their identities and contact details at the end of the questionnaire (in order to be considered for involvement in other aspects of the research), only the researcher and her supervisors would be privy to them; and
- if they chose to be involved in the survey, they were free to choose not to answer some of the questions.

Finally, potential respondents were advised to contact the researcher, her supervisors or the *Human Research Ethics Committee* office if they had any questions or concerns regarding any part of the survey.

#### **5.2.4 Distributing and collecting the questionnaires**

Initially, it was decided to contact as many of these schools as possible in June 2011 through generally available school email addresses. However, on March 11th, a magnitude 9.0 earthquake occurred off the north-east coast of Japan, followed by major tsunami<sup>49</sup>. Approximately 19,000 people were killed or went missing and almost 27,000 were seriously injured. Over one million buildings in a region covering twenty Prefectures were destroyed or seriously damaged. In addition, there was a series of nuclear accidents at *Fukushima Daiichi Nuclear Power Plant*. Clearly, the questionnaire distribution would need to be delayed and would also need to be confined to areas that had not been directly affected. A decision to go ahead with more limited distribution of the questionnaires, and focusing on a distribution network involving friends, colleagues and acquaintances, was made in November 2011. At that time, four secondary schools (three lower secondary schools and one upper secondary school) were contacted during a visit to Japan, each with at least one English teacher personally known to the researcher, were contacted by the researcher during a visit to Japan. Letters of introduction were handed to the Head of the Department of English and to all of the English teachers in these schools along with copies of the questionnaire (a total of twenty questionnaires) and pre-paid reply envelopes. This sample of convenience was supplemented later (January 2012) by random sampling in areas of Japan that had not been *directly* affected by the earthquake and tsunami. At that time, a letter of

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<sup>49</sup> Official name: *The Great East Japan Earthquake*.

introduction and one questionnaire were sent to each of approximately one fifth of all lower and upper secondary schools (a total of 2,807 schools: 1,837 lower secondary schools, 940 upper secondary schools and 30 unified secondary schools), using the free online survey instrument called *Survey Monkey*<sup>50</sup>. These secondary schools were chosen because their emails addresses were publicly available on the homepages of the schools themselves or on municipality office homepages.

At the end of March 2012<sup>51</sup>, of the 2,807 teacher questionnaires distributed (ten by hand and eighty-one via *Survey Monkey*), 94 completed questionnaires had been returned – a response rate of 50% of hand delivered questionnaires and 3% of those delivered via the Internet). At that point, it was decided to proceed with the analysis.

### **5.3 Outlining the questionnaire data**

Of the ninety-four (94) questionnaire respondents, fifty-three (53/56.4%) answered all thirty questions.

#### **5.3.1 Personal information**

*Questions 1-4* asked respondents about their backgrounds. The responses are summarised in *Table 5.1* below.

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<sup>50</sup> Survey Monkey:

([<sup>51</sup> The questionnaire-based survey period began in November 2011 and continued until the end of March 2012. During that time, I visited Japan to distribute and collect some of the questionnaires and to conduct classroom observations.](http://www.surveymonkey.com/?referID=sm_smc_google_brand_tp_intl&k=survey_monkey[]}{New_Zealand}&adid=20454011276&cmpid=eng:newzealand:google:brand:ps:rv&s_pid=1&s_kid=246693806&s_cid=95438996&s_agid=3183747356&s_aid=20454011276&s_ntwk=g&s_adp=1t1&s_ace=&s_plid=&gclid=CLa_88OYla8CFWZMpgodrXWHz: last visited 2 April 2012).</a></p></div><div data-bbox=)

Table 5.1: Background information about the respondents

Categories	Variables	No. respondents (94)	% of 94
Gender	Female	47	50%
	Male	46	48.9%
	No response	1	1.06%
Age range	20-30	18	19.1%
	31-40	35	37.2%
	41-50	27	28.7%
	51-60	13	13.8%
	60+	1	1.06%
First language	Japanese	94	100%
	Other than Japanese	0	0%
Qualification	Bachelor's degree (English language/ English literature) in Japan	69	73.4%
	Bachelor's degree (English language/ English literature) from overseas	1	1.06%
	Master's degree (English language/ English literature) in Japan	13	13.8%
	Master's degree (English language/ English literature) from overseas	1	1.06%
	Bachelor's degree (Education) in Japan	3	3.19%
	Bachelor's degree (Liberal Arts) in Japan	1	1.06%
	Master's degree (Law) in Japan	1	1.06%
	Master's degree (Applied Linguistics) from overseas	1	1.06%
	Enrolled in Doctoral course in Japan (English Education)	1	1.06%
	Teaching certificate	1	1.06%
	No response	2	2.12%

Of the 94 respondents to *Question 4*, 84 (81.3%) indicated that they had majored in English. Of the 84 English majors who answered *Question 4*, 70 had an undergraduate degree in English language or English literature (1 from overseas), 13 had a graduate degree in English language or English literature (1 from overseas).

### 5.3.2 Professional status

*Questions 5-8* asked respondents about the professional status of participants. The responses are summarised in *Table 5.2* below.

Table 5.2: Professional status of the respondents

Categories	Variables	No. respondents (93)	% of 93
Workplace	Public Lower Secondary school	57	60.6%
	Private Lower Secondary school	2	2.12%
	Public Upper Secondary school	32	34%
	Private Upper Secondary school	2	2.12%
	No response	1	1.06%
Workload (teaching hours/ week)	2 hours	1	1.06%
	4 hours	2	2.12%
	8 hours	1	1.06%
	9 hours	4	4.25%
	10 hours	2	2.12%
	11 hours	4	4.25%
	12 hours	6	6.38%
	13 hours	3	3.19%
	14 hours	2	2.12%
	15 hours	10	10.6%
	16 hours	15	15.9%
	17 hours	7	7.44%
	18 hours	11	11.7%
	19 hours	6	6.38%
	20 hours	7	7.44%
	21 hours	6	6.38%
	23 hours	2	2.12%
	24 hours	1	1.06%
	25 hours	1	1.06%
	No response/ not clear what Question meant	3	3.19%
Levels taught	1 level only	16	17.02%
	2 levels	25	26.59%
	3 levels	28	29.78%
	4 levels	8	8.51%
	5 levels	8	8.51%
	6 levels	2	2.12%
	7 levels	1	1.06%
	8 levels	1	1.06%
	No response	5	26.59%
Responsibility	Yes	65	69.1%
	No	29	30.85%

The number of hours taught per week on average is indicated in *Figure 5.1*.

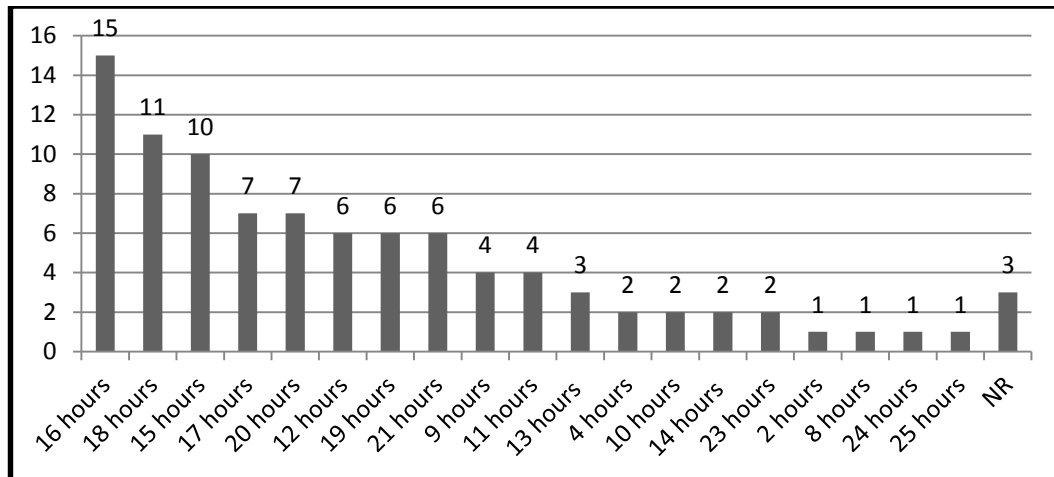


Figure 5.1: The number of hours taught per week on average

Question 8 asked participants to indicate whether they had any additional/ specific responsibilities (over and above teaching). Of the 65 (69.1%) respondents who indicated that they had some type of additional/ specific responsibilities within their schools, 64 listed the type of responsibility involved, the most common being head of the English department (55 responses) and/or the head of year (10 responses) or assistant head of year (1 response).

Of the respondents to Question 8, twelve indicated that they had two extra responsibilities/duties, with five indicating that they had three, and one indicating that they had four or more.

### 5.3.3 Attitudes towards the teaching of English in primary schools

Questions 9 and 10 sought to elicit participants' views on whether students at the primary level in Japanese schools should learn English. Of the ninety-two who responded, twenty nine indicated that they believed they should not, with the vast majority (65), that is, 70% of the total cohort, indicating that they believed that they should.

Question 10 asked participants which year they believed would be most appropriate for the introduction of English in primary students. The responses are indicated in Figure 5.2 below.

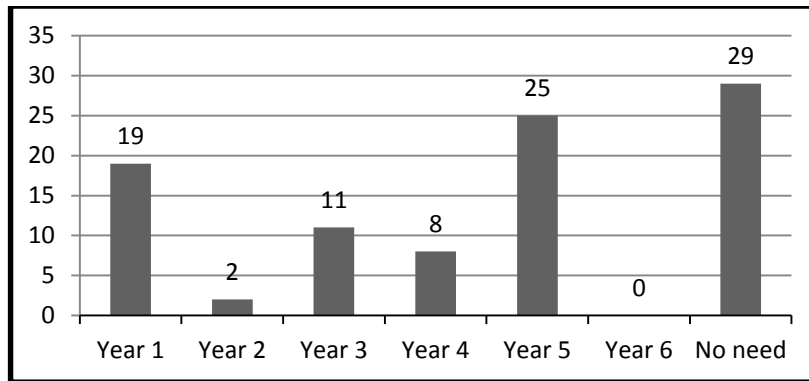


Figure 5.2: In which year should English be introduced?

Among the comments (translated from Japanese) were the following:

*Not only sounds but also letters should be introduced.*

*English should be taught by professional English language teachers not by homeroom teachers.*

*Pupils can enjoy games and singing without feeling embarrassed before they get older.*

*Priority should be given to acquisition of first language at primary level.*

#### **5.3.4 Knowledge of, and degree of satisfaction with, Japanese English education policies in relation to secondary schools**

Questions 11-18 asked respondents about Japanese English education policies at secondary school level. The responses are summarised in Table 5.3 below.

Table 5.3: Familiarity with national and local curriculum policies

Categories	Variables	No. respondents (94)	% of 94
Consulted on the most recent national curriculum?	Yes	80	85.1%
	No	7	7.4%
	Don't know	5	13.24%
	No response	2	2.12%
Received documentation from MEXT <sup>52</sup> relating to the most recent curriculum?	Yes	60	63.8%
	No	13	13.8%
	Don't know	21	22.34%
Degree of familiarity with local policy on the teaching of English	Not at all familiar	14	14.89%
	1	11	11.7%
	2	19	20.21%
	3	32	34.04%
	4	14	14.89%
	Extremely familiar 5	3	3.19%
	No response	1	1.06%
Received documentation on local policy?	Yes	41	43.6%
	No	24	25.53%
	Don't know	29	30.85%
Consulted on school policy?	Yes	80	85.1%
	No	12	12.76%
	Don't know	1	1.06%
	No response	1	1.06%
Degree of satisfaction with the contents of the most recent curriculum	Not at all satisfied 0	4	4.25%
	1	4	4.25%
	2	19	20.21%
	3	39	41.48%
	4	25	26.59%
	Extremely satisfied 5	0	0%
	No response	3	3.19%

Respondents were then asked (*Question 17*) to rate their degree of satisfaction with the way in which the most recent national curriculum for English was working *nationally, locally and their school*. Responses were on 5-point scale (with 0 = *not all satisfied* and 5 = *extremely satisfied*). The responses are indicated in *Table 5.4* below, with the comments made being included in *Appendix 5: Comments made by questionnaire respondents*).

<sup>52</sup> MEXT = Ministry of Education, Sports, Culture, and Technology

Table 5.4: Degree of satisfaction with the implementation of the most recent national curriculum for English at national, local and school levels.

Categories	Not at all satisfied 0	1	2	3	4	Extremely satisfied 5	No response
Nationally	2	3	25	51	7	0	6
In their region	4	3	24	49	9	0	5
In their school	4	4	25	46	11	0	4

Question 18 asked the participants whether students would benefit from having more hours of English tuition each week. Six (6) did not respond. Of the remainder, seventy-four (74/84%) indicated they did, and fourteen (14/16%) that they did not. The comments made in connection with this question are included in Appendix 5.

### 5.3.5 Philosophy, approach, methodology, textbook use and course content

Question 19 asked participants about their methodological preferences. They were asked to tick one or more of the following: *grammar-translation*; *structural*; *functional*; *self-access*; *communicative*; *task-based*; *topic-based*; *I don't know*; and *other (please specify)*. There were 94 responses and 307 entries (see Figure 5.3).

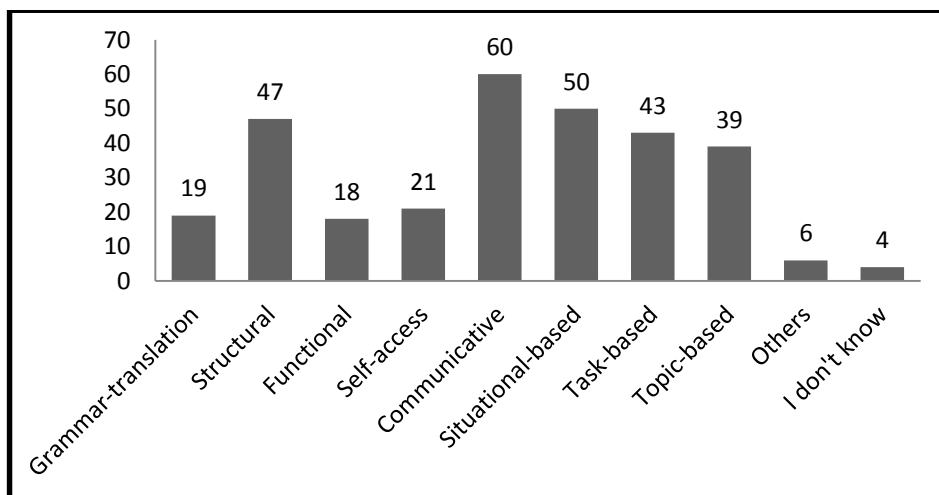


Figure 5.3: Methodological preferences

The specifications provided by those (six) who selected ‘Other’ were:

- TOSS<sup>53</sup>-type English conversation in situational settings.

<sup>53</sup> This refers to a particular Japanese company which provides samples of situationalized conversations.

- Depends on materials. Don't need to place a disproportionate emphasis on one particular type.
- Should focus on actual conditions of students.
- International/ Cross-cultural understandings.
- Use all of them depending on the circumstances.
- English etymological understanding, extensive reading, rapid reading, speed listening, guessing while reading.

Two comments were provided. One was that teaching preferences were determined by entrance-exam preparation. The other was that it takes time, but is necessary, at the secondary school where the respondent works to review the English taught at lower secondary level.

Respondents who ticked 'communicative' in *Question 19* were asked to list what they believed to be the three most important characteristics of a communicative approach (*Question 20*). There were 56 responses and a total of 155 entries. The responses have been grouped into three categories, the first appearing to be genuinely definitional of communicative language teaching; the second appearing to be relevant but not necessarily definitional; and the third appearing to be equally relevant (or otherwise) to other approaches and/or constituting an observation rather than a characteristic (see *Table 5.5*).

Table 5.5: Most important characteristics of communicative language teaching (respondents)

Response	Number of entries
Involves realistic/ authentic situations	10
Involves problem solving/ information gap activities	10
Involves group work and pair work	9
Student-centred/ individualised	9
Involves an interactive approach	8
Conveying/ expressing one's thoughts, meaning or information	7
There should be some sort of purpose for communicating/ doing activities	4
Task-based activities should be involved	3
Involves realistic tasks in authentic situations	2
Involves communication/ communicating with people	1
Speaking should be included	23
Interesting/ motivating/ being fun	7
Involves using the target language in the classroom	5
Phonology should be emphasised	4
Involves role play	3
Relaxed/ positive atmosphere	3
Confidence-building	2
Speaking and listening should be emphasised	1
There should be lots of repetition	4
Sentence structures/ grammar should be involved	3
Errors should not be permitted	1
Aural/Oral approach	1
There should be very little emphasis on grammar	1
All four skills should be included	1
Functions should be included	1
Sharing	1
Being tolerant	1
Eye-contact	1
Using gestures and attitude	1
Making time	1
New things should be included.	1
Mainly used in private English conversation schools as opposed to in regular schools	1
Decent knowledge and competence required to instruct in this way	1
TOSS-type <sup>54</sup> English Conversation	1

Question 21 asked participants to select (from a list) those areas of English teaching they felt they needed to know more about. There were 94 responses and 353 entries. The responses are summarised in Table 5.6.

<sup>54</sup> TOSS (Teacher's Organization of Skill Sharing) established by a private organisation and suggest TOSS-type English conversation which lesson involves 3 parts (vocabulary, dialogue and activity). [http://www.geocities.jp/taewaab724/\\_toss\\_contents\\_/eigokihon2.html](http://www.geocities.jp/taewaab724/_toss_contents_/eigokihon2.html)

Table 5.6: In-service training priorities

<b>Entry</b>	<b>Number of entries</b>
Teaching the 4 skills in an integrated way	62
Teaching vocabulary	38
Teaching writing	35
Methodology generally	34
Teaching speaking	31
Classroom management	30
Teaching reading	26
Teaching pronunciation	20
Learning outcomes	20
Teaching listening	19
Teaching grammar	14
Textbook/ materials recommendations	11
Assessment	6
<b>Others</b>	
Development of linguistics competence of infancy to preschool-aged childhood	1
Skills of motivating students (not a theory but a practice)	1
Syllabus or unit planning based on the 4 skills in an integrated way	1
Countermeasure for forgetting	1
Oral introduction, teacher talk	1
Cross- cultural understanding/ feelings of communicating	1
Academic development	1

Two respondents added comments in connection with *Question 21*. One urges that pupils acquire verbal aptitude in Japanese at elementary education before they are taught English as the pupils who have inadequate communicative abilities in their first language are not able to develop them in other languages. The other notes that the level of difficulty in reading is far in excess of that in speaking, listening and writing and note that this inverts the normal sequence of acquisition.

*Question 22* asked participants how they decided what to teach in their English classes. They could select one or more of a number of categories. There were 93 responses and 242 entries (see *Table 5.7*).

Table 5.7: Reasons for decisions about what to teach in English classes

Entry	Number of entries
Following a textbook	63
Teaching according to the school curriculum	55
Teaching things students express an interest in learning	46
Teaching according to the Course of Study for Foreign Language	42
Teaching whatever I think will be useful	33
No response	1
Others	
According to status of learning achievements of students	1
According to actual conditions of students	1
According to nationalities of assistant language teachers	1
According to advice given by assistant language teachers	1
According to a city policy on English teaching	1

Questions 23-25 related to textbook use. Respondents were first asked whether they used textbooks. Of the 94 participants who responded to this question, *all* (100%) indicated that they did. Participants were then asked to name the textbooks they used. There were 81 responses and the number of different textbook series listed was 78. What was revealed here was the fact that a very wide range of textbooks is currently in use for different grades in different schools, all of them being produced in Japan. A list giving the extent of use of different textbooks as indicated by respondents is attached (see *Appendix 6: Extent of use of different textbooks*).

Question 25 asked respondents whether they liked the textbooks they used. Responses were on 5-point scale (with 0 = *I hate it/them* and 5 = *I like it/them very much*). The responses are summarised below (see *Table 5.8*). For comments relating to Question 25, see *Appendix 5*).

Table 5.8: Extent to which textbooks used are liked

Categories	Number of Responses
I hate it/ them 0	3
1	0
2	10
3	34
4	35
I like it/ them very much 5	12

Comments relating to textbooks are included in *Appendix 5*.

Question 26 asked participants to tick *one* box to indicate which of the following statements best described their philosophy about language teaching:

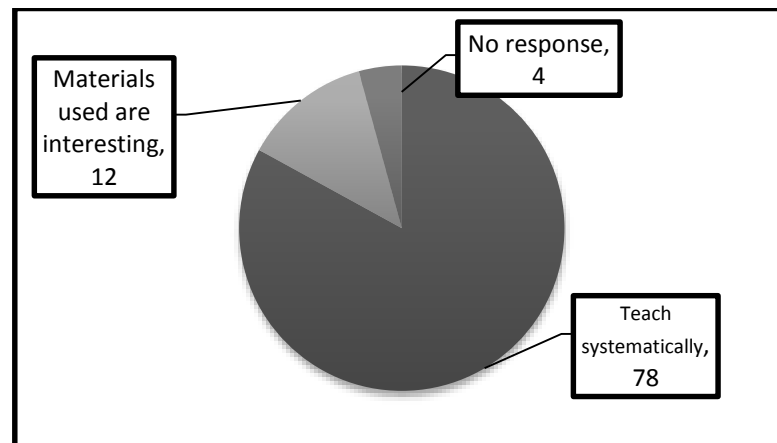
- *I believe the students learn best when they have lot of fun.*
- *I believe the students learn best when lessons are serious.*

The number of responses to this question was ninety, of which 55 (58.5% of all participants) selected the first statement and 35 (37.2%) selected the second. Comments relating to this question are included in *Appendix 5*.

*Question 27* asked participants to tick one box to indicate which of the following statements best described their approach (principles of teaching) to teaching English:

- *I believe it is important to teach systematically, introducing new language gradually and in a controlled way.*
- *I believe that the order in which new language is introduced doesn't matter so long as the materials used are interesting.*

The number of responses to this question was 90 (95.74% of all participants). Of these, 78 (82.97%) selected the first statement and 12 (12.76% of all participants) selected the second (see *Figure 5.4*).

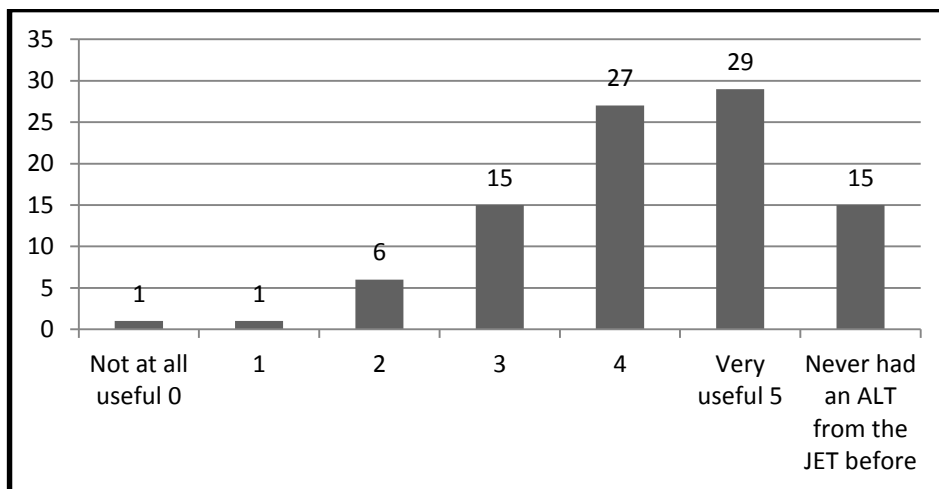


*Figure 5.4: Importance of controlled and systematic introduction of new language*

For comments made relating to *Question 27* are outlined, see *Appendix 5*.

### 5.3.6 Views about having native speakers as assistant language teachers

*Question 28* asked participants whether they ever had native speakers as Assistant Language Teachers (sent by the Japan Exchange and Teaching Programme (JET programme)). Seventy-nine (79/84.04%) indicated that they had. Participants were then asked how useful, in terms of their students' overall language development, they believed these assistant teachers to be. Responses were on 5-point scale (with 0 = not useful and 5 = very useful). Responses are summarised below (see *Figure 5.5*).



*Figure 5.5: How useful are JET assistance teachers in terms of students' language development?*

For comments relating to *Question 28*, see *Appendix 5*.

### 5.3.7 Self-assessment of own language ability

Respondents were asked (*Question 29*) to rate their own language ability in English in four skill areas (reading, writing, listening, speaking) and overall. The scale to be applied was the IELTS 9-point scale. Responses are summarised below (see *Figures 5.6 and 5.7*).

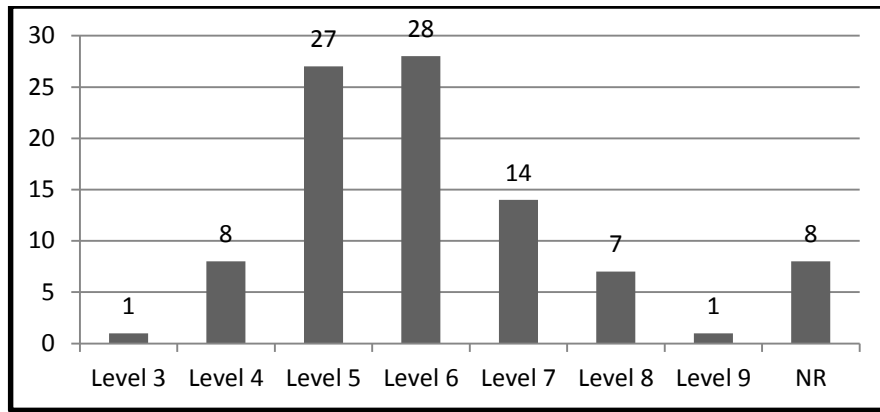


Figure 5.6: Self-assessed overall language proficiency

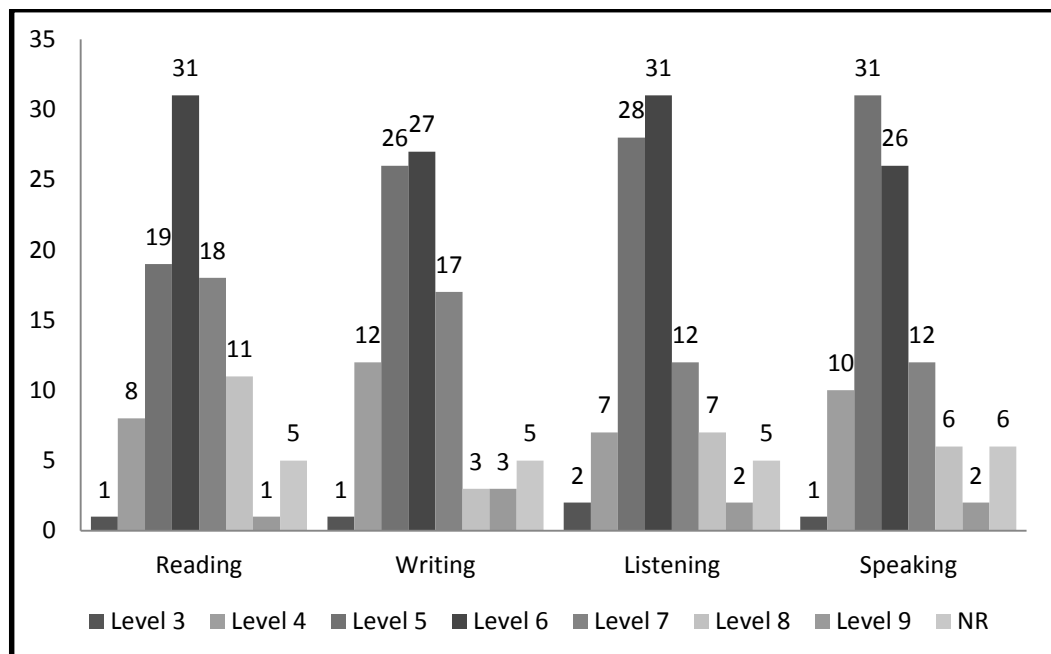


Figure 5.7: Self-assessed proficiency in four skill areas

Table 5.9 gives the actual numbers in each of the three highest bands (5-7) for reading, writing, listening and speaking.

Table 5.9: Proficiency Self-assessment–Numbers in three IELTS proficiency bands (5, 6 and 7) in relation to skill areas

	Level 5	Level 6	Level 7
<b>Reading</b>	19 (20.02%)	31 (32.97%)	18 (19.14%)
<b>Writing</b>	26 (27.65%)	27 (28.72%)	17 (18.08%)
<b>Listening</b>	28 (29.78%)	31 (32.97%)	12 (12.76%)
<b>Speaking</b>	31 (32.97%)	26 (27.65%)	12 (12.76%)

### 5.3.8 Opinions about ways of improving the teaching of English at own school

*Question 30* asked participants whether there were any ways in which they believed the teaching of English at their own school could be improved. Twenty-seven (27) participants did not respond to this question. The remaining 67 responses have been classified into two groups as follows (see *Table 5.10*)<sup>55</sup>

*Table 5.10: Opinions about ways of improving the teaching of English at own school*

Categories	Number of Response
<b>Dealing with English language directly--Improvement needed in:</b>	
Cross-cultural understanding	13
Communicative abilities	12
Speaking skills/ pronunciation	10
Expressiveness	8
English basics	8
Listening skills	6
Building a strong vocabulary	5
Writing skills	4
4 language skills integrated	2
Grammatical knowledge	2
Reading skills	2
English language proficiency overall	2
Attitude towards learning English	2
Consolidating the basic English learned at lower secondary school level	1
Improving the command of English that is learnt at upper secondary school level generally	1
<b>Not dealing with English language directly--Improvement needed in:</b>	
Basic academic abilities	5
Preparation for university entrance examinations/ achievement tests/ English proficiency tests	4
Motivation for learning generally	4
Japanese language (mother tongue) proficiency	2
Learning autonomy	2
Class discipline	1
Problem solving ability	1
Expanding the horizons of students though learning English	1
Ability to analyse, infer, plan, gather information, negotiate	1

Finally, participants were asked to add any other comments they wished. Just over three quarters chose not to do so. Apart from some comments that simply repeated or rephrased observations made by the same participants at an earlier stage in the questionnaire process, the comments related to:

- a request that the survey findings be made available to teachers (x4) and/or to MEXT (x1) and a hope that it might have some impact (x1)

<sup>55</sup> Note that in some cases two or more comments were made in a single entry.

*Example: Please do not keep your thesis to yourself. I am fed up with university lecturers who force their own theories on schools.*

- the lack of consistency between the curriculum guidelines and university entrance examinations (x 4)

*Example: It is difficult to have the sort of broad view that MEXT suggests when I teach at upper secondary school where university entrance examinations play an important role.*

- a general failure on the part of MEXT to take account of the need for adequate and effective in-service training and support (x3), particularly in view of the fact that there are few, if any, opportunities to learn how to teach through the medium of the target language (x1);
- a failure on the part of MEXT to take account of local circumstances and, in particular, the contrast between those students who had access to additional support and those who did not (x4);
- the contrast between MEXT recommendations and the nature of the textbooks that teachers are required to use (x1);
- the difficulty involved in the change process (x2), particularly where younger teachers might wish to teach differently from older ones and might therefore be judged to be critical of their seniors (x1); and

*Example: It is difficult for younger teachers to point out mistakes made by older teachers.*

- the new version of the curriculum places a heavy burden on teachers (x3) without actually changing much (x2).

## **5.4 Discussion**

### **5.4.1 The cohort**

Of the 94 participants in this survey (47 female; 46 male), all were speakers of Japanese as a first language, the majority were aged between 31 and 50, and 81% had majored in English. Fifty nine (63%) were teaching in lower secondary schools and thirty four (36%) in upper secondary schools<sup>56</sup>. All except four worked in the public school system. They were drawn from a wide range of geographical areas. Almost 70% reported having significant school-based responsibilities over and

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<sup>56</sup> There was one non-response in this area.

above teaching. However, the average hours of actual teaching reported does not appear to be especially heavy until all the extra duties generally required of teachers in Japan are taken into account. The majority of those who provided an assessment of their own proficiency in English overall<sup>57</sup>, judged it to be somewhere between bands 5 (27/31%), 6 (28/32.5%) and 7 (14/16%) on the IELTS proficiency scale<sup>58</sup>. This would seem, overall, to be a reasonably representative sample of teachers of English in the secondary school system in Japan.

#### **5.4.2 Attitudes towards the national curriculum**

In terms of degree of satisfaction with the national curriculum, on a scale of 0-5 (with 0 indicating a total lack of satisfaction and 5 indicating total satisfaction), none of the 91 who responded selected category 5, 27 (30%) selected one of the three categories in the lower half of the scale, and a further 39 (43%) selected the lowest category in the top half of the scale. So far as satisfaction with the curriculum's implementation at national, regional or own school level is concerned, none selected category 5 (extremely satisfied) and very few selected category 4 (7, 9 and 11 respectively). In addition, when asked to indicate how they decided what to teach, less than half (45%) indicated that they referred to the national curriculum.

While the majority of participants (70%) believed that English should be introduced at primary school level, more than half (57%) believed either that it should not be introduced at primary school level at all (29/31%) or that it should not be introduced until Year 5 (25/26.5%), with many commenting on the need to focus on developing students' abilities in Japanese before introducing English. Furthermore, several referred to the difficulties associated with (a) the need to review/revise the material covered at primary school level while dealing with the material considered appropriate at secondary school level, and (b) the need to accommodate learners with varying degrees of aptitude, ability and access to out of school support. Furthermore, of the eighty eight participants who responded to a question asking whether there should be more hours of English at secondary school level, 84% indicated that they believed that there should. What this appears to indicate is that

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<sup>57</sup> There is considerable evidence that suggests that language teachers tend to over-estimate their proficiency (see, for example, Wang, 2008, p. 60).

<sup>58</sup> Band 5 is glossed as 'modest user', band 6 as 'competent user' and band 7 as 'good user'.

the vast majority of those who took part in the survey believe that they cannot achieve what is expected of them in the number of hours currently available for the teaching of English in secondary schools. There were a number of indicators of dissatisfaction with aspects of the national curriculum. The comments below are indicative of this.

**Lack of consideration of the actual conditions in which teachers operate:**

The reality is far from the policy of MEXT.

It bothers me because policies are not concerned what really happens at school level.

Real attention given only to students at competitive schools.

Differences between regions, therefore English education cannot be conducted in the same way.

I think it is strange that there are no changes relating to teacher training or personnel.

I am worried about the amount of tuition each week. Also, teachers should focus on teaching according to the actual conditions of their own students if they are genuinely going to foster students' English abilities.

It is a burden when thinking of the actual condition at my school.

We need materials that are more appropriate for students.

The biggest challenge is the difficulty in running actual classes.

**Teaching largely through the medium of English:**

Teaching English through the target language' is not understood well. Not everyone is able to do this. Also, they should clearly specify what kind of English Japanese should learn as a common language. They don't need to speak like native speakers.

Personnel and environment are not ready for teaching English through the target language. There is no training to conduct lessons in the target language. We're not ready for this yet.

There are some schools which conduct lessons in English, but there are other schools that would fall apart if they had to do it.

Teaching English through the target language can be a problem at some schools.

I am concerned about the emphasis on 'teaching English through the target language' which doesn't take account of the actual conditions of students.

### **Teaching English through the medium of English and entrance examinations:**

We are faced with the dilemma of accommodating both communication and entrance-exam English.

Teaching English through the target language, proposed in *The Course of Study* does not accord with university entrance examinations. I doubt whether these two activities can be compatible at real school level.

#### **5.4.3 Approach and methodology**

When asked about their methodological preferences and given an opportunity to select as many as they wished from a list of nine possibilities (including 'Other'), only one fifth (19/20%) included 'grammar translation' (with one observing that methodology was influenced by the nature of university entrance examinations), with just under three quarters including 'communicative' (60/64%). Of those who did include 'communicative', most (55) provided two or more of what they considered to be the most important characteristics of a communicative approach. While some of the items listed (approximately 13%) cannot be considered to be characteristic of a communicative approach, most can (although some of these could be said to be equally relevant other approaches). What this seems to indicate is that a majority of questionnaire participants are willing to adopt a more communicatively oriented approach and have some grasp (even if a very general one) of what it entails. It does not necessarily follow from this, however, that they have the skills or resources necessary to put a communicative approach into practice in their classes (see *Chapter 8*). It is, therefore, interesting to note that, when asked

to indicate areas which they felt they needed to know more about, while 66% selected 'teaching the four skills in an integrated way', only 36% selected 'methodology generally', only 33% selected 'teaching speaking' and only 20% selected 'teaching listening', all of which suggests that these teachers may believe that they know more about CLT and its implementation than is indicated in the list of characteristics of CLT that they supplied.

When asked to select one of two statements that best described their approach to teaching English, the vast majority of respondents selected the one that emphasized systematicity and control (83%) rather than the one that emphasized interesting materials.<sup>59,60</sup> Thus, although 43 (46%) selected 'task-based' as one of their methodological preferences, it seems likely that a task-supported approach would be generally preferred to a task-based one.

It appears that many of the teachers included in this survey are willing to change their approach to the teaching of English, while nevertheless wishing to retain some aspects of the more traditional approach that continues (see *Chapter 2*) to characterize the teaching of English in Japan, including its overall emphasis on control and systematicity.

#### **5.4.4 Use of, and attitudes towards textbooks**

All of the questionnaire participants indicated that they used textbooks and, when asked how they decided what to teach in their classes (with the option of selecting as many as they wished from five possibilities), 67% selected 'following a textbook'. When asked to indicate on a six point scale how they felt about the textbooks they used (with 0 = *I hate it/them* and 5 = *I like it/them very much*), only 13 (14%) selected the bottom three categories. Among the 19 comments relating to this question, only 5 were critical of the textbooks approved by the Ministry of Education. Furthermore, when asked which areas they felt they needed to know more about, only 11 (12%) selected 'textbooks/materials'. Perhaps because they are Ministry-approved, very few of the survey participants appeared to consider that

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<sup>59</sup> The statements were: *I believe that it is important to teach systematically, introducing new language gradually and in a controlled way* and *I believe that the order in which new language is introduced doesn't matter so long as the materials used are interesting*.

<sup>60</sup> However, five added comments indicating that they considered both to be important.

the nature of the textbooks made available to them might represent a barrier to the implementation of the recommendations included in the national curriculum.

#### **5.4.5 Attitudes towards teaching assistants who are native speakers of English**

The JET programme (Japan Exchange and Teaching Programme), which was first introduced in 1978, aims to promote internationalisation by bringing college graduates and native speakers of English to Japan, generally for one year. Most (approximately 90%) are appointed as assistant language teachers (ALTs). As of July 1, 2012, there were 4,360 JET programme participants in Japan (approximately 2,000 fewer than in 2002 when the programme was at its height). There has recently been some criticism of the programme, mainly in relation to its cost and the fact that there is little direct evidence that it has led to improvement in the English language of Japanese students.<sup>61</sup> In view of this, it seemed important attempt to determine how useful Japanese teachers of English considered ALTs to be. Of the ninety-four participants, 79 (84%) had experience of ALTs in their classrooms. Of those who had, the vast majority considered them to be useful. However, a number did point out that both their usefulness and their motivation varied from person to person and several observed that effort on the part of Japanese teachers was needed in order to capitalize fully on the opportunities provided by the presence of ALTs in many language classrooms. What this suggests is that the selection of JET programme candidates could usefully be reviewed, as could advice to Japanese teachers concerning ways in which they could capitalize on the presence of JETs in their classrooms. Abandoning the JET programme altogether would not be consistent with Japanese teachers' views and experiences.

#### **5.5 A final comment**

As indicated in *Chapter 2*, Fullan (1991, p. 70) has observed that approved textbooks often take the place of the curriculum. A review of the responses and comments of the ninety-four teachers of English in secondary schools in Japan who

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<sup>61</sup> See *Is the Jet programme really necessary for Japan* by Percival Constantine (<http://www.japantoday.com/category/opinions/view/is-the-jet-program-really-necessary-for-japan>: last visited 6th August 2013)

participated in this survey suggests that decisions about what to teach and how to teach (see second research question) are largely determined by the Ministry approved textbooks available to them. Thus, these textbooks appear to play a mediating role between teachers and the national curriculum documentation and, in this sense, do appear to take the place of the curriculum (which considerably fewer than half of the respondents indicated that they consulted in deciding what to teach in their classes). This suggests that the nature of the textbooks available to these teachers is of critical importance. After all, as indicated in *Chapter 2*, textbooks can not only give teachers ideas about what to teach and how to teach (Harmer, 1998 p. 117), but can also, at their best, help with innovation and support teachers through periods of change (Hutchinson and Torres, 1994, p. 323). On the other hand, they may also represent a barrier to change. Thus, although the national curriculum signals movement towards a more communicatively oriented approach, research conducted by Yamamori, Fujita, Takechi, Hata and Ito (2003), Ogura (2008) and Nguyen and Ishitobi (2012) suggests that the textbooks that are available to these teachers do not provide a useful guide to more communicatively oriented classroom interaction (see *Chapter 2*). The overall generally positive attitude to Ministry-approved textbooks expressed by these teachers may relate, in part, to the fact that they have had no opportunity to use textbooks that are differently focused. Equally significant, however, may be the fact that textbooks, whatever form they take, can reduce a teacher's work load (see Brewster and Ellis, 2002).

There is some unease among the questionnaire respondents about the most recent version of the MEXT curriculum in relation, in particular, to the expectation that English teachers should teach mainly through the medium of the target language. Furthermore, many of these teachers perceived the curriculum as being a 'one size fits all' type that takes little account of the different circumstances that impact on teachers and students throughout the country, with a number of references to the negative impact of university entrance examinations reinforcing the widely held view (see, for example, Brown and Wada, 1998) that these examinations have a significant backwash effect. Nevertheless, while it has frequently been argued that the teaching of English in Japan remains grammar translation focused (see, for example, Gorsuch, 2000, 2001; Sakui, 2004; Sato and Kleinsasser, 2004; Taguchi, 2005), only approximately one fifth of the respondents to this questionnaire selected

grammar translation as one of their preferred approaches, with almost two thirds selecting communicative. In fact, the majority seemed, in a general sense, to be positive about the overall direction of the curriculum and seemed willing to change. However, being willing to change is not the same thing as being able to do so. Even so, it is relevant to note that this cohort of ninety four teachers took the time to add well over 200 comments to their responses, something that would appear to indicate a desire to be heard and a general willingness to contribute to understanding and debate about the teaching of English in Japan

## Chapter 6

### **Teachers of English in secondary schools in Japan reflect on their pre-service and in-service training**

#### **6.1 Introduction**

This chapter is concerned largely with the third research question that underpins this research project, a question that relates to language teacher training and attitudes towards it. In response to the questionnaire-based survey reported in *Chapter 5*, 69 of the 94 (73%) who responded to a question relating to qualifications indicated that they had a Bachelor's degree in English language and/or literature. While it may be that some, or even all of the Bachelor's degree qualifications held by the participants included some component relating to the teaching of English, it is unlikely that this would have been extensive. However, when asked to list any other qualifications they had, only 3 made reference to a qualification that seems likely to have had a focus on the teaching of English: a Bachelor's degree in Education in one case, a Master's degree in applied linguistics in another, and a Teaching Certificate in the third case. It therefore seemed important to follow by conducting a further questionnaire-based survey that focused specifically on training in this area, particularly as it seemed likely that most of the respondents had, for whatever reason, simply omitted to refer to the fact that they had a Certificate in secondary school teaching (a requirement for teaching in state secondary schools in Japan). I report here on a questionnaire-based survey of a sample of teachers in secondary schools in Japan relating to their experiences of pre-service and in-service training in the teaching of English and two follow-up interviews which were more wide ranging. I begin by providing background information about the questionnaire and the questionnaire participants (6.2). This is followed by an outline of the questionnaire data (6.3) and a discussion of that data (6.4). Next, there is background information about the interviews and the participants in these interviews (6.5), followed by an outline and discussion of the interview data (6.6 and 6.7). The chapter ends with some concluding comments (6.8). Where my translations are included, they are in italic print.

## **6.2 Background to the questionnaire-based survey and the participants**

### **6.2.1 Aims of the questionnaire-based survey**

The overall aim of this part of the research project was to explore aspects of the training in English teaching (if any) that the participants had had and their views of that training.

### **6.2.2 Identifying the target group to be surveyed**

All of those who participated in the general survey reported in *Chapter 5* were asked, at the end of that survey, whether they were interested in taking part in further aspects of the research project. Those who responded positively were contacted and asked to complete a questionnaire and semi-structured interview relating to pre-service and in-service training. Added to the six who indicated their agreement at that point were three other teachers known to the researcher who had not completed the questionnaire.

### **6.2.3 Developing, piloting and revising the draft questionnaire**

The draft questionnaire relating to training in the teaching of English. It consisted of forty (40) questions, some of which were divided into question components (56 questions including all question components). The questionnaire was divided into three parts (*Part 1: Qualifications and experience* *Part 2: Aspects of participants' training to be a teacher of English;* and *Part 3: Personal information*). Because it seemed unlikely that any really useful information about teacher training could be collected without detailed questioning, this questionnaire is considerably more detailed than the first one and, therefore, places considerably more demands on participants.

After receiving approval from members of the appropriate Human Research Ethics Committee (see *Chapter 5*), I asked two of my former colleagues, both full-time teachers of English at a private upper secondary school in Japan, to trial the draft questionnaire, paying particular attention to the length of time it took them to complete it and the wording of the questions. Their responses indicated that there was a need to clarify some of the questions (see *Table 6.1*). Although the questionnaire was distributed in Japanese, it was translated into English for

reporting and ethical approval purposes and the changes outlined below are reported in English.

Table 6.1: Changes to the questionnaire following trialling

Question	Original	Question	Modified
1.2	<p>What teaching qualification do you have? Please check <input checked="" type="checkbox"/> the appropriate box and/ or provide details below.</p> <p>I am a trained secondary school teacher.</p> <p>I have a degree that includes teacher training.</p> <p>I have a specific qualification in teaching English.</p>	1.2	<p>What teaching qualification do you have? Please check <input checked="" type="checkbox"/> the appropriate box and/ or provide details below.</p> <p><i>I have a teacher's certificate (secondary school level).</i></p> <p><i>Others:</i></p> <p>I have a degree that includes teacher training.</p> <p>I have a specific qualification in teaching English.</p>
1.3 (b)	<p>If you answered YES, what sort of in-service training/ seminars have you had?</p>	<p>1.3.2</p> <p>1.3.3</p> <p>1.3.4</p>	<p>If YES, approximately how many in-service training/ seminars have you attended? _____times</p> <p>If YES, did you find the in-service training/ seminars useful? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>If YES, list the main topics of up to 5 seminars that you found useful.</i></p>
2.2.7	<p>Were you asked to pay attention to different things (e.g. setting up tasks, introducing new language) each time you taught?</p>	2.11	<p>Were you asked to pay attention to different thing (e.g. setting up <i>activities/ exercises</i>, introducing new language) each time you taught?</p>

The final version of the questionnaire, consisting of 57 questions (including all question components) divided into 3 parts with a comment section provided at the end of *Part 2*, was ready for distribution at the end of February 2011 (see *Appendix 7: Teacher Training Questionnaire for Teachers of English in Secondary Schools in Japan*). Also ready for distribution at that time were letters designed to accompany the questionnaires (see *Appendix 8: Letter to teachers of English*). These letters outlined the overall aim of the research and advised potential respondents that:

- their identities would not be revealed in the reporting of the research;
- only the researcher and her supervisors would be privy to their contact details; and

- if they chose to be involved in the survey, they were free to choose not to answer some of the questions.

Finally, potential respondents were advised to contact the researcher, her supervisors or members of the Human Research Ethics Committee (Faculty of Arts and Social Sciences, University of Waikato) if they had any questions or concerns regarding any part of the survey.

#### **6.2.4 Distribution and collection of the questionnaires**

Six of those who participated in the general questionnaire-based survey reported in *Chapter 4* agreed to participate in this survey, as did three others (personally known to the researcher) who had not taken part in the earlier survey.

### **6.3 Outlining the questionnaire data**

Because there were only nine participants in this questionnaire-based survey, I gave each a letter (from A-I) and related the responses to these letters to allow for ease of cross-classification.

#### **6.3.1 Personal and professional information**

Five of the questionnaire participants were male, 4 female. Six were aged between 30 and 39, one between 40 and 49, and two between 50 and 59. Three (A, B and C) had less than 10 years' teaching experience (7 years in one case and 8 in the other two), three (D, E and F) had between 10 and 20 years' teaching experience (11 years in each case), and three (G, H and I) had over twenty years of teaching experience (21, 24 and 28 years respectively). Three had never studied abroad in an English-medium context. Four had done so (for periods of more than three years (x1), more than one year (x1) and less than six months (x3)). One did not respond to this question. Six had significant school-related duties in addition to teaching, including 4 who were acting as Head of the English department of their school (and might, therefore, be expected to have a high level of expertise in the area). All taught for between 16 and 26 hours each week. Their teaching qualifications are outlined in *Table 6.2* below and their scores in a range of English language proficiency tests (which vary considerably) are recorded in *Table 6.3* below.

Table 6.2: Respondents' qualifications

	A	B	C	D	E	F	G	H	I
Teacher's certificate for secondary school level	✓	✓	✓	✓	✓	✓	✓	✓	✓
A degree that includes teacher training	✓	✓		✓			✓	✓	
TESOL				✓					
Degree in English	✓		✓	✓	✓	✓	✓		✓

Table 6.3: Respondents' proficiency test scores

	A	B	C	D	E	F	G	H	I
STEP EIKEN <sup>62</sup>	Grade Pre-1		✓						✓
	Grade 2	✓			✓	✓	✓		
TOEIC <sup>63</sup>	820 scores		✓						
	800 scores	✓							
	750 scores								✓
	730 scores							✓	
	590 scores				✓				
more than 500 scores			✓						
TOEFL <sup>64</sup>	192 scores on TOEFL CBT		✓						
IELTS <sup>65</sup>	6.5 (Overall)		✓						

### 6.3.2 Pre-service and in-service training experiences

Participants were asked about any in-service training seminars they had attended after they began teaching English. The responses are summarized in *Table 6.4* below.

<sup>62</sup> The Society for Testing English Proficiency (STEP) is Japan's largest testing body. In cooperation with the Japanese Ministry of Education, it established the EIKEN Test in Practical English Proficiency which has 7 grades which are associated with the CEFR. Thus, for example, Grade 3 (which is said to be equivalent to A1 of CEFR) is the benchmark for lower secondary school graduates, Grade 2 or Pre- 2 (which are said to be equivalent to B1 and A2 of CEFR respectively) are benchmarks for upper secondary school graduates, and Grade Pre-1 (which is said to be equivalent to B2 of CEFR) is the benchmark for English instructors (see <http://stepeiken.org/> last retrieved on April 15, 2012).

<sup>63</sup> The TOEIC test (Test of English for International Communication) was conceived in Japan and created by the Educational Testing Service (ETS). A 730 score in TOEIC is a MEXT benchmark for English instructors.

<sup>64</sup> A 213 score in the TOEFL CBT (computer-based test, which ceased to be available in Japan in 2006), is said to be equivalent to TOEFL iBT 79-80, was a MEXT benchmark for English instructors.

<sup>65</sup> A 6.5 IELTS score lies roughly between the B2 and C1 levels of the *Common European Framework of Reference for Languages*.

Table 6.4: Experiences of in-service training

		A	B	C	D	E	F	G	H	I	
Attended in-service training seminar/s?	Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	No										
How many times?	1 time		✓								
	5 times			✓							
	7 times	✓									
	10 times				✓						
	15 times								✓		
	20 times						✓				
	50 times									✓	
	100 times							✓			
Do not remember exact numbers						✓					
Found it/ them useful?	Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	No										
Topics <sup>66</sup> respondents found useful?	<b>Classified by organization and/or those who attended</b>										
	Seminar organised by <i>The Institute for Research in Language Teaching</i>	✓									
	Seminar organised by ELEC ( <i>The English Language Education Council, Inc.</i> )	✓									
	Seminar organised by MEXT, municipality, city, etc		✓					✓			
	Workshop held by a foreign language university						✓				
	Workshop organised by TOSS							✓			
	Workshop organised by 'English Expert seminar' <sup>67</sup>							✓			
	Workshop organised by ICC <sup>68</sup>			✓							
	Workshop held by <i>Akita International University</i>							✓			
	Workshop held by a university when renewing teaching licence.			✓							
	Workshop organised by <i>Regional Education Research Institute</i>							✓			
	Workshop organised by <i>Municipality local board of education</i>								✓		
	Workshop organised by <i>Municipality learning centre</i>								✓		
	Conference: <i>Japan Society of English Language Education</i>								✓	✓	
	Conference: <i>The Japan Association for the Study of Teaching to Children</i>									✓	
	Conference on Japanese elementary school English education									✓	
	A national convention on action research									✓	
	Study group organised by teachers in local area								✓		
	<b>Classified by topic</b>										
	About methodology				✓	✓					
About introducing texts				✓							
About up skilling					✓						
Observing other teachers			✓				✓				
About upgrading English instruction										✓	

<sup>66</sup> Although asked about topics, most responses related to organizations or attendees.

<sup>67</sup> This is run by a private company to provide a place to exchange information about seminars and English education: <http://www.g-education.com/tatu-semi.html>

<sup>68</sup> This is run by a private company to provide various seminars to English language teachers: <http://www.icconsul.com/index.html>

Participants were asked which of a number of areas had been included in any pre-service and in-service courses/seminars they had attended, the two types of course being combined because my particular interest here was in what information and advice had been made available, overall, to participants. The responses are summarized in *Table 6.5* below. The information in these Tables should be regarded as indicative only: it cannot be assumed that participants' memories of the content of these courses are accurate<sup>69</sup>.

*Table 6.5: Areas included in pre- and in-service courses/seminars*

	A		B		C		D		E		F		G		H		I	
	P <sup>70</sup>	I <sup>71</sup>	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I
How students learn foreign languages	✓	✓	✓	✓					✓	✓			✓		✓		✓	✓
Curriculum and syllabus design	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
Teaching methodologies	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Designing English teaching materials	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Linguistics (analysing English)	✓	✓					✓		✓		✓		✓	✓	✓		✓	
Cross-cultural understanding	✓	✓							✓				✓	✓		✓	✓	
Literature	✓	✓							✓				✓	✓		✓	✓	
Developing your own English proficiency	✓	✓	✓	✓		✓			✓				✓	✓			✓	✓
Classroom management	✓	✓			✓	✓	✓		✓	✓			✓	✓		✓		✓
Dealing with students who need special support													✓					

There were a number of questions relating to classroom observation. Participants were asked whether they had observed English lessons taught by other people during their pre-service training or as part of any in-service seminars/courses they had attended. If they responded in the affirmative, they were asked to answer some further questions. Their responses are summarized in *Table 6.6* below.

<sup>69</sup> A study of the actual content of pre-service and in-service training courses was not included as part of this research project.

<sup>70</sup> 'P' stands for pre-service course

<sup>71</sup> 'I' stands for in-service course

Table 6.6: Experience of classroom observation

		A		B		C		D		E		F		G		H		I	
		P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I
Included observing English lessons taught by other people?		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Who taught these lessons?	Teachers in local schools	✓					✓									✓			✓
	My course tutor/s					✓				✓	✓			✓					✓
	Teachers in local schools and my course tutor/s									✓		✓							
	Other trainees	✓												✓		✓			
	Students							✓											
Were you encouraged to pay attention to certain things in the lessons you observed?		✓		✓	✓					✓	✓	✓	✓			✓		✓	✓
Did your tutor/s discuss the lessons you observed with you afterwards?		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

Participants were also asked whether any pre- or in-service training they had participated in had included a component in which they taught real students and in which their teaching was assessed (an assessed practicum). If they responded in the affirmative, they were asked to answer a series of subsidiary questions. The responses are summarized in *Table 6.7* below.

Table 6.7: Pre or in-service courses: Teaching practicum component

		A		B		C		D		E		F		G		H		I	
		P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I	P	I
Included an assessed English teaching practice component		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			No
Did you teach a whole class?		✓		✓		✓	✓	✓		✓	✓	✓	✓	✓			✓		
Was the class teacher in the room with you?		✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		
Was your course tutor in the room with you?				✓	✓	✓	✓			✓	✓	✓	✓			✓			
Did you decide what to teach?		✓		✓	✓	✓				✓	✓	✓	✓						
Did the class teacher decide what you should teach?				✓											✓				
Did your training course tutor decide what you should teach?																			
Were you given feedback on your teaching?		✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓			NR
If you were given feedback on your teaching, who gave the feedback?	The class teacher	✓				✓		✓		✓	✓	✓	✓	✓					
	Other teachers	✓		✓	✓			✓			✓	✓	✓						
	The students										✓	✓							
	Your course tutor			✓	✓	✓				✓		✓	✓		✓				
Was your teaching graded as part of the overall assessment for the course?		✓		✓	✓	✓				✓		✓	✓			✓			NR
If your teaching was graded, how did you receive the grade?	As a mark	✓										✓			✓				
	As part of a report that identified strengths and weaknesses					✓	✓			✓	✓	✓	✓						

Participants were asked whether they had observed English lessons taught by other people in pre- or in-service courses. If they answered in the affirmative, they were asked to answer some further questions. A summary of the responses is included in *Table 6.7*.

Participants were also asked a series of questions about other aspects of the content of pre- and in-service courses/ seminars they had attended and about their after-course experiences. The responses are summarized in *Table 6.8* below.

Table 6.8: Pre- or in-service courses: Content

	A	B	C	D	E	F	G	H	I
The instructors on their course ever demonstrate how to teach certain things by actually teaching these things to a class of real students and allowing you to observe.	✓	✓	✓		✓	✓	✓	✓	✓
Advice about coping with classes that include learners with different levels of proficiency.	✓					✓	✓		✓
Advice about making sure that you were responsive to the different learning styles of your students.	✓				✓	✓	✓	✓	✓
Advice about correcting learner errors.	✓	✓	✓	✓	✓	✓	✓	✓	
Advice about concept checking, that is, about making sure that learners understood the meaning of new language.	✓	✓	✓		✓	✓	✓	✓	✓
Advice about the different parts of a language lesson and what order to introduce them.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advice about setting up and timing activities.	✓	✓	✓	✓	✓	✓	✓	✓	
Asked to pay attention to different things each time they taught.	✓	✓			✓	✓	✓		
Advice about pace in the language classes.	✓	✓		✓	✓	✓	✓		
Included a component whose aim was to further develop own language proficiency.	✓		✓	✓	✓	✓	✓	✓	
Being provided with some useful classroom language and given advice how to introduce it and use it.	✓		✓	✓		✓	✓	✓	
Included a component whose aim was to help you to analyse English in terms of meaning and form.	✓		✓	✓		✓	✓		
Advice about how to teach the relationship between full forms and contracted forms.	✓					✓			
Introduced to ways of teaching the difference in meaning between the past simple and the past continuous.	✓				✓	✓	✓		
Advice about classroom management.	✓		✓		✓	✓	✓	✓	
Advice about adapting tasks to suit learners with different levels of proficiency.	✓		✓			✓	✓		
Advice about assessment and test design.	✓	✓			✓	✓	✓	✓	
Advice about teaching pronunciation.	✓	✓			✓	✓	✓	✓	
Advice about teaching reading and writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advice about teaching four skills in an integrated way.	✓	✓	✓	✓	✓	✓	✓	✓	
Advice about selecting textbooks.									
Advice about evaluating textbooks.	✓		✓		✓	✓			
Advice about using textbooks.	✓		✓			✓	✓	✓	
Advice about how to teach the meaning of functions.	✓					✓	✓		
Advice about how to teach the meaning of new words and phrases when students encounter them for the first time.	✓					✓	✓		
Arrangements were made for the instructors on their courses to see how they were getting on in their teaching after they had been teaching for a period of time.	✓		✓				✓		
Having finished the course, they felt confident about teaching English.	✓		✓	✓	✓	✓	✓	✓	
Did anything cause problems in their teaching that was not included in their courses and they wish had been included.		✓	✓		✓	✓	✓	✓	

Finally, participants were invited to comment on any aspect/s of their training experiences. Seven (7) of the 9 participants did so. Their comments are included below:

- *I wish evaluation, including testing, was covered more extensively in pre-service training courses. Teachers take the initiative and attend in-service training/ seminars but when teachers of English are forced to take English proficiency tests, I wish all of the expenses of the tests were covered.*
- *I want to get to know more ready to use language and I also want to broaden my knowledge of language use. I also want to get to know how to approach the next fiscal year.*
- *Some students are considered to lack the ability to use English after graduating from lower secondary schools. I have been frustrated for a few years in terms of working out what types of abilities such students are expected to acquire through learning English.*
- *I think seminars or training should be held at my own place at work, not at other places.*
- *At the pre-service teaching course I attended at a university, there were many lecturers who lectured about things that did not relate to English education rather than focusing on teaching. I think what is needed in tertiary institutions is a more practical approach. What I learned at university cannot be applied directly to my teaching now. There are various seminars but they tend not to take account of the work pressures teachers experience. I think the time has come to review the systems of municipal and city local boards of education.*
- *The burden of hosting trainee students undergoing a practicum in pre-service courses at local schools is a heavy one and has become a real issue. Even so, the practicum meets their immediate needs. In-service training should be held at regular intervals.*
- *It is difficult to learn everything about teaching in pre-service and in-service training courses. I guess teachers are able to develop effective methodology by on an ongoing basis through repeated experience of actual lessons. I think of the teaching practicum during pre-service training as a first step towards engaging with students. I can learn things every day, so my job is to keep being on the lookout for improvement.*

*What these comments, overall, appear to indicate is that at least six of the nine participants have concerns about issues relating to training and/or expectations relating to student performance. They certainly do not indicate that these teachers are complacent.*

## **6.4 Discussion of questionnaire data**

### **6.4.1 The cohort**

Nine teachers of English responded to this questionnaire-based survey. In terms of age and years of teaching experience, they would appear to constitute a fairly representative sample. However, in that four had studied abroad through the medium of English for periods of more than three years and four were Heads of English Departments at the time of the survey, this group may be less representative than appears to be the case at first sight. Even so, translation of their various proficiency test scores into *common reference levels*<sup>72</sup> indicates that four of them are at approximately B1 level (Threshold), four at approximately B2 level (Vantage), and one somewhere between B1 and B2. Thus, in spite of study abroad experiences, none of them have proficiency test scores in the C range (Effective Operational Proficiency; Mastery).

### **6.4.2 Pre-service and in-service training**

All of the participants have had some form of pre-service training relating to the teaching of English. However, their attendance at in-service development activities of various kinds, which all of them found to be useful, varies considerably, from once to approximately 100 times.

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<sup>72</sup> For an outline of the common reference levels, see **Council of Europe (2001)**. There are six levels, from A1 (Breakthrough), through A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency) to C2 (Mastery). The global scale descriptors for B1 and B2 are:

**B1:** Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**B2:** Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

In terms of participant recall, the pre-service courses they attended appear to have been characterized by some glaring omissions. Thus, the number claiming that their pre-service courses provided no information/advice in certain areas is indicated below:

- no advice on dealing with students needing special support (9);
- no information about how students learn foreign languages (5–C; D; F; G; H);
- no information/ advice about analyzing English (4–B; C; F; G);
- no proficiency development component (4–C; D; F; H);
- no information/ advice about classroom management (4–B; F; H; I)
- no information about teaching methodologies (1–B); and
- no information about designing English teaching materials (1–D).

This suggests that pre-service training courses in Japan which are intended for trainee teachers of English may be very different in terms of content and coverage.<sup>73</sup> In view of the fact that the list of possible content with which participants were provided included only a few of the areas that might be expected to be included, the differences among courses may be even greater than the data here suggests. This is confirmed by responses to a series of further questions that asked about the more specific content of pre-service courses and in-service training *combined*. Most of these questions were very general, two were very specific. The more specific ones were intended to be representative of the type of things covered in particular areas of training courses. Thus, for example, if a participant indicated that they had been given advice about analysing English in terms of meaning and form but indicated that they had not been given advice about teaching the relationship between full and contracted forms and/ or teaching the difference in meaning between past simple and past continuous, as was the case with C, D, and G, this might be an indication that this course component was not fully oriented towards practice or was very short in duration (something that could be followed up in interviews). Responses to the content-oriented questions overall indicate that, with one exception (A), the participants appear not to have had the benefit of provided with information/ advice

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<sup>73</sup> This is by no means only the case in Japan - see, for example Wang (2008).

about some critical aspects of English language teaching, including:

- selecting textbooks (all 9 participants);
- teaching relationship between full and contracted forms (7–B; C; D; E; G; H; I);
- teaching the meaning of functions (6–B; C; D; E; H; I);
- teaching the meaning of new words and phrases (6–B; C; D; E; H; I);
- evaluating textbooks (5–B; D; G; H; I);
- coping with classes that include learners with different levels of proficiency (5–B; C; D; E; H);
- adapting tasks to suit students with different levels of proficiency (5–B; D; E; H; I);
- ways of teaching the difference in meaning between past simple and past continuous (5–B; C; D; H; I);
- using textbooks (4–B; D; E; I);
- analysis of English in terms of meaning and form (4–B; E; H; I);
- responding to different learning styles (3–B; C; D);
- lesson pace (3–C; H; I);
- classroom language (3–B; E; I);
- classroom management (3–B; D; I);
- assessment and test design (3–C; D; I);
- teaching pronunciation (3–C; D; I);
- teaching four skills in an integrated way (1–I);
- error correction (1–I);
- concept checking (1–D); and
- setting up and timing activities (1–I).

In only three cases (A; C; and G) did participants indicate that arrangements were made for follow-up after their courses. In spite of all of this, all except two of the participants (B and I) indicated that they felt confident about teaching English after their course and three indicated that they had not had problems in their teaching that concerned things to which they had not been introduced during training (A; D; and I).

All except one of the participants (I) claimed that their pre-service training course included an assessed teaching practice component and all of them indicated that they had taught a whole class. However, in one case (D), the class teacher was not present during the teaching and, in three cases (A; D; and G) the course tutor was not present during the teaching. However, all except one (H) claimed that they had been given feedback on their teaching by either their course tutor (B; C; E; and F) and/or by the class teacher (A; C; D; E; F; and G) and all except two of the eight who claimed to have had a teaching practicum (D and G) indicated that their teaching was graded as part of the overall course assessment (presumably on the basis of lesson plans only where tutors were not present during the teaching). What this suggests is that, in some cases at least, there may be little genuine relationship between what is taught in the methodology component of pre-service courses and what happens in the classroom, what feedback trainees are given about their teaching, and how that is assessed. This inference is reinforced by the fact that although three of the participants did not indicate who decided what should be taught when they took classes during their pre-service training practicum, of the five who did, none indicated that the course tutor decided and only one indicated that the class teacher did so. Furthermore, in only three cases (C; E; and F) did the participants indicate that the grading of their teaching was provided in the context of a report indicating strengths and weaknesses.

During their pre-service training, participants C, E, F and I observed lessons taught by their course tutors and participants A and H observed lessons taught by classroom teachers. Participants E and F observed lessons taught by both classroom teachers and tutors during in-service training.

*What all of this suggests is that pre-service teacher training courses in Japan vary widely in terms of orientation and coverage and may omit some critical aspects of classroom-based English language teaching. In connection with this, it is relevant to note that the profiles of those involved in teacher education that are available on the Oet indicate that many of them (perhaps the majority) have no personal experience of teaching English in schools and have themselves had no training in language teaching or language teacher training.*

## **6.5 Background to the semi-structured interviews**

Two of those who completed the teacher training questionnaire (C and F) agreed to take part in semi-structured interviews. Ethics committee approval was sought, and gained, at the same time for both activities (questionnaire-based survey and semi-structured interviews). In the case of the interviews, it was agreed not only that the interviewees would not be identified in the writing up of the research or in any presentations/publications based on it but also that the interviews would be transcribed from audio-recordings and that only the transcriptions, from which any potentially identifying material would be deleted, would be used in the writing up of the thesis and in any publications/presentations relating to it.

One of those who took part in the interviews teaches in a private high school; the other teaches in a public junior high school. One had taught for eight years at the time of the interview; the other for eleven years. Both had experienced an assessed teaching practicum as part of their pre-service training. Both indicated that they felt confident about teaching English when they finished their pre-service course but also indicated that there were things that caused problems in their teaching that were not included in their courses and they wished had been included. *Table 6.9* below provides an overview of some of their questionnaire responses.

Table 6.9: Some questionnaire responses: Teachers C and F

	<b>Teacher C</b>	<b>Teacher F</b>
<b>Qualifications</b>	Degree in English (including teacher training); Teacher's Certificate (secondary level);	Degree in English (including teacher training); Teacher's Certificate (secondary level)
<b>Attendance at in-service training sessions</b>	Approx. 5 times	Approx. 20 times
<b>Some areas <i>not</i> included in training</b>	<p>How students learn foreign languages. Curriculum and syllabus design. Analysis of English. Cross-cultural understanding.</p> <p>Dealing with students who need special support. Advice about coping with classes that include learners with different levels of proficiency. Advice about making sure that you were responsive to the different learning styles of your students. Asked to pay attention to different things each time they taught. Advice about pace in the language classes. Advice about how to teach relationship between full forms and contracted forms. Introduced to ways of teaching the difference in meaning between the past simple the past continuous. Advice about assessment and test design. Advice about teaching pronunciation. Advice about selecting textbooks. Advice about how to teach the meaning of functions. Advice about how to teach the meaning of new words and phrases when students encounter them for the first time.</p>	<p>How students learn foreign languages.</p> <p>Cross-cultural understanding. Developing own English proficiency. Classroom management.</p> <p>Dealing with students who need special support.</p> <p>Advice about selecting textbooks.</p> <p>Arrangements were made for the instructors on their courses to see how they were getting on in their teaching after they had been teaching for a period of time.</p>

As indicated in *Table 6.9* above, while *Teacher C* appears to have received more formal training than *Teacher F*, training that covered more areas of potential difficulty, *Teacher F* appears to have attended more in-service teaching development courses than *Teacher C*.

### 6.6 Outline of the semi-structured interview data

A number of the questions asked in the semi-structured interviews were the same in both cases. These related to:

- how decisions are made in relation to course content;
- use of, and opinions about textbooks;

- use of English in the classroom;
- how problems in learning what is taught are identified;
- approach when students seem not to be learning what is taught;
- approach to testing, assessment and examinations;
- reasons for teaching English in school and perceptions of its effectiveness; and
- approach to improving own language proficiency and teaching skills.

The interview data are discussed below in relation to these question areas, with responses to other questions being integrated into the discussion of these areas.

### **6.6.1 Decisions about course content**

All of the 93 participants in the questionnaire-based survey reported in *Chapter 5* indicated that they used textbooks and 63 (67%) indicated that they decided what to teach in their classes by following a textbook. This was also the case for both teachers involved in the interviews. While *Teacher C* relies on textbooks in determining course content, she would like to develop materials that are more relevant to the types of interactions in which students would be likely to engage in English-speaking countries. A major inhibiting factor is, however, so far as she is concerned, time pressure. In common with *Teacher C*, the decisions that *Teacher F* makes about course content are motivated largely by the textbooks she uses although she indicated that she expands on the materials they include. Thus, once again, as in the case of the participants in the questionnaire-based survey reported in *Chapter 5*, heavy reliance on textbooks is indicated in the responses of the interviewees.

### **6.6.2 Use of, and opinions about textbooks**

Asked about the extent to which they liked or disliked the textbooks they used (on a six point scale), only 13 (14%) of the teachers involved in the survey reported in *Chapter 5* selected one of the bottom three categories (indicating dislike of them).

For *Teacher C*, textbooks are critical in that they reduce the burden of preparation in a context where time pressure is a major consideration and where there is a need to ensure that everyone involved understands the overall direction of programmes.

However, another factor that influences decision-making is the likely response of parents who may consider books that are more appropriate for the students to be less demanding than they would like. While there were indications of concern about the content of some of the textbooks used, and a desire to develop materials, particularly materials designed to develop oral competence, references to time pressure and, in particular, to the fact that the problem may be resolved through selection of a different textbook, suggest that reliance on textbooks is likely to continue. Some extracts from the interview are included below:

*Interviewer: For example, take the textbook for 'Oral Communication' class. Do you think the contents are useful for being able to communicate?*

*Not really, I wonder we picked a wrong one. I guess if we provide many varieties of expressions in different situations, then students would be able to use them quickly. . . . The textbook tends to be complicated. There are things in the textbooks what I think where we can use them. . . . We don't need to use a textbook in an 'Oral Communication' class. We think it is possible that we can create materials by our own.*

*Interviewer: Do you think only using the textbooks that you are using at your school now will make students be able to communicate?*

*I don't think so.*

For *Teacher F*, textbooks also play a critical role, with time pressure, once again, being a major consideration. She seemed to be less concerned than *Teacher C* about the textbooks that are available, noting, in particular, that the series that her school is about to adopt (one of those that are reviewed in *Chapter 7* here) has a number of positive features, particularly relating to an increase in the amount of vocabulary included, the nature and complexity of the reading passages and the extension of the writing sections. Her primary criticisms of the textbook relate to the possibility that the topics discussed will become dated and the fact that she would like to see some emphasis on rapid reading and making inferences. For her, a factor in the effectiveness of textbooks is the use that is made of them.

While these interview responses reinforced the indications in responses to the questionnaire-based survey that there is very heavy reliance on textbooks, they provided very useful supplementary information. Although both of the interviewees seemed initially very positive about textbooks in general, particularly in relation to the fact that they ensure coverage and programme unity and reduce the amount of preparation time required, further questioning uncovered some issues that are unlikely to be confined to these two interviewees, including, in one case, the fact that parental expectations may lead to selection of textbooks that are more complex than is actually appropriate in relation to the students' existing competencies. Other issues that emerged were (a) a sense that textbook use could not, of itself, ensure that students developed the capacity to communicate in English, (b) the opinion that how teachers make use of textbooks is as important as the content of textbooks, and (c) reservations about the ways in which reading is dealt with. It is also interesting to note that for one of the interviewees, the response to the sense that the textbook in use was inadequate in some respects was to search for a replacement, the expectation presumably being that there is an appropriate textbook if only it can be found.

### **6.6.3 Use of English in the classroom**

When asked to assess their own proficiency in English on the nine point IELTS scale, most of the participants in the questionnaire-based survey, judged their overall proficiency to be somewhere between bands 5 and 7 (somewhere between 'modest user' and 'good user') which is equivalent to a range of between the lower part of B1 (Threshold/intermediate) and the lower part of C1 (Effective operational proficiency/advanced) on the Common European Framework of Reference for Languages (CEFR) band scales. It is interesting to compare these estimates with the actual scores on proficiency tests of the nine teachers who participated in the questionnaire survey reported in this chapter, the scores ranging between the equivalent of approximately B1 and B2 (Vantage/upper intermediate) on the CEFR scales, with clustering towards the lower range.

For *Teacher C*, while she appreciates the value of using English to communicate in class, one of the barriers is her own oral competence:

*I hesitate and think too much when I speak in English. I guess this is because I do not have enough vocabulary. . . . It may be difficult to conduct a lesson all in English, because I have to explain... However, I think I need to use easy English as much as possible, so it might help students to get used to listen to English. . . . And I make students to say or read aloud in English because writing down takes long time during a lesson.*

One of the problems she identified is students' perceptions that they have no real need to communicate in English and/or their fear of making errors:

*Maybe high school students do not realise the necessity of using English yet. Some of the students say: 'I don't even go overseas, so I don't need English'. . . .*

*Most of the students have already experienced English in elementary schools, or private English conversation classes, so quite few of them have ability to communicate in English, but some of them are scared to say wrong.*

Like *Teacher C*, *Teacher F* appreciates the value of using English to communicate in class and believes that a critical aspect of this is introducing an element of fun:

*I think we should develop students to feel like talking or communicating. . . . Fundamentally, we need to know not only the language but also we need to have feeling to communicate. . . . Gesture is useful and the more we use the language, the more we can communicate . . . I think we have to make them feel fun. It is important for them to feel what they want to convey their feelings and to be able to understand their counterparts.*

Unlike *Teacher C*, she has observed that that students who have had experience of speaking English at elementary school are willing to do so. However, she noted that they become more inhibited later, adding:

*[If the students are shy], I do not let them talk in front of other students, but let them talk to ALTs as an interview test.*

A consideration of the interviews in the context of responses to the two questionnaires strongly suggests that teachers of English in Japan may, in general, overestimate their proficiency in English and that the difficulties they experience in relation to their own competence in the language is a significant barrier to using English as the primary medium of instruction in class (as recommended in the curriculum guidelines - see *Chapter 4*). This, combined with the fact that the students in a single class may have very different backgrounds in English language learning and levels of competence in the language (something of which no account is taken in the curriculum documentation) and the fact that some of them are resistant to using English to communicate in class (more so as they get older according to one of the interviewees) may be part of the reason why some English teachers have difficulty in attempting to reorient their teaching in the ways recommended in the curriculum guidelines document.

