

Teaching and Learning English in English in Japanese Senior High Schools - Teachers' & Students' Perceptions -

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Abstract

In March 2009, the MEXT¹ announced the new Course of Study for Senior High Schools, which will be implemented in 2013. Since this announcement, heated debates have cropped up on conducting English classes in English. This paper aims to clarify where the problems, if any, lie by looking into senior high school teachers' (both JTEs² and ALTs³) and students' perceptions of English classes that are, "in principle, conducted in English." A survey was carried out to research the following questions: How do students and teachers perceive the MEXT's idea? If they are resistant to it, what are their reasons? What are the practical problems? Among the things found in this survey is that some JTEs are feeling a lack of support, such as the support of role models, in changing the approach to language teaching; that students who are not used to such an approach worry about their comprehension in such classes; and that both the JTEs and the students prefer the use of the Japanese language to make the class content understandable.

Key words: developing communicative abilities, change, positive/negative reactions

1. Introduction

Since the new Course of Study for senior high schools was announced in March, 2009, one of the most debated issues has been its requirement of the use of the English language in conducting English classes. Many scholars and language teachers (Erikawa 2009a, Erikawa 2009b, Otsu 2009, Saito 2009a, Saito 2009b, Terashima 2009, Yamada 2008, Yanase 2009, Matsumoto & Otsu 2010, etc.) have been discussing the pros and cons of teaching and learning English in English (hereafter, TLEIE⁴) in senior high school English classes. There seems to be a lot of resistance to TLEIE. Why is that? What are the justifications for this resistance? What are the reactions of English teachers and students to this? What can we do to overcome the difficulties?

Among the questions raised above, the present study attempts especially to get a clearer view of how the direct stakeholders, teachers and students, perceive this change that the MEXT is trying to bring about in

¹ The MEXT: The Japanese Ministry of Education, Culture, Sports, Science and Technology

² JTEs: Japanese teachers of English

³ ALTs: assistant language teachers

⁴ In this paper, we are going to use the acronym TLEIE (teaching and learning English in English) for such classes where English is used as a main language by teachers and students.

their classrooms. In addition, further questions are addressed as to whether they are ready for this change, and if not, what should be done. A survey was carried out among JTEs, ALTs, and students at senior high schools in Fukui Prefecture. Based on this survey, we will discuss how one should consider the present debate and what needs to be done in order to be ready for the change.

2. Background of the study

In this section, we will first review the MEXT's statements regarding the use of English language in English classes. We will then discuss what the MEXT has discovered regarding the current practices of TLEIE at senior high schools. Finally, we will go over the main points of the debate concerning TLEIE at senior high schools, briefly examining their justifications.

2.1 The statement in the new Course of Study

In regard to the use of English in senior high school English classes, the new Course of Study⁵ states as follows:

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)

After the MEXT's announcement of this statement in March, 2009, heated debates arose. The MEXT, in the New Course of Study Guide that was issued in December of the same year, explained in more detail the intention behind the statement in regard to TLEIE as follows:

The statement "classes, in principle, should be conducted in English" means that as teachers conduct class in English, students also use as much English as possible in class, and that by doing so, language activities in English are made the centre of instruction. This aims at enriching the opportunities for students to be exposed to English and for them to communicate in English in class. It ensures instruction that allow students to understand and express themselves directly in English. (MEXT 2009b:43-44, *translated into English by H. Yamada*)

The guide states that when pursuing the acquisition of English language skills, the use of as much English as possible in class is important because students' opportunities to use English in their daily lives are quite limited. Teachers' use of easy English to explain and help students understand is encouraged. Extensive reading and writing and other language activities balancing the four skill areas are regarded as important. The guide also states that teachers can think of the use of Japanese in grammar explanation, providing that the centre of the class is language activities. Teachers are encouraged to devise different ways to use the level of English that suits students' language level. They may sometimes use Japanese, providing that the centre of the class is language activities in English. Teachers' corrective feedback, both in oral and written

⁵ The new Course of Study was announced in March, 2009. It will be implemented in April, 2013.

communication, is encouraged, too. In order to further clarify the MEXT’s intention behind the statement, Okabe (2010: 207) rephrased it as follows: “English classes should basically be conducted in English so that students are exposed to English and have experiences communicating in English.”⁶

2.2. Current practices at senior high schools: the MEXT’s survey

According to the MEXT’s survey in December, 2007 (MEXT, 2008), the percentage of JTEs who said they speak mostly in English is between 20.7% to 26.7% in OC (Oral Communication) classes and between 1% and 1.5% in English I and English II classes (see Table 1). On the other hand, the percentage of students who said they have opportunities to converse with other students in English in every class is 4.8% in English I class and 49.1% in OC I class (see Tables 2 & 3).

Table 1 SHS JTEs’ use of English (in courses other than international courses)

	English is rarely used.	English is used less than 50%.	English is used more than 50%	English is mostly used.
OC I	1.8%	43.6%	33.9%	20.7%
OC II	2.9%	41.0%	29.3%	26.7%
English I	9.9%	78.6%	10.0%	1.5%
English II	13.0%	78.8%	7.3%	1.0%
Reading	20.0%	74.1%	5.4%	0.5%
Writing	25.0%	70.2%	4.4%	0.5%

(adapted from MEXT 2008, highlighted by the authors)

Table 2 SHS students’ use of English in English I (in courses other than international courses)

	In every class	Sometimes	Rarely done	Never done
Students talk with each other in English.	4.8%	40.2%	41.5%	13.5%
Students write compositions.	1.9%	34.6%	47.4%	16.1%
Students listen to English texts and grasp the outlines.	12.4%	56.3%	25.4%	5.9%
Students read English texts and grasp the outlines.	38.5%	44.6%	13.2%	3.7%

(adapted from MEXT 2008, highlighted by the authors)

Table 3 SHS students’ use of English in Oral Communication I (in courses other than international courses)

	In every class	Sometimes	Rarely done	Never done
Students talk with each other in English.	49.1%	40.9%	7.8%	2.2%
Students write compositions.	38.8%	49.2%	10.4%	1.6%
Students listen to English texts and grasp the outlines.	11.1%	54.4%	27.5%	6.9%
Students read English texts and grasp the outlines.	1.2%	12.3%	37.6%	48.8%

(adapted from MEXT 2008, highlighted by the authors)

Based on the data above, we can assume that classes are not primarily conducted in English, even

⁶ English translation by H. Yamada

in OC class, although the use of English is higher in it. More than 50% of the responding students do not have opportunities to speak with their peers in English in every class, even in OC I. Considering the data provided by the MEXT itself, the reality seems to be far from what the MEXT is trying to realize with the new Course of Study in 2013.

