

高等学校新学習指導要領「(英語の) 授業は英語で行う」 論争をめぐって

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Teaching/Learning English in English at Japanese Senior High Schools:
The Debate

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Abstract

The new Course of Study for senior high schools was announced by the MEXT (the Ministry of Education, Culture, Sports, Science and Technology – Japan) in March 2009 for implementation in April 2013. This paper reviews the debate over the decree that “(English) classes, in principle, should be conducted in English.” First, I will offer a historical review of the attempts to teach and learn English in English. Looking back on the history of English language education in Japan, we have always seen a dilemma as to whether to teach English in English or in Japanese. In the beginning of Meiji Era, we started with the “Seisoku (orthodox method)” that foreign teachers employed and the “Hensoku (unorthodox method)” used by Japanese teachers. English was the language for instruction in “Seisoku” and it was Japanese in “Hensoku.” This duality has persisted up to now, each finding more favour than the other by turns. In the latter part of the paper, we will summarise the key issues of the debates over the MEXT’s statement.

Key words : teaching/learning English in English (TLEIE), communicative abilities, change

1. Introduction

The new Course of Study for senior high schools was announced in March 2009 for implementation in April 2013. In regard to the use of English as the main language of instruction, the new Course of Study says the following:

When taking into consideration the characteristics of each English subject, classes, in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes. Consideration should be given to use English in accordance with the students’ level of comprehension.

(original in Japanese in MEXT 2009a: 92, English version in MEXT 2010:7)

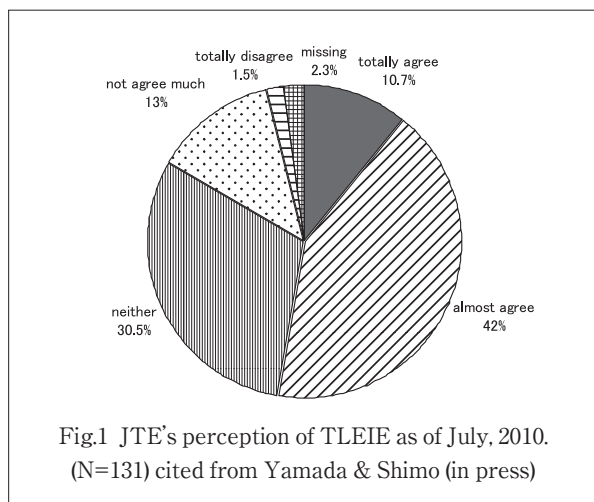
This statement provoked heated debates among educators and researchers. It seems the MEXT was perplexed by the initial reaction and had to explain the intention of their statement in the New Course of Study Guide in December the same year, which they did as follows:

By stating that “classes, in principle, should be conducted in English,” we mean that as teachers conduct class in English, students also use as much English as possible in class, and that by doing so, lan-

guage activities in English are made the centre of instruction. It aims at enriching the opportunities for students to be exposed to English and to communicate in English in class, ensuring such instructions as have students get used to understanding and expressing themselves directly in English. (MEXT 2009b: 43-44, translated into English by the author.)

The guide also says that teachers can use Japanese to explain grammar or to suit their students' language levels, providing that the centre of the class is language-use activities.

In the survey the writer carried out in Fukui Prefecture in June & July, 2010 (Yamada & Shimo, in press), 52.7% of the 131 responding JTEs totally agreed or almost agreed with the MEXT's statement, whereas 14.5% of the JTEs almost or totally disagreed. The survey showed that the MEXT's thinking is accepted among half of the JTEs surveyed. About 30% of the JTEs neither agreed nor disagreed: these respondents may have some mixed feelings about the MEXT's statement.



What the MEXT (2009a, 2009b) is proposing is a change in the approaches and methods SHS teachers should take toward foreign language teaching. "To develop students' communication abilities," they proposed teaching and learning English in English (hereafter, TLEIE) and have students use the language for communication in class.

¹ This is the overall objective of foreign languages stated by the MEXT(2009a)

This paper first reviews the history of English language education, and sees how the debates over the use of Japanese and/or English as main language(s) of instruction came about. Then we summarise the key issues of the current debates over this matter.

2. The history

Studying English in Japan started when the Edo Shogunate ordered their interpreters to learn the language in 1808. The first English teacher in Japan was Jan Cock Blomhoff, a Dutch director of Dejima. He taught English orally, but the class ended in half a year because of its inefficiency and ineffectiveness (Imura, 2003: 10-11).