#### **6.6.4 Identifying and responding to learning difficulties**

Asked how they determine whether students are having problems following lesson content and how they respond if they believe they are, the interviewees responded as follows:

*Teacher C*

*I don't have any response from the students. . . . The students are passive in class. I tend to appoint a student who is able to answer me.*

*I ask students to copy down main text of the target lesson in the textbook. I don't give the translation, but explain points about the text. I guess the students in the lower classes do not understand. . . . The class where I teach is something like that. I guess they don't understand at all. . . . On the other hand, the students in the upper classes understand, because the explanations focus on grammar points. I guess the students at lower classes just writing down the points.*

*Interviewer: Is taking notes related to term exams?*

*That's right. Taking notes is allocated mark, so the students placed in the lower classes, they can get marks by taking notes even though they don't get good marks in exams.*

*Teacher F:*

*During a lesson, I am aware of students who are not learning when they struggle practicing grammatical items using drills. . . . When students who do not well in English classes regularly, I offer them review after school, or I ask other teacher who is team teaching with me to explain again during the lesson, except that, I try to explain things (e.g. grammatical items) or take some time for practicing. . . . Team-teaching is good for being aware of students even if those students' signs are not obvious.*

Responses to the training focused questionnaire indicated that all except one of the respondents had received advice about concept checking strategies during their training. This seems not to be borne out by the interviewees' responses to questions about identifying and responding to learning difficulties. In fact, there was nothing in the interviewees' responses that indicated that they were aware of the wide range of possible ways of checking on understanding or that they responded to problems students were having in any way other than providing more of the same and/or attempting to ensure that students could fall back on memorization in attempting to cope with the demands of tests and examinations.

#### **6.6.5 Approach to testing, assessment and examinations**

In discussing testing and assessment, *Teacher C* made a number of points that indicate (a) the lack of any relationship between language learning and some of the testing that goes on, (b) the decontextualized nature of some of the teaching, and (c) the fact that ability to communicate in English is no guarantee of success in the educational system:

*Taking notes is allocated mark, so the students placed in the lower classes, they can get marks by taking notes even though they don't get good marks*

*in exams. Therefore, if a student does not finish copying down from the blackboard, the student won't be able to leave the classroom. I check all the students' note taking. So students who fall asleep or chatting during the class, they have to remain the class even after the class finishes until they finish note taking. So students try to finish taking notes during a lesson.*

*I definitely think we should force students to memorise vocabulary. . . . We use an English vocabulary book and take out 20 vocabulary from the book and prior to the test, students are already informed that they have to memorise 30 vocabulary. Then students are tested 20 vocabulary out of the 30 memorised vocabulary. The pass line is 80% of the 20 vocabulary. . . . We do practice pronouncing the vocabulary for the test, it doesn't take root in most of the students' minds... students tend to think they don't need to use English.*

*Some students who can participate in the class by replying questions and can communicate (be able to respond in English) well in the class. However, they fail taking notes during class and not performing well in exams so they were placed in the lowest level.*

In discussing textbooks, *Teacher F* noted that one of the reasons she liked a particular one was that it included more reading passages and writing sections than was sometimes the case, going on to make the following observation which indicates the role played by rote learning and memorization:

*The writing passages are now more required at entrance examinations. I also make students to write few sentences in mid-term and end of term exams. I ask students to write more than 5 sentences using the grammatical items that they have learnt. . . . I let them prepare what they are going to write in the exam in advance. I also check and correct their writings before the exam so they can memorise the sentences before they sit the exam.*

Responses to questions about testing, assessment and examinations indicate how very far the approach used by the interviewees is from the type of communicatively-

based assessment that is becoming increasingly popular in some countries. Indeed, one of the interviewees made it clear that some of those students who are most able to communicate in English may actually fail tests and examinations because they have not taken extensive notes in class (for which marks are awarded). It would, therefore, seem to be the case that it is not only the university entrance examinations that represent a barrier to the more communicatively oriented classes that are recommended in the national curriculum but also the types of testing and assessment employed by teachers themselves. In this connection, it is relevant to note that when asked about their in-service training priorities, only 6 of the 94 (6%) participants in the questionnaire-based survey reported in *Chapter 5* selected assessment.

#### **6.6.6 Reasons for teaching English in schools and perceptions of its effectiveness**

In considering the reasons why English is taught in Japanese schools, *Teacher C* referred indirectly to globalization and the increasing role of English as an international language. She seemed, however, to have little confidence in the courses the students studied so far as their ability to use the language later in life is concerned.

*Teacher F*, while believing that learning English is a basic right, was equally lacking in optimism in relation to retention and use:

*Interviewer: Do you think students are able to use the English they have learned when they graduate from lower secondary school?*

*If there are one or two out of 30 students in one class, it would be ideal as a first step... I don't think the answer is YES for this question.*

While both of the interviewees believed that English was becoming increasingly necessary for Japanese people in general, neither of them had any confidence that the training in English that pupils were provided with in school would be of any genuine benefit to them in using English to communicate in real world contexts.

### **6.6.7 Approach to improving own language proficiency and teaching skills**

*Teacher C* was clearly very keen to improve her teaching skills, noting that although her opportunities for in-service development are limited (as a teacher in a private school), she had paid herself to attend a course run by a private company during her holidays and was particularly keen to learn how to motivate and interest students and how to get them to express themselves. She particularly appreciated opportunities to observe teaching (even in simulated contexts). She also did a range of other things whose aim was to improve her teaching skills:

*So, I watch a TV Educational programme if there talks about English teaching at schools and I can find many website talking about English teaching on the Internet.*

Finally, she indicated how much she had gained from attending a week-long intensive course run by a native speaker of English in which the focus was on sharing ideas about and experiences of teaching.

## **6.7 Overview and discussion of interview responses**

The perception, gained from the questionnaire data, that teachers of English in Japanese schools tend to rely heavily on textbook writers to determine the language content of their courses (and the teaching approach adopted) would appear to be supported by these two teachers' interview responses. In both cases, however, these teachers believe that there is a role for teacher-generated materials, with the teacher with the least extensive pre-service training but the highest attendance at in-service development courses (20 sessions attended, approximately 2 per teaching year) developing materials she considers directly relevant to her own students' experiences on the basis of materials included in textbooks. However, as in the case of some of the general questionnaire respondents (see *Chapter 5*), these interviewees identified lack of preparation time as a major barrier to the creation of in-house materials. Another factor that accounts for heavy reliance on textbooks also emerges here in *Teacher C's* response, that is, that textbooks help to unify programmes where several different teachers are involved. So far as the selection of textbooks is concerned, in addition to content and user-friendliness, possible parental response was, for *Teacher C*, a major factor, one that appeared to be, for

her, even more significant than her perception of what was best suited to the students involved. While both teachers were critical of some aspects of the textbooks used, with *Teacher C* being very clear about the fact that she believes they do not encourage/support the development of oral communication skills, they were inclined to attribute some of problems they and others encounter to the fact that they could have selected more appropriate textbooks (*Teacher C*) or could use the textbooks in different, more productive ways (*Teacher F*).

Both of the teachers involved in the interviews clearly appreciate the value of using English to communicate in class but both indicated that there are barriers to doing so, including student resistance and, in the case of *Teacher C*, her own lack of confidence.

The interviewees' responses to questions about how they detect and respond to students' difficulties in coping with the content of lessons reinforces an impression gained from questionnaire responses and comments, that is, that concept checking strategies may not be widely understood or practiced by Japanese teachers of English.

In questionnaire responses (see *Chapter 5*), the nature of entrance examinations emerged as one of the major constraints on teaching approaches and this clearly also had an impact on these interviewees. However, what also emerged here is the fact that school-internal testing and assessment may also be a major problem, with preparation of students to pass these tests and assessments, which included copying notes from the board and rote learning of vocabulary lists and prepared sentences, appearing, in the case of *Teacher C*, to take precedence over the development of any genuine capacity to use the language being learnt productively. In this case, in-school testing and assessment is clearly non-communicative in nature, with test results being thought of in terms of percentage scores rather than specific learning outcomes. In connection with this, it is relevant to note that this is an approach that *Teacher C*, whose questionnaire responses indicated that testing and assessment had not been included in her pre-service training, believed to be in the best interests of students, particularly those who had the most difficulty with English. It is also, no doubt, related to an understandable desire not to be judged inadequate should a high

proportion of students perform poorly in assessments. However, such an approach, in addition to its other obvious drawbacks, could disadvantage the most able students. In fact, one of the most interesting observations made by *Teacher C* was that some of the students who participate actively in class and are able to communicate in English are placed in low-level classes because of a failure to take notes in class and an inability to pass assessments. If this approach to in-school testing and assessment is widespread, it is very likely to act as a major barrier to the implementation of a more communicatively oriented approach to teaching and learning in spite of an overall emphasis on the importance of language learning being enjoyable and the apparently genuine desire of many questionnaire respondents, and both of the interviewees, to improve their language proficiency and teaching skills and their appreciation of opportunities to observe and learn from other language teachers.

Most of those who completed the general questionnaire believed that English should be taught in Japanese schools, including elementary schools (see *Chapter 5*). The interviewees were no exception, with both stressing the importance of being able to use English in the modern world. However, neither of them appeared to believe that many of their students would retain what they had been taught or be able to use it productively in the future, something that supports the widely held belief that there is an urgent need for change in the approach to teaching English in Japan.

## **6.8 Some concluding comments**

The questionnaire and interview responses indicate that textbooks play a major role in decisions about what to teach and how to teach, as do community expectations and the impact of testing and examinations. So far as teachers' use of English in class is concerned, teachers' competence and confidence in English seems likely to be a major inhibiting factor. Thus, while, overall, self-assessment of proficiency in English by respondents to the first questionnaire was relatively high, the actual proficiency test scores recorded by respondents to the second questionnaire suggest that these estimates may be inflated. In addition, while almost two thirds of the respondents to the first questionnaire selected 'communicative' as one of their preferred teaching approaches (with only one fifth selecting 'grammar translation')

and while both of the interviewees stressed the importance of encouraging students to communicate in English, the ways in which the interviewees described their actual practices seemed to be very far removed from a communicatively oriented approach. This suggests that there may be a significant gap in this area between aspiration and reality. While the impact of stakeholder expectations, including expectations relating to success in university entrance examinations, would appear to have an impact on this, responses to the second questionnaire suggest that another critical factor may be lack of adequate training.

While many of the questionnaire and interview responses reinforce observations that are widely reported in literature on the teaching of English in Japan, such as, for example, the negative impact on the teaching and learning of English in schools of entrance examinations, a number of other issues have emerged which may be of at least equal significance. Among these is teachers' heavy reliance on textbooks published in Japan and approved by the Japanese Ministry of Education. Although only a few those who responded to the general questionnaire indicated that they disliked the textbooks they used (see *Chapter 5*), and although the interviewees appeared to have few reservations about them other than the fact that they were not seen as contributing a great deal to students' oral competence, it is relevant to note that all nine of those who completed the teacher training questionnaire indicated that they had not been given any advice about textbook selection in pre- or in-service training courses they had attended, with five of them indicating that they had not been given any advice about textbook evaluation and four that they had not been given advice about using textbooks. In view of all of this, it seemed important to examine the nature and content of some of the textbook series that were reported by questionnaire respondents as being most widely used (see *Chapter 7*) and to analyse a sample of lessons involving the use of textbooks (see *Chapter 8*).

## **Chapter 7**

### **A criterion-referenced analysis of a sample of textbooks and teachers' guides produced in Japan for secondary school students of English**

#### **7.1 Introduction**

The fourth question underpinning this research project relates to the evaluation of textbooks widely used in the teaching of English in schools in Japan and, in particular, the extent to which they reflect the recommendations made in the national curriculum. It is with this question that this chapter is concerned. The survey reported in *Chapter 5* indicated that the secondary school teachers of English in Japan who participated rely heavily on textbooks that are produced locally and that many of them are concerned about the quality of these textbooks. Furthermore, a majority of respondents to the training focused questionnaire (*Chapter 6*) indicated that textbooks were not dealt with adequately in pre-service and/or in-service training courses. The aim of this chapter is to report on the criterion-referenced analysis of a sample of English textbooks that are widely used in Japanese secondary schools. The chapter begins by providing some relevant background concerning the curriculum and the regulations concerning the selection of textbooks for Japanese schools (7.2). It then discusses the basis for the selection of the textbooks to be analysed (7.3) and outlines the criteria used in the analysis of these textbooks (7.4). This is followed by analysis of the textbooks (7.5) and a discussion of the findings (7.6).

#### **7.2 A note concerning the Japanese curriculum and the availability of textbooks**

The Japanese curriculum for English was introduced and analysed in *Chapter 4* where it was noted that there is an overall orientation towards communicatively oriented teaching.

*English 1* and *English 2* (for senior secondary school students and unchanged since the earlier curriculum guidelines) prioritize the development of oral communication but also aim to provide integrated treatment of the four language skills (reading, writing, listening and speaking) in the context of situationalized use of the language.<sup>74</sup>

It is noted in the curriculum guidelines that materials should be introduced progressively and should be neither too easy nor too difficult. For lower secondary schooling, the guidelines recommend that teaching materials should promote communicative abilities in listening, speaking, reading and writing and that teachers should take account of language functions and actual language use in everyday situations. In the guidelines for lower secondary schools, within the section headed *Lesson Plan Design and Treatment of Contents* (MEXT, 2008a), there is a subsection on teaching materials. In that section, readers are advised that topics and themes should be interesting to students and should cover broad areas such as daily life, manners and customs, stories, geography, history, traditional cultures and natural science, focusing on English-speaking people and Japanese people. It is also noted that materials should be useful in terms of:

- (a) enhancing the understanding of various ways of viewing and thinking, fostering the ability to make impartial judgements and cultivating a rich sensibility;
- (b) deepening understanding of ways of life and culture and developing respectful attitudes toward these; and
- (c) increasing international understanding from a broad perspective, heightening students' awareness of what it is to be Japanese citizens living in a global community and cultivating in them a spirit of international cooperation.

The new English (or, technically, Foreign Languages) curriculum guidelines that form part of the *Course of Study* (Ministry of Education, Culture, Sports and Technology (MEXT, n.d.a, n.d.b, 2008a, 2010b) have led to a proliferation of

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<sup>74</sup> See *Treatment of the contents*: [http://www.mext.go.jp/a\\_menu/shotou/cs/1320334.htm](http://www.mext.go.jp/a_menu/shotou/cs/1320334.htm)

textbooks produced in Japan for secondary school learners of English. The guidelines require that all textbooks used are either published by commercial publishers and authorised by the Ministry of Education or published by the Ministry. Textbooks are supplied by the national government free of charge to all children in compulsory education (elementary and lower secondary schooling) regardless of whether they are learning in public or private institutions. The revision of the English curriculum (2008 for junior/lower secondary schools (implemented in 2012); 2009 for senior/upper secondary schools (implemented in 2013)) has meant that textbooks have had to be revised in line with it.

### **7.3 Selecting the textbooks for analysis**

The first two series analysed were the two most widely used for lower secondary school classes by participants in the questionnaire-based survey reported in *Chapter 5*. They are *New Horizon English Course (Tokyo Shoseki, 2010, 2012)* and *New Crown English Series (Sanseido, 2010, 2012)*. There are two versions of each course. The first, produced in 2010, follows the earlier curriculum guidelines; the second, produced in 2012, follows the current curriculum guidelines. Both have three volumes, which are intended for Grades 1, 2 and 3 (Years 7 to 9). The third series analysed is *Captain English (Taishukan, 2007)*. This series was the most widely used for senior high school classes by the participants involved in the questionnaire. The revised 2012 version has two volumes: *Captain English Course Revised I* (intended for *English 1* courses for senior high school students) and *Captain English Course Revised II* (intended for *English 2* courses for senior high school students).

### **7.4 The evaluation criteria**

The criteria used here in the analysis and evaluation of textbooks are, with one exception<sup>75</sup>, the same as those used by Wang (2008, pp. 127-172), who developed them on the basis of a critical review of literature on the role and evaluation of textbooks for use in the teaching of languages<sup>76</sup> and applied them to the analysis of

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<sup>75</sup> A criterion relating to appearance and durability of the textbooks that was included in Wang (2008) has been omitted here.

<sup>76</sup> The main sources were: Allwright (1981), Byrd, (2001), Chambers (1997), Chang (2004), Chen (2002), Chen (2006), Chen and Chien (2003), Cho (2002), Coleman (1985), Cunningsworth (1995), Cunningsworth and Kusel (1991), Dai (2002), Donoghue (1992), Ellis (1997), Fullan (1991), Gearing (1999), Harmer (1998 and 2001), Huang, (2004), Hsu (2003), Hutchinson and

a selection of English language textbooks used in Taiwan. Although there are many different ways in which criteria for textbook evaluation can be derived, the actual criteria used by Wang seemed particularly appropriate in relation to the various emphases in the national curriculum documentation.

For the *textbook analysis* and evaluation, the criteria used are classified into seven (7) categories, with one or more questions relating to each of them as follows:

***Language content***

- Is the language content consistent with the curriculum guidelines?
- Is the language content accurate?
- Is the language content situationally appropriate?
- Is the language content adequately contextualised?
- Is revision and integration incorporated into the planning cycle?

***Text-types and genres***

- Is there a variety of genres (e.g. instructing, recounting) and text-types (e.g. songs, stories)?
- Are both written and spoken texts included?
- Are the texts coherent and appropriately structured?
- Is the language of the texts appropriate in terms of overall level and lesson/ unit objectives?

***Cultural content***

Is the material culturally appropriate, particularly in terms of the age of the learners?

***Tasks and activities***

- Are the tasks and activities directly relevant to the main teaching points?

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Torres (1994), Kang, (2003), Kitao and Kitao (1997), Levis (1999), Li (2003), Lin (1997), Liu (2002), Ma (2003), Miekley ( 2005), National Institute for Compilation and Translation (2001), O’Neill (1982), Sheldon (1988), Shih (2000), Skierso (1991), Sun (2000), Tsai (1999), Ur (2001), Wang (2004), Williams (1983), Yeh (2003), Yeh (2005), Yu-Chang (2007), and Yule, Mathis and Hopkins (1992).

- Are the tasks and activities consistent with the need for skills balance and the need to accommodate differing proficiency levels?

### ***Quality and relevance of the illustrations***

- Do the illustrations genuinely support the language?
- Are the illustrations appropriate in terms of the age of the learners?
- Is there an appropriate gender balance in the illustrations?
- Are the illustrations static or active?

### ***Interest level***

Are the materials likely to interest the learners (e.g. are they relevant to the lives of the learners and is imagination and humour used in ways that are likely to appeal to the learners?)

### ***Quality and quantity of supplementary resources***

- Are homework and supplementary practice materials provided?
- Are audio-visual materials, cue cards, posters, charts, and other teaching aids provided?
- Are the supplementary materials adequate to support the learning objectives?
- Do the supplementary resources accommodate the varying needs of learners?

## **7.5 Textbook analysis**

### **7.5.1 New Horizon English Course**

#### **7.5.1.1 Overview**

*New Horizon English Course* (Tokyo Shoseki, 2010, 2012) has fifty three (53) contributors in the case of the 2010 series and thirty seven (37) in the case of the 2012 series. Of the thirty seven, twenty nine (29) are listed as being employed as university lecturers, seven (7)<sup>77</sup> as secondary school teachers and one as an essay

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<sup>77</sup> The same number of school teachers was involved with the 2010 series.

writer. The series has three volumes, which are intended for lower secondary school students from grade one to grade three. It includes students' books, teachers' guides, workbooks, sentence pattern drills, CDs and DVDs.

Each of the volumes contains *Unit* sections and *Plus sections*. In the *Unit* sections, the main focus is on grammatical items and vocabulary presented in mini-dialogues. In the *Plus* sections, the focus is on *listening* (*Listening Plus*—intended to be oriented towards real-life listening comprehension), *speaking* (*Speaking Plus*—intended to be oriented towards typical situational conversations), *writing* (*Writing Plus*—intended to introduce a variety of writing formats), and *integrated skills* (*Multi Plus*—intended to encourage exploration and self-expression).

Each volume also contains vocabulary lists, words with pictures, conjugation tables (verbs, adverbs and adjectives), and tables providing basic sentence patterns and expressions. In the last of the students' textbooks, there is also a reading appreciation section.

*Volume 1* contains eleven units, each consisting of three or four parts, each generally associated with a different mini-dialogue; *Volume 2* contains seven units, each consisting of three parts (*Starting Out*, *Dialogue* and *Reading for Communication*) and *Volume 3* contains six units, each consisting of three parts (*Starting Out*, *Dialogue* and *Reading for Communication*). Volumes 1 to 3 also contain extra reading sections.

The numbers of *Unit* sections and *Plus* sections did not change between the 2010 and 2012 editions. The following changes were, however, made:

- (1) The sections headed *Warm-up* in *Volume 1* of the 2012 version contains more than is included in this section in the 2010 version. This is intended, according to the publisher, to allow for a smoother transition for students who have already been exposed to English conversation at elementary school (<http://ten.tokyo-shoseki.co.jp/text/chu24/subject/file/eigo.pdf>: visited January 2013);

- (2) The section called *Further Reading* in *Volume 3* of the 2012 version contains more than is included in this section in the 2010 version. This is intended, according to the publisher, to provide better preparation for the reading section of senior high school entrance examinations (<http://ten.tokyo-shoseki.co.jp/text/chu24/subject/file/eigo.pdf>: visited January 2013); and
- (3) Productive skills were generally presented as ‘options’ in the 2010 version (Volumes 1-3); in the 2012 version, they are no longer presented as being optional.

The 2010 and 2012 editions are very similar in relation to (a) the grammatical items included in the *Unit* and *Plus* sections, and (b) the topics included (although there are some places where main and subsidiary topics have been exchanged and where movie titles have been changed).

#### **7.5.1.2 Language content**

As an indication of how the language content is organized, *Tables 7.1* and *7.2* below provide an outline of the content of the initial warm up sections and the first three Units of *Volume 1*.

Table 7.1: Overview of the language content of the warm up sections of *New Horizon English Course Volume 1 (2012 edition)*

Unit/Title	Functions & Contractions	Structures	Vocabulary
<p><b>Pre-Unit warm ups</b></p>	<p><b>Functions</b>  <b>Greetings, Leave taking, Thanks (formulaic):</b>                      Hi/Hello                      Good morning (afternoon/ evening)                      Bye/ Goodbye/ See you                      How are you?                      I'm fine, thank you                      And you?  <b>Classroom instructions - various (illustrated)</b>                      Stand up;                      Sit down;                      Raise your hand;                      Open your book to page four;                      Close your book;                      Look at this picture;                      Listen to the CD;                      Repeat after me;                      Let's read together;                      Write this down;                      Quiet, please;                      Say that again.  <b>Classroom requests (illustrated):</b>                      Pardon?                      Excuse me                      What's ... in English?  <b>Affirmation/ Denial</b>                      Yes/ No                      Do/ Don't</p>	<p><b>Mood</b>  <b>Declarative</b>  <i>Declarative</i>                      with BE; (for response to greetings)  <b>Interrogative</b>                      How ...?                      (with greetings)                      What ... ?                      (with days of the week)                      When's ... ?                      (with birthday)                      Inversion:                      Do ... want?  <b>Imperative</b>                      With range of verbs (for classroom instructions)  <b>Contractions</b>                      don't                      I'm                      When's...?</p>	<p><b>Conjunctions</b>                      plus; minus  <b>Determiners</b>                      a; the  <b>Nouns</b>                      (illustrated - with letters of the alphabet):                      ant; apron; bag; ball; bed; boat; book; bus; car; cat; city; cup; desk; dog; egg; evening; family; fish; flute; food; guitar; gym; hat; house; ice; ink; jacket; jam; koala; lake; lion; lunch; milk; moon; name; notebook; octopus; pen; piano; question; racket; seat; shoes; soccer; tennis; T-shirt; umbrella; uniform video; watch; weather; box; yellow; zebra  <b>Other nouns</b>                      birthday; date; day; number; phone; today; tomorrow  <b>Pronouns</b>                      Subject: I                      Object: you                      Possessive: your  <b>Verbs</b>                      BE; do (anaphoric); want  <b>Colors</b>                      blue; red; white; green; orange; black  <b>Numbers</b>                      Cardinal: : 1 - 100                      Ordinal: 1 - 31  <b>Days of the week</b> (translated)  <b>Months of the year</b> (translated)  <b>Place names:</b>                      America; Boston; San Francisco; Sydney; Japan; Tokyo; Toronto</p>

Table 7.2: Overview of the language content of the first three Units of New Horizon English Course Volume 1 (2012 edition)

Unit 1	Functions (formulaic)	Structures	Vocabulary	Focus
Newly introduced language	<b>Introductions</b> Nice to meet you I'm + name  <b>Agreement/ Disagreement</b> Yes, I am No, I'm not	<b>Mood</b> <b>Declarative</b> I + BE + name <b>Interrogative</b> BE + you + name ? BE + you + from + place name? <b>Contractions</b> I + am = I'm	<b>Nouns</b> class <b>Prepositions</b> from; in	<b>Identification</b> I'm + name  <b>Agreement/ Disagreement</b> Are you (from) . . . ? Yes, I am/ No, I'm not
Language introduced previously	<b>Greetings</b> Hello; Hi		<b>Pronouns</b> me	
Unit 2	Functions (formulaic)	Structures	Vocabulary	Focus
Newly introduced language	<b>Introductions</b> This is . . . <b>Acknowledgment of thanks</b> You're welcome  <b>Agreement/ Disagreement</b> Yes, it is No, it's not	<b>Mood</b> <b>Interrogative</b> BE + it/that + determiner + noun?  <b>Contractions</b> It is not = It's not She's	<b>Adjectives</b> big; favorite; good; very <b>Adverb</b> thank you <b>Deictics</b> that <b>Nouns</b> Canada; classroom; food; (fish) market ; friend; new; player; restaurant; sign; sushi bar <b>Pronouns (subject):</b> she <b>(possessive):</b> my; your; our	<b>Identification</b> I'm from . . . Is it/that a . . . ?  <b>Agreement/ Disagreement</b> Yes, it is/ No, it's not  favorite
Language introduced previously	<b>Greetings</b> Hi		<b>Deictics</b> this <b>Nouns</b> Australia; basketball <b>Prepositions</b> from	
Unit 3	Functions (formulaic)	Structures	Vocabulary	Focus
Newly introduced language	<b>Acknowledgment</b> Yes?	I'm . . . I'm from . . .  <b>Present simple (habitual)</b> I like . . . I play . . .  <b>Interrogative</b> Inversion Q with DO: Do you + VERB + NOUN?  Do you + VERB + preposition + NOUN?  <b>Preposition + mode of transport</b> by + bike  <b>Like + gerund</b> (like walking)	<b>Adjectives</b> English; Mrs.; new; teacher <b>Adverbs</b> now <b>Coordinator</b> and' but  <b>Nouns</b> America; car; school; Sunday <b>Verbs</b> drive; have; like; walk; want <b>Prepositions</b> by; to	<b>Present simple (habitual)</b> I like . . . I play . . .  <b>Agreement/ Disagreement</b> Yes, I do/ No, I don't  <b>Interrogative</b> Inversion Q with DO: Do you + VERB + NOUN?  Do you + VERB + preposition + NOUN?  Do you + verb?
Language introduced previously	<b>Greetings</b> Good morning; hello  <b>Identification</b> I'm from ...  <b>Request for attention</b> Excuse me		<b>Adverbs</b> every <b>Determiners</b> a <b>Nouns</b> music <b>Pronouns (subject):</b> she; everyone <b>(possessive):</b> my; your; our <b>Deictics</b> this <b>Verbs</b> play	

In *Volume 1*, the authors introduce, in a pre-Unit warm up section, lists of vocabulary items associated with illustrations, some in sets (such as colours, numbers, days of the week and months) and some associated with letters of the alphabet, including some translated sentences (e.g. *Two plus eight is ten; My phone number is . . .*) and exchanges (e.g. *Do you want a blue bag? Yes, I do. No, I don't. /What day is it today? It's Saturday*), and a list of illustrated classroom instructions (e.g. *Let's read together*). It begins with a mini-dialogue including greetings. While this may have been intended largely as revision of language learnt in elementary school, at least some of it is likely to be unfamiliar to some of the students. Knowledge and understanding of the language in this introductory warm up section (in which considerable reliance is placed on translation and memorization) is then assumed, providing the context for the introduction of new language in the following Units. Each of these Units focuses on the introduction of new vocabulary, formulaic functions and/or grammatical constructions. However, there are a number of problems associated with the introduction of new language. Thus, for example, although the adjective 'favorite' is introduced in *Unit 2*, the verb 'like' is not introduced till *Unit 3* (making it difficult for teachers to use any concept introduction strategy other than translation). In the same Unit (*Unit 3*) in which 'like' is introduced in the context of the use of the present simple (e.g. *I like soccer*), 'like' occurs (on one occasion only) followed by a gerund (*like walking*). To complicate matters further, this is the same Unit in which the preposition 'by' + mode of transport (*by bike*) is introduced. Instead of reinforcing this construction (e.g. *by car; by train*), the response to *Do you come by bike?* is *No, I don't. I walk. I like walking*. These three different constructions are introduced in the same Unit, along with several types of inversion question: Do you + verb (*Do you drive?*) Do you + verb + determiner + noun (*Do you play the piano?*); Do you + verb + preposition + noun (*Do you come by bike?*); and Do you + verb + preposition + noun + adverbial (*Do you come to school every day?*).

So far as situationally and contextually inappropriate language are concerned, two examples are provided below. The first segment is from a mini-dialogue in which a new teacher is being introduced to a class (and introducing herself). The references

to soccer and music appear to be included in order to focus on the use of the present simple tense for habitual/characteristic activities states:

**English teacher:** Good morning, everyone. This is Ms. Brown. She is our new English teacher.

**Ms. Brown:** Hello, everyone. I'm Mary Brown. I'm from America. I like soccer<sup>78</sup>. I play soccer every Saturday. I like music, too.

*Volume 1, Unit 3, pp.28-29 (2012 edition).*

The following mini-dialogue is accompanied by a picture of a girl (apparently aged somewhere between 10 and 15) beside an unmade bed with a thought bubble containing a hammer and a screwdriver overlaid by a question mark. The attempted humour, based on two different senses of 'make', is more likely to be confusing than enlightening, particularly if one of the aims of the dialogue is to teach one of the senses of 'make' (as well as 'make' plus the semi-auxiliary 'have to'). Furthermore, a sentence following the dialogue—"I will show you some pictures tomorrow"—bears no obvious relation to the dialogue.

**Mrs. Baker:** Sakura, did you sleep well?

**Sakura:** Yes, thank you.

**Mrs. Baker:** Well, make your bed and come downstairs.

**Sakura:** Make my bed?

**Mrs. Baker:** Yes. We all have to make our own beds.

**Sakura:** OK. But I don't know how.

**Mrs. Baker:** All right. I'll show you.

*Basic sentence:* I will show you some pictures tomorrow.

*Volume 2, Unit 4, p. 41 (2012 edition).*

So far as language content is concerned, while the language included is consistent with the language content recommendations included in the national curriculum

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<sup>78</sup> The dialogue is accompanied by a picture. On the left-hand side are two adults (one male; one female) against the background of a blackboard, with a list of vocabulary at the bottom of the picture. On the right-hand side, there are children seated at rows of desks. A picture of a soccer ball is inset by the side of reference to soccer.

documentation, there appear to be a number of problems associated with both presentation of new language and revision and integration. New language is generally introduced in mini-dialogues in which minimal use is made of the potential for inclusion of known language in contextualizing the newly introduced language in ways that are likely to help students to infer meanings. Furthermore, the order in which lexical items are introduced appears sometimes to take little or no account of the fact that familiarity with certain lexical items can be used in ways that facilitate understanding of others (e.g. including 'favorite' before 'like' means that the more general lexical item (like) cannot be used in the formation of concept checking questions relating to the more specific one (favourite)). In addition, a range of new constructions may be introduced together in ways that are potentially confusing but with little attention being paid to the need to reinforce each of them (e.g. Do you + verb + preposition + noun (Do you come by bike?); and Do you + verb + preposition + noun + adverbial (Do you come to school every day?)). Added to this the fact that the mini-dialogues seem to be little more than carriers of new language which often appears to be largely inappropriate in relation to the situational context (e.g. a teacher making reference to her sporting preferences and habits while being introduced to students for the first time). Finally, while revision takes place within Units and in summary sections of the textbook, there appears to be little attempt to incorporate any sustained practice of newly introduced language in the context of language already introduced.

### **7.5.1.3 Text-types and genres**

The range of text-types and genres included in this series is outlined in Table 7.3 below. Note that short greetings and information exchanges (generally mini-dialogues) are not assigned to a genre category and that that lists and tables are categorized as exhibiting the description/classification genre.

Table 7.3: Text types and genres represented in New Horizon English Course

<b>Volume 1</b>	<b>Text types</b>	Mini-dialogue/ exchange (x39); List (x17); Greeting card (x6); Monologue (x4); Letter (x2); Story (x2); Song (x2); Homepage (x1); Airline ticket (x1); Report (x1); Map (x1); Article (x1); Postcard (x1); Table (x1); Memo (x1)
	<b>Genres</b>	Description/ classification (x22); Recount / Narrative (x8); Instruction (x1)
<b>Volume 2</b>	<b>Text types</b>	List (x16); Mini-dialogue/ exchange (x15); Story (x6); Memo - to self or others (x5); Table (x4); Webpage (x3); Diary/ journal page (x3); Song (x3); Map (x2); Monologue (x2); Graph (x2); Article (x2); Notice (x1); Flyer (x1); Report (x1); Email (x1); Guide book (x1); Memo (x1); Letter (x1); Summary (x1); Poem (x1);
	<b>Genres</b>	Description/ classification (x38); Recount/ Narrative (x16)
<b>Volume 3</b>	<b>Text types</b>	Mini-dialogue/ exchange (x19); List (x15); Monologue (x10); Report (x7); Story (x7); Song (x4); Letter (x4); Memo - to self or others (x4); Map (x1); Advertisement (x1); Questionnaire (x1); Diary/ journal entry (x1); Guidebook page (x1); Internet page (x1); Email (x1)
	<b>Genres</b>	Recount/ narrative (x30); Description/ classification (x20); Explanation (x1)

As indicated in the Table above, while there is a range of text-types in the three volumes of the series, there is a preponderance of mini-dialogues (dialogue snippets) and lists. So far as genre is concerned, description/classification dominates the first two volumes (approximately 70% in each case), with recount/narrative in second position. This is reversed in the third volume, where recount/narrative predominates (approximately 58%) with description/classification following. Although there are isolated instances of instructions in mini-dialogues, there is only one instance of an instruction text (*Volume 1*), and one of an explanation text (*Volume 3*). There are no instances of argument-focused texts.

The dialogue snippets, contextualized to the extent that they generally involve a number of characters who are referred to throughout the series, appear to function largely as 'carriers' of the teaching points. In the following extract, the first exchange is preceded by a picture of two children (a boy—apparently of European origin—and a girl—apparently of Japanese origin) looking out of a window (no sign of clouds), the second exchange is followed by a picture of the girl writing an equation on a blackboard, and the third is accompanied by a picture of the boy reading a book. Following the mini-dialogue, there is a picture of both children sitting in what could be a school or shopping lobby. This is the first occasion on which the words 'weather', 'cloudy', 'subject', 'math', 'interesting', 'easy', 'study' and 'hard' have

been introduced. Apart from its use in formulaic greetings, it is also the first time that 'how' has been used in an interrogative construction. Bearing all of this in mind, it is difficult to determine what the main teaching point is intended to be.

**Kevin:** How's the weather

**Sakura:** It's cloudy. But OK.

**Kevin:** What's your favourite subject, Sakura?

**Sakura:** Math. It's interesting.

**Kevin:** I like Japanese. It's not easy but I study hard.

**Sakura:** Do you write Japanese?

**Kevin:** Yes, I do.

*Volume 1, Unit 4, p. 38-39 (2012 edition).*

Even in the later volumes, this type of presentation is the dominant one, although sections of introductory monologue *do* occur. In the example below, the introductory monologue section is on the left hand side of the page and is accompanied by a picture of a woman wearing a kimono and holding a microphone. She is standing beside a river on the banks of which there is bunting. In the corner there is a list of words (firework(s); reporter; tonight; since; Emily Walker and I've → I have) accompanied by phonetic transcriptions. On the right-hand side is the dialogue which is accompanied by a picture of the woman in the first illustration interviewing a European-looking woman. There are two people (a man and a woman) in traditional Japanese costume in the background. On the far right is a single word (excited) accompanied by a phonetic transcription. The text is headed: *A Fireworks Festival*. The main language focus point appears to be the use of the present perfect +/- for/since + time reference to indicate duration (including the present time). However, this is complicated by the inclusion of a sentence in which the present perfect occurs with the adverb 'always' (rather than the prepositions 'since' or 'for') and in combination with 'want' + infinitive.

Hello, everyone. This is our reporter, Emily Walker. I'm here at the Midori River. A fireworks festival will be held tonight. I've lived in Japan for three years and I've loved Japanese fireworks since I saw them for the first time.

**Reporter:** Hi! You look really excited!

**Becky:** I am. I've always wanted to see fireworks in Japan.

**Reporter:** Is this your first time?

**Becky:** Yes, it is.

**Reporter:** How long have you lived here?

**Becky:** I've lived here for two years.

*Volume 3, Unit 2, pp 14-15 (2012 edition).*

Overall, in this series, students' exposure to a range of genres is limited. Description/classification dominates the first two volumes, with recount/narrative in second position. This is reversed in the third volume, where recount/narrative predominates, with description/classification following. While there are isolated instances of instructions in mini-dialogues, there is only one instance of an instruction text and one of an explanation text in all three volumes. There are no instances of argument-focused texts.

#### **7.5.1.4 Cultural content**

In this series, there are references to Japanese cultural activities (e.g. fireworks displays and summer festivals; breakfast in Japan; sumo wrestlers; origami; and some Japanese tourist attractions) and to activities associated with other cultures (e.g. a unique house in China; Hawaiian ethnic clothes; a summer festival in Thailand; multi-nationality in Singapore; trips to New Zealand and America (including an American home-stay experience); a trade fair in Ghana; a racial issue in America; and a South Korean pop star).

Although, overall, culture is related more to special occasions (festivals etc.) than it is to every-day activities, and although most of the cultural references relate to the USA, it is nevertheless refreshing to find that the English language is not

exclusively associated with the USA or with countries that are predominantly English speaking.

### 7.5.1.5 Tasks and activities

Every page of every unit provides a basic sentence pattern (which is a main focus of the page) along with some activities. These activities are, however, largely confined to substitution drills (see example below):



Figure 7.1: *New Horizon English Course, Volume 1, Unit 3, pp. 28-29 (2012 edition)*

Most of the tasks and activities in the series are directly related to the main teaching points. They are however, extremely limited in type, generally involving little more than routine, repetitive verbal drilling, often focused on writing activities at the end of each unit. Furthermore, in the design of the activities no account appears to have been taken of different learning styles or proficiency levels. Although there are some activities involving pair-work and group work, these tend to be repetitive rather than communicative. An example is the type of warm-up ‘show and tell’ activity illustrated below which simply involves a monologue. In the ‘guessing game’ that accompanies it the answer is supplied in the text (as it needed to be in view of the fact that the students had not yet been introduced to the relevant lexical item).

### Warm-up

## A Speech and a Game

**How and Tell**

授業はじめに、好きなものを挙げて Show and Tell のスピーチをします。  
② 好きなものを紹介しているのでしょうか。



単語

- speech [spi:tʃ]
- ice hockey [aɪs ˈhɒki]
- jersey [ˈdʒɜːzi]
- gave [geɪv]
- =  give [ɡɪv]
- once [wʌns]
- sport [spɔːt]
- during [dɪˈrɪŋ]
- treasure [ˈtreɪzə]

Hello, everyone. I'm Okada Ichiro.

This is an ice hockey jersey. My father gave it to me for my birthday. I once lived in Canada with my family. Ice hockey is a popular sport there. I often watched the games on TV. My father took me to some games during winter vacation, too. I treasure this jersey.

Thank you.

本文に合わせて、Show and Tell をしましょう。

- 単語 好きなものを挙げて、2. 本文に合わせて、3. 内容を説明する。
- 練習 先生が声で、ゆっくりに、ほつちと読む。

180 This is Kirara's new CD.  
I'm a big fan of Kirara.  
My sister gave it to me for my birthday.  
I listen to it every night.  
I love this CD.

Warm-up



**What Am I?**

What Am I というゲームをすることもあります。  
② たくさん使った単語が思い出せるでしょうか。

単語

- find [faɪnd]
- see [siː]
- large [lɑːdʒ]
- bear [beə]
- panda [ˈpændə]
- I got it.
- aren't [ɑːn't]
- = are not

Student: I'm black and white. What am I?  
Kevin: Let's see. Can we find you at school?  
Student: No, but you can see me at the zoo.  
Kevin: Are you large?  
Student: Yes, I am. I look like a bear.  
Kevin: Do you live in China?  
Student: Yes, I do.  
Kevin: I got it. You're a panda, aren't you?  
Student: Yes, I am.

本文に合わせて、What Am I? をしましょう。

- 単語 動物は何を食べているのかを推定する。
- 練習 みんなで、Yes/No で答えられる表現をする。

181 I'm white. What am I?  
A: Is it a cat?  
Q: Can we eat you?  
A: Are you soft?  
Q: Are you square?  
A: Are you sweet?  
Q: Are you ice cream?  
A: Yes, I am.

Figure 7.2: New Horizon English Course, Volume 3, Warm-up, pp. 2-3 (2012 edition)

At the end of the each unit there is a review page which generally includes an activity requiring sentence completions (see example below).

**Review**

**A** 次の、単語の語彙表にあるワードカードの穴を埋めなさい。 (1) bag (2) bread (3) どちらかを書き込んで入れ、内容を完成させなさい。



Student: I like C. It has many words.  
Kevin: But it's the \_\_\_\_\_ of the three.  
I don't want to carry it to school.  
I like A because it's the \_\_\_\_\_.  
Kevin: Well, it doesn't have as many words.  
How about B? It's \_\_\_\_\_ than C.  
and has more words than A.  
Kevin: Oh, yes. I think B is the best.

**B** 本文は、単語「E.T.」を扱った。①-④の \_\_\_\_\_ に語を入れて適切な文を完成し、読み直しましょう。 (1) E.T. に対する E.T. の気持ちや態度に当てて書きなさい。



E.T.'s spaceship is \_\_\_\_\_ without him.  
He's all alone.  
He says, "I want to \_\_\_\_\_."



Then Elliott finds E.T.  
Elliott says, "E.T., you're my \_\_\_\_\_ friend."



E.T. and Elliott have a wonderful time together.  
But E.T. says, "I need to \_\_\_\_\_."



One day E.T. and Elliott fly as high as a bird.  
They send many \_\_\_\_\_ from the forest.



The spaceship comes \_\_\_\_\_.  
E.T. says, "I'll be \_\_\_\_\_."  
Elliott says, "\_\_\_\_\_."  
(2) (3) I'll never forget you.

Figure 7.3: New Horizon English Course, Volume 2, Review, Unit 7, p. 78 (2012 edition)

Overall, the activities are unlikely to be of any real interest to the learners and the fact that they are so similar from one unit to the next is likely to lead to boredom. Although each of the volumes claims to include an integrated skills focus, most of the activities involve listening and speaking, copying letters or filling in missing sections in sentences. There are no genuinely communicative tasks such as, for example, board games, information gap activities, questionnaires involving classmates, creating advertisements or Internet sites illustrating holiday destinations, etc.

### 7.5.1.6 Quality and relevance of illustrations

While the illustrations generally provide a relevant context for the language being introduced or practiced, they seldom provide any genuine support for meaning, that is, they do not serve a useful concept introduction function (see, for example, the illustrations with text below).

**Unit 6**

**ベッキーのおばあちゃん**

**Part 1** 人について紹介しよう

ベッキーはクラスみんなに自分の祖母のことを紹介します。

**This is my grandmother Nancy.**  
**She's sixty-five years old.**  
**She lives in America.**  
**She works in San Francisco.**  
**She's a famous journalist.**  
**She teaches university classes, too.**  
**She speaks many foreign languages.**

単語

- grandmother
- ↔  grandfather
- year(s)
- old
- live(s)
- work(s)
- famous
- journalist
- teach(es)
- university
- foreign
- language(s)
- ... year(s) old

Figure 7.4: New Horizon English Course, Volume 1, Unit 6, p. 50 (2012 edition)

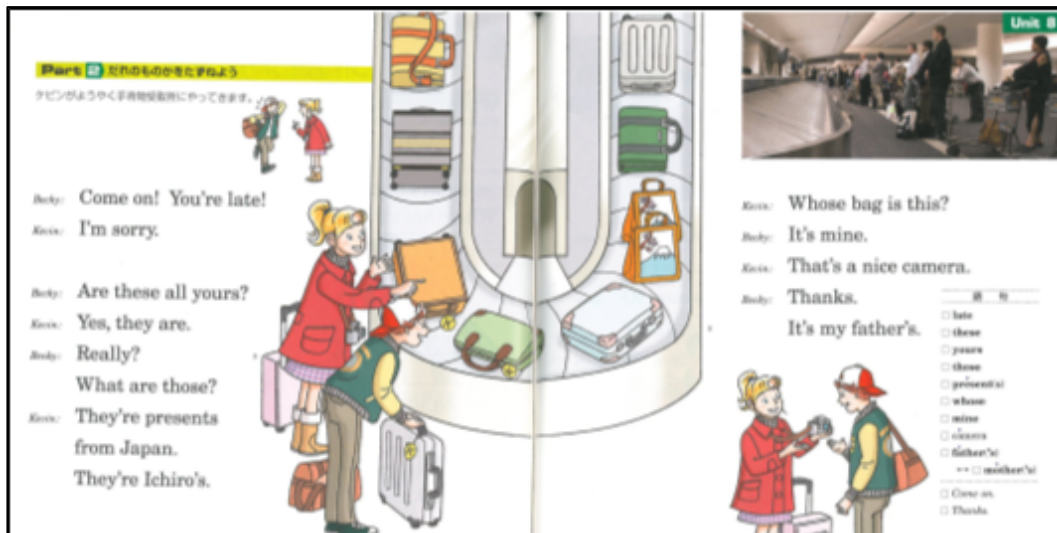


Figure 7.5: New Horizon English Course, Volume 1, Unit 8, pp. 74-75 (2012 edition)

In some cases, the illustrations *do* reinforce meaning. However, as in the example below, this generally happens in question and answer sequences where both the question and answer are supplied. If the relevant vocabulary were appropriately pre-taught, students could be left to supply answers themselves in such cases (using the illustrations as a point of reference).



Figure 7.6: New Horizon English Course, Volume 1, Unit 8, pp. 72-73 (2012 edition)

While there are many full colour illustrations in this series and while they are largely appropriate in terms of gender balance and the age of the learners, they are generally static<sup>79</sup> and often do little to support meaning.

#### **7.5.1.7 Interest level**

In this series, an attempt has been made to centre the language around characters and references that are likely to be of relevance to the lives and interests of the students. However, there is little attempt to engage the learners in interactions with one another and, in particular, there is an almost total absence of communicatively oriented tasks and activities.

Overall, while the characters introduced in the series may be of interest to the learners and provide some element of continuity, there is little in this series that would appear to be likely to be of genuine interest to Japanese secondary school students.

#### **7.5.1.8 Quality and quantity of supplementary resources**

As support materials, this series provides audio-visual materials and flash cards as well as workbooks<sup>80</sup>, sentence pattern drills, study notebooks, and CDs and DVDs. None of the supplementary materials is designed in such a way as to accommodate the differing needs of learners who have different learning styles or different proficiency levels. The assumption is that all of the learners will, irrespective of differences, take part in the same activities in the same ways.

While there are a number of supplementary resources accompanying this series, they are predicated on the assumption that all of the learners will be involved in the same way in the same activities.

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<sup>79</sup> An example of an ‘active’ illustration (showing movement) is included in Wang (2008, p. 51, footnote):



<sup>80</sup> Including alphabet practice and drilling, cursive writing practice, sentence pattern and grammar practice drills, vocabulary (up to Lesson 4), as well as listening tasks and mock tests in preparation for high school entrance examinations.

## 7.5.2 New Crown English Series

### 7.5.2.1 Overview

*New Crown English Series* (Sanseido, 2010, 2012) has thirty five (35) contributors in the case of the 2010 edition and forty one (41) in the case of the 2012 edition. Of the forty one, thirty two (32) are listed as being employed as university lecturers, eight (8)<sup>81</sup> as secondary school teachers and one as a publisher. The series has three volumes, which are intended for lower secondary school students from grade one to grade three. It provides students' books, teachers' guides, workbooks and CDs. The publisher provides replies to frequently asked questions relating to the new edition and its how-to-use guidebook.<sup>82</sup>

*Volume 1* contains nine 'lessons', *Volumes 2* and *3* contain eight 'lessons'. Each 'lesson has three parts:

*Mini-dialogue or short text* (containing new vocabulary and grammatical items)

*Practice section* (involving use of grammatical items introduced in the mini-dialogues/short texts)

*Use* (involving additional reading and writing)

The following main changes were made in the second (2012) edition:

- (1) The section headed *Get Ready* in Volume 1 of the 2012 edition contains less material than is included in *LET'S START* in the 2010 version.<sup>83</sup>
- (2) In the 2010 edition, each volume had a 'Let's read 1' section and a 'Let's read 2' section and Volume 3 also had a 'Reading Plus' section. In the 2012 edition, a reading section (*USE READ*) is included in three 'lessons' in

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<sup>81</sup> The same number of school teachers was involved with the 2010 series.

<sup>82</sup> <http://tb.sanseido.co.jp/english/newcrown/24NCSupport/QA/index.html> (last retrieved 17 November 2012)

<sup>83</sup> The publisher claims that this is intended to allow for a smoother transition from elementary education to lower secondary education:  
<http://tb.sanseido.co.jp/english/newcrown/24NCSupport/QA/index.html> (last retrieved 17 November 2012)

*Volume 1* and in every lesson in *Volumes 2* and *3* and there is also more material in the *Further readings* section of this edition.

- (3) A summary of grammatical points is included from ‘lessons’ 5 to 9 (two pages each) in *Volume 1* and from lessons 2 to 8 (two pages each) in *Volumes 2* and *3* of the 2012 edition.

The 2010 and 2012 editions are very similar in relation to (a) the vocabulary and grammatical items included, and (b) the topics included (although there are some places where what was a main topic in the 2010 version is has been moved to a further reading section in the 2012 version.

### 7.5.2.2 Language content

As an indication of how the language content is organized, *Tables 7.4* and *7.5* below provide an outline of the content of the initial warm up sections and the first three ‘lessons’ (Units) of *Volume 1*.

*Table 7.4: Overview of the language content of the get ready sections of New Crown English Series, Volume 1*

<b>Pre-Unit get ready sections</b>	<p><b>ILLUSTRATED</b></p> <p><b>Animals</b> birds; camels; cats; dogs; elephants; giraffes; gorillas; hippos; horses; koalas; lions; monkeys; pandas; penguins; rabbits; tigers</p> <p><b>Foods (general)</b> bread; cereal; curry; gratin; milk; pizza; rice; salad; soup; spaghetti; steak; sushi; yogurt</p> <p><b>Sports</b> baseball; basketball; judo; table tennis; tennis; running; soccer; skating; swimming; volleyball</p> <p><b>Vegetables</b> apples; bananas; carrots; egg plants; grapes; green peppers; lemons; oranges; peaches; pineapples; tomatoes; turnips</p> <p><b>Letters of the alphabet</b></p> <p><b>Words (miscellaneous)</b> astronaut; boy; car; doctor; hippo; ink; juice; omelette; pudding; question; rice ball; vet; window; box; elephant; father; girl; kitchen; lunch; mouth; name; singer; tissue; up; yo-yo; zoo</p>
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Table 7.5: Overview of the language content of the first three Lessons New Crown English Series, Volume 1

Lesson 1	Functions (formulaic)	Structures	Vocabulary
Newly introduced language	<b>Introductions</b> Hello; Hi I am + name This is ... Nice to meet you <b>Formulaic request for repetition/attention</b> Excuse me? <b>Thanks</b> Thank you <b>Agreement/Disagreement</b> Yes, I am No, I'm not OK <b>Surprise</b> Really? <b>Acknowledgment</b> No problem <b>Apology</b> I'm sorry	<b>Mood</b> <b>Declarative</b> I/you + BE + name I/you + BE + adjective <b>Interrogative</b> BE + you + name BE = you + from + place name? BE + you + adjective + adverb <b>Contractions</b> I + am = I'm	<b>Adjectives</b> fine; good; hot; more; new; one; thirsty <b>Adverbs</b> here; too <b>Nouns</b> Australia; Canberra; time <b>Prepositions</b> from <b>Pronouns</b> I; you; me <b>Verbs</b> BE; call <b>Numbers</b> One - ninety; hundred; thousand
Language introduced previously (N/A)			
Lesson 2	Functions (formulaic)	Structures	Vocabulary
Newly introduced language	<b>Greeting</b> Good morning <b>Agreement</b> Right <b>Exclamation</b> Oh, no!	<b>Mood</b> <b>Declarative</b> Deictic + BE = noun It + BE + noun It + BE = number + o'clock Pronoun + BE + adverb <b>Interrogative</b> BE + it/that + determiner + noun? What + BE + deictic? What + time + BE = adverb? <b>Contractions</b> It's It is not = It's not/ It isn't <b>Telling the time</b>	<b>Adjectives</b> beautiful; English; good; lovely; nice <b>Adverbs</b> no; now; late; yes <b>Deictics</b> this; that <b>Determiners</b> a/an <b>Nouns</b> coach; friend; fox; hawk; man; mom; owl; picture; player; table teacher; tennis; time; word <b>Pronouns</b> it; she your <b>Verbs</b> smile <b>Number</b> Eight <b>Days of the week</b> <b>Subjects</b> English; fine arts; ; homemaking; industrial arts; Japanese; math; music; PE; science; social studies <b>Collocation</b> o'clock
Language introduced previously	<b>Mood</b> <b>Declarative (with BE)</b> <b>Inversion Q</b>	<b>Adverbs</b> no; too; yes <b>Adjectives</b> good	<b>Deictics</b> this <b>Nouns</b> table tennis; player <b>Prepositions</b> from

Table 7.5 (Cont.): Overview of the language content of the first three Lessons New Crown English Series, Volume 1

Lesson 3	Functions (formulaic)	Structures	Vocabulary
Newly introduced language	<p><b>Acknowledgment</b> Yes? You're welcome</p> <p><b>Affirmation</b> That's right</p> <p><b>Agreement</b> All right</p> <p><b>Enquiry re situation</b> How about (you)?</p> <p><b>Request for attention</b> Excuse me</p> <p><b>Suggestion</b> Let's... How about ... ?</p>	<p><b>Mood</b> <b>Declarative</b> Pronoun + have + determiner + noun + preposition + pronoun (poss.) + noun</p> <p><b>Interrogative</b> Inversion Q with anaphoric DO</p> <p><b>Wh-question</b> What + BE + noun? What + noun = verb (anaphoric DO) + pronoun + verb? What + verb (anaphoric DO) + pronoun + verb (have) = preposition + pronoun + noun? Where + BE + determiner + noun? How many + (adjective) + noun + verb (anaphoric DO) + pronoun + verb? How much + BE = pronoun?</p> <p><b>Declarative question:</b> (e.g. Under the stairs?)</p> <p><b>Imperative and negative imperative</b> (Wait) (Don't wash . . . )</p> <p><b>Tense/ aspect</b> Present simple (habitual)</p> <p><b>Purpose</b> Verb (use) + deictic + noun + preposition (for) + noun</p> <p><b>Contractions</b> I don't That's</p>	<p><b>Adjective</b> blue; cool; good; Japanese; like; pretty; red; right; traditional; yellow</p> <p><b>Adverbs</b> after; every; please; too; well</p> <p><b>Conjunctions</b> but</p> <p><b>Deictics</b> these; those</p> <p><b>Determiners</b> no; any; the</p> <p><b>Nouns</b> bag; birds; books; Canada; caps; day; dishes; dollars; fencing; foot; fun; hand; head; home; music; neck; one (anaphoric); paper; pick; school; season; summer; shoulders; (the) south; sports; stairs; take; tennis; toilet; toy</p> <p><b>Prepositions</b> in; on; for; under</p> <p><b>Pronouns</b> we me my; your</p> <p><b>Verbs</b> call; clean up; come; do; have; know; like; play; practice; see; shop; touch; use</p> <p><b>Months of the year</b></p>
Language introduced previously	<p><b>Introductions</b> I + BE + name</p> <p><b>Agreement</b> OK</p> <p><b>Formulaic request for repetition/ attention</b> Excuse me</p>	<p><b>Mood</b> <b>Declarative</b> It's ... This is ...</p> <p><b>Collocation</b> o'clock</p> <p><b>Adverbs</b> please; too; yes</p> <p><b>Determiners</b> a</p>	<p><b>Deictics</b> This</p> <p><b>Nouns</b> bag; carrots; tennis</p> <p><b>Pronouns</b> I; you; it</p> <p><b>Prepositions</b> From</p> <p><b>Numbers</b> four; two; three; five; twenty</p>

The Table above provides some indication of the content of this series and the way in which that content is organized. Many of the words listed and illustrated in the pre-Unit get ready section are low use vocabulary items that would not normally be associated with the early stages of language learning (e.g. camels; giraffes; hippos; gratin; astronaut; yo-yo). Furthermore, little use is made of that vocabulary in establishing a context for the introduction of new language in the first three 'lessons'. Each 'lesson' introduces a large volume of new language. Thus, for example, in *Lesson 3*, seventy nine (79) words are introduced: 12 adjectives (including 'like'); 5 adverbs (including 'well' and 'every'); 1 conjunction; 2 plural deictics; 4

determiners (including 'any'); 34 nouns (including '(shamisen) pick' ; 4 prepositions; 4 pronouns (including one subject, pronoun, one object and two possessives); and 13 verbs. Also included are eight formulaic expressions relating to six different functions and two new contractions (although there is frequent unnatural use of full forms in the mini-dialogues). The grammar focus points include:

- imperative and negative imperative;
- present simple tense (associated with habitual aspect);
- declarative sentences  
(pronoun + have + determiner + noun + preposition + possessive pronoun + noun)
- inversion question with anaphoric DO;
- Wh-questions  
(with 'what'; 'where', 'how many' and 'how much' and a wide range of different structural content);
- declarative questions involving repetition; and
- purpose (with 'use . . . for').

Thus, while the language content of this series is generally consistent with the curriculum guidelines in an overall sense, there are major problems associated with the selection, ordering and presentation of that content and many occasions on which the language is contextually inappropriate as in the example below, where there is an explanation in Japanese for the first utterance (the girl was about to bump into the boy):

**We're Talking 1**

はじめまして

●あいさつをする  
○あやまる



⑤111 カナダに引っ越してきた中学1年生の由香。出合いがしらの隣に住む男の子とぶつかりそうになりました。

**Words**

sorry  
problem  
new  
here  
hi  
please  
call  
I'm sorry.  
No problem.

David  
デイビッド (男性の名前)  
Dave  
デイブ (デイビッドの愛称)

Yuka: Oh, I'm sorry.  
David: No problem.  
Are you new here?  
Yuka: Yes, I am. I'm Yuka.  
David: Hi, Yuka. I'm David.  
Please call me Dave.  
Yuka: OK, Dave. Nice to meet you.

Figure 7.7: New Crown English Series, Volume 1, We're Talking1, p. 23 (2012 edition)

Overall, mini-dialogues are stilted and unnatural, serving only as vehicles for the introduction of language focus points (see example below):

Kumi: Hello, I am Tanaka Kumi.  
Paul: Excuse me?  
Kumi: Kumi. K-U-M-I.  
Paul: Kumi. I am Paul. Paul Green.  
Kumi: Nice to meet you, Paul.  
Paul: Nice to meet you too, Kumi.



Figure 7.8: New Crown English Series, Volume 1, We're Talking1, p. 23 (2012 edition)

Throughout the series, the introduction of new language is repeatedly made more complicated by the authors' apparent determination to introduce as many idiomatic expressions as possible (see the extract below where the main teaching point (extended over this mini-dialogue and the following *talking point* section) may be making suggestions (*How about . . . ?; Why don't we . . .*). Once again, as in the extracts above, the content (suggesting going to a concert after a test and expressing a need for exercise) seems inappropriate in relation to the age of the students:

- Ken:** How did the math test go?  
**Emma:** Don't even ask.  
**Ken:** How about going to a concert?  
**Emma:** Thanks, but no thanks. I need to exercise.  
**Ken:** Then why don't we kick a ball around?  
**Emma:** It's a deal.

*Volume 3, We're Talking 4, p. 46 (2012 edition).*

Immediately following this dialogue, there is a section in small print headed *Talking point*:

- Ken:** Why don't we kick a ball around?  
**Emma:** It's a deal/ Why not? / I don't feel like it.

At the left-hand side of the page, beside the *Talking point* section, is a sentence in Japanese which is translated below:

Exercise

1. Let's practice conversation which offering a plan to your friend by using words below.

1 go hopping

2 take a walk

3 sing songs

2. Let's perform a Skit with a pair.

Try

Let's assume that you are going to spend time with your friend next Sunday. Think about plan of how you spend the time, and let's perform a conversation.

IDEA BOX

- study together
- see the kendo match
- I'd love to. But I can't.
- Good. But how about...?

In summary, while much of the language included in this series seems, in an overall sense, to be consistent with the curriculum guidelines, much of it also seems to be contextually and situationally inappropriate. In addition, it is generally selected and presented in ways that are confusing and unnecessarily complex. In particular, each 'lesson' includes a vast amount of new vocabulary and constructions, often accompanied by a number of idiomatic expressions, introduced in stilted and unnatural mini-dialogues. Given the amount of new language in each mini0-dialogue and the fact that it is not set in the context of language that has already been introduced, semantic inferencing does not seem to be a realistic possibility and so, presumably, teachers will need to be translation if the students were to have any hope of understanding the meanings intended to be conveyed. Finally, much of the vocabulary introduced in the early stages is not likely to be encountered often in day-to-day interaction.

### 7.5.2.3 Text types and genres

The range of text types and genres included in New Crown English series is outlined in *Table 7.6* below.

*Table 7.6: Text types and genres represented in New Crown English series*

<b>Volume 1</b>	<b>Text types</b>	Mini-dialogue/ exchange (x30); List (x9); Monologue (x6); Story (x4); Song (x2); Caption (x2); Map (x1); Article (x1); Report (x1); Table/ Chart (x1); Memo (x1); Email (x1); Internet homepage (x1); Greeting card (x1);
	<b>Genres</b>	Description/ classification (x16); Recount / Narrative (x7); Instruction (x1)
<b>Volume 2</b>	<b>Text types</b>	Mini-dialogue/ exchange (x18); Monologue (x10); Signs/ notices (x 6); List (x3); Speech script/ plan (x3); Memo (x2); Song (x2); Diary entry (x2); Poster presentation (x2); Letter (x2); Article (x2); Abstract (x1); News item (x1); Guidebook page (x1); Internet posting (x1); Story (x1); Table/ chart (x1);
	<b>Genres</b>	Description/ classification (x18); Recount/ Narrative (x10); Explanation (x1)
<b>Volume 3</b>	<b>Text types</b>	Mini-dialogue/ exchange (x14); Monologue (x8); Story (x7); Message (x3); Article (x2); List (x2); Song (x2); Speech script (x1); Book page (x1); Memo (x1); Table/ chart (x1)
	<b>Genres</b>	Recount/ narrative (x17); Description/ classification (x9); Explanation (x1)

As indicated in the Table above, while there is a range of text-types in the three volumes of the series, there is a preponderance of mini-dialogues (dialogue snippets), with monologues featuring comparatively prominently in *Volumes 2* and *3*, followed closely, in *Volume 3*, by stories. So far as genre is concerned,

description/classification dominates the first two volumes (approximately 66% and 62% respectively), with recount/narrative dominating the third volume (approximately 63%). Instruction and explanation texts feature very little and there are no instances of argument texts. In this respect, this series is very similar to the first series analysed.

Overall, while a range of different text-types is introduced in this series, students are exposed in this series to a limited range of genres, with, as in the case of the first series analysed, description/classification dominating the first two volumes and recount/narrative dominating the third one.

#### **7.5.2.4 Cultural content**

In this series, there are some references to Japanese culture (traditional foods, toys, musical instruments, and seasonal activities) and Japanese festivals (fireworks displays), and there is a story about a Japanese World War II veteran. There are also references to objects and activities associated with other places and cultures (e.g. a unique sport played in India; Scottish bagpipes; school life in the USA, a Tsunami in Thailand; trips to Hawaii and Australia; Landmines in Cambodia; Eco-Tourism in Costa Rica; American Professional baseball; houses in China and Mongolia; Human rights in the USA). There are stories about a boy from Malawi, British and German soldiers, and a girl suffering from hunger in the Sudan. There is also an introduction to aspects of Finnish and Indian cultures. The topics covered include war, hunger, poverty and ecology.

In terms of cultural content, this series is wide-ranging and does not encourage the students to associate the use of English with a stereotypical and idealized representation of the culture of societies in which English is the predominant first language.

#### **7.5.2.5 Tasks and activities**

Communicative tasks and activities are notable by their absence in this series. In general, each section is made up of an introductory mini-dialogue which includes at least one example of the main teaching point (or points), often embedded in language that is more complex than the teaching point itself and often containing

vocabulary that has not yet been introduced. At the foot of the mini-dialogue, there are generally some new decontextualized sentences containing the teaching point/s. This is followed by a practice section in which the focus is on listening, speaking, reading and writing activities. At the end of each section, there is a two-page summary of grammatical points that have been introduced with an explanation in Japanese accompanied by a small practice section that generally involves sentence completion, alteration of verb forms, reordering words or translation into Japanese).

As in the case of the first series analysed, the activity types in this series are repetitive and largely formulaic and Communicative tasks and activities are notable by their absence.

#### **7.5.2.6 Quality and relevance of the illustrations**

As in the case of *New Horizon English Course*, the illustrations in *New Crown English Series*, in general, provide a useful context for mini-dialogues but do little to elucidate textual meanings (see the two examples provide above). In this case, however, each new 'lesson' (book segment) is introduced by a scene setting picture accompanied by one of more questions in English.

Overall, the full colour illustrations in this series, while setting the scene in a general way for mini-dialogues, do little to contribute to the uncovering of textual meanings.

#### **7.5.2.7 Interest level**

Although the authors have made an attempt to generate interest by including many full colour illustrations and characters with whom (in relation to age, interests and activities) students are likely to identify, the predominance of stilted mini-dialogues which appear to serve little purpose other than to 'carry' language focus points, the monotonous nature of many of the exercises and the absence of student-student activities that engage students on a level beyond the mere rehearsal of language are unlikely to promote a high level of student interest.

As in the case of the first series analysed, the authors have made an attempt to make the series interesting by introducing characters with whom students are likely to

identify. However, the stilted mini-dialogues and repetitive exercises are unlikely to have any genuine appeal for Japanese teenagers.

### 7.5.2.8 Quality and quantity of supplementary resources

The publisher of the New Crown English series provides supplementary online resources

(<http://tb.sanseido.co.jp/english/newcrown/24NCSupport/WorkSheet/index.html>: visited January 2013). They include question-answer sets for for each lesson (relating to the dialogues and readings) and lesson tests (relating to the *We're Talking* and *Let's Read* sections). For example, the following questions are provided in connection with the dialogue on page 17 of Volume 1 (see *Figure 7.8* above):

#### LESSON 1

##### ◆GET Part 1

##### 【Q&A】 (*Questions*)

1. p.17 で話している女の子は誰ですか。  
(*Who is the girl who is talking on page 17?*)
2. p.17 で話している男の子は誰ですか。  
(*Who is the boy who is talking on page 17?*)
3. ポールは久美の名前を知っていましたか。  
(*Did Paul know Kumi's name?*)
4. 久美とポールは初対面ですか。  
(*Are Kumi and Paul meeting for the first time?*)
5. なぜ、久美は「K-U-M-I」と言っているのですか。  
(*Why is Kumi saying 'K-U-M-I'?*)

##### ◆GET Part 1

##### 【Q&A】 (*Answers*)

1. 田中久美。 (*Tanaka Kumi.*)
2. ポール・グリーン。 (*Paul Green.*)
3. いいえ。 (*No.*)
4. はい。 (*Yes.*)

5. 自分の名前を正確にわかってもらうため。

*(In order for Paul to understand her name accurately)*

Another example of question-answer (asked in English and Japanese) is provided below:

**LESSON 4**  
**Enjoy Sushi**

● What kind of sushi do you like?  
● Do you have any local food in your town?

**この課で  
学ぶこと**

- 日本各地域の食文化について関心を高める。
- There is [are] ~, 中置名詞を理解し、使う。
- 身近な地域の名所・名物を紹介する英文を書く。

**Words**

- local (Diskal)
- food (Dial)

thirty-seven 37

Figure 7.9: New Crown English Series, Volume 2, Lesson 4, p. 37 (2012 edition)

#### LESSON 4

##### ◆ とびら (Title page: Questions)

1. What kind of sushi is this?
2. Is sushi famous in Japan?
3. Do many people in the world eat sushi?
4. How do you say maguro in English?
5. Do you see tuna in the picture?

6. What kind of food do you like?
7. What's your favorite Japanese food?
8. Do you like sushi?
9. Can you make sushi?
10. What food is your town famous for?
11. これらの寿司に使われているのはどんな魚か知っていますか。  
(*Do you know what kinds of fish are used in these sushi?*)
12. この3種類の寿司の中で、一番人気があるのはどれだと思いますか。  
(*Which of these sushi do you think is the most popular?*)
13. 海外から来た人に一番食べてほしい日本食は何ですか。  
(*What kinds of Japanese food do you want foreigner to eat the most?*)
14. 寿司が世界中で人気がある理由を考えてみよう。  
(*Why do you think sushi is popular around the world?*)

◆ とびら (*Title page: Answers*)

1. It's nigiri-zushi [maki-zushi / chirashi-zushi].
2. Yes, it is.
3. Yes, they do.
4. We say tuna (in English).
5. Yes, I do.
6. ~ 14. (解答省略) (*The answers for 6 to 14 are omitted.*)

For the 'USE Read' section, the questions are divided into 'Pre-Reading', 'In-Reading' and 'Post-Reading'. The question types are:

*Pre-Reading:* Closed-type questions and wh-questions (asked in Japanese or English) about the general content/topic area.

*In-Reading:* Closed-type questions, wh-questions and True or False questions (asked in English).

*Post-Reading*: Open-ended questions (asked in Japanese) encouraging students to express their own thoughts about the text.

In the sample tests provided by the publisher, the question types involve sentence completion (Japanese translation provided), putting words into the correct order (along with Japanese translation), substitution drills, reading, conversation and writing. The following test segment relates to the dialogue on p.46 (included above):

5 【表現】 会話が成り立つように、適切な文を下のア～エから選びましょう。 [2点×3] (*[Expression] Choose the appropriate sentence from ア to エ below in order to make up a conversation. [2 marks each for Questions 1, 2 and 3]*)

Ken: How did the math test go?

Emma: ①

Ken: How about going to a concert?

Emma: ② I need to exercise.

Ken: ③

Emma: It's a deal.

① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_

ア. Then why don't we kick a ball around?

イ. How about studying together?

ウ. Don't even ask.

エ. I'd love to.

オ. Thanks, but no thanks.

While this series provides a considerable amount of supplementary material, much of it (as in the case of the first series analysed) is formulaic in nature and involves all of the students, irrespective of their individual learning style preferences and competences, in doing exactly the same things.

### 7.5.3 Captain English

#### 7.5.3.1 Overview

*Captain English* (Taishukan), which is said to draw upon ‘standard American English’, has six (6) authors, of whom three (3) are listed as university lecturers and two (2) as school teachers. There is no indication of the name or occupation of the sixth author.

The two students’ textbooks (2012 revisions) each contain ‘lessons’ made up of the following components:

**Get Ready:** warm up sections containing some key words.

**Main Text:** including a range of topics, grammatical items in focus, and, at the side of the text, some frequently used expressions and pronunciation of new vocabulary indicated by the use of Katakana with stress marks and bold print.

**Comprehension:** a range of comprehension questions relating to the main text (involving the completion of a summary using vocabulary that is provided).

**Focus:** summary of new grammatical items.

**Check it:** checks the items learnt at the lesson (involving, for example, matching sentences and pictures, reordering words in sentences and completing sentences (with translations provided)).

**Sound:** summarises important information relating to pronunciation.

The publisher provides examples of assessment benchmarks and a set of achievement objectives relating to the curriculum guidelines.<sup>84</sup> The approach to using the textbook is outlined as follows:

- Have the students listen many times to the CD until they understand all the words and meanings;

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<sup>84</sup> Please refer to Taishukan website:  
[http://www.taishukan.co.jp/gcdroom/captain/captain1\\_cafe.html](http://www.taishukan.co.jp/gcdroom/captain/captain1_cafe.html)

- Have them write the text in meaning chunks many times until they understand the meanings as they go;
- Instruct them in the book's format so that they understand the importance of the learning sequence;
- Instruct them to make notes (writing mistakes correctly, copying the texts with attention to meaning and writing full notes while practicing);
- Ensure that they participate actively in the tasks and activities.

*Volume 1* (relating to *English 1* in the curriculum guidelines) covers material for three credits (equivalent to 105 x 50 minute lessons); *Volume 2* (relating to *English 2* in the curriculum guidelines) covers material for four credits (equivalent to 140 x 50 minute lessons). A summary of the main grammatical focus points is provided in both volumes at the end of each group of 'lessons' and students are provided with worksheets to complete after each lesson. In addition, the publisher indicates that there should be regular examinations contributing 60% of the assessment marks. In connection with this (and other aspects of this series), it is relevant to note that it is recommended in the curriculum guidelines that analysis and explanation of language elements should be minimized, with emphasis being placed on understanding how language elements are used in actual situations and actually using them.

It is noted in the curriculum guidelines that the language focused on in *English 1* and *English 2* courses should include, in addition to that listed as appropriate for lower and upper secondary schooling, language drawn from the lower secondary schooling component. In this case, instead of integrating these two components fully (using language already introduced as a context/backdrop for the introduction of new language) *Volume 1* focuses on language listed as appropriate for lower secondary schooling and *Volume 2* focuses on language listed as appropriate for upper secondary schooling.

### **7.5.3.2 Language content**

As an indication of how the language content is organized, *Table 7.7* below provides an outline of the content of the first three 'lessons' (Units) of *Volume 1*. In this case, the language content of the short pre-lesson warm up section is omitted because the

main function of that section (mainly in Japanese) appears to be to familiarize students with doing exercises rather than to highlight specific language points.

Table 7.7: Overview of the language content of the first three Lessons of Captain English, Volume 1 (2012 edition)

Lesson 1	Functions (formulaic)	Structures	Vocabulary	Focus (as indicated in the textbook)
Newly introduced language	Suggestions Let's . . .	<b>Mood</b> <b>Declarative (pos. / neg.)</b> <b>Interrogative</b> Why do...?  <b>Contractions</b> that's	<b>Adjectives</b> alive; beautiful; big; different; each; little; only; proud; unique <b>Adverbs</b> all right; also; not; too beautifully <b>Conjuncts</b> and; so <b>Deictics</b> this; that <b>Nouns</b> all; flower/s; number; one; other <b>Pronouns</b> they; us; we <b>Verbs</b>	<i>This flower is beautiful.</i> <i>They don't compete with each other.</i>  Listing similarity: This flower is beautiful. That flower is <i>also</i> beautiful.  We too are flowers. Each is unique. You're not...  To encourage someone: <i>That's all right.</i>
Lesson 2	Functions (formulaic)	Structures	Vocabulary	Focus
Newly introduced language	Greetings Hello	<b>Mood</b> <b>Interrogative</b> Do+ pronoun + verb . . . Why? <b>Tense/ aspect</b> Present continuous (declarative and interrogative); Past simple; Present simple (habitual)  <b>Contractions</b> It's	<b>Adjectives</b> cute; female; many; next; one; young <b>Adverbs</b> no; yes hard very <b>Conjunctions &amp; sentence conjuncts</b> because; or; then <b>Deictics</b> this; that <b>Determiners</b> a <b>Nouns</b> Alaska; animal; athlete; country(ies); dream; fish; home/s; Japan; (kelp) forests ; kind/s; match(es); Olympics; sea; sea otter/s; problem; room; sea urchin/s; table tennis ; (world) championship/s <b>Prepositions</b> from; to <b>Pronouns</b> I; it; you them everyone; their <b>Verbs</b> BE; decrease; eat; float; happen; have; increase; join; know; play; practice; sleep <b>Auxiliaries:</b> can <b>Year</b> 2004	Do you know...? It's...  ...sea otters are decreasing... ...what is happening...? ...sea urchins eat them. Kelp forests are... It's...  I am... I practice... I go to...and play...  <i>It is floating on the sea.</i>  <b>Paraphrasing:</b> It's rakko, <i>or</i> a sea otter.  <b>Stating reason:</b> Why? <i>Because</i> sea urchins eat them.
Language introduced previously	Adjectives little	<b>Deictics</b> this	<b>Pronouns</b> they; us; we <b>Verbs</b> BE	

Table 7.7 (Cont.): Overview of the language content of the first three Lessons of Captain English, Volume 1 (2012 edition)

Lesson 3	Functions (formulaic)	Structures	Vocabulary	Focus
	<b>Offering</b> Won't you...?  <b>Exclamation (surprise)</b> Wow!  <b>Request for confirmation</b> Like this?	<b>Mood</b> <b>Interrogative</b> What (+present continuous); Where . . . from? Auxiliary verb (Can) + pronoun + verb + pronoun? <b>Imperative</b>  Future (with 'will')  Be + made + of + noun  <b>Ellipsis:</b> Done	<b>Adjectives</b> crispy; easy; first; good; hot; popular; some; spicy; yummy <b>Adverbs</b> how; now; please; thanks <b>Conjunctions &amp; sentence conjuncts</b> and; then <b>Determiners</b> the <b>Nouns</b> bite; corn flour; filling; house; Japan; meat; Mexico; onion/s; pepper; shell; store/s; taco/s; topping/s; try; U.S. <b>Prepositions</b> on <b>Pronouns</b> them yourself my <b>Verbs</b> add; buy; cook; eat; love; make; put; show; smell; take AUXILIARIES: can; will	They are... ...they are getting...  What are you eating? ...it's... Where are...? They're...  The shell is... It's...  What do we have? ...it smells good. ...it's yummy.  <b>Inviting:</b> <i>Won't you</i> take a bite?  Can you make tacos yourself? You can buy taco shells at some stores.  <b>Offering:</b> <i>I'll show you</i> how to make them at my house.
Language introduced previously	<b>Suggestion</b> Let's <b>Greetings</b> Hi	<b>Pronouns</b> it; them	<b>Prepositions</b> from; in <b>Pronouns</b> it <b>Verbs</b> BE <b>Tense/aspect</b> Present simple (with BE) Present continuous	<b>Explaining procedures:</b> <i>First</i> , let's cook filling. <i>Next</i> put it in the taco shells. <i>Then</i> , add some topping on it.