2.3 The opposing arguments

Among the many opposing arguments (Terashima 2009, Otsu 2009, Edogawa 2009a & 2009b, Saito 2009, etc.), one of the biggest issues is the argument over ideology regarding English language education in Japan and the question of exactly what basic English language abilities students should acquire at school. There seem to be crucial differences of opinion on these very important points. A discussion of them will be detailed in Yamada (at press). However, we will briefly summarise the following six issues that are related to our research questions:

- (1) Appropriateness of L1⁷ use in the EFL environment
- (2) Verification of TLEIE
- (3) Teachers' beliefs and practices
- (4) Teachers' English abilities
- (5) Teachers' discretionary powers
- (6) Students' ability to understand

(1) Appropriateness of L1 use in the EFL environment

The opponents (Terashima 2009, Erikawa 2009a & 2009b, Saito 2009a & 2009b, Yamada 2008, etc.) argue that it is appropriate to use L1 in the EFL environment. Yoshida⁸ and Yanase (2003) suggest efficient ways to develop communicative abilities through effectively utilising Japanese language. Yoshida and Yanase (ibid), Erikawa (2009b), Terashima (ibid), and others state that by utilising the L1 asset, you can give students background knowledge about the language materials and teach grammar and structures more efficiently and effectively, and that the use of L1 is especially efficient in developing CALP⁹.

(2) Verification of TLEIE

Yanase (2009) states that it is a baseless myth to say that it is good to teach English only in English. Terashima (ibid: 201) says that instead of basing conclusions on ESL studies, we should develop EFL education in Japan that is rooted in Japanese culture and the Japanese educational environment.

Can there be no verification of TLEIE? Ozeki (2006) reports on her visit to two elementary schools, one junior high school, and one senior high school in China. She notes that their English classes were being taught nearly 100% in English and that the students were using English very well. Hayashi (2006) researched European middle schools, and reports that the percentages of English classes taught mostly in English are

⁷ L1: the students' native language, i.e., Japanese

⁸ Prof. Yoshida Kensaku has been involved in various projects to "cultivate Japanese with English abilities" advocated by the MEXT.

⁹ "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.)

59.8% in Sweden, 56.5% in Norway, and 29.1% in Holland. However, it is yet to be seen whether TLEIE would be successful in every EFL environment.

(3) Teachers' beliefs and practices

Oshita (2009: 61) describes how communicative activities still are rarely done in high school classes. JTEs' use of English language in class is low, as was discussed in Section 2.2. The percentages of the JTEs who answered that more than 50% of the class or most of the class was conducted in English were 54.6% for OCI, 56% for OCII, 11.5% for English I, 8.3% for English II, 5.9% for Reading, and 4.9% for Writing (MEXT, 2008). Terashima (*ibid*: 103) reports senior high school teachers voicing that nothing can change until university entrance examinations change. He criticises those teachers, however, claiming that such exam questions that have candidates translate English texts into Japanese have disappeared from most entrance examinations for "top-rank universities" and that the SHS teachers are the ones who are falling behind by not studying the entrance exams well.

(4) Teachers' English abilities

What is the minimum proficiency level that should be required of English teachers to teach in English? In the MEXT's so-called "Action Plan," the expected English-language abilities of English teachers are targeted at the equivalent of the STEP Grade Pre-1, TOEFL 550 points, or TOEIC 730 points. According to a survey of the MEXT (2008), 9,508 out of the responding 18,796 JTEs (50.6%) have passed Grade Pre-1 or Grade 1 in Eiken, or scored over 550 points on TOEFL PBT, over 213 points on CBT, or over 730 points on TOEIC. We are not sure about the other half of the English teachers' English abilities.

Another key issue that should be pointed out here is that being a proficient speaker does not necessarily mean that the speaker can modify their language so that students can understand them. 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."

(5) Teachers' discretionary powers

There is a claim that the Action Plan to cultivate Japanese with English abilities as well as the new Course of Study and other projects that emphasise raising students' communicative abilities in English have been prompted by pressure from the business world, and that the quality of English language education is declining (Saito 2009b, Erikawa 2009a & 2009b, etc.). Erikawa (2009b) says that the new Course of Study cannot regulate the languages that teachers use because the Course of Study is only a point of reference that describes general principles, which the Supreme Court established in 1976.

(6) Students' ability to understand

Saito (*ibid*) remarks on the difficulties of students to understand their teachers' speech and explanation of complex grammar in English. Erikawa (2009b) comments on the big differences among students in their English abilities and motivation, quoting Benesse's (2007) survey which reveals that about 30% of third-year students in junior high school said that they didn't understand English, and that only 39% of senior

high school students said that they understood more than 70% of their English classes. Erikawa (ibid) says most students are being abandoned.

What the MEXT (2009a, 2009b) is proposing is a change in the approaches and methods SHS teachers take toward foreign language teaching. Under the new Course of Study, students in academic courses will have had only 890 to 1070 class hours of English by the end of high school. Hato (2006: 15) reports that even in the Canadian immersion programme, students need at least 1200 class hours to achieve the basic level where sufficient knowledge about the target language is acquired to carry out simple conversation and read easy texts.¹⁰ In the EFL environment of Japan, the effective use of L1 would be an option, but it will not solve the problem of the students' lack of exposure to English. Also, if we are "to develop students' communication abilities," which is the overall objective of foreign languages stated by the MEXT (2009a), we need to have students use the language in class for communication. As long as the overall objective of foreign languages is "to develop students' communication abilities," the option we should choose is to find ways to overcome the challenges to TLEIE.