The first debate over teaching methods and teaching in English or in Japanese can be found as early as in the beginning of Meiji Era. In 1869 the government's Foreign Language Study Institute² changed the names of their subjects; "Gogaku (language study)" to "Seisoku (orthodox method)" and "Kōdoku (text-reading)"³ to "Hensoku (unorthodox method)." Daigaku-nankō⁴, the school tasked with foreign language education, stated in 1870 that students taking "Seisoku" would be taught by foreign teachers and start from pronunciation and conversation, and that students taking "Hensoku" would be taught by Japanese teachers through "kundoku (reading foreign languages in Japanese order)" and interpretation. In the following year, in 1871, they abolished "Hensoku" entirely and all the students learned from foreign teachers and they set up a system to have honour students study abroad. The very first attempt to teach all subjects⁵ in English⁶ existed in the early years of Meiji

² Kaisei-sho, Kaisei-gakko in Japanese

³ In the Edo era, Chinese and Dutch languages were usually taught by text-reading and translating texts into Japanese. This gave some influence on the way English was taught. This was the origin of the so-called "Yakudoku" method.

⁴ The predecessor of the present Tokyo University

⁵ excluding Japanese

Era (Imura, *ibid*:57). In those days, public schools and mission schools taught English according to the “Seisoku” method, and private schools taught via the “Hensoku” method (Imura, *ibid*: 59).

Imura (*ibid*: 58-59) quotes Uchimura Kanzō’s description of his class taught in the “Seisoku” method. According to Uchimura, their teacher Scott, instead of such linguistic analysis done in the “Hensoku” method, had his students do phrase reading and express their feelings and opinions in English, thus using English. Imura (*ibid*: 61) also quotes Nitobe Inazō, who, after listing the various defects of “Hensoku,” said, “Compared to ‘Seisoku’ students who read text after text without thinking of its meaning, ‘Hensoku’ students usually had a far more accurate comprehension of the meaning and content. In the ‘Seisoku’ method, it was not unusual that students had not acquired anything that was worth knowing. They were like reading machines always wound up, though they were able to pronounce correctly.”⁷

After a decade when teaching in English had the upper hand, ultra-nationalism came back and the “Hensoku” method became mainstream again. Students’ English abilities generally declined (Saito, 2007: 11).

In 1922, Herald E. Palmer was invited to Japan and started reforming English language education⁸ through the Oral Method. In Palmer’s Oral Method, students first started studying English orally and aimed at not only comprehension but also at being able to use English through language practice, and using as little Japanese as possible. Thanks to Palmer’s

⁶ The reasons all subjects were taught in English in those days and in immersion programmes in some parts of present Japan are different. In the beginning of Meiji era, they needed to study in English to get contemporary knowledge from abroad. In the immersion programmes, they believe that foreign languages can be effectively taught in content-based language teaching.

⁷ This comment of Nitobe’s is very interesting because we can find very similar discussions in discussing grammar-translation method and TLEIE.

⁸ Yakudoku (grammar-translation) method was the mainstream then.

and his followers’ efforts, more and more teachers started to use the Oral Method throughout Japan. However, Palmer left Japan after a 14 year stay, and English-language education waned in the run-up to WWII.

After WWII, from the 1950s onward, pressure came from the industrial and business world, who demanded that schools teach their students English that they would be able to use (Saito, *ibid*: 163, Erikawa, 2008: 15). In 1956, Charles C. Fries was invited to Japan and introduced an Oral Approach that was based on structural linguistics and behaviourist psychology. In this Oral Approach, materials were introduced orally in English, and students studied English through repetitive pattern practices. The Ministry of Education funded English teachers for in-service training under a five-year project to develop listening and speaking abilities⁹ (Erikawa, *ibid*: 148). The Oral Approach gained popularity until the 1970s. However, this approach was also unsuccessful at developing students’ communicative abilities.

Around this time in the mid 1970s, we saw the famous debate between Hiraizumi Wataru and Watanabe Shoichi. Hiraizumi claimed that the foreign language education in Japan had been inefficient and that only students who chose to pursue language education - about 5% of Japanese citizens - should actually receive it. These students would be the only ones who ended up with practical language skills. On the other hand, Watanabe insisted that the Japanese tradition of high-quality translation and interpretation abilities was the proof of success of English language education in Japan (Saito, *ibid*: 177-180).