In considering the language content of this series as exemplified in the language overview of the first three lessons/ units (Table 7.6), it is important to bear in mind that the students will have already learned English as junior high school and, for many, also at elementary school. While this goes a long way towards explaining the considerable linguistic density and diversity of some sections of the textbook, it does not explain the nature of the language focus points (which often seem to represent a somewhat random selection from the possibilities made available in introductory mini-dialogues/ exchanges or narratives) or the ways in which they are grouped. Thus, for example, in Lesson/ Unit 3, there are two instances of instructions in one of the mini-dialogues (*Next put it in the taco shells. . . Then, add some topping on it.*) This provides an opportunity to combine 'first' 'next' and 'then' with imperative constructions. However, although 'first' does occur in the text, it is associated with a different construction (*First, let's cook the filling.*).

Similarly, there are two instances of the auxiliary verb 'can' expressing ability in two of the mini-dialogues in this lesson/unit (providing an opportunity to focus on

a particular meaning associated with it). However, one of these is immediately followed by an instance of the auxiliary verb 'can' expressing possibility (*You can buy taco shells at some stores.*). This distinction is not highlighted at any point. Also included in one of the mini-dialogues in this lesson/unit is the auxiliary verb 'will' with future time reference: *I'll show you how to make them at my house.* Although this construction is often associated with promising and can be used productively in many different contexts, the authors treat it as an example of a particular function (*offering*) and provide no similar examples of the use of this auxiliary verb. *Lesson/Unit 2* has a number of language focus points. It ends, however, with a song which, while being related in terms of topic to what has preceded and while including some of the language focus points introduced earlier, also introduces many words and constructions that are not included earlier in the lesson/ unit. These are not included in *Table 7.6* above. One verse of that song (entitled *One of a Kind*) is printed below:

Why don't we get it?  
In this wide world you are one of a kind.  
Cherish your beauty, there's no need to hide it.  
Each of us holding a different seed.  
Just be yourself, that is all you need.

The language content of this series is generally consistent with the curriculum guidelines in an overall sense. Although it is generally accurate, it is sometimes stilted and contrived as in the following example (which is a translation of a popular Japanese song):

This flower is beautiful.  
That flower is beautiful.  
They don't compete with each other.  
Each flower grows and blooms beautifully.  
Each is alive and proud.  
So why do we compete?  
We too are flowers.  
Each is unique.

Big flowers. Little flowers,  
 We are all different.  
 You're not No. 1? That's all right.  
 Each of us is the only one.  
 So let's grow and bloom.

*Captain English, Volume 1, Lesson 1, pp.10-11.*

A summary of the main grammatical focus points (explained in Japanese) is provided in both volumes at the end of each group of ‘lessons’ (see example below).



Figure 7.10: *Captain English, Volume 1, pp. 84-85*

So far as language content is concerned, this series, in common with the other two already analysed is generally consistent with the recommendations contained in the national curriculum documentation. However, once again, that language is introduced in ways that are largely unhelpful and potentially confusing.

### 7.5.3.3 Text types and genres

The range of text types and genres included in the *Captain English* series is outlined in *Table 7.8* below.

Table 7.8: Text types and genres represented in the *Captain English* series

<b>Volume 1</b>	<b>Text types</b>	Monologue (x8); Dialogue (x5); Internet posting (x3); Song (x2); Report (x2); Email (x1); Story (x2)
	<b>Genres</b>	Description/ classification (x11); Recount / Narrative (x8); Explanation (x1)
<b>Volume 2</b>	<b>Text types</b>	Report (x6); Dialogue (x3); Monologue (x2); Internet site (x1); Manual (x1); Cartoon (x1); Song (x1); Guidebook (x1); Questionnaire (x1); Caption (x1); Story (x2)
	<b>Genres</b>	Description/ classification (x14); Recount/ Narrative (x5)

There are fewer texts overall in the *Captain English* series than there are in the other two series. In each case, there is a range of text-types, with a preponderance of monologues and dialogues in *Volume 1* (just over 50%). In *Volume 2*, reports are in first position (30%). So far as genre is concerned, in both cases there is a preponderance of classification/ description and recount/ narrative, with no instances of texts that exhibit the instruction or argument genres.

There are occasions on which a focus on particular structures and idioms leads to a curious type of reporting format and odd interactions, sometimes combined with an overall sense of didactic oversight:

Your friend sees you are chatting with a soccer player [on the Internet] and cries. "How cool!" She says to you, "Can I use your ID and password?"

A. You don't let her use your ID and password, even if she is your good friend.

B. You say "sure!" You've known her since kindergarten.

Let's learn the rules of the internet and be wise cybercitizens.

*Captain English, Volume 2, Lesson 2, p. 17.*

In this series, the students are exposed to a very limited range of genres and text-types and there is a notable absence of the types of interaction in which students might be involved in English speaking countries in the future, such as, shopping, ordering food and drink in a snack bar, buying bus and train tickets, booking rooms in hotels, and asking for and following directions and instructions.

### 7.5.3.4 Cultural content

There are, in this series, references to a range of countries (Cambodia, Egypt, Japan, Kenya, Mexico, Puerto Rico, Sweden, Thailand and U.S.A). These references are generally used as a background to the topics introduced. With one exception (*Volume 1, Lesson 3*, which refers to Mexican tacos), there are no clear references to cultural phenomena.

Overall, this series is extremely limited in terms of cultural content, relying on a few contextualizing references to different countries, only one of which is predominantly English speaking.

### 7.5.3.5 Tasks and activities

In each main lesson, there are two questions (written in Japanese) that relate an introductory passage to the main lesson text. Following the main lesson sections, there are spreadsheets relating to comprehension along with explanations of grammatical points and exercises relating to them (generally taking the form of changing verb forms, discrete point grammar testing and translation from Japanese into English but with occasional listening tasks). Comprehension is checked through summarizing of listening texts (see example below).

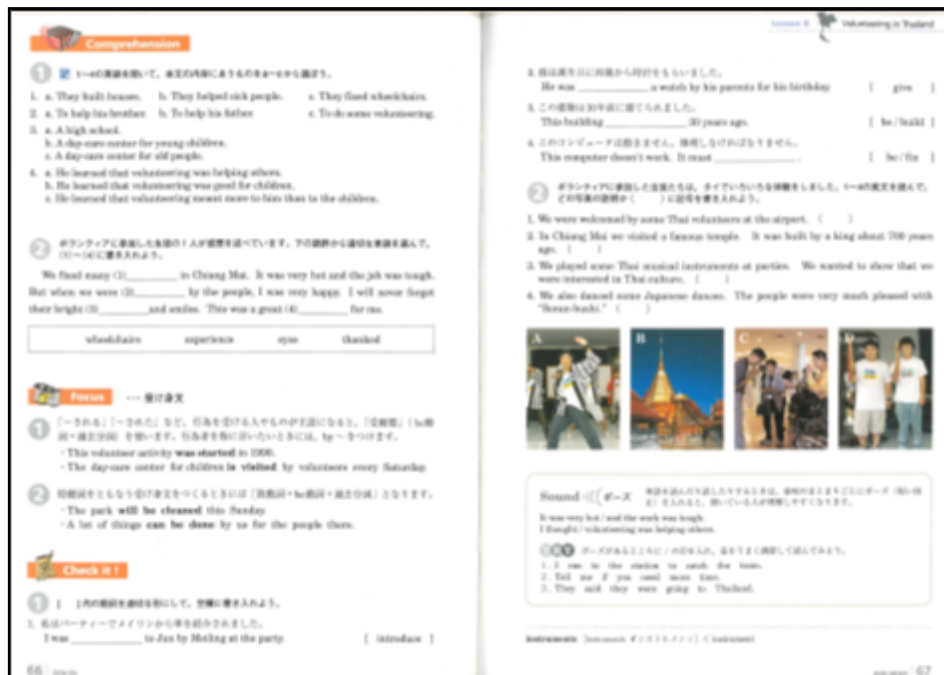


Figure 7.11: Captain English, Volume 1, Lesson 8, pp. 66-67

There are sections headed ‘*Communication*’ in each of the textbooks (five in *Volume 1* and four in *Volume 2*). At the end of these sections, we find the only references in the series to pair work and group work. However, the attempt to include communicative tasks (see example below) is severely limited.



Figure 7.12: *Captain English, Volume 2, Communication 4, pp. 72-73*

Finally, there are, in both volumes, sections headed *Have a Break!* (three times in *Volume 1* and four times in *Volume 2*). Only in *Volume 2* do these sections include an attempt to include communicatively oriented tasks. Thus, for example, in one case, there is a brief questionnaire for students to complete (individually) that is headed *How Eco-friendly are you*.

Once again, what we find in this series are very limited and largely formulaic activities that seldom involve pair work or group work. While some attempt has been made to include more communicatively oriented activities, this is largely unsuccessful, with the emphasis generally returning to individual formulaically-centred activities.

### 7.5.3.6 Quality and relevance of the illustrations

This series includes many photographs and full colour illustrations. However, as the example below demonstrates, these are generally unlikely to make much contribution to students' understanding of the new language being introduced.

Lesson 3  It's Yummy!

Part 1 ..... 食事をしているジェフのそばをメイリンが通りかかりました。



Meiling: Hi, Jeff! What are you eating?  
Jeff: Tacos. <sup>Focus 2</sup> Won't you take a bite?  
Meiling: Thanks. Wow, it's hot and spicy.  
I love it. Where are tacos from?  
Jeff: Mexico. Now, they're popular in the U.S.

bite [baɪ ばイ]

**Questions**

1. タコスはどうなる味ですか。
2. タコスのアメリカでの評判はどうですか。

3. take a bite 一口食べてみる

**Function** 単語: Was? you take a bite?

twenty-three | 23

Figure 7.13: *Captain English, Volume 1, p. 23*

The full colour illustrations in this series, while featuring characters of roughly the same age as the students and providing a context for mini-dialogues, do little to support inferencing in relation to textual meanings.

### 7.5.3.7 Interest level

Much of the material in this series is likely to be of relevance and interest to students at senior secondary school level, such as, for example, (a) a situation in which an

exchange student from the U.S. calls a hot-line radio show to talk to an agony aunt about problems with his friends at school (*Volume 1, Lesson 7*), (b) a situation in which students from different countries (the U.S., Japan and Malaysia) post messages on a school homepage (*Volume 1, Lesson 5*),<sup>85</sup> and (c) a book about landmines in Cambodia in a school library (*Volume 1, Lesson 10*).<sup>86</sup>

Of the three series analysed, this one is likely to be of more interest to Japanese teenagers. Considerable effort appears to have been devoted to ensuring that the material is of genuine relevance to the lives and likely interests of the students.

### **7.5.3.8 Quality and quantity of supplementary resources**

In addition to the textbook, there is a learning notebook which can be used during lessons to write down what the teacher says and copy what the teacher writes on the blackboard. The notebook contains vocabulary lists and the main texts with some space provided so that students can make notes on them. There are also sentence completion exercises (with Japanese translations provided) to practice whatever 'functions' are featured in lessons and some comprehension questions on the texts (usually asked in Japanese).

For teachers, there is a teachers' manual and a CD-Rom that includes:

- English vocabulary and idioms;
- a collection of language activities;
- an exercise book for assessment;
- worksheets for vocabulary and grammar;
- main text passages of the textbook with Japanese translations;
- listening scripts;
- flash cards of vocabulary items;
- writing sheets for the textbook;
- a syllabus outline; and
- assessment examples.

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<sup>85</sup> It is, however, much more likely that students would share opinions in emails or social networking sites.

<sup>86</sup> Many further examples could be cited.

While this series includes a range of supplementary resources, those that are intended for student use are such as to encourage little more than copying and formulaic responses. Although some of those intended for teachers are likely to be very useful, in relation to record keeping in particular, it is interesting to note that they include translations of the main texts (which the teachers may use as a main concept introduction strategy) and activities that are of a similar kind to those included in the textbook.

## **7.6 Discussion**

In general, the textbooks analysed here appear to be underpinned by a largely structural syllabus which is realized through a combination of translated artificial mini-dialogues and exercises of a type generally associated with audio-lingual methodology. Overall, the analysis of these textbooks reinforces earlier research findings that indicate that textbooks produced in Japan for the teaching of English are not oriented towards the realization of a communicative approach (see, for example, Ito, Takatsu, Nagayasu, Hirochi and Fukushima, 1994; Ogura, 2008; Yamamori, Fujita, Takechi, Hata and Ito, 2003).

Each of the textbook series discussed has language content that is generally in line with the recommendations included in the curriculum guidelines except for the general omission (a major one, especially in the case of *Captain English*) of much of the type of language needed for every day interactions in English-speaking societies, such as, for example, asking for and following directions and shopping for food. There are many full colour illustrations and the authors appear, in some cases, to have made an effort to make the content relevant to the likely interests of the students. Furthermore, there is almost no evidence of the cultural stereotyping that so often characterizes language textbooks. However, the language is often stilted, artificial and situationally and/or contextually inappropriate, with introductory mini-dialogues (*New Horizon English Course* and *New Crown English Series*) or mini-narratives (*Captain English*) that generally include one or more main teaching points (each one sometimes used only once in the mini-narrative or mini-dialogue) in contexts that do little to clarify meanings (in that they do not fully capitalize on existing language knowledge or include illustrations that are genuinely

helpful). Inevitably, therefore, there is, in all cases, heavy reliance on translation and explanation in Japanese.

Each series includes exercises of a very traditional type, involving, for example, translation, reordering, gap filling, and grammatical substitution. There is little evidence of much attempt to engage the learners in pair work and group work or in individual activities that genuinely involve the students' own lives, preferences and opinions. The few attempts that are made to include tasks and activities that are, in some sense, authentic, that is, that involve engagement with the material that is not purely linguistic in orientation, are very limited in type, under-developed and sometimes failing entirely (as in the case where both the questions and the answers are supplied in the context of what is presented as a guessing game). Little attention appears to have been paid to the importance of carefully structured revision and integration of new and known language. Even in the books intended for senior students, there is little variety of genres. Thus, while the inclusion of full colour illustrations and, in the case of *New Horizon English Course* and *New Crown English Series*, of many mini-dialogues makes these textbooks appear, at first sight, to be very different from textbooks of the past that were primarily grammar translation focused, the reality is that they are not so very different. Certainly, there is very little evidence of the orientation towards communicative language teaching that is recommended in the curriculum guidelines. The fact that these textbooks have all been approved by the Ministry of Education therefore raises issues about the Ministry's interpretation of communicative language teaching. The fact that the majority of the authors of these textbook are located in universities and specialize in language teaching methodology raises questions about the nature of the training courses that are made available to novice teachers.

As indicated in *Chapter 4*, the national curriculum is very far from clear about the overall approach that teachers are expected to adopt. On the one hand, it recommends a focus on commonly used language and day-to-day interaction; on the other, it provides lists of vocabulary and grammatical constructions, largely ignoring discourse features. It explicitly proscribes a traditional grammar translation approach and recommends that English be used for as much of the time

as possible in class. Even so, it advises teachers to use Japanese as the need arises, referring in particular to the possibility that they may need to use Japanese in providing grammatical explanations (which appears to be predicated on the assumption that they will continue to provide grammatical explanations and will do so in much the same way as they have done in the past). The only direct advice it provides about responding to any concerns they have about students' communicative abilities is to suggest that teachers speak simple English slowly, striving to make themselves understood, while offering no suggestions about how they should decide what type of English might be regarded as being suitably 'simple' in different contexts or precisely how they should strive to make themselves understood. It recommends using a variety of activities but provides no specific examples of activities that might be considered appropriate. In addition, nothing is said about ways of coping with classes in which there is considerable variety in terms of ability, existing proficiency and learning style preferences. Finally, in demonstrating the types of communication that might occur in class, it includes a range of artificial, formulaic, decontextualized dialogue snippets that seem to have provided a model for the artificial, formulaic, decontextualized mini-dialogues that now seem to play such a central role in those Ministry-approved textbooks from which Japanese teachers of English in schools are obliged to select.

What, I believe, we are seeing in these textbooks is a reflection of the uncertainties, contradictions and omissions that characterize the curriculum itself. In connection with this, it is important to bear in mind that all nine of those teachers who responded to the training-focused questionnaire indicated that they had received no advice on selecting textbooks during their training, five indicated that they had been given no information about evaluating textbooks and four that they had been given no information about using them. Bearing in mind the fact that the textbooks from which Japanese teachers are obliged to select (all of them Ministry of Education approved) would appear to be very similar in terms of overall approach, that most of the authors of these textbooks come from the university sector (the same sector that largely controls the pre-service training the teachers receive), and that at least some of the training courses available appear not to include any critical evaluation of textbooks, it is perhaps not surprising to find that the teachers involved in the survey reported in *Chapter 5* were largely uncritical of the textbooks they used and

that at least one of the two teachers who were interviewed (see *Chapter 6*) appeared to believe that problems experienced in relation to textbooks could be resolved by making a more appropriate selection from those that are available. Interestingly, while much is said in the literature (see *Chapter 2*) about the control that universities in Japan exercise by virtue of the impact of university entrance exams, little, if anything, is said about the control that universities exercise over language teacher training and textbook production and use. In connection with this, two comments made by participants in this research project are particularly interesting:

*It is difficult for younger teachers to point out mistakes made by older teachers.*

*At the pre-service teaching course I attended at a university, there were many lecturers who lectured about things that did not relate to English education rather than focusing on teaching. I think what is needed in tertiary institutions is a more practical approach. What I learned at university cannot be applied directly to my teaching now.*

## **Chapter 8**

### **A criterion referenced analysis of a sample of English lessons taught in Japanese secondary schools**

#### **8.1 Introduction**

This chapter represents a response to the final question underpinning this research project, a question that concerns what observation and analysis of a sample of lessons reveals about the overall teaching approach adopted by the teachers and the problems they face. It reports on the analysis of four English lessons taught in secondary schools in Japan in 2011 and 2012. There were four different teachers involved. All of them have completed one of a variety of pre-service training programmes that are officially recognised by the Japanese Ministry of Education and all have between eight and more than thirty years of experience of teaching English in secondary schools. The purpose of the analysis is not to evaluate individual teacher performance, but to identify the overall approach to English language teaching in each case. The chapter begins by discussing ethical and strategic considerations (8.2), outlining and discussing the nature of the focus points that have guided the reporting (8.3) and providing some background information about the teachers, schools and classes involved and the reasons for their selection (8.4). It then provides an analysis of each of the lessons (8.5) followed by an overview and conclusion (8.6).

#### **8.2 Ethical and strategic considerations**

There are many different ways in which classroom observation can be conducted and lessons can be analysed. So far as observation is concerned, there are a number of factors that need to be taken into consideration. The presence of a researcher in the room is bound, in itself, to alter the dynamics of the class to some extent and can distract and unnerve both the teacher and the students. When audio- and/or video recording equipment is used, the potential for disruption of the normal flow of the lesson is even greater. For this reason, some researchers prefer not to use any equipment other than paper and pen, using a checklist to help them keep a record

of some of the main events. This inevitably means that much of the class dynamics is lost and, in addition, means that there is no way of checking on the researcher's observations. On the other hand, releasing video recordings of lessons means that both teacher and students can be identified and raises many complex ethical issues. The decision I made was to use video recording equipment in order to capture as much of the classroom interaction as possible and ensure that I was not obliged to rely on memory. However, I also decided to transcribe the lessons from the video (see *Appendix 10: Lesson transcripts*), removing anything that could potentially identify any of the participants and including only the transcripts in my reporting, and retaining the video recordings in a safe, locked storage area of the university only for the minimum period required for the storage of research data and then ensuring that they would be destroyed. This meant that I could assure participants that they would remain anonymous but that I could also provide those with an interest in the research with an assurance that my observations were as accurate as possible. Even so, there remained a number of further ethical issues that needed to be considered. If this research had been conducted in some countries, I would have needed the written consent of the teacher and each of the students involved as well as that of the school principal and School Board members and the parents and/or caregivers of all students under a certain age (the age depending on the country). In Japan, however, schools are empowered—and expected—to make decisions on behalf of students and so only teachers, principals and School Boards (through principals) needed to be consulted. Even so, this inevitably took time and required verbal as well as written explanations of the purposes of the research. Thus, while I would have liked to have recorded and analysed more than four lessons, the constraints involved, including the limited time I was able to spend in Japan during the period of my PhD enrolment, made this impossible.

### **8.3 Introducing the focus points**

As Wang (2008, p. 174) observes:

Allwright and Bailey (1991, p. 28) note that “[what] happens in the classroom is crucial to language learning” and argue that observation of authentic classroom practice is necessary if teacher trainers are to provide training programs that meet the real needs of teachers. However, the

dynamics of a real classroom are immensely complex and it is therefore important for researchers to be clear about exactly what their objectives are in particular instances of classroom observation and, equally important, what they are not.

There is a considerable body of literature that aims to identify the characteristics of effective English language teachers.<sup>87</sup> Among the criteria identified are, for example, a high level of proficiency in English and the capacity to evaluate and adapt language teaching materials. Since it was not my intention here to attempt to evaluate the teachers involved and since only one lesson taught by each of the teachers was to be analysed, most of that literature was not directly relevant. It was, however, important to identify focus points that would help structure the analysis in ways that would highlight critical features of the overall approach adopted by each teacher and that allowed for links to be made with other aspects of this research project (the analysis of the national curriculum (*Chapter 4*), of selected textbooks (*Chapter 7*) and of data emerging from questionnaires and interviews (*Chapters 5 & 6*). In connection with this, I found the work of NeSmith (2012, pp. 226-268) to be particularly useful. On the basis of the analysis of a sample of Hawaiian language lessons, he sought to identify the extent to which developments in language teaching over the past few decades had impacted on the teachers involved, identifying twelve focus points around which his analysis was structured and linking each of them to literature on language teaching published over the preceding two decades<sup>88</sup>. These focus points were: *learning environment*, *achievement objectives*; *instructions*; *resources*; *texts, tasks and activities*; *communicative orientation*; *use of the target language, including appropriate grading by the teacher*; *concept introduction and concept checking strategies*; *treatment of errors*; *student contribution*; and *culture*. I have retained all of these (with the exception of

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<sup>87</sup> See, for example, Astor, 2000; Brown, 2001; Brumfit and Rossner, 1982; Cunningsworth, 1979; Hutchinson and Waters, 1987; Johnson, 2005; Met, 1989; Murdoch, 1994; Peyton, 1997; Tsui, 2003.

<sup>88</sup> The focus points identified by NeSmith are similar to criteria identified by Wang (2008). Both of these researchers were involved in the same overarching project as is this one - one in which several different PhD candidates have explored/ are exploring the teaching of a range of languages in a number of different countries. Adopting focus points similar to the ones they used had the additional advantage of facilitating overall comparison of the findings of different researchers working within the context of the same overarching research project.

‘communicative orientation’ and ‘culture<sup>89</sup>’) but have restructured them in a way that allows for those that are very closely related to be discussed in combination and in a way that leads into a concluding section in which an attempt is made to identify the overall approach (including the extent of communicative orientation) and methodology/methodologies. Thus, the focus points that are applied in this case are:

- **Focus point 1:** learning environment;
- **Focus point 2:** learning objective/s (i.e. achievement objectives);
- **Focus point 3:** lesson shape/structure;
- **Focus point 4:** teaching/learning materials and resources, including texts, exercises, tasks and activities;
- **Focus point 5:** classroom interactions (teacher-student, student-teacher and student-student), including use of English and Japanese, questions, instructions, explanations and response to errors; and
- **Focus point 6:** concept introduction and concept checking strategies.

***Focus point 1:*** learning environment

Howden (1993) refers to the importance, within the context of learner-centred approaches, of creating a learning environment that is safe, secure, culturally appropriate and attractive. There are many constraints on secondary school teachers in Japan in relation to the extent to which they can adapt the physical environment in which English lessons take place. Even so, there are strategies that they can employ to ensure that the environment is as attractive, culturally appropriate and conducive to language learning as possible. The extent to which they do so can provide some indication of their overall approach to language teaching and learning. Furthermore, as NeSmith (2012, p. 235) observes that “[a] safe and secure learning environment is essentially one in which learners are able to learn effectively” and “is therefore one in which all aspects of student behavior, including cooperation and

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<sup>89</sup> Although culture was considered in the context of the analysis of textbooks (see *Chapter 7*), it is omitted here because it is generally not possible to draw any conclusions about approaches to culture on the basis of single lessons.

collaboration in tasks and activities, are appropriately managed, and one in which students do not feel uncomfortable or threatened and can therefore safely experiment, making errors without fear of being ridiculed or undermined”. In this case, those aspects of the learning environment that relate to classroom interactions are considered in the context of *Focus point 5*.

***Focus point 2: learning objective/s***

A number of research-based publications, including, for example, Brindley (1984), Council of Europe (2001) and Richards (2001), have stressed the importance of clear specification of learning objectives, without which it is impossible for teachers or students to assess in any genuinely useful way what has been achieved. It is therefore important to determine, in each case, whether there is a clearly detectable learning objective, what form it takes and whether any attempt is made to ensure that the students are made aware of it.

***Focus point 3: lesson shape/structure***

While it is always important for teachers to be flexible and responsive to the emerging needs and interests of students, it is also important for lessons to be clearly structured so that students are adequately prepared in advance for the activities in which they are expected to engage and are aware of what is expected of them at different stages. While there are many different ways of shaping and structuring lessons and many factors that can impact on lesson structuring (see, for example, Graves, 1996; Johnson, 2003; Johnson and Houia, 2005; Murray and Christison, 2011; Nation and Macalister, 2010; Takurua and Whaanga, 2009), a lesson that is essentially unstructured can be confusing and frustrating for students and can result in a loss of focus and motivation. It is important, therefore, to determine whether there are clearly detectable stages in the lessons observed, the nature of these stages and the extent to which they contribute to the achievement of the learning objective/s.

***Focus point 4: teaching/learning materials and resources, including texts, exercises, tasks and activities***

There is a considerable volume of material on the nature, importance and evaluation of teaching and learning resources (see, for example, Tomlinson, 2013a, 2013b;

McGrath, 2012, 2013). However, as Edelenbos and Suhre (1994) have observed, different types of resources may be equally effective depending on the actual use that is made of them. It is important, therefore, not only to determine the nature of the resources used in the lessons observed but also the ways in which they are used, particularly bearing in mind the fact that there has been considerable emphasis in the past few decades on ensuring that language students are given access to a range of different genres and text-types (see, for example, Lin, 2010, pp. 151-158) and encouraged to engage in tasks and activities that involve using the target language “for a communicative purpose (goal) in order to achieve an outcome” (Willis, 1996, p. 23). The resources used in language lessons, the ways in which they are used and the activities in which students are invited to engage are all important indicators of the overall approach that underpins the lessons.

***Focus point 5: classroom interactions (teacher-student, student-teacher and student-student), including use of English and Japanese, questions, instructions, explanations and response to errors***

Driscoll et al. (2004, p. 40) note that “[a] fundamental pedagogic principle of MFL [modern foreign language] teaching involves the use of the target language for communication within the classroom” and this is something that teachers are urged to do in the Japanese national curriculum (see *Chapter 4*). The nature and extent of teacher-student, student-teacher and student-student interactions and the language/s in which these interactions take place is one of the most significant indicators of a teacher’s overall approach. Particularly important indicators are the amount of lesson time during which s/he talks (TTT–teacher talking time), the language/s he/she uses and the contexts in which it/they are used, and, in the case of the target language, the type of language used (see, for example, Thornbury and Slade, 2006). However, any attempt to do so can be problematic, particularly in cases where teachers spend most of the lesson time talking and do not carefully grade the language used (Luc, 1996; Wang, 2010). It is especially important that instructions should be clear, concise and comprehensible if students are not to become frustrated and confused. Accompanying behaviourism and the audio-lingual methodology that came to be associated with it was an emphasis on immediate and direct error correction. However, since the beginning of the 1970s (and particularly associated at that time with Selinker’s (1972) emphasis on inter-language), attitudes and

approaches to learner errors have changed fundamentally in the literature on language teaching.

***Focus point 6: concept introduction and concept checking strategies***

Reliance on translation as the primary means of introducing new language and checking on students' understanding of it is particularly associated with grammar translation (see 2.2.1). However, since the earliest introduction of the direct method, a whole range of concept introduction and concept strategies have been developed, including the use of real-world objects, pictures and drawings, pantomime and contextualized paraphrasing (see, for example, Krause, 1916; Workman, 2008).<sup>90</sup> Given the importance of using some or all of these strategies effectively if reliance on translation is to be avoided, the extent of their use is a critical indicator of overall teaching approach.

**8.4 Background information about the schools, teachers and students involved**

*Table 8.1* below provides some background information about the schools, teachers and students involved in the four lessons that are the focus of attention in this chapter.

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<sup>90</sup> Examples of concept introduction strategies include use of time lines (associated with tense/aspect combinations), use of truth lines (associated with probability), use of canes (associated with, for example, graded adjectives). A common strategy is to introduce concept questions (using known language) to narrow down the meaning of newly introduced language.

Table 8.1: The schools, teachers and students

	Type of School	The teacher	The students
<b>Lesson 1</b> January, 2013 (1 hr.)	Junior (Lower) secondary school in a city in the south of Japan	<b>Teacher A</b> Female, less than 10 years (approximately 8 years) of teaching experience	<b>Grades 1 &amp; 2 (combined): Junior High School.</b> Some had had almost one year, others almost 2 years of English language education at secondary school level when the lesson was recorded. Some had also had some English lessons at elementary school.
<b>Lesson 2</b> December, 2012 (1 hr.)	Junior (Lower) secondary school in a city in the south of Japan	<b>Teacher B</b> Female, more than 10 years of experience	<b>Grade 3: Junior High School.</b> Due to graduate from Junior High school 3 months after the lesson observed (when they would have had 3 years of English language education at secondary school level).
<b>Lesson 3</b> December, 2011 (1 hr.)	Upper secondary school in a city in the south of Japan	<b>Teacher C</b> Male, more than 30 years of experience	<b>Grade 3: Upper secondary school.</b> Due to graduate 3 months after the lesson observed (when they would have had 6 years of English language education at secondary school level).
<b>Lesson 4</b> December, 2011 (1 hr.)	Upper secondary school in a city in the south of Japan	<b>Teacher D</b> Male, more than 20 years of experience of teaching English	<b>Grade 3: Upper secondary school.</b> Same students as for Lesson 3—different teacher

## 8.5 Lesson analysis

All of the lesson transcripts are included in *Appendix 10 (Lesson transcripts)* and all of the teaching resources used in the lessons are included in *Appendix 11 (Teaching resources used in the lessons observed)*. My translations from Japanese into English are in *italic print* in round brackets.

### 8.5.1 Lesson 1: Grades 1 & 2 (combined)–Junior High School

#### 8.5.1.1 Background information

This class took place after school as one of the activities associated with the school's English Club. There were sixteen students, all female, from Grades 1 and 2 of Junior High School. Some had had almost one year, others almost two years of English language education at secondary school level when the lesson was recorded. Some had also had some English lessons at elementary school.

### 8.5.1.2 Lesson overview

The lesson started with a greeting in English from the teacher and the students (*0.25 minutes*). The teacher began with what she described as a game (a crisscross game) in which there was a series of questions and answers<sup>91</sup> largely involving use of the present simple tense in sentences with 1st or 3rd person subjects (*approx. 7 minutes*). She then indicated that the aim of the lesson was to be able to talk about the future (*approx. 1 minute*). Next, she reviewed (largely through the medium of Japanese) the use of the present simple (*approx. 1 minute*) and introduced sentences (with 1st and 3rd person subjects) involving the auxiliary 'will' (full form) through conversion from sentences involving the present simple or the simple past, explaining the meanings in Japanese while the students wrote the examples in their notebooks (*approx. 3 minutes*). In the next stage of the lesson, the teacher elicited sentences (or parts of sentences) including 'will', largely through a series of statements and questions in Japanese (but also using a series of pictures), drawing attention to aspects of structure such as the absence of 's' on the main verb (*approximately 8 minutes*). Next, some individual students were asked to fill in empty slots in sentences on the blackboard with appropriate words and the students were all asked to repeat these sentences in chorus after the teacher (*approx. 2 minutes*). The teacher then gave the students a handout on which were written seven correctly ordered Japanese sentences along with seven jumbled English sentences and asked to reorder words in the English sentences and match them with the corresponding Japanese sentences, checking as they worked (*approx. 7 minutes*). She then said each of the English sentences in turn, getting the students to repeat after her in chorus (*approx. 1 minute*).<sup>92</sup> Next, she reviewed the lesson in Japanese (*approx. 0.5 minutes*). The lesson ended with the teacher and the students farewelling one another in English.

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<sup>91</sup> The questions (teacher) and answers (students), largely in English but involving a considerable amount of Japanese, were about the weather, the colours and numbers students liked, whether they watched TV the day before, whether they were students, where they lived and how old they thought the teacher was, what they do every day.

<sup>92</sup> The worksheet the teacher was using includes two future forms: *will* + *base form of the verb*, and *'be going to'* or *'be + present participle'*, explaining the difference as follows:

1. 'be going to' is used to talk about things about which a decision has already been made.
2. 'will' is used for a spontaneous decision or when guessing about future conditions or actions (p. 40).

### **8.5.1.3 Focus point 1: Learning environment**

The room used for this after school English club activity was one of the regular classrooms of a lower secondary school<sup>93</sup>, a four-story building in the southern suburb of a city located in the south of Japan<sup>94</sup>. Individual desks were arranged in six rows, each with four individual desks, with chairs all facing the front of the classroom. There was space between the desks to allow freedom of movement between them. There were blackboards fixed to the wall at both the front and the back of the classroom. At the front of the classroom, in a central position, was a podium. The front wall (above the blackboard) was decorated with coloured papers, each one featuring a letter of the alphabet. Next to the front wall, beside the blackboard, were two cabinets. On one, there was a plastic Jack-o-lantern (inappropriate in relation to the season).

### **8.5.1.4 Focus point 2: Learning objective**

The lesson focus was on individual decontextualized affirmative 1st and 3rd person sentences containing the auxiliary verb ‘will’ with the base form of the main verb. The primary emphasis was on the form of these sentences and the fact that they referred to future time. Although the textbook used by the teacher focuses on some semantic differences between sentences containing the auxiliary ‘will’ and the semi-auxiliary ‘BE going to’, there was no reference in the lesson to particular contexts in which ‘will’ would be likely to be used. Furthermore, the ways in which some of the sentences containing ‘will’ were introduced in Japanese indicated that selection of the semi-auxiliary would have been more appropriate. The learning objective appears to have been to be able to convert decontextualized 1st and 3rd person affirmative sentences into sentences with future reference containing ‘will’ or to translate Japanese sentences with future time reference into grammatically well constructed sentences in English containing 'will' in response to cues referring to future time reference. The learning objective was, therefore, grammatically rather than functionally or communicatively oriented.

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<sup>93</sup> The lower secondary school is one of the 69 lower secondary schools in a city.  
<http://www.city.fukuoka.lg.jp/kyoiku-iinkai/kikaku/ed/itiranC.html#H> (last retrieved on 29 March, 2013).

<sup>94</sup> The population of the city is 1,496,046 (1 March, 2013).  
<http://www.city.fukuoka.lg.jp/soki/tokeichosa/shisei/toukei/jinkou/jinnkousokuhou.html> (last retrieved on 29 March, 2013).

### **8.5.1.5 Focus point 3: The lesson shape/structure**

The lesson sequence is indicated in the lesson overview above (8.5.1.2). The core stages were:

- review ( present simple);
- presentation ( 'will' + base form of verb in sentenced relating to the future);
- exercise (reordering jumbled sentences and matching them with translations); and
- review (focusing on structure).

There were no free practice stages.

### **8.5.1.6 Focus point 4: The teaching/learning materials and resources used (including texts, exercises, tasks and activities)**

The teaching/learning resources used in this lesson were a blackboard, a series of pictures that provided no indication of temporal reference (e.g. a picture of a boy asleep in a bed)<sup>95</sup> and a task sheet.<sup>96</sup> The teacher also used a timer to time students when they were doing exercises. The task sheet, taken from Tando (n.d), consisted of an exercise involving scrambled sentences in English including the auxiliary verb 'will' which students were expected to reorder and associate with one of a series of Japanese sentences (*see Appendix 11: Teaching resources used in the lessons observed*). This occupied approximately five minutes of lesson time and there was no textual focus.

### **8.5.1.7 Focus point 5: Classroom interactions (teacher-student, student-teacher and student-student), including use of English and Japanese, questions, instructions, explanations and response to errors**

The lesson was teacher centred, with approximately 82% and of the time being devoted to teacher talk and 13% of the time to student talk (12% answering the

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<sup>95</sup> The other pictures were: a girl jogging; a boy reading a book; three people playing cards around a table; a boy holding a knife and fork and sitting in front of a large cake.

<sup>96</sup> The teacher explained to the researcher after the lesson that she does not usually use a textbook when she teaches new grammatical items.

teacher's questions the remainder involving greetings and repetition of sentences). Of the teacher talking time, 25% was in English (including greetings and some instructions), and the rest was in a mixture of English and Japanese. A few minutes were spent on an exercise in which students reorganized jumbled English sentences and matched them with Japanese sentences. An example of the teacher's attempts to elicit sentences is included below followed by an example of the structural focus:

**Teacher:**           じゃ、次です。私のことは十分言いましたので、次は、えーとですね、誰にしようかな。(So, next. I have talked enough about myself. Well, who shall we talk about next?)  
[Holding up a picture of a boy sleeping in a bed] 「ケンくんです」(This is Ken.) これ、ケンくんです。(This is Ken.)  
ケンくんは今日は、10 時、10 時に寝ようかな?(Today, Ken is going to bed at 10, at 10 at night?) 10 時に寝るつもりです。(He is going to bed at 10.)  
英語で言うと?(How do you say this in English?) Ken...

**Some students:** will

**Teacher:**   Ken will...

**Some students:** go to bed...

**Teacher:**   「寝る」って英語で? (How do you say 'to go to bed' in English?) うん。(Right.) [to] go to bed...

**Some students:** at ten

**Teacher:**   at ten. ですね。(That's right.) Very good. (lines 515-535 of the transcript for Lesson 1 in Appendix 10)

**Teacher:**   [Writes 'subject' in Japanese on the blackboard and draws a square box beside it] いい? まずは、主語を書きますね。主語のヒントとなるものは、「～が」とか「～は」がつきますね。その後に、何かがあります。この四角の中、埋めてね。括弧うめです。(Alright? First, we write a 'subject'. The 'subject' is equivalent to the Japanese

*subject with particle ga, or wa. After that, you need to write something. Please fill in this square. Fill in the square.)*

動詞の原形ですね。(Then, you write the dictionary form of verbs.)

「原形」というのは何もつかない形です。「s」とか何もつかない形。(The dictionary form of verbs means you don't have to put anything. You don't need to put 's' [third person singular].) (lines 629-638 of the transcript for Lesson 1 in Appendix 10)

The teacher often used Japanese to elicit sentences in English (although the students often responded in Japanese):

**Teacher:** 今から出す、え～これ、書かんでいいけんね。(Now, I will say... Well, you don't need to write this down.) え～、今から出す、日本語、英語に直してください。(Now, I will say it in Japanese. Please translate it into English.) えっとですね、何にしようかな。(Well, what should I say...)  
私は…皆さん、いつも何する？(I... what do you do every day?)

**Student:** 学校に来ます。(I come to school.)

**Teacher:** 学校に来ます。学校に来て、ほか、何かもっとおもしろいことない？(You come to school. Then, what else? Do you do something interesting?)

**Student:** 遊びます。(I play.) (lines 168-179 of the transcript for Lesson 1 in Appendix 10)

The almost total absence of an orientation towards the students' real life concerns and interests is illustrated in the extract below:

**Teacher:** じゃあ、皆さんはテニスをしますね。 (*Well, you play tennis, don't you?*)

**Some students:** しません。 (*No, I don't.*)

**Teacher:** じゃ、いいです、テニスをしましょう。私は毎日テニスをします。 (*Well, that's fine, let's play tennis. I play tennis every day.*) これ、ちょっと、復習ですね。 (*This is a review.*) え～、復習ですけども、いきましよう。まず、この中で主語どれだ？ (*Well, although this is a review, let's do this. First, which one is the subject of the sentence?*)

**Students:** 私。 (*I.*)

**Teacher:** Very good. 英語で言うと？ (*How do you say it in English?*)

**Students:** I

**Teacher:** 「I」ですね。 (*Right, It is 'I'.*)  
その後訳すのはここね。 (*Then, we translate that part.*)

**Students:** Play.

**Teacher:** Play ですね。 (*Right, it is 'play'.*) Very good. で、何をやる？ (*Then, what do you do?*)

**Students:** テニス (*tennis*)

**Teacher:** テニスですね。 (*Right, you play tennis.*) Very good. (lines 184-204 of the transcript for Lesson 1 in *Appendix 10*)

Instructions were occasionally in English (see first example below) but more often in Japanese (see second example below):

Everyone, stand up. (line 64 of the transcript for Lesson 1 in *Appendix 10*)

じゃ、それ書くのやめてください。また書く時間あげますのでね。  
(*Please stop writing now. I will give you time for copying later.*) (lines 329-331 of the transcript for Lesson 1 in *Appendix 10*)

There were very few opportunities for student error in this lesson because very little was required of the students other than repetition of individual words or choral repetition of isolated sentences. However, where there was an error, the teacher immediately launched into an explanation in Japanese, ignoring some students' attempts to indicate that they knew the answer and moving away from the primary focus at one point.

**Students:** My father ... will ...

**Teacher:** うん。 (*That's right.*)

**Some students:** works

**Teacher:** ここ、ちょっと気になるよね。じゃあ、今度ここやりましょう。この「s」 どうしようかいな～ていうのを迷うけどと思うんだけど。

じゃあ、やってみましょう。 (*I guess you think what you should do here is include 's'. So, let's do some practice here.*)

これ、使おうね。 (*Let's use the same sentence.*)

**Some students (murmuring):** 消える (*It disappears.*)

**Teacher:** 消える？消そうか！そうなん。消えるんですね。

いい？この「s」消えちゃいます。これね、助動詞って言うんやけどね。皆さん、「can」とか知ってる？

「～できる」の「can」とか知ってる？ (*Does it disappear? Shall we remove it? That's right. It disappears. Okay? This 's' will disappear. This is called an auxiliary verb. Do you know 'can'? Do you know can which means to be able to do? (lines 432-459 of the transcript for Lesson 1 in Appendix 10)*)

On another occasion, the teacher rejected a perfectly acceptable response (which was not the one she had hoped for) and appeared to confuse the student with a lengthy intervention before he finally realized what was required.

- Teacher:** Did you watch TV yesterday?
- Student:** はい。 (*Yes.*)
- Teacher:** はい。 (*Please.*)
- Student:** えっと、 (*Well*) I did
- Teacher:** Did you... よ。 (*The question starts with 'did you'.*)
- Student:** Did you... I... did you?
- Teacher:** ん? (*Hmm?*)
- Student:** なんだ? (*What do I need to say...?*) I...
- Teacher:** Did you で聞かれたら Yes-No question。 (*You answer 'Yes or No' if you are asked with 'Did you...?'*)
- Student:** あ! (*Oh!*) Yes, I did.
- Teacher:** Yes, I did. Very good. (lines 69-80 of the transcript for Lesson 1 in *Appendix 10*)

#### 8.5.1.8 Focus point 6: Concept introduction and concept checking strategies

The only concept introduction strategy in evidence is translation:

- Teacher:** じゃ、今から私がこれを英語で言いたいと思います。  
いい? (*So, now I want to say this sentence in English. Okay?*) (lines 332-334 of the transcript for Lesson 1 in *Appendix 10*)

So far as concept checking is concerned, the teacher either asked for a translation into Japanese or simply uses a question such as 'Okay?' (generally not waiting for a possible negative response).

In the case of this lesson, the underlying learning objective may have been that the students should be able to use sentences containing the modal auxiliary verb 'will' in the context of future time appropriately. In fact, however, several factors militated against this objective. The first was that what the students were actually encouraged to do throughout the lesson was to convert decontextualized 1st and 3rd person affirmative sentences into sentences with future reference containing 'will'

or to translate Japanese sentences with future time reference into grammatically well constructed sentences in English containing 'will'. The second factor was that 'Be going to' rather than 'will' would have been more appropriate in several of the sentences used in the lesson, indicating that the teacher was uncertain about the semantic distinction between the two (although the textbook from which the lesson appears to have been derived did make that distinction). The focus was, therefore, on the production of grammatically correct sentence forms, with sentences in Japanese often providing prompts. Although the lesson was clearly structured, that structure included no space for student/student interaction or practice in using the structure introduced in appropriate context, student utterances being confined to choral repetition and one word responses (generally in Japanese) to the teacher's questions. The lesson was heavily teacher focused, with the teacher talking for 82% of the time, mainly in Japanese, and making no effort to engage the students in ways that related to their lives and interests. While there were few opportunities for student error, the teacher's response, where it did occur, was to provide a lengthy explanation in Japanese (sometimes moving away from the primary focus of the lesson) while ignoring the student's attempt to provide a correct response. In fact, there was one occasion on which a correct response was rejected, followed by a lengthy and confusing teacher intervention in a curious mixture of Japanese and English. Concept checking involved translation or a simple request that the students should indicate whether they understood.

## **8.5.2 Lesson 2: Grade 3–Junior High School**

### **8.5.2.1 Background information**

This class, which took place during the normal school schedule, involved thirty nine students who were due to take high school entrance examinations in less than one month in preparation for graduation to high school. When the lesson was recorded, the students had been learning English at least three years at lower secondary school and it is possible that some had also had some English lessons at elementary schools. The lesson was based on one unit from the textbook *Sunshine English Course 3* (Niisato et al, 2012).

### 8.5.2.2 Lesson overview

The lesson started with greetings in English (teacher, students and researcher), followed by an explanation in Japanese of reasons why sections of the lesson would be omitted (*approx. 1 minute*). This was followed by vocabulary checking,<sup>97</sup> involving thirty-four words which the students were expected to have memorised at home prior to the lesson. The teacher instructed the students to check their understanding in pairs, translating words from Japanese into to English (*approx. 2.5 minutes*). She then asked them to translate from Japanese into English twelve words taken from the list of thirty-four (*approx. 2.5 minutes*). Next, the teacher asked the students to consult a handout copied from the textbook. It included eighteen questions about vocabulary which they had been asked to answer at home before the lesson. The focus, apart from one question concerning anaphoric referencing, was on parts of speech and collocations and involved translation into English into Japanese or vice versa. Their task, guided by the teacher with extensive explanations and diversions in Japanese, was to check their answers in pairs (*approx. 10 minutes*). The teacher then read a seven sentence text (87 words) included in the textbook in segments of one or more words, getting the students to repeat each segment after he had read it, first with their textbooks open and then with them closed (*approx. 7.5 minutes*). The teacher then translated the passage into Japanese (in chunks of a few words at a time) while the students listened and took notes (*approx. 3.5 minutes*). The students were then asked to translate, in pairs, sections of the passage (*approx. 2.5 minutes*). Next, they were asked (in Japanese) to provide information (in Japanese) about Sierra Leone (a focus of the text) based on a classroom newsletter that they had read at some point before the lesson, much of the information being provided by the teacher herself (*approx. 2 minutes*). Next, the teacher played a YouTube video clip about the situation in Sierra Leone. The video clip was largely in Japanese, with, where English was spoken, Japanese subtitles (*approx. 6 minutes*). The students were then asked to identify the place in the text where reference is made to international cooperation and volunteering and then talk, in Japanese, about what a person who volunteers abroad most wants to provide by way of assistance (*approx. 2 minutes*). The teacher then provided the

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<sup>97</sup> A few minutes at the beginning of the lesson were spent on ‘*Obi gakushuu*’ (which literally means strip learning) in which students do particular things (vocabulary learning in this case) in each lesson throughout a whole term or year.

students with a handout including a letter from one of the characters in the text they had read earlier, indicating that they should read it—but interrupting their reading with (in Japanese) a reference to part of the text, a question about what the students considered most important (with no pause for a response), an indication of what she herself considered most important (*approx. 2 minutes*). She then showed the students a picture story board (with English writing), created by the teaching assistant, that indicated what he considered most important and discussed it in Japanese, suggesting that they might like to create one of their own (*approx. 3 minutes*). The lesson ended with some information, in Japanese, about the country (New Zealand) where the researcher was mainly located at that time and a farewell greeting in English (*approx. 1 minute*).

### **8.5.2.3 Focus point 1: Learning environment**

This lesson took place in one of the classrooms (devoted to the teaching of English) of a four-storey lower secondary school<sup>98</sup> located in the centre of a city in the south of Japan<sup>99</sup>. Individual desks were arranged in six rows (with spaces between every two desks), each with six or seven desks facing the front of the classroom. There was a space between the rows to allow freedom of movement between them. However, the spaces were not sufficient to allow the students to move around freely. At the right hand side of the classroom, there were two doors leading to the corridor with windows between them; at the left hand side of the classroom, there were windows. There was a blackboard fixed to the wall the front of the classroom (beside which were spaces for notices) and another at the back (where it, and boards besides it, were decorated with cards, posters and craft from South Korea (with which the school has an active relationship). At the back of the room were Christmas cards and decorations. At the front of the classroom, in a central position, was a podium. A computer and projector were set up on the podium and a screen hung in the centre of the front blackboard. Throughout the lesson, the students remained seated.

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<sup>98</sup> The lower secondary school is one of the 69 lower secondary schools in a city.  
<http://www.city.fukuoka.lg.jp/kyoiku-iinkai/kikaku/ed/itiranC.html#H> (last retrieved on 29 March, 2013).

<sup>99</sup> The population of the city is 1,496,046 (1 March, 2013).  
<http://www.city.fukuoka.lg.jp/soki/tokeichosa/shisei/toukei/jinkou/jinnkousokuhou.html> (last retrieved on 29 March, 2013).

### 8.5.2.4 Focus point 2: Learning objective

The reading text included in the textbook appears to focus on future time expressed through:

- the modal auxiliary ‘will’ + verb +/- to + verb (will continue to collect . . . ; will help people learn . . . );
- the semi-auxiliary ‘wants’ + infinitive (wants to show); and
- verb ‘to be’ or adjective + infinitive (is to train; willing to work);

This focus was not evident in the lesson where there was no clear learning objective other than, it seems, learning, through translation, the meaning of whatever words and expressions that appeared in the reading text. The vocabulary included in that text was translated into Japanese and the sentences included in the text were cut into phrases and translated into Japanese. For example:

‘In two thousand four’

「2004 年」

‘Mr. Yamamoto started a group’

「山本さんはグループを一つ始めました」

‘called “Earth the Spaceship”’

「宇宙船、宇宙船地球号と呼ばれています」

‘One of its goals’

「その目指す物の一つには」

‘is to train people’

「人々を訓練することです」

‘who are willing to work’

「働くことを喜びとする」

‘for the good of the world’

「世界を良くするため」

‘He wants to show’

「彼は示したい」

‘some ways’

「いくつかの方法を」

‘that will promote’

「そのいくつかの方法は促進するでしょう」

‘meaningful international cooperation’

「真の国際協力を」

‘He will continue’

「彼は続けるでしょう」

‘to collect children’s pictures’

「子供たちの絵を集めることを」

‘for a big art event project’

「大きな芸術の催し物の計画のために」

‘The project will help people’

「そのプロジェクトは人々を助けるでしょう」

‘learn about’

「学ぶことについて、学ぶことに」

‘the differences’

「違いについて」

‘in the world’

「世界の」

‘from children’s points of view’

「子供たちの観点から」

‘What is the most important thing to you?’

「あなたにとって最も大切なものは何ですか。」

‘Please think about it for a while.’

「しばらく考えてみてください。」 (lines 606-658 of the transcript for Lesson 2 in *Appendix 10*)

Although part of the focus of the lesson appears to have been on reading, there was no specific instruction in reading skills (the primary emphasis being on coral repetition of text segments).

### 8.5.2.5 Focus point 3: The lesson shape/structure

The lesson sequence is indicated in the lesson overview above (8.5.2.2). The main stages were:

- vocabulary review focusing on translation of lexical items;
- translation of a text with choral repetition and a focus on parts of speech;
- viewing a video clip in Japanese relating to the topic of the reading text;
- discussion, in Japanese, of an aspect of the reading text (reasons for doing voluntary work); and
- attempt, in Japanese, to link topic to lives of the students through teacher's reflections on what matters to her, introduction of a story board created by a teaching assistant and questioning designed to encourage students to reflect on their own priorities.

An indication of the nature of the focus of the main segment of the lesson is provided in the following extract:

- Teacher:** 方法。オッケー。方法。はい。「international」は…  
(Student M's name). さん。品詞何かな？  
「international」、「al」で終わるのは何やったかな。  
*(Ways, Okay. ways. Then, what is 'international',  
(Student M)? What is this part of speech? What is the word  
ending with 'al'—international?)*
- Student:** 形容詞 (adjective)
- Teacher:** 国際的な。さあ、「国家の」という意味は、  
皆さんのお家にはこの製品がありますか。  
*(International. Well, what does 'national' mean? Do you  
have these products in your homes?)*
- Student:** あります！ *(Yes, we do.)*
- Teacher:** Oh, do you?
- Students:** はい！ *(Yes!) 結構ありますよ！ (We have quite a lot!)*
- Teacher:** 本当ですか？ じゃ、「国家の」という意味になった

ら、「international」国際的な、内側ですね。「国家の」  
って言ったら、どういう意味ですか。(Student N's  
name)くん、「国家の」

*(Wow, really? So, if this means 'national', it appears inside  
of 'international'. What does this 'national' mean, (Student,  
N)? 'National')*

**Student N:** Japan

**Teacher:** え？なるほど。「国家の」、それは「日本」ですよ。  
「国家の」。調べてきた？誰か？「国家の」調べてき  
た？*(What? I see. National'. What you said is Japan This  
is National. Has anyone looked up National? Have you  
looked it up?)* (lines 286-313 of the transcript for Lesson 2  
in Appendix 10)

There were no free practice stages.

#### **8.5.2.6 Focus point 4: The teaching/learning materials and resources used (including texts, exercises, tasks and activities)**

The resources used in this lesson were a textbook (and a text included in the book), a spiral learning sheet (from the workbook accompanying the textbook), a handout for the 'strip learning' of vocabulary, a notebook computer with a projector to show a YouTube video clip and a picture board made by a native English speaking teaching assistant. In addition to checking answers in pairs, repeating text segments (while reading and with textbooks closed) and answering the teacher's questions (often in Japanese), the only activities in which the students were involved were watching a Japanese video clip and looking at a story board.

#### **8.5.2.7 Focus point 5: Classroom interactions (teacher-student, student-teacher and student-student), including use of English and Japanese, questions, instructions, explanations and response to errors**

Approximately three quarters (75%) of the lesson was devoted to teacher talk and ten per cent (10%) to watching a video clip in Japanese. Apart from a few occasions

when students were invited to answer teacher-directed questions individually<sup>100</sup>, students' utterances were confined to greetings and choral repetition and some responses to the teacher's questions (often in Japanese). Of the 75% of the lesson time devoted to teacher talk, only approximately 20% was in English, of which almost half involved repetition of English words and expressions appearing in the reading text, the remainder including greetings, some instructions and praise. Translating from English to Japanese or vice versa took up a large part of the lesson, with approximately six minutes altogether (at four different times) being allocated to pair work (involving checking answers involving translation).

Questions and explanations were largely in Japanese—see two examples below:

集める。品詞は？ (*To collect. What is the part of speech?*) (line 348 of the transcript for Lesson 2 in *Appendix 10*)

医者や看護師を育てていくこと。そして、今言ったような、子供たちにそういうことが、戦争って恐ろしいことなんだよって知らないからしているわけよね。そういうことを教育して行って教えたいのね。  
(*To nurture doctors and nurses. Then, he wants to tell and educate children, as I told you just before, children who don't know the reality of war they participate.*) (lines 862-868 of the transcript for Lesson 2 in *Appendix 10*)

Instructions were in Japanese most of the time (see the first example below), occasionally in English (see the second example below), and sometimes in a mixture of Japanese and English (see the third example below) or in English followed by Japanese (see the fourth example below).

**Teacher:** もうちょっと、早く言える？ (*Can you speak more quickly?*) (line 52 of the transcript for Lesson 2 in *Appendix 10*)

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<sup>100</sup> 26 individual students were invited to give answers by the teacher and 25 individual students actually gave the answers.

**Teacher:** Okay, everyone, please stop. (line 43 of the transcript for Lesson 2 in *Appendix 10*)

**Teacher:** はい、では (*Well, then*). Please open the textbook. (line 22 of the transcript for Lesson 2 in *Appendix 10*)

**Teacher:** Okay, I'll say it Japanese, you say it in English. Please check with your partner. I will give you two minutes.

2分あげますね。ね。例えば、〇〇さんが、「来週」と言ったら、〇〇が、「next week」、言えるかな、と。先生と一緒にいくつできるかなと思っていますので。2分間、隣のペアの人とやってください。 (*I will give you two minutes, well, for example, if (student's name) says 'next week [in Japanese]' then, (another student next to the previous student) says 'next week'. How many [words] can you say [in English] with me? Please work with your neighbour in pairs for two minutes.*) (lines 28-38 of the transcript for Lesson 2 in *Appendix 10*)

There were few opportunities for the students to make errors in English in this lesson. On the few occasions when they did so, the teacher tended to repeat the incorrect form with interrogative intonation and provide a Japanese translation of the correct response followed by a lengthy lead-in to re-eliciting the correct form from the class as a whole:

**Teacher:** I say Japanese. You change English, okay? 「今年」 (*this year*)

**One student:** every year

**Teacher:** もうちょっと、早く言える? (*Can you speak more quickly?*)

Every year? 「今年」よ。 (*It's this year.*) A happy new...?

**Students:** year

**Teacher:** ‘year’の year 今年の「今年」の「今」って何を使うんやった？ (*Use year in [happy new] year. What do you need to use for ‘this’ of this year?*)

**Students:** this... year (lines 47-60 of the transcript for Lesson 2 in *Appendix 10*)

### 8.5.2.8 Focus point 6: Concept introduction and concept checking strategies

As she translated English words and phrases into Japanese, the teacher made the following observation (in Japanese): *So if you listen to me, I am sure you will gradually grasp the meanings.* Translation was the only concept introduction strategy in evidence. So far as concept checking is concerned, the teacher often simply asked the whole class whether they had understood, using words and expressions ‘いいでしょうか (*Alright?*)’, ‘いいですか (*Okay?*)’ in Japanese or ‘*Okay?*’ in English. As in the following example, she did not pause after asking whether the students had understood:

はい、それでは、続きました教科書のおおまかな内容は理解できましたか。大丈夫ですか。はい、じゃあですね。 (*Okay, it’s good for now. Have you grasped the meaning roughly? Alright? Well, then, next.*) (lines 675-678 of the transcript for Lesson 2 in *Appendix 10*)

In this lesson, the physical environment did not reflect in any way the subject being taught/learned. While the textbook unit that appeared to underpin the lesson (and from which a reading text used in the lesson was drawn) had a particular grammatical focus, this was not evident in the lesson itself. In fact, the lesson focus, where it was something other than learning about Sierra Leone in Japanese, was on learning, through translation, the meaning of words as they occurred. The lesson was heavily focused on translation (provided by the teacher). While the lesson had a number of stages, there appeared to be no sense of overall unity, with the teacher appearing, for much of the time, to have lost sight of the fact that the lesson was intended to be a lesson in English rather than social studies. The lesson was heavily teacher dominated, with the teacher talking for approximately 75% of

the time (only approximately 20% of which was in English) and a further 10% being devoted to watching a video in Japanese with English subtitles. Much of the lesson was devoted to translation and the only pair work in which the students took part (for approximately 6 minutes) involved checking one another's answers. Instructions were mainly in Japanese or a combination of Japanese and English. Where errors occurred, the teacher tended to repeat them before providing a correct response and then getting the class to chorus that response. Translation was the only concept introduction strategy in evidence and concept checking often simply involved asking the whole class whether they had understood (without necessarily pausing for a response).

### **8.5.3 Lesson 3: Grade 3–Senior High School**

#### **8.5.3.1 Background information**

This class involved thirty four students who were due to take university entrance examinations and graduate from high school three months after the lesson was observed. The lesson observed was part of a writing unit and was based on a section of the textbook—*World Trek English Writing* (Tokyo: Kirihara Shoten).

#### **8.5.3.2 Lesson overview**

The session started with a check on school uniforms.<sup>101</sup> The students and teacher then greeted one another (in English, French and Japanese). The teacher began the lesson by providing the students with 15 Japanese sentences (some of which were in 2nd or 3rd conditional form)<sup>102</sup> along with their English translations and, sometimes, comments on these sentences, and asking them to write the English translations (with which they were already familiar), to check what they had written

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<sup>101</sup> The homeroom teacher explained that this was because students are expected to be appropriately dressed when they attend interviews that are part of the examination for entry to tertiary education.

<sup>102</sup> The English translations were: *It is very kind of you to say so; If I were single, I would marry you; If I had come early, I could have seen you; Had you come earlier, you could have met her; But for your help, I couldn't have succeeded; My wife is anything but a good cook; He is the last man to tell a lie; I never see this picture without thinking of my school days; Little did I dream of such happiness; It was not until today that I missed my purse; A heavy snow prevented me from going out; My stereo is out of order; The garden is white. It must have snowed last night; The man was seen to run out of the house; I remember seeing Hikaru in Tokyo last month.*

with their neighbours and to hand in their writing (*approx. 11 minutes*).<sup>103</sup> He then asked the students to open their booklets and proceeded to conjugate thirty-one irregular verbs (present-past-past participle-present participle) that were included in the booklets, getting the students to repeat after him as they read (*approx. 2.5 minutes*). The students were then instructed to open their textbook (*World Trek English Writing*, Tokyo, Japan: Kirihara Shoten) at page ninety and the teacher repeated, with comments, the rules regarding second and third conditionals found there as well as three translated sentences included in the book, asking two students to answer two questions which involved changing a verb form (*approx. 7 minutes*). Next, the teacher began a review of first and second conditional sentences by asking students to respond to questions about events in the past and then asking them to change their responses into second and/or third conditional form (*approx. 23 minutes*). During this section of the lesson, the teacher provided a series of prompts and comments. The students were then asked to copy a conditional ‘rule’ and two sentences from the board before returning to the textbook and doing two questions from an exercise that involved inserting the correct verb forms into conditional sentences. The teacher also asked the students to translate these sentences into Japanese and attempted to explain in English the meanings of the English sentences (*approx. 11 minutes*). Finally, he reviewed, in Japanese, what had been done in the lesson (*approx. 1 minute*). The lesson ended with thanks from the teacher in English and from the students in Japanese.

### **8.5.3.3 Focus point 1: Learning environment**

The room used for this class was one of the classrooms of an upper secondary school, a three-story building in the suburbs of a city located in the south of Japan. The individual desks were arranged in six rows, each with six desks, all facing the front of the classroom. There was a space between desks but the students’ bags and belongings were placed there, making movement among the desks difficult. At the right hand side of the classroom were two doors leading to a corridor; at the left hand side of the classroom were windows. There was a blackboard fixed to the wall at the front of the class (beside which were spaces for notices) and another at the

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<sup>103</sup> All of the students had a booklet that included homework exercises in the form of Japanese sentences with English translations. Each lesson begins with a ‘test’ of these memorized sentences. This is what was involved here.

back. At the front of the classroom, in a central position, was a podium. Throughout the lesson, students remained seated. There were no posters or decorations of any kind in the room.

#### **8.5.3.4 Focus point 2: Learning objective**

The lesson focus was largely on conditional constructions (Type III). An example included in the textbook is:

If I had locked my bicycle, it would not have been stolen.

Unfortunately, the textbook also included in the relevant chapter, sentences which were referred to as conditional but which are, in fact, counterfactual manner constructions. These constructions, which include 'if', have a very different meaning:

He treats me as if I were his own child.

He talks as if he had been to the Sahara.

The learning objective appears to have been that the students should be able at the end of the lesson to write decontextualized third conditional sentences (positive and negative) using a series of thirty-one irregular verbs whose conjugation (present simple; past simple; past participle; present participle) they were required to repeat during the lesson. This objective was, however, complicated by (a) the inclusion of contrafactual manner constructions, (b) the teacher's references to the fact that it was not always necessary to use the past form of the verb in the main clause of third conditional constructions, and (c) the fact that only two of the irregular verbs whose conjugations were repeated in chorus appeared in conditional sentences used in the lesson.

Although the textbook used was designed specifically for writing practice, the only writing in which the students engaged involved a few decontextualized sentences.

### 8.5.3.5 Focus point 3: The lesson shape/structure

The lesson sequence is indicated in the lesson overview above (8.5.3.2). The main stages were:

- writing English translations of Japanese sentences;
- verb conjugation (repeated from textbooks);
- rules relating to the construction of 2nd and 3rd conditional sentences;
- changing simple past tense sentences into conditional ones; and
- lesson review (in Japanese).

It is relevant to note here that (a) an exercise involving third conditional sentences preceded the one involving second conditional sentences, (b) only two of the irregular verbs whose conjugations were chorused were subsequently used in conditional sentences, and (c) there was no stage during which students were invited to practice using conditional sentences in genuinely communicative contexts.

An indication of the nature of each of the first four main lesson segments is provided in the examples below.

*First lesson segment:*

**Teacher:** そう言ってくださって、どうもありがとう。<sup>104</sup>  
Start with the sentence with 'It'. It でやるの (*Use it*).  
えー。(Well....) Polite expression, okay? (lines 36-40 of the transcript for Lesson 3 in *Appendix 10*)

*Second lesson segment:*

**Teacher** (reading): begin-began-begun-beginning  
**Students** (reading): begin-began-begun-beginning  
**Teacher** (reading): break-broke-broken-breaking

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<sup>104</sup> The translation of this sentence that the students were expected to supply is: *It is very kind of you to say so.*

**Students** (reading): break-broke-broken-breaking (lines 135-138 of the transcript for Lesson 3 in *Appendix 10*)

*Third lesson segment:*

**Teacher:** So, oh! It's 假定法過去 (*the second conditional*). So you change the verb into 'knew', okay? So 'If I knew Meg's e-mail address', and in the later part 'can send' changes into 'could send', 'I could send her an e-mail', okay? (lines 232-238 of the transcript for Lesson 3 in *Appendix 10*)

*Fourth lesson segment:*

**Teacher:** Okay, next one. Student A, let's have some reviewing. How many hours did you... sleep last night? Come on - last night. How many hours?

**Student A:** I sleep

**Teacher:** You?

**Student A:** studied

**Teacher:** Studied? oh, studied! Okay. Okay, you change the question. You studied. I asked how many hours did you, eh... sleep, but okay, you studied...

**Student A:** studied English

**Teacher:** English! Are you sure? You are joking!

**Student A:** English . . . yesterday

**Teacher:** Okay, anyway, yesterday . . . English yesterday. Okay, anyway, yesterday. So, I will ask you, how do you feel now? Not yesterday at that time. Now!

**Student A:** I felt

**Teacher:** No, now. This, the past tense. So present tense.

**Student A:** I feel

**Teacher:** I feel? How do you feel now? You studied English, eh?

**Student A:** It's fun.

- Teacher:** Ah, no... It's not fun. Other expression. I feel...
- Student A:** I feel fun.
- Teacher:** Can't use fun. I feel terrible? Terrible? Relieved? Relieved?  
Happy?
- Student A:** happy
- Teacher:** Happy! Happy...happy... Okay, anyway, change the mood.
- Student A:** If I... had not studied... English yesterday... comma...
- Teacher:** Thank you.
- Student A:** I would not
- Teacher:** Be careful. I would not be...
- Student A:** Be? Be.
- Teacher:** Been, be, which one?
- Student A:** be
- Teacher:** be Ah, sorry! Use 'feel'. So feel or be...
- Student A:** happy
- Teacher:** happy. Okay. 'Not' here. So 'not' here. Okay?  
私はきのう英語を勉強しました。 (*I studied English yesterday*)  
だから今安心です。幸せです。 (*so I feel safe, I am happy*)  
いいね。 (*That sounds good.*) で (*and*) Change the mood.  
もしきのう英語を勉強しなかったら、 (*If I had not studied yesterday,*) 今ハッピーじゃないでしょう。  
(*I would not be happy now.*) ね。 (*Would I?*) (Teacher's name) scolds you. Tells you, off! Okay? ということになります。 (*That is how it is.*) But, you know the difference?  
You know?
- Teacher:** [pointing to sentences on the blackboard] As these sentences, no difference, but these two sentences, okay? Look at them very carefully. You feel the time lag time difference.

Okay? Here. [writes ‘仮過完’ on the board] 假定法過去完了(*the third conditional*). [writes ‘仮’ on the board] 假定法過去完了(*the third conditional*). Here, this sentence. [writes ‘仮過完’ on the board] 假定法過去完了(*the third conditional*). But, this sentence is [writes ‘仮’ on the board] . . what?

**Student A:** 假定法過去 (*The second conditional*)

**Teacher:** 過去! (*The second*) Okay. So, you feel the time difference. You see? (lines 451-573 of the transcript for Lesson 3 in *Appendix 10*)

The example above demonstrates what can happen when too much grammatically disparate material is covered in a single lesson and without sufficient reference to context and meaning.

#### **8.5.3.6 Focus point 4: The teaching/learning materials and resources used (including texts, exercises, tasks and activities)**

The resources used in this lesson were: a blackboard, a booklet which includes English sentences with Japanese translations (to be memorized) and sections from a textbook. The only exercises involved reproducing translations that had already been memorized and the only tasks involved choral repetition and attempts to produce simple past tense constructions and transform them into conditional constructions.

#### **8.5.3.7 Focus point 5: Classroom interactions (teacher-student, student-teacher and student-student), including use of English and Japanese, questions, instructions, explanations and response to errors**

The lesson was teacher-dominated, with teacher talking time (mainly in English) occupying approximately 80% of the lesson time. The only student-student interaction involved checking one another's work. Student talking time was devoted largely to choral repetition and some attempts (generally unsuccessful) to respond to the teacher's questions. The teacher's explanations and instructions were often

confusing (see example in 8.5.3.5 above) and his English was sometimes inaccurate (see three examples below):

Okay? It's a good practice for you to understand a relation between a spellings and a pronunciation. Okay? (lines 198-201 of the transcript for Lesson 3 in *Appendix 10*)

Otherwise, you be in the hole. (line 587 of the transcript for Lesson 3 in *Appendix 10*)

Never fail to handed in. Everyone must handed in. (lines 123-124 of the transcript for Lesson 3 in *Appendix 10*)

So far as error correction is concerned, the teacher's preferred strategy was to repeat the error followed by a critical comment in the hope that the student would self-correct:

**Student:** had gone, he . . . would . . . been

**Teacher:** would been? Terrible!

**Student:** would have been in time for the meeting. (lines 304-308 of the transcript for Lesson 3 in *Appendix 10*)

**Student:** very fun...

**Teacher:** very fun... no, no... You can't use 'fun' in here. You can't. You felt? Any adjective will be okay.

**Student:** excite...

**Teacher:** excite? You watched a comedy and excite? Huh? Excite... Which, 'ed' or 'id' form? I... huh? Little clear?

**Student:** excited (lines 371-385 of the transcript for Lesson 3 in *Appendix 10*)

In some instances, a prompt (see first example below) or the correct form (see second example below) were provided:

**Teacher:** So, I will ask you, how do you feel now? Not yesterday at that time. Now! I...

**Student:** I felt...

**Teacher:** No! Now! This, the past tense. So present tense.

**Student:** I feel... (lines 474-483 of the transcript for Lesson 3 in *Appendix 10*)

**Teacher:** Could you do number one?

**Student:** He trea... treat.... (the initial /t/ was pronounced /tə/)

**Teacher:** Not, /tə/, /t/, /tri:t/.

**Student:** /tri:t/ (lines 682-685 of the transcript for Lesson 3 in *Appendix 10*)

#### **8.5.3.8 Focus point 6: Concept introduction and concept checking strategies**

No effective concept introduction and concept checking strategies were in evidence. In fact, the teacher often simply asked the students whether they had understood (using words and expressions such as *Okay?* or *Got it?*). Sometimes he asked whether students had any questions, apparently assuming they had understood if they did not formulate a particular question at that point:

**Teacher:** Student B, do you have any questions?

**Student B:** No.

**Teacher:** No, you have no questions. (lines 277-280 of the transcript for Lesson 3 in *Appendix 10*)

**Teacher:** Any questions?

**Student C:** No. (lines 324-325 of the transcript for Lesson 3 in *Appendix 10*)

**Teacher:** Any questions (to the whole class)?

Any questions (to the whole class)?

**A student:** No. (lines 344-346 of the transcript for Lesson 3 in *Appendix 10*)

**Teacher:** Student E, any questions?

**Student E:** No.

**Teacher:** No, so far, so good. (lines 347-349 of the transcript for Lesson 3 in *Appendix 10*)

In this case, the fact that the focus moved from the construction in question to the conjugation of a large number of irregular verbs created difficulties which were compounded by a major error of grammatical and semantic classification (which originated in the textbook used) and the fact that the teacher's instructions, explanations and comments were often confused and, presumably, also confusing. The lesson was conducted in a classroom that in no way reflected the subject being learned. It was teacher dominated, with the teacher talking for approximately 80% of the time. Although much of the teacher talk, except for translations, was in English, there were errors in the English used and little genuine attempt was made to check whether the students understood what was being said. The learning objective appears to have been that the students should be able, by the end of the lesson, to write decontextualized third conditional sentences, both positive and negative, using any of the thirty one irregular verbs they were asked to conjugate during the lesson. There were several of what appeared to be major barriers to learning and understanding. First, some of the sentences referred to during the lesson (which appeared in the textbook unit from which the lesson was drawn) contained contrafactual manner adverbials rather than the third conditional. Secondly, only two of the verbs conjugated during the lesson (repeated in chorus) were actually used in example sentences. Thirdly, the teacher observed that it was not always necessary to use the past form of the verb in the main clause (presumably referring to contrafactual manner constructions rather than third conditional ones). Finally, no attempt was made to encourage the students to use the construction that was the main focus of the lesson in any meaningful contexts. The only concept introduction strategy observed was translation and concept checking simply involved asking the students whether they had understood or whether they had any questions.

## **8.5.4 Lesson 4: Grade 3–Senior High School**

### **8.5.4.1 Background information**

The students and circumstances were the same as those in Lesson 3 but the teacher was different.

### **8.5.4.2 Lesson overview**

The lesson started with a greeting followed by a brief meditation (*approx. 10 seconds*). The main part of the lesson began with listening practice: the students listened once to short dialogues on CD and selected appropriate responses to questions about each from a list of possible responses (*approx. 4 minutes*) and then exchanged answer sheets for correction (*approx. 1 minute*). The teacher then discussed each dialogue in Japanese, providing a translation of a large part of each of them (*approx. 15 minutes*). Next was a reading section that began with vocabulary checking, the teacher providing Japanese translations and indicating parts of speech. During this section, eight students were invited to provide responses to questions (*approx. 9 minutes*). The teacher then played a CD for that section once and then said each sentence with the whole class repeating after him (*approx. 10 minutes*). Next, he played the CD again and then asked thirteen students to read aloud one sentence of the text each (*approx. 5 minutes*). Next, he asked two questions from the textbook (in Japanese) relating to the text and two students were asked to write the answers in Japanese on the blackboard. This was followed by further explanation and comment by the teacher (*approx. 6 minutes*). The lesson ended with a farewell greeting (*10 seconds*).

### **8.5.4.3 Focus point 1: Learning environment**

This class took place in the same school as *Class 3 (Lesson 3)* but with the different teacher. The textbook used was *Exceed English Reading 予習サブノート [Sub-Prep notebook]* (Sanseido, 2007).

### **8.5.4.4 Focus point 2: Learning objective**

The lesson focus was on listening comprehension and reading comprehension. There were four short listening dialogues, each involving a shop assistant and a customer in four different situations. The students were given one question relating to each dialogue and asked to choose one appropriate answer out of three. In the

reading section, the focus was on (a) vocabulary (translated by the teacher), (b) chorus and individual repetition by the students; and (c) translation and explanation (by the teacher). It is difficult to identify any specific learning objective other than, possibly, memorization of vocabulary and expressions associated with shopping and eating out.

#### **8.5.4.5 Focus point 3: The lesson shape/structure**

The lesson sequence is indicated in the lesson overview above (8.5.4.2). The core stages were:

- listening comprehension;
- teacher translation;
- reading comprehension (including vocabulary checking, teacher translation and a focus on parts of speech);
- listening and speaking (involving repetition and two comprehension questions); and
- teacher translation and explanation.