3. Study

We have looked at the issues surrounding the use of English in teaching English at Japanese senior high schools in the previous chapter. In this chapter, we will attempt to get a clearer view of how the direct stakeholders, teachers and students, perceive this change that the MEXT is trying to bring about in their classrooms.

3.1 Research questions

We are going to find answers to the following questions in this study:

- (1) What are the reactions of English teachers and students to the MEXT's idea? To what extent do they accept the idea?
- (2) What are the factors affecting their reactions?
- (3) How are the teachers trying to accommodate themselves to the change?

3.2 Method

To answer the research questions, a survey was carried out among JTEs, ALTs, and students at senior high schools in Fukui Prefecture. The questionnaire (see Appendix 1 - 3) was devised to answer the research questions.

The first question asked if JTEs and ALTs agreed with the MEXT's statement in regard to teaching and learning English in English (TLEIE) in class. The second and the third questions asked them about the possible advantages and disadvantages of TLEIE in class. Question 4 asked how much Japanese they use in class. Question 5 asked how much English they use in class. Question 6 asked how they make their English

¹⁰ This report by Hato (2006) is also quoted in Terashima (2009:130).

comprehensible for their students. Furthermore, in Questions 7 and 8, we asked the JTEs what they perceived as important to “conduct English class in English,” and what they would intend to do when conducting such class. We also asked about their university degrees, their teaching experiences, and the courses they are teaching.

The questionnaire to the students consisted of questions about how they feel about TLEIE classes, what they wish their teachers to do so that they can understand what their teachers are saying, how much they are used to TLEIE classes, and what they think are the possible advantages and disadvantages of TLEIE classes. The key points of the questions asked to students corresponded to the questions asked to JTEs and ALTs.

The questionnaires to JTEs were mailed in June 2010 to 252 JTEs teaching at SHSs in Fukui Prefecture, and were then returned by post in the envelopes provided by us with postal stamps already on them. One hundred and thirty-one questionnaires were returned (return rate: 52%).

The questionnaires to ALTs were emailed in June 2010 to 36 ALTs teaching at SHSs in Fukui Prefecture and the filled-in questionnaires were emailed back. They were given two weeks to respond. Twenty-one questionnaires were returned (return rate: 59%).

The survey for students was carried out among 550 SHS students studying in academic, international, and vocational courses in Fukui Prefecture during the same period that the JTEs' and ALTs' surveys were carried out. Classes were chosen among different schools in order to include varied levels of English ability among the responding students. We asked the English teachers in charge of those classes to distribute and collect the questionnaires. We then collected them later at each school.

3.3 Results and analysis

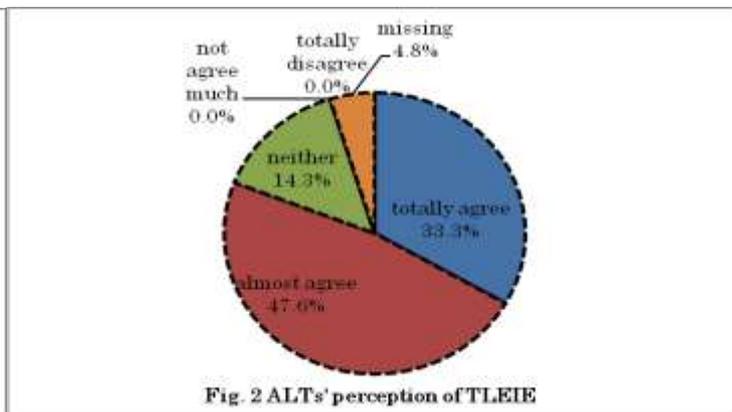
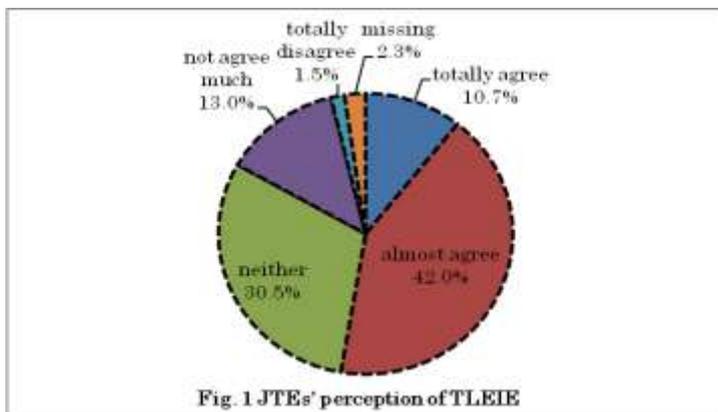
In this section, we are going to see the survey results of JTEs and ALTs in parallel and then show the survey results of the students.

3.3.1 JTEs' & ALTs' perception

Ninety percent of the responding JTEs have a BA degree in either TESOL, linguistics, literature or education, with each degree representing almost a quarter of the total respondents. Eleven of them said they have an MA degree in TESOL. Among the 21 responding ALTs, two ALTs have a BA in TESOL, one in linguistics, and one in education. One ALT has an MA in education. As to years of teaching experience at SHSs, 13.7% of the responding JTEs have less than five years of experience, 14.5% have five years to ten years, 26.7% have ten years to 20 years, and 45% have more than 20 years. Seven ALTs have been teaching for less than one year, seven for less than two years, four for less than three years, and three for more than three years. As to school types, 35.9% of the responding JTEs are teaching at academic schools, 9.2% at schools with academic and international courses, 8.4% at schools with international and vocational courses, 23.7% at schools with academic and vocational courses, 15.3% at vocational schools, and 7.6% at part-time schools. Nine ALTs are at academic schools, four at schools with academic and international courses, one at a school with vocational and international courses, five at vocational schools, and two at academic and vocational schools. We are going to see their answers to each question in the following sections.

(1) Agreement/Disagreement as to the principle of TLEIE set by the MEXT

As to how they perceive the MEXT’s statement about TLEIE, Figures 1 and 2 show 52.7% of the JTEs and 80.9% of the ALTs almost or totally agree, whereas 14.5% of the JTEs and none of the ALTs almost or totally disagree. The MEXT’s idea is accepted among more than half of the JTEs and among approximately 81% of the ALTs. About 30% of the JTEs and 14.3% of the ALTs neither agree nor disagree.