Although the Communicative Approach and other Post-Audio-Lingual Methods appeared in the 1980s (Imura, *ibid*: 79) in Japan, the communicative abilities

⁹ Erikawa (*ibid*) says that the in-service training project between 2003 and 2007 was a rerun of this project, and the difference was that the MEXT gave financial support to all the training for the 5 years in the 1960s, but only the first year for the latter project.

of students were yet to be developed. In 1986, Rinkyoshin, the Provisional Educational Council in the Ministry, stated in its second report that English language teaching (ELT) at schools was very inefficient as regards duration of study, and that reforms were overdue. Specifically, it commented that ELT at junior and senior high schools put too much emphasis on the acquisition of grammatical knowledge and the training of reading skills, while universities were lacking in their efforts to cultivate practical language skills (MEXT, 1986).

When the Japanese economy slid into recession in the early 1990s, the government looked to an improvement of the population's English proficiency as one part of a solution to the problem. The MEXT announced the Action Plan "to cultivate Japanese with 'English abilities'" in 2003. In this situation, developing the students' practical communication abilities became all the more important (Yamada, 2005). The MEXT (2002) announced that English teachers would have to satisfy certain English proficiency levels (Eiken Pre-1st grade, TOEFL 550 points or TOEIC 730 points), that they would implement a five-year project to require all the English teachers in Japan to get in-service training to improve their teaching skills and English abilities, and that they would support willing teachers to take an MA abroad. The Action Plan states that English classes aim at developing students' communication abilities through English-use activities, and that most of the English classes should be conducted in English. When the Action Plan was announced, the public was more concerned with the coercive nature of the five-year in-service training project than conducting English classes in English. Now that the Course of Study says "(English) classes, in principle, should be conducted in English," there would seem to be legally binding force behind the pronouncement.¹⁰

The first appearance of the word "communication" in the Course of Study was in 1989, when they stated

that one of the objectives of English subjects was to foster "a positive attitude toward communication," and created such subjects as 'Oral Communication A,' 'Oral Communication B,' and 'Oral Communication C,' which were taught between 1992 and 2002. Then, 'Oral Communication I' and 'Oral Communication II' started in 2003. However, all these subjects, which are known as OC, have been regarded rather as minor subjects, and schools seem to be putting more emphasis on the subjects called English I, English II, Reading and Writing.¹¹ In the new Course of Study that will be implemented in 2013, the MEXT has named the English subjects as "Basic English Communication," "English Communication I," "English Communication II," "English Communication III," "English Expression I," "English Expression II" and "English Conversation," emphasising "communication" even more.

However, currently, the school practice is still far from what the MEXT wants to realize both in the use of English as a main language for instruction and in implementing communicative activities in class. *Yakudoku*¹² still seems to prevail in senior high school classes (Oshita, 2009: 61).

3. The debate

In the previous chapter, we saw that the dilemma as to what and how to teach has existed throughout the history of English language education in Japan. Starting with "Seisoku" and "Hensoku," we still have the dichotomy of communicative language teaching

¹⁰Erikawa (2009b) says that the Course of Study cannot regulate the languages teachers use because it is only a point of reference describing general principles, as the Supreme Court ruled thus in 1976.

¹¹In principle, two class hours a week are allocated for each OC subject, but many schools are teaching grammar in one of the two class hours.

¹²*Yakudoku*: a teaching method that we could trace its origin in "Hensoku," where grammatical explanation and translation from English to Japanese is the main activity of class.

(hereafter, CLT) and “yakudoku.” This chapter reviews the key issues of the current debates over TLEIE (teaching/learning English in English), which suggests that history is repeating itself.

3.1 In regard to the basics of English to be taught at school

With only three to six class hours a week at our disposal in junior and senior high schools, what we teach has to be limited to basics. With the increase of the number of English class hours from three to four at junior high school with the implementation of the New Course of Study, students in academic courses will still have had only 890 to 1,070 class hours of English by the end of high school. According to Hato (2006: 15),¹³ even in the Canadian immersion programme, students would need at least 1,200 class hours to achieve the basic level where they have acquired the basic knowledge about the target language and can carry out simple conversation and read easy texts.

Then, what should we regard as “the basics of English”? The supporters of TLEIE and its opponents seem to have different ideas about them.