#### **8.5.4.6 Focus point 4: The teaching/learning materials and resources used (including texts, exercises, tasks and activities)**

The resources used in this lesson were a CD containing a series of short dialogues and a reading text a blackboard, a double-sided handout for listening comprehension and a single-sided handout involving (a) translating English words and phrases into Japanese, and (b) answering comprehension questions (provided in Japanese) in Japanese. for a section from a textbook (Section 3, *Exceed English Reading 予習サブノート [Sub-Prep notebook]*, Tokyo, Japan: Sanseido).

#### **8.5.4.7 Focus point 5: Classroom interactions (teacher-student, student-teacher and student-student), including use of English and Japanese, questions, instructions, explanations and response to errors**

The lesson was teacher centred, with approximately 84% of the time being devoted to teacher talk and 16% to student talk (3.8% answering the teacher's questions and the remainder repeating sentences). Much of the teacher's time was spent translating into Japanese and providing explanation and commentary in Japanese

(sometimes confusing and/or misleading) of grammar and vocabulary. Throughout the lesson, the students remained seated and only selected students responded to questions. Although most of the lesson was conducted in Japanese, praise was sometimes given in English or in a combination of English and Japanese:

**Teacher:** Good. (line 1107 of the transcript for Lesson 4 in *Appendix 10*)

**Teacher:** Student J、いいでしょう。(line 1115 of the transcript for Lesson 4 in *Appendix 10*)

**Teacher:** Very good. いいですね。(Good.) (lines 1125-1126 of the transcript for Lesson 4 in *Appendix 10*)

Two examples of the teacher's explanation/commentary are provided below:

‘Division’ というのを使うのはスポーツの世界、特にアメリカのスポーツは多いですね。えー、Division ごとのプレーオフという言い方をしますが、なので、分割された区域や地域、えー、リーグの中の組織を表す場合もあります。‘division’ といったら。‘Divisional play-off’ という言い方もありますが、division ごとですね。とか、時期的なものを指す場合もありますが、多いのはだいたい地域を分割するというようなことが多いですね。それから、製図とかいろんな道具で divide するための道具、divider というのもありますが、これはちょっと、製図をやっている人はそういう道具があります。コンパスみたいな道具ですけね、そういう物もあります。次行きましょう。(‘Division’ is used a lot in the area of sport, especially, in America. Well, people say ‘divisional play-off’. In this case it refers to a divisional district, area, or structure of the leagues. Though we say ‘divisional play-off’ with respect to each division, there is also a case where it refers to seasons. It often refers to division of areas. Also ‘to divide’ is used as a divider for technical drawing. This is for a

*draftsman. It is similar to a compass. There is something like that, too. Let's move on to next one.)* (lines 605-628 of the transcript for Lesson 4 in Appendix 10)

え～靴選びはね、結構日本と違って、外国で靴を買う場合は注意してね。*(Well, selecting shoes, when you buy shoes abroad, please be careful.)* ま、‘size 7’ っていうたら、これはね、どちらかといえば、男性物のサイズのを探していることになります。‘size 7’ っていうたら、だいたいね、ちょっと僕ははっきり、うる覚えなんですけど、25.5とか6とかその辺じゃないかな～、違ったらすいません。*(Well, if it's 'size 7', this is, rather, it means that you are looking for a male size. 'Size 7' I don't remember exactly, but I guess it's equivalent to about 25.5(cm) or 6 (26cm). If I'm wrong, I'm sorry.)* (lines 276-287 of the transcript for Lesson 4 in Appendix 10)

Although some of the instructions were simple and straightforward (see first example below), they were often unclear (see second example below).

**Teacher:** はい、後につけてください。*(Well, please repeat after me.)*

‘divide’

**Students:** ‘divide’ (lines 577-579 of the transcript for Lesson 4 in Appendix 10)

**Teacher:** 結して、みんな合わせる必要はないので、コーラスで、ま、それぞれのスピードでも構わないから、必ず最後まで読み切ってください。次、Number seven。‘But’あ、ここは切れてるんですね、じゃ、読みましょう。そこだけ。‘But’ はい。*(You don't need to read all together, as a chorus. Well, it is fine at individual speed, but please read till the end. Next, number seven. 'But', oh, there is a slash*

*here, so we read only it. [Say] 'But', please.) (lines 968-975 of the transcript for Lesson 4 in Appendix 10)*

So far as error correction is concerned, the teacher's preferred strategy was to ask the student to respond again:

- Student:** 現在 (*Present*)  
**Teacher:** もう一度? (*Again?*)  
**Student:** 現在の (*Existing*)  
**Teacher:** あ、「現在の」ですね。はい、いいでしょう。(Oh, it is 'existing', isn't it? Well, okay.) (lines 634-638 of the transcript for Lesson 4 in Appendix 10)

In some cases, the correct forms were provided (see examples below).

- Student:** along exi...  
**Teacher:** existing  
**Student:** existing cracks  
**Teacher:** よくなりましたね。(You've got better, haven't you?)  
Very good. (lines 1134-1138 of the transcript for Lesson 4 in Appendix 10)

#### **8.5.4.8 Focus point 6: Concept introduction and concept checking strategies**

The only concept introduction and concept checking strategy in evidence was translation.

This lesson primarily involved listening and reading, with, however, the teacher talking for approximately 84% of the time, frequently in Japanese and often in a way that was both confusing and sometimes diverted attention away from the main focus of the lesson. However, it was difficult to detect any specific learning objectives, the primary focus of the lesson being translation, memorization, choral repetition and (in some cases) individual reading aloud. While the listening texts (short dialogues) used concerned day-to-day activities, no attempt was made to

introduce a controlled practice of free stage during which the language could be personalized and used interactively.

## **8.6 Overview and conclusion**

This chapter has been concerned with determining what observation and analysis of a sample of lessons taught in Japanese secondary schools reveals about the overall teaching approach adopted and the problems faced by the teachers involved. While only four lessons are included here, the findings are nevertheless indicative of the fact that the frequently expressed view that English lessons in Japan are grammar translation focused (see, for example, Gorsuch, 2000, 2001) is not adequate to capture what is really going on and, in particular, the fact that there can be very considerable differences between the approach adopted by different teachers.

The physical environment in which all of these lessons took place was largely absent of any relevant decoration (posters, drawings, pictures, cultural objects, etc.) and the desks were, in all cases, arranged in rows, with students facing the front of the class where the teacher spent most of the lesson time. In all cases, the teachers talked for three quarters or more of the lesson time, most of that talk being in Japanese and much of it involving translation. The dominant concept introduction strategy was translation. In none of the lessons was there any evidence of methodologies associated with a communicatively-oriented approach. In particular, there was, in all cases, a notable absence tasks in which the use of language had a function over and above the demonstration of linguistic control. Student-student interaction was minimal, with student utterances being largely confined to choral repetition and responses to teachers' questions. These responses were sometimes fairly extensive when the students responded in Japanese to questions in Japanese (belying the commonly held assumption that Japanese students are unresponsive in class) but largely confined to single word utterances where responses were in English. There were, however, differences among the lessons in many other respects.

So far as learning objectives are concerned, while two of the observed lessons did appear to have specific learning objectives (both of which focused on decontextualized grammatical constructions), the other two did not. Furthermore,

even in the case of the two lessons which did appear to have identifiable achievement objectives, there was no real attempt at the end of the lesson to check on student learning. In fact, in the case of *Lesson 3*, where there was evidence that the students neither understood the core meanings of the sentence structures with which they were dealing nor were able to create sentences modelled on the ones whose translations they appear to have memorized, the following exchange took place before a final summary, in Japanese, of the lesson content: **Teacher:** *So far, so good?* **Student K:** *Yes.* **Teacher:** *Uh-huh.* In all four lessons, the dominant concept checking strategy took the form of requests for information about whether the students had understood or had any questions.

There were also some differences in terms of lesson structure. Although all of the lessons had in common the fact that they did not include a free practice stage, they were different in most other respects in terms of overall structure, with only one of them (*Lesson 1*) beginning with revision and ending with review of what had been taught.

All of the lessons appear to have been textbook-originated. However, none of the teachers stuck rigidly to the material in the textbooks, the ways in which they departed from it being very different and having a different impact on the lessons in each case. In the first lesson, the teacher made no reference to an important aspect of the textbook content, that is, the difference, in terms of use, between the auxiliary 'will' and the semi-auxiliary 'BE going to' in future referenced constructions. She then proceeded to ask students to translate future referenced Japanese sentences into sentences in English containing 'will' although a number of these sentences required the semi-auxiliary rather than the auxiliary construction. In the second lesson, the teacher moved, approximately half way through the lesson, from a general focus on the language included in the textbook to what appeared to be a primarily social studies focus. In the third lesson, although the textbook focus was on writing practice, the only writing the students did in the lesson involved a few decontextualized sentences. In the fourth lesson, while the textbook focus was on reading and listening comprehension, the teacher's primary focus in the lesson was on translation, explanation in Japanese and choral and individual repetition by the students. In fact, the teacher laboriously translated and attempted to explain a series

of short listening texts to which the students had already responded by answering comprehension questions without first checking on the students' responses and therefore determining whether any explanation was required. What all of this suggests is that each of these teachers has a preferred mode of operation to which they revert irrespective of the textbook content.

The problems the teachers encountered during the lessons were major ones, relating largely to an inability to communicate with the students in a way that led to understanding and effective use of the language in focus. In two cases, there was a problem that related specifically to the way in which textbook-related resources were used (the mini-dialogues included in *Lesson 4* and the omission of reference to the use of the semi-auxiliary in *Lesson 1*) rather than to the resources themselves. Even so, the nature of some of the textbook resources used was clearly problematic, particularly in the case of *Lesson 3* where some of the examples of use of a particular structure included in the textbook actually involved a different structure.

While there was clear evidence of the backwash effect of examinations, with explicit references to examination requirements being included in *Lessons 2* and *3*, it seems unlikely that the overall approach adopted in any of the lessons represents a useful way of preparing students to perform well in language examinations of any kind, even the types of entrance examinations that are favoured in the high school and university context in Japan.

While all of the lessons observed here included aspects of what might be described as a 'classical grammar translation approach', there were some fundamental differences. Thus, while the emphasis on translation and the focus on individual words and sentences and grammatical rules that characterize grammar translation were very much in evidence, the textual orientation of classical grammar translation (with sentences being abstracted from texts for discussion and analysis) was generally absent (except in *Lesson 4*). Furthermore, the overall emphasis on repetition and memorization, particularly in *Lessons 1-3*, was more reminiscent of audio-lingualism with its behaviourist and structural underpinnings (but without the emphasis on the use of explicit prompts to create new sentences that are structured in the same way as 'model' sentences that characterizes audio-lingualism).

It has often been noted that teachers in Japanese high schools generally have many duties over and above teaching and have, therefore, little time for lesson preparation (see, for example, O'Donnell, 2005; Rapley, 2009) and this has been cited as one of the reasons for the teaching style that is generally adopted. This is also something to which reference was made by a number of the participants in this study. However, the constant teacher-focus and the ongoing struggle to communicate with students that characterized the lessons analysed here can have done little to reduce the burden on teachers who are likely to have already been over-stretched.

## Chapter 9

### Conclusions and recommendations

#### 9.1 Introduction

Underpinning the research project reported here were five questions, each of which related to a critical aspect of the teaching and learning of English in Japanese secondary schools, that is, the nature of the relevant national curriculum document, the nature of the textbooks made available to the teachers, what teachers know, think and believe about a range of issues associated with the teaching and learning of English in the context in which they work, and what actually happens in a sample of English lessons taught in Japanese secondary schools. Exploring each of these issues, and the connections among them, has, I believe, allowed for a more comprehensive and nuanced understanding of the problems facing Japan as it seeks to provide English language education that is relevant and appropriate in an increasingly globalized world than would have been available had the focus been restricted to a single issue. In seeking to address the questions underpinning the research project, a mixed methods approach was adopted. One that combined questionnaire-based surveys and semi-structured interviews with focus point-based analysis of the relevant curriculum document and a sample of textbooks and English language lessons. An overview of the findings relating to each of these research questions is provided below (9.2), followed by an indication of some of the ways in which they can be seen to interact (9.3). The perceived limitations of the research (9.4) and its contribution (9.5) are then discussed followed by some implications for the teaching of English in Japan (9.6). The chapter ends with some recommendations relating to future research (9.7) and a concluding observation (9.7).

#### 9.2 Overview of research findings

##### 9.2.1 The first research question: Overview of findings

The first research question was:

*What approach to teaching English is recommended in the Japanese Ministry of Education curriculum?*

It has been noted that the Japanese curriculum is communicatively-oriented (see, for example, Nishino, 2008; Taguchi, 2005; Sato and Kleinsasser, 2004). However, this does not tell the full story. While clearly influenced by developments in the areas of communicative competence and communicative language teaching and by research in the area of discourse analysis, the Japanese curriculum includes many features that are reminiscent of a considerably more traditional approach. While explicitly proscribing a grammar translation approach and recommending, in places, that instruction should be largely conducted through the medium of English, it provides no genuinely useful guidance in relation to methodologies that could replace those associated with grammar translation. In particular, while recommending pair and group activities, it provides no examples of the type of tasks and activities in which students might be encouraged to engage. Although it includes lists of grammatical constructions (not associated with structure-related meanings) and specifies the number of vocabulary items to be introduced at different stages, it distributes discussion of discourse features (somewhat idiosyncratically selected and categorised) over a number of different sub-sections. In providing lists of ‘typical’ examples of language associated with different functions (almost always in the form of mini-dialogue snippets and in a way that appears sometimes to confuse functional classification with core meanings, modality and attitudinal features), it risks encouraging an approach in which formulaic uses are prioritized over creative, productive and contextually motivated engagement with language. Overall, therefore, the curriculum seems to be rather uneasily poised between a very traditional approach and one that is more in line with contemporary trends in language teaching. The curriculum has little to offer teachers in terms of implementing what it recommends and, furthermore, undercuts its recommendations by proscribing in some places what it advocates in others. The nature of the curriculum itself therefore appears to contribute to the problems Japanese teachers face on a daily basis.

### **9.2.2 The second research question: Overview of the findings**

The second research question was:

*How do a sample of teachers of English in Japanese secondary schools decide what to teach and how to teach and what factors do they believe impact on their decisions?*

This question was addressed largely through a general (wide ranging) self-completion questionnaire-based survey involving a sample of ninety four (94) teachers of English in Japanese secondary schools (see *Chapter 5*). However, responses to a further questionnaire (9 respondents) and semi-structured interviews, which focusing largely on teacher training, reinforce many of the responses to the general questionnaire (see *Chapter 6*).

When asked to indicate how they decided what to teach, less than half (45%) of the respondents to the general questionnaire noted that they referred to the national curriculum. However, all of them indicated that they used textbooks, and over two thirds indicated that their decisions about what to teach were determined by these textbooks, with very few expressing a negative evaluation of them. This suggests that, in many cases, textbook writers serve as mediators between teachers and the curriculum and, furthermore, that they are often accepted uncritically. When asked about their methodological preferences, just under three quarters included 'communicative', with one fifth including 'grammar translation'. Even so, the lists of characteristics of CLT provided by participants suggest that there is, overall, little more than a general awareness of what CLT might actually involve. Among the important characteristics of a communicative approach supplied by participants (55 responses), only 13% of the items provided were clearly appropriate.

The questionnaire and interview responses reinforce some of the points made in literature on the teaching of English in Japan, including references to heavy reliance on textbooks (Sato and Kleinsasser, 2004), the impact of entrance examinations on teaching methodology (Butler and Iino, 2005; Brown and Wada, 1998; Nishino, 2008; Rapley, 2009), a general perception that there is inadequate time for lesson preparation (Rapley, 2009; O'Donnell, 2005) and the fact that Japanese teachers of English perceive that what is expected of them is not possible (Kramsch, 1995; Sato and Kleinsasser, 2004). However, although there was criticism of some aspects of the national curriculum (including its perceived failure to acknowledge the impact

of entrance examinations, the different circumstances that impact on teachers and students throughout the country and the need for appropriate training), there also appeared to be widespread support for the general direction of the curriculum and a general willingness to change.

### **9.2.3 The third research question: Overview of the findings**

The third research question was:

*What types of pre-service and in-service training have a sample of teachers of English in Japanese secondary schools experienced, what was included in that training, and what are their opinions of it?*

In this case, a teacher training focused questionnaire was completed by nine (9) participants, of whom two (2) also participated in a semi-structured interview, the interviews yielding more in-depth information and opinion. Overall, the data gathered in this area support many of the findings of research on language teacher education, both in Asia and in other parts of the world. Thus, for example, Wilbur (2007) has noted the great variation in the content of methodology courses in training programmes offered by different institutions in the U.S.A., Spada and Massey (1992) have reported on the lack of attention in many teacher education programmes to the practical realities of teaching, and Lamb (1995) has referred to the sense of confusion and frustration that participants in a particular training course exhibited a year after the end of the course.

All of the questionnaire participants had some form of pre-service training relating to the teaching of English. However, in terms of participant recall, which may not, of course, be a fully reliable guide, the pre-service courses they attended appear to have been characterized by some glaring omissions. In addition, interviewee responses revealed considerable uncertainty and some lack of confidence in some areas of language teaching. This may have been one of the reasons why while both interviewees expressed some reservations about some aspects of the textbooks available and believed that there was a role for teacher generated materials, their criticisms of textbooks were relatively minor and they appeared to continue to rely heavily on them. In addition, while both interviewees expressed an interest in

adopting a more communicatively oriented approach and saw some value in it, both referred to barriers to it that are widely rehearsed in the literature (including the impact of university entrance examinations and inadequate time for lesson preparation) and their reporting of their own practices suggested that a more familiar, more traditionally oriented approach was, irrespective of other considerations, something with which they were more comfortable.

#### **9.2.4 The fourth research question: Overview of the findings**

The fourth research question was:

*When analysed in relation to criteria derived from published literature on the evaluation of textbooks designed for the teaching of English, how do a sample of widely used textbooks designed in Japan rate and to what extent do these textbooks reflect recommendations included in the national curriculum?*

In responding to this question, three widely used textbook series (two intended for junior high school students; one intended for senior high school students) that are approved by the Japanese Ministry of Education were analysed in terms of criteria adapted from an existing study and derived from a review of literature on textbook evaluation (Wang, 2008). In terms of language content, each of these series was found to correspond in a general sense with the recommendations included in the Japanese Ministry of Education curriculum. However, while there was evidence that the authors (largely made up of University-based academics) had made considerable efforts to ensure that the content was relevant to the likely interests of the students, a number of major problems were identified. Although these textbooks appeared, at first sight, to be very different from textbooks of the past that were primarily grammar translation focused, they turned out, on closer inspection, to be not so very different. The language was found often to be stilted, artificial and situationally and/or contextually inappropriate, with introductory mini-dialogues or mini-narratives often including one or more main teaching points in contexts that did little to clarify their meanings, making reliance on translation almost inevitable. Each series was found to be dominated by exercises of a very traditional type, involving, for example, translation, reordering, gap filling, and grammatical

substitution, and there was little evidence of attempts to engage the learners in pair work and group work or in individual activities that genuinely involved the students' own lives, preferences and opinions. The few attempts that were made to include tasks and activities that involved engagement with the material in a way that was not purely linguistic in orientation, were found to be very limited in type and largely under-developed. Even in the series intended for senior students, there was little variety in terms of genre, with description/classification and recount/narrative dominating each of the series.

Hutchinson and Torres (1994, p. 315) have referred to the ubiquity of textbooks and Fullan (1991, p. 70) has observed that approved textbooks often take the place of the curriculum, while Sheldon (1988, p. 239) has noted that many of them make false claims and have serious design flaws and practical shortcomings. Textbooks can, however, reduce teachers' workload (Brewster and Ellis, 2002) and, at their best, can give teachers ideas about what to teach and how to teach (Harmer, 1998), and assist with innovation and support teachers through periods of change (Hutchinson and Torres, 1994). The textbooks examined here offer little in the way of providing teachers with genuine assistance in managing change.

### **9.2.5 The fifth research question: Overview of the findings**

The final research question was:

*What does observation and analysis of a sample of English language lessons taught in Japanese secondary schools reveal about the overall teaching approach adopted and the types of problem faced by the teachers?*

In this part of the research project, four lessons taught in secondary schools in Japan (two in junior secondary schools and two in senior secondary schools) were analysed in relation to a number of focus points. Each of the lessons was found to be teacher-centred, with teacher talking time occupying between approximately 75% and over 80% of the lesson. With one exception, most of the teacher talk was in Japanese. There was very little student-student interaction, with student utterances being largely confined to choral repetition and answering teachers' questions, these answers, where they were in English, often being in the form of

single word utterances. In none of the lessons was there any evidence of any concept introduction strategies other than translation. So far as concept checking was concerned, reliance was largely on translation and/or, particularly in the case of one of the lessons, simply asking students whether they were ‘okay’ or had any questions, the assumption appearing to be that silence indicated that effective learning had taken place. The teachers relied heavily on textbooks and/or resources supplied with textbooks although the nature of some of the textbook resources used was clearly problematic, particularly in the case of one lesson where some of the examples of use of a particular structure included in the textbook actually involved a different structure. There was no evidence of methodologies associated with a communicatively-oriented approach. The constant teacher-focus and the ongoing struggle to communicate with students appeared to leave each of these teachers exhausted at the end of the lesson.

Observation of these lessons reinforced comments made elsewhere regarding the orientation towards teacher-focus, grammar translation and decontextualization in the teaching of English in Japan (Gorsuch, 2000 and 2001; Kanda and Beglar, 2004; Nishimuro and Borg, 2013; Sato and Kleinsasser, 2004; Sakui, 2004). However, while all of the lessons observed included aspects of what might be described as a ‘classical grammar translation approach’, there were some fundamental differences. While the emphasis on translation and the focus on individual words and sentences and grammatical rules that characterize grammar translation were very much in evidence, the textual orientation of classical grammar translation (with sentences being abstracted from texts for discussion and analysis) was generally absent and the overall emphasis on repetition and memorization was reminiscent of audio-lingualism, with its behaviourist and structural underpinnings.

### **9.3 Putting the pieces together**

This research project involved a number of different aspects which, as indicated throughout the reporting, need to be considered in relation to one another since it is the interaction of all of these components that creates the complex problems that currently characterize the teaching of English in Japanese secondary schools. The scene is set by a curriculum document that, while explicitly proscribing a grammar translation approach, is nevertheless unclear about precisely *what* is required and

precisely *how* it is to be achieved in the context in which language teachers currently operate. Added to this is the fact that while Ministry of Education approved textbooks appear on the surface to be very different from many the textbooks of the past, they are, in reality, very similar to them in some important respects, being largely absent of the communicative orientation that is recommended in the curriculum guidelines. The heavy reliance on these textbooks, and the overall faith placed in them by questionnaire respondents, was also evident in the observed lessons which, in common with the textbooks used, were almost wholly absent of any communicative orientation. The dependence on translation in these lessons appears to have been due, in large measure, to the fact that the texts included in these textbooks, largely made of mini-dialogues, are not presented in ways that facilitate comprehension and are not accompanied, in teachers' guides, by any clear guidance on concept introduction strategies. Bearing in mind the fact that, according to participant recall, the training in language teaching provided for secondary school teachers in Japan appears not necessarily to include information about classroom language, concept introduction, tasks and task adaptation, learning styles, or the evaluation, selection and use of textbooks, the fact that the observed lessons were found to be largely reminiscent of an approach with which the teachers themselves are likely to have become familiar during their own experiences as language learners is unsurprising.

#### **9.4 Limitations of the research**

Among the limitations of this research project is the fact that the number of participants was relatively small and, in some cases, involved convenience sampling. For this reason, where statistics are used, they are used descriptively rather than inferentially and, therefore, the findings must be regarded as being indicative rather than generalizable. This was, unfortunately, largely unavoidable in view of the fact that reliance had to be placed on the willingness of teachers to become involved. Thus, for example, while the general questionnaire was sent out to almost 3,000 schools (with reminders being issued), there were only 84 responses (which were supplemented by 10 responses from colleagues or contacts of colleagues) and only 6 of these indicated a willingness to participate in further aspects of the research. Thus, even when three colleagues who had not been involved in the first questionnaire agreed to participate in the second one, the

number involved in that case was only 9 and, of these 9, only 2 agreed to take part in the semi-structured interviews, with only four teachers agreeing to lesson observations. One of the reasons for the low response rate to the first questionnaire—which had a knock-on effect in relation to other aspects of the research—may have been the fact that even though its circulation was delayed, distribution took place several months after the major earthquake and tsunami in Japan in 2011. While it was limited to areas that were not primarily affected by them, their impact was nevertheless still very much in evidence and questionnaire completion is likely to have been very low on teachers' agendas.

Another limitation of the research relates to the fact that neither students of English nor their parents or guardians were consulted on any of the issues raised. This was largely due to the fact that the research was largely conducted from a base in New Zealand and there were limitations on the amount of time that could be spent collecting data in Japan, limitations relating to regulations regarding the amount of time spent overseas by international students paying domestic fees.

In research of this type, involving interviews and the analysis of textbooks and lessons, there is always an issue associated with the interpretation of data. In an attempt to address this issue, I have generally provided data derived from questionnaires and interviews before imposing my interpretation on that data. I have also included extracts from the textbooks analysed in the relevant chapter and have attached transcripts of the interviews and lessons as appendices to the thesis. Nevertheless, the potential for bias in interpreting the data, particularly where, as in this case, the researcher is also a member of the community being researched, was always present.

## **9.5 Research contribution**

I believe that the research reported here makes a contribution by focusing not on individual issues considered in isolation but on the systemic nature of the problems faced by Japanese teachers of English. These problems relate to almost all aspects of the context in which they work, from the contradictions and inconsistencies in the curriculum that is intended to guide their decision-making, through the training opportunities and teaching resources that are available to them, to the lack of a

community education programme intended to support the major change in approach to the teaching of English that is signalled (some of the time) in the curriculum documentation. The research project has aimed not only to analyse a number of different aspects of the teaching of English in Japanese schools, but to track the ways in which each of them reverberates in other areas. Thus, for example, the inconsistencies and lacunae in the curriculum documentation, together with the control exerted by the Ministry responsible for that documentation on textbook approvals, can be seen to have an impact on the nature of the textbooks available to teachers. Both the curriculum documentation and these approved textbooks can be seen to have an impact on teachers' views about the teaching of English and their classroom practices. Both of these can be seen also to be influenced by the nature of the training provided which, like the textbooks, is largely controlled by those same university-based academics who are responsible for the University entrance examinations which are widely recognized to have a powerful influence on what happens in schools.

## **9.6 Implications for ELT in Japan**

I hope that my research has made some contribution to shifting the emphasis from identifying teacher resistance as a major barrier to change to a recognition that many Japanese teachers of English are willing and eager to change but are unable to do so, not only because of the nature of entrance examinations, community expectations and overwork, but also because they are not adequately supported in the change process by those who are responsible for mandating change.

As indicated at various points throughout this thesis, teachers of English in Japan are faced with major problems in attempting to re-orient their teaching, problems that will require a major overhaul of the system in which they operate if they are to have any chance of success. In addition to reviewing its curriculum with a view to resolving inconsistencies and providing some practical guidance for teachers on implementing its recommendations, the Ministry of Education needs to ensure that the textbooks it approves are more than superficially appropriate in terms of the approach it mandates. While it has no direct authority over universities, it does have the capacity to recommend some training programmes rather than others and to engage in discussions on the nature of entrance examinations while also initiating

a programme aimed at informing the public of the reasons for its recommendations and gaining support for them. While all of this is likely to be both complex and costly, the cost of doing nothing is likely, in the longer term, to be much greater. In the absence of some concerted effort to make changes to the wider context in which teachers of English in Japanese secondary schools operate, many of the problems identified here, some of which have also been identified in other research projects, will almost certainly continue. What will also continue is the frustration of teachers whose best efforts often seem inadequate to the task of preparing Japanese citizens to operate effectively in a globalised world in which “English is ... redefining national and individual identities worldwide; shifting political fault lines; creating new global patterns of wealth and social exclusion; and suggesting new notions of human rights and responsibilities of citizenship” (Graddol, 2006, p. 12).

### **9.7 Suggestions for future research**

For the reasons outlined in 9.4 above, the findings of this research project should be regarded as indicative only. Further research that focuses on the interactions among various aspects of the teaching and learning of English in Japan is needed, research that involves more participants and includes teacher trainers, textbook writers, students and former students, employers, Ministry of Education officials and other stakeholders.

### **9.8 Concluding observation**

My overall aim in this research project was to explore the teaching of English in Japanese secondary schools from a number of different perspectives, noting the ways in which various different issues impact on one another. I believed that this type of approach would be likely to yield a more nuanced interpretation of the problems faced by teachers than is available where issues are dealt with separately. I hope that further, more detailed and comprehensive, studies of this type will be conducted in the future, adding to our understanding of the complex dynamics that underpin what happens in language classrooms in Japan and helping to create a context in which teachers can be appropriately supported as agents of change.

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*Appendix 1: Ethical Approval*

FACULTY OF ARTS AND  
SOCIAL SCIENCES  
HUMAN RESEARCH  
ETHICS COMMITTEE  
The University of Waikato  
Private Bag 3105  
Hamilton, New Zealand

Phone +64 7 856 2889  
www.waikato.ac.nz



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

Keiko Umeda ✓  
Diane Johnson  
Winifred Crombie

21 January 2011

Dear Keiko

Application for Ethical Approval: FS2010-60 "The teaching and learning of English at primary and secondary school level in Japan"

Thank you for submitting a revised Application for Ethical Approval in response to my email of 17 December. I received your revisions on 17 January.

Thank you for such a careful, thorough and thoughtful set of revisions, comments and documents. All the issues raised in my email have been more than adequately dealt with.

This letter is to provide formal ethical approval for your PhD project.

With best wishes,

A handwritten signature in blue ink that reads "John Paterson".

John Paterson  
Chair  
FASS Human Research Ethics Committee

*Appendix 2: Transfer from conditional to confirmed enrolment*

Postgraduate Studies Office  
Student and Academic Services Division  
Wahanga Ratonga Matauranga Aikona  
The University of Waikato  
Private Bag 3105  
Hamilton 3240, New Zealand

Phone: +64 7 838 4466 Ext 6337 or 5194 or 6279  
Website: <http://www.waikato.ac.nz/hasd/postgraduate/>



24 February 2011

Keiko Umeda  
11/26 Hogan St,  
Hamilton East  
Hamilton  
New Zealand 3216

Dear Keiko

**Re: Transfer from conditional to confirmed enrolment**

Thank you for providing a full research proposal. The Postgraduate Studies Committee was satisfied with the proposal and your PhD enrolment has now been confirmed.

Now that your enrolment has been confirmed, you are required to submit regular progress reports. Your first report is due to be submitted to the Postgraduate Studies Office **by 31 August 2011** and then six monthly thereafter. You will be reminded of this closer to that date.

Your thesis is due to be submitted to the Postgraduate Studies Office **by 31 August 2014**.

Yours sincerely,

Rebecca Robinson  
Postgraduate Studies Office

cc: File - 9863833  
Supervisory Panel  
Chairperson of Department  
School PGSC Rep  
School Administrator (if appropriate)

*Appendix 3: General Questionnaire for Teachers of English in  
Secondary Schools in Japan*

**1. Sex**

Please check  the appropriate box.

Female

Male

**2. Age**

Please check  the appropriate box.

20-30

31-40

41-50

51-60

60+

**3. What is your first language?**

Please check  the appropriate box.

Japanese

English

Other (Please specify)

**4. Which of the following qualifications do you have?**

Please check  the appropriate box/es and add the name of a country or countries if relevant.

	[✓]	Name of country
Bachelors degree in English language /literature from a Japanese university	<input type="checkbox"/>	
Bachelors degree in English language /literature from an overseas university (please state <b>which country</b> )	<input type="checkbox"/>	
Graduate degree in language /literature from a Japanese university	<input type="checkbox"/>	
Graduate degree in language /literature from an overseas university (please state <b>which country</b> )	<input type="checkbox"/>	
Other qualifications (please specify below)	<input type="checkbox"/>	

 Please add a comment if you wish \_\_\_\_\_

---

5. **Where** do you currently teach?

Please check  the appropriate box.

- Public lower secondary school
- Private lower secondary school
- Public upper secondary school
- Private upper secondary school
- Other (please specify below)
- 

6. How many hours/ classes do you teach per week? \_\_\_\_\_  
hours/classes

7. How many different levels do you teach per week? \_\_\_\_\_ level/s

8. Do you have a position of responsibility? (e.g. in charge of the English subject)

Yes  No

If 'YES', please tell me what your job is. \_\_\_\_\_

9. Do you believe that students in Japanese **primary schools** should learn English?

Please check  the appropriate box.

Yes

No

 Please add a comment if you wish \_\_\_\_\_

---

**10.** If you answered 'YES' to question 9, which year do you think would be most appropriate for students to start learning English in primary schools?

Please check  the appropriate box.

1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	6 <sup>th</sup> year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Please add a comment if you wish \_\_\_\_\_

**11.** Were you consulted at any point before the Ministry of Education, Culture, Sports, Science and Technology (MEXT) released the most recent version of the *Course of Study for Foreign Languages*?

Please check  the appropriate box.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

 Please add a comment if you wish \_\_\_\_\_

**12.** Have you ever been given any documents by the MEXT explaining the most recent *Course of Study for Foreign Languages*?

Please check  the appropriate box.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

 Please add a comment if you wish \_\_\_\_\_

**13.** How familiar are you with the local policy on teaching English to students in **your region?**

Please circle the appropriate number.

Not at all familiar						Extremely familiar
0	1	2	3	4	5	

 **Please add a comment if you wish** \_\_\_\_\_

---

**14.** Have you ever been given any documents by the Municipality Board of Education **explaining** the local policy on teaching English to young learners in **your region?**

Please check  the appropriate box.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

 **Please add a comment if you wish** \_\_\_\_\_

---

**15.** Have you ever been consulted about the policy on teaching English in **your own school?**

Please check  the appropriate box.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>


 **Please add a comment if you wish** \_\_\_\_\_

---

**16. How satisfied are you with the content** of the most recent version of the *Course of Study for Foreign Languages*?

Please circle the appropriate number.

Not at all satisfied						Extremely satisfied
0	1	2	3	4	5	

 Please add a comment if you wish \_\_\_\_\_  
\_\_\_\_\_

**17. How satisfied are you with the way** in which the most recent version of the *Course of Study for Foreign Languages* is working nationally, locally and in your own school?

Please circle as appropriate.

**NATIONALLY**


Not at all satisfied						Extremely satisfied
0	1	2	3	4	5	

**IN YOUR REGION**

Not at all satisfied						Extremely satisfied
0	1	2	3	4	5	

**IN YOUR OWN SCHOOL**

Not at all satisfied						Extremely satisfied
0	1	2	3	4	5	

 Please add a comment if you wish \_\_\_\_\_  
\_\_\_\_\_

**18. Do you think that your students would benefit from having **more hours** of English tuition each week?**

Please check  the appropriate box.

Yes

No

 Please add a comment if you wish \_\_\_\_\_

---

**19. Which methodological approaches do you personally favour for language teaching?**

Please check  one or more boxes.

- |                        |                          |
|------------------------|--------------------------|
| Grammar –translation   | <input type="checkbox"/> |
| Structural             | <input type="checkbox"/> |
| Functional             | <input type="checkbox"/> |
| Self-access            | <input type="checkbox"/> |
| Communicative          | <input type="checkbox"/> |
| Task-based             | <input type="checkbox"/> |
| Topic-based            | <input type="checkbox"/> |
| I don't know.          | <input type="checkbox"/> |
| other (please specify) | <input type="checkbox"/> |
- 

 Please add a comment if you wish \_\_\_\_\_

---

**20. If you checked 'communicative' in Question 19, please list below what you consider to be **THREE** important characteristics of a communicative approach.**

**i.** \_\_\_\_\_  
\_\_\_\_\_

**ii.** \_\_\_\_\_  
\_\_\_\_\_

**iii.** \_\_\_\_\_

 Please add a comment if you wish \_\_\_\_\_

---

**21.** Which, if any, of the following areas do you feel you currently **need to know** more about?

Please check  the appropriate box/es.

- |  |                          |
|--|--------------------------|
| Methodology generally*                     | <input type="checkbox"/> |
| Teaching vocabulary                        | <input type="checkbox"/> |
| Assessment                                 | <input type="checkbox"/> |
| Teaching listening                         | <input type="checkbox"/> |
| Teaching speaking                          | <input type="checkbox"/> |
| Teaching reading                           | <input type="checkbox"/> |
| Teaching writing                           | <input type="checkbox"/> |
| Teaching the 4 skills in an integrated way | <input type="checkbox"/> |
| Textbook /materials recommendations        | <input type="checkbox"/> |
| Teaching pronunciation                     | <input type="checkbox"/> |
| Learning outcomes                          | <input type="checkbox"/> |
| Teaching grammar                           | <input type="checkbox"/> |
| Classroom management                       | <input type="checkbox"/> |
| Other (please specify below)               | <input type="checkbox"/> |

(\*All the teaching techniques you use)

 Please add a comment if you wish \_\_\_\_\_

---

**22.** How do you **decide** what to teach in English classes?

Please check  the appropriate box/es

- |  |                          |
|--|--------------------------|
| I teach according to the <i>Course of Study for Foreign Language</i> . | <input type="checkbox"/> |
| I teach according to the school curriculum.                            | <input type="checkbox"/> |
| I follow a textbook.   | <input type="checkbox"/> |
| I teach things the students express an interest in learning.           | <input type="checkbox"/> |
| I teach whatever I think will be useful.                               | <input type="checkbox"/> |
| Other (please specify below)   | <input type="checkbox"/> |
-

 Please add a comment if you wish \_\_\_\_\_

**23.** Do you use a **textbook** or **textbooks** as part of your teaching resources?

Please check  the appropriate box.

Yes

No

 Please add a comment if you wish \_\_\_\_\_

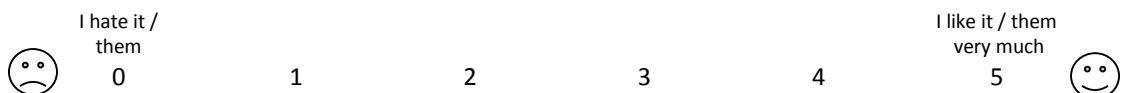
**24.** If you answered 'YES' to question **23** above, please list below the textbook/s you use.

Name of the textbook	Class used with
e.g. <i>Read on!</i>	e.g. <i>3<sup>rd</sup> year</i>

 Please add a comment if you wish \_\_\_\_\_

**25.** In general, what do you think about the textbooks you use?

Please circle appropriate.



 Please add a comment if you wish \_\_\_\_\_

**26. Which of the following statements is closest to what you believe about teaching and learning English?**

Please check  only **one** box

I believe the students learn best when they have lot of fun.

I believe the students learn best when lessons are serious.

 Please add a comment if you wish \_\_\_\_\_

**27. Which of the following statements is closest to your *approach* (principles of teaching) to teaching English?**

Please check  only **one** box.

I believe it is important to teach systematically, introducing new language gradually and in a controlled way.

I believe that the order in which new language is introduced doesn't matter so long as the materials used are interesting.

 Please add a comment if you wish \_\_\_\_\_

**28. How do you rate your own language ability in English?**

(Please read the Appendix document and then choose **1 – 9** from the descriptors *for each category*)

Reading	Writing	Listening	Speaking	Overall ability

 Please add a comment if you wish \_\_\_\_\_

29. Have you ever had anyone from the JET programme contribute to your classes?

Yes

No

If YES:

How useful do you think they were in terms of the overall language development of your students?

Not Useful

Very Useful



0

1

2

3

4

5



 Please add a comment if you wish \_\_\_\_\_

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30. In your opinion, what would **improve** the teaching of English in schools in Japan?

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**Do you have any other comments you wish to make?**

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**Thank you for your participation.**

**Please return the questionnaire to me in the envelope provided**

This research project also involves (a) collecting and analyzing teachers' views on pre-service and in-service training in English teaching, and (b) recording and analyzing a sample of English lessons. **If you would like to be involved in either of these, please provide your name and contact details below. Otherwise, there is no need to fill in the section below.**

**FULL NAME:**

---

**SCHOOL IN WHICH YOU TEACH:**

---

**CONTACT ADDRESS:**

---

**PHONE NUMBER/S:**

---

**EMAIL ADDRESS:**

---

**Thank you very much for your participation in this project. I appreciate your co-operation.**

## APPENDIX

### Language Descriptors

(Adapted from the Interpretation of IELTS Bandscores, International English Language Testing System)

Please use these when you answer Question 28

- 1. Non-user**  
Essentially has no ability to use the language beyond possibly a few isolated words.
- 2. Intermittent User**  
No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
- 3. Very Limited User**  
Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
- 4. Limited User**  
Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
- 5. Modest User**  
Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
- 6. Competent User**  
Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
- 7. Good User**  
Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 8. Very Good User**  
Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
- 9. Expert User**  
Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

### アンケートご記入にあたってのお願い

◎ あてはまる個所にチェック☑やあてはまる番号に○をし、\_\_\_\_や空欄に回答をご記入ください。

◎ このアンケートは英語を担当されている先生方を対象としています。職務内容やご勤務先に

よっては答えにくい部分があるかもしれませんが、あまり考え込まず、お答えになれる範囲で回答をお願いいたします。

#### 1. 性別

男性

女性

#### 2. 年齢

20～30 歳

31～40 歳

41～50 歳

51～60 歳

60 歳以上

#### 3. あなたの第1言語（母語）は何ですか。


日本語

英語

その他（ご記入ください）  \_\_\_\_\_

#### 4. どの資格をお持ちですか。日本国外であれば、その国名もご記入ください。

	<input checked="" type="checkbox"/>	国名
日本の大学・学士号（文学部または英語学専攻）	<input type="checkbox"/>	-----
日本国外の大学・学士号（文学部または英語学専攻）	<input type="checkbox"/>	
日本の大学・修士号（文学部または英語学専攻）	<input type="checkbox"/>	-----
日本国外の大学・修士号（文学部または英語学専攻）	<input type="checkbox"/>	
その他（資格名を以下に詳しくご記入ください）	<input type="checkbox"/>	
_____		

 ご意見があれば、どうぞご自由にご記入ください。

---

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5. 現在のご勤務先はどちらですか。

- 公立中学校
  - 私立中学校
  - 公立高等学校
  - 私立高等学校
  - その他（以下に詳しくご記入ください）
- 

6. 現在、週に何時間の授業を担当していますか。 \_\_\_\_\_時間/週


7. 現在、いくつのレベルの授業を担当していますか。 \_\_\_\_\_

8. 現在、役職等はされていますか。（例：英語科主任など）

- はい （ご記入ください） \_\_\_\_\_
- いいえ

9. 小学校での英語教育は必要だとお考えですか。

- はい  → 10にお進みください。
- いいえ  → 11にお進みください。

ご意見があれば、どうぞご自由にご記入ください。

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10. 9の質問で「はい」と答えた方におたずねします。小学校の英語教育はどの学年から始めるべきだとお考えですか。

- |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 第1学年                     | 第2学年                     | 第3学年                     | 第4学年                     | 第5学年                     | 第6学年                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |


ご意見があれば、どうぞご自由にご記入ください。

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11.文部科学省作成の最新の学習指導要領をお読みになったり、お調べになったりしましたか。

- はい   
いいえ   
わからない


 ご意見があれば、どうぞご自由にご記入ください。

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12.最新の学習指導要領についての資料などは文部科学省より配布されましたか。

- はい   
いいえ   
わからない

 ご意見があれば、どうぞご自由にご記入ください。

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---

13. 行政の英語教育に関する地域の政策についてどの程度ご存じですか。

- 全くわからない よく熟知している
- 0                      1                      2                      3                      4                      5

 ご意見があれば、どうぞご自由にご記入ください。

---

---

14.地域の英語教育に関する政策や資料は県や市の教育委員会より配布されましたか。

- はい   
いいえ   
わからない


 ご意見があれば、どうぞ自由にご記入ください。

---

---

15.貴校での英語教育に関する方針についてお調べになったり、貴校の先生方と協議されたりしましたか。

- はい   
いいえ   
わからない

 ご意見があれば、どうぞ自由にご記入ください。

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---

16. 最新の学習指導要領の内容についてどの程度ご満足ですか。

不満である 大満足である

0 1 2 3 4 5

 ご意見があれば、どうぞ自由にご記入ください。

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---

17.最新の学習指導要領の各方面においての効果についてどの程度ご満足ですか。

全国的において  
不満である 大満足である


0            1            2            3            4            5

貴校の地域において  
不満である 大満足である

0            1            2            3            4            5

貴校において  
不満である 大満足である

0            1            2            3            4            5


 ご意見があれば、どうぞご自由にご記入ください。

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18. 英語の週の時数が増えることは、生徒にとって有益であるとお考えですか。

はい              
いいえ       

 ご意見があれば、どうぞご自由にご記入ください。

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19. あなた個人では、言語教育においてどの分野を用いた教授方がお好みですか。(複数回答可)

- |                  |                          |
|------------------|--------------------------|
| 文法訳読             | <input type="checkbox"/> |
| 文法構造・文型          | <input type="checkbox"/> |
| 機能               | <input type="checkbox"/> |
| 自律学習             | <input type="checkbox"/> |
| コミュニケーション        | <input type="checkbox"/> |
| 場面               | <input type="checkbox"/> |
| タスク              | <input type="checkbox"/> |
| 話題               | <input type="checkbox"/> |
| わからない            | <input type="checkbox"/> |
| その他 (以下にご記入ください) | <input type="checkbox"/> |

---

 ご意見があれば、どうぞご自由にご記入ください。

---

20. 19 の質問で「コミュニケーション」を選択された方におたずねします。貴殿の考えるコミュニカティブ・アプローチの特徴を3つお書きください。

i \_\_\_\_\_

ii \_\_\_\_\_

iii \_\_\_\_\_

---

 ご意見があれば、どうぞご自由にご記入ください。

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---

21. 現在、どの分野について必要性を感じていますか。(複数選択可)

- |                     |                          |
|---------------------|--------------------------|
| 教授法全般(授業で使用する教授法)   | <input type="checkbox"/> |
| 語彙の指導法              | <input type="checkbox"/> |
| 評価法                 | <input type="checkbox"/> |
| リスニングの指導法           | <input type="checkbox"/> |
| スピーキングの指導法          | <input type="checkbox"/> |
| リーディングの指導法          | <input type="checkbox"/> |
| ライティングの指導法          | <input type="checkbox"/> |
| 四技能の総合的な指導法         | <input type="checkbox"/> |
| 教科書や教材の推奨例          | <input type="checkbox"/> |
| 発音の指導法              | <input type="checkbox"/> |
| 学習成果                | <input type="checkbox"/> |
| 文法の指導法              | <input type="checkbox"/> |
| 教室内の指導運営            | <input type="checkbox"/> |
| その他 (以下に詳しくご記入ください) | <input type="checkbox"/> |
- 


 ご意見があれば、どうぞご自由にご記入ください。

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22. 英語の授業において、教授内容はどのようにして決定されましたか。(複数選択可)

- |                     |                          |
|---------------------|--------------------------|
| 学習指導要領に則って          | <input type="checkbox"/> |
| 貴校の指導計画に則って         | <input type="checkbox"/> |
| 教科書に従い              | <input type="checkbox"/> |
| 生徒が興味を示す内容に従い       | <input type="checkbox"/> |
| 役に立つと思われる内容は何でも     | <input type="checkbox"/> |
| その他 (以下に詳しくご記入ください) | <input type="checkbox"/> |
- 
-


 ご意見があれば、どうぞ自由にご記入ください。

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23. 教科書はお使いになりますか。

はい   
いいえ


 ご意見があれば、どうぞ自由にご記入ください。

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---

24. 23 の質問で「はい」と答えた方におたずねします。ご使用されている教科書名と学年をご記入ください。

教科書名	学年・コース名
例) English 21 Read on!	例) 高3 (普通科)



 ご意見があれば、どうぞ自由にご記入ください。


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25. 教科書使用についてどう思われますか。

気に入らない 気に入っている

 0      1      2      3      4      5      

 ご意見があれば、どうぞ自由にご記入ください。


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26. 英語教育・英語学習においてどちらの主張があなたの信念に近いですか。

生徒は楽しんでいるときに最良の状態学べる

生徒は授業が規律正しく統制が取れているときに最良の状態学べる。

 ご意見があれば、どうぞ自由にご記入ください。


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27. 英語教育の取り組みにおいてどちらの主張があなたの教育理念に近いですか。

新しいことを教えるときは体系的に（段階的にそして統制とりながら）教えることが重要である。

新しいことを教えるときは、教材が興味をひくものであれば、順序などどうでもよい。

 ご意見があれば、どうぞ自由にご記入ください。

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28. ご自身の授業にJ E Tプログラムから派遣されてくるA L Tが今までにいましたか。

はい   
いいえ

「はい」と答えた方におたずねします。そのA L Tは生徒の全体的な言語発達に関してどのくらい有益だと思いますか。

有益ではない 有益だ  
 0                      1                      2                      3                      4                      5 


 ご意見があれば、どうぞ自由にご記入ください。

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29. あなたの英語能力についてお答えください。  
(付録の「バンドスコアの解釈について」をご参照ください)

リーディング	ライティング	リスニング	スピーキング	総合的能力

 ご意見があれば、どうぞ自由にご記入ください。

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30. 貴校の英語教育では何を向上させることができるか、あなたのご意見をお聞かせください。

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その他、ご意見ご感想をお聞かせください。



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## 付録

### バンドスコアの解釈について

(財団法人日本英語検定協会、IELTS バンドスコアより抜粋)

質問 28 にお答えになるときにご使用ください。

#### 1 非ユーザー

いくつかの単語を羅列して用いることしかできず、基本的に英語を使用する能力を有していない。

#### 2 一時的なユーザー

確実なコミュニケーションを行うことは不可能。慣れた状況下で、その場の必要性に対処するため、極めて基本的な情報を単語の羅列や短い定型句を用いて伝えることしかできない。英語による会話、および文章を理解するのに非常に苦勞する。

#### 3 非常に限定的なユーザー

非常に慣れた状況において、一般的な意味のみを伝え、理解することができる。コミュニケーションが頻繁に途絶える。

#### 4 限定的ユーザー

慣れた状況においてのみ、基本的能力を發揮できる。理解力、表現力の問題が頻繁にみられる。複雑な言語は使用できない。

#### 5 中程度のユーザー

部分的に英語を駆使する能力を有しており、大概の状況において全体的な意味をつかむことができる。ただし、多くの間違いを犯すことも予想される。自身の分野においては、基本的なコミュニケーションを行うことができる。

#### 6 有能なユーザー

不正確さ、不適切さ、および誤解がいくらか見られるものの、概して効果的に英語を駆使する能力を有している。特に、慣れた状況においては、かなり複雑な言語を使いこなすことができる。

#### 7 優秀なユーザー

時折、不正確さや不適切さがみられ、また状況によっては誤解が生ずる可能性もあるが、英語を駆使する能力を有している。複雑な言語も概して上手く扱っており、詳細な論理を理解している。

#### 8 非常に優秀なユーザー

時折、非体系的な不正確さや不適切さがみられるものの、十分に英語を駆使する能力を有している。慣れない状況においては、誤解が生ずることもありえる。込み入った議論に、うまく対応できる。

#### 9 エキスパート・ユーザー

十分に英語を駆使する能力を有している。適切、正確かつ流暢で、完全な理解力もある。

**Thank you very much for you participation in this project.  
I appreciate your co-operation.**

この研究には次の更なる調査がございます。

(1) 教職課程における教育実習及び教員研修についての英語教育に対する見解の調査と分析 (アンケート形式)

(2) 英語科授業の実例の観察及び録画と分析

以上の更なる調査にご協力いただける場合は、以下にご連絡先をご記入ください。追って、連絡させていただきます。

お名前 \_\_\_\_\_

学校名 \_\_\_\_\_

連絡先 \_\_\_\_\_

\_\_\_\_\_

電話番号 \_\_\_\_\_

メールアドレス \_\_\_\_\_

***Appendix 4: Letter to the Head of teacher of English department  
and Letter to teachers of English***

Dear Colleague,

**Questionnaire for Teachers of English**

I would be very grateful if you would distribute the attached envelopes (each of which includes a letter, a questionnaire and a prepaid reply envelope) to teachers of English in your school (including yourself). Any surplus envelopes can be disposed of.

The questionnaires included in these envelopes relate to a PhD research project on the teaching and learning of English in secondary schools in Japan which I am currently conducting at the University of Waikato in New Zealand. Further details are included in the attached letters.

Yours sincerely

Keiko Umeda

## 日本の中等教育における英語教員に関する アンケートのお願い

英語科担当様

ご多忙の折、大変恐縮でございます。  
突然のお手紙を差し上げる無礼をお許し下さい。

早速ですが、貴校の英語をご担当の先生方（ご自身も含め）へアンケートを配布していただきたいと存じます。封筒には、依頼書、アンケート、返信用封筒が同封されております。必要のない封筒は破棄してください。

私は、現在、ニュージーランド国立ワイカト大学で博士課程に在籍しており、このアンケートは日本の中・高等学校における英語教育の研究調査に関わるものであります。更なる説明はアンケート依頼書に同封されておりますので、ご参照くださいませ。

お手数おかけいたしますが、何卒宜しくお願い申し上げます。

敬白

平成 23 年 11 月

梅田慶子 Keiko UMEDA  
PhD Student (博士課程)

General and Applied Linguistics,  
The Faculty of Arts and Social  
Sciences,  
The University of Waikato,  
Private Bag 3105, Hamilton,  
New Zealand  
電話番号 : +64-21-0745171  
メールアドレス :  
ku2@waikato.ac.nz

## **General questionnaires for teachers of English in secondary schools in Japan**

Dear Colleague,

I am currently doing a PhD at the University of Waikato in New Zealand. The research involves an investigation of the teaching and learning of English in primary and secondary schools in Japan. It is intended that the results of this research will contribute to debate about attitudes and practices and to be of benefit to teachers and students.

The University of Waikato requires that no research that is conducted should ever represent any threat or risk to a participating institution or to the subjects of the research. If you decide to complete a questionnaire, you will not be asked to supply your name or that of the school where you teach unless you wish to take part in further aspects of the study. If you do supply your name, it will not be communicated to anyone other than my research supervisors. Nobody who participates will be identified (or identifiable) in the reporting of the research.

I would be very grateful if you would answer some or all of the questions on the attached the questionnaire. If you do not wish to answer some of the questions, you are not obliged to do so.

The research findings will be published in the form of a PhD thesis and, in the future, in academic journals. The completed PhD thesis will be made publicly available online on the internet. Participants may request a brief summary of the findings from the researcher following the completion of the research.

If you would like any further information, please contact me by email at [ku2@waikato.ac.nz](mailto:ku2@waikato.ac.nz)

This research project has been approved by the Human Research Ethics Committee of the Faculty of Arts and Social Sciences. Any questions about the ethical conduct of this research may be sent to the Secretary of the Committee, email [fass-ethics@waikato.ac.nz](mailto:fass-ethics@waikato.ac.nz), postal address, Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.

I would like to thank you for taking your time to read this letter.

Keiko Umeda  
PhD student

Address: General and Applied Linguistics,  
The Faculty of Arts and Social Science,  
The University of Waikato,  
Private Bag 3105, Hamilton,  
New Zealand  
Telephone: +64-21-0745171

## 日本の中等教育における英語教員に関する アンケートのお願い

英語教員様

ご多忙の折、大変恐縮でございます。突然のお手紙を差し上げる無礼をお許しください。現在、私はニュージーランド国立ワイカト大学・博士課程に在籍しております。研究内容は日本の中・高等学校の英語教育に関する調査、学習指導要領を含め、英語教育に対する一般的な姿勢や慣例を熟考し教師や学習者に貢献することを目的としています。

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この学術調査研究は当大学の人文・社会科学部の学術研究倫理委員会により承認されました。倫理上に関するお問い合わせは倫理委員長までご連絡ください。

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お忙しいとは存じますが、アンケートにご協力いただき、12月末日までに返信していただければ幸いです。お手数おかけいたしますが、何卒宜しくお願い申し上げます。

謹言

平成 23 年 11 月

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*Appendix 5: Comments made by questionnaire respondents*

**Comments relating to Question 17**

Comment	Number of Responses
<b>Familiarity with the local policy on teaching English to students in your region</b>	
Do not know what 'in your region' means.	3
Differences between regions, therefore English education cannot be conducted in the same way.	2
I think it is strange that there are no changes relating to teacher training or personnel.	1
Fundamentally, it is the same as nationally.	1
Real attention given only to students at competitive schools.	1
It bothers me because policies are not concerned what really happens at school level.	1
<b>Documentation from the Municipality Board of Education explaining the local policy on teaching English in your region</b>	
Documents are provided at regular conferences or workshops.	1
It is difficult to find time to read through the documents.	1
I am concerned about the emphasis on 'teaching English through the target language' which doesn't take account of the actual conditions of students.	1
I wish for an increasing number of teachers.	1
<b>Consultation about policy on teaching English in your own school</b>	
It is difficult to find a time for this because everyone is busy with, for example, extra duties after school and giving guidance to students. Lower secondary schools are in a vulnerable position and it is hard not to feel that they are just like day-care centres.	2
Improving discipline in classes and consolidating academic basics are more important.	1
No, because I am the only teacher allocated to teach English in my school.	1
The reality is far from the policy of MEXT.	1
We discussed what English education is supposed to be about.	1
We decide on our objectives and regularly discuss them.	1
Actively involved in workshops outside school and referring to practice models of other schools.	1
We consult about policy and this should have in every school.	1
The biggest challenge is the difficulty in running actual classes.	1
New approach was introduced to teachers through a workshop.	1
We discussed and considered it.	1
We try to consult once every week but everyone is busy so it is difficult to find the time for it.	1
Experienced teachers should take care of beginner students.	1
As a low academic level school, reviewing basics that are learnt at lower secondary school level repeatedly is important.	1
<b>Degree of satisfaction with the content of the most recent version of the <i>Course of Study for Foreign Languages</i></b>	
We are faced with the dilemma of accommodating both communication and entrance-exam English.	2
Teaching English through the target language can be a problem at some schools.	1
Teaching English through the target language, proposed in <i>The Course of Study</i> does not accord with university entrance examinations. I doubt whether these two activities can be compatible at real school level.	1
Personnel and environment are not ready for teaching English through the target language.	1
There is no training to conduct lessons in the target language. We're not ready for this yet.	1
Do things need to change so often? Things are getting worse, not better.	1
It is said that content is not increase but that class times are. We're just going back to where we were before. Why can't they admit their mistakes?	1

Each teacher carries a heavy burden because they lack time for preparation.	1
It is important that teachers make time for communicative activities. Teachers should try to change.	1
I suppose the people who made the curriculum haven't looked at textbooks... I am rather unhappy about these and I don't see what they are thinking about.	1
They need to take account of the actual conditions of each school and to operate flexibility.	1
What a distant idea it all is.	1
The teaching objectives should not be changed in 5 year cycles. They should plan in the longer term. It is confusing to try to work out what kinds of abilities can be acquired through learning English.	1
It asks too much of students whose level is low at my school.	1
<b>Degree of satisfaction with the way in which the most recent version of the <i>Course of study for Foreign Languages</i> is working nationally, locally and in your own school</b>	
I can't judge because I don't know about other regions.	2
There are differences between regions.	2
Each school should show its uniqueness.	2
I don't understand the question.	1
I don't know because it will start next year.	1
I don't really understand the situation very well. I do notice when it is covered on TV, newspapers, etc.	1
There has been no improvement in high school entrance examinations.	1
There are gaps between the emphasis in entrance exams on reading comprehension and the curriculum emphasis on developing communicative abilities, which includes listening and speaking.	1
I don't know how effective it is because new versions of textbooks following the recent version will be introduced next year.	1
I don't think it is going to change a lot.	1
To be effective, they need to take account of actual conditions.	1
It is difficult for every teacher to keep in same step.	1
It asks too much of students whose level is low at my school.	1
It is a burden when thinking of the actual condition at my school.	1
We need materials that are more appropriate for students.	1
A big impact, whether it is truly being followed or not.	1
A big impact - teaching English through English.	1
A big impact - teaching English through English.	1
There are some schools which conduct lessons in English, but there are other schools that would fall apart if they had to do it.	1
Teaching English through the target language' is not understood well. Not everyone is able to do this. Also, they should clearly specify what kind of English Japanese should learn as a common language. They don't need to speak like native speakers.	1
I am worried about the amount of tuition each week. Also, teachers should focus on teaching according to the actual conditions of their own students if they are genuinely going to foster students' English abilities.	1
I have heard from an experienced teacher that it is important to give lots of time to output.	1

**Comments relating to Question 18**

Comment	Number of Responses
<b>Affirmative</b>	
More could be achieved if there was more time to touch English.	4
It is important to increase hours of tuitions, but it is more important for students to have times and opportunities to use English every day (i.e. 15 minutes).	2

Instead of increasing hours, English should be taught at an earlier stage of primary education.	1
Before, there was not enough time but now I can deliver classes in my own way.	1
In country areas, it is good to have more hours of tuition because students don't get many opportunities to have extra tuition at cram school like students in big cities.	1
Why add an hour? The policy changes are irritating.	1
It provides an opportunity for more activities.	1
<b>Negative</b>	
To some extent, it could be a burden for students.	1
I am worried about losing time for basic academic things, such as Japanese.	1
Unless university entrance examination change, students and parents won't welcome more hours spent on communication.	1
Blindly increasing hours allows less time for mother tongue education.	1
It is effective if students have the academic basics, but if not, it could be a burden for students.	1
<b>Neither</b>	
There are advantages and disadvantages.	1
There should be more adequate discussion of content.	1
I hope the increased time will be used for communication or expanded learning.	1

**Comments relating to Question 25**

Comment	Number of Responses
<b>Obligation/ preparation time</b>	
It becomes a serious problem if you do not use textbooks.	2
I am often told to give consideration to textbooks by my supervisor.	1
Choice of textbooks depends on the local board of education: teachers are not free to choose.	1
I use it because I am required to but the dialogues in textbooks are unnatural and the level of grammatical difficulty is inappropriate and results in students losing motivation.	1
We rely wholly on the systematic nature of textbook because there are many students who do not have the basics.	1
It is easy to assign tasks.	1
Without textbooks we would have to devote more time to preparation.	1
I have so many things to do that it limits my preparation time so I depend on textbooks. However, I want to use materials which are appropriate in relation to students' circumstances and interests.	1
It is necessary.	1
<b>Occasional/ intermittent use</b>	
I use textbooks for compulsory subjects and do not use them for other subjects.	1
If the contents are not interesting in a particular part, then I don't use that part.	1
It is better if we use our own materials.	1
I use support materials only when students have difficulty in understanding.	1
I think we should use them when it is necessary.	1
It is important to use textbooks as appropriate.	1
They are probably suitable for students who are university entrance exam applicants, but not for other students in terms of comprehension.	1
A textbook which I am using now includes many dialogues but not so many stories or extended readings. Opportunities for extended readings should be given to students from an early stage of learning.	1
We need a textbook based on a functional syllabus, one that contains explanations of Japanese culture.	1

**Comments relating to Question 26**

<b>Comment</b>	<b>Number of Responses</b>
Both statements are equally true. You need both.	7
Both statements are important. It is best to have fun when listening and speaking and a calm atmosphere when reading and writing.	1
For beginners, having fun is the most appropriate. After that, discipline becomes critical.	1
Discipline is necessary when students do not fully understand that learning and fun can mix together.	1
It is important to establish a safe learning environment. Discipline is necessary if students are to achieve.	1
Securing an environment where students feel safe to learn is necessary.	1
Students cannot acquire anything by only having fun. I hope I can create lessons where students can enjoy themselves in a safe environment and also achieve.	1
I don't understand what 'having fun' means.	1
Depends on students' learning preferences.	1

**Comments relating to Question 27**

<b>Comment</b>	<b>Number of Responses</b>
<b>Both are necessary</b>	
Both are important	4
We need flexibility in relation to both.	1
<b>Teaching systematically is best</b>	
Following the past learning situations is easy to teach and much less of the burden for students.	1
Teaching systematically and in a controlled way is best.	1
Even if the materials are interesting, students will lose motivation if they cannot comprehend them because of lack of systematic presentation.	1
Learning English in Japan is different from an ESL context.	1
<b>Difficult to classify</b>	
When teaching new items, it is important to use what has already been learnt.	1

**Comments relating to Question 28**

<b>Comment</b>	<b>Number of Responses</b>
<b>Depends on individuals</b>	
Some are good, others less good. In view of the expense of the JET programme, hit has proved less effective than expected.	1
ALTs who are motivated to actively communicate with students can stimulate them.	1
There are effective ALTs but not all of them are effective.	1
The quality of ALTs is getting better. I heard there are still lots of schools with no ALTs. The problem of communication between Japanese teachers and ALTs has never been properly addressed.	1
From my experience, some ALTs have had personal problems that I had to take care (I felt they were trickier than guiding students at my school). I hope that	1

ALTs are chosen on the basis of their educational background and interest in education. However, I believe the presence of ALTs has cultural value. We, the Japanese teachers, should acquire more language competence.	
It is effective when the ALT really wants to teach English.	1
Depends whether they like kids or not.	1
I think of the ALTs as amateurs and we, the professionals, need to instruct them. It depends on individuals and on how we use them.	1
There are many great students who study teaching English in English speaking countries, but many assistants sent by the JET Programme have issues. Why isn't the programme improved?	1
<b>Effective or effective to some extent</b>	
The programme is effective. I can create lessons using ALTs but Japanese teachers are too busy to have all the meetings necessary to make it work.	1
It is effective if ALTs consider the real situation of students. On the other hand, there are some ALTs who deal with things that aren't relevant to the students' lives and this can be demotivating.	1
The presence of native speakers is necessary.	1
It provides a great opportunity for students to acquire English by using it.	1
It is good for motivating students through experiencing communicating with people from different countries and arousing their curiosity. However, it is doubtful whether it really directly improves students' abilities in English.	1
Useful if used appropriately.	1
We can ask for help in teaching speaking.	1
<b>Others</b>	
II think some ALTs come to Japan just only to brush up their Japanese skills.	1
I hope the number ALTs is increasing.	1
It is difficult to adjust which levels of students to be a norm where there are many students' levels in one class.	1

*Appendix 6: Extent of use of different textbooks*

Number	Publisher	Series	Number of Entries
<b>For Lower Secondary School</b>			
1	Tokyo: Tokyo Shoseki	NEW HORIZON English Course I, II, III	63
2	Tokyo: Sanseido	NEW CROWN ENGLISH SERIES New Edition 1,2,3	14
3	Tokyo: Kairyudo	SUNSHINE ENGLISH COURSE I, II, III	13
4	Tokyo: Kyoiku Shuppan	ONE WORLD English Course 1, 2, 3	5
5	Tokyo: Gakko Toshō	TOTAL ENGLISH I, II, III	4
6	Tokyo: Komura Toshō	COLUMBUS 21 ENGLISH COURSE 1, 2, 3	1
<b>For Upper Secondary School: Oral Communication I &amp; II</b>			
7	Tokyo: Kairyudo	ORAL COMMUNICATION Revised EXORESSWAYS I Standard Edition	3
8	Tokyo: Sanseido	SELECT Oral Communication I New Edition	1
9	Tokyo: Obunsa	Planet Blue Oral Communication I [Revised Edition]	1
10	Hiroshima: Daiichigakushusha	Voice Oral Communication I New Edition	1
11	Tokyo: Taishukan	Departure Oral Communication I Revised Edition	1
<b>For Upper Secondary School: English I&amp;II</b>			
12	Tokyo: Taishukan	Captain English Course I, II Revised	6(2/4)
13	Tokyo: Tokyo Shoseki	Power On English I, II	5(2/3)
14	Tokyo: Kairyudo	Revised Edition ENGLISH NOW I, II	5(3/2)
15	Tokyo: Suken Shuppan	BIG DIPPER English Course I, II	5(3/2)
16	Tokyo: Tokyo Shoseki	All Aboard! English I, II	4(2/2)
17	Tokyo: Sanseido	VISTA English Series I, II New Edition	4(3/1)
18	Tokyo: Sanseido	EXCEED English Series I, II New Edition	3(1/2)
19	Tokyo: Kiriharashoten	PRO-VISION ENGLISH COURSE I, II New Edition	3(2/1)
20	Tokyo: Sanseido	CROWN English Series I New Edition	2
21	Kyoto: Buneido	NEW EDITION Surfing ENGLISH COURSE I, II	2(1/1)
22	Tokyo: Ikeda Shoten	Revised Edition DAILY ENGLISH COURSE I, II	2(1/1)
23	Osaka: Zoshindo	NEW STREAM English Course Second Edition	2
24	Tokyo: Kirihara Shoten	NEW English Pal I, II New Edition	2(1/1)
25	Osaka: Zoshindo	MAINSTREAM English Course II Second Edition	1
26	Hiroshima: Daiishigakushusha	Viva English! II NEW EDITION	1
27	Hiroshima: Daiichigakushusha	Vivid English Course I NEW EDITION	1
28	Tokyo: Kiriharashoten	WORLD TREK ENGLISH COURSE NEW EDITION	1
29	Tokyo: Sanyu Shuppan	COSMOS ENGLISH COURSE II	1
<b>For Upper Secondary School: Reading</b>			
30	Tokyo: Sanseido	EXCEED English Reading New Edition	2
31	Tokyo: Kairyudo	Revised Edition SUNSHINE Readings	1
32	Tokyo: Sanseido	ORBIT English Reading New Edition	1
33	Tokyo: Keirinkan	ELEMENT English Reading	1
34	Tokyo: Suken Shuppan	Revised POLESTAR Reading Course	1
35	Kyoto: Buneido	NEW EDITION POWWOW ENGLISH READING	1
36	Tokyo: Ikeda Shoten	Revised Edition DAILY ENGLISH READING	1
37	Tokyo: Ikeda Shoten	NeW EDITION Surfing ENGLISH READING	1
38	Osaka: Zoshindo	NEW STREAM Reading Course Second Edition	1
<b>For Upper Secondary School: Writing</b>			
39	Tokyo: Kiriharashoten	WORLD TREK ENGLISH WRITING NEW EDITION	4
40	Kyoto: Buneido	NEW EDITION POWWOW ENGLISH WRITING	3
41	Tokyo: Tokyo Shoseki	Power On English Writing	2
42	Osaka: Keirinkan	ELEMENT English Writing	2
43	Tokyo: Sanseido	EXCEED English Writing New Edition	1
44	Tokyo: Taishukan	Genius English Writing Revised	1
45	Tokyo: Suken Shuppan	BIG DIPPER Writing Course	1
46	Tokyo: Ikeda Shoten	Revised Edition DAILY ENGLISH WRITING	1

<b>Others</b>			
47	MEXT	English Notebook 1, 2 <sup>105</sup>	2(1/1)
48	Kyoto: Buneido	SEED General English <sup>106</sup>	1
49	Tokyo: Suken Shuppan	LEARNERS' Senior High School English <sup>107</sup>	1
Not mentioned in details		Publishers only mentioned	3

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<sup>105</sup> These are the set textbooks for teaching English at primary school.


<sup>106</sup> This is not an authorised textbook by MEXT, rather it is supported study guides of English grammar.

<sup>107</sup> Same as above.

*Appendix 7: Teacher Training Questionnaire for Teachers of  
English in Secondary Schools in Japan*

## Part 1: Qualifications and experience

1.1 How many years have you taught English? \_\_\_\_\_ years

 Please add a comment if you wish \_\_\_\_\_

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1.2 What teaching qualifications do you have? Please check  the appropriate box and /or provide details below.

I have a teacher's certificate for secondary school level.

**Others:**

I have a degree that includes teacher training.

I have a specific qualification in teaching English.  
Please provide details below:

\_\_\_\_\_

\_\_\_\_\_

 Please add a comment if you wish \_\_\_\_\_

---

1.3.1 Since you began teaching English, have you done any in-service training in teaching English?

Please check  the appropriate box and /or provide details below.

Yes  No

1.3.2 If you answered YES, approximately **how many** of in-service training / seminars have you attended?

time(s)

1.3.3 Did you find the of in-service training / seminars **useful**?

Yes  No

1.3.4 If you answered **YES**, please list the **main topic** up to 5 in-service training/ seminars you found **useful**.

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1.4 What background in English language do you have?

I have a degree in English.

I have done a computer-based **TOEFL** or **EIKEN** or **TOEIC** test Yes  No

My proficiency score in English was **213** or higher. Yes  No

My **score** was (please specify if possible):

\_\_\_\_\_ **EIKEN**

\_\_\_\_\_ **TOEFL**

\_\_\_\_\_ **TOEIC**

I have taken another type of English proficiency test Yes  No

The test was (please specify):

---

My score was (please specify if possible):

---

I am a native speaker of English.

 Please add a comment if you wish \_\_\_\_\_

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## Part 2: Aspects of your training to be a teacher of English

2.1 In your English teacher pre-service or in-service courses, which of the following areas was included? Please check  the appropriate boxes.

	Pre-service course	In-service course
How students learn foreign languages	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum and syllabus design	<input type="checkbox"/>	<input type="checkbox"/>
Teaching methodologies	<input type="checkbox"/>	<input type="checkbox"/>
Designing English teaching materials	<input type="checkbox"/>	<input type="checkbox"/>
Linguistics (analysing English)	<input type="checkbox"/>	<input type="checkbox"/>
Cross-cultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literature	<input type="checkbox"/>	<input type="checkbox"/>
Developing your own English proficiency	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

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 Please add a comment if you wish \_\_\_\_\_

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2.2 Did your pre-service or in-service training include an assessed English teaching practice component (that is, a component in which you taught real students and your teaching was assessed)?

	Yes	No
Pre-service	<input type="checkbox"/>	<input type="checkbox"/>
In-service	<input type="checkbox"/>	<input type="checkbox"/>

If you answered **NO**, please go directly to Question **2.3**

If you answered **YES**, please answer questions **2.2.1 – 2.2.10** below.

	Pre-service	In-service
2.2.1 Did you teach a whole class?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2.2 Was the class teacher in the room with you?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2.3 Was your course tutor in the room with you?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2.4 Did <b>you</b> decide what to teach?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2.5 Did the <b>class teacher</b> decide what you should teach?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2.6 Did your <b>training course tutor</b> decide what you should teach?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2.7 Were you given feedback on your teaching?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2.8 If you were given feedback on your teaching, who gave the feedback?	The class teacher <input type="checkbox"/> Other teachers <input type="checkbox"/> The students <input type="checkbox"/> Your course tutor <input type="checkbox"/>	The class teacher <input type="checkbox"/> Other teachers <input type="checkbox"/> The students <input type="checkbox"/> Your course tutor <input type="checkbox"/>
2.2.9 Was your teaching graded as part of the overall assessment for the course?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.2.10 If your teaching was graded, how did you receive the grade?	As a mark <input type="checkbox"/>  As part of a report that identified strengths and weaknesses <input type="checkbox"/>	As a mark <input type="checkbox"/>  As part of a report that identified strengths and weaknesses <input type="checkbox"/>

 Please add a comment if you wish \_\_\_\_\_

---

2.3 Did your pre-service or in-service training course include **observing** English lessons taught by other people?

	<b>Yes</b>	<b>No</b>
<b>Pre-service</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>In-service</b>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered **NO**, please go directly to **Question 2.4**  
 If you answered **YES**, please answer **Questions 2.3.1 – 2.3.3** below.

	Pre-service training	In-service training/seminars
2.3.1 <b>Who</b> taught these lessons?	Teachers in local schools <input type="checkbox"/>	Teachers in local schools <input type="checkbox"/>
	My course tutor/s <input type="checkbox"/>	My course tutor/s <input type="checkbox"/>
	Teachers in local schools and my course tutor/s <input type="checkbox"/>	Teachers in local schools and my course tutor/s <input type="checkbox"/>
	Other (please specify) <input type="checkbox"/>	Other (please specify) <input type="checkbox"/>
	_____	_____
	_____	_____
	_____	_____
	_____	_____
2.3.2 Were you encouraged to pay particular attention to certain things in the lessons you observed, such as, for example, how the teachers introduced new language?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.3.3 Did your tutor/s discuss the lessons you observed with you afterwards?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

 Please add a comment if you wish \_\_\_\_\_

---

2.4 Did the instructors on your course ever demonstrate how to teach certain things by actually teaching these things to a class of real students and allowing you to observe?

Yes  No

2.5 Were you given advice about coping with classes that include learners with different levels of proficiency?

Yes  No

2.6 Were you given advice about making sure that you were responsive to the different learning styles of your students?

Yes  No

2.7 Were you given advice about correcting learner errors?

Yes  No

2.8 Were you given advice about concept checking, that is, about making sure that learners understood the meaning of new language (vocabulary and grammar)?

Yes  No

2.9 Were you given advice about the different parts of a language lesson and what order to introduce them?

Yes  No

2.10 Were you given any advice about setting up and timing activities?

Yes  No

2.11 Were you asked to pay attention to different things (e.g. setting up tasks 'activities / exercises' or introducing new language) each time you taught?

Yes  No

2.12 Were you given advice about *pace* in the language classes, that is, were you advised about making sure that some sections of the lesson, such as question and answer practice of language forms, was not allowed to continue on slowly for too long?

Yes  No

2.13 Did your course include a component whose aim was to further develop your own language proficiency?

Yes  No

2.14 Were you provided with some useful classroom language (e.g., **Look! Listen! Answer the question! Work in pairs! Get into groups!** etc.) and given advice about how to introduce it and use it?

Yes  No

2.15 Did your course include a component whose aim was to help you to analyse English in terms of meaning and form – e.g., a component in which you were encouraged to work out and explain the different ways in which, for example, the present simple tense can be used in English?