(2) As to the possible advantages of TLEIE

Let us see how many JTEs and ALTs agree with the possible advantages of TLEIE (see Table 4). More than 90% of both ALTs and JTEs almost or totally agree that students will have more exposure to English if TLEIE is applied. About 80% of the JTEs and 95% of the ALTs totally or almost agree that a language is acquired by using it for real communication. About 69% of the JTEs and 81% of the ALTs almost or totally agree that listening will become easier for the students if they are listening to English all the time. About 62% of the JTEs and 86% of the ALTs almost or totally agree that we can create a natural environment in which to use English if TLEIE is applied.

A big difference in perception between JTEs and ALTs, however, can be seen in Question 4. Asked whether students can build vocabulary by being taught in English, nearly 81% of the ALTs almost or totally agree, while less than 50% of the JTEs do so.

In Question 5, as to whether students will be intrinsically motivated by TLEIE, the percentages of agreement were low among both JTEs and ALTs. Only about 26% of the JTEs and about 38% of the ALTs almost or totally agree that TLEIE is a method for intrinsic motivation.

Table 4 JTEs' & ALTs' perception as to possible advantages of TLEIE (JTEs: N=131, ALTs: N=21)

		Totally agree	Almost agree	Neither	Almost disagree	Totally disagree	Total
1. We can create a natural environment in which to use English.	JTEs	28(21.4%)	53(40.5%)	33(25.2%)	16(12.2%)	1(0.8%)	131(100%)
	ALTs	8(38.1%)	10(47.6%)	2(9.5%)	0(0%)	1(4.8%)	21(100%)
2. Students will have more exposure to English.	JTEs	51(38.9%)	70(53.4%)	5(3.8%)	5(3.8%)	0(0%)	131(100%)
	ALTs	14(66.7%)	6(28.6%)	1(4.8%)	0(0%)	0(0%)	21(100%)
3. Listening will become easier for the students if they are listening to English all the time.	JTEs	31(23.7%)	59(45.0%)	29(22.1%)	12(9.2%)	0(0%)	131(100%)
	ALTs	13(61.9%)	4(19.0%)	4(19.0%)	0(0%)	0(0%)	21(100%)

4. Students can build vocabulary by being taught in English.	JTEs	17(13%)	47(35.9%)	46(35.1%)	18(13.7%)	2(1.5%)	130(99.2%)
	ALTs	12(57.1%)	5(23.8%)	1(4.8%)	3(0%)	0(0%)	21(100%)
5. Students will be intrinsically motivated in such a class.	JTEs	7(5.3%)	27(20.6%)	72(55.0%)	20(15.3%)	3(2.3%)	129(98.5%)
	ALTs	5(23.8%)	3(14.3%)	9(42.9%)	3(14.3%)	1(4.8%)	21(100%)
6. Language is acquired by using it for real communication.	JTEs	36(27.5%)	73(55.7%)	15(11.5%)	4(3.1%)	1(0.8%)	129(98.5%)
	ALTs	13(61.9%)	7(33.3%)	1(4.8%)	0(0%)	0(0%)	21(100%)

N(%)

(3) As to the possible disadvantages of TLEIE

Table 5 shows the JTEs' and ALTs' perception of possible disadvantages of TLEIE. More than 90% of the JTEs almost or totally agree that students will be confused if the class is conducted all in English, whereas only about 30% of the ALTs (7 out of 21 ALTs) do so. About 82% of the JTEs and 71% of the ALTs almost or totally agree that students with low English ability need guidance in Japanese language. About 53% of the JTEs and 43% of the ALTs almost or totally agree that it is difficult to find the right level of English to use for students. About 83% of the JTEs and 62% of the ALTs totally or almost agree that students will sometimes not understand very important points. About 71% of the JTEs and 53% of the ALTs almost or totally agree that explanation is often much more efficiently done in Japanese. About 40% of both the JTEs and the ALTs almost or totally agree that JTEs will have a difficult time speaking English all the time.

Table 5 JTEs' & ALTs' perception as to possible disadvantages of TLEIE (JTEs: N=131, ALTs: N=21)

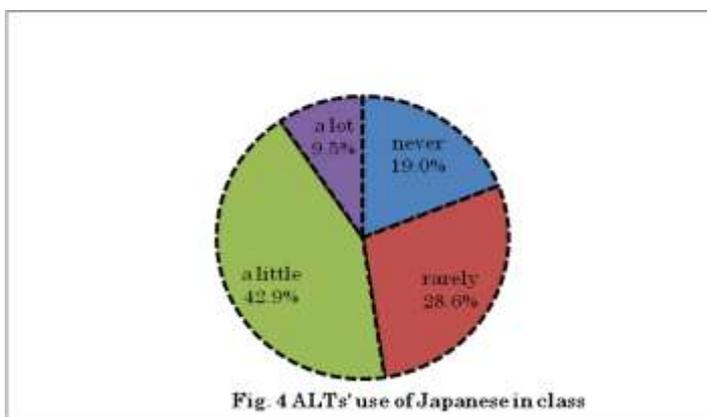
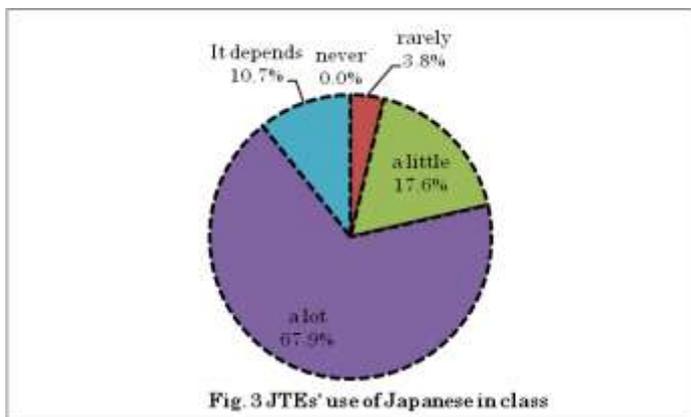
		Totally agree	Almost agree	Neither	Almost disagree	Totally disagree	Total
1 Students will be confused if the class is conducted all in English.	JTEs	55(42.0%)	64(48.9%)	8(6.1%)	3(2.3%)	1(0.8%)	131(100%)
	ALTs	2(9.5%)	5(23.8%)	5(23.8%)	6(28.6%)	3(14.3%)	21(100%)
2 Students with low English ability need guidance in Japanese language.	JTEs	65(49.6%)	48(36.6%)	14(10.7%)	3(2.3%)	0(0%)	130(99.2%)
	ALTs	6(28.6%)	9(42.9%)	3(14.3%)	2(9.5%)	1(4.8%)	21(100%)
3 It is difficult to find the right level of English to use for students.	JTEs	13(9.9%)	56(42.7%)	34(26.0%)	26(19.8%)	1(0.8%)	130(99.2%)
	ALTs	5(23.8%)	4(19.0%)	4(19.0)	6(28.6%)	2(9.5%)	21(100%)
4 Students will sometimes not understand very important points.	JTEs	45(34.4%)	62(47.3%)	19(14.5%)	4(3.1%)	0(0%)	130(99.2%)
	ALTs	5(23.8%)	8(38.1%)	4(19.0%)	3(14.3%)	1(4.8%)	21(100%)
5 Explanation is often much more efficiently done in Japanese.	JTEs	48(36.6%)	45(34.4%)	32(24.4%)	6(4.6%)	0(0%)	131(100%)
	ALTs	7(33.3%)	4(19.0%)	5(23.8%)	1(4.8%)	4(19.0%)	21(100%)
6 JTEs will have a difficult time speaking English all the time.	JTEs	8(6.1%)	46(35.1%)	43(32.8%)	26(19.8%)	8(6.1%)	131(100%)
	ALTs	4(19.0%)	5(23.8%)	6(28.6%)	4(19.0%)	2(9.5%)	21(100%)