Let us look over the opponents’ views¹⁴:

At junior and senior high schools, students should develop the basic grammatical and reading abilities on which they would build the abilities they need for their own purposes, even though they are not directly and practically useful. (Saito, 2007: 204)

What should be provided in school education are not such low-class practical conversation abilities but firm basic abilities, on which individual students will be able to build necessary English abilities based on their motives. And this can be developed only by thorough pronunciation, grammar, reading and writing exercises. (Saito, *ibid*: 219)

The academic ability we want to foster is not the abil-

ity to carry out “daily conversation.” It is because the environment we live in is not anything where we use English as a “second language.” ... Should it not be our purpose to develop an ability that surely remains and will be useful, an ability that we would be able to use when we are placed in an environment where speaking is necessary? In that sense, I believe “reading” and “writing” are far more important than “speaking.” ... If only you have “writing ability,” you will be able to speak. (Terashima, 2009: 236)

... The linguistic structures of Japanese and English are extremely different. You have to teach this well at junior high school. ... Then you will need the three, English grammar, English reading, and English writing. ... The ability that is fostered through English reading is the basis on which you build the ability to use English. (Otsu Yukio’s comment in *Asahi-shinbun*, August 4, 2010)

The point in common in the statements above is that reading and writing through linguistic analysis will provide the basis of English language abilities.

On the other hand, the overall objective of foreign language subjects is as follows:

To develop students’ communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. (original in Japanese in MEXT 2009a: 87, English version in MEXT 2010: 1)

And the overall objective of the subject “English Communication I” is as follows:

To develop students’ basic abilities such as accurately understanding and appropriately conveying information, ideas, etc., while fostering a positive attitude toward communication through the English language. (original in Japanese in MEXT 2009a: 87, English version in MEXT 2010: 1)

The objectives of the senior high school English subjects tell us what the MEXT regards as the basics that should be taught at school. The three key areas students are expected to achieve are;

- (1) to be able to understand information, ideas, etc. accurately.

¹³ This report by Hato (2006) is also quoted in Terashima (2009:130).

¹⁴ The translation of the quotes into English is by the author.

(2) to be able to convey information, ideas, etc. appropriately.

(3) to foster a positive attitude toward communication.

Whereas many opponents of TLEIE maintain that reading and writing through linguistic analysis will provide the basis of English language ability at school, the MEXT believes the use of English across the four skill areas will do so.

It seems to the writer that English-use abilities will, or will not, develop differently according to what we regard as the basics of school language education. Students who receive the English education that focuses on grammar, linguistics analysis, reading and writing will follow either the patterns A or B in Figure 2. If they have any opportunity for using English for communication later outside school, their ability to use the language will develop with that opportunity, which will serve as a catalyst to activate their potential. However, if they do not have any such opportunity, they will never have a chance to develop their language-use ability, whose model is shown as B in Fig-

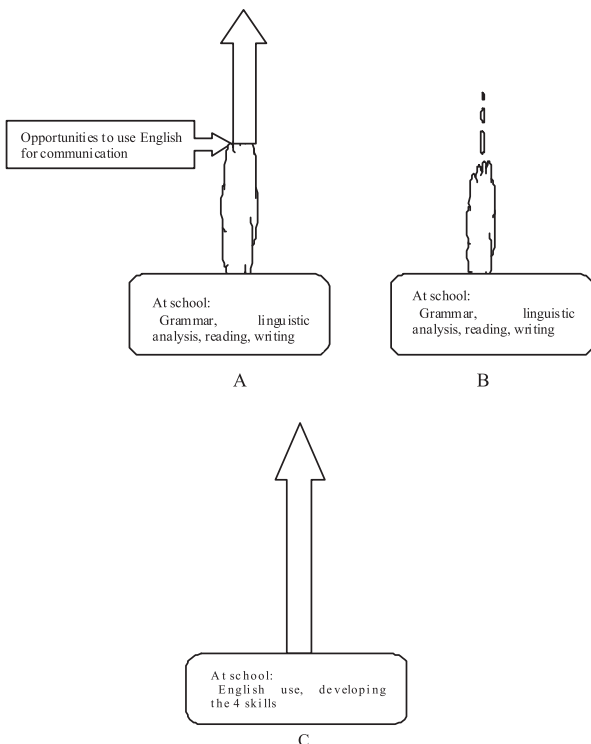
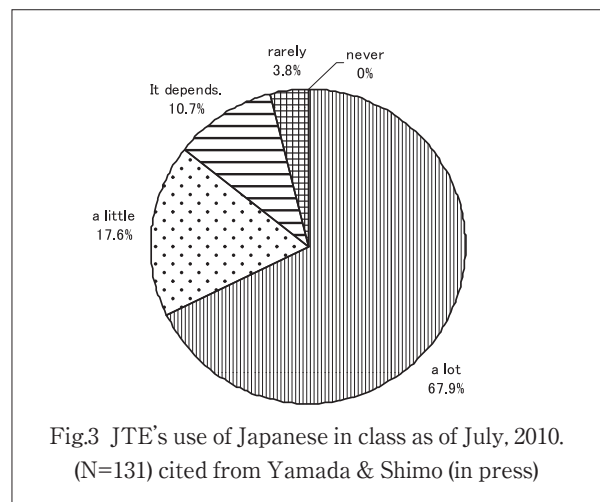