Yes  No

2.16 In your course, were you taught how to teach the relationship between full forms (e.g., **I am hot**) and contracted forms (e.g., **I'm hot**)?

Yes  No

2.17 The **past simple** (e.g., *ate*) and the **past continuous** (e.g., *was eating*) forms of verbs are used differently. In your course, were you introduced to ways of teaching the difference in meaning between these two forms?

Yes  No

2.18 Did your course include anything on classroom management, that is, how to keep the learners active and on task?

Yes  No

2.19 Were you given any advice about adapting *tasks* to suit learners with different levels of proficiency?

Yes  No

2.20 Did your course include anything about assessment and test design?

Yes  No

2.21 Did your course include anything about teaching pronunciation?

Yes  No

2.22 Did your course include anything about teaching reading and writing?

Yes  No

2.23 Did your course include anything about teaching the four skills in an integrated way (that is all four skills in the same lesson)?

Yes  No

2.24 Did your course include advice about *selecting* textbooks?

Yes  No

2.25 Did your course include advice about *evaluating* textbooks?

Yes  No

2.26 Did your course include advice about *using* textbooks?

Yes  No

2.27 In your course, were you taught how to teach the meaning of functions such as *suggestions*, *warnings* etc.?

Yes  No

2.28 In your course, were you given any advice about how to teach the meaning of new words and phrases such as '*what do you want*', '*please*', '*what would you like*', and '*I'd like*' when students encounter them for the first time?

Yes  No

2.29 Were any arrangements made for the instructors on your course to see how you were getting on in your teaching after you had been teaching for a period of time, e.g., six months?


Yes  No

2.30 When you finished your course, did you feel confident about teaching English?

Yes  No

2.31 Are there any things that have caused problems in your teaching that were not included in your course and you wish had been included?

Yes  No

 Please add any comments you wish to make on your training experiences:

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**Part 3: Tell me a little about yourself**

3.1 Are you male or female? Please check  the appropriate box.

Male

Female

3.2 What is your age group? Please check  the appropriate box.

20-29

30-39

40-49

50-59

Over 60

3.3 How long have you been teaching? Please complete the boxes below.

Years

Months

3.4 Have you ever studied abroad? Please check  the appropriate box.

Yes

No

If YES, please specify below where you studied and for how long.

Place (country)	Years	Months	Weeks

3.5 Do you have a position of responsibility?

(e.g. in charge of the English subject)

Yes

No

If 'YES', please tell me what your job is.

---


**Thank you very much for taking time to participate in this project.**

## アンケートご記入にあたってのお願い

- ☺ あてはまる個所にチェック☑やあてはまる番号に○をし、\_\_\_\_や空欄に回答をご記入ください。
- ☺ アンケートは英語を担当されている先生方を対象としています。回答しづらい質問があるかもしれませんが、あまり考え込まず、お答えになれる範囲で回答をお願いいたします。

### Part 1. 資格やご経験などについてうかがいます。

1.1 英語教育経験はどのくらいですか。 \_\_\_\_\_年

 ご意見があれば、どうぞご自由にご記入ください。

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1.2 どのような資格をおもちですか。

中等学校・高等学校教諭免許状

その他:

教職課程を含む大学卒業資格

英語教育に関する資格

(以下に詳しくご記入ください)

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 ご意見があれば、どうぞご自由にご記入ください。

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1.3.1 英語教員になられてから、英語教育に関する研修やセミナー等に参加されましたか。

はい

いいえ

1.3.2 「はい」と答えた方におたずねします。どのくらい参加されましたか。

\_\_\_\_\_回

1.3.3 ご参加された研修やセミナー等は役に立ちましたか。

はい

いいえ

1.3.4 「はい」と答えた方におたずねします。役に立ったと思われる研修やセミナー等の項目を5つお書きください。

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.4 英語の資格試験についてうかがいます。(複数選択可)

大学・学士号(英語に関係のある)

TOEFL や英検や TOEIC を受験した。 はい  いいえ

TOEFL(コンピュータベース)で 213 点以上 はい  いいえ   
だった。


上記の資格 英検 \_\_\_\_\_  
TOEFL \_\_\_\_\_  
TOEIC \_\_\_\_\_

上記以外の英語の試験を受験した。 はい  いいえ

試験の名前(詳しくご記入ください) \_\_\_\_\_

その試験結果(詳しくご記入ください) \_\_\_\_\_

英語母語話者(ネイティブスピーカー)であ   
る。


 ご意見があれば、どうぞご自由にご記入ください。

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Part 2. 英語教員のための教員研修についてうかがいます。

2.1 教職課程（教育実習）や教員研修（セミナー等を含む）では以下のど  
の分野が  
含まれていましたか。

	教育実習	教員研修
外国語習得について	<input type="checkbox"/>	<input type="checkbox"/>
カリキュラムや指導計画の作成について	<input type="checkbox"/>	<input type="checkbox"/>
教授法について	<input type="checkbox"/>	<input type="checkbox"/>
教材研究について	<input type="checkbox"/>	<input type="checkbox"/>
言語学（英語学）	<input type="checkbox"/>	<input type="checkbox"/>
異文化理解について	<input type="checkbox"/>	<input type="checkbox"/>
英・米文学	<input type="checkbox"/>	<input type="checkbox"/>
英会話	<input type="checkbox"/>	<input type="checkbox"/>
教室内の指導運営について	<input type="checkbox"/>	<input type="checkbox"/>
その他（以下に詳しくご記入ください）	<input type="checkbox"/>	<input type="checkbox"/>

 ご意見があれば、どうぞご自由にご記入ください。

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2.2 教職課程（教育実習）や教員研修（セミナー等を含む）において、実  
際の教育実習が含まれていてなおかつその教育実習が評価の対象と  
なった。

はい

いいえ  → 2.3 へお進みください

「はい」と答えた方におたずねします。次の質問 2.2.1～2.2.11 に  
お答えください。

	教職課程・教育実習	教員研修
2.2.1 ひとクラス全体を教えた。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>
2.2.2 実習・研修先の英語担当教員 が授業を見学した。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>
2.2.3 教職課程または教員研修の指 導者が授業を 見学した。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>

2.2.4	授業内容は自分で決めた。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>
2.2.5	実習・研修先の英語担当教員が授業内容を決めた。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>
2.2.6	教職課程または教員研修の指導者が授業内容を決めた。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>
2.2.7	実習についての返答があった。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>
2.2.8	返答したのは誰でしたか。 *返答 (feedback)	英語担当教員 <input type="checkbox"/> その他の教員 <input type="checkbox"/> 生徒 <input type="checkbox"/> 実習の指導者 <input type="checkbox"/>	英語担当教員 <input type="checkbox"/> その他の教員 <input type="checkbox"/> 生徒 <input type="checkbox"/> 実習の指導者 <input type="checkbox"/>
2.2.9	実際の実習は教職課程や教員研修の全体的な評価になった。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>
2.2.10	実際の実習は、どのように評価をされましたか。	成績 (点数や5段階評価など) <input type="checkbox"/> 弱点などを含む報告書 <input type="checkbox"/>	成績 (点数や5段階評価など) <input type="checkbox"/> 弱点などを含む報告書 <input type="checkbox"/>

 ご意見があれば、どうぞご自由にご記入ください。

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2.3 教職課程（教育実習）や教員研修（セミナー等を含む）において、他の人が実際に行う授業を見学した。

	はい	いいえ
教職課程	<input type="checkbox"/>	<input type="checkbox"/>
教員研修	<input type="checkbox"/>	<input type="checkbox"/>

「いいえ」と答えた方は質問 2.4 へお進みください。

「はい」と答えた方は次の質問 2.3.1～2.3.3 にお答えください。

	教職課程	教員研修
2.3.1 誰の授業を見学しましたか。	地域の教員 <input type="checkbox"/> 教職課程の指導者 <input type="checkbox"/> 両方 <input type="checkbox"/> その他 <input type="checkbox"/> (詳しくご記入ください)	地域の教員 <input type="checkbox"/> 教員研修の指導者 <input type="checkbox"/> 両方 <input type="checkbox"/> その他 <input type="checkbox"/> (詳しくご記入ください)
2.3.2 授業を見学する際には観察のポイントなどを事前に提示されましたか。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>
2.3.3 授業見学の後、教職課程・教員研修の指導者と授業についての討議はありましたか。	はい <input type="checkbox"/> いいえ <input type="checkbox"/>	はい <input type="checkbox"/> いいえ <input type="checkbox"/>

 ご意見があれば、どうぞご自由にご記入ください。

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以下の質問は教職課程（教育実習）または教員研修（セミナー等を含む）の内容についてうかがいます。

2.4 指導内容のポイント等を指導者による実際の授業で見学しましたか。

はい                       いいえ

2.5 習熟度が異なった生徒が一つのクラスにいる場合、どのように対処するかなど学びましたか。

はい                       いいえ

2.6 学習者の学習様式（ラーニングスタイル）の違いに教師は気付かなければならないとの助言はありましたか。

はい

いいえ

2.7 学習者の誤りの訂正についての助言はありましたか。

はい

いいえ

2.8 学習者が新出語や文型・文法を理解したかどうかを確かめる内容理解（コンセプトチェック）についての助言はありましたか。

はい

いいえ

2.9 授業展開において活動・内容の順序についての助言はありましたか。

はい

いいえ

2.10 学習活動の設定や時間設定などについての助言はありましたか。

はい

いいえ

2.11 タスク（課題や練習）の設定をすることや新文型などを教えることなど異なることに対して配慮を配ることを求められましたか。

はい

いいえ

2.12 学習活動においてテンポ（質疑応答練習においては遅いペースで長時間を割いてはならないなど）についての助言はありましたか。

はい

いいえ

2.13 教員の更なる英語力向上についての内容は含まれていましたか。

はい

いいえ

2.14 役に立つ教室内英語（**Look! Listen! Answer the question!** など）をどのように授業で紹介し、使うかなどの使用方法についての助言はありましたか。

はい

いいえ

2.15 形式や意味などの言語分析（時制において英語には現在形があるな  
様々な説明の仕方など）についての内容は含まれていましたか。

はい

いいえ

2.16 短縮形とその違い（**I am hot** と **I'm hot** など）についての説明の仕方  
について教わりましたか。

はい

いいえ

2.17 過去形と過去進行形の動詞の形と意味の違いの教え方について教わり  
ましたか。

はい

いいえ

2.18 教室内の指導運営（タスクの取り組ませ方など）についての内容は含  
まれていましたか。

はい

いいえ

2.19 習熟度が異なる学習者に合ったタスクを取り入れるについての助言は  
ありましたか。

はい

いいえ

2.20 テスト制作や評価についての内容は含まれていましたか。

はい

いいえ

2.21 発音指導についての内容は含まれていましたか。

はい

いいえ

2.22 リーディングやライティングの指導についての内容は含まれていまし  
たか。

はい

いいえ

2.23 四技能を統合的に指導する方法（一つの授業で四技能すべてを使用す  
るなど）についての内容は含まれていましたか。

はい

いいえ





**Part 3. 先生ご自身のことについてうかがいます。**

3.1 性別

男性

女性

3.2 年齢

20～30 歳

31～40 歳

41～50 歳

51～60 歳

60 歳以上

3.3 経験年数

\_\_\_\_\_ 年 \_\_\_\_\_ か月

3.4 海外留学のご経験はおありですか。

はい

いいえ

「はい」とお答になった方におたずねします。場所と期間をご記入ください。

場所 (国名)	年	月	週

3.5 現在、役職等はされていますか。 (例：英語科主任など)

はい  (ご記入ください) \_\_\_\_\_

いいえ  \_\_\_\_\_

3.6 現在、週に何時間、授業を担当されていますか。

(ホームルーム等を含む)

週に \_\_\_\_\_ 時間

**Thank you very much for taking time to participate in this project.**

*Appendix 8: Letter to teachers of English*

Dear Colleague,

**Teacher training questionnaire for teachers of English in secondary schools in Japan**

This questionnaire is part of a research project conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Keiko Umeda.

The overall aim of this part of the research project is to investigate aspects of the training programs provided for teachers of English in schools in Japan.

If you do not wish to participate, that is not a problem. If you do, you can choose (without any explanation) not to answer some of the questions.

The identity of participants will **not** be made available to anyone other than the researcher. Participants will **not** be named or identified in any way in the reporting of the research.

A summary of the research findings will be available on request from the researcher at the conclusion of the research. The completed PhD thesis will be made publicly available online on the Internet.

This research project has been approved by the Human Research Ethics Committee of the Faculty of Arts and Social Sciences. Any questions about the ethical conduct of this research may be sent to the Secretary of the Committee, email [fass-ethics@waikato.ac.nz](mailto:fass-ethics@waikato.ac.nz), postal address, Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.

Yours sincerely,

Keiko Umeda

## 日本の中等教育における英語教員のための教員研修に関する アンケートのお願い

英語教員の方へ

拝啓

季夏の候、ますます御健勝のこととお慶び申し上げます。このアンケートはニュージーランド国立ワイカト大学の博士課程における当方の学術研究調査にかかわるものであります。この研究の目的は日本の英語教員のための教員研修に関する調査です。

調査報告では、貴殿や貴校の名前等はすべて匿名になります。貴殿に関わる特性（お名前、学校名等）は当方または指導教官以外に漏れることはございません。是非、ご理解・ご協力いただき、アンケートにご記入いただきたく存じます。

研究内容の結果は博士論文で、後には、学術論文の中で公表されます。また、インターネット上においても公開されます。研究終了後には概要を要請されても構いません。

この研究に関するお問い合わせは以下までご連絡ください。

**Keiko UMEDA: ku2@waikato.ac.nz**

この学術調査研究は当大学の人文・社会科学部の学術研究倫理委員会により承認されました。倫理上に関するお問い合わせは倫理委員長までご連絡ください。

メールアドレス : fass-ethics@waikato.ac.nz

住所 : Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wānanga o Waikato, Private Bag 3105, Hamilton 3240

お忙しいとは存じますが、アンケートにご協力いただき、返信していただければ幸いです。お手数おかけいたしますが、何卒宜しくお願い申し上げます。

敬具

平成 23 年 8 月

梅田慶子 Keiko UMEDA  
PhD Student (博士課程)

連絡先 : General and Applied Linguistics, The Faculty of Arts and Social Sciences,  
The University of Waikato, Private Bag 3105, Hamilton, New Zealand  
電話番号 : +64-21-0745171  
ku2@waikato.ac.nz

*Appendix 9: Teacher interview transcripts*

## Interview 1 - Transcript (Teacher C)

**The interviews were conducted in Japanese and have been translated into English.**

**Interviewer:** How many lesson hours (including homeroom sessions) per week are you teaching at this moment?

20 hours.

**Interviewer:** It sounds very tough. Is it tough for you?

Yes, of course, it is tough.

**Interviewer:** How many lesson hours do you teach for each grade?

3 hours for grade 1. I also teach 7 hours for grade 2.

**Interviewer:** What about grade 3?

7 hours.

**Interviewer:** How many different levels do you teach?

I teach the same classes (for two different courses) for each grade. The students are divided according to the level of proficiency. The students stay in the same class throughout a semester. When there were only two full time teachers including me, one of us taught the highest class where the students were easy to control but lessons were expected to move on. On the other hand, the other taught the lowest class which was really tough to control the students and make them study. The classes in the middle, part time teachers taught.

**Interviewer:** Even though the students are divided according to the level of proficiency, within one class...

The students differ from one another in one's ability. Some students who can participate in the class by replying questions and can communicate (be able to respond in English) well in the class. However, they fail taking notes during class and not performing well in exams so they were placed in the lowest level.

**Interviewer:** I am sure it is difficult to teach if the students are not at the same level in one class...

That's so true, especially, the situation in the lowest class. There students vary. I found that the two lowest classes are tough (to teach...).

**Interviewer:** You are teaching at a senior high school, but are there any students who find it difficult to follow the high school English classes?

Of course, there are.

**Interviewer:** When you are teaching in the class, if you find there are students who cannot follow the lesson, what do you usually do?

mmmm... I don't think all the students get things taught through students' heads within a lesson. I tend to make sure all the students take notes.

**Interviewer:** Is taking notes related to term exams?

That's right. Taking notes is allocated mark, so the students placed in the lower classes, they can get marks by taking notes even though they don't get good marks in exams. Therefore, if a student does not finish copying down from the blackboard, the student won't be able to leave the classroom. I check all the students' note taking. So students who fall asleep or chatting during the class, they have to remain the class even after the class finishes until they finish note taking. So students try to finish taking notes during a lesson.

**Interviewer:** So your goal is to be able to make students take notes within a lesson?

Yes.

**Interviewer:** Are the students placed by their exam and grade results?

Yes. For example, in English 1 course, I ask students to copy down main text of the target lesson in the textbook. I don't give the translation, but explain points about the text. I guess the students in the lower classes do not understand. On the other hand, the students in the upper classes understand, because the explanations focus on grammar points. I guess the students at lower classes just writing down the points without understanding. I want the students at lower classes to suck in only one point, so when I introduce a new vocabulary, I exaggerate the pronunciation to get attention from the students. The class where I teach is something like that. I guess they don't understand at all.

**Interviewer:** Are you in charge of teaching the lower classes?

Yes, I have been teaching only the lowest classes.

**Interviewer:** Is that why you said you cannot improve your English?

Yes, totally.

**Interviewer:** Do you follow a textbook when you teach?

Yes.

**Interviewer:** What textbook are you teaching with in English 1 course?

World Trek. We have been using World Trek for long time but until this March.

**Interviewer:** Who chooses the textbook used in classes?

We all (English teachers) choose [the textbooks]. We get lots of textbooks distributed by publishers. We look them and decided. We look over each textbook roughly if the contents are striking and layouts are easy to follow when it comes to teach. We decide which textbook to use – if the textbook is easy to use for teaching.

**Interviewer:** In your school, the academic levels of the student vary, so is it difficult to choose textbooks?

Yes. If we choose the textbook only contains basic stuff, then we get complains from the parents saying: Why you teach only easy stuff. Even so, I wish I could use junior high school textbooks students at the lowest classes because some of them can't even write alphabets.

**Interviewer:** Do you also follow the contents stated in the curriculum documents (The Course of Study)?

No... not at all [I don't refer to the curriculum in deciding what to teach]. I look at teachers' manual of the textbook I use.

**Interviewer:** Do you think this is because the textbooks are already approved by the Ministry of Education, so you just follow the textbooks?

Yes... I guess so [that this is because the textbooks are Ministry-approved].

**Interviewer:** Do you follow the contents that appear in the textbook from the beginning?

Well... the contents on the textbook are stories and recent news and vocabulary which I don't think some of them are really useful... I think if we can provided English expressions in the class that would be useful for students to be able to communicate. For example, when I escorted the school trip to America, the students experienced English classes at a language school. There, the students had a lesson like, "Now you are going shopping, what would you say at a shop?" if we could do this kind at classes, I think it will be useful for the students. However, I think this doesn't work en masse.

**Interviewer:** If you do that kind of lesson, how do you follow up on preparation for the university entrance exams?

Oh, we don't manage to prepare the entrance exams at all...

**Interviewer:** You know, university entrance exams include listening, conversations, and also reading. So your ideal lesson can be helpful for listening and conversation sections.

In our school, students who are in grade 3 (the last year of the senior high school), there is a class which only teaches grammar. Grade 1 and 2 courses focus on learning vocabulary and grammar through reading comprehension. In grade 3, there are courses like Oral and English Reading. In English Reading classes, we teach mainly English grammar and teach from the beginning, tense, verbs, etc... I think we should teach this at Grade 1. I guess knowing grammar helps students understand how English sentence works. And also it helps students to review what they've learned at junior high school English classes.

**Interviewer:** Do you like using textbooks?

....

**Interviewer:** Do you have to use textbooks?

*Yes... using textbooks can become a standard. If we don't have anything, we have to prepare everything every time. We also have part-time teachers, so if we don't have anything in common, it would be difficult to unify.*

**Interviewer:** For example, take the textbook for 'Oral Communication' class. Do you think the contents are useful for being able to communicate?

Not really, I wonder we picked a wrong one...  
I guess if we provide many varieties of expressions in different situations, then students would be able to use them quickly.

**Interviewer:** So, when you use a textbook and you think something is missing in the textbook. Is that what you mean?

The textbook tends to be complicated. There are things in the textbooks what I think where we can use them... I think the textbook includes a simple expression with different ways of saying. If so, within the same topic, it can be taught widely within one class. If I think like this, we don't need to use a textbook in an 'Oral Communication' class. We think it is possible that we can create materials by our own.

**Interviewer:** However, do you have time for creating materials?

No... we don't have enough time for that...

**Interviewer:** I guess it is difficult for teachers to secure time for preparing classes within regular duty hours.

Yes... I think we should make an effort and put the most priority to prepare lessons, but... we are busy with other things and we don't change the

textbook every year. We use the same one few years, so we tend to repeat the same things over the years.

**Interviewer:** Do you think only using the textbooks that you are using at your school now will make students be able to communicate?

I don't think so.

**Interviewer:** Do you think using textbooks is not enough at this moment?

Yes...

In our school, we focus on English vocabulary test. Many of the students feel reluctant [...] but I think when you are in trouble, if you only know English vocabulary, something can be worked out. Through my experience, I could continue conversation because I knew some vocabulary. I definitely think we should force students to memorise vocabulary.

**Interviewer:** What kinds of English vocabulary test do you give students in your school?

We use an English vocabulary book and take out 20 vocabulary from the book and prior to the test, students are already informed that they have to memorise 30 vocabulary. Then students are tested 20 vocabulary out of the 30 memorised vocabulary. The pass line is 80 % of the 20 vocabulary. If you fail, the students cannot attend the club activities. The students have ability to concentrate, they can quickly memorise vocabulary. However, if they manage to write the vocabulary it doesn't mean that they can pronounce them properly. They don't know how to read phonetic symbols. The vocabulary test only asks to write, not to pronounce, so they can pass if you write a correct word but they can't pronounce. I think this is wasting. Of course, we do practice how to read the vocabulary during a class, using 10 minutes at the beginning of a lesson, repeating how to pronounce those 30 vocabulary, but the students do not focus on pronunciation but passing the test. I think the test should include pronunciations. For example, letting the students to pronounce vocabulary they wrote. If they can read properly, then they can pass. If we think the way, we have to check every student individually... if the students mispronounce, then I want to correct their pronunciations, if I think like this, I don't know it would be possible... We do practice pronouncing the vocabulary for the test, it doesn't take root in most of the students' minds... students tend to think they don't need to use English...

**Interviewer:** What part of a lesson can best help students to be able to communicate?

In a lesson, I try to use English to get attention from the students who tend to fall asleep during the lesson. For example, I use English comically when I want students to pay attention to me, so I can get attention from the students. If I repeat the phrase, the students get to imitate me, so I

communicate with unmotivated students like this way. I use English during the lesson without explaining grammar. I say repeatedly something like 'Open your textbook,' 'Don't chat,' 'Look at me,' etc... so students react to that. Then I try to talk longer and students gradually remember the pattern of the phrases I use. Some students can reply me. I guess repeating is important. Add on to that, impact or impressions are important, too. I feel exhausted after each lesson.

**Interviewer:** Compulsory education lasts until junior high school. Senior high school is not compulsory but English is a compulsory subject in high schools. Public and private high schools select students by their academic achievements in entrance exams. The new curriculum says English classes should be conducted in English. Do you feel any anxiety about that?

It may be difficult to conduct a lesson all in English, because I have to explain... However, I think I need to use easy English as much as possible, so it might help students to get used to listen to English. I think I should do positively...

**Interviewer:** I think you are very positive concerning what you have to do in terms of vocabulary tests and the new curriculum guidelines. Do you think every teacher differs because their motivations are different?

Yes...

And I make students to say or read aloud in English because writing down takes long time during a lesson.

This school assigns students to sing a different English song every month. The students quickly memorise them. So I try to connect between them, such as, pick up a word appeared in the song also appears in the textbook. I guess assigning English songs by the principal is also effective. If you carefully choose the song for every month, it can be more effective.

**Interviewer:** Then, what do you think is the purpose of teaching English at high school level? High school education is not compulsory. Are there any particular reasons why we should teach English?

All in all, if you go abroad, I hear often many people say 'I should have studied English more'. Maybe high school students do not realise the necessity of using English yet. Some of the students say 'I don't even go overseas, so I don't need English.' The necessity of learning English... or being able to communicate in English is fun... I want to convey this in different perspective, but there is no chance often like we don't go to school trip so often. We don't have many native speaker visitors... However, we have quite a lot of international students, so there are chances to use English... but students are busy with their club activities... their propriety may differ from what I think... I think whether English is fun or not...

**Interviewer:** Do you think the students will be able to use what they have learned at high school?

I don't think students will be able to use 100 per cent of what they have learned... I guess some of the students remember what kinds of grammar they are taught at high school after they graduate. Probably, one thirds of the highest class of students, one thirds of 40 students, are able to use..., so 10 to 12, 13 students...

**Interviewer:** The rest of the students, if they won't be able to use what they've learned during high school, what do you think the causes are? Do you blame teachers or students, or textbooks?

mmm... we, including part-time teachers, try to strive our lessons in a fun manner...

Most of the students have already experienced English in elementary schools, or private English conversation classes, so quite few of them have ability to communicate in English, but some of them are scared to say wrong... I guess English lessons we offer are not enough for students to make them use or listen in English... If there is additional lesson using English in such environment, it would be helpful for students to use English without hesitating. So students need to listen to English as much as possible.... after all, I guess we should use English during a lesson...

**Interviewer:** When do you feel students are not following during a lesson?

I don't have any response from the students.

**Interviewer:** How do you make them respond?

The students are passive in the class. So, I tend to appoint a student who is able to answer me.

**Interviewer:** What kind of in-service training did you find useful?

I participated in a two-day seminar which was organised by a company for English teachers. The training included a trainer showed how to teach. The participants were pretended to be students. To learn how to approach a lesson was useful. I also participated workshop to renew teacher certificate and it was a lecture style lectured by a university lecturer talked about if there is a certain kind of student, what kind of questions you would be asked by the student. I exchanged opinions with other teachers sitting next to me. I could hear other teachers' opinions and how they think. What kind of teaching should be taught at a class was not provided. It was rather exchange opinions with other teachers from other schools. I also visited a high school which was appointed as one of the SELH schools at that time [Super English Language High School, focus on English education with special curriculum] by the Ministry of Education to observe actual English lesson. It was a good opportunity to see how the teacher did the lesson.

**Interviewer:** These three in-service trainings all involved listening to what other teachers think and observing how they conduct lessons. Did you find them useful?

If I just keep teaching, it narrows view things. I would like to observe other teachers' lessons, especially, other teachers' lessons at different schools.

**Interviewer:** Do you think it is difficult for you because you are employed at a private school?

Yes. I don't have any chances at all.

**Interviewer:** Do you think it is related to developing your skill?

Yes. And this is fast and snappy for me. I can learn many things from other teacher's teaching even only one lesson. So, I watch a TV Educational programme if there talks about English teaching at schools and I can find many website talking about English teaching on the Internet.

**Interviewer:** Do you include these things in your teaching?

I try to do so.

**Interviewer:** Which of four skills is strongest for you?

Listening or writing.

**Interviewer:** What about speaking and reading? How do you develop these skills on your own?

I hesitate and think too much when I speak in English. I guess this is because I do not have enough vocabulary... I want to talk thorough but I can't.

**Interviewer:** What about reading?

I don't have enough time to read... I want to find a time to read English newspapers and novels, but... I don't really enjoy reading much from the beginning... I like to use dictionary when I read if I have time, but it is difficult for me to scanning...

**Interviewer:** Is it tough for you to keep up your development while working at the same time?

Yes.... oh, I love grammar very much though...

**Interviewer:** Would you like to add anything?

I would like to develop instruction ability, to get attention from students and something makes students motivated. These days, I try to get attentions in interesting way from students. I have been teaching just trying to be easy for students, but I found that this didn't work... maybe I guess 'impact' is

important. Even using an example from a textbook, but I want the students to express themselves, such as if the example says, 'I play volley ball every day.'

In my school, students' academic levels are really low compared to other schools, especially, their English ability. If I recall back to the school trip to America, I should have given the students some tips for English conversation before we went to the trip. The students could use it in a real situation. Then after coming back, they can still share what they did in the school trip. I guess this could be very effective. After they had an experience in America, many students got interested in learning English. Even a small motivator, something like enjoying talking with a cute girl, is effective to learn English. We can create an environment which English is used commonplace without any hesitations even we are in Japan. I want to increase their opportunities. In our school, we do vocabulary tests and sing English songs, so we, English teachers, should consider how these could be more effective... because this is a private school, we can do and more flexible than public schools...

**Interviewer:** If you want to do that, when do you find your time to prepare?

No...I can't find any time...

**Interviewer:** Are you going to change some of the textbooks following the new curriculum?

Yes.

I have been using the same textbooks over few years, so I remember what to teach in the class, so I just check where to start next lesson just before the lesson starts. I don't have any time to do any extra things now. However, even I use the same textbooks, I want to teach differently...

**Interviewer:** So, do you think you can learn things from in-service training by exchanging opinions with other teachers and observing other teacher's lessons?

Definitely.

So, I participated the training course offered by a private company. I paid by myself using my holidays.

## **Interview 2 - Transcript (Teacher F)**

**The interviews were conducted in Japanese and have been translated into English.**

**Interviewer:** Do you use textbooks?

There is not a certain rule about using textbooks, but textbook is a main source of teaching by tacit agreement.

**Interviewer:** Do you like using the textbook?

Our city just changed the publisher (from “Columbus21, Mitsumura Tosho Publishing, Co., Ltd.” to “New Crown, Sanseido, Co., Ltd.”) from this year. There is no choice for teachers at schools to choose the textbooks, but the city board of education decides which textbook to use. I quite like the new textbook.

**Interviewer:** How do you like the new textbook?

...in terms of it includes parts of conversation, listening, reading and writing... The contents are to be acquired the four language skills... The other day, people from the publisher came to our school to explain and suggest how the textbook should be expected to be used... However, I am not sure if I could make the most of it... Overall, I think the new textbook can make better progress with students' English. For reading sections, I feel the contents are deeper, the levels of passages are more difficult because the numbers of vocabulary increased, but it is about more moral, something like, the passages are about environment (e.g., about the earth), being proud of Japanese own culture, introducing the buildings around the world, introducing the greats, etc...

**Interviewer:** Do you think that your new textbook include more on writing section before?

For writing sections, the sections are added more. The writing passages are now more required at entrance examinations. I also make students to write few sentences in mid-term and end of term exams.

**Interviewer:** For example, do you ask students to make a composition in an exam?

I ask students to write more than 5 sentences using the grammatical items that they have learnt. For example, I ask students to ‘write about what you have done during spring holidays using past tense’ in an exam. I let them prepare what they are going to write in the exam in advance, I also check and correct their writings before the exam so they can memorise the sentences before they sit the exam. With this, I think students who are not good at writing also can try and be prepared in advance, and students who are good at writing can more challenge in writing. Writing sentences cannot be avoided in the entrance exams.

**Interviewer:** Do you feel there is any deficiency in the contents in the textbook?

I think if there are any sections of ‘Speed/ rapid Reading’ would be useful.

**Interviewer:** Why do you think ‘speed/ rapid reading’ should be included in the textbook?

The passages in the textbook are more dense and longer for lower secondary school students (e.g., more than 150 words, some vocabulary that I have never come across before!). Then, I think students need to practice reading quickly and taking information out of based on familiar vocabulary in the passages and practice inferring meanings. So if there are some sections about ‘speed/ rapid reading’, it could be useful.

**Interviewer:** Do you think ‘speed/ rapid reading’ can be useful for students in taking exams?

This could be useful in taking exams. Also this can lead students to be able to work on reading in English without feeling too weak. I am not good at reading in English so I want to overcome and tell students how I manage that. I try to create a handout for students about rapid reading but I cannot do always... because it takes time and I am also busy with other admin stuff... so if there are some sections about rapid reading, it will be useful.

**Interviewer:** Do you usually teach by following textbooks?

Yes, most of the times... I think the new textbook has many contents and I feel I cannot away from it. However, I am planning to do activity apart from the textbook a little bit by using the grammatical items and vocabulary that students will learn in the textbook. I use a realia that a real map of the Disney World and telling information using ‘There is~/ There are~, enjoy verb+ing~’. Since our school locates near to the Tokyo Disney Land and most of the students have visited there before, so the topic could be close and familiar to the students so they may find differences between the two and I hope the students get interested in working on the activity. I want to do such activities for both of us, for the students and as a teacher, for our own sake.... It is easy to become routine when we only follow the textbook.

**Interviewer:** So, you try to make an activity only not following contents in textbooks?

I try to make activities more close to the students, for example, when a section of textbooks talks about giving direction, after practicing with the map on the textbook, I let the students practice giving directions with the map of our own town... Last semester, when we studied about the changing trains, I shifted the context to our local stations to a real destination, like how to get to the airport. I can do such activities because the topics are already provided in the textbook, so I can expand the topic based on the textbook. So... I guess textbooks [is useful]...

**Interviewer:** How are the students when involved in such activities?

Well.... how are they...

**Interviewer:** Do some enjoy and others not enjoy?

Yes... students who think they are not good at English, they don't enjoy any activities at all. During the activity, I help a student who does not work on the activity well. I encourage them work in pairs. If we are team-teaching with another English teacher<sup>2</sup>, we can monitor students better. With the help, the student can participate. (3 out of 4 classes per week (for grade 1 and 2; year 7 and 8) are taught by two teachers of team-teaching at her school. Sometimes an ALT also joins the class, so there are 3 or 4 teachers in one-hour lesson, it doesn't always mean that students welcome such situation.

**Interviewer:** Do you teach the same in different classes?

Yes, almost the same. Each teacher teaches differently though... Some teachers create own handout for students according to the teacher's guides supported for the textbook, others create own handout to explain grammatical items. When I create handout, I give to other teachers so that I can get some materials from other teachers, so we can share in the same grade...

**Interviewer:** What do you do when you see students are not learning during teaching?

When students who do not well in English classes regularly, I offer them review after school, or I ask other teacher who is team teaching with me to explain again during the lesson, except that, I try to explain things (e.g., grammatical items) or take some time for practicing... Team-teaching is good for being aware of students even if those students' signs are not obvious...

**Interviewer:** How do you know that students have not understood?

According to results of tests. I know it is too late until I wait to see the results. I want to catch before the test is given... The test is based on what I taught during the lessons, a workbook which is a supported material of textbook, drills for grammatical items and vocabulary, reading and writing. I feel like just managing to create and give test and it is okay if the students' average score would be 65 points out of 100. During a lesson, I am aware of students who are not learning when they struggle practicing grammatical items using drills.

**Interviewer:** Why do you think we teach English at lower secondary schools?

For my experience, I can use the English I have only learned at lower secondary school, grammar and vocabulary, when I talk to foreign people. *Fundamentally, we need to know not only the language but also we need to have feeling to communicate... Gesture is useful and the more we use*

*the language, the more we can communicate...* The language that can be learned at a compulsory education, it is a good right for everyone.

**Interviewer:** Do you think students are able to use the English they have learned when they graduate?

I hope... at least I want them to see... I don't think everyone can understand... at least one of them can remember after graduating and the thing I want to convey will be popped into their mind even after 10 years... that will be great. I think it is an Education for...

**Interviewer:** Do you think we are teaching the students to be able to use the language after they graduate from lower secondary schools?

I think we should develop students to feel like talking or communicating...

**Interviewer:** Do you think they do feel that way?

As a teacher, I want to convey that... Our schools have an ALT and my son's elementary school has two ALTs, so for conversation, students have more opportunities to speak in English ever... Our grade 1 [year 7; age 13] students had learned to speak at elementary school before, so they seem not to have any obstacles to speak out... now they have to learn how to read and write in English... Some of these students will be shy to speak in English when they become grade 2 even though they can speak. In that case, I do not let them talk in front of other students, but let them talk to ALTs as an interview test... I try to take some time for activities, but it is difficult to find the time. The time for digesting the contents of textbook take time more... I try to make them speak here and there... also if I am chased by other admin staff, I do not time for prepare classes enough...

**Interviewer:** Do you think only using textbooks can really make students be able to communicate?

I think it depends on each teacher's ability to handle textbooks to make students feel like communicating...

**Interviewer:** If a teacher were such person, do you think using only textbooks would make students be able to communicate?

Mmmm...

**Interviewer:** Do you think using only textbook is enough?

I don't think it is enough... I also want to use authentic materials. Because once we are set to use a textbook, we have to use it 5-10 years... However, the contents of the textbooks, e.g., the world situation, might change next month...

**Interviewer:** What do you think we have to make students communicate in lessons?

I think we have to make them feel fun. It is important for them to feel what they want to convey their feelings and to be able to understand their counterparts... I think this is the most important achievement to lead students this way...

I want to arouse students' curiosities... keep arousing students' curiosities... I don't think I can manage to do that in every lesson...

**Interviewer:** Given the current teaching, do you think students are able to use English when they graduate from lower secondary school?

If there are one or two out of 30 students in one class, it would be ideal as a first step... or even it might be 10 years later...

I don't think every single students will able to do that during the 3 years of lower secondary education... If the students feel like communicating in English even after 10 years, and that will be wonderful. I think that is an Education for... I don't think the answer is YES for this question...

**Interviewer:** How do you keep up with your level of English proficiency?

I watch and listen to an English educational programme on TV.  
Ideally, I try to go abroad...

**Interviewer:** Are you stronger in listening and speaking or in reading and writing?

Speaking... is the strongest, listening and speaking is better than reading and writing. I am not good at reading comprehension and do not have a large vocabulary...

I think I can only use the basic vocabulary to speak but when it comes to reading, I cannot comprehend if there are unfamiliar words in it...

I want to take some proficiency test.

**Interviewer:** Is there any in-service training about proficiency?

Yes, there is a one once a year and I participated once. It was a week-long course from 8am to 5pm. It was held at a university and the course was taught in all English by an English native speaker. I found it was an incentive for me. There, we shared how we teach, we also got homework...

The training for keeping up our own proficiency is very important and all the teachers are guarantee to take part in. However, in reality, some teachers cannot find time to participate because they are in charge of the club activities...

*Appendix 10: Lesson transcripts*

**Transcript 1: Lesson 1, Junior High School Grade 1 and 2 students  
(Years 7 & 8)**

Class 1: Grade 1 & 2 (Year 7 & 8 – ages 12-14)

Class time: 40 minutes

Student numbers: 16

(Researcher's translations are in bracketed italic script)

Line	Time	Speaker	Activity	Speech
1	00.01 00.02	T	Teacher stands up in front of the podium.  Teacher makes a gesture with both hands to indicate standing up.	Okay, everyone stand up.
	00.03	C	Students get up from the chairs and stand up.	
2	00.08	T		行きます。(I will start.)
3	00.09	T		Good afternoon, everyone.
4	00.10	C		Good afternoon, Ms (Teacher's name).
5	00.14	T		How are you today?
6	00.15	C		I'm fine, thank you, and you?
7	00.19	T		I'm very good.
8	00.20			Okay, we're gonna do a crisscross game.
9				
10	00.22			Do you know [the] crisscross game?
11				
	00.24	C	Some students shake their heads.	
12	00.25	T		知らない？(You don't know?)
13	00.26	S	Student A replies.	知ってます。(I know!)
14	00.27	T		一年生知ってる？(Grade 1 students, do you know [the game]?)
15	00.28	S	Student B replies.	(English native speaker teacher's name)がやってたやつ？(Did (native speaker's name) do the same one?)
16				
17	00.28	T		うん。(That's right.)
18	00.29			Crisscross game というのは、(Well, the crisscross game is...)
19	00.30			I give you a question, and then you answer. Then...
20				
21	00.34		Teacher moves to stand in front of a student and shows her	For example, (Student C's name)が答えたら、え〜、縦・横選べるの。(If a student gives a correct
22				
23				

			hands - longways and crossways.	<i>answer, she can choose either a vertical row or a horizontal row [so that students who are standing in either the vertical row or the horizontal row can sit down].)</i>
24	00.39	C	Some students get the situation.	あ〜 ( <i>Oh, I see...</i> )
25 26	00.39 00.40			Okay? わかる? ( <i>Do you know that?</i> )縦・横ゲームです。 ( <i>That's the crisscross game.</i> )
	00.41	C	Some students whisper.	
27	00.41	T		Let's do that.
	00.42	C	Some students giggle.	
28 29 30	00.43 00.44	T	Teacher looks outside.	え〜。 ( <i>Well</i> ) First question - how is the weather today?
31	00.45	C	Some students raise their hands.	はい。 ( <i>I know!</i> )
32	00.46	T	Teacher invites a student for the answer.	Okay.
33	00.47	S	Student A gives the answer.	It's cloudy.
34 35	00.48	T	Teacher gives feedback.	It's cloudy. Very good. 縦? 横? ( <i>Do you choose the vertical row or a horizontal row?</i> )
36	00.49	S	Student A replies.	横。 ( <i>The horizontal row</i> )
37 38	00.50	T		横! ( <i>The horizontal row</i> ) Sit down, please.
	00.51	C	Students who are located crossways to Student A sit down.	
39 40	00.52 00.53	T		Alright, next question. mmm... What is your name?
	00.56		Some students raise their hands.	
41	00.57		Teacher invites a student to for the answer.	はい。 ( <i>Please</i> )
42	00.57	S	Student C gives the answer.	My name is (Student C's name).
43 44	01.00 01.01	T	Teacher gives feedback. Teacher makes a gesture.	(Student C's name). Very good. 縦? 横? ( <i>Do you choose a vertical row or a horizontal row?</i> )
45	01.01	S	Student C replies.	横。 ( <i>The horizontal row</i> )
46 47	01.02	T		横! ( <i>The horizontal row</i> ) Sit down, please.

	01.02	C	Students who are located in the row horizontal to Student A sit down.	
48	01.04	T		優しいね～、みんな。(You all are very kind, everyone.)
	01.05	C	Some students giggle.	
49 50	01.06 01.07	T		Alright, next question. ん～、何しようかな～？ (Let me see, what should I ask...?)
51	01.09			What colour do you like?
	01.11	C	Some students raise their hands.	
52	01.12	T	Teacher invites a student for the answer.	はい。(Please.)
53	01.13	S	Student D gives the answer.	I like pink.
54 55	01.14 01.15	T	Teacher gives feedback.	Very good. Me, too. I like pink, too. 縦？横？(Do you choose a vertical row or a horizontal row?)
56	01.17	S	Student D replies	横。(The horizontal row)
57	01.17	T	Teacher covers her mouth with her hands because she realises that no one is left standing now.	あれ？(Huh?)
		C	Some students giggle.	
58	01.19	T		終了～！(Completed!)
		C	Some students giggle.	
59	01.21	T	Teacher raises her index finger.	Okay, one more?
60	01.22		Teacher makes a gesture with both hands.	No more?
61	01.23		Teacher raises her index finger.	One more?
62	01.23	C		One more!
63	01.24	T	Teacher raises her index finger.	One more, okay.
64			Teacher makes a gesture with both hands indicating stand up.	Everyone, stand up.
	01.25	C	Students get up from the chairs and stand up.	
65	01.30	T		優しい子ばかりやね。(You all are too kind.)

66 67 68 69	01.31			Okay, first question. ん〜とね〜、ちょっと1年生には難しいかな。(Well, I guess this question might be little difficult for the Grade 1 students.) Did you watch TV yesterday?
70	01.37	S	Student A raises her hand.	はい。(Yes)
71	01.38	T	Teacher invites the student to answer the question.	はい。(Please.)
72	01.39	S	Student A gives the answer.	えっと、(Well) I did...
73	01.40	T		Did you... よ。(The question starts with 'did you...?', doesn't it?)
74	01.41	S	Student A replies.	Did you... I... did you?
75	01.43	T		ん?(Hmm?)
		C	Some students giggle.	
76	01.44	S	Student A replies.	なんだ? I... (What do I need to say?)
77 78	01.45	T		Did you で聞かれたら Yes-No question. (You answer 'Yes or No' if you are asked with 'Did you...?')
79	01.46	S	Student A replies.	あ!(Oh!) Yes, I did.
80	01.48	T	Teacher gives feedback.	Yes, I did. Very good. 縦? 横? (Do you choose the vertical row or the horizontal row?)
81	01.50	S	Student A replies.	えっと、縦。(Well, I choose a vertical row.)
82	01.51	T	Teacher shows 'crossway' with her hand.	縦。(Vertical row)
83	01.51	S	Student E complains to Student A.	は? おまえ〜。(What? You...)
	01.52	C	Students who were standing are seated.	
84 85	01.54	T		Alright, next question. mmm... Are you a student?
	01.58	C	Some students raise their hands.	
86	01.59	T	Teacher invites Student F to answer the question.	はい。(Please.)
87	02.00	S	Student F gives the answer.	Yes, I am.
88	02.01	T		Yes, I am. 縦? 横? (Do you choose the vertical row or a horizontal row?)

89	02.04	S	Student F replies.	えっと、横。(Well, I choose the horizontal row.)
	02.06	C	The students sitting in the row horizontal to Student F stand up and the standing in the row horizontal to Student F sit down.	
90	02.08	T		Alright, next question. [What is your favourite number?]
91	02.13	S		Number?
92	02.13	T		What number?
	02.14	C	Some students raise their hands.	
93	02.14	S		出席番号？(Student ID?)
94 95	02.15	T		ううん。(No) I like uhhhh twenty one.
	02.16	C	Some students giggle.	
	02.18	T	Teacher invites Student G to give the answer.	
96	02.19	S		好きな？(favourite number?)
97	02.19	T		Yes.
98	02.21	S	Student G provides an answer.	I like four.
99 100	02.22	T		You like four? Really! Okay.
	02.25	C	Some students giggle.	
101	02.26	T		That's good. 縦？横？(Do you choose the vertical row or the horizontal row?)
102	02.27	S	Student G replies.	横。(I choose] the horizontal row.)
	02.28	C	Students who are standing in the row horizontal to Student G sit down.	
103 104 105  106 107	02.29	T		Alright, next question. ん～、じゃあ、1年生がわかるのがいいよね。(mmm... well, I want to ask a question which 1 <sup>st</sup> grade students can understand.) Okay, where do you live? Where do you live?
108	02.39	T	Teacher imitates a student who puts her hand on the head and asks the student.	これ、あげてるの？(You mean, you are raising your hand?)

		S	The student giggles.	
109	02.41	T	Teacher invites Student A to give the answer.	はい。 ( <i>Please</i> )
110	02.42	S	Student A responds.	I, え? いいですか? ( <i>Oh, me?</i> )
111	02.43	T	Teacher shows her hand to Student A.	Yes.
112	02.44	S		I from...
113	02.45	T		ん? ( <i>What?</i> )
114	02.45	S		ん? ( <i>What?</i> )
115 116 117	02.46	T		Where do you live? どういう意味? ( <i>What does it mean?</i> ) Where do you live?
118	02.49	C	Some students reply.	どこに住んでいますか。 ( <i>Where do you live?</i> )
119	02.51	T		そう、そう、そう。 ( <i>Yes, yes, that's right.</i> )
120	02.52	S	Student A answers.	I live in ... (The city where the student live).
121	02.54	T	Teacher gives feedback.	Very good. 縦? 横? ( <i>Do you choose the vertical row or the horizontal row?</i> )
122	02.58	S	Student A replies.	あ、そっか。 縦。 ( <i>Oh, I know. I choose the vertical row.</i> )
123	02.59	T		縦! ( <i>The vertical row.</i> )
	03.00	S	Students who are standing in the row vertical to Student A sit down.	
124 125 126 127 128	03.01		Teacher uses both of her hands to point to herself.	Alright. Okay, next question. ん～、何しようかな。ん～とね。え～。何しようかな。 ( <i>Hmm... What should I ask. Hmm... well... lessee</i> ) Okay, え～とね～。 ( <i>Well...</i> ) How old am I? How old am I?
129	03.18	S	Student whispers.	50歳! 50歳! ( <i>Fifty years old! Fifty years old!</i> )
	03.19	C	Some students giggle.	
130 131	03.19	T		Guess! Guess. How old am I?
	03.29	C	Some students and the teacher giggle.	
132 133	03.32	T		How old? Just be guess! 何でもいいよ。 ( <i>Any answers will be fine.</i> )

134				I'm not ... 怒らないです。 ( <i>I won't get angry.</i> )
135				I'm not gonna get mad.
	03.40	C	Some students giggle.	
136	03.41	S	Student tells another student.	怒らんらしい。 ( <i>She says she won't get angry.</i> )
	03.42	C	Some students giggle.	
137	03.44	T	Teacher addresses a student who is standing.	You can try.
138	03.45	T	Teacher makes a gesture indicating thinking of something. Teacher moves both hands up/ down (to make 'less than' gesture). Indicates four with one hand and zero with the other hand.	ヒント。 ( <i>I give you a clue.</i> )
139				ヒント。ん〜。 ( <i>A clue... mmm...</i> )
140				Less than forty.
141				Less than forty.
142	03.56	S	Student tells another student.	33 歳... ( <i>Thirty-three years old</i> )
	04.01	C	Some students giggle.	
143	04.03	T		How old am I?
	04.04	C	Students whisper to each other, guessing the teacher's age.	
	04.06	S	Student I raises her hand.	
144	04.06	T	Teacher invites Student I to give the answer.	はい。 ( <i>Yes.</i> ) Okay.
145				どうぞ。 ( <i>Please</i> )
146	04.16	S	Student I provides an answer.	You... are... thirty...six...
147	04.17	T	Teacher is surprised and covers her face with her hand.	Thirty six!
	04.19	C	Some students laugh.	
148	04.21	T	Teacher makes a big cross with her both arms.	やだ〜。 ( <i>Oh, no!</i> ) No.
149	04.23	T	Teacher makes a gesture with both	But, it's okay, I am uh... how old?
150				Guess! Guess, how old I am.
151				いいよ。座っていいよ。 ( <i>Okay, you can sit down now.</i> )
152				You guys can sit.

			hands to indicate sitting down.	
	04.29	C	Students remaining standing sit down.	
	04.31	S	Student A raises her hand.	
153	04.32	T	Teacher asks Student A to give the answer.	はい。 ( <i>Please.</i> )
154	04.34	S	Student A gives an answer.	Sixteen.
155 156 157 158	04.35	T	Teacher writes 3 and 0 in the air. Teacher makes 3 and 0 with her fingers.	Sixteen! Ahhh... That's too young. That's too young. No, no. How, how old? You don't know? You don't know? I'm thirty.
	04.44	C	Some students get a surprise.	
159	04.45	T		Yes. 三十路です。 ( <i>I'm thirty years old.</i> )
160 161 162	04.46	T	Teacher claps her hands.	Okay! ということで、ウォームアップを終了です。三十路です。 ( <i>Well, that's for warming-up. I am thirty years old.</i> )
		C	Some students giggle.	
163 164 165 166 167	04.51	T	Teacher claps her hands.	では、じゃあ、今日は、ちょっと、え〜と、新しい文法をやっていきたいと思います。まず、最初ですが、復習からやりましょう。 ( <i>Well, now, today, well... we are studying a new grammatical item. First of all, let's review some grammar.</i> )
	05.00	T	Teacher picks up a piece of chalk.	
168 169  170 171  172 173	05.01	T		今から出す、え〜これ、書かんでいいけんね。 ( <i>Now, I will say... Well, you don't need to write this down.</i> ) え〜、今から出す、日本語、英語に直してください。 ( <i>Now, I will say Japanese, please translate it into English.</i> )

				えっとですね、何にしようかな。(Well, what should I say...)
174	05.09	T	Teacher writes ‘私は’ (I) on the board.	私は...皆さん、いつも何する？(I... what do you do every day?)
	05.13	T	Teacher turns back and faces the students.	
175	05.14	S	A student replies.	学校に来ます。(I come to school.)
176 177 178	05.15	T	Teacher moves both hands up and down to indicate fun.	学校に来ます。学校に来て、ほか、何かもっとおもしろいことない？(You come to school. Then, what else. Do you do something interesting?)
179	05.16	S	A student replies.	遊びます。(I play.)
180	05.17	T		遊びます。何して遊ぶ？(You play. What do you play?)
181	05.20	S	A student replies.	鬼ごっこします。(I play tag.)
182	05.21	T		鬼ごっこしますか。(You play tag!)
	05.22	C	Some students giggle.	
183 184 185	05.22	T		ちょっと、難しいね。(It is a bit difficult [to make a sentence].) じゃあ、皆さんはテニスをしますね。(Well, you play tennis, don't you?)
186	05.25	C	Teacher and some students reply.	しません。(No, I don't.)
	05.26	C	Some students laugh.	
187 188 189 190	05.27   05.34	T	Teacher turns back to the board and writes ‘私はテニスをします。’(I play tennis.)	じゃ、いいです、テニスをしましょう。私は毎日テニスをします。(Well, that's fine, let's play tennis. I play tennis every day.) これ、ちょっと、復習ですね。(This is a review.)
191 192 193	05.36	T	Teacher underlines three parts, ‘私’ (I) ‘テニスを’(tennis) and ‘します’(play).	え～、復習ですけども、いきましよう。まず、この中で主語どれだ？(Well, although this is a review, let's do this. First, which one is a subject of the sentence?)
194	05.40	C	Some students reply.	私。(I)
195	05.41	T	Teacher gives feedback.	Very good. 英語で言うと？(How do you say it in English?)
196	05.43	C	Some students reply.	I
197	05.43	T	Teacher gives feedback.	「I」ですね。(Right, It is 'I'.)

	05.44	T	Teacher writes 'I' under the subject part of the sentence.	
198	05.46	T	Teacher points out the verb part of the Japanese sentence.	その後訳すのはここね。(Then, we translate that part.)
199	05.47	C	Some students reply.	Play.
200 201	05.47	T	Teacher gives feedback.	Play ですね。(Right, it is 'play'.) Very good.
	05.48	T	Teacher writes 'play' after 'I' on the board.	
202	05.49	T	Teacher asks a question.	で、何をする？(Then, what do you do?)
203	05.50	C	Some students replay.	テニス (tennis)
204	05.51	T	Teacher gives feedback. Teacher writes 'tennis' after 'play' on the board.	テニスですね。(Right, you play tennis.)
205	05.52	T	Teacher gives feedback.	Very good.
206	05.53	T	Teacher turns back and faces the class.	これは簡単ですね。(This is easy, isn't it?)
207 208	05.55	T		じゃ、ちょっと、え～、レベルアップしましょう。(So, well, let's do a little more difficult one.)
209 210 211	05.56	T	Teacher writes '私の父は' (My father) and turns back and faces the class.	私の父は、え～父、私の父は... 何をしますかね～？あなたたちのお父さん何する？毎日？ (My father... well... father... my father... what does he do? What does your father do every day?)
212	06.06	S	A student replies.	仕事をします。(He works.)
213	06.07	T	Teacher writes '働きます' (work) and turns back and faces the class.	働きます。(He works.)
	06.10	C	Some students giggle.	
214	06.14	T	Teacher asks a question.	どこで働こうか？(How shall we say where he works?)
215	06.16	S	A student replies.	会社！(At a company)
216	06.17	S	A student replies.	工場！(At a factory)
217	06.18	T	Teacher writes 'Mac' after 'work' on the black board.	マックで働きます。(He works at a McDonalds.)
	06.19	C	Some students giggle.	

218 219	06.23	T	Teacher turns back and faces the class.	私の父はマックで毎日働きます。(My father works at a McDonalds every day.)
	06.25	C	Some students giggle.	
220 221	06.26	T	Teacher underlines the subject.	いいですか?じゃあ、主語は何だ?(Alright? Then, which part of the sentence is a subject?)
222	06.28	C	Some students reply.	私の父。(My father)
223	06.29	T		In English?
224	06.29	C	Some students reply.	My father.
225	06.31	T	Teacher writes 'My father' under the Japanese sentence on the board.	My father ですね。(Right, it is 'My father'.)
226	06.35	T		「働いている」って何だ?(How do you say 'work' [in English]?)
227	06.36	C	Some students reply.	Work.
228 229 230 231	06.37	T	Teacher gives feedback. Teacher writes 'work' on the board.	Work ですね。(Right, it's 'work'.) work ですが、ここ my father、一人でさみしいから?(We use 'work' but, 'my father', he is alone here, and so what do we put?) work...
232	06.45	C	Some students reply.	Works
233 234	06.46	T		「s」 ですね。(Right, it is 's'.) My father works at?
235	06.48	S		マック(McDonalds)
236	06.49	T	Teacher writes 'My father works at Mac' on the board.	マックですね。(Right, it is, McDonalds.)
237 238	06.51	T	Teacher looks around the students.	「マック」て、どこですか?(Where is McDonald?) 「マック」て何屋さん?(What does McDonalds sell?)
239	06.56	C	Some students reply.	ハンバーガー屋さん。(It sells hamburgers.)
240 241 242 243	06.58	T	Teacher nods her head.	ですね。(That's right.) Very good. いいです。じゃ、これ、復習ですけど、 (Okay, so this is a review...)
	07.00	S	A student walks furtively to the back of the classroom and takes glasses out of her bag.	

245	07.02	T	Teacher asks the student.	どうされました？(What are you doing?)
246	07.03	S	The student replies.	メガネを取りに・・・(I went to get my glasses...)
		C	Some students giggle.	
247 248 249 250 251 252			Teacher points out the 'I play tennis' sentence on the board. Teacher faces the students and makes gestures with both hands to show a group of 'past', 'present' and 'future'.	メガネを取りに。わかりました。(You went to get your glasses, oh I see.) じゃ、これ、じゃーね、えっと、時間はいつ？(Well, then what time is this?)  過去ですか。現在ですか。未来ですか。(Is it past? Is it present? Is it future?)
253	07.12	C	Some students reply.	現在 (It is present.)
254 255 256 257	07.14	T	Teacher makes a gesture with both hands to show movement to another group.	現在だよ。(Right, it's present.) じゃあ、今日は、ちょっと他の時制へ飛んでいきたいと思います。(Well, we are going to fly to another tense today.)
258	07.19	S		2 ? ([Are we going to learn] 'two' [today]?)
259 260	07.20	T	Teacher shows her surprise to the class.	よく知ってるね。私の心を読めるようですね。(You guess well. It seems you can read my mind.)
	07.22	C	Some students giggle.	
261 262 263 264 265	07.24	T	Teacher writes 'めあて (aim)' on the board. Teacher picks up a pile of papers. Teacher looks around the class.	ということで、今日は「めあて」、(So, today's 'aim' is...)  ノートありますか？ノート無い人は私持っていますよ。(Do you have a notebook? If you don't, I have some spares.)  いいかな？(Is everyone okay?)
	07.32	C	Students copy from the board.	
266 267	07.22	T		はい、ということで、今日のめあては、(So, today's aim is...)
268 269	07.35 07.45	T	Teacher writes '未来の事について言えるようになろう。(to be able to tell about a future)'	えー、未来にことについて... (Well, today's aim is to...)  言えるようになりましょう。(Let's be able to tell about the future.)

270 271 272 273  274 275	07.55	T	Teacher turns back and faces the class.	Okay? いいかな? 今日のめあて。皆さんはもう「現在の事」は言えます。いい? 過去の事も言える人もいるかもしれませんが。今日はみんなで未来の事、言えるようになりましょう。 ( <i>Are you alright? This is today's aim. You can tell things about the present time. Right? Although some of you also can say things about past times, let's learn to be able to tell things about future times today.</i> )
		C	Students copy from the board, writing in their notebooks.	
276  277 278 279	08.10	T		いいかな? ( <i>Have you written them down, yet?</i> ) では、じゃあ、もう一つ復習行きましょうかね～。え～と。何にしようかな。( <i>Well, then, shall we review again? Let me see... what should I ask?</i> )
	08.18	T	Teacher looks at a picture from a pile of picture cards.	
280  281	08.21	T		私は本を読みます。( <i>I read a book.</i> ) 書いときましょうかね。( <i>I shall write it on the board.</i> )
	08.24	T	Teacher starts to write a sentence on the board.	
282  283 284	08.25	T		これ、現在です。( <i>This sentence happens at the present time.</i> ) 現在の文を書いておきましょう。( <i>Let's write a sentence in the present form.</i> )
		C	Students copy from the board, writing in their notebooks.	
285 286	08.31	T	While teacher writes on the board. '現在 私は本を読みます。(Present: I read books)'	私は...まあほぼ毎日、本を読みます。( <i>I... almost every day... read books.</i> )

287 288	08.46	T	Teacher turns back and faces the class.	これ、英語になおしていきましようかね。(Shall we translate this sentence into English?)
289			Teacher raises her hand.	これ言える人?(Who can say this sentence in English?)
290	08.50	T	Teacher points out the sentence on the board.	Who can say this sentence?
291	08.51	SA	A student raises her hand.	はい。(Yes)
292	08.51	T	Teacher shows her palm to the student to invite the student to tell the answer.	Okay. 早いっすね。(Wow, it is so quick!)
293	08.53	S	Student A gives the answer.	I...
294	08.54	T	Teacher gives feedback.	うん。(That's right.) I?
295	08.55	S	Student A continues to speak.	read...
296	08.55	T	Teacher gives feedback.	うん。(Yes)
297	08.56	S	Student A continues.	a book.
298	08.57	T	Teacher gives feedback while she writes the sentence on the board.	Perfect!
299				'I read a book'ですね。( 'I read a book', right.)
300	09.04	T	Teacher turns back and faces the class and asks a question while raising her hand.	自分もそうだなと思ってた人?(Is there anyone who thought the same?)
	09.06	C	Some students raise their hands.	
301 302 303 304 305 306 307	09.07	T	Teacher walks to the board.	すばらしい。そうですね。(Wonderful, that's right.) 「私は本を読みます」というのは、「I read a book」ですね。(You can say 'I read a book'.) じゃあこれを、現在にしたいと思います。まず、日本語を現在にします。あ、未来にしましょう。未来にしたいと思いますが... (Well, we are going to change this to present time. First, we are going to change the Japanese to present time. Oh, let's change to future time. We want to change to future time...)

	09.19	T	Teacher writes 'Future' on the board.	
308 309 310	09.22	T		日本語を未来にできる人？ 「私は本を読みます」を未来の形に... ( <i>Who can change the Japanese sentence to future time? Change 'I read a book' to a future time...</i> )
311	09.24	S	Some students raise their hands.	はい。(Yes)
312	09.25	T	Teacher invites Student B to give the answer by moving her palm towards her.	じゃ、こっちいこう。はい。 ( <i>I choose you, please.</i> )
313	09.27	S	Student B replies.	I will...
314	09.28	T		ああああ...(Ahh...)
	09.29	C	Some students giggle.	
315	09.29	T		ああああ...(Ahh...)
316	09.30	T	Teacher points out the Japanese sentence on the board.	日本語、日本語、日本語。(In <i>Japanese, Japanese, Japanese.</i> )
317	09.31	S	Student B replies.	私は...(I...)
318	09.32	T	Teacher gives feedback.	うん。(Right)
319	09.33	S	Student B continues.	本を読みたいと思います。(I <i>want to read a book.</i> )
320 321 322 323 324 325 326	09.35	T	Teacher gives feedback. She corrects as she writes a sentence in Japanese on the board. She places emphasis on 'will' in the equivalent Japanese sentence.	うん、そうね。もっと、簡単に言うと、私は...今晚とか入れちゃいましょうね。今日の夜、本を読みつもりです。読むでしょう。いい？これが、えっと～、未来の日本語ですね。ポイントとなるのは「つもりです」。 ( <i>Well, right, if we put this more simply, I ... shall we put tonight? I am going to read a book tonight. I will read. Okay? Well, this is future time in Japanese. 'Will' is the point of this sentence.</i> )
		C	Students copy from board to their notebooks.	
327	10.07	T	Teacher repeats.	読むつもりです。(I <i>will read.</i> )
328 329 330 331	10.10	T	Teacher faces the class now.	というところがポイントになっています。Okay.じゃ、それ書くのやめてください。また、書く時間あげますのでね。(This is the

332 333 334			Teacher points out the Japanese sentence for future time on the board.	<i>point. Please stop writing now. I will give you time for copying later.)</i> じゃ、今から私がこれを英語で言いたいと思います。 いい？で、(So, now I want to say this sentence in English. Okay? Then...)
335 336 337 338 339 340 341			She points out 'I read a book.' on the board. She uses both hands to indicate something moving in and out.	この文章、「I read a book」がどういうふうに変ってるか、何が足されてるか、もしかしたら、何かが抜かされてるかもしれないけれど、いい？そういうのを聞き分けてください。いい？(Please identify how the sentences differ from this sentence, 'I read a book.'. What is added, something might be omitted, okay?)
342 343			She points out 'tonight' in the sentence on the board then faces the class.	ちなみに今晚ていうのは何？ヒント。(For your information, what is 'tonight [in Japanese]'? I give you a clue.)
344	10.37	S	A student murmurs.	last...
345	10.38	S	Student A replies.	next... 違う... (I'm wrong...)
346	10.39	T		next...?
347	10.39	S	Student A corrects.	tonight.
348 349	10.40	T	Teacher gives feedback.	Oh, very good. Tonight ね。(It's 'tonight'.)
350	10.41	S	Student A talks on her own.	あ〜最悪！(oops!)
351	10.42	T	While writing on the board.	「tonight」これ足します。(I will add 'tonight'.)
352	10.43	S	Student A keeps talking on her own.	う〜next, ださ！(mmm... I said 'next'... not cool!)
353 354 355 356 357 358	10.44	T	Teacher comforts the student while writing on the board. Teacher faces the class.	ん〜？全然ださくないよ。 (No, it's not at all that you are not cool!)
359 360				Okay? いい？(Alright?) 「tonight」足します。「tonight」の他にね、何かが変わりますんで、え〜、聞き取ってください。いいかな？(We add 'tonight' and something other than 'tonight' will change, so please identify the differences, okay?) じゃ、三回言いますので、最初、聞くだけでいいですから

361			Teacher makes a gesture with 3 fingers to indicate '3'.	ね。行きます。(Well, I will say it three times. First, you only need to listen. Now I will start.)
362				じゃ(Well,)、Listen carefully.
363				私は今晚本をよむつもりです。(I am going to read a book tonight.)
364			Teacher walks to the right of the board and faces the board.	I will read a book, え～ (well) tonight.
365				もう一回言います。(I will say it again.)
366			Teacher faces the class.	
367			Teacher makes a gesture with a finger to show '1'.	I will read a book tonight.
368				最後 (This is the last time.)
369				I will read a book tonight.
370			Teacher asks the class.	何が足されてた? (What was added?)
371	11.14	C	Some students murmur.	will...
372	11.15	T	Teacher writes on the board.	Oh, 「will」 だね! (Yes! 'will' was added.)
373				いい? 「will」 ですね。(Okay? 'will' is added.)
374				じゃ、ちょっと書いて行こう。(Shall we write?)
375				I ですね... (We start with 'I'...)
376				最初何だった? (What was the first word of the sentence?)
377				「I」 ですね。(It was 'I'.)
378				はい、じゃ、次、何がきてた? (So, then what came next?)
379	11.23	C	Some students murmur.	will
380	11.23	T	Teacher makes a gesture.	will... How do you spell 'will'? Do you know?
381				
382	11.25	C	Some students reply.	w, i, l, l.
383	11.26	T	While teacher writes 'will' on the board, she gives feedback.	Very good.
384			Teacher asks the class.	「will」 ですね。(That's right, it's 'will'.)
385				I will... What's next?
386				I will...?
387	11.33	C	Some students reply.	read
388	11.34	T	Teacher writes 'read' on the board.	「read」 ですね。(It is 'read'.)
389	11.36	T	While writing on the board.	...read a book
390	11.38	S	A student murmurs.	tonight

391 392 393 394 395 396 397	11.39	T	Teacher keeps writing on the board. She faces the class.	うん( <i>that's right</i> ), tonight. Good. Tonight はただの、あの～、何だっけ、時間を表す言葉なので、そんなに気にしなくていいですが、気にしてほしいのは何だと思う? ( <i>'Tonight' is an only... well... what was I going to say? It just expresses time, so you don't need to care much. What do you think I want you to care about?</i> )
398	11.51	S	A student murmurs.	will
399 400 401	11.52	T	Teacher picks up a chalk and writes an emphasis mark on 'will' in the sentence 'I will read a book.'	Very good. この「will」ですね。「will」となります。( <i>I want you to care about 'will' here. This becomes 'will'.</i> )
		C	Students copy from the board to their notebooks.	
402 403 404 405 406	11.58	T	Teacher keeps writing on the board. She turns and faces the class.	Okay? じゃ、ちょっと、書きましようかね。ちょっと、時間あげますので、よく考えてください。 ( <i>Well, do you want to write it down? I will give you some time, so please think carefully.</i> ) 書けたら鉛筆置いてね。(If you finish writing, please put your pencils down.)
		C	Students copy from the board to their notebooks.	
407 408	12.12	T		これ、/wɪl/と読みます。/wɪ/に似てますけどね。/wɪl/。(This is pronounced as /wɪl/. Though it is similar to /wi:/, it is [pronounced as] /wɪl/.)
	12.17	S	A student drops a pencil.	
	12.17	T	Teacher picks up the pencil for the student.	
	12.19	T	Teacher monitors students from the front of the classroom.	
409 410	12.23	T		Okay? いいかな? ( <i>Alright?</i> )

411			Teacher claps her hands.	じゃあ、ちょい練習したいと思います。 ( <i>Well, let's do some exercises.</i> )
412				
413				え〜とね〜、じゃあ、次、これ行こうか。「私はテニスをします。」 ( <i>Well, then, next, shall we do this? 'I play tennis.'</i> )
414				
415			Teacher points with her finger to a sentence (I play tennis.) on the board.	
416				
417				じゃあ、これを「私は今晚、あ〜テニスしようかな。う〜ん、テレビ見ようかなと思うんだけど、やっぱ、テニスしよう！」 と思う時、では、何て言ったらいい? ( <i>So, when you think you would play tennis... mmm... you would watch TV... you guess you play tennis tonight. How do you say it?</i> )
418				
419				
420				
421				
422				I...?
423	12.43	C	Students speak.	will
424	12.43	T	Teacher repeats and points with her finger to the sentence on the board.	will
425	12.44	C	Teacher speaks at the same time.	play... tennis...
426	12.46	T	Teacher points with her finger to a sentence (My father works at Mac) on the board.	ですね。じゃあ、私のお父さん、いつもは、え〜と〜、ローソンで働いているんやけど、今日の夜は、「今日はじゃあ、マックで働こうかな〜」という時はどうしたらいい? ( <i>That's right. Then, what do you do when your father usually works at Lawson [a convenience store], tonight? He is intending to work at McDonalds today.</i> )
427				
428				
429				
430				
431				
432	12.56	C	Students speak.	My father... will...
433	12.58	T	Teacher gives feedback.	うん。 ( <i>That's right.</i> )
434	12.59	C	Students continue to speak.	will work/ works... [some students say 'will works']
435	13.00	T	Teacher points with her finger to 'works' in the sentence 'My father works at Mac.'	ここ、ちょっと気になるよね。じゃあ、今度ここやりましょう。この「s」どうしようかいな〜ていうのを迷うけと思うんだけど。
436				
437				
438				
439				
440				

441			Teacher claps her hands.	じゃあ、やってみましょう。 ( <i>I guess you think what you should do here 's' [of work]. So, let's do some practice here.</i> )
442			Teacher points with her finger to a sentence (My father works at Mac) on the board.	これ、使おうね。(Let's use the same sentence.)
443			Teacher writes on the board as she speaks.	My father... works... at Mac.
444				...ですね。じゃあこれをどうしようかな〜って考えるんやけど、最初ね、みんながやってくれてた、途中までいいですよ。
445				「My father」までいいですね。
446				「will」を足すところまではいいですね。この「works」の「s」
447				どうしよう？どうしたらいいと思う？
448			Teacher turns and faces the class.	(Well, then what shall we do about this 'works', it will be the same as you have just done now. It will be the same thing that you added - 'will' - in the sentence. So what shall we do with this 's' of 'works'?
449				How do you think we should deal with that?)
450				
451				
452	13.42	C	Some students murmur.	消える ( <i>It disappears.</i> )
453	13.44	T	Teacher puts a square around 'will' in the sentence. She turns back to the class.	消える？消そうか！そうなん。消えるんですね。いい？この「s」消えちゃいます。これね、助動詞って言うんやけどね。皆さん、「can」とか知ってる？「～できる」の「can」とか知ってる？
454				(Does it disappear? Shall we remove it? That's right. It disappears. Okay? This 's' [of 'works'] will disappear. This is called an auxiliary verb. Do you know 'can'? Do you know can which means to be able to do?)
455				
456				
457				
458				
459				
	11.57	C	Some students nod.	
460	13.58	T		知ってる？ ( <i>Do you know it?</i> )
461	13.59	C	Some students reply.	知ってます。(Yes, I do.)
462	13.59	T		うん。助動詞の後はね、あの～動詞の原形。普通の形です。な
463				

464			Teacher writes on the board.	ので、「My father will... work」になります。(Yeah. After an auxiliary verb, well, the verb is in the dictionary form. An ordinary verb form. So, the sentence will be 'My father will... work'.)
465				これが消えます。で、後はいっしょ。(This [The 's' of 'works'] is removed. Then the rest is the same.)
466				At Mac.
467				いい? 書いところかね? わかんなくなるよね。
468				この「s」は...消えると。ここ注目しといてくださいね。書いておけばいいですかね。
469			Teacher writes 's is removed!' in Japanese under the 'work' of 'My father will work at Mac.' on the board.	Okay. じゃ、もう少し練習していきましょう。あ、書いていますね。ちょっと、待とうかな。(Alright? We should note it down. Otherwise, you will get confused later, won't you? This [The 's' of 'works'] is removed. Please pay attention to this. It is good to write it down. Okay, so, shall we practice a little more? Oh, you are still writing. I will wait a little more.)
470				
471				
472				
473				
474				
475				
476				
477				素晴らしい絵を皆さんに見せよう。(I will show you these beautiful pictures.)
478			The teacher is choosing pictures.	いいかな?(Have you finished?)
479				Okay,
480				じゃ、いくつか練習していきましょうかね。
481				え〜、まず、私のことから行きましょうかね。え〜、何しようかな。私は...何しようかな、今日。「テレビを見る」って英語で何?(So, shall we practice some? Well, first, I will tell you about myself. Well, I... what shall I do? I... what shall I do today? How do you say 'to watch TV' in English?)
482				
483				
484				
485			The teacher points with her fingers herself.	
486				
487			Teacher asks the class a question.	
488	15.06	C	Some students reply.	watch TV...
489	15.07	T		「watch TV」だね。(You say 'watch TV'.)
490				

491 492			Teacher opens her arms to the class.	じゃ、私はえ～、「テレビを見るつもりです」を英語で言う と？せーの？(Then, well, how do you say 'I am going to watch TV' in English? Here we go!)
493	15.12	C&T	Some students reply. Teacher also speaks with them.	I will watch TV.
494 495 496 497 498 499 500	15.16	T		ですね。(That's right.) Very good. じゃ、私は、じゃあ今日はどう んと、いつもは作らないけど、 夕ご飯を作ろうかな。晩御飯作 ろうかなと。「晩御飯作る」っ て英語で何て言う？(Then, I... today... I don't usually cook, but I am going to cook dinner. I am going to cook dinner. How do you say 'to cook dinner[in Japanese]' in English?)
501 502	15.26	C	Some students reply.	cook dinner... make dinner...
503 504 505 506 507 508 509 510	15.27	T	Teacher opens her arms to the class.	make dinner ですね。「make dinner」、「cook dinner」どっち でもいいですけど。「make dinner」にしましょうか。 じゃあ私は今晚、あ、「今晚」 入れても入れんでもいいけど、 え～、「晩御飯作るつもりで す」英語で言うと？せーの。 (You say '[to] make dinner'. You can say both '[to] make dinner' or '[to] cook dinner', but shall we use '[to] make dinner'? So, how do you say 'I am going to make dinner tonight...'? Oh, you can include 'tonight' or you don't need to include 'tonight.' Here we go!)
511	15.40	C&T	Some students reply. Teacher also speaks with them.	I will make dinner.
512 513 514 515 516 517	15.43	T	Teacher selects pictures.	ですね。(That's right.) Very good. よくできました。(Well done.) じゃ、次です。私のことは十分 言いましたので、次は、えーと ですね、誰にしようかな。(So,

518 519			She shows a picture of a boy sleeping on the bed.	<i>next. I have told about you enough about myself. Well, who shall we talk about next...)</i> 「ケンくんです」 ( <i>This is Ken.</i> ) これ、ケンくんです。 ( <i>This is Ken.</i> )
520 521			She holds the picture in front of her.	ケンくんは今日は、10時、10時に寝ようかな? ( <i>Today, Ken is going to bed at 10, at 10.</i> )
522 523				At night. 10時に寝るつもりです。 ( <i>He is going to bed at 10.</i> )
524				英語で言うとは? ( <i>How do you say this in English?</i> )
525				Ken...
526	16.07	C	Some students reply.	will...
527	16.08	T		Ken will...
528	16.09	C	Some students reply.	go to bed...
529	16.10	T		「寝る」って英語で? ( <i>How do you say 'to go to bed' in English?</i> )
530 531				うん。 ( <i>Right.</i> ) go to bed...
532	16.13	C	Some students reply.	at ten.
533 534 535	16.14	T	The teacher puts the picture on the blackboard.	at ten. ですね。 ( <i>That's right.</i> ) Very good.
536 537 538			She chooses other pictures from the pile.	じゃあ、他はね...。 ( <i>Well, then next...)</i> うんとね。 ( <i>Let me see.</i> )
539 540			She picks up a picture of a girl running and puts it on the blackboard.	うんとね。 ( <i>Let me see.</i> ) この人。この人誰にしようかな。誰だと思おう? ( <i>This person. What shall we call her? Who do you think she is?</i> )
541	16.27	S	A student replies.	キャリー ( <i>Carrie</i> )
542 543	16.28	T	Teacher faces the class.	キャリーさんですね。 ( <i>She is Carrie.</i> ) よくわかったね。 ( <i>How did you know about her?</i> )
	16.30	C	Some students giggle.	
544 545 546 547 548 549 550 551	16.31	T		そうよ。 ( <i>That's right.</i> ) キャリーさんは、えっと、走るのが好きです。今晚も、えーとねー、どこにしようかな。五十川公園にしようかな。五十川公園で走るつもりです。えー、「五十川公園で」っていうの

552 553			Teacher holds up her finger.	は、「in the... in Gojukkawa park」ね。「in Gojukkawa park」です。じゃ、どうなりますか。 ( <i>Well, Carrie likes to run. Tonight again, she is going to run at... let me see... where she runs... in the Gojukkawa park. Well, 'in the Gojukkawa park [in Japanese]' in English, you say 'in the... in Gojukkawa park', Okay. You say 'in Gojukkawa park'. So what would the sentence be?</i> )
554			Teacher gestures 'to run'.	「走る」って英語で？ ( <i>How do you say 'to run [in Japanese]' in English?</i> )
555	16.48	C	Some students reply.	Run
556 557	16.49	T		「Run」ですね。 ( <i>Right, it's '[to] run'.</i> ) じゃ、どうなりますか。 ( <i>So, what would the sentence be?</i> )
558	16.52	C	Some students reply.	Carrie...
559	16.53	T		Carrie...
560	16.54	C	Some students reply.	will...
561	16.55	T		will?
562 563 564 565	16.55	C& T	Teacher points out the picture of Carrie.	run... in... Gojukkawa... park.
566 567 568 569	17.00	T	Teacher shows another picture of a boy reading a book.	ですね。 ( <i>That's right.</i> ) Very good. Very good. よくできました。 ( <i>Well done.</i> ) これ、誰だと思う？ ( <i>Who do you think he is?</i> )
	17.04	C	Students look at the picture.	
570	17.07	S	A student replies.	マイケル。 ( <i>Michael</i> )
571 572 573 574 575 576 577 578 579	17.07	T	Teacher puts the picture on the blackboard.	ちょっと、難しいよ。 ( <i>It's a little bit difficult.</i> ) 「マイケル」ですね。素晴らしい。よくわかるね。「マイケル」ですね。「マイケル」ですが、今日は本を読もうかなと、「ネバーエンディングストーリー」でも読もうかなと、思っているんですが、英語で何といいますか。せーの。 ( <i>This is Michael. Amazing, you know well.</i> )

				<i>This is Michael. This is Michael, then, he intends to read a book today. He intends to read 'Never Ending Story'. How do you say it in English? Here we go.)</i>
580	17.23	C		Michael...
581	17.24	T		Michael...
582 583 584 585	17.25	C& T		will... read... a... book.
586 587 588 589 590 591 592 593 594 595 596	17.29	T	Teacher picks up another picture of three people playing cards and puts it on the blackboard.	<p>ですね。(That's right.) Very good. じゃあ、ちょっと変えましょう。この人たち、「彼ら」です。「They」ですね。彼らはカードゲームをする。えー、「play cards」でいいですが、え〜と彼らは今日、集まってカードゲームをしようかなと、するつもりです。英語で言うと？せーの。 (Well, shall we change it a bit? These people, you can use 'they [in Japanese]'. You use 'they'. They play cards [in Japanese]'. Well, you can use 'play cards', so, they are getting together and playing cards. They are going to play cards. How do you say it in English? Here we go.)</p>
597 598 599	17.49	C& T		They... will... card...
600 601	17.53	T		え〜と、「play card」ね。もう一回、いこうか。せーの。(Well, you use 'play card'. Shall we say it again? Here we go.)
602 603 604 605	17.56	C& T		They... will... play... cards.
606 607 608 609 610	18.00	T	Teacher chooses another picture from the pile.	<p>ですね。(That's right.) Very good. もうちょっと、行こうか。(Shall we do a little bit more?) うんとね...こんなもんでいいかね?(Let me see... this could be enough...)</p>

611 612 613 614 615 616 617			She erases the right side of the blackboard. She turns to the class.	ま、いいや。Okay. じゃ、ポイントをまとめたいと思います。結構練習できて良かったと思いますので...今からポイント書いて、ちょっと、あの、英作やりたいと思いますので、え～、やってください。(That's enough. Okay. So, I want to sum up today's points. I guess we managed practice quite a lot... so, we are going to write points, and then I want you to write English compositions, so please do these.)
618 619 620 621			Teacher writes on the blackboard, 'Point [in Japanese]'. She turns back to the class.	まずはポイント書こう。(First, let's write a key point.)  「未来形」意味は何だったっけ？ポイントとなる意味は？「～する...？」(What was the meaning of 'Future Form'? What was the key meaning of it? It is...?)
622	18.35	S	Some students reply.	つもり ('going to do...')
623 624 625 626 627 628 629 630 631 632 633 634 635	18.36	T	Teacher writes on the blackboard 'going to do...' and 'will do...' [in Japanese]).  She writes on the blackboard 'Expression for future time' [in Japanese] next to the 'Point'.  She writes 'Subject' [in Japanese] on the blackboard. She writes a square box besides the 'Subject'.	いいですね。(That's right.)  もしくは、「～するでしょう」、というのが、未来形です。(Or, 'will do...', they are the 'Future Form'.) え～と、「未来を表す表現」って書こうかね。(Well, shall we write 'Expression for future time?')  いい？まずは、主語を書きますね。主語のヒントとなるものは、「～が」とか「～は」がきますね。その後に、何かがかかります。この四角の中、埋めてね。括弧うめです。(Alright? First, we write a 'subject'. The 'subject' [equivalent to Japanese] is the subject with particle '...ga, or ...wa'. After that, you need to write something. Please fill in this square. Fill in the square.) 動詞の原形ですね。(Then, you write 'dictionary form of verbs'.)