N(%)

(4) As to the use of L1 in class

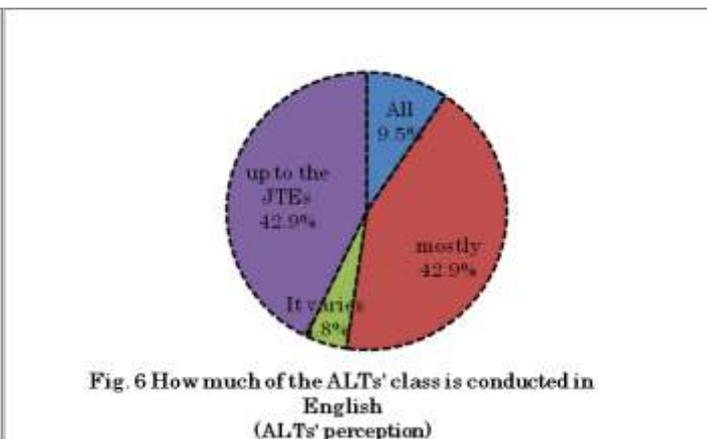
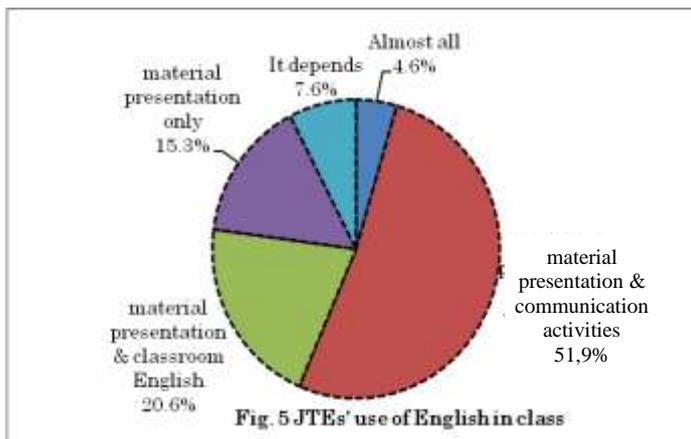
Since this question did not specify the English subjects they teach, some teachers said that it depends

on whether the class is team-taught with the ALTs or whether it is an OC class or not. As Figures 3 and 4 show, nearly 68% of the JTEs and nearly 10% of the ALTs use Japanese a lot in class.



(5) As to the use of English in class

The goal of this question was to determine the teachers' approaches in language teaching (see Figures 5 and 6). Among the JTEs, 15.3% of them say they use English to present language materials only. Based on this data, we assume that the very same 15.3% of the JTEs may not have any English language-use activities. Furthermore, the 20.6% of the JTEs, who say they use English to present language materials and give directions, may be trying to use English while conducting few English language-use activities in class. However, the rest of the JTEs, 64.1%, seem to have English language-use activities in class. What we found in Figure 6 is that even in some team-taught classes, where an ALT and a JTE should be focusing on an interactive communicative lesson, the actual result is that JTEs lead and determine how much English is used.



(6) As to how JTEs & ALTs make their English comprehensible for their students

The three top methods for JTEs to make their English comprehensible are “by using easier English,” “by repeating,” and “by slowing down.” ALTs use most of the methods except “translating into Japanese.” However, 71.4% of the ALTs said they would ask the JTEs to translate, whereas only 38.9% of the JTEs said they would translate. Later on in Section 3.3.2, we will compare these results with those of the students.

Table 6 How JTEs & ALTs make their English comprehensible for their students (JTEs: N=131, ALTs: N=21)

	JTEs: N (%)	ALTs: N (%)
1. by slowing down	101 (77.1%)	21 (100.0%)
2. by repeating	105 (80.2%)	21 (100.0%)
3. by using easier English	118 (90.1%)	19 (90.5%)
4. by using gestures	63 (48.1%)	19 (90.5%)
5. by using realia	39 (29.8%)	13 (61.9%)
6. by acting	29 (22.1%)	14 (66.7%)
7. by translating into Japanese	51 (38.9%)	7 (33.3%)
8. by asking JTEs to translate/explain in Japanese		15 (71.4%)

(7) As to what will be necessary for TLEIE

The JTEs were further asked about what they think will be necessary to conduct their English classes basically in English from now on (see Table 7). Whereas top-down training is comparatively not popular (Question 3: in-service training organised by educational institutes: “very important” = 9.9%, “important” = 36.6%), JTEs are eager to have opportunities to get the training necessary for their own purposes (Question 4: systems to allow individual teachers to get training freely when they need it: “very important” = 32.1%, “important” = 55.0%). Three-quarters of the JTEs (72.5%) think reform of university entrance examinations is either important or very important. The necessity of some support systems at individual schools is perceived as high (Question 5: system at each school for teachers to support one another and train themselves: “very important” = 26.7%, “important” = 54.2%). In relation to their self-evaluation, most JTEs think that they need to improve their English abilities (Question 6: improvement of teachers’ English abilities: “very important” = 53.4%, “important” = 37.4%).