Fig.2 Three models of the development of English-use abilities

ure 2. The MEXT's model would be compared to the model C in Figure 2. They think that English language-use ability will develop directly from school-level education.

3.2 In regard to the use of L1

The opponents argue that it is appropriate to use L1 in the EFL environment (Terashima 2009, Erikawa 2009a & 2009b, Saito 2009a & 2009b, Yamada 2008, etc.). Saito (ibid) remarks on the difficulties that students encounter in understanding their teachers' speech and explanations of complex grammar in English. Actually, according to the writer's survey (Yamada & Shimo, ibid), 67.9% of the responding JTEs say they use Japanese a lot in class (See Fig. 3).



Yoshida¹⁵ and Yanase (2003) suggest efficient ways to develop communicative abilities through effectively utilising the Japanese language. Yoshida and Yanase (ibid), Erikawa (2009b), Terashima (ibid), and others state that especially to develop CALP¹⁶, utilising the L1 asset is more effective in giving background knowledge and teaching grammar and structures. Erikawa (ibid) states that appropriate use of Japanese language should be encouraged for the recognition and training

¹⁵ Prof. Yoshida Kensaku has been involved in various projects to “cultivate Japanese with English abilities” advocated by the MEXT.

¹⁶ “The acronyms BICS and CALP refer to a distinction introduced by Cummins (1979) between basic interpersonal communicative skills and cognitive academic language proficiency.” (Cummins, n.d.)

of Japanese language through the comparison of Japanese and English languages, and to evoke students' interest in languages. Terashima (ibid: 200) also emphasises the effectiveness of L1 use, quoting Vygotsky (2001) and Cummins (1984). Terashima quotes Vygotsky's statement that children acquire foreign languages by transferring their L1 they have mastered to the other languages, and suggests that this idea holds true with Cummins' common underlying proficiency (CUP) model.¹⁷ Terashima (ibid: 239) says that teachers are limited to using "easy English" in dealing with metalanguage and scientific concepts, and that textbooks assuming TLEIE could lapse into having contents that are inappropriate for high school students' mental ages and intellectual curiosity.

Indeed, as to the use of students' L1, i.e., Japanese, as we have seen in Section 1, the MEXT also states that there can be appropriate use of Japanese in grammatical explanation and to suit students' language needs. According to the writer's survey mentioned above, 86.2% of the JTEs totally or mostly agree that students with low English ability need guidance in Japanese language, and 71% of the JTEs totally or mostly agree that explanation is often much more efficiently done in Japanese. The key seems to lie in whether enough English-use activities are still guaranteed in class.

3.3 In regard to effective teaching methods

Some scholars claim that there is no verification¹⁸ that the "English-only class" is more effective (Erikawa, 2009b). Otsu, in the *Asahi-shinbun*, Aug. 4, 2010 issue, says that communicative English language

teaching and conducting English class in English, ironically, will not lead to students' development of communication abilities when they do not know the language structures and do not have the abilities to make presentations and discussions (in L1). Terashima (ibid: 105-109) says that the integration of the four skills in carrying out language activities will not lead to the development of communication abilities and that integrating writing and speaking activities will be impossible in a large class. Terashima goes on to say that many senior high school teachers claim that recent junior high school students' academic ability is sharply declining and that that is one proof of the integration of the four skill areas not leading to the development of communication abilities.¹⁹

On the other hand, there are some studies verifying that English-use activities will develop students' communicative abilities. As Samuda & Bygate (2008: 7) states, "to develop communicative abilities, students need holistic learning rather than analytic learning." They need chances to engage in communicative activities in class. Lightbown & Spada (2006) quotes Savignon's (1972) study comparing three groups of students who received different types of instructions. They summarise her study result as follows:

... there were no significant differences on the linguistic competence measures ... However, communicative group scored significantly higher than the other two groups on the four communicative tests... Savignon interpreted these results as support for the argument that second language programmes that focus only on accuracy and form do not give students sufficient opportunity to develop communication abilities in a second language. Even more important in the

¹⁷In the CUP model, the CUP can be seen as providing "the base for the development of both the first language (L1) and the second language (L2)." (Shoebottom, n.d) "Common underlying proficiency refers to the interdependence of concepts, skills and linguistic knowledge found in a central processing system. Cummins states that cognitive and literacy skills established in the mother tongue or L1 will transfer across languages." (Franson, 2009)

¹⁸Cole (1998) quotes Weschler(1997) and states that "in reality, the current 'use only L2' trend may have more to do with commercial expediency and low-level L1 competence among native-English speaking teachers than ideal pedagogy."

¹⁹However, we should note here that the discussion of whether students' academic ability is declining and the discussion of whether the integration of the four skill areas would lead to the development of communication abilities or not are not the same.

context of the ‘Get it right from the beginning’ approach was the evidence that opportunities for freer communication did not cause learners to do less well on measures of linguistic accuracy. (Lightbown & Spada, *ibid*: 142-143)

Lightbown & Spada (*ibid*: 143) state that students taught in audio-lingual or grammar-translation methods are often unable to communicate their messages and intentions effectively and that “primarily or exclusively structure-based approaches to teaching do not guarantee that learners develop high levels of accuracy and linguistic knowledge.”

3.4 In regard to teachers’ beliefs and practices

A survey carried out in 1998 by Gorsuch (2001) revealed that although moderate acceptance of CLT was seen among the responding senior high school teachers, many teachers still believed that grammar-translation method should be better in academic high schools, where students are often evaluated on university entrance examination results, and that their students’ aim to get better marks in exams were influencing their practice. The survey also found that pre-service, in-service and privately undertaken teacher education programmes had surprisingly only weak influences on their practice, though teachers with nine to 16 years of teaching experience might be potential users of more communicative activities.

Since Gorsuch’s survey, there have been various in-service training to train teachers to teach communicatively and have them improve their English, especially with the Action Plan announced in 2002. However, according to the MEXT’s survey in December, 2007, among the responding JTEs teaching at non-international courses, those who said they taught mostly in English were 20 to 26% in Oral Communication subjects, and about 1% in English I and English II, and only about 5% of students in non-international courses said that they had opportunities to converse with each other in English in every English I class.

Oshita (*ibid*:61) describes how communicative activities are still rarely done in high school classes.

Terashima (*ibid*:103) quotes senior high school teachers as saying that nothing can change until university entrance examinations change. In the writer’s survey (Yamada & Shimo, *ibid*), 72.5% of JTEs said that reform of English tests in university entrance examinations is important or very important. Terashima (*ibid*) criticises those teachers, however, and claims that translation questions have disappeared from most entrance examinations of “top-rank universities” and that it is the SHS teachers who are falling behind by not studying the entrance exams well enough.

Another reality of senior high schools which is often pointed out is that many school teachers are taking sickness leave for overwork and stress and that teaching itself is difficult at “academically low schools” or “difficult schools” (Terashima, *ibid*:110-112, Erikawa, 2009b: 150).

3.5 In regard to JTEs’ English abilities

In the “Action Plan,” the MEXT set up a target that English teachers’ English proficiency levels should be equivalent to, or above the STEP Grade Pre-1, TOEFL 550 points, or TOEIC 730 points. According to the survey of the MEXT (2008), among the responding 18,796 JTEs, 9,508 JTEs (50.6%) passed Grade Pre-1 or Grade 1 in Eiken, over 550 points in TOEFL PBT, over 213 points in CBT, or TOEIC 730 points. Saito (2009b) claims that English teachers have to use English of good quality if their English is to contribute to the development of their students’ English abilities and that, if their English lacks accuracy, they might as well not interact with students in English. In the writer’s survey (Yamada & Shimo, *ibid*), 41.2% of the JTEs totally or mostly agreed that JTEs would have a difficult time speaking English all the time, and 93.9% of the JTEs said they intend to improve their English to conduct their class in English.