636 637 638			She turns back to the class.	「原形」というのは何もつかない形です。「s」とか何もつかない形。(‘Dictionary form of verbs’ means you don’t have to put anything. You don’t need to put ‘s’ [third person singular].)
639 640 641			She draws a line around the ‘point’. She turns back to the class and points out the empty square box.	はい、これがポイントです。(Well, this is the key point.) ここ、後で書きにきてもらうからね。(I will invite you to fill in the square box later on the blackboard.)
		C	Students write in their notebooks.	
	20.04	T	Teacher walks around the class to monitor.	
642 643	20.37	T		Okay? じゃ、これ書きに来たい人? (So, who wants to come in front to fill in the square box?)
644	20.39	C	Some students raise their hands.	はい。(Yes!)
645	20.40	T	Teacher shows her hand to invite a student.	はい、じゃ、行こうか。(Okay, please.)
	20.41	S	A student stands up and goes to the front.	
646 647	20.43	T	Teacher gives a piece of chalk to the student.	じゃ、これで書いて。(Well, you can use this [a chalk].) お願いします。(Please.)
	20.47	S	The student writes ‘will’ in the square box on the blackboard.	
648 649 650	20.50	T	Teacher points with her finger to the square box and asks the class.	お、素晴らしい。ありがとうございます。(Oh, that’s wonderful. Thank you very much.) 同じこと書いた人?(Is there anyone who wrote the same?)
	20.54	C	Some students raise their hands.	
651 652 653	20.55	T	Teacher points to the ‘Point’ with her finger on the blackboard.	Very good. 正解です。(That is correct!) いい?もう一回ポイント確認します。ちょい、頭あげてください

654				<p>い。確認しますね。(Alright? Let's check the key point again. Please raise your heads a little bit. Let's check.)</p>
655 656 657 658 659 660 661			<p>She points with her finger to the 'subject' on the board.</p>	<p>え～、「未来を表す表現」、今日したかったところなんやけど、意味は「～するつもり、～するでしょう」という表現です。え～、形はまず主語がきます。「私は...」とかね、「トム...」とかね。</p>
662 663 664 665 666 667 668 669			<p>She points with her finger to 'work' in the sentence of 'My father will work at Mac.' on the board.</p>	<p>(Well, 'Expression for future time', that is what we wanted to study today, the expression means 'going to do... or will do...'. Well, the form has a subject first, 'I...' or 'Tom...'.)</p>
662 663 664 665 666 667 668 669			<p>She faces the class.</p>	<p>その後、「will」がきます。で、えっと、「動詞」「すること」の「原形」、え～何もつかない形「s」とかのつかない形がきます。その後、いろいろ続きます。いいかな?ここまで、作り方わかった?(Then, you put 'will'. Well, you put 'dictionary form of verbs, verb, to do'. The verb form that you don't need to put anything like 's' [the third person singular]. Then you continue afterwards. Alright? Did you get it how to form it so far?)</p>
670 671 672 673 674 675			<p>She indicates 'two' with her fingers.</p>	<p>じゃ、今からちょっと練習問題、えっと、何問しようかな。2問解きます。いい?2問書きますので、え～、時間ね、3分ぐらいあげますので、書いてください。(So, now we will work on the exercises... Let me see... How many shall we do? We'll do two exercises. Okay? I am going to write two questions [in Japanese, students translate them into English]. Oh time – I'll give you about three minutes. Please write.)</p>
			<p>She writes 'Exercise 1, I will listen to music.' [in Japanese] on the blackboard.</p>	

676 677			(Teacher still writes on the board)	練習 1、私は、今晚、音楽を... 「音楽を聞く」って、英語で? ( <i>Number one, Tonight, I... music... how do you say 'listen to music' in English?</i> )
678	22.03	C	Some students reply.	'Listen to music...'
679 680 681 682 683 684	22.05	T	Teacher writes 'listen to music' above the Japanese. (Her back is towards the class.) She draws underlines the Japanese sentence. She selects a picture from the pile and puts it on the blackboard.	Very good.  「音楽を聞くつもりです」 ( <i>I am going to listen to music.</i> ) Okay? もう一つ。 ( <i>One more.</i> )  何にしようかな。 ( <i>What shall I ask...</i> ) これ、誰だ? ( <i>Who's this?</i> )
685	22.32	S	A student replies.	「けん」 ( <i>He's Ken.</i> )
686	22.33	T		「けん」 ですね。 ( <i>That's right, he's Ken.</i> )
687	22.35	S	A student speaks.	やっぱり、トム。 ( <i>Oh, no, I guess he is Tom.</i> )
688	22.36	T		「トム」 ですね。 ( <i>That's right, he's Tom.</i> )
	22.37	C	Some students giggle.	
689 690 691 692 693 694 695	22.38	T	Teacher writes '2. Tom will eat a cake [in Japanese] on the blackboard.	トムは... 今晚、大きいケーキを食べます。 ん〜、今晚、ケーキを食べるつもりです。 ( <i>Tom... tonight... he is going to eat a big cake.</i> ) 「ケーキを食べる」って英語でなんだっけ? ( <i>How do you say 'eat a cake [in Japanese] in English?</i> )
696	23.00	C	Some students reply.	Eat...
697	23.01	T	Teacher turns and faces the class.	うん。 ( <i>Yes.</i> ) Eat...?
698	23.02	C	Some students reply.	cake...
699 700 701 702	23.03	T	Teacher writes 'eat a cake' below the Japanese. (Her back is toward the class.)  She draws a line.	「a cake」 ね。 ( <i>You say, 'a cake'</i> ) Eat a cake.  Okay?

703 704 705			She faces the class and extends three fingers towards the class. She makes a gesture by raising her hand.	じゃ、やってみよう。(Well, let's try.) I give you three minutes... to write these sentences. If you finish, raise your hands.
706 707 708			She picks up the timer and sets the time.	いいですか。3分。(Are you ready? Three minutes.) If you finish, できたら(if you have completed)、raise your hand.
709 710			She picks up her pen. She points with her pen to the 'Key point' on the blackboard.	わかんなくなったら、これに合わせるんだよ。(If you get confused, you adapt this [the Key point written on the blackboard].) 「～は」がついているのは、変だな～... (You may notice the subject particle [in Japanese]...)
711 712				
	23.45	S	A student raises her hand.	
713 714	23.46	T	Teacher approaches the student and checks the sentences the student has written.	お、早い!(Wow, it's so quick!)  Very good.
	23.55	C	Some students raise their hands.	
715	23.56	T		Very good.
716 717 718	23.57	T	Teacher checks other students.  She underlines each part [subject, verb and object] of the two sentences on the board.	Very good. Very good. Perfect.
	24.15	C	Some students raise their hands.	
719 720	24.17	T	Teacher approaches a student to check.	お!(Oh!) Um-hum!
721	24.23	T	Teacher approaches a student to check.	Very good.
722	24.28	T	Teacher approaches a student to check.	Um-hum!
723	24.33	T	Teacher approaches a student to check.	Very good!

724 725	24.39	T	Teacher approaches a student to check.	Um-hum. Perfect.
726	24.43	T	Teacher approaches a student to check.	Great.
727	24.48	T	Teacher approaches a student to check.	Very good.
	25.00	T	Teacher approaches a student to check.	
728	25.05	T	Teacher approaches a student to check.	Good!
729	25.08	T	Teacher approaches a student to check.	Great!
730 731 732  733 734  735	25.12	T	Teacher stops the timer.	Alright. ちよっと、3分もたっていないけど、まあ、いいや。(Three minutes have not passed, yet. It doesn't matter.) Okay. じゃ、書きに行きたい人?(Who wants to come to the front and write?) Who wants to write these...
736	25.18	C	Some students raise their hands.	はい! はい! (Pick me! Pick me!)
737 738  739  740  741	25.19	T	Teacher looks around the class.  She shows her palm two students to invite them.	まだ、あたってない人がいいな。(I want somebody who hasn't said anything yet today.) こことこう、いこうか。(I choose you and you...) 一番と二番。(The first question and second question.) どうぞ前に出てきて。(Please come to the front.)
	25.31	S	Two students stand up and go to the front.	
742	25.38	T		ほか、終わった人いますか? (Has anyone finished?)
	25.41	T	Teacher approaches a student to check.	
	25.46	S	The two students write their answers on the blackboard.	
743	25.51	T	Teacher monitors other students.	Good.
	26.22	S	One of the two students finishes writing and returns her seat.	

	26.43	S	Another student finishes writing and returns her seat.	
744 745 746 747 748 749	26.44	T		Alright. Very good. じゃ、答え合わせしましょう。 ( <i>Let's check answers.</i> ) え〜と、まず最初、「私は音楽を聞くつもりです。」え〜、主語は何だ？( <i>Well, at first, 'I will listen to music [in Japanese]. ' Well, what is the subject [in that sentence]?)</i> )
750	26.54	C	Some students reply.	'I'
751 752 753 754 755	26.54	T	Teacher points with her finger to the subject of the sentence. She draws a circle around a correct answer on the blackboard.	「I」だね。(Yes, it's 'I'.) 'I will listen to music.'  Very good.  さあ、次。「トムはケーキを食べるつもりです。」主語は？ ( <i>Now, next. 'Tom will eat a cake [in Japanese]. ' What is the subject [in that sentence]?)</i> )
756	27.03	C	Some students reply.	'Tom'
757 758 759 760 761	27.04	T	Teacher underlines 'eat' in the sentence.	「Tom」だね。(Yes, it's 'Tom'.) 'Tom will eat a ga... eat a cake.'です ね。(Yes, it's 'Tom will eat a ga... eat a cake.')
762	27.11	C	Some students reply.	ここの「s」 どうしたら良かった？( <i>So what do we need to do about 's' here?</i> )
763 764 765	27.11	T		いらぬ。(We don't need that.) うん、いらぬですね。(That's right. We don't need it.) Very good. よくできました。合ってた人？ ( <i>Well done. Anyone who got it right?</i> )
	27.14	C	Some students raise their hands.	
766 767 768 769	27.16	T		Very good. よくできました。(Well done.) じゃ、読みましょうかね。(So, shall we read [in English]?)

770 771 772				リピートしてください。 ( <i>Please repeat after me.</i> ) Repeat after me. 'I will listen to music.' はい。 ( <i>Here you go.</i> )
773	27.22	C	Choral repeat.	'I will listen to music.'
774 775	27.24	T	Teacher points with her finger to the second sentence.	はい、こっち。 ( <i>Then, this one.</i> ) 'Tom will eat a cake.'
776	27.27	C	Choral repeat.	'Tom will eat a cake.'
777 778 779	27.29	T	Teacher points with her finger to the left side of the blackboard.	うん。 ( <i>That's right.</i> ) Very good. あっちも読もうか。 ( <i>Shall we also read that part?</i> ) 'I will read a book tonight.'
780	27.31	C	Choral repeat.	'I will read a book tonight.'
781 782	27.34	T	Teacher points with her finger to the middle of the blackboard.	うん。最後、こっち。 ( <i>Good. Last, we read this part.</i> ) 'My father will work at Mac.'
783	27.37	C	Choral repeat.	'My father will work at Mac.'
784 785 786 787 788 789  790	27.41	T	She picks up printouts for an exercise.  Teacher asks how many papers a student wants, the student who is sitting at the front of the row.	Very good. よくできました。 ( <i>Well done.</i> ) じゃ、最後。練習問題を解いて、できたら、今日はよろしいです。いいかな。そんな難しいです。 ( <i>So, this is the last. We will do an exercise and if you finish, we can finish for today. Alright? This is not that difficult.</i> ) How many?
791	27.54	S	The student replies.	Two...
792	27.55	T		Two? Here you are.
793	27.57	T	Teacher moves to next row and asks a student who is sitting in the front seat.	How many papers do you want?
794	27.58	S	The student replies.	Three.
795	27.58	T		Three? Here you are.
796	28.00	T	Teacher moves to next row and asks a student who is sitting in the front seat.	How many papers do you want?
797	28.01	S	The student replies.	Three.
798 799	28.02	T		Three? Here you are.

800	28.04	T	Teacher moves to next row and asks a student who is sitting in the front seat.	How many papers do you want?
801	28.05	S	The student replies.	Three.
802 803 804	28.06	T		Three... How do you say 'three' in Korean?
805	28.10	S	A student who is sitting in the previous row tells the teacher and returns the extra paper to the teacher.	1枚多いです。(We have got an extra paper.)
	28.11	T	Teacher receives the extra paper from the student.	
806	28.13	S	The student who was asked a question by the teacher replies.	セ (seht [in the Korean language])
807	28.14	T		セ? (seht?)
808	28.23	T	Teacher moves to the next row and asks a student who is sitting in the front seat.	How many papers do you want?
809	28.24	S	The student replies.	Three.
810 811	28.25	T		Three. Here you are.
812	28.28	T	Teacher moves to the next row and asks a student who is sitting in the front seat.	Two.
813 814	28.29	T		Two. Here you are.
815 816 817  818 819	28.31	T	Teacher returns to the podium.  She sets a timer.	Okay.じゃ、これはね、 I give you three minutes でもいいかな。Three minutes あげます。 (For this [activity], I give you three minutes, enough? I give you three minutes.) 3分以内でできたら、素晴らしい。(If you can finish within three minutes, that's awesome.)
	28.50	T	The timer gives a tone to start. However, students who got the paper have already started the activity.	

820 821	28.52	T		日本語は書かなくていいよ。英語だけでいいから。 ( <i>You don't need to write in Japanese. All you have to do is to write in English.</i> )
	28.55	T	Teacher monitors the class. While monitoring, the teacher checks on a few students.	
822	28.59	T		表だけです。 ( <i>You just need to answer the questions on the front page.</i> )
823 824	29.02	T		わかんないんやったら、聞いてね。 ( <i>If you don't understand, please ask me.</i> )
	30.26	S	A student raises her hand.	
825 826 827	30.27	T	Teacher approaches the student. She checks the student's answers.	Finished? すげ〜。 ( <i>Awesome</i> )  Very good.
828	30.37	S	A student raises her hand.	はい。 ( <i>I've finished.</i> )
829 830	30.38	T	Teacher replies.	素晴らしい。 ( <i>That's good.</i> ) 1分22秒! 1分22秒! ( <i>It took 1 minute and 22 seconds. It took 1 minute and 22 seconds!</i> )
831	30.53	S	A student calls on the teacher.	先生... ( <i>Ms...</i> )
832 833 834	30.54	T	Teacher approaches the student. She glances at the student's answers. The teacher returns to the podium and checks the timer.	Finished?  お! すげ〜。 ( <i>Oh, awesome</i> )  あと、1分残ってます。 ( <i>One more minute left.</i> )
835	31.03	S	A student calls on the teacher.	先生... ( <i>Ms...</i> )
836	31.04	T	Teacher approaches the student. She glances at the student's answers.	合ってますよ。 ( <i>You've done it correctly.</i> )
	31.13	T	Teacher monitors other students.	
837 838 839	31.36	T	While teacher is monitoring, she speaks softly.	主語が何かな〜と迷った時は、「〜は」「〜が」がついてるやつだよ。絶対日本語は最初に来

840				ているからね。 ( <i>When you get confused with the subjects, the subject in Japanese is always attached to the subject particle '...wa' and '...ga'. The subjects in Japanese always come first.</i> )
	31.58		The timer goes off.	
841 842	32.00	T	Teacher deactivates the alarm and sets the timer again.	お、あと、1分あげよう。もうちょいかな。 ( <i>Oh, I will give you one more minute. It will take some more.</i> )
	32.22	S	A student raises her hand.	
843 844 845	32.24	T	Teacher approaches the student and checks answers.	できた? ( <i>Have you finished?</i> )  Very good. Very good!
	32.30	T	Teacher monitors the class.	
846	32.37	T	Teacher addresses a student.	お、素晴らしい。 ( <i>Oh, that's good.</i> )
847	32.41	T	Teacher addresses a student.	Very good.
848	32.46	T	Teacher addresses a student.	Very good.
849	33.00	T	Teacher addresses a student.	Very good.
	33.05	T	Teacher returns to the podium.	
	33.23		The alarm goes off.	
850	33.24	T	Teacher deactivates the alarm.	お、終わったかな。 ( <i>I wonder if you have finished.</i> )
	33.26	T	Teacher monitors.	
851 852	33.34	T	Teacher speaks to herself softly.	一人一問答えられるかな。ちょっと、無理かな。 ( <i>I wonder if I can assign each student to answer each question... may be not enough questions.</i> )
853 854 855 856 857 858 859 860	33.50	T	Teacher walks around the class and monitors how many students have finished.  Teacher returns to the podium and picks up the handout.	できたね。 ( <i>You have finished...</i> ) だいたい、できたかな。 ( <i>You have almost done...</i> ) Alright. Let's check answers. Good, very good. Alright. じゃ、赤ペン出してください。 ( <i>Well, please pick up red pen.</i> )

861 862 863 864 865 866 867			She raises her hand.	チェックしましょう。(Let's check answers.) 単語読めなくても全然いいからね。(It doesn't really matter if you cannot read vocabulary.) いい?じゃあ、行きましょう。(Are you ready? Well, let's do that.) まず、最初。(Well, first.) 「私は明日ピアノをひくつもりです。」(I am going to play the piano tomorrow [in Japanese].) できた人!(Anyone who could do this?)
	34.24	C	Some students raise their hands.	
868	34.25	T	Teacher points to a student with her hand to invite for the answer.	はい。(Please.)
869	34.27	S	The student replies.	I will play the piano.
870 871 872 873 874 875 876 877 878	34.28	T		Very good. 「I will play the piano tomorrow」ですね。 「Tomorrow」っていうのは「明日」です。じゃ、一回みんなで読もうかね。(It's 'I will play the piano tomorrow'. 'Tomorrow' means 'tomorrow [in Japanese]'. So, shall we read altogether once?) Repeat after me. I will play the piano tomorrow. はい。(Here you go.)
879	34.39	C	Choral repeat.	I will play the piano tomorrow.
880 881 882	34.43	T		Very good. 次、「彼らは放課公園へ行くつもりです。」(Next, they are going to the park after school [in Japanese].)
	34.47	S	Some students raise their hands.	
883	34.48	T	Teacher chooses a student to give the answer.	ん～、はい。(mmm... please.)
884 885	34.50	S	The student replies.	They will go to the park after school.
886 887 888	34.53	T		Very good. 「They will go to the park after school」ですね。「after

889				school] っていうのは、「放課後」です。(It's 'They will go to the park after school.' 'after school' means 'after school [in Japanese].)
890				じゃ、リポートしてください。(Well, please repeat after me.)
891				They will go to... they will go the park after school.
892				はい。(Here you go.)
893				
894	35.05	C	Choral repeat.	They will go to the park after school.
895				
896	35.10	T		Very good.
897				「彩は明日早く起きるつもりです。」(Aya is going to get up early tomorrow [in Japanese].)
898				
	35.12	S	Some students raise their hands.	
899	35.13	T	Teacher chooses a student to give the answer.	はい、どうぞ。(Please.)
900	35.15	S	The student replies.	Aya will get up early tomorrow.
901	37.17	T		Very good.
902				「Aya will get up ear... early tomorrow」ですね。じゃ、リポートしましょう。(It's 'Aya will get up ear... early tomorrow.' Okay, please repeat after me.)
903				
904				
905				'Aya will get up early tomorrow.'
906				はい。(Please.)
907	35.27	C	Choral repeat.	Aya will get up early tomorrow.
908	35.31	T		Very good.
909				次、「私は明日テニスをするつもりです。」(Next, 'I am going to play tennis tomorrow [in Japanese].)
910				
	35.34	S	Some students raise their hands.	
911	35.37	T	Teacher chooses a student to give the answer.	はい、じゃ行こうか。(Please.)
912	35.38	S	The student replies.	I will play tennis tomorrow.
913	35.40	T		Very good.
914				「I will play tennis tomorrow.」ですね。じゃ、リポートしてください。(It's 'I will play tennis tomorrow.' Okay, please repeat after me.)
915				
916				
917				

918				'I will play tennis tomorrow.' はい。 ( <i>Please.</i> )
919	35.46	C	Choral repeat.	I will play tennis tomorrow.
920 921 922	35.49	T		Very good. 次、「健は来年カナダを訪れる でしょう。」 ( <i>Next, 'Ken will visit Canada next year [in Japanese].'</i> )
	35.51	S	Some students raise their hands.	
923	35.52	T	Teacher chooses a student to give the answer.	じゃ、はい。 ( <i>Well, please.</i> )
924 925	35.53	S	The student replies.	Ken will vi... Ken will visit Canada next year.
926 927 928 929  930 931 932	35.57	T		Very good. 「Ken will visit Canada next year.」ですね。リポートしてく ださい。 ( <i>It's 'Ken will visit Canada next year.' Please repeat after me.</i> ) え〜 ( <i>Well...</i> ) Ken will visit Canada next year. はい。 ( <i>Please.</i> )
933	36.05	C	Choral repeat.	Ken will visit Canada next year.
934 935 936	36.08	T		Very good. 次、「私たちは来週ボブに会う つもりです。」 ( <i>Next, 'We are going to meet Bob next week [in Japanese].'</i> )
	36.10	S	Some students raise their hands.	
937	36.11	T	Teacher chooses a student to give the the answer.	はい。 ( <i>Please.</i> )
938	36.13	S	The student replies.	We... will...
939	36.14	T	Teacher nods her head.	うん。 ( <i>Right.</i> )
940	36.15	S	The student continues.	meet...
941	36.16	T	Teacher nods her head.	うん。 ( <i>Right.</i> )
942	36.16	S	The student continues.	Bob...
943	36.17	T	Teacher nods her head.	うん。 ( <i>Right.</i> )
944	36.18	S	The student continues.	next week.
945 946 947 948	36.19	T		Very good. いい？名前がいろいろあります からね。「we」とか「Bob」とか 迷いますが、主語は「私たちが

949 950 951				は」ですからね。「We will meet Bob next week.」ですね。リピートしましょう。(Okay? there are few names in the sentence, for example, 'we' or 'Bob', but the subject is 'we'. It's 'We will meet Bob next week.' Let's repeat the sentence.)
952 953				'We will meet Bob next week.' はい。(Please.)
954	36.34	C	Choral repeat.	We will meet Bob next week.
955 956 957	36.37	T		Very good. 次、「私は夜に本を読むつもりです。」(Next, 'I am going to read a book at night [in Japanese].)
	36.39	S	Some students raise their hands.	
958 959	36.40	T	Teacher looks around the class and chooses a student to give the the answer.	ん～、いませんか? はい、じゃあ。(mmm... anyone else? Okay, please.)
960	36.44	S	The student replies.	I will read a book at night.
961 962 963 964 965 966	36.48	T		Very good. 「I will read a book at night.」ですね。じゃ、リピートしてください。(It's 'I will read a book at night'. Please repeat after me.) 'I will read a book at night.' はい。(Please.)
967	36.55	C	Choral repeat.	I will read a book at night.
968 969	36.58	T	Teacher raise her hand.	Very good. 全部合ってた人?(Anyone who got all correct?)
	37.00	C	Some students raise their hands.	
970 971 972 973 974 975 976 977 978	37.02	T		Very good! よくできました。(Well done!) ま、合ってなくても、だいたいできていれば、オッケーです。(If you didn't get them all correct, if you could get most of them, it's fine.) Okay. じゃ、最後、えっと、確認したいと思います。今日のポイントは...今日の目当ては何でしたっけ?(Well, at last, well, I want to

				<i>review. What was today's key point?)</i>
979 980	37.11	C	Some students reply.	未来のことについて言えるようになろう。(To be able to tell about future.)
981 982 983 984 985 986	37.14	T	Teacher points to the blackboard with her hand. She hides 'will' on the blackboard with her hand.	そうそう、でしたね。 「未来のことについて言えるようになりましょう」でしたが、え〜と、未来の文を作る時はまず、主語を書いて、何を書くんだったっけ？ (Right, it was 'to be able to tell about future'. Well, when you make a future sentence, first, you write a subject, then what do you write next?)
987	37.22	C	Some students reply.	will
988 989	37.23	T	She hides 'dictionary form of verbs [in Japanese]' on the blackboard with her hand.	「will」ですね。「will」の後は動詞のどんな形？(It's 'will'. After 'will', what kind of form of verb do you write?)
990	37.25	C	Some students reply.	原形 (The dictionary form.)
991 992 993	37.26	T		原形ですね。何もつけない形になります。(It's 'the dictionary form'. The form you don't need to add anything to.) いい？大丈夫かな？(Alright? Are you okay?)
	37.30	C	Some students nod their heads.	
994 995 996 997 998 999	37.30	T		Okay. よくできました。(Well done.) オッケー、じゃ、きょうはこれで終わりたいと思います。 (Okay, then, I want to finish the class now.) Alright. じゃ、(So,) everyone stand up.
	37.36	C	Students get up from their chairs and stand	
1000 1001 1002	37.43	T		Alright. See you next time and have a great day, bye-bye.
1003	37.46	C	Students reply.	Bye-bye.

**Transcript 2: Lesson 2, Junior High School Grade 3 students  
(Year 9)**

Class 2: Grade 3 (Year 9 – ages 15-16)

Class time: 45 minutes

Student numbers: 39

(Researcher's translations are in bracketed italic script)

Line	Time	Speaker	Activity	Speech
1	00.01	C	Students stand in front of their individual desks.	Good morning, Ms (Teacher's name).
2	00.03	T	Teacher stands in the middle of the front desk.	Hi, how are you?
3	00.04	C	Students are still standing.	I'm fine, thank you, and you?
4 5	00.06	T	Teacher gestures with both arms to turn back of the class.	Okay. Everyone, please look back.
	00.08	C	Students turn to face the back of the classroom.	
6 7 8 9	00.15	T		Guest, guest come today. Ms (Researcher's name), ○○先生です。宜しくお願いします。 ( <i>This is Ms (researcher's name). Nice to meet you.</i> )
10	00.23	C		宜しくお願いします。 ( <i>Nice to meet you.</i> )
11	00.26	T		はい( <i>Well</i> )、okay.
	00.27	C	Students sit down.	
12 13 14 15 16 17 18 19 20	00.37	T		それじゃですね、今日は、ニュージーランドから○○先生、来られています。みんなもしっかり授業を見て頑張ってください。ただ、今日は45分になったので、50分で授業を考えていたので、ちょっと、5分いろんなところを短縮していきます。いいでしょうか。 ( <i>Well, today, we have Ms (researcher's name) from New Zealand with us so everyone, please focus on the lesson and study well. Today's lesson lasts for 45 minutes. However, I've planned a 50 minute-lesson, so we'll cut bits and pieces</i> )



44 45			the attention of the class. She turns the textbook upside down.	Please...turn over, turn over. Okay?
	03.46	C	Students turn the textbook upside down.	
46 47 48 49	03.49	T	Teacher looks at the textbook.	Turn over, okay? I say Japanese. You change English, okay? 「今年」(‘ <i>this year [in Japanese]</i> ’)
50	03.54	C		‘this year’
51	03.55	S	A student says.	‘every year’
52 53	03.56	T		もうちょっと、早く言える? ( <i>Can you speak more quickly?</i> ) ‘every year’?
	03.57	C	Students giggle.	
54 55	04.00	T		「今年」よ。(It’s <i>this year [in Japanese]</i> .) A happy new...?
56	04.02	C	Students reply.	year
57 58 59	04.04	T		‘year’の‘year’を使って。 今年の「今年」の「今」って何を使うんやった? (Use ‘year’ in [ <i>happy new</i> ] year’. What do you need to use for ‘this [ <i>in Japanese]</i> ’ in ‘ <i>this year [in Japanese]</i> ’ of ‘ <i>this year?</i> ’)
60	04.08	C	Students reply.	‘this... year’
61	04.11	T	Teacher looks at the textbook.	じゃあ、「昨年」。(Then, ‘ <i>last year [in Japanese]</i> ’.)
62	04.14	C	Students reply.	‘last year’
63	04.15	T	Teacher looks at the textbook.	「来年」(‘ <i>next year [in Japanese]</i> ’)
64	04.16	C	Students reply.	‘next year’
65	04.17	T	Teacher looks at the textbook.	「毎日」(‘ <i>every day [in Japanese]</i> ’)
66	04.18	C	Students reply.	‘every day’
67	04.19	T	Teacher looks at the textbook.	「今日の夕方」(‘ <i>this evening [in Japanese]</i> ’)
68	04.20	C	Students mumble.	this...
69	04.24	T	Teacher repeats.	今日の夕方」(‘ <i>this evening [in Japanese]</i> ’)
70	04.26	C	Students	‘this evening’
71	04.27	T	Teacher looks at the textbook.	Okay. 「毎週」(‘ <i>every week [in Japanese]</i> ’)
72	04.28	C	Students reply.	‘every week’

73	04.29	T	Teacher looks at the textbook.	「毎朝」 ('every morning [in Japanese]')
74	04.30	C	Students reply.	'every morning'
75	04.31	T	Teacher looks at the textbook.	「毎週日曜日」 ('every Sunday [in Japanese]')
76	04.32	C	Students reply.	'every Sunday'
77	04.35	T	Teacher looks at the textbook.	「あとで」 ('later [in Japanese]')
78	04.37	C	Students reply.	'later'
79	04.38	T		「latter」 じゃないね 「later」。 (You don't pronounce this as "lætər", it's 'later' 'leitər'.)
	04.39	C	Students giggle.	
80	04.42	T	Teacher looks at the textbook.	「3日前」 ('three days ago [in Japanese]')
81	04.44	C	Students reply.	'three...days... ago'
82 83 84	04.47	T	Teacher looks at the textbook.	そうそう。オッケー。じゃあね、「過去のある時点からさらにその三日前」 だったら？ (Correct, okay. Well, what about 'three days before [in Japanese]' from the point of a past time?)
85	04.55	C	Students mumble.	'the day...'
86	04.56	T	Teacher repeats.	'the day...'
87	04.57	C	Students mumble.	'before...'
88	04.58	T		「the day」 じゃなくて？
89	05.00	C&T	Teacher and students say together.	'three...days...'
90	05.03	C	Some students mumble.	'later'
91	05.04	C	Some students mumble.	'ago'
92 93	05.06	T		「三日後」 やけん、「three days...」 ? (It's 'three days later [in Japanese]', so, 'three days...?')
94	05.08	C	Some students mumble.	'later'
95 96	05.09	T		「過去のある時点から三日前」 やったら？ (It's 'three days before' [in Japanese] from a point in the past, so?)
97	05.13	C&T	Teacher and students speak together.	'three... days... before'
98 99	05.16	T	Teacher looks at the textbook.	これは、もう言えるようになり ましたか？ 「おととい」 (Are you able to say this already? 'the day before yesterday [in Japanese]')

100	05.21	C	Students mumble.	‘the day...’
101	05.22	T		‘the...?’
102	05.23	C	Students mumble.	‘day... before... yesterday’
103	05.26	T		「明後日」は？( <i>How about ‘the day after tomorrow [in Japanese]’?</i> )
104	05.28	C	Students reply.	‘the day after tomorrow’
105 106 107 108 109 110 111 112	05.31	T		はい、次の時間は、ポン、ポン、ポン全員一つずつ、順番に言ってもらいます。66個あるから、40個みんなが言えるから、全員が言えたら、クリスマスプレゼントをあげたいと思います。40人全員当たって言えたらね。 <i>(Alright, in the next class, I want you to say every one of you. There are sixty six [words on the page]. All of you can say forty. If you manage to say them correctly, I will give you Christmas presents.)</i>
	05.51	C	Students get excited.	
113 114 115 116 117 118 119	05.57	T		はい、オッケーです。じゃあ、今日はこれくらいにしましょう。また次は次回していきますので、空いてる時間にお友達と出し合いっこして、どんどん、どんどん、覚えていってください。いいですか？ <i>(Alright, okay. it’s okay for now. Well, we will continue the rest next time. Please memorise them with your friends when you have some spare time. Alright?)</i>
120	06.08	C	Students reply.	はい。(Yes.)
121 122 123 124 125	06.09	T	Teacher picks up a chalk.	では、今日は、今日の学習、いつもの帯学習から、プログラム7の学習に行きますね。今日は...プログラム7に出てくる人は誰やったっけ？ <i>(So, today, today’s lesson moves on to ‘Program 7’ [in the textbook] from our learning of ordinal vocabulary. Today.... who was the person who appears in the Program 7?)</i>
126	06.23	C	Some students mumble.	「山本」... ( <i>Yamamoto...</i> )

127 128  129 130 131  132 133 134 135 136 137 138	06.27	T	Teacher writes 'Let's understand what Mr. Toshiharu Yamamoto thinks [in Japanese]' under the heading of 'Learning objective [in Japanese]'.  Teacher turns back to the class.	「山本さん」でいいよ。「山本敏晴さん」だったね。(It's fine to say only 'Mr. Yamamoto'. It's 'Mr. Toshiharu Yamamoto'.)  山本敏晴さんが考えていることを皆さん理解してみてほしいと思います。(I want you to think about what Mr. Toshiharu Yamamoto thinks.) はい、「山本敏晴さんの考えていることを理解しよう」というところで、プログラム7の3に行きますが、まず、7の3の、はい皆さん宿題、今日はですね、しっかり宿題をやってきてみようということでしたので... (Well, 'understanding what Mr. Toshiharu Yamamoto thinks'. We move on to the Program 7, Part 3 [in the textbook]. First, Program 7, Part 3, we talked about. We should do homework...)
	07.16		School principal opens the door and enters the classroom.	
139 120	07.17	T		校長先生、来てはります。こんにちは。(Our principal is visiting. Hello.)
141	07.18	C	Students greet the principal.	こんにちは。(Hello.)
142 143	07.20	T	Teacher holds up the worksheet.	はい、スパイラル学習ワークシート確認してください。(Please check your 'Spiral learning worksheet'.)
	07.25	C	Students open the worksheet.	
144  145  146	07.28	T		忘れた人いますか。(Has anyone forgotten to bring [the worksheet]?) さあ、では、今から、1番、「2004年」は英語でどうぞ。(Well, then, now, number one, how do you say 'two thousand and four [in Japanese] in English?)
147	07.45	C	Some students mumble.	Two thousand four

148	07.47	T		Okay. Two thousand four. 書けますか。 ( <i>Can you write it?</i> )
149				Two thousand four. 'thousand',
150				t.h.o.u.s.a.n.d.s. Two thousand four.
151				2 番。「called "Earth the
152				Spaceship"」は何を指していま
153				すか。 (Student A's name)さん。
154				( <i>Number two. What does "called</i>
				<i>Earth the Spaceship" refer to?</i>
155				<i>Student A?</i> ) 前の... ? ( <i>It is talking about the</i>
				<i>previous...?</i> )
156	08.04	S	Student A replies.	前の「group」...
157	08.05	T		「a group」を指しています。 ( <i>It is talking about 'a group'.</i> )
158				Okay.
159				「One of～」は「～の一つ」で
160				すが、「～のいくつか」とか
161				いうところの語彙をその
162				ところに書いてほしいと思
163				います。「～のいくつか」は... ?
164				(Student B's name)さん。 ( <i>'One</i>
				<i>of...'</i> means 'one of... [ <i>in</i>
				<i>Japanese]</i> ', I want you to put a
				<i>word before of 'some of... [<i>in</i></i>
				<i>Japanese]</i> '. So how do you say
				<i>'some of...'</i> , (Student B)?)
165				「one of～」は「～の一つ」。
166				「～のいくつか」、「いくつ」
167				って、何やった?いくつ。 ( <i>'One of...'</i> means 'one of... [ <i>in</i>
				<i>Japanese]</i> ', What is 'some [ <i>in</i>
				<i>Japanese]</i> ' of 'some of... [ <i>in</i>
				<i>Japanese]</i> '? How many?)
168	08.33	S	Student B mumbles.	Some...
169	08.34	T		そうそう。オッケー。そのまま
170				言って。(That's right. Okay. Keep
				going.)
171	08.35	S	Student B replies.	Some of...
172	08.36	T		Some of...
173				Okay.
174				「～の多く」、(Student C)わか
175				ります? ((Student C's name), <i>Do you</i>
				<i>know 'many of... [<i>in Japanese]</i>'?</i> )
176				たくさん。(many)
177	08.42	S	Student C replies.	Many...

178 179 180 181	08.43	T		<p>‘Many of ...’ばっちり、オッケー。<i>(Perfect, okay.)</i></p> <p>はい。「半分」(Student D’s name)さん。<i>(Well. ‘half [in Japanese]’, Student D.)</i></p>
182	08.46	S	Student D replies.	Half...
183 184 185	08.47	T		<p>‘Half of...’</p> <p>「～のほとんど」(Student E’s name)くん。<i>(‘Most of... [in Japanese]’, Student E.)</i></p>
186	08.50	S	Student E replies.	Most...
187 188	08.51	T	Teacher	<p>‘Most of ...’</p> <p>はい。「～のすべて」<i>(Well. ‘All of... [in Japanese]’.)</i></p>
189	08.55	S	Student F replies.	All...
190 191 192 193 194 195 196	08.56	T		<p>(Student F’s name)くん。</p> <p>‘All’. オッケーでした。<i>(It was okay.)</i></p> <p>「Some, many, half, most, all」が入りますよ。<i>(You write ‘some, many, half, most, all’.)</i></p> <p>Okay. では、4番。「its」は(Student G’s name)くん。どういう意味ですか。<i>(Then, number four. What does ‘its’ mean, (Student G’s name)?)</i></p>
197	09.10	S	Student G replies.	それ(‘it [in Japanese]’)
198	09.11	T		「それ」は「it」やね。(‘it [in Japanese]’ means ‘it’.)
199	09.13	S	Student G replies.	それの(‘its [in Japanese]’)
200 201 202 203 204  205 206 207 208 209	09.13	T		<p>「それの」やね。「それの」が入りますよ。案外、「its」ってこれ皆さん、「それは～です」の短縮形だと思っていますが、これは「それの」なりますよ。<i>(Yes, it is ‘its [in Japanese]’. You write ‘its [in Japanese]’. People think ‘its’ is an abbreviation of ‘it’s [in Japanese]’, this is ‘its [in Japanese]’.)</i></p> <p>はい、「to train」は、え～、(Student H’s name)くん、どういう意味でした？</p> <p>「train」列車ではなくて「training」だから...？<i>(Next, well, (Student H’ name), what does</i></p>

				'to train' mean? 'Train' here does not mean 'railway train [in Japanese]' but this means 'training', so...?)
210	09.33	S	Student H replies.	訓練... 'training [in Japanese]'
211 212	09.34	T		訓練... 「to」がついているから? 「訓練」? ('training [in Japanese]'... it comes with 'to', so? train?)
213	09.36	S	Student H replies.	する (do)
214	09.37	T		する...もう一本。頑張れ。(do... add one more. Come on.)
215	09.42			すること (to do)
216 217 218 219 220 221 222	09.42	T	Teacher nods her head once.	「すること」 Okay. 「訓練すること」 (to do, Okay. 'to train [in Japanese]') はい、え～、次の「who」は皆さん、この間(other teacher's name)先生と学習しました。(Student I's name)さん、これは品詞で言うと、何ですか。 (Well, then next [question] says 'who', you learned this from Mr. (other teacher's name) the other day. (Student I's name), what is this part of speech?)
223	09.56	S	Student I replies.	関係代名詞 (relative pronoun)
224 225	09.57	T		関係代名詞。何を説明してます? この文は? (Relative pronoun. What does this explain in the sentence?)
226	09.59	S	Student I replies.	people
227 228 229 230 231 232 233	10.00	T		people. Okay. 「people」を修飾している。(It modifies 'people'.) はい、え～ (Student J's name)くん、「want to...」「wants to...」ここは主語によって「wants to...」なってますが、これは、どういう意味? (Next, well, (Student J's name), 'want to...', 'wants to...', according to the subject, here is used 'wants to...', what does this mean?)
234	10.12	S	Student J replies.	...なりたい (want to become)
235	10.13	T		何々 ([want to] ...)
236	10.14	S	Student J replies.	なりたい (want to become)

237 238 239	10.15	T		「何々になりたい」とか「何々したい」とかですね。そうですね。 (You can say 'want to become [in Japanese]' or 'want to do [in Japanese].') Okay. 「show」は...(Student K's name)さん、「show」、品詞は? 「show」 ([Next question], (Student K's name), 'show' ... what does this part of speech? 'show'.)
244	10.26	S	Student K replies.	動詞 (Verb)
245	10.27	T		動詞。意味は? (Verb. What does it mean?)
246	10.28	S	Student K replies.	見せる。(to show)
247 248	10.29	T		「見せる」とか「示す」ですね。(it means 'to show' or 'to present' [two different ways of saying it in Japanese].) はい、これ先生、何回も言ったよね? 過去分詞と過去形がこんなね、変化するのってあんまりないよということ言ってたと思いますが、これは、どんな風に(Student K's name)さん変わっていきますか。過去形は? (I have told you many times that there are not so many past participle forms and past forms of verbs that change completely. (Student K), how does this verb change? What about this past form?)
249 250 251 252 253 254 255				
256	10.49	S	Student K replies.	showed
257 258 259	10.50	T	Teacher nods her head once.	showed. 「ed」でしたね。 「show」に「ed」。 過去分詞は? (Right, it is 'ed'. You add 'ed' to 'show'. What about the past participle form?)
260	10.53	S	Student K replies.	shown
261 262 263 264 265	10.54	T		shown. 「n」よね。ここね、普通だったら、「ed」がついたら、過去分詞も「ed」なのに、ね、ここは、ね、違う形になるよ、何回も出てきてるやろ? 先生がチ

266				エックしとこうね、というのは
267				やっぱり何回も出てくるってこ
268				とは、受験でも、出る可能性が
269				強いから、やっぱり頭に入れと
270				かないかんね。何で出るかとい
271				うと、間違えるから出る、ね。
272				みんなができる問題ばかり作
273				ってくれませんかよ、入試では
274				ね。みんなが間違えちゃうかな
275				って思うところをみんなが点数
276				取らないと差がつきません。だ
277				から、こういうところ、簡単な
278				ところだから、しっかり確認し
279				きましょう。
280				はい、次の語です。「ways」。
281				「ways」は...(Student L's name)
282				くん。 <i>(Right, it shows it with 'n', here. If the past tense form is shown by 'ed', the past participle form also has the same 'ed'. However, this changes differently. We have already come across this many times. This is because, you see often this kind of pattern in the high school entrance examinations, so you need to remember it. Why does this appear? Because students often give wrong answers. Teachers don't make an exam in which everyone can always answer [correctly]. Teachers make exams in which students make mistakes, so you need to be careful with it and blow off other competition. This is an easy part, so please make sure. Well, next word, 'ways'. What is 'ways', (Student L)?)</i>
283	11.44	S	Student L murmurs.	way...
284	11.45	T		'way'
285	11.46	S	Student L replies.	方法 (way)
286	11.47	T		方法。オッケー。方法。
287				はい。「international」は...
288				(Student M's name)さん。品詞何
289				かな? 「international」、「al」で
290				終わるのは何やったかな。

				( <i>Ways, Okay. ways. Then, what is 'international', (Student M)? What is this part of speech? What is the word ending with 'al' of 'international'?</i> )
291	12.00	S	Student M replies.	形容詞 ( <i>adjective</i> )
292 293	12.01	T		形容詞。そう自信持って。形容詞。意味は？ ( <i>Adjective. Right, be confident. Adjective. What does it mean?</i> )
294	12.06	S	Student M replies.	国際的な ( <i>international</i> )
295 296 297	12.07	T		国際的な。さあ、「国家の」という意味は、皆さんのお家にはこの製品がありますか。 ( <i>International. Well, what does 'national' mean? Do you have these products at your homes?</i> )
298	12.19	C	Some students reply.	あります！ ( <i>Yes, we do!</i> )
299	12.20	T		ありますか！ ( <i>Oh, you do?</i> )
300 301	12.21	C	Some students reply.	はい！ ( <i>Yes!</i> ) 結構ありますよ！ ( <i>We have quite a lot!</i> )
302 303 304 305 306 307 308	12.24	T		本当ですか？ じゃ、「国家の」という意味になったら、「international」国際的な、内側ですね。「国家の」って言ったら、どういう意味ですか。(Student N's name)くん、「国家の」 ( <i>Wow, really? So, if this means 'national [in Japanese]', it appears inside of 'international'. What does this 'national [in Japanese]' mean, (Student, N)? 'National [in Japanese]'</i> )
309	12.39	S	Student N replies.	Japan
310 311 312 313  314	12.40	T		え？なるほど。「国家の」、それは「日本」ですよ。「国家の」。調べてきた？誰か？「国家の」 ( <i>What? I see. 'National [in Japanese]', that what you said is 'Japan [in Japanese]'. This is 'National [in Japanese]'. Has anyone looked up 'National [in Japanese]'?</i> )

315			Teacher checks one student's handout.	調べてきた？(Have you looked it up?)
316			Teacher raises her arm.	誰か調べて来た人？(Has anyone looked up the word?)
317				はい、(Student O's name)さん、調べとったね。はい。「国家の」(Well, you have looked it up, haven't you, (Student O's name)? Well, 'national [in Japanese]'.)
318				
319			She raises her arm.	誰か調べて来た人？(Has anyone looked up the word?)
320				みんな、「ナショナル」っていう製品がお家にありますか？(Do you have 'National [in Japanese]' products at your homes?)
321				
322	13.13	C	Some students reply.	ある！(Yes, I do!)
	13.14	C	Some students giggle.	
323	13.16	T		今、「パナソニック」に変わってますけどね、「ナショナル」っていう製品は相当古い製品だと思いますが、「inter」を取ると、「national」、これが「国家の」という意味ですよ。 (Now it has changed to 'Panasonic'. I guess 'National [in Japanese]' products are quite old ones. If you remove 'inter' [from 'international'], you get 'national' and this means 'national [in Japanese]'.)
324				
325				
326				
327				
328				
	13.28	C	Students take notes.	
329	13.30	T		はい、次、11番、「cooperation」の意味は？(Student P's name)くん。(Well, next, number eleven. What does 'cooperation' mean, Student P?)
330				
331				
332	13.41	S	Student P replies.	協力 (cooperation)
333	13.42	T		協力。オッケー。「continue」、 「continue」(Student Q's name)くん。「continue」。 (Continue. Okay. 'Continue', 'continue', Student Q, 'continue'.)
334				
335				

336	13.48	S	Student Q replies.	続ける ( <i>to continue</i> )
337 338	13.49	C		続ける。品詞は？「続ける」だから？ ( <i>To continue. What is this part of speech?</i> )
339	13.52	S	Student Q replies.	動詞 (Verb)
340 341 342 343 344 345 346	13.52	T		動詞。ね。みなさん「続けること」が大事よ。「継続は力なり」「continue」よ。いいですか。はい、次。「collect」、(Student R's name)さん。「collect」どういう意味かな。「collect」 ( <i>It's a verb. Everyone, it is important 'to continue'. 'Endurance makes you stronger', 'continue', okay everyone? So, next, 'collect', what does 'collect' mean, Student R? 'Collect'.</i> )
347	14.04	S	Student R replies.	集める ( <i>to collect</i> )
348	14.04	T		集める。品詞は？ ( <i>To collect. What is the part of speech?</i> )
349	14.05	S	Student R replies.	動詞 (Verb)
350 351 352 353 354	14.06	T		動詞。(Student S's name)くん、「collect」え～、「集めている人」何て言うかな？コレ...「コレクター」とかコレ... 僕のコレ... ( <i>It's a verb. Student S, 'collect', well, how do you say a person who collects? Colle... you can say 'collector', colle... my colle...</i> )
355	14.17	S	Student S murmurs.	コレクション ( <i>Collection</i> )
356 357 358 359 360	14.18	T		コレクション。オッケー。自信持って言ってよ。「コレクション」ね、名詞形「コレクション」はい、(Student T's name)さん。「big」。(Collection [ <i>in Japanese</i> ], okay. Be confident. It's 'collection [ <i>in Japanese</i> ']). A noun form 'collection [ <i>in Japanese</i> ']). Next, Student T, 'big'.)
361	14.26	S	Student T murmurs.	えっと、大きい。(Well, 'big [ <i>in Japanese</i> '])
362	14.27	T		'big'
363	14.28	S	Student T replies.	大きい。('big')

364 365	14.29	T		大きい。品詞は？物の状態を表すから？ ( <i>'Big', so what is the part of speech? It shows the condition of a thing, so what is it?</i> )
366	14.35	S	Student T replies.	形容詞。 ( <i>adjective</i> )
367 368	14.36	T		形容詞。 オッケー。「art」。「art」。「art」。 ( <i>Adjective, okay. 'art', 'art', 'art'.</i> )
369	14.43	S	Student U replies.	芸術 ( <i>'Art [in Japanese]'</i> )
370 371 372	14.44	T	Teacher comes close to Student V and looked at the student's face.	芸術。 はい。「art」 芸術。「event」。「イベント」と言いますね。「event」「イベント」 ( <i>It's 'art'. Yes, 'art', 'art [in Japanese]'. 'Event', you say it in Japanese 'event'. 'Event', 'event [in Japanese].'</i> )
373	11.52	S	Student V murmurs.	イベント ( <i>Event</i> )
374 375 376 377	11.53	T		「イベント」そのままだけど、日本語に直すと何か知ってる？「体育大会」とか「合唱コンクール」は学校の？ ( <i>'Event', it's directly pronounced as Japanese, do you know what it would be if you translate it into Japanese? How do you say school 'field day' or 'chorus contest'?</i> )
378	15.00	S	Student V murmurs.	行事 ( <i>An event</i> )
379 380 381 382 383 384 385 386 387	15.01	T		行事。 行事ですね。 さあ、 (Student W's name)くん、今ね、「event」合っていました。「difference」わかる？「difference」。 (Student W's name)くんも、 (another student's name)くんも、 (other student's name)くんも (other student's name)くんも性格は？ ( <i>'An event [in Japanese]', it's 'an event [in Japanese]'. Well, Student W, you also got 'event' right. Do you know 'difference'? 'Difference'. You, other student, other student, other student, your characteristics are....?</i> )
388	15.16	S	Student W's replies.	違う ( <i>are different</i> )

389 390 391	15.17	T		違う。「difference」「違い」ですね。じゃ、形容詞形に直せますか。(Student X's name) くん。 <i>(be different, here it's 'difference [in Japanese]'. So, can you change it into its adjective form, Student X?)</i>
392	15.24	S	Student X replies.	different
393 394 395	15.25	T		「different」。はい。じゃ、(Student Y's name)、「think」は？品詞。 <i>(Okay, 'different', so Student Y, what about 'think', what is the part of the speech?)</i>
396	15.32	S	Student Y replies.	動詞 (A verb)
397	15.33	T		動詞。意味は？ <i>(It's a verb. What does it mean?)</i>
398	15.34	S	Student Y replies.	思う (To think)
399 400	15.35	T		「思う」、「考える」。「think」そして過去形が？ <i>( 'To think [in Japanese]', 'to consider [in Japanese]'. 'Think', what is the past form?)</i>
401	15.39	S	Student Y replies.	thought
402	15.40	T		過去分詞は？ (What is the past participle form?)
403	15.40	S	Student Y replies.	thought
404 405 406 407 408 409 410	15.41	T		はい、いいでしょうか。じゃあ、しっかり自分で語彙力のほう、しっかり自分で予習してきましたか。もう一度、書けてないところ、隣の人と、1分あげます。確認。前後の人と話していいですから。やりましょう。 <i>(Okay, are you alright? Well, have you prepared the vocabulary well? Once again, please check words that you didn't write with your neighbours. I will give you one minute. Check. You can also talk to people around you. Let's do that.)</i>
	15.54	C	Students check each other.	
411 423	15.57	T		確認終わった人は、教科書に入ります。教科書7の3。 <i>(Once you have finished, you are going to learn with the textbook. Textbook, program 7, part 3.)</i>

413 414 415				Please open your textbook - page seventy five. 75 ページを開けてください。 (Please open page seventy five.)
	16.09	C	Students open their textbooks.	
416 417  418 419  420 421  422 423 424  425 426 427	16.23	T		はい。プリントが終わった人は教科書に入ります。(Alright. Those who finished the handout, will study with the textbook.) Ah...I'm sorry. 75 じゃないね。(It's not page seventy five.) Seventy seven. 次のページですよ。(It's the next page.) Okay. Repeat after me. 行きましょう。(Let's get started.) あ、違う。(Oh, no, it's the wrong page.) Seventy nine. ちょっと、緊張しとるかな。 いや、いつものことかな。 (I wonder if I am nervous. Oh, no, maybe this happens all the time.)
	16.51	C	Students giggle.	
428 429  430	16.55	T		はい、じゃ、リポートしていきましょう。(Okay, then let's repeat.) 「In two thousand four」はい。 (Please.)
431	16.58	C	Choral repeat.	'In two thousand four'
432 433 434	17.00	T		もう一回。(One more time.) Repeat after me. 行きましょう。 準備いいですか。(Let's start. Are you ready?)
435	17.03	C	Some students reply.	はい。(Yes.)
436	17.04	T		'In two thousand four'はい。 (Please.)
437	17.06	C	Choral repeat.	'In two thousand four'
438	17.08	T		'Mr. Yamamoto started a group'
439	17.11	C	Choral repeat.	'Mr. Yamamoto started a group'
440	17.13	T		'called "Earth the Spaceship"'
441	17.15	C	Choral repeat.	'called "Earth the Spaceship"'
442	17.18	T		'One of its goals'
443	17.20	C	Choral repeat.	'One of its goals'
444	17.21	T		'is to train people'

445	17.23	C	Choral repeat.	‘is to train people’
446	17.25	T		‘who are willing to work’
447	17.27	C	Choral repeat.	‘who are willing to work’
448	17.29	T		‘for the good of the world’
449	17.31	C	Choral repeat.	‘for the good of the world’
450	17.34	T		‘He wants to show’
451	17.35	C	Choral repeat.	‘He wants to show’
452	17.37	T		‘some ways’
453	17.39	C	Choral repeat.	‘some ways’
454	17.40	T		‘that will promote’
455	17.41	C	Choral repeat.	‘that will promote’
456	17.44	T		‘meaningful international cooperation’
457				
458	17.47	C	Choral repeat.	‘meaningful international cooperation’
459				
460	17.51	T		Okay.
461				‘He will continue’
462	17.53	C	Choral repeat.	‘He will continue’
463	17.55	T		‘to collect children’s pictures’
464	17.57	C	Choral repeat.	‘to collect children’s pictures’
465	18.00	T		‘for a big art event project’
466	18.03	C	Choral repeat.	‘for a big art event project’
467	18.06	T		‘The project will help’
468	18.08	C	Choral repeat.	‘The project will help’
469	18.10	T		‘people’
470	18.12	C	Choral repeat.	‘people’
471	18.12	T		‘learn about’
472	18.14	C	Choral repeat.	‘learn about’
473	18.16	T		‘the differences’
474	18.17	C	Choral repeat.	‘the differences’
475	18.19	T		‘in the world’
476	18.20	C	Choral repeat.	‘in the world’
477	18.21	T		‘from children’s points’
478	18.23	C	Choral repeat.	‘from children’s points’
479	18.26	T		‘points of view’はい。(Please)
480	18.27	C	Choral repeat.	‘points of view’
481	18.29	T		Okay. ‘What is the most important things to you?’
482				
483	18.33	C	Choral repeat.	‘What is the most important thing to you?’
484				
485	18.38	T		‘Please think about’
486	18.39	C	Choral repeat.	‘Please think about’
487	18.41	T		‘for a while’
488	18.42	C	Choral repeat.	‘for a while’
489	18.44	T		Okay.
490				じゃあですね。少し皆さん見て
491				いいですので、先生に続いて次
492				は教科書を見ないで、ね、スパ
493				

494 495 496 497 498 499  500 501				<p>イラルをしてきている人は一度見てます。今、やったので2回見てます。3回目は頑張って、いつものように先生にリピートして教科書を見らずに言えるかどうか、ちょっと自分でえ〜適当に読めるかなというのを、隣の人と確認していいです。どうぞ。</p> <p><i>(Alright, then. You can look at your textbook for a bit. You repeat after me without looking at the textbooks. If you have done the 'Spiral learning worksheet, you have already looked at the body text once. Then we have just done [it] now, so you have already looked at the body text twice. For the third time, please repeat after me as usual without looking at the textbook. You can check with your neighbours whether you can read correctly or not. You can start now.)</i></p>
	19.08	C	Students murmur.	
502 503 504	19.11	T		<p>次は教科書閉じて、先生が読んでいくから、先生の英語だけで、読めるかな。<i>(Next, you close your textbook and I wonder if you can read aloud the texts with only my English. I read the sentences aloud.)</i></p>
	19.17	C	Students practice reading sentences from the textbook.	
505 506	19.56	T		<p>読めないところがあったら、言ってください。大丈夫？ <i>(Please ask me when you don't know how to pronounce words. Are you alright?)</i></p>
	19.59	C	Students keep practicing.	
507 508 509 510 511 512	20.15	T		<p>はい、じゃあ。<i>(Okay, then.)</i> Everyone please turn over. Your textbook is turn[ed] over. Okay? えっと、難しいなと思う人はちらっと、見てでもいいですよ。頑張りましょう。<i>(If you think this is a little bit difficult for you,</i></p>

513				<i>then you can glance at your textbooks. Let's do your best.</i> ) 'In two thousand four'
514	20.31	C	Choral repeat.	'In two thousand four'
515	20.32	T		'Mr. Yamamoto started a group'
516	20.34	C	Choral repeat.	'Mr. Yamamoto started a group'
517	20.37	T		'called "Earth the Spaceship"
518	20.39	C	Choral repeat.	'called "Earth the Spaceship"
519	20.42	T		'called "Earth the Spaceship"
520	20.44	C	Choral repeat.	'called "Earth the Spaceship"
521	20.46	T		'One of its goals'
522	20.47	C	Choral repeat.	'One of its goals'
523	20.49	T		'is a... is to train people'
524	20.51	C	Choral repeat.	'is to train people'
525	20.53	T		'who are willing to work'
526	20.55	C	Choral repeat.	'who are willing to work'
527	20.58	T		'for the good'
528	21.00	C	Choral repeat.	'for the good'
529	21.01	T		'of the world'
530	21.02	C	Choral repeat.	'of the world'
531	21.04	T		Okay. 'He wants to show'
532	21.05	C	Choral repeat.	'He wants to show'
533	21.07	T		'some ways'
534	21.08	C	Choral repeat.	'some ways'
535	21.09	T		'that will promote'
536	21.11	C	Choral repeat.	'that will promote'
537 538	21.13	T		'meaningful international cooperation'
539 540	21.16	C	Choral repeat.	'meaningful international cooperation'
541	21.19	T		よし、良く読めた。(Good, you read well.)
542				'He will continue'
543	21.22	C	Choral repeat.	'He will continue'
544	21.24	T		'to collect children's pictures'
545	21.26	C	Choral repeat.	'to collect children's pictures'
546	21.29	T		'for a big art event'
547	21.32	C	Choral repeat.	'for a big art event'
548 549	21.34	T		もう一語入れます。(I add one more word.) 'for a big art event project'
550	21.37	C	Choral repeat.	'for a big art event project'
551	21.41	T		'The project will help people'
552	21.44	C	Choral repeat.	'The project will help people'
553 554	21.47	T		Okay. 'learn about'
555	21.48	C	Choral repeat.	'learn about'
556	21.50	T		'the differences'

557	21.52	C	Choral repeat.	‘the differences’
558	21.53	T		‘in the world’
559	21.54	C	Choral repeat.	‘in the world’
560	21.55	T		‘from children’s points of view’
561	21.59	C	Choral repeat.	‘from children’s points of view’
562	22.04	T		Okay.
563				‘from children’s points’
564				はい。 ( <i>Please.</i> )
565	22.07	C	Choral repeat.	‘from children’s points’
566	22.09	T		‘points of view’
567	22.11	C	Choral repeat.	‘points of view’
568	22.13	T		‘What is the most important things
569				to you?’
570	22.17	C	Choral repeat.	‘What is the most important thing
571				to you?’
572	22.22	T		Okay. ‘Please think about it’
573	22.24	C	Choral repeat.	‘Please think about it’
574	22.26	T		Okay. ‘for a while’
575	22.27	C	Choral repeat.	‘for a while’
576	22.29	T		Okay. Please open your textbook.
	22.31	C	Students open their textbooks.	
577	22.25	T <sup>108</sup>		ちょっと、今日は速かったな。
578				さあ、じゃあですね。次の時
579				間、今日までちょっと時間がや
580				っぱり足りなかったな。え～、
581				いつもね、この後みんなにノー
582				トに頑張って書いて本文理解し
583				たいんですが、次の時間しまし
584				ょう。 ( <i>I guess it was a little bit</i>
				<i>fast. Well, then, next class, we</i>
				<i>didn’t have enough time today, as</i>
				<i>usual, I ask you to write down in</i>
				<i>your notebook to understand</i>
				<i>meanings of the texts, let’s do that</i>
				<i>in next class.</i> )
585				ちょっと今日はちよつとここま
586				でセッティングしてるのもう
587				一つのこといきたいんでね。今
588				日はちよつとここの内容みんな
589				意味わかっているかなというの
590				を隣の人とちよつと、意味を確
591				認して行ってほしいなと思いま
592				うす。線入れて行って自分たち
593				でここをっていうふうに訳をし

<sup>108</sup> The teacher reads the English sentences from the book and translates them into Japanese and the students write the translation in their books.

594				ていってもいいですよ。私が読
595				みます。いつものように斜め線
596				を入れていって、区切って、区
597				切って、前から意味を取ってい
598				ってもいいです。いいでしょう
599				か。もう一人で私のほうで読み
600				ます。前から前から線を入れて
601				いきましょう。その際、私が線
602				入れて日本語言います。ね。え
603				～、みんなもちよっとそれを聞
604				いていくと、ちよっと意味がわ
605				かるかなと思います。(I want to move on to the next thing because I have already done a computer setting. I want you to check with your neighbours to grasp the meanings of the texts. You can also draw a line and translate its meanings. I read the sentences. As usual, you can draw lines then translate meanings from the beginning of the sentences. Are you alright? I read aloud by myself. Let's draw lines from the beginning of the sentences. In the meantime, I draw a line and translate into Japanese. So if you listen to me, I am sure you will gradually grasp the meanings.)
606				‘In two thousand four’
607				「2004年」
608				‘Mr. Yamamoto started a group’
609				「山本さんはグループを一つ始
610				めました」
611				‘called “Earth the Spaceship”
612				「宇宙船、宇宙船地球号と呼ば
613				れています」
614				‘One of its goals’
615				「その目指す物の一つには」
616				‘is to train people’
617				「人々を訓練することです」
618				‘who are willing to work’
619				「働くことを喜びとする」
620				‘for the good of the world’
621				「世界を良くするため」
622				‘He wants to show’
623				「彼は示したい」

624				'some ways'
625				「いくつかの方法を」
626				'that will promote'
627				「そのいくつかの方法は促進するでしょう」
628				
629				'meaningful international cooperation'
630				
631				「真の国際協力を」
632				'He will continue'
633				「彼は続けるでしょう」
634				'to collect children's pictures'
635				「子供たちの絵を集めることを」
636				
637				'for a big art event project'
638				「大きな芸術の催し物の計画のために」
639				
640				'The project will help people'
641				「そのプロジェクトは人々を助けるでしょう」
642				
643				'learn about'
644				「学ぶことについて、学ぶことに」
645				
646				'the differences'
647				「違いについて」
648				
649				'in the world'
650				「世界の」
651				'from children's points of view'
652				「子供たちの観点から」
653				'What is the most important things to you?'
654				「あなたにとって最も大切なものは何ですか。」
655				
656				'Please think about it for a while.'
657				「しばらく考えてみてください。」
658				
659				
660				はい、先生のほうでね日本語訳を少し言ってみました。それでは隣の人と交互に前から前から、(Student's name)さんが「In two thousand four」を訳したら、次、(another student's name)くんが「Mr. Yamamoto started a group」が言えるかな？お互い理解できてるかなっていうのを確認してみましよう。(I gave you rough Japanese translations.
661				
662				
663				
664				
665				
666				
667				
668				

669 670 671				<p><i>Now, can you and your neighbours take turns and translate from the beginning? For example, a student translates 'In two thousand four', then the next person translates 'Mr. Yamamoto started a group'. Let's check with each other whether you grasped the meanings?)</i></p> <p>Okay, I will give you three minutes. 三分あげます。(I will give you three minutes.) Okay? Ready go.</p>
	26.11	C	Students start to talk each other.	
672 673 674	27.09	T		<p>はい、意味がわからない時はスパイラルを見るのもいいですね。(Well, if you do not understand meanings, it is good to look at the Spiral learning worksheet.)</p>
	27.14	C	Students continue to work. Teacher monitors the class.	
675 676 677 678	28.47	T		<p>はい、それでは、続きまた教科書のおおまかな内容は理解できましたか。大丈夫ですか。 はい、じゃあですね。 (Okay, it's good for now. Have you grasped the meaning roughly? Alright? Well, then, next.)</p>
	28.58	C	Students still buzz.	
679 680 681	29.01	T	Teacher waits moments for students to calm down.	<p>Okay. じゃあね、みなさん、教科書の2ページ前、seventy five? (Well, everyone, two pages earlier in your textbooks, is it page seventy five?)</p>
	29.07	C	Students flip a page of their textbooks.	
682 683 684 685 686	29.10	T		<p>何でかって言うとね、シエラレオネの人々が載っていました。そして、先生、学級通信渡しましたが、シエラレオネってどんな国でした？(Because, the page introduced people of Sierra Leone. Also, I distributed the classroom newsletter. What kind country is Sierra Leone?)</p>

687	29.20	S	A student replies.	発展途上国 (A developing country)
688	29.21	T		発展途上国 (A developing country)
689				何て書いてあった? ( <i>What did the classroom newsletter say about it?</i> )
690				平均寿命が? ( <i>Something about average life expectancy...?</i> )
691	29.27	C	Some students murmur.	34... ( <i>Thirty four...</i> )
692	29.28	T		34 歳。日本は? ( <i>Thirty four years old. What about for Japanese?</i> )
693	29.30	C	Some students murmur.	85 歳 ( <i>Eighty five years old.</i> )
694	29.30	T		うん。だから日本の約...?
695				半分。34 歳の、ね、平均寿命ってことは世界で 1 番...?
696				生きることのできない貧しい国
697				ということですか。で、え〜、黒
698				柳徹子さんやアナウンサーの中
699				野美奈子さんが訪れた特集なん
700				かもあっていたので、見たこと
701				あるかもしれませんが、ちょっと
702				とシエラレオネの国について今日
703				はせっかくなので、見せたい
704				と思います。シエラレオネの
705				という国は先生が知ったのはこの
706				山本敏晴さんの本を見た時。本
707				屋さんに「世界で一番貧しい
708				国・シエラレオネ」って見て、
709				買った。それからたくさんの人
710				がシエラレオネということを知
711				っていて、今回、教科書に皆さん
712				にね、英語を通してシエラレ
713				オネという国の紹介を... どんな
714				国なのか、ちょっと今日は紹介
715				をします。
716				<i>(Right, so the average life expectancy for Sierra Leone is about half that of Japanese life expectancy. So, in the world, the country is the...? It is the poorest country to survive. Some of you have already come across the country because of programmes featuring visiting Sierra Leone by</i>
			Teacher sets up the computer to show the class a YouTube video clip.	