Table 7 What JTEs think will be necessary for TLEIE (JTEs: N=131)

	very important	important	neither	not important	never important	missing
1. the ideology to conduct human education through English classes	9(6.9%)	27(20.6%)	59(45.0%)	26(19.8%)	5(3.8%)	5(3.8%)
2. reform of English tests in university entrance examinations	52(39.7%)	43(32.8%)	25(19.1%)	9(6.9%)	1(0.8%)	1(0.8%)
3. in-service training organised by educational institutes	13(9.9%)	48(36.6%)	36(27.5%)	21(16.0%)	11(8.4%)	2(1.5%)
4. system to allow individual teachers to get training freely when they need it	42(32.1%)	72(55.0%)	15(11.5%)	1(0.8%)	0(0%)	1(0.8%)
5. system at each school for teachers to support one another and train themselves	35(26.7%)	71(54.2%)	19(14.5%)	3(2.3%)	0(0%)	3(2.3%)
6. improvement of teachers' English abilities	70(53.4%)	49(37.4%)	8(6.1%)	2(1.5%)	1(0.8%)	1(0.8%)

(8) As to what JTEs intend to do for TLEIE

The responses to these questions were quite positive and proactive (see Table 8). Nearly 94% of the JTEs say that they intend to improve their English, and 93.1% of them say they intend to discuss with their colleagues how to accommodate themselves to TLEIE classes based on the individual needs of their schools. About 76% of them intend to increase the amount of activities using English while regarding the importance of

the efficient use of L1, and almost the same percentage of the JTEs say that they intend to study teaching methods by themselves. Last but not least, about 60 % of them say they intend to change their examinations and participate in in-service training. We assume by the responses of the JTEs in the data above that there exists an overall positive and proactive attitude toward TLEIE.

Table 8 What JTEs intend to do for TLEIE (JTEs: N=131)

	exactly	mostly yes	neither	not so much	never	missing
1. increase the amount of activities using English while regarding the importance of the efficient use of L1	36(27.5%)	64(48.9%)	18(13.7%)	9(6.9%)	1(0.8%)	3(2.3%)
2. change examinations	19(14.5%)	57(43.5%)	39(29.8%)	13(9.9%)	2(1.5%)	1(0.8%)
3. participate in in-service training	19(14.5%)	57(43.5%)	39(29.8%)	12(9.2%)	4(3.1%)	0(0%)
4. study teaching methods by oneself	23(17.6%)	77(58.8%)	21(16.0%)	6(4.6%)	3(2.3%)	1(0.8%)
5. think with colleagues about how to accommodate TLEIE classes based on individual needs of one's school	52(39.7%)	70(53.4%)	6(4.6%)	1(0.8%)	2(1.5%)	0(0%)
6. improve English abilities	71(54.2%)	52(39.7%)	5(3.8%)	3(2.3%)	0(0%)	0(0%)

(9) On the comments by JTEs and ALTs

Contrary to the above section, which depicts mainly the positive and proactive responses of JTEs, this section provides the comments of both JTEs and ALTs, comments which cover a larger scope of ideas, feelings and approaches. Starting with the JTEs, some of them expressed negative ideas toward TLEIE, pointing out such problems as the differences between schools (vocational, academic, etc.), translation/grammar questions in university entrance exams, lack of role models to teach English in English, and inconsistency from elementary to SHS English language education. Other JTEs stated the importance of balancing what to teach and how to teach them, especially emphasising the paramount importance of students understanding their classes.

The following comment of one JTE sent by email¹¹ reveals certain practical problems at senior high schools and how SHS JTEs are struggling daily to balance their ideals and their students' needs:

(メールによる JTE のコメント)

私は基本的には、英語の授業は英語で行うことを基本とすることや、英語を使った活動を多く取り入れることに賛成の立場です。英語力を身に付けさせるために、多くの英語を生徒に触れさせることがと肝心だと思います。しかし、不安な部分もあります。私の勤務する学校は多様なレベルの生徒が集まっています。元々中学校の段階で、いやと言うほど英語に対する劣等感を感じてきた生徒が少なからずおります。中学校で習ったはずの、基本的な英語さえ分からない状態で入学している生徒も少なくありません。「生徒の理解に応じた英語を用いるよう、十分配慮する」という文言がありますが、理解している(出来る)英語自体が少なく、こちらも理解してもらうために使える英語が非常に限られてしまい、結局は日本語の使用が増えてしまう、という状況があります。また、英語を使ったコミュニケーション活動は、自分の英語力のなさを他人に知らしめる、という屈辱的な時間だと捉えてきた生徒さえ一人や二人ではありません。中には、出来ることなら、そんな時間には教室にいたくない、という者もいるようです。現に他の先生が担当しているクラスの中に、英語を使ったコミュニケーション活動がある授業には参加しない生徒がいるほどです。そういった生徒たちが少なからずいるクラスで、英語の授業の大半を英語で行ったり、英語を使った活動を今以上に増やすことによって、英語嫌いに拍車がかからないか、と不安です。新課程によって、出来る生徒とそうでない生徒との格差がますます広がるのではないかと危惧しています。英語の苦手な生徒達を落ちこぼれさせないようにしな

¹¹ We are presenting this email correspondence by courtesy of its author who willingly accepted our request to reproduce it here.