Another key issue that should also be pointed out

here is that being a proficient speaker²⁰ does not necessarily mean that he/she can modify his/her language so that students can understand. Terashima (ibid: 238-244) questions how many teachers would be able to, at will, “pay due considerations to use such English that is appropriate for students’ comprehension levels.”

3.6 In regard to students’ problems

In the writer’s survey (Yamada & Shimo, ibid), about 73% of students in academic courses, 79% of students in vocational courses, and about 24% of students in international courses said that they would feel troubled in TLEIE class. About 75% of students in academic courses, about 63% of students in vocational courses, and about 38% of students in international courses said they might sometimes not understand important points. About 67% of students in academic courses, about 61% of students in vocational courses, and about 44% of students in international courses said that students who dislike English would dislike it more. This survey of the writer’s concluded that students would need both linguistic and affective support.

Other researchers also point to the problems in regard to students’ academic abilities and motivation. Terashima (ibid: 110-112) relates what it is like at schools where class management is difficult and how it is unthinkable to teach in English in such schools. Erikawa (2009b) comments on the great differences among students in their English abilities and motivation, quoting Benesse’s (2007) survey, which revealed that about 30% of junior high school third-year students said that they did not understand English, and that only 39.3% of senior high school students said that they understood more than 70% of their English classes.

Another claim is that students are not trained to

make presentations, carry out group discussions, and describe their ideas even in Japanese (Otsu, ibid, Terashima, ibid, etc.). It is true that such activities have not been the centre of Japanese school education, so that Japanese students are weak in these areas even in their first language. This means that it would be difficult to expect Japanese students to have acquired the cognitive and literacy skills that they need when they are required to carry out such language activities in English. If we use Cummins’ common underlying proficiency (CUP) model, this means that they have not quite established the necessary cognitive and literacy skills in Japanese that they can transfer to English.

4. Conclusion

*There are two primary choices in life:
to accept conditions as they exist,
or accept the responsibility for changing them.*

—Dr. Denis Waitley

The historical review here suggests that the debate over the use of English or Japanese as the main language of instruction has persisted since the beginning of English language education in Japan. This historical dichotomy reflects the several ways in which English has been taught. Starting with “Sesisoku” and “Hensoku,” we now seem to have communicative language teaching on one hand, and “yakudoku” on the other.

In our review of the current debate, we discussed six major issues: (1) what the basics to be taught at schools should be, (2) whether the use of L1 should be granted, (3) whether there is evidence as to whether TLEIE is more effective, (4) what the teachers’ beliefs and practices are, (5) whether teachers’ English proficiency is high enough to teach in English, and (6) what kinds of problems students might have in a TLEIE class.

The historical and current debates give us some thoughts on how English has been taught and should

²⁰This discussion holds true with ALTs, who are hired from English-speaking countries and do not necessarily have a TESOL background.

be taught from now on. If the type of English abilities that our students develop at school is to be changed, we need to clearly understand what we are aiming at and how best it could be achieved. Both “Seisoku” and “Hensoku” seem to have served their own purposes. If TLEIE is to serve our purpose in developing students’ communicative abilities, it seems that we will need to plant the seeds of change among teachers and students by providing them with linguistic and affective support. Administrators will need to support teachers by giving them time and freedom for their professional development. History might repeat itself, or it might not. It all depends on how we sow those seeds of change.

Change starts small and grows organically.

—Senge et al. (2000: 273)

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大きな論点のひとつでもある。その他、生徒の第1言語である日本語の使用、教員の英語力の問題、効果的な教授法、生徒の問題などについてまとめている。歴史はまた繰り返すか、それとも変革は訪れるか。目的の明確化と、そのために必要な言語的・情緒的支援が求められる。

キーワード：英語を英語で教える、コミュニケーション能力、変革

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要約

この研究ノートは、2009年3月に公示された高等学校学習指導要領（2013年度より実施）に「英語に関する各科目については、その特質にかんがみ、生徒が英語に触れる機会を充実するとともに、授業を実際のコミュニケーションの場面とするため、授業は英語で行うことを基本とする」と明記されたことに関し起こっている論争の論点を探るものである。日本の英語教育の歴史を振り返ると、教室言語として英語を使うか日本語を使うかという問題は、既に140年ほど前の明治初期に存在していたことがわかる。その中で見られる論点のひとつは、英語教育を通してどのような力をつけるかという問題であろう。それは、現在の論争の