				<p><i>Tetsuko Kuroyanagi (actress and a UNICEF ambassador and a Japanese broadcaster), Minako Nakano. This is a good chance, so today, I want to show a video clip about Sierra Leone. When I first got to know Sierra Leone, I saw a book written by Mr. Toshiharu Yamamoto at a bookshop. There, there was a banner that said 'The poorest – Sierra Leone'. So I bought his book. Gradually people get to know Sierra Leone, then it appears in our textbook - to introduce you to the country through English. Today, I will introduce you to what the country looks like.)</i></p>
717 718 719 720 721 722 723 724 725 726 727 728 729	30.44		<p>YouTube video clip starts.  <a href="http://www.youtube.com/watch?v=MjecdNMhg0&amp;playnext=1&amp;list=PL2958CBF8AFFC8392&amp;feature=results_main">http://www.youtube.com/watch?v=MjecdNMhg0&amp;playnext=1&amp;list=PL2958CBF8AFFC8392&amp;feature=results_main</a></p>	<p>太平洋に面した小国、シエラレオネは1961年多くのアフリカ諸国同様に独立しました。祖先はイギリスからの解放奴隷たちです。首都はその名も「フリータウン」、自由の町。人口はおよそ480万人。一人当たりのGNPは700ドルあまりと低く、町には失業者があふれていました。こうした貧困を背景に独立以来内戦やクーデターによる政治が繰り返され、現在に至るまで内政不安が続いています。(A small country facing the Pacific Ocean, Sierra Leone attained independence in 1961 like countries across Africa. Ancestors are former slaves of U.K. The capital city is called 'Freetown'. Its population is 4.8 million. It has a low per-capita GNP of 700 dollars and the town is filled with unemployment. With such a poor background, the politics of civil wars and coup d'etats have been repeated since its independence. This has caused domestic instability until now.)          [シエラレオネ内戦の様子] (The situation of a civil war in Sierra Leone.)</p>

730				私が取材したこの時期も首都・
731				フリータウンは戦闘地域から逃
732				れて来た避難民たちでいっぱい
733				でした。
734				住む家を追われ、命からがらど
735				うにか逃げ延びてきた人々で
736				す。親や家族を失った人々も少
737				なくありません。
738				戦争は常に弱者を苦しめます。
739				特に子供たちの健康状況は危機
740				的でした。
741				市内の病院には息絶え絶えの子
742				どもたちがベッドに横たわって
743				いました。
744				激しい内戦によって、地方の病
745				院の多くは閉鎖に追い込まれま
746				した。十分な治療さえ受けてい
747				れば助かった命もここではなす
748				すべもありません。 <i>(At the time when I cover the situation, Freetown, the capital city, was filled with refugees who had managed to escape from battle areas. There are quite a lot of people who lost parents and families. Wars always ail weak people. In particular, the condition of children's health was critical. Dying children lie down on the beds in a hospital in the city. The bitter civil strife causes many hospitals to shut down. It is unprepared for the lives which would be saved if they had been treated adequately.)</i>
749				... some help areas needed to be
750				closed down. They've left so a lot
751				of children who have been born
752				during this past three to four years
753				have had had no access to
754				immunisation. [字幕：戦争によっ
755				て、新生児のほとんどが医療か
756				ら見放されている]
757				国連こども基金・ユニセフの調
				査によると、生まれてから6か
				月以内に死んだ子供の数は1万
				人を超えています。

758				しかし、この国には子供たちにとって、更に深刻な問題がありました。少年兵の存在です。 <i>(According to UNICEF, over 10,000 children under 6 month-old died. However, there is a more serious problem for children. It is the existence of child soldiers.)</i>
759				
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761				<i>[少年兵の様子] (The situation of child soldiers)</i>
762				戦闘の最前線に子供たちが駆り出されていたのです。
763				少年兵になった子供たちの多くは戦争で親を失った戦災孤児たちです。他に身寄りがなく、生きるすべを求めて軍に入隊するのです。 <i>(Children are pulled into the front lines of battle. Most of the children who became child soldiers are war orphans whose parents were killed at war. The children have no relatives, so they join an army to live.)</i>
764				
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769				この少年は12歳。最前線で戦っています。この少年もまたある日突然、住んでいた村が戦場になり、両親を亡くしました。生きるために軍に入隊したのです。軍では子供たちに親の仇うちを洗脳し、子供たちを戦闘の最前線に送り込みます。軍にとって少年兵は命令をよく聞き、また、例え死んでも、兵力としてのダメージが少ない、とても便利な戦力です。 <i>(This boy is twelve years old. He is fighting at the front line. One day, this boy also lost his parents in his village which became a battlefield suddenly. He joined the army to live. The army brainwashes children to avenge their parents and sends them to the front line of the battlefield. Children follow orders well. If they are killed during the war, there is little loss to the</i>
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781				<i>army. So children provide useful military potential for the army.)</i>
782				シエラレオネの少年兵は推定で
783				1万2千人とされています。
784				少年兵の実情について、シエラ
785				レオネのユニセフに聞きました。 <i>(It is estimated that there are twelve thousand child soldiers in Sierra Leone. I have interviewed UNICEF in Sierra Leone about the situation of child soldiers.)</i>
786				We've seen children who are six,
787				seven, eight, yes... fighting. You
788				know that guns now are not like
789				spears in the past, not heavy. You
790				know that also the sound is very
791				exciting to children. [字幕：主 に、6歳・7歳・8歳の子供たち が闘っています。武器が小型軽 量化されていることに加え、銃 声は子供たちにとってエキサイ ティングなんです。]
792				また少年兵の多くは戦場におい て薬物を使用していると言いま す。 <i>(It was also said that many of the child soldiers are consuming drugs at battlefields.)</i>
793				Children are not afraid. Ah...
794				children are so much easier to manipulate. You give them a few drugs and they just go for the enemy without worrying. [字幕： 子供たちは、薬物などを与えれ ば敵を恐れずに闘うのです]
795				こうした現実をシエラレオネ政 府軍はどのように考えているの でしょうか。彼らは事態をあまり 深刻には受け止めていないよ うです。 <i>(What do the Sierra Leone governmental forces think about this situation? It appears that they do not really take the situation seriously.)</i>
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805				It's usually fun to children, you
806				know? When you put the bullet into
807				the gun, you react to the sound...
808				Okay, to them it is fun, like a toy,

809 810				<p>you know? Yeah, like toys, you know?</p> <p>[字幕：弾倉に玉を込めて銃を撃つことは、子供たちにとって遊びみたいなものだ]</p> <p>ユニセフはシエラレオネ政府に対して子供たちの徴兵の解除を要請し、その同意書にサインをもらいましたが、実行させるのはとても難しいと言います。 (UNICEF made a request that the Sierra Leone government stop military conscription of children and a consent for was signed but, it says that it is difficult to enforce.)</p>
811 812 813 814 815				
816 817 818 819 820 821  822 823 824 825 826 827 828 829 830 831	36.32	T	Teacher stops the video clip.	<p>はい。どうですか、みなさん。きのうと今日の学級通信に書いていたように、シエラレオネの子供たちね、え～、5歳まで生きられない子供がほとんどだそうですね。</p> <p>それは医療の問題、ね、それだけじゃなくて、生まれた、5歳ばかりの子供に麻薬を打って、その子たちを遊びの感覚で戦争に行く。12歳の子どもでしたよね。どうですか。考えるだけでも。シエラレオネという国がなぜ世界で一番貧しい国って言われているのかっていうのは少し映像を通して、わかったかな。 (Okay, how was it, everyone? As you can read in today's and yesterday's classroom newsletters, it is said that most of children cannot live until 5 years old in Sierra Leone. This is because of the medical issue. Not only that but new-born children... 5 year-old children... children are injected with drugs and go to a war just-for-fun. It was a twelve year-old boy. What did you think? Did you understand even if it is a bit, why Sierra Leone is called the poorest country in the world through the video clip?)</p>

832				<p>さあ、山本さんが、目指している「国際協力」、「真の国際協力」は何だと言ってました？ 7の1や2に書かれたよね。ここにあるなっていうのをちょっと探してみて。ここのことじゃないかな？ 貧しい目の前にいる人々を助けることだけがボランティアだと言ってたかな？ ちょっと、どこに書いてあったかなというのを7の1、2、3、ここかな？ っていうのを探してみて。</p> <p><i>(Okay, what did Mr Yamamoto say about 'international cooperation', 'true international cooperation'? It is mentioned in Program 7, Part 1 and 2. Can you look for it? Was it mentioned that volunteers help only those poor people in front of them? Can you look at it in e Program 7, Parts 1, 2 and 3?)</i></p>
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	37.47	T	Teacher puts on the light.	
	37.47	C	Students look at the teacher.	
845	37.53	T	Teacher counts handouts in preparation for giving them out.	<p>真の国際協力、ボランティアには前に、目の前にいる、今言ったね、医療を発展させること、目の前に苦しんでいる子供を助けること、それももちろん、彼がお医者さんとしてやっているボランティアだけど、それだけじゃないんだよ。</p> <p><i>(I mentioned before that true international cooperation and volunteering means not only helping suffering people in front of you and developing medical treatments. He, of course, does this voluntarily as a doctor, but not only does he do [this], he does something else.)</i></p>
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853	38.27	T		<p>はい、(Student Z's name)さん、真のボランティア、目の前でいる子供たちを助けるだけじゃなくて？ <i>(Well, Student X, a true</i></p>
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				<i>volunteer not only helps people in front of them, but..?)</i>
857	38.33	S	Student Z murmurs.	教育していく ( <i>to educate</i> )
858	38.34	T		教育していく。どんな人に？ ( <i>To educate people like whom?</i> )
	38.36	S	Student Z falls silent.	
859 860	38.40	T		どんな物になりたいってあった っけ？ ( <i>What does it say in the textbook about people's dream in the future?</i> )
861	38.42	S	Student Z murmurs.	医者や看護師 ( <i>Doctors and nurses.</i> )
862 863 864 865 866 867 868  869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886	38.42	T	Teacher spreads the classroom newsletter to the class.	医者や看護師を育てていくこ と。そして、今言ったような、 子供たちにそういうことが、戦 争って恐ろしいことなんだよっ て知らないからしているわけよ ね。そういうことを教育してい って教えたいのね。 ( <i>To nurture doctors and nurses. Then, he wants to tell and educate children, as I told you just before, children who don't know the reality of war, they participate.</i> ) 世の中には、山本敏晴さんはお 医者さんです。だから山本敏晴 さんはお医者さんや看護師さん を育てるようなボランティアを している。 そして、先生はこの間お話しした 人は、え～、学校を作って、子 供たちを教育している。 ね、ボランティアで来てた人た ちがいなくなってもその国が生 きて行けるところまで持って いくことが真の国際協力だとい うことで、え～、山本敏晴さん が書いていますので、ちょっと 読んでみてください。 これを読むと今日のみんなが読 んだ本文がよ～く理解されると 思います。 ( <i>In the world, Mr Toshiharu Yamamoto is a doctor, so he volunteers to train doctors and nurses. As I told you before, a</i>

				<p><i>person who establishes a school and educates children there. True international cooperation means that people there can live after the support of volunteering is ended. Please read today's classroom newsletter where you can find Mr Yamamoto's article. When you read, I think you can understand the text in the textbook well.)</i></p>
	39.39	C	Students hand over the handouts and start to read them.	
887 888 889 890 891 892 893 894 895 896 897 898 899  900 901 902 903 904 905 906 907	41.28	T	co	<p>はい、では山本さんが一番伝えたいこと、最後の段落ちょっと読みます。</p> <p>「本当に意味のある国際協力とは、援助しようとする人が相手の立場に立って物事を考えることです。同時に、その人の目先に必要なことだけではなく、あくまでも客観的に、その国の人々全体の未来にとって必要なことを理論的かつ計画的に実行していくことではないかと考えています。」</p> <p><i>(Well, then I want to read a little bit of the last paragraph about what Mr Yamamoto wanted to deliver the most. 'I think what true meaningful international cooperation is about is that people who support need to think from the other person's standpoint. At the same time, people who support need to carry out not only what they need immediately, but also they need to think what the people of the country as a whole need in future theoretically and systematically.')</i></p> <p>Okay, everyone.</p> <p>What is a most important thing to you? Please think about it for a while.</p> <p>In the world, there are many countries, but each country has a different culture, each situation... about me, the most important thing</p>

908				to me is teaching. Now, I love you.
909				I like children, and I like teaching a
910				lot of things. In the world, there are
911				a lot of situations I'll teach you
912				about. I hope I'll continue teaching.
913				Okay. What is the most important
914				thing to you? You wrote in
915				Japanese, life, family, friends...
916				you wrote iPad.
	43.20	C	Some students giggle.	
917	43.22	T	Teacher picks up a board and shows it to the class.	Okay?
918				さあ、みんなにですね、今から
919				卒業まで、みんなに、みんなに
920				にとって一番大切なものって何だ
921				ろうっていうことを考えて、え
922				～こんな風にね、絵と英文で作
923				ってほしい。
924				そうですね、(English native
925				speaker's name)先生にとって、
926				一番大切なものを書いてもらい
927				ました。作ってもらいました。
928				まだね、完成してはないんです
929				が、ぱっとみる感じ、(English
930				native speaker's name)先生にとっ
931				て、大切なものって何でしょ
932				う？ <i>(Well, I really want every one of you to think what the most important thing to you is - from now on till you graduate, then I want you to create something like this with pictures and English sentences. Well, I asked (English native speaker teacher) to write what the most important thing to him was and he created this. He hasn't finished, yet. If you can take a glance, what do you think the most important thing to him is?)</i>
	43.59	C	Students look at the picture board.	
933	44.03	T		ここに英文があるので、次の時
934				間、(English native speaker's
935				name)先生に、(English native
936				speaker's name)先生の大切なも
937				のについてお話してもらおうと
938				思います。

				(Here is written in English, I want (English native speaker) to talk about his important thing for us in the next class.)
	44.12		The chime goes off.	
939 940 941 942 943 944 945 946 947 948 949 950 951	44.13	T		<p>こういう形でみんなにも、作成してほしいなと思います。ただ、みんなにいきなりね、(English native speaker's name)先生のこういうレベルのものを作ってねって言っても、「これ、いきなり難しいよ」ってなると思います。ね、だけど、ここまでみんなも作れますので、みんなに大切にしてくれたいです。よ。中学三年生の今、みんなが大切にしているものは何だろうか、</p> <p><i>(I want you to create something like this. However, if you ask you to do it and suddenly create something like this made by (English native speaker) suddenly, I am sure you think it is impossible. However, I am sure you can make it and also I want you to care about it. Now, you are at grade 3 of junior high school I wonder, what you care about...)</i></p>
	44.41		The chime finishes.	
952 953 954 955  956 957 958 959 960 961 962 963 964 965 966 967	44.42	T	Teacher puts down the picture board.	<p>クラスの友達にも伝えてほしいし、そして卒業してもずっとみんな大切に持っていてほしいなと思います。<i>(I want you to show it to your friends and care about it and keep it after you graduate.)</i></p> <p>はい。残念ながら、ちょっと次の、え～5分今日早いのでちょっと行けませんでした。次の時間は、え～、(English native speaker's name)先生との次の時間はスピーチだったね。次は「favourite book」とか「favourite comic」を考えてください。この次の時間はみなさんに、みんなの大切なものは何なのか、イメージをしてほしい。</p>

968				<p>例えば先生であれば、教えること、先生今言ったよね。みんなのことが好き。3年(class number)組、え～、ちよっとうるさいかな。どうにかしていかないといけないかな。ね、子供が好き。ね、世界にいろんな所に行くのが好き。みんなに伝えたいこと。先生の中にイメージマップを広げて、頭の中をこの中に出してほしいと思います。これね、以前作った時に、え～、韓国が好き。韓国、ソウル、おばさんイコール先生って書いてた人がいました。 (Well, unfortunately, we could not move on to the next thing because we cut 5 minutes off today. In the next class, I guess you are going to make a speech with your (English native speaker's name). Please think about your 'favourite book' or 'favourite comic'. I want you to image what you care about the most. For example, as for me, the most important thing to me is to teach, as I told you just before, I like all of you. This (The class that the teacher is in charge of), it is easy to get noisier a little bit. I need to do something about this. I like children. I like to go many places around the world, what I want to show to you. I want you to spread your images and put them into the 'image map' here. Before I had a student who wrote this: said, I like Korea, Korea, Seoul, middle-aged woman reminds me of my teacher.)</p>
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	45.59	C	Students giggle.	
982	45.59	T		<p>ね、いいでしょうか。何を書いてもみなさんの頭の中ですので、オッケーにしますので、次から少しずつ、授業と同時にみなさんに考えて行ってほしいと思います。</p>

988 989 990 991 992 993 994 995				<p><i>(Alright? I don't say anything about what you are thinking in your head and you are going to write. I want you to start thinking little by little as we learn in class.)</i></p> <p>What is the most important things to you?</p> <p>はい。今日は(Researcher's name)先生が来られています、(Researcher's name)先生が住んでいるニュージーランド、もともとえ～、ニュージーランドに住んでいた人々は誰か知っていますか。 <i>(Well, we had a guest from New Zealand today. Does anyone know about the people who lived in New Zealand originally?)</i></p>
	46.25	C	Students fall silent.	
996	46.30	T		オーストラリアは？ <i>(What about Australia?)</i>
997	46.32	C	A student murmurs.	アボリジニ(Aborigine)
998	46.32	T		アボリジニ。ニュージーランドは？ <i>(Aborigine. What about New Zealand?)</i>
	46.34	C	Students fall silent.	
999 1000 1001  1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019	46.35	T		<p>「マオリ」と言われている人々が住んでいますね。 (Researcher's name)先生がお勉強している大学はえ～、そこのマオリの人々と白人やアジア系、みんなが一緒に共存していける、ね、ニュージーランドを目指していきましょうということを研究している大学でもありますので、しっかり、これから、せっかく来てくださった (Researcher's name)先生の「ニュージーランドってどんな国かな？」って調べてみてください。「マオリ」？ね、調べてみるのも一つだと思います。 はい。今日ね。とっても良く頑張りました。じゃあね、(Researcher's name)先生にも挨拶をしたいと思います。 Everyone, stand up, please.</p>

				<i>(People called 'Maori' are living there. The university where the researcher is studying also conducts research about coexisting side by side with Maori people, white people, Asian people, and so on. Luckily, we get to know New Zealand today. I want to look up Maori people and what New Zealand is like. I guess you did a very good job today. Well, Let's greet the researcher.)</i>
	47.12	C	Students stand up in front of their desks and put the chairs under the desks.	
1020 1021	47.21	T		Okay, that's all for today. Good-bye, everyone.
1022	47.25	C	Students reply.	Good-bye, Ms. (Teacher's name).
1023	47.27	T	Teacher shows both hand to the researcher.	and?
1024	47.28	C	Students say.	Ms. (Researcher's name).
1025 1026	47.31	T		Okay. See you.
1027	47.33	C	Students replies.	See you.

**Transcript 3: Lesson 3, Senior High School Grade 3 students  
(Year 12)**

Class 3: Grade 3 (Year 12 – ages 17-18)

Class time: 50 minutes

Student numbers: 34

(Researcher's translations are in bracketed italic script)

Line	Time	Speaker	Activity	Speech
1	00.01	T	Students are standing in front of their individual desks and teacher is checking whether they are wearing their uniforms properly.  Teacher is walking around among students.	Stay still... ( <i>[Stand still...]</i> )
2	00.04			As a (name) high school student.
3				You have to obey our rule, school rule.
4				
5		00.06		
6	00.15			You have----?
7	00.16	S		um.
8	00.20	T	Teacher is walking to another student.	You've got a tail.
9	00.22	T	Teacher moves to a different row.	You've got a beige tail.
10	00.36	T		Good morning.
11	00.37	S		Good morning.
12	00.40	T		Bon jour.
13	00.41	S		Bon jour.
14	00.43	T		おはよう。(Good morning.)
15	00.44	S		おはようございます。 (Good morning (politely.))
	00.48	T		----
16	00.54	T	Teacher moves to the teacher's desk at front.	Okay. Let's get started.
17	00.55	S	Students stand still and bow to the teacher.	きをつけ、礼。 (Stand still, Bow)
18	00.57	T		お願いします。(Greeting)
19	00.58	C		お願いします。(Greeting)
	01.00		Students sit down. Teacher remains standing.	

			Students open books.	
20	01.22	T	Teacher distributes a piece of paper to students. Students pass the paper to the back.	あの例文は？ ( <i>[Where is] that example sentences?</i> )
21	01.25	T	Teacher asks a student.	あの例文は？ ( <i>[Where is] that example sentences?</i> )
22	01.32	T		You, yawn, stop it!
	01.39	T	Teacher goes back to the desk at front.	
23 24 25 26	01.40	T	Teacher is flicking pages of a booklet.	Today is December 15 <sup>th</sup> . DEC, make sure you have --- the type of paper, as usual. Okay?
27	02.03	T		Student A, from which number?
28	02.05	S	Student A answers.	Twenty...
29	02.07	T		Pardon?
30	02.08	S	Student A answers.	Twenty-six.
31	02.09	T		Twenty?
32	02.09	S	Student A answers.	Six.
33	02.11	T		Twenty-six. Okay. Here you go.
34 35	02.14	T	Teacher remains standing at the podium in front of class and reads aloud a Japanese sentence.	そう言ってくださって、どうもありがとうございます。 ( <i>It is very kind of you to say so</i> )
		C	Students translate the sentence into English and write their English version down.	
36 37	02.21	T		そう言ってくださって、どうもありがとうございます。 ( <i>It is very kind of you to say so</i> )
		C	Students translate the sentence into English and write their English version down..	
38 39 40	02.30	T		Start with the sentence with 'It'. It でやるの。 ( <i>Use 'it'</i> ) えー。 ( <i>Well...</i> ) Polite expression, okay?
		C	Students translate into English and write their English version down..	
41 42	02.39	T	Teacher walks among rows of students.	Next,もし、私が独身なら、君と結婚するのだが。 ( <i>If I were single, I would marry you</i> )

		C	Students translate the sentence into English and write the translated version down.	
43 44	02.51	T		私が今独身なら、君と結婚するのだが。 ( <i>If I were single now, I would marry you</i> )
		C	Students translate the sentence into English and write the translated version down.	
45	02.58	T	Teacher asks a student a question.	Only two words?
		T	Teacher goes back to the front of the class.	
46 47	03.16	T		Next, もし私が早く来ていたら、あなたに会えただろうに。 ( <i>If I had come earlier, I could have seen you</i> )
		C	Students translate the sentence into English and write the translated version down.	
48 49	03.27			もし私が早く来ていたら、あなたに会えただろうに。 ( <i>If I had come earlier, I could have seen you</i> )
		C	Students translate the sentence into English and write the translated version down.	
50 51	03.39	T		そこ ( <i>there</i> ) --- impress --- Okay?
52 53	03.43	T		Next, もしあなたがもっと早く来ていたら、彼女に会えたのに。 ( <i>Had you come earlier, you could have met her</i> )
54	03.52	T		You don't have to use 'if'.
		C	Students translate the sentence into English and write the translated version down.	
55	03.57	T		Omit 'if'.

56 57	04.00	T		But almost same sentence as the previous one.
		C	Students translate the sentence into English and write the translated version down.	
58 59 60	04.22	T		Next, あなたの助けがなかったら、私は成功できなかっただろう。(But for your help, I couldn't have succeeded)
		C	Students translate the sentence into English and write the translated version down.	
61 62	04.32 04.34	T		Two words. No 'verb' here.
63	04.39	T		あなたの助けがなかったら(But for your help)
64	04.47	T		私は成功できなかっただろう。(I couldn't have succeeded)
		C	Students translate the sentence into English and write the translated version down.	
65 66	05.04	T		Next, 私の妻は料理はまるっきりだめです。(My wife is anything but a good cook)
		C	Students translate the sentence into English and write the translated version down.	
67 68	05.11	T	Teacher makes a note.	私の妻はまるっきり料理はだめです。(My wife is anything but a good cook)
		C	Students translate the sentence into English and write the translated version down.	
69 70	05.35	T		Next, 彼は決してうそを言うような人ではない。(He is the last man to tell a lie)
		C	Students translate the sentence into English	

			and write the translated version down.	
71 72	05.41	T		彼は決してうそを言うような人ではない。 ( <i>He is the last man to tell a lie</i> )
		C	Students translate the sentence into English and write the translated version down.	
73 74	06.01	T		Next, 私はこの写真を見ると、必ず学校時代を思い出す。 ( <i>I never see this picture without thinking of my school days</i> )
		C	Students translate the sentence into English and write the translated version down.	
75	06.08	T		Use 'never'.
		C	Students translate the sentence into English and write the translated version down.	
76 77	06.16	T		私はこの写真を見ると、必ず学校時代を思い出す。 ( <i>I never see this picture without thinking of my school days</i> )
78	06.21 06.23	T		I never, bluh-bluh-bluh.
		C	Students translate the sentence into English and write the translated version down.	
79 80	06.37	T		Next, 私はこのような幸福は夢にも思わなかった。 ( <i>Little did I dream of such happiness</i> )
		C	Students translate the sentence into English and write the translated version down.	
81 82	06.47	T		The first word is the strong negative word, okay?
83	06.51	T		What happened to the sentence?

84 85	06.56	T		私はこのような幸福は夢にも思わなかった。 ( <i>Little did I dream of such happiness</i> )
		C	Students translate the sentence into English and write the translated version down.	
86 87	07.12	T		Next, 私は今日になって初めて財布が無いのに気がついた。 ( <i>It was not until today that I missed my purse</i> )
88	07.18	T		Start sentence with 'it'.
		C	Students translate the sentence into English and write the translated version down.	
89 90	07.22	T		私は今日になって初めて財布が無いのに気がついた。 ( <i>It was not until today that I missed my purse</i> )
		C	Students translate the sentence into English and write the translated version down.	
91 92	07.38	T		Next, 大雪のため、私は外出できなかった。 ( <i>A heavy snowfall prevented me from going out</i> )
		C	Students translate the sentence into English and write the translated version down.	
93	07.46	T		In 'a' in it.
		C	Students translate the sentence into English and write the translated version down.	
94 95	07.53	T		大雪のため、私は外出できなかった。 ( <i>A heavy snow prevented me from going out</i> )
96	07.59	T		大雪が…( <i>A heavy snow...</i> )
		C	Students translate the sentence into English and write the	

			translated version down.	
97 98	08.12			Next, 僕のステレオは故障している。 ( <i>My stereo is out of order</i> )
		C	Students translate the sentence into English and write the translated version down.	
99 100	08.20			Instead of 'broken', three words, please.
		C	Students translate the sentence into English and write the translated version down.	
101	08.27	T		私のステレオは故障している。 ( <i>My stereo is out of order</i> )
		C	Students translate the sentence into English and write the translated version down.	
102 103 104	08.41	T		Next, two sentence is 庭が真っ白だ。(The garden is white) 昨夜雪が降ったに違いない。(It must have snowed last night)
		C	Students translate the sentence into English and write the translated version down.	
105 106	08:53	T		庭が真っ白だ。(The garden is white) 昨夜雪が降ったに違いない。(It must have snowed last night)
		C	Students translate the sentence into English and write the translated version down.	
107	09.14	T	Teacher asks a student.	Two more, okay two more.
	09.15	S	The student nods.	
108 109	09.17	T		Next, その男はその家から走り出るのを見られた。 (The man was seen to run out of the house)

		C	Students translate the sentence into English and write the translated version down.	
110 111	09.24	T		その男はその家から走り出のを見られた。 ( <i>The man was seen to run out of the house</i> )
		C	Students translate the sentence into English and write the translated version down.	
112 113	09.45	T		The last one, 私は先月東京でひかりに会ったことを覚えている。 ( <i>I remember seeing Hikari in Tokyo last month</i> )
114 115	09.52			私は先月東京でひかりに会ったことを覚えている。 ( <i>I remember seeing Hikari in Tokyo last month</i> )
		C	Students translate the sentence into English and write the translated version down.	
116 117 118 119 120 121 122	10.16	T		Okay, as soon as you finish writing, start checking. I will give you a two minutes to check. So please pass the previous sheet to the front. As usual.
		C	Students exchange their papers to check the sentences.	
123 124 125	10.30	T		Never fail to handed in. Everyone must handed in. Okay?
		C	Students pass the papers to the front.	
126	11.10	T	Teacher receives the papers from a student.	Thank you.
127 128	11.13	T		Anyway, please open your book to page ten hundred eleven.
129 130 131	11.18	T		After long interval, let's practicing the conjugations of the verbs. A-B-C pattern, Okay?
	11.19	T	Teacher receives the papers from a student.	

	11.20	T	Teacher receives the papers from a student.	
132 133 134	11.35	T		Ten, eleven, A-B-C pattern, okay? Here we go. Repeat after me as fast as possible.
135	11.41	T	Teacher speaks aloud.	begin-began-begun-beginning
136	11.44	C	Students repeat what the teacher has said while looking at the book.	begin-began-begun-beginning
137	11.46	T		break-broke-broken-breaking
138	11.48	C		break-broke-broken-breaking
139	11.50	T		choose-chose-chosen-choosing
140	11.52	C		choose-chose-chosen-choosing
141	11.55	T		draw-drew-drawn-drawing
142	11.58	C		draw-drew-drawn-drawing
143	12.00	T		drink-drank-drunk-drinking
144	12.03	C		drink-drank-drunk-drinking
145	12.04	T		drive-drove-driven-driving
146	12.07	C		drive-drove-driven-driving
147	12.09	T		eat-ate-eaten-eating
148	12.11	C		eat-ate-eaten-eating
149	12.12	T		fall-fell-fallen-falling
150	12.15	C		fall-fell-fallen-falling
151	12.16	T		fly-flew-flown-flying
152	12.18	C		fly-flew-flown-flying
153	12.20	T		forget-forgot-forgotten-forgetting
154	12.22	C		forget-forgot-forgotten-forgetting
155	12.24	T		freeze-froze-frozen-freezing
156	12.27	C		freeze-froze-frozen-freezing
157	12.29	T		get-got-gotten-getting
158	12.30	C		get-got-gotten-getting
159	12.32	T		give-gave-given-giving
160	12.34	C		give-gave-given-giving
161	12.35	T		go-went-gone-going
162	12.37	C		go-went-gone-going
163	12.38	T		grow-grew-grown-growing
164	12.40	C		grow-grew-grown-growing
165	12.41	T		know-knew-known-knowing
166	12.42	C		know-knew...
167	12.43	T		lay-laid-laid-laying
168	12.44	C		lay-laid-laid-laying
169 170	12.45	T		mistake-mistook-mistaken-mistaking
171	12.48	C		mistake-mistook-mis...
172	12.49	T		write-wrote-written-writing
173	12.51	C		write-wrote-written-writing
174	12.52	T		rise-rose-risen-rising
175	12.54	C		rise-rose-risen-rising

176	12.55	T		see-saw-seen-seeing
177	12.56	C		see-saw-seen-seeing
178	12.57	T		show-showed-shown-showing
179	12.59	C		show-showed-shown-showing
180	13.00	T		sing-sang-sung-singing
181	13.01	C		sing-sang-sung-singing
182	13.02	T		sing-sang-sung-singing
183	13.03	C		sing-sang-sung-singing
184	13.04	T		speak-spoke-spoken-speaking
185	13.06	C		speak-spoke-spoken-speaking
186	13.07	T		steal-stole-stolen-stealing
187	13.09	C		steal-stole-stolen-stealing
188	13.10	T		swim-swam-swum-swimming
189	13.11	C		swim-swam-swum-swimming
190	13.12	T		take-took-taken-taking
191	13.14	C		take-took-taken-taking
192	13.15	T		tear-tore-torn-tearing
193	13.16	C		tear-tore-torn-tearing
194	13.17	T		wear-wore-worn-wearing
195	13.18	C		wear-wore-worn-wearing
196	13.19	T		write-wrote-written-writing
197	13.20	C		write-wrote-written-writing
198 199 200 201	13.21	T	Teacher remains standing at front.	Okay? It's a good practice for you to understand a relation between a spellings and a pronunciation. Okay?
202 202 203	13.30	T		So, anyway, Please open your textbook to page ninety.
		C	Students open textbooks.	
204	13.50	T		One? Four?
205	13.54	T		Let me check.
206 207	13.56	T	Teacher addresses Student B.	Oh, one, four. It's you. It's your turn.
	13.57	S	Student B nods.	
208 209 210 211 212 213 214 215 216	14.00 14.07 14.09 14.12 14.15	T		I gave you two rules about 仮定法 ( <i>conditional sentences</i> ), okay? One is 仮定法過去 ( <i>the second conditional</i> ). The other is 仮定法過去完了 ( <i>the third conditional</i> ). So, look at number one. When you read the Japanese explanation ( <i>translation</i> )([says]), 雨が降っていなければ、体育の授業でサッカーができるのに。

217	14.25		( <i>If it were not raining, we could play soccer in our PE class</i> )
218			Oh, you think it's 假定法過去 ( <i>the second conditional</i> ), so you have to change the verb into 'were', okay?
219			
220			
221	14.36		'Were' is a special, or you could say 'was' nowadays, okay?
222			
223	14.41		And, in the latter parts, change 'can play' into 'could play', okay?
224			
225	14.50		So, the sentence is, 'if it were, or was not raining, we could play soccer in our PE class.'
226			
227			
228	15.02		'PE' is physical education. Okay?
229	15.03		Number two.
230	15.05		When you read the Japanese, メグのメールアドレスを知っていれば、メールが送れるのに ( <i>If I knew Meg's e-mail address, I could send her an e-mail</i> ).
231			
232	15.15		(sigh) So, oh! It's 假定法過去 ( <i>the second conditional</i> ).
233			
234			So you change the verbs into 'knew', okay? so 'If I knew Meg's e-mail address', and in the latter part 'can send' changes into 'could send', 'I could send her an e-mail', okay?
235			
236			
237			
238			
239	15.41		As for number three, 僕ならその申し出を受けるね ( <i>If I were you, I would accept the offer</i> ).
240			
241			
242			Oh, It's 假定法過去 ( <i>the second conditions</i> ), too.
243			
244			So, 'If I were you' or you could say 'If I was you', 'I would accept the offer'.
245			
246			
247	16.04		Okay? That is, that's [ <i>the</i> ] way.
248			And number four. But the rule is different, okay? So, anyway, 自転車に鍵をかけておいたら、盗まれなかったのに ( <i>If I had locked my bicycle, it would have not been stolen</i> ).
249			
250			
251			So we which rules is applied to this sentence? 假定法過去( <i>the second conditional</i> ) or 假定法過去完了( <i>the third conditional</i> )?
252			
253			

254	16.30	S	Student B answers.	仮定法過去完了( <i>the third conditional</i> )
255	16.31	T		Uh-huh!
256				You would...do a good job.
257	16.33			仮定法過去完了( <i>the third conditional</i> ), so remember the rule of the 仮定法過去完了( <i>the third conditional</i> )? So, change the sentence into 仮定法過去完了 ( <i>the third conditional</i> ). So, read the sentence aloud.
258				Go.
259				
260				
261				
262				
263				
264				
265	16.51	S	Student B answers	If I had locked my bicycle, it would not have been stolen.
266				
267	16.57	T		Uh-hum.
268				If I <b>had</b> locked my bicycle, or my bike, it would <b>not</b> have been stolen.
269				Okay?
270				If I <b>had</b> locked my bicycle, it would not have been stolen.
271				Okay?
272	17.17			So steel-stole-stolen, 過去分詞 ( <i>past participle</i> ), past-participle, okay?
273				Okay?
274	17.27			<i>Student B</i> , do you have any questions?
275	17.28			
276				
277	17.39			
278				
279	17.42	S	Student B replies.	No
280	17.43	T		No, you have no questions.
281	17.47	T		Let's move on to the number five.
282				加藤さんは飛行機で行っていたら、あの時、会合に間に合ったのに、のに、のに ( <i>If Mr. Kato had gone by plane, he would, would, would have been in time for the meeting at that time</i> ).
283				
284				
285	18.01	T	Teacher chooses a student.	チャッチャカチャー。 ( <i>Ta-dah!</i> )
286	18.04	T		<i>Student C?</i> <i>Student C?</i>
287	18.06	S	Student C replies.	はい。(Yes.)
288	18.07	T		仮定法( <i>conditional sentence</i> )?
289				When you read the Japanese sentence, so you think this sentence is?
290				仮定法( <i>the what conditional</i> )...
291				
292				
293	18.16	S	Student C answers.	過去完了( <i>the third</i> ).
294	18.17	T		過去完了( <i>the third</i> )!
295	18.18			Okay!
296				So, change the sentence.

297	18.20	S	Student C speaks.	If Mr. Kato.... had.... go...
298	18.30	T		mmmm....
299	18.31	S	Student C speaks.	had went...
300	18.32	T		Ah? Ah?
301	18.35			had went?
302	18.36			Terrible!
303	18.38			had gone
304	18.39	S	Student C speaks.	had gone, he... would... been
305	18.46	T		would been?
306	18.48			Terrible!
307	18.52	S	Student C speaks.	would have been in time for the meeting.
308				
309	18.57	T		huuuuuuhhh...(sigh)
310	18.59	T		If Mr. Kato <b>had</b> gone by plane, he
311				would <b>have</b> been in time for the
312				meeting.
313	19.16			Okay, got it?
314	19.18	T		So, when you read the Japanese explanation [ <i>translation</i> ] ( <i>[says]</i> ), 加藤さんは飛行機で、あの時、あの時、行っていたら、会合に間に合ったのに、加藤さんは飛行機で行かなかったのので、間に合いませんでした。 ( <i>If Mr. Kato had gone by plane, at that time, at that time, he would have been in time for the meeting. However, as Mr. Kato had not gone by plane, he was not in time for the meeting.</i> )
315				
316				
317				
318				
319				
320				
321	19.35			T
322		Okay?		
323	19.38	T	Teacher asks Student C a question.	何( <i>what</i> )?
324	19.41			Any questions?
325	19.42	S	Student C replies.	No.
326	19.42	T		No.
327	19.45	T		Student D, have questions?
328	19.48			have questions?
329	19.51	S	Student D replies.	ここ( <i>here</i> )... been?
330	19.52	T		would been?
331	19.56	S		gone...
332	19.57	T		Uh-huh! Mr. Kato had been...
333	20.02			had been by plane...
334	20.03			had been by plane...
		T	Teacher thinks.	
335	20.05	T		Un, un.
336	20.07			Acceptable.
337	20.09			

338	20.10			Acceptable.
339	20.11			Okay.
340				But, in here, you are supposed to
341				change the word, 'go' into
342				ummm... the difference words, so
343				go-went-gone. So the answer is
				'had gone', is much better. Okay?
344	20.32	T	Teacher asks the whole class.	Any questions?
345	20.38	T	Teacher asks a student.	Any questions?
346	20.39	S	A student replies.	No
347	20.40	T		Student E, any questions?
348	20.40	S	Student E replies.	No.
349	20.41	T		No, so far, so good.
350	20.45	T	Teacher remains standing at front of class.	Okay, now.
351	20.48			I [ <i>will</i> ] ask you some questions.
352	20.53			I'll ask you what you did last night.
353	20.58			And, I'll ask you how you felt at that time. Okay?
354				
355	21.05	T	Teacher asks student B a question.	So student B, what did you do last night?
356			Teacher picks up chalk and writes 'I' on the black board.	
357	21.17	S	Student B replies.	I had... watch TV...
358	21.20	T		You bought TV?
359	21.22	S	Student B replies.	No.
360	21.24	T		bought! a TV? Are you rich? huh?
361	21.28	S	Student B replies.	I watch TV.
362	21.30	T		watched
363	21.33	T	Teacher writes 'I watched' on the board.	I... watched...
364	21.39			Which programme?
365				What programme?
366	21.41	S	Student B replies.	Comedy.
367	21.46	T	Teacher writes 'a comedy on TV' on the board.	A comedy on TV.
368	21.52			That's it?
369	21.55			So, how did you feel at that time?
370	22.02	T	Teacher writes 'I felt' on the board.	I ... felt...
371	22.06	S	Student B replies.	very fun...
372	22.08	T		very fun.. no, no...
373	22.14	T		You can't use 'fun' in here.
374				You can't
375	22.19	T	Teacher gestures in a way that is intended to	You felt?

			indicate 'surprised' and 'moved'.	
376	22.27	T		Any adjective will be okay.
377	22.39	S	Student B replies.	excite...
378	22.40	T		excite?
379	22.41			You watched a comedy and excite?
380				huh?
		C	Some students giggle	
		T	Teacher writes 'excite' on the board.	
381	22.47	T		Excite...
382				Which, 'ed' or 'id' form?
383	22.53	T	Teacher points to 'I' on the board.	I...
384	22.57	T		huh? little clear?
385	22.58	S	Student B replies.	excited
386	23.01	T	Teacher writes 'excited' on the board.	Excited... okay.
387	23.04	T	Teacher moves to the left of the blackboard.	So,
388	23.08	T		Now, change the mood, by using 假定法過去完了 ( <i>the third conditional</i> ).
389				
390	23.15	T		Okay?
391	23.16			Student B, could you?
392	23.23	T		The other students?
393				Change the mood, by using 假定法過去完了 ( <i>the third conditional</i> ).
394				Okay?
395				
396	23.31	T	Teacher writes 'If' on the board. Teacher points out 'I had watched a comedy on TV. I felt excite.' on the board.	These are facts.
397	23.36	T		facts... in the past.
398	23.38			So,
399	23.40			If
400	23.41	S	Student B says	If I... had
401	23.45	T		had
402	23.49	S	Student B says	watched
403	23.51	T		Ah, Just moment....
		T	Teacher writes a rule on the right of the board. 時 $A \Leftrightarrow \bar{A}$ not	

404	24.03	T		The last time, I told you, simple rule, okay?
405				Pick this one, the opposite one, you know?
406				
407				
408	24.10	T		So, if I had...
409	24.12	S	Student B says	not watched...
410	24.13	T	Teacher writes 'If I had not watched' on the board.	not
411	24.14	S	Student B says	watched
412	24.15	T	Teacher repeats	watched
413	24.18	S	Student B says	on TV... a comedy...
414	24.21	T		Anyway, that's okay.
415	24.24	T	Teacher writes 'a comedy on TV' on the board.	comedy...
416	24.25	S	Student B says	on TV...
417	24.26	T	Teacher repeats	on TV...
418	24.29	T		I
419	24.37	S	Student B says	would...
420	24.39	T	Teacher repeats and writes 'would' on the board.	would...?
421	24.43	S	Student B says	would have been...
422	24.44	T	Teacher points out the chart.	This rule is applied.
423	24.46	S	Student B says	would not
424	24.47	T	Teacher repeats and writes 'not' and circles it on the board.	would not
425	24.50	S	Student B says	have
426	24.51	T	Teacher repeats and writes 'have' on the board.	have
427	24.55	T		feel...felt, felt. Okay? Say!
428	25.01	S	Student B says	feel-felt-felt
429	25.01	T	Teacher writes 'felt' on the board.	Okay, perfect.
430	25.02	T		So, felt excited
431	25.08	T	Teacher writes	This is the way, okay?
432	25.09		'excited' on the board.	If I had not watched a comedy on TV, I would not have felt excited.
433				This is it. Okay?
434	25.14			私はテレビで喜劇、comedy、喜劇を見ました( <i>I watched a comedy, comedy, comedy on TV</i> )。
435	25.17			
436				
437	25.26			Okay?

438	25.32			で( <i>and</i> )、わくわくしました( <i>I felt excited</i> )。
439				テレビでコメディーを見なかったら、私はわくわくしなかったでしょう( <i>If I had not watched a comedy on TV, I would not have felt excited</i> )。
440				
441				
442	25.42			Okay?
443				(To student B), oh, you did a good job.
444				
445	25.44	S	Student B replies.	Thank you.
446	25.46	T		Student F, Are you okay?
447				So far, so good?
448	25.50	S	Student F replies.	Okay.
449	25.51	T		Uh-huh?
450	25.53			Okay?
451	25.55			Okay, next one.
452	25.59			Student A, Let's have some reviewing.
453				
454	26.03			How many hours did you... sleep?
455	26.06			Last night?
456	26.09			Come on.
457	26.10			last night
458	26.11			How many hours?
459	26.15	S	Student A says.	I sleep...
460	26.17	T		You?
461	26.18	S	Student A says.	studied...
462	26.19	T		studied? oh, studied! Okay.
463	26.21			Okay, you change the question.
464	26.24			You studied.
465	26.26	T	Teacher writes 'I studied' on the board.	I asked how many hours did you, eh... sleep, but okay, you studied...
466				
467				
468	26.36	S	Student A says	studied English...
469	26.37	T		English! Are you sure?
470				You are joking!
471	26.43	T		English... yesterday
472	26.46	T		Okay, anyway,
473	26.48	T	Teacher writes 'English yesterday' on the board.	yesterday
474	26.51	T		So, I will ask you, how do you feel now?
475				
476	26.57	T		Not yesterday at that time.
477	27.00	T		Now!
478	27.02	T	Teacher writes 'I' on the board.	I...
479	27.03	S	Student A says.	I felt...

480	27.04	T		No! Now!
481 482	27.08	T	Teacher points out the sentence 'I felt excited' on the board.	This, the past tense. So present tense.
483	27.11	S	Student A says.	I feel...
484	27.12	T	Teacher repeats and writes 'I feel' on the board.	I feel...?
485	27.14	T		How do you feel now?
		C	Some students giggle.	
486 487	27.20 27.22	T		You studied English? eh?
488	27.23	S	Student A says.	It's fun.
489 490 491	27.26	T		Ah, no... It's not fun. Other expression. I feel...
492	27.33	S	Student A says.	I feel fun.
493	27.35	T		(You) can't use fun.
		C	Some students giggle.	
494 496 497 498 499	27.28 27.40 27.47 27.48 27.49	T	Teacher gestures.  Teacher gestures.	I feel terrible? terrible? relived? relived? happy?
500	27.52	S	Student A says.	happy...
501	27.53	T		happy?
		C	Some students giggle.	
502 503 504 505	27.53 27.56 27.58 28.01	T	Teacher writes 'happy' on the board.	happy! happy... happy... Okay, anyway. Change the mood.
506	28.03	S	Student A says.	If I
507	28.04	T	Teacher repeats and writes 'If I' on the board.	If I...
508	28.06	S	Student A says.	had not
509	28.07	T	Teacher repeats and writes 'had not' on the board.	had...not...
510	28.09	S	Student A says.	studied
511	28.10	T	Teacher repeats and writes 'studied' on the board.	studied...
512	28.11	S	Student A says.	English yesterday
513	28.12	T	Teacher repeats and writes 'English yesterday' on the board.	English...yesterday...

514	28.18	S	Student A says.	comma
515	28.20	T		Thank you.
		C	Some students giggle.	
516	28.22	S	Student A says.	I would
517	28.23	T	Teacher repeats and writes 'I would' on the board.	I would...
518	28.25	S	Student A says.	not
519	28.26	T	Teacher repeats and writes 'not' on the board.	not...
520	28.28	T		Be careful!
521	28.29			I would not...
522	28.31	S	Student A says.	be...
523	28.33	T		be...?
524	28.34	S	Student A says.	be
525	28.34	T		be?
526	28.35	S	Student A says.	been
527	28.36	T		been, be?
528	28.38			Which one?
529	28.39	S	Student A says.	be
530	28.40	T		be
531	28.42			Ah, sorry!
532	28.43			Use 'feel' so.
533	28.45		Teacher writes 'feel' on the board.	feel
534	28.47			or be
535	28.48	S	Student A says.	happy
536	28.49	T		happy, okay.
			Teacher writes on the board.	
537	28.53	T	Teacher circles 'not' in the sentence.	not here.
538	28.55	T	Teacher circles 'not' in the sentence.	so, not here.
539	28.57	T		Okay?
540	28.58	T	Teacher points out 'I studied English yesterday'.	私はきのう英語を勉強しました。(I studied English yesterday)
541				
542			The teacher points out the second clause.	だから今安心です。幸せです。(so I feel safe, I am happy)
543	29.08	T		いいね。(That sounds good)
544	29.11	T		で (and), change the mood.
545	29.14	T	Teacher points out the first clause.	もしきのう英語を勉強しなかったら、(If I had not studied English yesterday,)
546				
547			Teacher points out the second clause.	今ハッピーじゃないでしょう。(I would not have been happy now)
548				

				ね。 ( <i>aren't I?</i> )
549 550 551	29.25	T		(Teacher's name) scolds you. Tells you, off! Okay?
552	29.35	T		ということになります。 ( <i>That is how it is</i> )
553 554	29.36	T		But, you know the difference? You know?
555  556	29.43	T	Teacher points out the first clauses on the board.  Teacher points out the second clauses on the board.	As these sentences, no difference,  but these two sentences, okay?
557	29.51	T		Look at them very carefully.
558 559 560	29.55	T		You feel the time lag time difference? Okay?
561	29.59	T		Here,
562	30.00	T	Teacher writes '仮過完' on the board.	仮定法過去完了 ( <i>the third conditional</i> )
563	30.06	T		Here,
564	30.07	T	Teacher writes '仮過完' on the board.	仮定法過去完了 ( <i>the third conditional</i> )
565	30.12	T		Here, this sentence,
566	30.14	T	Teacher writes '仮過完' on the board.	仮定法過去完了 ( <i>the third conditional</i> )
567	30.21	T		But, this sentence is,
568	30.24	T	Teacher writes '仮' on the board.	仮定法...what? ( <i>conditional</i> )
569	30.27	S	Student A replies.	仮定法過去 ( <i>The second conditional</i> )
570	30.28	T	Teacher writes '過' on the board.	過去! ( <i>The second</i> )
571	30.29	T		Okay.
572 573	30.32	T		So, you feel the time difference. You see?
574 575 576 577 578 579	30.36	T	Teacher points out the second sentence.	So, applicants, so students who take, wanna take university entrance exams, okay? This sentence is, this pattern is liked by university teachers. So be careful, okay?
580 581	30.52	T		お受験生 ( <i>students who are going to take university entrance exams</i> ),

582				be careful. Otherwise, you will be trapped.
583				Okay? Otherwise you fail.
584				Fail!
585				Okay?
586	31.05	T		Student F?
587	31.06			Otherwise, you be in the hole.
		C	Some students giggle.	
588	31.15	T		Got it?
589	31.16			Got it?
590	31.17	S	Student F replies.	はい。(Yes)
591	31.18	T	Teacher monitors	So, I'll give you some time to make a copy, take notes.
592				
593	31.28	T		写して。(Write it down)
594				写しとき。(You'd better to write it down)
595	31.31	T		今言ったのわかる?(Did you understand what I have just said?)
596				お受験生は下の文が入試に出るとよ。(The second sentence is asked in the entrance exam)
597				気をつけときよ、って言ったとよ。(I have said that you have to be careful)
598				
599				
600				わかる?(Do you understand?)
601	32.25	T	Teacher asks student G a question.	Did you watch the French TV programme on NHK last night?
602				
603	32.30	S	Student G replies.	No.
604	32.31	T		You didn't? Teacher looks like you.
605				Yeah.
		T	Teacher moves to another row of students' desks.	
606	32.48	T	Teacher asks a student a question in Japanese.	---
		T	Teacher walks around.	
607	33.18	T	Teacher asks a student a question in English.	Do you want to have your own workshop?
608				You decided?
609				
610	33.22	S	A student replies.	No...
611	33.23	T		Not yet?
612				Think about that.
613	34.08	T		So when you, you can use English, you can speak English, you know, you can broaden your mind, 世界が広がるよ。(Your world is opened up.)
614				
615				
616				

617	34.26	T	Teacher asks a student a question in English.	You wanna run a coffee shop?
618	34.28	S	A student replies.	Yes.
619 620	34.30	T		Um-huh. Anyway yes?
621	34.32	S	The student replies.	Yes.
622	34.34	T		Oh, what a idea!
623	34.37	S	The student says.	色彩の勉強を… ( <i>I want to study about colours[in future]...</i> )
624 625	34.39	T		色彩の勉強? ( <i>Studying colours?</i> ) Oh, beautiful!
626	34.41	S	The student says in Japanese.	---
627	34.43	T	Teacher replies.	Oh, good!
628 629 630	35.00	T	Teacher asks a student a question in English.	---- You have to go to America. You have to go to America!
631 632	35.18	T	Teacher asks a student a question in English.	You wanna work at a hotel in Thailand?
633 634 635 636	35.35	T	Teacher asks a student a question in English.	Excuse, me. How many hours did you study? You study 1 hour? 1 minute? 1 second?
637	35.47	S		1 hour.
638 639	35.48	T		1 hour? What subject?
640	35.54	S	A student replies	English
641 642	35.55	T		English! You are joking!
643 644 645 646	36.02	T	Teacher asks a student a question in English.	Excuse, me. Excuse, me. What did you do last night? What did you study? What?
647	36.13	S	A student replies.	English.
648 649 650 651 652	36.13	T		Why English? Japanese, Okay? Are you sleepy? Are you sleepy? No?
653 654	36.36	T	Teacher moves back to the front.	So, can I go on to the next one? Can I go on to the next one? Sure?
655 656 657 658	36.41	T		Say, sure. Can I go on to the next one? Sure. Can I?
659	36.46	S	A student replies.	みんながおきていれば… ( <i>If everyone wakes up...</i> )

660	36.51	T		みんな起きていれば？(If everyone wakes up?)
661		T		Student A, can I?
662	36.53			Say, sure. Can I?
663	36.55	S	Student A replies.	Say sure.
664	36.56	T		Pardon?
665	36.37		Student A laughs.	Ahahaha...
666	36.37			Sure.
667	36.38			Can I?
668	36.59	S	Student A replies.	Sure.
669	37.00	T		Okay.
670	37.01	T	Teacher remains standing at front.	So, anyway, stop there.
671				Two.
672				[ ]内の語句を適当な形にして入れなさい。(Change the word appropriately.)
673				This is based on Lesson 27, okay?
674				But we skipped lessons. So now doing two.
675				One, he treats me as if I,
676				bluh...bluh...bluh..., his own child.
677				
678				
679				
	37.36	T	Teacher chooses a student.	
680	37.37	T		Student H, Student H?
681	37.40	S	Student H replies.	はい。(Yes)
682	37.43	T		Could you do number one?
683	37.46	S	Student H says.	He trea... treat.... (the initial /t/ was pronounced /tɔ/)
684	37.48	T		Not, /tɔ/, /t/, /tri:t/.
685	37.50	S	Student H says.	/tri:t/
686	37.52	T		uh-huh.
687	37.53	S	Student H says.	me... as... I...
688	37.59	T		as if I...
689	38.01	S	Student H says.	was
690	38.02	T		uh-huh, that's... that will be okay.
691	38.06	S	Student H says.	his...own... child.
692	38.09	T		uh-huh.
693				He treats me as if I were or was his own child.
694				
695				Okay?
696	38.25	T		Nowadays, native speakers tend to use 'I am', but as for the based on the school grammar, you have to use 'were' or 'was'.
697				
698				
699				
700	38.36			Okay.
701	38.38			He treats me as if I were or was his own child.
702				

703	38.43	T		Student J, could you put into Japanese?
704				
705	38.47			Could you put this sentence into Japanese?
706				
707	38.50	S	Student H replies.	はい。(Yes)
708	38.51		Student H says.	彼は…彼は… (He... He...)
709	39.00	T		私を(me)
710	39.08	S		私を…私を(me... me...)
711	39.12	T		I guess, he, he is not a real father.
712	39.20			Okay?
713	39.23			He is not a real father.
714	39.30	S		私を子どものように扱ってくれます。
715				(He treats me as if I were his own child)
716	39.33	T		はい。(Yes)
717				自分の子どもであるかのように
718				扱ってくれます。お世話してく
719				れます。(He treats me as if I were
720	39.43			his own child)
				Okay?
		T	Teacher picks up eraser.	
721	39.48	T		Student D, can I erase here?
722	39.49			Erase?
723	39.51			Can I?
		S	Student D nods.	
		T	Teacher erases the black board.	
724	39.56	T	Teacher writes ‘As if’ on the board.	As... if...
725	40.12	T	Teacher writes ‘まるで～であるかのように’ on the board.	まるで、あたかも、～であるかのように。
726				(As if... it were...)
727	40.22		Teacher writes ‘あたかも～であったかのように’ on the board.	あたかも～であったかのように。(As if... it were...)
728				
729	40.32	T	Teacher writes a mark on the board.	Okay?
730	40.34		Teacher writes a mark on the board.	This one? This one.
731			Teacher writes a mark on the board.	This one? This one.
732	40.41	T		As if...
733	41.07	T		So, as a matter of... as a matter of
734				fact, he is not his own child.
735	41.14			Okay?
736	41.15			Different ‘he’.

737	41.16			He is not his own child.
738	41.19			He or she, I am not sure but, you know.
739				
740	41.27	T		But as if I were his own child.
741	41.31			So, the subject 'he' is a real, not real father, okay?
742				
743	41.39	T		So, two, two, two...
744	41.46			You are making?
745	41.47			Making a copying?
746	41.48			You need some time?
		C	Students are writing.	
747	42.09	T		So, two.
748	42.10	T		He talks as if he bluh...bluh...bluh... to the Sahara before.
749				
750				
		T	Teacher chooses a student.	
751	42.23	T		Student I? Student I?
752	42.27	S	Student I replies.	はい。(Yes)
753	42.28	T	Teacher asks Student I.	Do you have two?
754	42.38	S	Student I speaks in a low voice.	He talks as if he...
755	42.41	T		Excuse me?
756	42.45			Speak, speak up!
757	42.50			So that everyone can hear you, huh?
758				
759	42.52	S	Student I speaks in a low voice.	He talks as if he...
760	43.00	T		Excuse me?
761	43.02			He...?
762	43.03	S	Student I speaks in a low voice.	He...
763	43.04	T		ha...
764	43.05	S	Student I speaks in a low voice.	had
765	43.06	T		had
766	43.07			had?
767	43.08	S	Student I says.	been
768	43.09	T		been
769	43.10			Okay.
770	43.11			He talks as if he had been to the Sahara before.
771				
772	43.20	T		Student I?
773				After the words, the Sahara, there is one word is omitted, so the Sahara what?
774				
775				
776	43.27	S	Student I speaks in a low voice.	砂漠(desert)

777	43.29	T		Pardon?
778	43.30	S	Student I speaks in a low voice.	砂漠( <i>desert</i> )
779	43.31	T		サハラ砂漠( <i>the Sahara desert</i> )
780	43.34			Of course, in English.
781	43.36			How do you say '砂漠( <i>desert</i> )' in English?
782				
783	43.37	S	Student L replies.	desert
784	43.38	T		Excuse me?
785	43.39	S	Student L replies.	desert
786	43.40	T		Um, you, perfect.
787	43.43	T		de-sert
		T	Teacher writes 'désert' on the board.	
788	43.49	T		Okay?
789	43.50	T		desert, 砂漠( <i>desert</i> )
790	44.00	T	Teacher writes	Here, we've got another word.
791	44.06		'dessert' on the board.	Double 's'. The stress, you know?
792	44.12			on the different...
793	44.18			This one is dessert. It's sweet...
794	44.20			Tastes good... Sweet.
795	44.22			Sweet, okay?
796				Desert.
797	44.28			But, you can eat dessert, but you can't eat desert.
798	44.29			Okay?
799	44.32			desert, 砂漠( <i>desert</i> )
800	44.35			the Sahara desert
801	44.38			So, anyway, put it into Japanese.
802				He talks as if he had been to the Sahara before, the Sahara desert before.
803				あ、サハラ砂漠ってね～、砂がいっぱいあってね～何かね～砂がさらさらしとってね～なんか変な変わった生き物がおってね～すごかる～、ね～？ね、あそこにね、あれがあったとよ～。
804				(Well, you know, in the Sahara desert, there is lots of sand, then, it is smooth, and there are strange creatures there. Isn't it great? And there was there)
805				はい。(here you are)
806	44.49			
807				
808				
809				
810				
811				
812				
813	45.06	T		はい。訳して。(Please. Translate it.)
814	45.12	S	Student L speaks in a low voice.	彼は…サハラ砂漠に… (He... the Sahara desert...)

815	45.18	T		サハラ砂漠に？ ( <i>to the Sahara desert?</i> )
816	45.20	T		行った？ ( <i>He has been?</i> )
817	45.24	T		行った？ ( <i>He has been?</i> )
818	45.31	T		loud voice, huh...
819	45.34	T		行った？ ( <i>He has been?</i> )
820		S	Student L speaks in a low voice.	こと ( <i>He has been to?</i> )
821	45.38	T		こと？ ( <i>He has been to?</i> )
822	45.41	T		bssss...bssss...bssss...
823	45.47	T		Student J? Student J, you will interpret this, huh?
824				
825		S	Student I replies.	行った ( <i>He has been.</i> )
826	45.51	T	Teacher gestures (puts a hand to an ear).	行った？ ( <i>He has been?</i> )
827	45.56	T		bssss...bssss...bssss...
828	45.59	T		I can't hear you.
		S	Student I helps Student J.	
829	46.01	T		Huh?
830		S	Student I speaks.	あたかもまるでサハラ砂漠に行ったかのように話す。 ( <i>He talks as if he has been to the Sahara desert.</i> )
831				
832	46.06	T		あたかもまるでサハラ砂漠に行ったことがあるかのように話す。
833				
834				
835	46.14			かのような口ぶりである。 ( <i>He talks as if he has been to the Sahara desert.</i> )
836	46.20	T		Okay?
837	46.23			But.
838	46.25		Teacher writes 'He has never been to the Sahara' on the board.	As a matter of fact, as a matter of fact,
839				he? or she? I forgot... oh, he!
840	46.36			he... has... never... been to the Sahara.
841	46.38			
842				
843	46.52		Teacher points out the sentence above on the board.	This is it. This is the fact. Okay?
844	46.56			He has never been to the Sahara.
845	46.59			But he talks as if he had been to the Sahara before.
846				
847	47.06			Okay, got it?
848	47.09	T		うそ八百。 ( <i>A mountain of lies</i> )
849	47.13			いいですか。 ( <i>Alright?</i> )
850	47.19	T		事実ね。 ( <i>This is the fact</i> )
851	47.21		Teacher points out 'Sahara' on the board.	一度も行ったことがないと。
852	47.22			
853				

854	47.28		Teacher points to a student.	でも以前に行ったことがあるかのような口ぶりだ。 ( <i>He has never been there once, but he talks as if he has been there before.</i> )	
855	47.29				
856	47.31				いいですか。( <i>Alright?</i> ) よくやるでしょ? ( <i>You often do this, don't you?</i> )
857	47.32				よくやるでしょ? ( <i>You often do this, don't you?</i> )
858	47.35				しったか。( <i>You pretend</i> ) よくやるでしょ? ( <i>You often do this, don't you?</i> )
859	47.36				はい。( <i>Okay</i> )
860	47.37				ね。( <i>Right?</i> ) Student A?
861					しったかー。 ( <i>You pretend</i> )
862	47.40	S		Student B replies.	はい。( <i>Yes</i> )
863	47.50	T			今の完了形? ( <i>Is it perfect?</i> )
864	47.52			Student H, are you okay?	
865	47.53			Are you awake?	
866				勉強しなさい。( <i>Study!</i> )	
867	47.54	S	Student H replies.	No	
868	47.56	T		No? Are you sure?	
869	47.58	S	Student H replies.	Sure	
870	48.00	T		Student K?	
871	48.02	S	Student K replies.	はい。( <i>Yes</i> )	
872	48.05	T		勉強しなさい。( <i>Study!</i> )	
873	48.07	T		So far, so good?	
874	48.08	S	Student K answers.	Yes.	
875	48.09	T		Uh-huh.	
876	48.18	T		そういや( <i>By the way</i> )、running out of the time.	
877					
878	48.21	T		では、今日やったことを日本語で説明しておきます。 ( <i>Well, I will explain what we learned today in Japanese.</i> )	
879					
880	48.26			仮定法には二つの規則があって、仮定法過去と仮定法過去完了です。 ( <i>Conditional has two rules, they are the second conditional and the third conditional.</i> )	
881					
882					
883	48.31			で、形を見れば、もうすぐ理解できるようにはなりますが、え～、実践的な例を出して、今日	
884					
885					
886					

887				授業を行いました。が、こっちの方は機械的に書き換えたものです。
888				
889	48.45			<i>(When you see how the sentence constructed, you will be able to understand soon, well, in today's lesson, I employed practical examples. Those sentences are re-written by systematically.)</i>
890				ですが、こっちの方は、こっちと違って、時制がずれてますので、そういった仮定法も当然、存在します。
891				<i>(However, some sentences have different tenses in one sentence. There, of course, exists such sentences.)</i>
892				
893	48.56			いいですね。 <i>(Alright?)</i>
894	48.58			で、入試を受ける人はこのパターンで、特にこっち側の部分が入試には試されますので気をつけてください。
895				ということを言ったんです。
896				<i>(Then, I have told that those sentences are frequently asked in college entrance examinations, so please bare in your minds.)</i>
897				いいですね。 <i>(Alright?)</i>
898				で、あと、as if、両方あります。
899	49.06			で、まるでなんなんであるかのように、あたかもなんなんであったかのようにということで、真実はやはり裏返します。
900	49.09			いいでしょうか。
901				<i>(And, there are two meanings in 'as if'. '...as if it is....' and 'as if ... it were', both express not telling the truth. Alright?)</i>
902	49.10			Class ends as chime goes off.
903				That's all for today.
904				
905				
906				
907	49.25 49.26			
908	49.29	S		起立(Stand up)
		C	Students stand up. They are making lots of noise as they stand up from their chairs.	
909	49.37	S		気を付け、(Stand still,)
910	49.38	S		礼。(Bow.)

911	49.39	T	Teacher thanks the students.	Thank you very much.
912	49.40	S	Students thank the teacher.	ありがとうございました。 ( <i>Thank you very much</i> )

### Transcript 4: Lesson 4, Senior High School Grade 3 students (Year 12)

Class 4: Grade 3 (Year 12 – ages 17-18)

Class time: 50 minutes

Student numbers: 34

(Researcher's translations are in bracketed italic script)

Line	Time	Speaker	Activity	Speech
1	00.01	T		はい、号令お願いします。 (Please give a command.)
	00.02	C	Students stand up and put their chairs back under their desks.	
2	00.09	S		気を付け。(Attention)
3	00.10			礼。(Bow)
4	00.11	C		お願いします。(Please)
		C	Students bow.	
5	00.14	T		はい、では、お座りください。 (Okay, well, please be seated.)
		S	Students sit down on their chairs.	
6	00.22	T		黙想どうぞ。(Please meditate.)
7	00.23	S		黙想。(Meditate)
		C	Students close their eyes and sit still.	
8	00.30	T		(To a student) ちょっと顔をおろ しましょう。 (Let's put your chin down a little bit)
9				
10	00.33	T		はい、じゃ、黙想やめて。 (Okay, well, stop meditating.)
		C	Students open their eyes.	
11	00.36	T	Teacher remains in front.	きのうからの予告に基づいて、 そのまま進行します。 (We will go through what I announced yesterday.)
12				
13	00.41			えっと、一つ目は今日は単語テ ストをしないので、リスニング で、カードを配っています。 設問が五つあります。 (Well, firstly, we are not going to have a vocabulary test. Listening cards are being distributed. There are 5 questions.)
14				
15				
16				
17	00.48			

18 19 20 21				今日は短いんですが、会話が4種類に分かれていて、状況が違うものを聞いてもらいますので、後で解説も少し踏まえたいと思います。 <i>(Today's listening part is short. The dialogues were divided into 4 kinds. I want you to listen to different contexts. I will give explanations later.)</i>
22 23 24 25 26	00.59			終わりましたら、教科書のほうの、まあ、ちょっと単語がね、終わっていないので、そちらのほうと、少し読みをやって、そのへんかなと思います。 <i>(When we finish the listening part, we will move on to the textbook. Well, we haven't finished the vocabulary part so we will do that and then we will do some reading. Then I think we will finish.)</i>
27	01.09			じゃ、リスニングを配ります。 <i>(Well, I will distribute the listening handout.)</i>
		T	Teacher distributes handouts to students.	
28 29	01.43	T		今、番号・氏名を書いてください。 <i>(Now, please write your ID and name.)</i>
30 31 32 33	01.51	T		あの、今日はね、一回ずつしか英文が流れないリスニングなので、先に状況を見てもらっていいですか。 <i>(Well, today, you will listen to each listening dialogue once so could you please look at the context first?)</i>
34 35 36 37	01.58			絵とか書かれている字とか、全部店での会話に変わりはないんだが、種類が全部違うでしょう？ <i>(Although all the dialogues take place at shops, the pictures, letters, etc. are not the same kind, right?)</i>
38 39	02.07			ですので、ちょっと先に見てもらったほうがいいかな。

40	02.13			(Therefore, I guess you could see them first.) その間に CD の頭出しします。 (I will set the track of the CD while you are doing that.)
41	02.15			ちょっと、待ってください。 (Please wait a second.)
		C	Students look at the handout.	
42 43 44	02.42	T		あ、裏面は見ないでね。まだ。裏面はちょっと見ないでくれる？また後で。 (Oh, please do not look at the back of the page yet. Could you not look at the back of the page? We will look at it later.)
45 46 47 48 49	02.49 02.52	T		いいですか。(Are you ready?) 始めても。(Can I start?) 会話は一度しか流れなくて、で、短いので、逆に短いのは聞き落としに注意してください。 (Dialogues will be played only once and they are short. Please be careful not to miss the short dialogues.)
50 51 52 53	02.59			ね。え～、選ぶ時間もありませんから、まずは、一回しか流れないから、聞き落としがないようにお願いします。 (Right, well, you will have some time to choose. First of all, the CD will be played only once. Please be careful not to miss it.)
54 55 56 57	03.06			で、え～、いきなり、もう英文とかになりますので、え～ね、あの、あわてないように、行きましょう。 (Then, well, you will listen to English sentences played quickly. Well, right, well, please do not panic.)
58	03.14			はい、では、いきます。 (Okay, well, here we go.)
59 60 61	03.15 03.18	T CD	Teacher plays a CD.	One. Excuse me. How much are these T-shirts?

62				The plain ones are eight dollars each.
63				And the ones with stripes are 10 dollars each.
64				I'll take the blue one with the white stripes.
65				
66				
67				
68	03.33	T		こういうスピードのものですよ。
69				<i>(The speed is something like this.)</i>
70	03.36			長さもこれくらいですね。
				<i>(The length is also something like this.)</i>
71	03.40			はい( <i>Well</i> )、Number Two.
72	03.44	CD		Two.
73				May I help you?
74				I'm looking for a pair of running shoes.
75				Okay, what size?
76				I'm size seven.
77				
		C	Students listen to the CD and choose an answer.	
78	04.06	CD		Three.
79				May I help you?
80				Yes. I'd like a cheese burger and a coke, please.
81				What size?
82				Medium, please.
83				Is it for here or to go?
84				For here, please.
85				
		C	Students listen to the CD and choose an answer.	
86	04.29	T		Number four.
87	04.34	CD		Four.
88				Are you ready to order?
89				Yes. I'd like to have a T-bone steak.
90				Soup or salad?
91				A green salad, please.
92				Any dessert?
93				Just coffee, please.
94	04.57	T		選択肢に○をつけるってことでいいですか。
95				済みましたか。
96				<i>(Are you okay with circling the answers? Have you finished?)</i>
97	05.02			交換をお願いします。
				<i>(Please exchange your handouts with your neighbours.)</i>

		C	Students exchange their sheet with their neighbours.	
98	05.08	T		採点はいくまでも他の人で。 (Marking must be done by someone else.)
99 100 101 102	05.11	T		一応、採点者名を書く欄も設けているので、クラスと名字だけで構わないので、お願いします。 (There are some spaces for makers to write their names, so please write class and family name.)
103 104	05.18			解説は後でしますが、先にもう、答え合わせをします。 (I will give an explanation later. We will check the answers first.)
105 106 107 108 109 110 111 112 113	05.23 05.26 05.28 05.31 05.32	T		え～、一番。(Well, number one) C 二番。(Number two) B 三番。(Number three) A 四番。(Number four) C CBACの順番です。 (The order is C, B, A and C)
114 115	05.34			一問一点、四点満点で、合計までしてお返してください。 (One question is equal to one point. Please return when you have added the total.)
		C	Students check answers and return the handout to the original students.	
116 117 118 119 120 121 122 123 124 125 126	05.45	T		先にカード記入してもらっていいですか。 えっと、今日は36回目、裏面のね、下の方に12月15日って書いてもらって、えっと、L2かな？L2とお書きください。 点数のみ、四分の何点かで、記入のみで結構です。○×はいりません。 また、回収しますので、まだ持っていてください。

				<p><i>(Could you please record this on your record card? Well, today is the 36<sup>th</sup>, can you please write 15<sup>th</sup> of December on the back of the card, the bottom part, well, is it L2? Please write L2. It's fine to write only the marks, what marks out of four. You don't need to write circles or crosses. Please hold it when I collect it later.)</i></p>
127 128 129 130 131 132	05.12	T		<p>今日はただ単にはい、回収、終わりというのだと、何がどうだったのか、よくわかっていない人も困るので、もう一度後戻りをして、確認をしたいと思います。</p> <p><i>(Today, if we simply collect them then finish, those people who did not understand will be concerned so I would like to make sure [everyone is okay] by turning back again.)</i></p>
133 134 135 136	05.26	T		<p>四つ、状況が違いますからね。少し、聞き取れなかったかもしれない表現のとも触れたいと思います。</p> <p><i>(There are four different contexts. I would like to consider the expressions which you might not be able to understand.)</i></p>
		T	Teacher plays CD.	
137	05.34	CD		One.
138	05.35	T		<p>一つ目からね。</p> <p><i>(From the first dialogue.)</i></p>
139 140 141 142	05.37	CD		<p>Excuse me. How much are these T-shirts? The plain ones are eight dollars each.</p>
143	05.45	T		<p>ここで、どう聞こえました? <i>(How did you do here?)</i></p>
144 145	05.47			<p>‘The plain ones... are eight dollars each’って言ってました。 <i>(It said ‘The plain ones... are eight dollars each’)</i></p>
146	05.51			<p>Plain とは何でしょうか。 <i>(What is plain then?)</i></p>
147	05.54	T	Teacher writes <u>plain</u> on the blackboard.	<p>Plain ですね。 <i>(It is plain, isn't it?)</i></p>

148 149 150 151 152 153 154 155 156 157 158 159	06.07        06.12	T	Teacher writes adjective and plain in Japanese.	えへ、これ普段使っているとすれば、プレーンヨーグルトのプレーンかなと思うんですが、プレーンはあまり糖分とかも入っていない味もついていないようなヨーグルト、プレーンヨーグルトって言うでしょ？ ま、そういうものと同じで、Plain というのは、こういうものの場合にはですね、これ形容詞なんだが、無地をさす表現です。 <i>(Well, if you use this in everyday situations, I think [it is] plain in plain yogurt means it does not contain sugar and tastes less. You know plain yogurt? Well, same here, plain. This is an adjective and it means there is no pattern on the fabric.)</i>
160 161 162 163 164 165 166 167 168	06.22			だから、ここの中でいけば、AとBは、まあこれが8ドルだと今言ったことになります。 The plain ones are eight dollars と言っていました。 Plain ですね。 ここの中には単語としては出ていないですよ。 次。 <i>(So, the alternatives A and B are eight dollars, just as it said. It said 'The plain ones are eight dollars'. It is plain, the vocabulary 'plain' does not appear in the picture. Next.)</i>
169 170	06.38	CD		And the ones with stripes are 10 dollars each.
171 172 173 174	06.42	T	Teacher holds up the handout and points at it.	これは、ones with stripes と言ってたんですが、そこも、Cの下には striped っていうふうに書いてありますね。 <i>(This, the CD said that 'ones with stripes'. There on the handout, 'striped' is written.)</i>
175 176	06.50 06.51	T	Teacher writes striped 縞しま模様の	こっちのほうを使う...使い道が多いと思うんですが、これが

177 178 179 180 181 182 183 184	08.12		<p>stripe<sup>色</sup> "</p> <p>(striped, adjective Japanese meaning stripe, noun)</p>	<p>Stripe という名詞で使う場合ももちろんあるんですけども、ま、これは結局、縞模様をさす表現ってことですね。ということになります。はい、なので、ここでも、plain、stripe、striped これだけでもありますよね。 (This could be used more... I think this can be used in many ways. There is a circumstance in which this can be used as a noun 'stripe'. Anyway, this is the expression to use for a striped pattern. Well, so, here, there are plain, stripe, striped.)</p>
185 186	08.22	CD		<p>I'll take the blue one with the white stripes.</p>
187 188 189  190 191 192 193  194 195 196 197 198 199 200  201 202 203 204 205 206 207	08.26	T		<p>最後に、言ってたのは、結局、ストライプのほうをもらいますと言っていたことになります。 (What the CD says in the end, in the end, I'll take the striped one) 高かったんだけどね、こっちのほうか。 だって、10ドルって言ってたからさ。(It was expensive, the striped one. Because, the shop assistant said it was 10 dollars.) 結局はストライプ、つまり、横にこう流れている縞模様のほうを取ったということで、Cを選ぶのが正解ということです。 ところで、ちょっと、裏面を見てもらえますか。ここで初めて。(In the end, the customer chose the striped one, so choosing alternative C is correct. Could you please have a look at the back of the page for the first time?) あのね、ここで、使っていた一番最後の表現で、'I'll take the blue one' と言ってたんですが、結局「青のをいただきます。」と言ってたんですけどね、「いただきます」の表現というの</p>

208				は、結局それを買うということになるのですが、「買います。」とは言わないんですね。だから、例えば、‘buy’という表現はあんまり用いない。用いる人もいるでしょうけど、ここでは、上から四つ目に‘I’ll take it.’「じゃ、ちょっとそれもらいます。」という表現になっています。‘Take’をこういう場合を使うとされていますので、こういう短い表現ですけども、特に上から四行目の「それをいただきます。」‘I’ll take it.’ま、チェックマークでもしておいたらいいんじゃない？ ( <i>Well, the last expression was, the CD said ‘I’ll take the blue one’ at the end. The expression ‘I’ll take...’ means ‘I’ll buy it’, but people don’t say ‘I’ll buy it.’ For example, people don’t usually use ‘buy’ for the expression. Although there are some people may use ‘buy’, here in the handout, line four says ‘I’ll take it.’ ‘Take’ is used in this situation. This is kind of a short expression. So why don’t you put a tick ‘I’ll take it’ on line four?</i> )
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226	09.35			え～、そういうものをですね、え～買い物の際に使う可能性があるとお考えください。
227				それからね、あの、せっかく模様の話がでましたので、もう一個だけご紹介しておきましょう。(Well, please consider it is possible to use something like that when you shop. And then, well, let me introduce one more thing after all we said about patterns.)
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232			Teacher writes	
233			polka dot 水玉模様	
234			(polka dot Japanese meaning)	
235				
236				

237				<p>なんですね。ですから、そこま ではご紹介しておきます。 水玉模様、これはね、ちょっ と、どうしても単語が二つ要る んだが、‘polka dot’と言いま す、‘polka dot’。 (<i>There is a problem that you only have to remember ‘plain’ and ‘stripe’. ‘Polka dot’ often appears in the Oral Communication textbooks so I will introduce it. ‘Polka dot’ requires two words, it is pronounced ‘polka dot’, ‘polka dot’</i>) ‘dot’というのはこの、‘.com’と かの‘.’ですよ。点をさすもの ですけど、それに、‘polka’とい うのは必要で、‘poruka’と読ま ないですね、‘polka’と読むんで すけど、‘polka dot’というのは水 玉模様のことをさす表現という ことです。 コミュニケーションではよく出てくるの で、ま、一応ご紹介しておきま す。(‘Dot’ is the same as a dot in a ‘dot com’. It means a dot and you need to have ‘polka’ with it. Don’t pronounce like ‘poruka’. Pronounce it like ‘polka’, ‘polka dot’ is a expression of ‘polka dot’ (in the Japanese meaning). Well I have at least introduced you to this because it appears a lot in the Oral Communication.) 次。(Next)</p>
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253	10.39	CD		Two. May I help you? I’m looking for a pair of running shoes.
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257	10.48	T		ここは、結局、選択肢。 どっちの製品かを決める表現が 出ました。 今回は‘running shoes’ですね。 ‘shorts’と聞き違いはないかとい うことで、えへ、ま、ここはわ かります。
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				<p>少なくとも選択肢の C は消えるということですね。  <i>(Here, in the end, this is an alternative. There was an expression to choose which product to select. This time, it is to choose 'running shoes'. You didn't mistake this for as 'shorts'? Well, this can be understood. At least, the alternative C should be deleted.)</i></p>
266 267	11.05	CD		<p>Okay, what size?          I'm size seven.</p>
268 269 270 271 272 273 274 275  276 277 278  279 280 281 282 283 284 285 286 287  288 289 290	11.09         11.25	T		<p>「サイズは？」って言われた。          'I'm size 7.'とここでは言っていました。          'I am' 'I'm' でサイズがいくつかっていう言い方だったんですね。今回は 'size six' ではなく 'seven' だったので、B を選ぶというのが正解なんですけど。(It was asked 'What size?' Here the CD said, 'I'm size seven.' This was the way to say what size - with 'I am' then 'I'm', so choosing B is the correct answer.)          え～靴選びはね、結構日本と違って、外国で靴を買う場合は注意してね。(Well, selecting shoes, when you buy shoes abroad, please be careful.)          ま、'size 7' っていったら、これはね、どちらかといえば、男性物のサイズのを探していることになります。'size 7' っていったら、だいたいね、ちょっと僕ははっきり、うる覚えなんですけど、25.5 とか 6 とかその辺じゃないかな～、違ったらすいません。(Well, if it's 'size 7', this is, rather, it means that you are looking for a male size. 'Size 7' I don't remember exactly, but I guess it's equivalent to about 25.5(cm) or 6 (26cm). If I'm wrong, I'm sorry.)          え～だと思っんですけども、これがね、あの、みんなだったら、0.5 センチ刻みで靴はあるも</p>