ければ、とも思います。苦痛を感じる生徒に、苦痛を与えないようなあり方を考えることも大切だと思います。そういった意味で、今回の改訂に対しては、大方賛成だが、部分的に慎重な態度でもある、というのが私の本音です。「授業は英語で行うことを基本とする」というのは、全学校・生徒に須くこれを当てはめるべし、というのではなく、学校や生徒の実情に合わせて弾力的に運用すべきではないかと思うのですが、先生のご意見をお聞かせいただければ幸甚であります。

(山田の回答)

メール、ありがとうございます。先生の真摯な、目の前の生徒を大切に思うお気持ちにとっても感銘をうけました。頭が下がる思いです。いろいろなことをご指摘いただき、ありがとうございます。

生徒の実態に応じて、また、生徒の気持ちを大切に、英語の授業をしたいという、先生のお気持ちは、とても大切なことだと思います。私も、実態に応じた教材(教師の発話を含め)、生徒が勉強したいという環境がなければ、授業はできないと思います。「中学校の段階で、いやと言うほど英語に対する劣等感を感じてきた生徒」、「中学校で習ったはずの、基本的な英語さえ分からない状態で入学している生徒」をかかえながら、「英語の授業は英語で行うことを基本に」と言われて、戸惑を感じられるのは、とても良くわかりますし、当然のことだと思います。このような戸惑いは、どの先生もおありなのではないでしょうか。あるいは、そんなことできるはずがない、と、始めから、受け入れられない先生もおられるかもしれません。先生は、「全学校・生徒に須くこれを当てはめるべし、というのではなく、学校や生徒の実情に合わせて弾力的に運用すべきではないかと思う」と書いておられますが、基本的に、私も、先生のお考えに賛成いたします。

さて、「学校や生徒の実情」に、どう合わせるか、についてですが、私は、これから、もっと考えて行きたいと思っているのですが、ひとつは、特に、**false beginner** のレベルの生徒たちに英語で教えるには、教科書を変える、目標設定を根本的に見直す、言語活動の有り方とその目標に対する先生方の考え方を考える(あるいは変えなくて良い先生もいらっしゃるかもしれません。たとえば、生徒の英語の言語的質の良しあしよりも、先生自身が生徒のコミュニケーションを取ろうという積極的な態度を尊重する姿勢を貫くことによって、生徒の英語に対するコンプレックスを解消させるとか。)、そして、このようなことを可能にするために、各学校で、あるいは、学校種の似た学校が連携して、実情に合わせた英語教育の在り方を考え合うサポート体制があるといいだろうと思っています。

実は、アンケートをしましたのも、このようなことを含め、何を考えて行かなければいけないか、どうするといいたろうか、先生方の実情、生徒の実情をもとに、考えたいと思ったからです。

「英語なんか嫌い」という生徒を目の前にすると、とつてもつらいですね。でも、そのような生徒が、何かをきっかけに、自分と一緒に、英語を話したり、聞いたり、外国のことを知ったりすることを楽しんでくれるようになると、とつてもうれしいですね。新しい学習指導要領の趣旨が、そのようなところにあって、現場の教員がその視点をつらぬくことができたらいいなと思っています。

これから、もっと、考えて行きたいと思います。また、いろいろお考えをお聞かせください。

(この山田の回答に対する返答)

先日は、お忙しいところを、私の拙文にご回答いただきまして、ありがとうございました。生徒との人間関係、関わりといったものを、今後より一層大切にしていこうと思います。その信頼関係の中で、徐々にではあっても、英語に自信を失っている生徒も英語によるコミュニケーションに対する抵抗がなくなっていくことを願いたいものです。話は多少脱線いたしますが、先週福井県英語研究会総会があり、私も出席いたしました。講演会では、投野由紀夫先生のお話を聞かせていただきました。投野先生は、「英語の教科書について、日中韓で比較すると、日本の教科書は圧倒的にページ数が少ない。また、日本の教科書では、大学入試に出る可能性さえほとんどないような単語が出ており、そんな単語も、教員側が取捨選択することなく生徒に覚えさせている。長文そのものが難解であり、難解であるがゆえに、生徒が読む量は、周辺のアジア諸国の生徒に比べて圧倒的に少なすぎる。」とおっしゃっていました。本校では、コースによって違う教科書を使用していますが、易しめの教科書でも、単元が進めば、教科書の内容を理解させるために時間がかかります。教科書は目的ではなく、手段であるということも言われてはいますが、手段だとしても、手段たらしめるためには、そこまでのプロセスが必要だと思いますし、そこに至るまでに一定の理解がなくてはならないと思うと、結局は教科書の難しい英文にチャレンジさせざるを得ない状況です。生徒は難解な英文を読み、「英語って難しい」という印象を持ったまま、さらに教師が英語で進行するとなれば、生徒の心的負担はどうか、と思います。授業は英語で行うことを基本とし、生徒の英語による活動を確保していくために、もう少し、高校教科書の英文を易しくして、内容を深くして(生徒がいろんな意見・考えを出しやすい内容)、英文の量をもっと増やしていくべきだと思う今日この頃です。

(この返答に対する山田の回答)

投野由紀夫先生のお話、ありがとうございました。先日の英語教育懇話会で、T先生が、一つのユニットを同じテーマで、難易度の高い文章を1レッスン、生徒のレベルにちょっとプラス1の易しい文章を2レッスンで構成し、現行の教科書の平均的な量の3倍の英文量にするという教科書を提案されていました。そんな教科書があるといいですね。「i+1」のレベルの易しい文章には、写真や絵も効果的に使って、たくさんの **comprehensible input** が与えられ、しかも、どの文章も、美しい英語で書かれていて、読んで聞いて、口にしてみて、楽しい教科書があるといいですね。

少し脱線しますが、村上春樹と柴田幸幸の対談『翻訳夜話』の中の村上春樹の次の言葉は、いつも私の心の

どこかにあります：

「... 高校時代に英文和訳の参考書にカポーティの"The Headless Hawk" (無頭の鷹) の冒頭の部分がたまたま入ってしまって、それを受験勉強のひとつとして和訳したんですが、あまりにもその文章が見事なので、びっくりかえるくらい感動したんです。でもそのときも、ただ読んで「これは素晴らしい！」と感動しただけではないんですよね。それを日本語に移し換えることによって、自分も主体的にその素晴らしさに参加しているというたしかな手応えがあった。カポーティもフィッツジェラルドにしても、非常に文章が精緻ですよ。美しく、情感があって、確固としたスタイルがあって、そういうものを自分の手で日本語に移し換えることで、なんだか心が洗われるような喜びを感じることができた... 僕としては、もっと複雑で精緻な文章を解きあかすことに深い興味を感じていたんです... (p.58)」