291				のと、思ってるでしょ？6、
292				6.5、例えば、3、3.5、24.0 っ
293				てあると思うんですけど、これ
294				って一応まあ、そういう、規格
295				と違うので、外国の場合には
296				です、もちろん、あの、点5
297				とか二分の一というのもある
298				んですけども、あの、二分の一
299				違って
300				もですね、何センチか違う
301				くらい、結構寸法が大まかな
				んです。 ( <i>I guess you think there are half sizes, don't you? For example, 6(26cm), 6.5(26.5cm), 3(23cm), 3.5(23.5cm) and 24.0(cm). Abroad, the standard is different from here. There are point 5 or half sizes. The size is rough. So it says half size on the shoes but it is actually a few centimetres different.</i> )
302				だから、自分にぴったり合う靴
303				ってというのは、そんなにみつ
304				かるかどうかはわからない。僕
305				もだから外国製のシューズなん
306				かを探す時は、本当にぴったり
307				合うものしか買わないことに
308				してるんですけどね。だから、
309				みなさんも外国製の靴のサイ
310				ズ選びはですね、結構苦労す
311				るので、その点はちょっと覚
312				えておいて
313				ください。0.5刻みであても、
314				何センチかぐらい違うくらい
315				ですね、ぴったりしたものは
316				なかなか探しにくいです。
317				それとあの足の形が違うので、
				日本人と。 ( <i>Therefore, it is not certain that you can find shoes that fit your feet exactly. So when I look for shoes made abroad, I try not to buy unless they are just the right size. So, please remember that selecting shoes made abroad is tough. It is difficult to find the right size. For example, although half size is printed on the shoes, the actual difference is only a few centimetres. And the foot itself is different from the Japanese foot.</i> )

318 319 310 321 322 323 324 325 326 327				<p>日本人どちらかと言えば、横にこう、ぺたっと幅があるというか、だから、外国製のシューズを履くと、わりときついんですよ、横が。これは外国人の足に合わせてあるから、わりと縦長な、横はこうわりとこう細長いというか、そういう感じの足の形なんで、外国での靴選びはご注意ください。(Japanese feet are wide so when you put on shoes made abroad, they feel tight inside. This is because the shoes are designed to fit foreign people's feet. These feet are something like long and thin. So please be careful when you choose shoes abroad.)</p> <p>無理してもこれは柄がいいから買おうとかいうと長く履けないかもしれないので、そのへんはご注意ください。</p> <p>余談ですけどね。はい。 (Please be careful especially if you care only about the pattern you like. Then you will not be able to wear them for a long time. This is off the subject, yes.)</p>
333 334 335 336	13.18	CD		<p>Three. May I help you? Yes. I'd like a cheese burger and a coke, please.</p>
337 338 339 340 341 342 343 344 345 346	13.28  13.37	T		<p>ここで、あの、内容を見る必要があるんですが、少なくともサンドイッチではないということでしたね、今は。はい。 'Cheeseburger and a coke' と言っていました。 この coke というのはまた後でお話しをしますが。 ただし、飲み物のサイズはまだわからない。 (Well, here, you need see the content. At least this was not a sandwich, eh? Now, yes. It said 'Cheeseburger and a coke'. This coke, I will explain later. However,</p>

				<i>we don't know the size of the drink, yet.)</i>
347 348	13.46	CD		What size? Medium, please.
349 350 351	13.49	T		ここでMの方を選ぶということになりますので、Aが正解です。 <i>(Here, the customer chooses the size medium, so alternative A is the correct answer.)</i>
352 353	13.54	CD		Is it for here or to go? For here, please.
354 355	13.57	T		最後に言っているこの表現はわかりますか。 <i>(Do you understand the last expression?)</i>
356 357 358 359 360 361 362 363 364	14.00			え～、裏面を見てください。最近はね、コミュニケーションの教科書などにはこういうものが出てくるようになりましたが、以前はね、これがあまりなくて、僕もいきなり外国で言われた時には「えっ？」っていう感じのちょっと聞き取りにくい表現だと記憶しています。 <i>(Please look at the back of the page. Recently this kind of expression has often appeared in the Oral Communication textbook. This was not treated before so I remember this expression as one that was rarely heard when I was asked abroad.)</i>
365 366 367 368	14.17			え～、今回一番最後にあるんですが、‘Is it for here, or to go?’って言って、そこの表現を尋ねていたということです。 <i>(Well, this time, there is the last expression at the end, it says ‘Is it for here, or to go?’ This expression was just asked.)</i>
369 370 371 372 373 374 375 376	14.24			最近ファーストフードではね、例えば、店に入ったら最初に、「こちらで、店内でお召し上がりですか。」と聞かれるケースもありますが、えっと、ほとんどはですね、最後に聞かれるものかなと、英語の場合にはね、の方

377	14.38		が多いかなと思います。(These days at the fast-food restaurant, you may be asked 'Are you having it here?'. I think it is usually the case that you are asked at the end in English.)
378			それで、「お召し上がり」とか
379			いうのは、まあ、あくまでも日
380			本語的な表現なので、「for here」
381			と言えば、要するに「ここで食
382			べる為だ」ということであり、
383			‘to go’と言われたら、これはま
384			あ、「持ち帰り」を指すんだ、
385			「ここから外に行くのか」とい
386			う意味で‘to go’という言い方
387			になります。(Then, 'Eat (as an
388			honorary expression in Japanese)
389			is very Japanese way of expressing.
390			In short, when you are asked 'for
391		here' it means 'to eat here' and	
392		when you are asked 'to go' it means	
393		'to take away' or 'to go out from	
394		here', so it means 'to go'.)	
395		だから答え方は簡単に言えば、	
396		‘for here’とか‘to go’とか、ま	
397		あ、あるいは ‘I’ll go’とかいう言	
398		い方もしますけども、そういう	
399		言い方になる。(Therefore, the	
400		response will be, simply speaking,	
401		‘for here’ or ‘to go’ or etc. Well or	
402		you can say something like ‘I’ll	
403		go’.)	
404		例えば、‘take out’とかいう言い	
405		方はあんまりしないということ	
406		ですね。日本語的なものになっ	
		ていますけども、なので、ま	
		あ、この表現もちょっと知って	
		おかないと、‘Is it for here or to	
		go?’とさらっと言われるんです	
		よ。これを最後に。「えっ？」	
		という感じに聞き取りにくいので、	
		意外と。ですね。そういう	
		聞かれ方が最後にあるかもしれ	
		ないということは想定して、こ	
		ういう所では注文をしましょう	
		ということですよ。	



437 438 439				<p>んですね。はい。最近あまりこれを出しているお店がそんなにないんですけども、焼き肉で言えばこれが、要するに「骨付きカルビ」みたいなものよ。骨がついているものっていうのはわりとこう良い肉のところが多いよということで、ステーキも骨をつけたまま焼く場合もあるということです。</p> <p>だからこれを選んだということです。</p> <p><i>(You are probably less familiar with this, aren't you? It said 'T-bone steak'. Well, listen, there was a time when 'T-bone steak' was a symbol of high budget steak at high grade western restaurants in Japan, and 'T-bone steak' has a bone with it. According to the picture, it is in the shape of 'T', isn't it? This is part of a bone. In short, the quality of meat around bone is good, so the condition of the steak cooked with the bone, well, we call it 'T-bone steak'. Although there are not so many restaurants that offer 'T-bone steak'. If we say in Japanese style BBQ, this is equivalent to something like 'short rib' in short. There are the many cases where the quality of meat around the bone is good. This is the situation where the steak is cooked with the bone. So, this is chosen.)</i></p>
448 449	16.49	CD		<p>Soup or salad? A green salad, please.</p>
450 451 452 453	16.52	T		<p>はい、ここでサラダが選ばれたので、え～、選択肢としてはもう、Cになってくるよということですね。</p> <p><i>(Well, the salad was chosen here. Well, the alternative will be C here.)</i></p>
454 455	16.59	CD		<p>Any dessert? Just coffee, please.</p>
456 457	17.03	C		<p>ということで、デザートはコーヒーだけというふうに言ってま</p>

458				すから、Cが正解だということ
459				です。(So now, the customer says
				only coffee is for dessert [so]
460	17.09			alternative C is a correct answer.)
461				あの、ファーストフードとか例えば、
462				日本のファミレスのようにこう
463				やって、デザートや飲み物まで
464				が一つのセットになってあんまり
465				選ぶ必要もないし、最近はある
466				の、ドリンクバーだよとかいう
467				所も増えてるので、あんまり、
468				こう一個をポンと選んでしまえば、
469				一つ一つの選択肢を深く聞
470				かれることがないケースも増えて
				ますけども、あの、行くところ
471				に行くとはですね、やっぱり、そ
472				の、その料理の焼き方とか、
473				「料理の仕方はどうなんです
474				か？」みたいなものとか、多い
475				のは卵料理とかそれからじゃがい
476				もの料理のとかですね、そう
477				いったものがよく調理方法、あ
478				とは当然肉ですけども、聞かれ
479				ます。それから、付け合せはどう
480				するのか、あの、サラダなのか、
				違うものなのか、それから、
481				「前菜をつけないんです
482				か」 ‘Appetiser’と言いますけ
483				ど、前菜はどうするのか、それ
484				から、デザートはあるのか、い
485				らないのか、ここは、飲み物は
486				コーヒーなのか、そうじゃない
487				のか、砂糖はあるのか、い
488				らないのかとか、そういうことま
489				で、場合によれば念入りに聞か
490				れる場合もあるので、実はあ
491				の、ファーストフードではない所の注
492				文というのは、やはり、基本は
493				ね一連の表現、どんな流れなの
494				かなと知っておく必要があると
495				いうことです。まあ、そういう
496				ものもね、一つのこう、まあ、
497				予備段階みたいなもので、今回
498				リスニングを聞いてもらったと
499				いうことでもあります。
500				
501				

<p>502 503 504 505 506</p>	<p>16.24</p>		<p>Teacher points at <b>T-bone steak</b> on the board.</p>	<p>宜しいでしょうか。 <i>(Well, there are increasingly many places such as fast-food restaurants and family restaurants that have a set menu including dessert and a drink and places with help yourself drinks. So customers don't need to choose if they choose one set, so they are not asked one choice from each alternative. However, there is a restaurant where you will be asked how meat, eggs and potatoes are cooked and of course, meat. Then you will also be asked whether you will have a starter. It is called 'appetiser' - whether you want to have dessert or not, coffee for your drink or not, with sugar or not. There is a case where you will be asked carefully. Therefore the way to order not [as] at fast-food restaurants. You need to know the sequence of ordering. Well, you know, this is one of the preliminary steps, so I ask you to listen to this CD today. Are you all right?)</i> 「Tボーンステーキ」というのは初めてでしょ？ ね。えー、そんなものもあるんだということで、一応、お知りおきください。 <i>(This is your first time to hear 'T-bone steak', isn't it? Well, it is useful to know.)</i> 最後に、あの一、先ほどここのプリントの中にあるんですが、三番をもう一回見てほしんですけども、「Cheeseburger and a 何とかサイズ coke」とありますね。これあの何気なくもうプリントとか教科書に書いてある場合もありますが、これは当然これのことなので。 あの、あくまでもコカ・コーラのことです。'Coke'と言ったら、だから、ペプシコーラなのに、'Coke'というのはちょっとおかしい。</p>
<p>507 508 509 510 511</p>	<p>16.32</p>		<p>Teacher holds up the handout and points at it.</p>	
<p>512 513 514 515 516 517 518 519 520</p>	<p>16.47</p>		<p>Teacher writes <b>Coke</b> コカ・コーラ <i>(Coka・cola)</i></p>	
<p>520</p>	<p>19.05</p>		<p>Teacher writes</p>	

521			Pepsi	
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545				
546	19.47			
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えー、ペプシを置いている所の  
場合には、結構そういう所も多  
いので、やっぱり、こう言わな  
ければいけない場合もあるの  
で、だから、そのお店でどっち  
を置いているかメニューも見  
て、えー ‘Large Pepsi’と言わな  
ければいけない場合もあるの  
でね、常に ‘Coke’ではないとい  
うことも言っておきます。

あの日本では完全にコカ・コー  
ラがシェアを独占しているの  
で、もう、コーラと言えば、コ  
カ・コーラ的なイメージがあり  
ますが、えー、外国によっ  
ては、そうではなくって、ペプシ  
とコカ・コーラが半々とまでは  
いかないけれども、それぐらい  
シェアが近いよということもあ  
るからですね、ペプシ系列の飲  
み物しか置いていないという  
所もあるので、一応ね、えー  
‘Coke’と‘Pepsi’はあるんだ、コ  
ーラだけとってね、という風  
には思っていてください。宜し  
くお願いします。

はい、そしたら、今のテストシ  
ートとカードを前の方に回収を  
お願いします。

*(Lastly, well, please look at number  
three in the handout. It says  
‘Cheeseburger and a size  
something coke’, it appears there  
or in textbooks not obviously.*

*However, it means, of course,  
Coca-Cola. It doesn’t mean you say  
‘coke’ for ‘Pepsi’. Where ‘Pepsi’ is  
provided, well, these days, there are  
many places providing ‘Pepsi’, it  
doesn’t always mean you can get  
‘coke’. You have to see a menu and  
then have to order, ‘large Pepsi’, so  
I mention [it] here. In the Japanese  
case, the Coca-Cola company has a  
monopoly so it is easy to imagine  
‘Coca-Cola’ when you hear ‘coke’.*

				<i>However, 'Coca-Cola' and 'Pepsi' are close to each other like half and half abroad. There are places that only provide 'Pepsi', so please keep [that] in mind. Well, then, please pass the handouts and cards to the front.)</i>
		C	Students pass the sheet and card to the front.	
550 551	19.56 19.58	T	Teacher cleans the blackboard.	この後はセクションスリー、きのうの続きいきましょう。 <i>(After this, let's continue section three from yesterday.)</i>
		T	Teacher receives the sheets and cards from the students who sit in the front rows.	
552 553 554 555 556 557 558	20.34	T		来週のリスニングからはね、少し難易度が上がります。まだ、短いものだけをば一っと聞いてもらってますけどね。絵だけを見て答えるとか、ちょっと、複雑なものとか、そういうものも考えたいと思います。 <i>(From next week's listening, the level of difficulty will be raised. Now you are listening to short [texts], answering only by looking at pictures. I want to prepare something complicated.)</i>
	20.49		Teacher goes back to the podium at the front.	
559 560 561	20.50	T		はい、それじゃ、ノート及びプリントの準備をしてもらってもいいですね。 <i>(Well, then, please prepare notebooks and handouts.)</i>
		C	Students open their notebooks and handouts.	
562 563 564 565	21.01	T		セクションスリーに入ったところでしたよね。えー、単語の確認の途中じゃないかなと思うんですが。

566				せめて、単語は調べられてる？
567				大丈夫ですか。
568				単語などは少しリーディングと
569				いうか読みが入るので、そこで
570				ね、まとめていきましょう。
571				はい。じゃ、きのうの続きから
572				でいい？
573				きのうは左半分の ‘consist of’
574				‘panel’ その辺までを終わりました。
575				続けていきましょう。
576				指名はいきますよ、こっから。
577				はい、後につけてください。 ( <i>We have just started section three, haven't we? I think we haven't finished checking the vocabulary. Have you at least checked the vocabulary? Are you all right? Let's put the vocabulary together when we read. So, is it okay to start at the place where we finished yesterday? Yesterday, we have done until somewhere or other - 'consist of' or 'panel' on the left half [of the handout]. Let's continue from there, from now on. I will nominate. Well, please repeat after me.</i> )
578	21.33	T		divide
579	21.36	C	Repeats	divide
580	21.37	T		divide
581	21.38	C	Repeats	divide
582	21.40	T		えっと、そうですね、Student
583				A。どういう意味でしょう。 ( <i>Well, let me see, Student A, what does this mean?</i> )
584	21.42	SA	Replies	分割する。(To split up.)
585	21.43	T		分割する。分ける。
586				「何々を分割する」と書いてく
587				れると目的語がある動詞なんだ
588				なとわかります。
589				「何々を分割する」
590				これに名詞形があるということ
591				なんです、ええと、後ろの方
592				の文字がちょっと変わりますが。
593				何かが消えて何かがかつつくみ
594				たいな答え方でも構いません。
595				
596				

				えっと、Student B、どうでしょう。 ( <i>To split up. To divide up. If you write 'something to divide up', then you will understand it is a verb with object, 'something to divide up'. There is a noun form of it. Well, the end bit (of the word) changes. It is fine to answer like 'something disappears and something will be added'. Well, Student B, how is it?</i> )
597	22.07	SB	Replies	'de'が消えて'sion' ( <i>'De' disappears and 'sion'.</i> )
598 599 600 601	22.10	T		ですね。 はい。'de'が消えて's.i.o.n'がつく。後につけてください。 'division'はい。 ( <i>Right. Yes. 'De' disappears and 's.i.o.n' will be added. Please repeat after me. 'Division', please.</i> )
602	22.20	C	Repeats	'division'
603	22.21	T		'division'
604	22.23	C	Repeats	'division'
605 606 607 608 609 610 611 612 613 614 615  616 617 618 619 620 621 622 623 624 625 626 627 628	22.24	T		'division'というのをを使うのはスポーツの世界、特にアメリカのスポーツは多いですね。 えー、Division ごとのプレーオフという言い方をしますが、なので、分割された区域や地域、えー、リーグの中の組織を表す場合もあります。 'division'といたら。 'Divisional play-off'という言い方もありますが、division ごとですね。 とか、時期的なものを指す場合もありますが、多いのはだいたい地域を分割するというようなことが多いですね。それから、製図とかいろんな道具で divide するための道具、divider というのもありますが、これはちょっと、製図をやっている人はそういう道具があります。コンパスみたいな道具ですけね、そういう物もあります。次行きましょ

				う。(‘Division’ is used a lot in the area of sport, especially, in America. Well, people say ‘divisional play-off’. In this case it refers to a divisional district, area, or structure of the leagues. Though we say ‘divisional play-off’ with respect to each division, there is also a case where it refers to seasons. It often refers to division of areas. Also ‘to divide’ is used as a divider for technical drawing. This is for a draftsman. It is similar to a compass. There is something like that, too. Let’s move on to next one.)
629	23.08	T		‘existing’はい。 (‘Existing’, please.)
630	23.10	C	Repeats	‘existing’
631	23.12	T		‘existing’
632	23.14	C	Repeats	‘existing’
633	23.15	T		Student C、何でしょう？これ。 (Student C, what is this?)
634	23.17	SC	Replies	現在 (Present)
635	23.18	T		もう一度？ (Again?)
636	23.19	SC	Replies	現在の (Existing)
637 638 639 640 641 642 643 644 645 646 647 648 649 650 651	23.20    23.24	T	Teacher writes <u>既存の</u> (in existence; existing)	あ、「現在の」ですね。 はい、いいでしょう。 「現在の」 それから、多いのはね、「現在の」っていうのは既にもう現在あるという意味なので、こういうのも（既存の）いいかな。 既存という言い方をすることもありますね。既存の何々とか。これには当然、基に「存在する」という動詞があるんですが、えっと、文字としてどこが消えるか発音ができれば、発音、はい、Student D、どうでしょう。 (Oh, it is ‘existing’, isn’t it? Well, okay. ‘Existing’. And then, ‘existing’ means already existed. Now, so you can also say this with ‘in existence’. There is also a case where you say ‘in existence’,

				'something in existence'. This is, of course, there is a verb form of this 'to exist'. Well, if you can pronounce the word clearly and omit what is not pronounced in the word. Well, pronounce it, Student D, how is it?)
652	23.52	SD	Replies	'ing'が消える。 ( <i>'Ing' disappears.</i> )
653 654 655 656	23.53	T		消える？ 発音してほしかったんだけど な。はい、じゃ、後につけてく ださい。 ( <i>Disappears? I wanted you to pronounce it. Well, then, please repeat after me.</i> )
657	23.58	T		'exist'はい。 ( <i>'Exist', please.</i> )
658	24.00	C	Repeats	'exist'
659	24.01	T		'exist'
660	24.02	C	Repeats	'exist'
661 662 663 664 665 666 667 668 669	24.03	T		アクセントの記号をつけてもら いましょうか。'x'の後ろの'i' にアクセントですね。 'existing'、'exist'ですね。 こうなると、「存在する」ま、 「そこにある」という状態。 すでにそこにあっているという 意味でま、既に「既存である」 という意味になったりします。 ( <i>I want you to put the accent sign. Put an accent on 'i' after 'x'. You pronounce 'existing' and 'exist'. When this is the case, this means the situation of 'being existing' and 'being there', and 'being already existed'.)</i> )
670 671 672	24.21	T		次。 よく使う熟語です。 'pass away' はい。 ( <i>Next. This is the phrase often used. 'Pass away', please.</i> )
673	24.27	C	Repeats	'pass away'
674	24.29	T		'pass away'
675	24.30	C	Repeats	'pass away'
676	24.33	T		えっと、Student E、何ですか。 ( <i>Well, Student E, what is it?</i> )

677	24.34	SE	Replies	亡くなる ( <i>To pass away.</i> )
678 679 680 681 682 683	24.35     24.45	T	Teacher writes ≡ die	「亡くなる」あの、「死ぬ」と書かないであえて、「亡くなる」っていう言い方をする場合もあるでしょ？だから、結局これは、こっちに書いていい？すみません。 (There is a case where [you should] not write 'to die' but write to 'to pass away', isn't there? So, this means, after all... can I write here?)
684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705				ま、言えば、'die'と同じなんだが、'die'とか'death'とか'dead'という表現をあえて、避ける、ほら、こういう状況ではあまり、使わずにそういう表現は忌み嫌う傾向があるから、他の表現に変えるよというのは、英語でもあるんですね。日本語だけじゃなくて。ですから、'die'という表現の代わりにこれを'pass away'遠くの方にもう通り過ぎて行ってしまうという意味でこういう熟語にする場合がよくあります。歌の歌詞とかね、詩とか、あの、いろんな物の文章を書く時にもわざわざ'pass away'という表現に代える時があります。 「お亡くなりになられる」とかいう表現に当たるものと考えてもいいでしょう。 はい、次いきます。 ( <i>Well, let's say, it has the same meaning as 'to die'. You know, people don't use expressions like 'die', 'death' and 'dead'. People avoid using them in this situation because people tend to have an abhorrence of such expressions. So people say them into another way. Therefore, there are many cases where people use 'pass away' instead of using 'die' to indicate that something has already gone far</i> )

				<p>away, people use as an idiom. People even change expressions to 'pass away' in lyrics, poems and passages. You can think this expressions is equivalent to 'お亡くなりになられる [the euphemistic expression for 'death' in Japanese]. Well, we move on to the next one.)</p>
706	25.30	T		'overwhelm'はい。 ( <i>'Overwhelm' please.</i> )
707	25.32	C	Repeats	'overwhelm'
708	25.34	T		'overwhelm'
709	25.36	C	Repeats	'overwhelm'
710 711 712	25.37	T		<p>あまり、見たことない動詞だと思っうんですが、Student F、何でしょう。 (<i>I guess you haven't come across this verb much. Student F, what is it?</i>)</p>
713	25.42	SF	Replies	圧倒する ( <i>To overwhelm.</i> )
714 715  716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734	25.43  25.48  26.06	T	<p>Teacher writes</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>→ 形 overwhelming overwhelmed</p> </div> <p>(形 is an abbreviation of an adjective)</p>	<p>「圧倒する」。 何々を圧倒する。 (<i>To overwhelm. To overwhelm something.</i>) あの、形容詞的な意味合いでこれ、「圧倒する」ということは、圧倒するような、何か状況とか品物のことは形容詞形で 'overwhelming' とこれも言いますし、自分自身が圧倒された気持ちになっている場合には 'I was overwhelmed...by 何々' という言い方は使うかな。例えば何かの音楽に触れてそれに圧倒された時、という言い方もあるでしょうしね、えー、今まで、何でこの表現は出てこなかったんだろうというぐらい、ま、あの、使う状況は日常的には無いとは言えない、自分の気持ち、ものすごく揺れた時には使うかもしれない表現かと覚えてください。 (<i>Well, this 'overwhelming' is used here as an adjective meaning - so this overwhelming situation or</i></p>

735 736 737 738				<p><i>something. When you are overwhelmed, you can say 'I was overwhelmed... by something'. For example, if you experience music and are overwhelmed by it, you can say that. Well, why did we not encounter this expression until now? Well, we can't say we don't use it on a daily basis. However, please keep in mind that you use this when you are very moved by something.)</i></p> <p>ここに書いてあるのは、「何々を圧倒する」というその動詞で結構です。 はい、次いきましょう。 <i>(What is written here, it is fine to write a verb form 'to overwhelm something'. Let's move on to the next one.)</i></p>
739	26.58	T		<p>'fascinate' はい。 <i>('Fascinate', please.)</i></p>
740	27.00	C	Repeats	'fascinate'
741	27.02	T		'fascinate'
742	27.03	C	Repeats	'fascinate'
743 744	27.04	T		<p>ええと、Student G、これ、何でしょう。 <i>(Well, Student G, what is it?)</i></p>
745	27.08	SG	Replies	<p>魅了する <i>(To capture.)</i></p>
746 747 748 749 750 751 752 753 754 755	27.10	T		<p>「魅了する」「誰々を魅了する」「了」の字はほら、「完了形」とかの「了」の字ですね。 「魅了する」ま、何らかの魅力を持って、惹きつけるという意味ですね。はい、形容詞形、今回は「魅力的な」というやつの方を持ってきています。 Student H、形容詞形はどこが変わるんでしょう。 <i>(To capture. To capture someone. The kanji of '了' in '魅了する' is the same as in '完了形'. 'To capture' means to capture with fascination. Well, the adjective 'appealing' is employed this time. Student H, which part of the</i></p>

				<i>adjective form of 'fascinate' changes?)</i>
756	27.31	SH	Replies	'e'が消えて'ing' ( <i>'E' disappears and then add 'ing'.</i> )
757 758 759 760 761 762	27.33	T	Teacher points at the board.	はい。先ほど言った、 'overwhelm'と似ていますね。 'ing'をつけるというやつですが、一番最後が'e'なので、'e'を取って'ing'。後につけてください。'fascinating'はい。 ( <i>Yes, I have told you just before, this is similar to 'overwhelm'. Adding 'ing', the word ends with e, so delete 'e' and add 'ing', please. 'Fascinating', please.</i> )
763	27.43	C	Repeats	'fascinating'
764	27.45	T		'fascinating'
765	27.47	C	Repeats	'fascinating'
766 767 768 769 770 771	27.49	T		これは人間じゃないものが主に主語になった時に'fascinating'、自分が魅力をされたという場合には当然、'fascinated'というふうに過去分詞形に変わるというやつになります。( <i>'Fascinating' is used when something not a human becomes the subject . If I am fascinated, in this case, of course, this changes to the past participle form; 'fascinated'.</i> )
772 773 774 775 776 777	28.00			ここら辺になるとね、もう少し短い綴りでも言えるような単語だけど、まあ、あえてこういう綴りの長いものにしてありますよね。
778 779 780 781 782 783 784 785 786 787 788 789				はい。えー、かなり難易度が上がっているのかなというふうに思います。本文を見ると、でも、この単語だけわかっていたら、全部読めるのかというと、他にもありますから、例えばね、9番の中には'display'という表現があったり、こんなの大丈夫ですか？あの、一応そこら辺知ってはおかないといけないもの、それから、13番の所には'encourage'、'encourage'という

790 791 792 793 794				<p>ものもあります。これは以前にも出てきたこはあるんですけど、確か記憶によると、でも、随分前だからね、ちょっと、覚えてるかなというかんじのものではあります。</p> <p><i>(We can say these in short words, however, here, long words were chosen. Well, this is because, I think, the level of difficulty is raised. When you read the text, if you understand only these words, it does not mean you understand the whole text. For example, are you fine with the word 'display' that appeared in the sentence nine? You need to know it. Then, there is a word 'encourage', 'encourage', in the sentence thirteen. I guess we already encountered this word before, according to my memory. Well it was quite a long time ago. I wonder [iff] you still remember it.)</i></p>
795 796 797 798 799 800 801 802	28.42		Teacher puts a CD into a CD player.	<p>はい、そしたらですね、えっと、この会社が準備している、えー、いわゆる CD でいけば、どういうふうに読まれているかというのを聞いてもらって、この後は少しまとめて読んでいきましょう。多分アメリカ人が読んでいると思われるものです。</p> <p><i>(Well, then, let me see. We are going to listen to a CD - how the text is read on the CD. The CD is prepared by the company. Then we are going to read a bit. The CD is recorded by, probably by an American.)</i></p>
803	29.10	CD		Lesson 8
804	29.11	T	Teacher sets the track number.	<p>ちょっと待ってくださいね。</p> <p><i>(Please wait a moment.)</i></p>
805 806 807	29.17			<p>はい、じゃ、いきましょう。このセクションスリーです。</p> <p><i>(Well, let's get started. This [is] section three.)</i></p> <p>Please listen.</p>
808	29.41	CD		Section three.

809				Toshiko and her supporters
810				established the ‘Asu no Shinwa
811				Restoration Project’ to overcome
812				the problems. It took about one
813				year of negotiations to get the
814				picture back. The picture consists
815				of seven panels. However, each
816				panel was too large to ship. So they
817				divided each into many parts along
818				existing cracks. Thus they brought
819				it back to Japan in 2005. But just
820				before the picture arrived at Japan,
821				Toshiko passed away. The project
822				members continued her project to
823				restore the picture.
824				In July, 2006, the picture was
825				restored and displayed to the public
826				at Shiodome in Tokyo. As many as
827				two million people came to
828				Shiodome to see the picture. They
829				were, first of all, overwhelmed by
830				the size of the picture. But the
831				wonder of this picture is not just the
832				size. It holds a power to fascinate
833				and encourage people.
834	30.38	T		はい、一回だけ聞いていただき
835				ました。(Well, I played the CD
836				once for you to listen.)
837				えー、これを、ま、斜線が途中
838				で引かれているからね、
839				そういう所で意味をあの、
840				持ってる単位なので、
841				そこでまあ、切りながら、後に
842				続けていくように読むっていう
843				のを、ちょっと前からしています
844				ので、それをやりたいと思います。
845				(Well, we read this... by
846				slash, slash is for the chunk of
847				meaning, we have been reading
848				slash by slash, so I want you to
849				read like that.)
850				それとね、ちょっとあの、
851				欲張りすぎかもしれないが、
				読みながら、せつかく意味の単
				位で切ってるんだから、そこま
				では、何とか意味を読みなが
				ら、把握するみたいなことはち

852				よっと頭において、目指してください。
853				最終的には内容確認で言われる
854				わけだから、プリントの右側で
855				もですね、はい、なので、読み
856				終わったら、意味も何となくイ
857				メージは掴めるみたいなことが
858				できそうなので、ですね、ただ
859				単に音をひろって読むということ
860				だけじゃなくて、せっかくリ
861				ーディングなので、ですね、はい、
862				えー、音を声に出しながらも、
863				一応、意味も読むとか、という
864				ことはですね、はい、頭に
865				置いて、お願いします。じゃ、
866				行きましょう。
867				はい、では、後につけてくださ
868				い。 <i>(Well, I may be asking too</i>
				<i>much, but there are the slashes in</i>
				<i>the sentences to show the chunk of</i>
				<i>meanings. Please keep in mind</i>
				<i>[that you need to] read and grasp</i>
				<i>meaning at the same time, and</i>
				<i>please try to do that. At the end,</i>
				<i>you are asked to check the contents</i>
				<i>on the handout, on the right page of</i>
				<i>the handout. Well, so, we could</i>
				<i>grasp the meaning when we finish</i>
				<i>reading. Now we are in the reading</i>
				<i>class [so] please keep in mind</i>
				<i>grasping meaning while we read,</i>
				<i>not merely pronouncing words.</i>
				<i>Then, let's, shall we? Please repeat</i>
				<i>after me.)</i>
869	31.37			Please repeat from number one.
870				あっ、それから、人の名前は何
871				か、アクセントつけてね。普段
872				日本人の名前にあんまりつかな
873				いけど、例えば、 <b>Toshiko</b> とか
874				<b>Okamoto</b> とかいう言い方にどう
875				してもなるので、ま、それはで
876				きるだけその通りにいきたいと
877				思います。 <i>(Oh, well, please put</i>
				<i>an accent to people's names.</i>
				<i>Though we don't usually put an</i>
				<i>accent to Japanese names, I want</i>
				<i>you to pronounce as [if] they were,</i>

878	31.50			<i>for example, <u>T</u>oshiko and Okamoto.)</i>
879	31.51			Please repeat.
880				‘Toshiko and her supporters’ はい。(Please.)
881	31.55	C	Repeats	‘Toshiko and her supporters’
882	31.58			‘established the [ðʌ]...’失礼しました。(Excuse me.)
883				‘established the [ði] ‘Asu no Shinwa Restoration Project’’
884				はい。(Please.)
885				
886				
887	32.05	C	Repeats	‘established the ‘Asu no Shinwa Restoration Project’’
888				
889	32.10	T		読みにくいですね。 (This is difficult to pronounce, isn't it?)
890				‘restoration project’
891				‘to overcome the problems’
892				はい。(Please.)
893	32.17	C	Repeats	‘to overcome the problems’
894	32.20	T		Louder.
895				もう少し大きな声で。 (Please say it a little bit louder.)
896				‘It took about one year of negotiations’
897				はい。(Please.)
898	32.25	C	Repeats	‘It took about one year of negotiations’
899				
900	32.39	T		‘to get the picture back’はい。 (Please.)
901	32.31	C	Repeats	‘to get the picture back’
902	32.34	T		‘The picture consists of seven panels.’
903				はい。(Please.)
904	32.38	C	Repeats	‘The picture consists of seven panels.’
905				
906	32.42	T		ここはね、あの、まあ、短い文だから一気にということで、斜線は切らずに、ですね、切られずにこうさらっと、ね、えー、一部で読んでね、ということになっています。行きましょう。 (This part, well, is a short sentence, so here, please read as a whole without stopping by the slash. Let's move on.)
907				
908				
909				
910				
911				
912				次。(Next.) Number four.
913				‘However’はい。(Please.)
914	32.56	C	Repeats	‘However’

915	32.58	T		カンマですね、 ( <i>It is a comma, isn't it?</i> )
916				'each panel was too large'はい。 ( <i>Please.</i> )
917	33.02	C	Repeats	'each panel was too large'
918	33.05	T		'to ship' はい。 ( <i>Please.</i> )
919	33.06	C	Repeats	'to ship'
920 921  923 924 925	33.08	T		ここは、でも、短いから、一気に読んでみましようか。 ( <i>Here, but it is a short passage, shall we read [it] all at once?</i> ) Please repeat. 'However, each panel was too large to ship.'はい。 ( <i>Please.</i> )
926 927	33.16	C	Repeats	'However, each panel was too large to ship.'
928	33.21	T		はい、'so'はい。 ( <i>Yes, 'so' please.</i> )
929	33.23	C	Repeats	'so'
930 931 932 933 934 935 936 937 938 939  940	33.24	T		ここもね、さっきの'however'と同じで、'so'これは、後ろの方を下げた読んでないでしょ？ 'so'という風じゃなくて'so[↘]'という風にちょっと、「それで[↘]？」という風に、日本語で言うとな、後ろにつなげるように読んでいます。では、改めて、'so[↘]'から'each'まで行きましよう。 ( <i>Here, too, it is the same as 'however' [which] appeared just before. 'So' was pronounced with falling intonation, wasn't it? It is not pronounced like 'so [with the falling intonation]', but something like 'so [with fall-rise intonation], something like 'so [in Japanese with fall-rise intonation]'. If we say it in Japanese, intonation connects with what follows. Well, again, let's read from 'so [with fall-rise intonation] to 'each'.</i> ) 'So they divided each'はい。 ( <i>Please.</i> )
941	33.48	C	Repeats	'So they divided each'
942	33.51	T		'into many parts'はい。 ( <i>Please.</i> )
943	33.53	C	Repeats	'into many parts'

944	33.55	T		‘along existing cracks’ はい。 (Please.)
945	33.57	C	Repeats	‘along existing cracks’
946 947  948 949	34.01	T		次もまた、何か繋ぎの言葉から入っています。(Next, the sentence starts with the linking word.) Number six. ‘Thus’ はい。(Please.)
950	34.07	C	Repeats	‘Thus’
951 952	34.08	T		‘they brought it back to Japan’ はい。(Please.)
953	34.11	C	Repeats	‘they brought it back to Japan’
954	34.13	T		‘in two thousand and five’ はい。 (Please.)
955	34.17	C	Repeats	‘in two thousand and five’
956 957 958 959 960 961 962  963 964 965	34.18	T		CDの方には、これは‘two thousand’ ‘and’は入っていないなくて、‘two thousand five’になっていました。ま、どちらでもいいかもしれませんが、僕は‘and’を入れています。もう一度ここは短いから読みましょう。 (The CD doesn't say ‘and’ after ‘two thousand’, it says ‘two thousand five’. It doesn't matter if you say ‘and’ or not. I say ‘and’. Let's read this again because it is short.) ‘Thus they brought it back to Japan in two thousand and five.’ はい。(Please.)
966 967	34.35	C	Repeats	‘Thus they brought it back to Japan in two thousand and five.’
968 969 970 971 972 973 974 975	34.41	T		結して、みんな合わせる必要はないので、コーラスで、ま、それぞれのスピードでも構わないから、必ず最後まで読み切ってください。次、Number seven。 ‘But’あ、ここは切れてるんですね、じゃ、読みましょう。そこだけ。‘But’はい。 (You don't need to read all together, as a chorus. Well, it is fine at individual speed, but please read till the end. Next, number seven.

				'But', <i>oh, there is a slash here, so we read only it.</i> 'But', <i>please.</i> )
976	34.54	C	Repeats	'But'
977 978	34.55	T		'just before the picture arrived at Japan,'はい。(Please.)
979 980	35.00	C	Repeats	'just before the picture arrived at Japan,'
981	35.04	T		'Toshiko passed away'はい。(Please.)
982	35.06	C	Repeats	'Toshiko passed away'
983 984 985 986	35.09	T		ま、次、行こう。(Well, let's move on to [the] next.) Number eight. 'The project members continued her project' はい。(Please.)
987 988	35.14	C	Repeats	'The project members continued her project'
989	35.18	T		'to restore the picture' はい。(Please.)
990	35.21	C	Repeats	'to restore the picture'
991 992 993 994	35.23	T		そうですね。段落が変わります。(Well, the paragraph has changed.) Number nine. 'In July, two thousand and six'はい。(Please.)
995	35.30	C	Repeats	'In July, two thousand and six'
996	35.33	T		'the picture was restored'はい。(Please.)
997	35.36	C	Repeats	'the picture was restored'
998 999	35.38	T		'and displayed to the public' はい。(Please.)
1000	35.41	C	Repeats	'and displayed to the public'
1001	35.44	T		'at Shiodome in Tokyo' はい。(Please.)
1002	35.47	C	Repeats	'at Shiodome in Tokyo'
1003 1004 1005 1006 1007 1008 1009 1010	35.50	T		汐留って日テレがあるところですね。あれ、Shiodomeってなってしまうんですね。それから、東京もTokyoっていう風にどうしても、なんか、外国人が発音するようになってしまう。英語だとね、そういう読み方になります。(It is Shiodome where Nippon TV is located. Well, it is pronounced as 'Shiodome' [the accent is in the second 'o'], then the same as Tokyo is pronounced as

1011 1012 1013				<p><i>'Tokyo' [the accent is the first 'o']. All anyhow, they are pronounced as somehow by foreigners. They are pronounced like that in English.)</i>            Number 10.            'As many as two million people' はい。(Please.)</p>
1014	36.07	C	Repeats	'As many as two million people'
1015	36.10	T		'came to Shiodome' はい。(Please.)
1016	36.12	C	Repeats	'came to Shiodome'
1017	36.13	T		'to see the picture'
1018	36.15	C	Repeats	'to see the picture'
1019 1020	36.17	T		Number eleven. 'They were' はい。(Please.)
1021	36.19	C	Repeats	'They were'
1022	36.20	T		'first of all'
1023	36.21	C	Repeats	'first of all'
1024 1025	36.23	T		'overwhelmed by the size of the picture' はい。(Please.)
1026 1027	36.27	C	Repeats	'overwhelmed by the size of the picture'
1028 1029 1030 1031  1032 1033 1034 1035 1036 1037 1038 1039 1040 1041 1042	36.31	T		<p>ちょっと、一回、切りますが、本当はこの 11 番で、'first of all' というのは、本来は最初に来るべきものですが、主語とか動詞とかこういった物が入った後に、急に、こう入れるというケースがあります。ここはね、ちょっと、だから本々の文がこう、ぶつ切りになってしまうんですけども、'however' とか 'first' とか 'second' とかこういった物って割とこういう風に入ってくるケースがあるので、えー、そこはですね、読み方にも慣れてください。  <i>(Well, I interrupt here. 'First of all' in the sentence eleven, this should come first in the sentence. There is a case where a subject or verb can come before it. Although the original sentence here cuts into chunks, there are cases - such as 'however', 'first', 'second' or etc. - which can be inserted in the</i></p>

1043 1044 1045				<i>middle, well, please also get used to reading it.)</i> じゃ、一気に読めばということ で、10番もう一回読んでおきま しょう。(Well, it is good to read all at once. Let's read sentence eleven again.)
1046 1047 1048				'They were, first of all, overwhelmed by the size of the picture.' はい。(Please.)
1049 1050 1051	37.08	C T	Repeats Repeat together	'They were, first of all, overwhelmed by the size of the picture.'
1052 1053 1054 1055 1056 1057	37.17	T		特に、こうやって途中に入って きたものについては、そこで一 回途切れても、ね、構いません ので、一拍おいてから 'overwhelmed'ということでも構 わないと思います。 (Especially when the word is inserted in the middle, I think it is fine to pause there. You can pause, then you can say 'overwhelmed'.)
1058 1059				次、number twelve。(Next, number twelve.) 'But' はい。(Please.)
1060	37.28	C	Repeats	'But'
1061 1062	37.29	T		'the wonder of this picture' はい。(Please.)
1063	37.32	C	Repeats	'the wonder of this picture'
1064	37.34	T		'is not just the size' はい。 (Please.)
1065	37.37	C	Repeats	'is not just the size'
1066	37.39	T		'It holds a power' はい。(Please.)
1067	37.41	C	Repeats	'It holds a power'
1068 1069	37.44	T		'to fascinate and encourage people' はい。(Please.)
1070	37.47	C T	Repeats Repeat together	'to fascinate and encourage people'
1071 1072 1073 1074 1075	37.51	T		最後はちょっと読みにくいと思 います。'fascinate and encourage'ですから。もう一度最 後、number thirteen 読んでおき ましょう。(I guess it is difficult to pronounce the last one, because it is 'fascinate and encourage'. Again,

1076 1077				for the last time, let's read the sentence thirteen.) 'It holds a power to fascinate and encourage people.'はい。(Please.)
1078 1079	38.05	C T	Repeats Repeat together	'It holds a power to fascinate and encourage people.'
1080 1081 1082	38.11	T		'and encourage'というのがちょっとね、読みづらい所かなと思います。(I think it is a little bit difficult to pronounce 'and encourage'.)
1083 1084 1085 1086 1087 1088 1089	38.15			はい、それでは、えー、こっちは音量は少し絞って、全文を流しながら、みんなは、えー、各自でちょっとぶつ切りではなく、つなげて読むという練習を何分間かします。はい、では、お願いします。(Well, then, let me see, while I play all the sentences while turning down the volume of (the CD), I want you to read - practicing connecting sentences not cutting into chunks for a few minutes. Well, then, please.)
1090 1091				Please start reading, okay? 流しますね。(I play the CD.)
1092	38.38	T	Teacher plays the CD	みなさんも、お願いします。(Please read, everyone.)
		C	Students read aloud individually	
	39.55	T	Teacher plays the CD again.	
1093 1094	39.59	T		終わっていない人続けていいですよ。(It is fine to keep reading if you have not finished yet.)
		C	Students keep reading aloud	
	40.15	T	Teacher starts writing on the board. 内容(Contents) 1. 2.	
	40.33	T	Teacher stops the CD	
1095 1096 1097 1098	40.35	T		終わりました？ 何となくそういう風に聞こえたんですが。はい、それでは、え

1099 1100 1101 1102				えと、列ごとにお願ひしたいと思ひます。そうですね、今日は Student I から行きましよう。 Student I. Number one. 一人一行づつね。 (Have you finished? I heard that you have finished. Okay, then let me see, I want you to read row by row. Well, we will start from Student I. Student I. Number one. Each person read each sentence, okay?)
1103 1104 1105 1106	40.47	SI	SI reads aloud.	Toshiko and her supporters established the 'Asu no Shinwa Restoration Project' to overcome the problems.
1107 1108	40.57	T		Good. Student J、 Number two.
1109 1110 1111	40.59	SJ	SJ reads aloud.	It took about one year of negotiations to get the back... the picture back.
1112 1113	41.07	T		もう一度。(Again.) 'to get the picture back' はい。 (Please.)
1114	41.10	SJ	SJ reads aloud.	to get the picture back
1115 1116 1117 1118	41.12	T		SJ、いいでしょう。(Okay.) もう少し大きな声でいこう。 (Let's read a little louder.) Student F. Number three.
1119 1120	41.16	SF	SF reads aloud.	The picture consists of seven panels.
1121 1122	41.19	T		Very good. はい、 Student K。(Well, Student K.)
1123 1124	41.23	SK	SK reads aloud.	However, each panel was too large to ship.
1125 1126 1127	42.25	T		Very good. いいですね。(Good.) Student L、 Number five.
1128	42.28	SL	SL reads aloud.	So they divided
1129	42.30	T		divided
1130 1131	42.31	SL		divided each into many parts along existing... cracks.
1132 1133	42.37	T		もう一度いこうか。(Shall we read, again?) 'along existing cracks'
1134	42.43	SL		along exi...
1135	42.45	T		existing

1136	42.46	SL		existing cracks
1137	42.49	T		よくなりましたね。(You've got better, haven't you?)
1138				Very good.
1139				え、(Well) Student M.
1140				Number six.
1141	49.53	SM	SM reads aloud.	Thus they brought it back to Japan two thousand and five.
1142				
1143	49.57	T		Good.
1144				みなさん、大きな声で。
1145				Louder とういうのを言います
1146				から、今度は Louder と言われたら、
1147				大きな声で、お願いします
1148				す。いきましようか。
				(Everyone, with loud voice. I will say 'louder', when you are told 'louder' next time, please read louder. Shall we move on to next.)
1149				Student N. 続いて行こう。(Let's keep on.)
1150				Number seven.
1151	42.10	SN	SN reads aloud.	But just before the picture arrived at Japan, Toshiko passed [passid] away.
1152				
1153				
1154	42.16	T		うん、もう一度。(Yes, again.)
1155				'passed away'はい。(Please.)
1156	42.19	SN	SN says	'passed away'
1157	42.20	T		Very good. いいでしょう。(I guess, it is okay.)
1158				Student C.
1159	42.22	SC	SC reads aloud.	The project members continued her project to resto...restore the picture.
1160				
1161				
1162	42.28	T		...picture, good. いいですね。(Good.)
1163				Student G.
1164				Number nine.
1165	42.31	SG	SG reads aloud in a very low voice.	In July two thousand and six, the picture was restored and displayed to the public at Shiodome in Tokyo.
1166				
1167				
1168	42.41	T		発音いいんだけどな。
1169				元気よくいきましよう。
1170				いいんだけど、とつても。
				(You pronounce well, but let's read with energy. It is very good though.)
1171				Very good.
1172				Student O, number ten.

1173 1174 1175	42.47	SO	SO reads aloud.	As many as two million people came to Shiodome to see the picture.
1176 1177 1178 1179 1180 1181  1182  1183	42.55	T		うん(Yes)、very good. あのね、see と「見る」という単語言ってくれますか。他の人にも多いんですけどね。まだ、これを [si:]、[fi:]ではなくて、[si:]ですね、と言ってください。(Well, can you say the word 'see', 'to see'? Many of you still pronounce this as [fi:], not pronounced as [si:], please say it as [si:].) Good、いいでしょう。(I guess, it is okay.) Student P.
1184 1185 1186	43.09	SP	SP reads aloud.	They were, first of all, overwhelmed by the size of the picture.
1187 1188 1189	43.17	T		..picture. Good. いいでしょう。(Okay.) Student Q.
1190 1191	43.10	SQ	SQ reads aloud.	But the wonder of this picture is not just the size.
1192  1193	43.15	T		'just...just the size'ですね。(Okay.) Good. Student R.
1194	43.29	SR	SR replies.	はい。(Yes.)
1195 1196  1197	43.30	T		13番、君だけになりそうだが、お願いします。(Sentence thirteen. It probably is only you from your row. Please read it.) It holds a power、はい。(Please.)
1198 1199 1200	43.35	SR	SR reads aloud.	It holds a power to fascinate... fascinate and encourage people.
1201 1202 1203 1204 1205 1206 1207	43.41	T		はい(Yes)。Very good. はい、じゃ、この単語いきましょう。ちょっと読みづらかったよに今聞こえた単語。最後のところで「魅了する」というのありましたね。そこを読んでください。'fascinate'はい。 (Well, then, let's pronounce this word, the word that I heard you had difficulty to pronounce. There is the word in the last part, 'to fascinate'.

				<i>Please pronounce it 'fascinate', please.)</i>
1208	43.52	C	Students pronounce	'fascinate'
1209	43.53	T		'fascinate'
1210	43.55	C	Students pronounce	'fascinate'
1211 1212	43.56	T		'It holds a power to fascinate /and encourage people.'はい。(Please.)
1213 1214	44.02	C T	Students and teacher read aloud	'It holds a power to fascinate and encourage people.'
1215 1216 1217 1218 1219 1220	44.07	T		Very good. 'fas[si:]...nate'ね、読みづらいですけどね、はい、ありがとうございました。発音はいいですよ。元気よく読んでくれればね。(It is hard to pronounce 'fas[si:] ...nate', isn't it? Well, thank you very much if you read with energy. Your pronunciation is good.)
	44.16			
1221 1222 1223 1224 1225	44.21		Teacher points at the board.	はい、そしたら、みんなはただ単に単語を追っかけてるだけじゃなくて、こういうことっていうのは意識してくれてましたか。(Well, then, did you manage to consider this not merely following words?)
	44.23			
1226 1227	44.30			えー、右下の内容確認、ここだけは行いたいと思います。(I want to check at least the contents at the bottom right of the page.)
1228 1229 1230 1231 1232 1233				その一、岡本敏子さんは難問を解決する。難問というのは、まあ、前半のほうに書いてある内容ですね。これを解決するためには、まあ、どうしたのかってことです。(Number one. Ms. Toshiko Okamoto works out the complicated situation. The complicated situation. Well, the content written in the first half of the text. It is asked what she did to work out the problem.)
	44.40			
1234 1235 1236 1237 1238 1239				Number two.敏子さん自身も亡くなってしまっているので、プロジェクトのメンバーたちはその後何をしましたかということです。まあ、昨日の内容からと割とつな

1240 1241	44.49			<p>がってはいますので、そこからのつながりで答えることも可能でもありますね。(Number two. Toshiko herself dies. It is asked what the project members did after that. This part is linked to the content we studied yesterday, so it is possible to think of what we did yesterday.)</p> <p>ここはもう、「何々した」とかいう表現だけで結構です。(This is fine to say only, 'did something'.)</p> <p>一番、えー、Student S、前の方をお願いします。二番、Student T、前の方をお願いします。(As for number one, well, Student S, please come forward. For number two, Student T, please come forward.)</p>
1242 1243	45.16			
1244 1245 1246				
	45.36	SS	SS walks to the black board and writes the answer in Japanese.	
1247 1248 1249 1250 1251 1252 1253 1254 1255 1256	46.21	T		<p>あの何種類かある答えは考えられる個所なのかなと思うので、こういう答えでなければならないところまでのことではないのかと思います。</p> <p>英文の何番をひろってきたかによって違ってくる可能性はありますが、まあ、それも正確に拾えていけば、悪くはないのかなと思いますけどね。</p> <p>(It doesn't mean that you have to have a certain answer because I guess in this part you can provide a few possible answers here. Although the possible answers. These will differ depending on which sentences you choose, if you can choose correctly, I don't think it is wrong.)</p>
	46.35	ST	ST stands up and walks to the front to write the answer in Japanese.	
	47.09	SS	SS goes back to his seat.	

	47.47	ST	ST goes back to her seat.	
			<p>内容</p> <p>1. <u>支持者たちと‘明日の神話修復プロジェクト’を設立した。</u></p> <p>2. <u>岡本敏さんの絵の復元するプロジェクトをした。</u></p> <p>(Contents 1. She established the ‘Aso no Shinwa Restoration Project’ with her supporters. 2. The members did a project to restore the picture of Toshi Okamoto.)</p>	
1257 1258 1259 1260 1261 1262	47.49	T		<p>普段は、英文何番から持ってきた答えかということもしてはいますが、特に二番はちよつといろいろ書いてある部分があるので、これ人によってまちまちかもしれません。(Usually, we elect which sentence is to be picked from. As for number two, people may choose differently because there are many parts.)</p>
1263 1264 1265	47.58		Teacher looks at his notebook.	<p>一番については、これは英文の1からということでしょう。</p>
1266 1267 1268 1269 1270 1271 1272 1273 1274	48.06		Teacher writes 「 <u>援</u> 」 with yellow chalk under 「持」 of 「支持者」 (Supporters)	<p>えー、’supporter’ってこれ今回は「支持者」、「支援者」と言ってもいいかもわかりません。岡本太郎はまあ、異端な人に見えて、支援者は結構多かったみたい。</p>
1275 1276 1277	48.21		Teacher writes 「 <u>再生</u> 」 above 「修	<p>え～（支援）者たちとですね、「明日の神話修復プロジェクト」これ1番の中にあると思いますが、「修復プロジェクト」でも、実際にはこれ「再生プロ</p>

1278			復」 ( <i>restoration</i> ) with yellow chalk.	ジェクト」と呼ばれていたよう
1279				ですけども、「再生」でも「修
1280				復」でも構いません。
1281	48.32			プロジェクトを <i>establish</i> 、今回
1282				は団体を設立したという意味で
1283			Teacher draws a circle (to show it is correct) at the end of the 1 <sup>st</sup> sentence on the board.	<i>establish</i> は入っているので、
1284				えー、これで、十分な答えかと思
				います。
				英文は1からということでしょう。
			Teacher writes ‘①’ at the end of the 1 <sup>st</sup> sentence.	( <i>As for number one, we can say this is picked from sentence one of the text. Well, I guess we can say ‘supporter’ as ‘支持者’ and ‘支援者’. It is said that Okamoto Taro had many supporters even though he was treated as an infidel. Well, with these supporters, ‘Myth of Tomorrow restoration project’, I think this you can find in sentence one, but in fact, this was called ‘rework project’, it doesn’t matter whether you use either ‘rework’ or ‘restoration’. It means that a group was established this time. The sentence [that the Student S wrote] included ‘establish’, so I guess it is enough. The sentence is from sentence one.</i> )
1285	48.37			えー、二番についてはね、えっ
1286				と、これは、「プロジェクトの
				メンバーたちは」という設問に
				なっているから、当然英文とし
				ては8番からで、( <i>Well, as for</i>
				<i>number two, let me see, because the</i>
				<i>question asks ‘Project members...’,</i>
				<i>of course, this is from sentence</i>
				<i>eight.</i> )
			Teacher looks at his notebook.	
	48.39			
1287				
1288			Teacher writes ‘⑧’ at the end of the 2 <sup>nd</sup> sentence on the board.	
1289				
1290	48.44			
1291				
			Teacher points out the 2 <sup>nd</sup> sentence on the board.	
	48.48			
1292			Teacher writes ‘⑨’	
1293				
1294				
1295	48.55		Teacher writes ‘→公開’ ( <i>to open</i> ) at the	
1296				

1297	48.58		end of the 2 <sup>nd</sup> sentence.	ますよね、9番まで入れればそういう答えになるでしょうし、
1298				
1299				
			Teacher points at the 2 <sup>nd</sup> sentence.	8番でとめれば、ですね、「絵の復元をするプロジェクトをした」ということでいいと思います。
1300	49.05			あの、復元させたっていうふうなことでね、いいと思うんですね。
1301			Teacher looks at his notebook.	
1302				
1303				
1304	49.10			
1305			Teacher draws a circle (to show it is correct) above the 2 <sup>nd</sup> sentence.	<i>(I guess the answer is okay if you write something like 'restoration'. For example, if you refer to sentence nine, this, in short, was open to the public, wasn't it? If you refer to sentence nine, then the answer will be like that [restoration] but if you refer to sentence eight, the answer will be 'the supporters did a project to restore the picture'. Well, I guess the answer is alright to say 'the picture was restored'.)</i>
1306	49.16			
1307				
1308				
1309				
1310				
1311				
1312				
			Teacher looks at his notebook.	えっと、そうですね、
1313				
1314				
1315	49.21		Teacher looks at his notebook.	えっと、模範解答的にいうと、
1316			Teacher writes	こう書いてあるんですけどね、
1317	49.29		'(の計画通り)' (as planned) at the bottom of the 2 <sup>nd</sup> sentence on the board.	
1318				
1319				
1320				
1321				
1322			Teacher points at the 2 <sup>nd</sup> sentence.	ほら、亡くなった後だから、要するに、「意志を継いで」、みたいな、「その計画通り」みたい
1323	49.33			には書いてありますけども、
1324	49.37			別にここよりは、こっちの方が
1325				大事なんで、「restore」ってところがひろっているかどうかです
1326				から、ね、ここが入っていれば、まあいいのかなと思います。
1327			Teacher underlines '復元する' (to restore) in the 2 <sup>nd</sup> sentence.	⑨番まで入れた人はその後
1328	49.42			汐留で一般公開されますんで、
1329				日本テレビが関わっているもんですからね、これね、えー、
1330				ということで、一般公開までいったということになっています。
1331				
1332				
1333				
1334				

1335				2006年ですけどね、ということ
1336				になっています。 (Well, uh, a model answer says, well, here, after her death, in short, 'taking over the will' or 'as planned', whether 'restore' is included or not is more important here. Well, if you include this, I guess it is fine. If you include sentence nine, the Nippon TV involved, the picture was open to the public in Shiodome, it was 2006.)
1337	50.03			はい、で一、えっと、まだね、
1338				えっと、セクションそのものも
1339				終わってないし、レッスンも終
1340				わってないんですが、えっと
1341				一、だいたい金曜日って視聴覚
1342				にしていることが多いので、明
1343				日もまた、視聴覚教室の方に行
1344				ってもらって、また、別のね、
1345				番組を見てもらいます。今度は
1346				静止画像じゃなくて、本人がイ
1347				ンタビューで語ってる言葉と
1348				か、力強く何かを言ってるもの
1349				とか、いうのも映像では見ても
1350				らいます、ので、明日はね、一
1351				つそういうこともしたいと思っ
1352				ています。宜しくお願ひしま
1353				す。
	50.34			あの一、切り良くセクションス
1354				リーの、その一、あの一、何て
1355				いうかな、「表現を確認しよ
1356				う」のところまでは、来週の頭
1357				にね、終えてしまっ、え一、
1358				ノートの確認その他もしようと
1359				思っていますので、その辺も是
1360	50.47			非、週末に済ましておいてくだ
1361				さい。宜しくお願ひします。
1362				はい、では終わります。
	50.53			(Yes, uh, well, we haven't finished the section itself and the lesson itself but we usually have a Friday lesson in an audio-visual classroom, so please go to the audio-visual classroom tomorrow,
1363				

The chime goes off.

				<i>and I want you to watch another program. This time, you don't watch a still image. Instead, you will watch a video of an interview of the person saying the words empathically. I am considering doing such a thing tomorrow. Well, uh, well, how can I say, we will finish 'Let's check the expression of section three at the beginning of next week. Uh, I am thinking of checking your notebooks so please finish doing these during the weekend. Well, let's finish for today.)</i>
1364	50.57	S		起立。(Stand up.)
	50.58	C	Students stand up.	
1365	51.05	S		気をつけ。(Attention.)
1366	51.06			礼。(Bow.)
1367	51.07	T C		ありがとうございました。 (Thank you very much.)
	51.08	T C	Teacher and students bow.	

*Appendix 11: Teaching resources used in the lessons observed*

Lesson 1: Worksheet to check newly introduced grammar.

23 学習日 月 日 語順ドリル② 組 番  
名前

will ①

「～するつもりです」の文

例 わたしは/明日/サッカーを/するつもりだ。(日本語の文)

▶ わたしは/するつもりだ/サッカーを/明日。(英語の語順)

▶ I will play soccer tomorrow . (英語の文)

**POINT**  
「～するつもりです、～するでしょう」と未来のことを表すときは、助動詞 will を動詞の前におく。<will+動詞の原形>。

1 日本語の文を英語の語順に並べかえなさい。次に□の英語を並べかえなさい。

① わたしは/明日/ピアノを/ひくつもりです。 I the piano will play  
▶ / / / 明日  
▶ □ □ □ □ tomorrow.

② 彼らは/放課後/公園へ/行くつもりです。 go they to the park will  
▶ / / / 放課後  
▶ □ □ □ □ after school.

③ 彩は/明日/早く/起きるつもりです。 early Aya get up will  
▶ / / / 明日  
▶ □ □ □ □ tomorrow.

2 日本語に合うように、( )内の英語を並べかえなさい。

① わたしは明日テニスをするつもりです。( tennis / I / play / tomorrow / will / . )  
▶ \_\_\_\_\_

② 健は来年カナダを訪れるでしょう。( visit / will / Ken / Canada / next year / . )  
▶ \_\_\_\_\_

③ わたしたちは来週ボブに会うつもりです。( will / Bob / we / next week / meet / . )  
▶ \_\_\_\_\_

④ わたしは夜に本を読むつもりです。( at night / a book / read / I / will / . )  
▶ \_\_\_\_\_

Lesson 2: Vocabulary work sheet (p. 22).

どのように どこ いつ  
ど ど い 表 現 集 その1

副詞 (句) 編

どのように の場所ですることば (その1)

- |  |  |
|--|--|
| 1. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> hard      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 一生懸命                     |
| 2. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> fast      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 速く (スピード)                |
| 3. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> slow      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 遅く (スピード)                |
| 4. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> quickly   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> すばやく (動作)                |
| 5. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> slowly    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ゆっくりと (動作)               |
| 6. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> very much | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> とても, とても大量に, 大いに (vで始まる) |
| 7. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> so much   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> とても, とても大量に (sで始まる)      |
| 8. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> too much  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> あまりにも大量に                 |
| 9. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a lot     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> たくさん, 大いに                |
| 10. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> well     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> よく, うまく, 上手に             |
| 11. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> together | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> いっしょに                    |
| 12. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> alone    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ひとりで                     |

どこ の場所ですることば (その1)

- |  |  |
|--|--|
| 13. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> here       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ここへ, ここで, ここに    |
| 14. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> there      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> そこへ, そこで, そこに    |
| 15. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> over there | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> あそこへ, あそこで, あそこに |
| 16. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> home       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 家へ, 家に           |
| 17. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> abroad     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 海外で, 海外へ         |
| 18. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> outdoors   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 屋外で              |

いつ の場所ですることば (その1)

- |  |  |
|--|--|
| 19. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> early      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 早く (時期, 時刻が) |
| 20. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> late       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 遅く (時期, 時刻が) |
| 21. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> soon       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> やがて, もうじき    |
| 22. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> right away | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> すぐに          |
| 23. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> yesterday  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 昨日           |
| 24. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> today      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 今日           |
| 25. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> tomorrow   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 明日           |
| 26. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> last week  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 先週           |
| 27. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> this week  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 今週           |

Lesson 2: Vocabulary work sheet (p. 23).

どどい表現集

- |                                   |                       |
|-----------------------------------|-----------------------|
| 28. □□□□ next week                | □□□□ 来週               |
| 29. □□□□ last month               | □□□□ 先月               |
| 30. □□□□ this month               | □□□□ 今月               |
| 31. □□□□ next month               | □□□□ 来月               |
| 32. □□□□ last year                | □□□□ 昨年               |
| 33. □□□□ this year                | □□□□ 今年               |
| 34. □□□□ next year                | □□□□ 来年               |
| 35. □□□□ yesterday morning        | □□□□ 昨日の朝, 昨日の午前中     |
| 36. □□□□ this morning             | □□□□ 今朝, 今日の午前中       |
| 37. □□□□ tomorrow morning         | □□□□ 明日の朝, 明日の午前中     |
| 38. □□□□ yesterday afternoon      | □□□□ 昨日の午後            |
| 39. □□□□ this afternoon           | □□□□ 今日の午後            |
| 40. □□□□ tomorrow afternoon       | □□□□ 明日の午後            |
| 41. □□□□ yesterday evening        | □□□□ 昨日の夕方, 昨日の晩      |
| 42. □□□□ this evening             | □□□□ 今日の夕方, 今日の晩      |
| 43. □□□□ tomorrow evening         | □□□□ 明日の夕方, 明日の晩      |
| 44. □□□□ last night               | □□□□ 昨夜               |
| 45. □□□□ tonight                  | □□□□ 今夜               |
| 46. □□□□ tomorrow night           | □□□□ 明日の夜             |
| 47. □□□□ every day                | □□□□ 毎日               |
| 48. □□□□ every week               | □□□□ 毎週               |
| 49. □□□□ every month              | □□□□ 毎月               |
| 50. □□□□ every year               | □□□□ 毎年               |
| 51. □□□□ every morning            | □□□□ 毎朝               |
| 52. □□□□ every afternoon          | □□□□ 毎日午後             |
| 53. □□□□ every evening            | □□□□ 毎日夕方, 毎晩         |
| 54. □□□□ every night              | □□□□ 毎夜, 毎晩           |
| 55. □□□□ every Sunday             | □□□□ 毎週日曜日            |
| 56. □□□□ the day before yesterday | □□□□ 一昨日 (おととい)       |
| 57. □□□□ the day after tomorrow   | □□□□ 明後日 (あさって)       |
| 58. □□□□ later                    | □□□□ あとで              |
| 59. □□□□ three days ago           | □□□□ 3日前              |
| 60. □□□□ three days before        | □□□□ その3日前 (過去のある時点の) |
| 61. □□□□ three days later         | □□□□ その3日後 (過去のある時点の) |
| 62. □□□□ three days from now      | □□□□ 今から3日後           |
| 63. □□□□ the week after next      | □□□□ 再来週              |
| 64. □□□□ the week before last     | □□□□ 先々週              |
| 65. □□□□ the night before         | □□□□ その前の夜            |
| 66. □□□□ the next day             | □□□□ その翌日             |

山本さんは「お絵描きイベント」で何をしようとしているのでしょうか。

In 2004, Mr. Yamamoto started a group called "Earth the Spaceship." One of its goals is to train people who are willing to work for the good of the world. He wants to show some ways that will promote meaningful international cooperation.

He will continue to collect children's pictures for a big art event project. The project will help you learn the differences in the world from children's points of view.

What is the most important thing for you? Please think about it for a while.

新出語句

- Earth the Spaceship  
[ɛərθ ðə speɪsʃɪp]  
宇宙船地球号
- goal(s) [ɡoʊl(z)]
- willing [wɪlɪŋ]  
*be willing to ~*  
*the good*
- promote [prəˈmoʊt]
- meaningful  
[ˈmiːnɪŋfʊl]
- project [prɒdʒekt]
- view [vjuː]  
*point of view*  
*for a while*



「私のいちばん大切なものは…」(カンボジア)



「さあ、紙を掻き始めて」



「見て！—これが私の大切なものよ」(タンザニア)

- Q 1. Does Mr. Yamamoto work to promote international cooperation?
- 2. Why will he continue his art event project?



Writing

「(自分の知っている)人やもの」について説明する文を書きましょう。

(例) This is the restaurant that serves good French foods.



音読

発音 声の上げ下げに注意して言きましょう。Really? (フ) What shall we do to celebrate it? (ハ)

Lesson 2: Spiral Learning Worksheet 1.

# スパイラル学習ワークシート No. 18

学習日 (     /     /     )

3年 (     ) 組 (     ) 番 氏名 \_\_\_\_\_

Program 7-3

教科書78～79ページ

In 2004, Mr. Yamamoto started a group called "Earth the Spaceship." One of its goals  
 ① is to train people who are willing to work for the good of the world. He wants to show  
 ② ③ ④  
 ⑤ ⑥ some ways that will promote meaningful international cooperation.  
 ⑦ ⑧

He will continue to collect children's pictures for a big art event project. The project  
 ⑨ ⑩ ⑪  
 ⑫ ⑬ will help people learn about the differences in the world from children's points  
 ⑭ ⑮ ⑯  
 ⑰ of view.

What is the most important thing to you? Please think about it for a while.  
 ⑱

① 2004 アルファベットで書きましょう。 \_\_\_\_\_

② called "Earth the Spaceship."  
 過去分詞形を使った後置修飾  
 どの語を修飾していますか。 \_\_\_\_\_

③ One of 「～                   」  
 「～のいくつか」 \_\_\_\_\_ of ～  
 「～の多く」 \_\_\_\_\_ of ～  
 「～の半分」 \_\_\_\_\_ of ～  
 「～のほとんど」 \_\_\_\_\_ of ～  
 「～の全部」 \_\_\_\_\_ of ～

④ its 「                   」



Lesson 3: Grammar exercise. World Trek English Writing, Review Exercise 6, p. 90.

## Review Exercise 6

Lesson 26 — 30

**1** 日本語の意味に合うように、( )内の語句を適切な形に下さい。▶ (Lesson 26)

1. If it (be) not raining, we (can play) soccer in our PE class.  
雨が降っていなければ、体育の授業でサッカーができるのに。
2. If I (know) Meg's e-mail address, I (can send) her an e-mail.  
メグのメールアドレスを知っていれば、メールが送れるのに。
3. If I (be) you, I (will accept) the offer.  
僕なら、その申し出を受けるね。
4. If I (lock) my bicycle, it (will not be) stolen.  
自転車に鍵をかけておいたら、盗まれなかったのに。
5. If Mr. Kato (go) by plane, he (will be) in time for the meeting.  
加藤さんは飛行機で行っていたら、会合に間に合ったのに。

**2** [ ]内の語句を適切な形にして入れなさい。▶ (Lesson 27)

1. He treats me as if I \_\_\_\_\_ his own child. [ be ]
2. He talks as if he \_\_\_\_\_ to the Sahara before. [ go ]
3. I wish I \_\_\_\_\_ soccer as well as my brother. [ can play ]
4. I wish I \_\_\_\_\_ so much at the party last night. I feel sick today.  
[ not eat ]
5. If it \_\_\_\_\_ for love, this world would be like a desert. [ be not ]
6. If it \_\_\_\_\_ for Ken's home run, our team would have lost the game yesterday. [ be not ]

**3** 日本語の意味に合うように、( )内に適切な語を入れなさい。▶ (Lesson 28)

1. Not ( ) the students like the teacher's way of teaching.  
すべての生徒がその先生の教え方を気に入っているわけではありません。
2. ( ) visitors can enter the condominium without a code number.  
暗証番号がなければ、そのマンションにはどの訪問者も入れません。
3. I do not ( ) walk our dog Spot. On Sundays, my father walks him.  
私がいつも犬のスポットを散歩させるわけではありません。日曜日は父が散歩させます。
4. Younger people ( ) think about what will happen when they get old.  
若者は年をとってからのことなどめったに考えません。
5. Very ( ) planes flew because of the heavy snow.  
大雪のため、ほとんどの飛行機が欠航でした。

Lesson 4: Listening handout (front page)

(3年 リーディング・ライティング (2学期) )  
リスニング テスト 問題 2

テーマ: 買い物

4つの会話を聞いて、それぞれの客が購入(注文)しようとしているものを、  
A~Cから選びなさい。会話は1度ずつ読まれます。

(選択肢に○印)

1 




<p>A  a blue T shirt</p>	<p>B  a white T shirt</p>	<p>C  a striped T shirt</p>
---	--	--

1  
 A  B  C

2  
 A  B  C

3  
 A  B  C




2 

<p>A  size 6 running shoes</p>	<p>B  size 7 running shoes</p>	<p>C  size 7 running shorts</p>
---	---	--

4  
 A  B  C

各1点




3 

<p>A  a cheeseburger and a size M coke</p>	<p>B  a sandwich and a size L coke</p>	<p>C  a cheeseburger and a size L coke</p>
---	---	---

- Score -

514点

4 

<p>A  a fish, salad, ice cream</p>	<p>B  steak, soup, coffee</p>	<p>C  steak, salad, coffee</p>
---	--	---

組 3- No. \_\_\_\_\_

氏名 \_\_\_\_\_

探検部(組 3- ) \_\_\_\_\_

Lesson 4: Listening handout (bak page)







（買物）

買ってあげよう！

—買物の表現—

- May I help you? (いらっしゃいませ [何にいたしましょう])
- I'm looking for a blue shirt. (青いシャツを探しています)
- I'd like a black cap. (黒い帽子がほしいのです)
- I'll take it. (それをいただきます)
- May I try this[these] on? (これを試着してもいいですか)
- How much is it[are they]? (これはいくらですか)
- These pens are 1 dollar each. (これらのペンは1本1ドルです)
- You can buy two for the price of one. (1つ分の値段で2つ買えます)
- Men's shirts are on sale now. (紳士用のシャツはただ今セール中です)
- These shoes are 20% off the usual price.  
(この靴は通常価格の20%引きです)
- Are you ready to order? (ご注文をお聞きしてもよろしいですか)
- Is it for here, or to go? (こちらでお召し上がりですか、お持ち帰りですか)

（食べ物）

 Hamburger and drink \$1.50	 Hamburger and drink \$1.50	 Hamburger and drink \$1.50
 Burger and drink \$1.50	 Burger and drink \$1.50	 Burger and drink \$1.50

Lesson 4: Reading section handout 1.

# Lesson 8 Okamoto Taro — His Art and Life

教科書pp.118-119

Reading Point

絵は分割されて2005年に日本に戻りましたが、その道前に皴子は亡くなりました。彼女が作った組織の人々が修復を続け、2006年7月に絵は一般公開されました。

本文を読んでみよう 区切りごとに意味をとりながら声に出して読んでみよう。

自己タイム 秒

①Toshiko and her supporters / established the 'Asu no Shinwa Restoration Project' / to overcome the problems. ②It took about one year of negotiations / to get the picture back. ③The picture consists of seven panels. ④However, / each panel was too large / to ship. ⑤So / they divided each / into many parts / along existing cracks. ⑥Thus / they brought it back to Japan / in 2005. ⑦But / just before the picture arrived at Japan, / Toshiko passed away. ⑧The project members continued her project / to restore the picture.

⑨In July 2006, / the picture was restored / and displayed to the public / at Shiodome in Tokyo. ⑩As many as two million people / came to Shiodome / to see the picture. ⑪They were, / first of all, / overwhelmed by the size of the picture. ⑫But / the wonder of this picture / is not just the size. ⑬It holds a power / to fascinate and encourage people.

(142語)

Words & Phrases 本文で使われている意味を辞書で調べてみよう。

- |  |   |
|--|---|
| <input type="checkbox"/> establish 動 ( )   | <input type="checkbox"/> divide 動 ( )     |
| <input type="checkbox"/> → _____ 図 設立, 制定  | <input type="checkbox"/> → _____ 図 分割, 分配 |
| <input type="checkbox"/> restoration 名 ( ) | <input type="checkbox"/> existing 形 ( )   |
| <input type="checkbox"/> negotiation 名 ( ) | <input type="checkbox"/> → _____ 動 存在する   |
| <input type="checkbox"/> consist 動 ( )     | <input type="checkbox"/> pass away ( )    |
| <input type="checkbox"/> consist of ~ ( )  | <input type="checkbox"/> overwhelm 動 ( )  |
| <input type="checkbox"/> panel 名 ( )       | <input type="checkbox"/> fascinate 動 ( )  |
|  | <input type="checkbox"/> → _____ 図 魅力的な   |

Lesson 4: Reading section handout 2.

Lesson 8

●表現を確認しよう● 次の空欄に必要な語句を日本語で埋めながら、表現を確認しよう。

①Toshiko and her supporters established the 'Asu no Shinwa Restoration Project' to overcome the problems.

= 「敏子と彼女の支持者たちは、問題を克服するために ( )」

★ to overcome ~ は不定詞の副詞的用法。

②It took about one year of negotiations to get the picture back.

= 「絵を取り戻すには ( )」

★ (It takes A to ~) は「~するのにA(時間)がかかる」。

③The picture consists of seven panels.

= 「絵は7つのパネル ( )」

⑤So they divided each into many parts along existing cracks.

= 「そして彼らは、今ある ( )、それぞれを ( )」

★ along は「~に沿って」という意味。

★ (divide A into B) = 「AをBに分割する」 / each = each panel

⑦But just before the picture arrived at Japan, Toshiko passed away.

= 「しかし、絵が ( )、敏子は ( )」

★ pass away は die の遠回しな言い方。

⑩As many as two million people came to Shiodome to see the picture.

= 「( ) が、その絵を見るために汐留にやってきた」

★ as many as ~ = 「~もの(多くの)」

⑫But the wonder of this picture is not just the size.

= 「しかし、この絵の驚き[不思議さ]は ( )」

⑬It holds a power to fascinate and encourage people.

= 「それは人々を ( ) 力をもっている」

★ to ~ は不定詞の形容詞的用法。

●内容を確認しよう● 次の問いに日本語で答えながら、本文の内容を確認しよう。

1. 敏子は難問を解決するためにどうしましたか。

( )

2. 敏子が亡くなったあと、プロジェクトのメンバーたちは何をしましたか。

( )