感受性の豊かな時期に、美しい文章に出会うことは、とても大切なことですね。美しい文章と言っても、誰にとっても美しい文章かどうかわかりませんが、少なくとも自分にとって美しい文章に、生徒や学生とともに触れたいと思います。どのように扱うかに鍵があるとも言えますが、やはり本物はいいなと思います。でも、なかなか、生徒に適切な本物を掘り出すのは難しいですね。

Just as the JTEs expressed negative ideas in their comments, so did the ALTs. A number of ALTs noted that there is lack of connection between English I and OC I, that senior high school students lack the basic skills to communicate but can write complex English essays, and that listening and speaking skills are the lowest of all four skills. Further comments focused on the lack of connection between the English used in elementary, junior high and senior high school and the overarching goals of English education. One comment went as far as to state that finding the right level of English for use in a SHS classroom is impossible.

As above, the following comments of four ALTs reveal certain practical problems at senior high schools and how SHS ALTs are struggling daily to balance their ideals and their students' needs:

ALT 1:

Having completed a CELTA qualification, I am certain that it is possible to teach English using only English. However, the main problem at senior high is that the grammar lessons move much faster than the speaking classes, and there is no connection between the two. Students should be given the chance to practice their grammar with speaking activities to create a more rounded approach to the language – many of my students can write complex English, but cannot speak some basic structures. I believe speaking should be taught using a similar grammar approach (e.g., a lesson on using the present tense, a lesson on adjectives, etc.) If a student cannot understand the explanation for a language point in English, then the English they are being taught is too hard for them.

I think the approach to other sections of English education is good in Japan, but I think more basic lessons aimed at using grammar points in everyday English conversation, rather than topic based lessons (e.g., directions, illness), would be more productive in producing students who can communicate in spoken English.

ALT 2:

My students' listening skills are the lowest of all the four basic skills (reading, writing, listening, and speaking). I believe this is because they are not required to listen to and try to understand fully in English. If a student has a little difficulty understanding or is slow in understanding, most JTEs will simply translate in Japanese instead of trying to use simpler English or some other method of explanation. There are times when translation is necessary, but in most cases, there are ways to communicate otherwise. Even though it may take more time to communicate in English, it will not only help the students improve their own English ability, but also their critical thinking and deductive ability. Challenging the students to discover the meaning in English through context and clues gives them a much more meaningful experience and empowers them to investigate language on their own.

If English is always translated, instead of a learning experience, it simply becomes an exercise in patience as in these kinds of lessons it takes twice as long to teach something.

ALT 3:

Language is functional, so if at all possible the useful expressions and vocabulary being taught should reflect this. This shouldn't be the sole emphasis of a lesson, but it should be taken into consideration when planning coursework materials. Are students ever going to use or need this phrase or vocabulary word? Will they ever have the opportunity to use this knowledge in a practical way? Just something to think about in terms of overarching goals of English education.

ALT 4:

What we're talking about, though, is the educational system that will prepare them to be that way. The only reason they're unable to do it now is that they haven't had the kind of educational environment in which they'd learn such a skill. After all, it works fantastically in many parts of Europe, along with Singapore, Malaysia, and the Philippines. Things may not be easy and comfortable for everyone right away, but I think they'll be beneficial to the cause of learning and communicating in English. Why should the inevitable difficulty that will initially occur be a reason to abandon such a fantastic opportunity?

I think it is possible for English language to be taught in English only. Students should learn English from elementary level. English is usually fun at this stage, so students can be comfortable with the language. When the students go to SHS, they would become better at listening and speaking.

In a vocational high school, the course chosen (such as electronics, etc.) dictates which classes the students are in, not the students' English ability. This causes students' ability in English in each class to vary dramatically. In such an environment, finding the right level of English to use in a class is impossible.

The structure of the classes retards those whose ability in English is above average, while failing to sufficiently assist those students whose ability is below average.

From a purely English language educational focus, the consequences of this are disastrous.

3.3.2 Students' perception

The survey of students was carried out among 550 senior high school students studying in academic, international, and vocational courses in Fukui Prefecture. Classes were chosen among different schools in order to include varied levels of English ability among the responding students, from high to low English proficiency levels. We divided them into four groups: Group A (216 students in academic courses), Group I (127 students in international courses majoring in English), Group V (180 students in vocational courses), and Group IC (27 students in international courses majoring in Chinese).

(1) Perception of TLEIE classes

First of all, there is a significant difference between the four groups ($p < .001$) in how much they are used to TLEIE (see Table 9). Over 67% of the students in Group A and nearly 73% of the students in Group V are either not so much or not at all used to TLEIE classes, whereas only 11% of the students in Group I say so. On the other hand, only 14.9% of the students in Group A and 9.6% of the students in Group V are either used to or a little used to TLEIE, whereas nearly 68% of the students in Group I are either used to or a little used to TLEIE.

Table 9 How much students are used to TLEIE classes

			Q4 How much are you used to TLEIE classes?					Total	
			other	not at all used	not so much used	neither	a little used		used
Q1	a Group A	N	1	56	89	38	28	4	216
		Q1 の %	.5%	25.9%	41.2%	17.6%	13.0%	1.9%	100.0%
	b Group I	N		4	10	27	52	34	127
		Q1 の %		3.1%	7.9%	21.3%	40.9%	26.8%	100.0%
	bc Group IC	N		8	7	8	3		26
		Q1 の %		30.8%	26.9%	30.8%	11.5%		100.0%
	c Group V	N		72	59	32	12	5	180
		Q1 の %		40.0%	32.8%	17.8%	6.7%	2.8%	100.0%
合計		N	1	140	165	105	95	43	549
		Q1 の %	.2%	25.5%	30.1%	19.1%	17.3%	7.8%	100.0%

Pearson's chi-square test $p < .001$

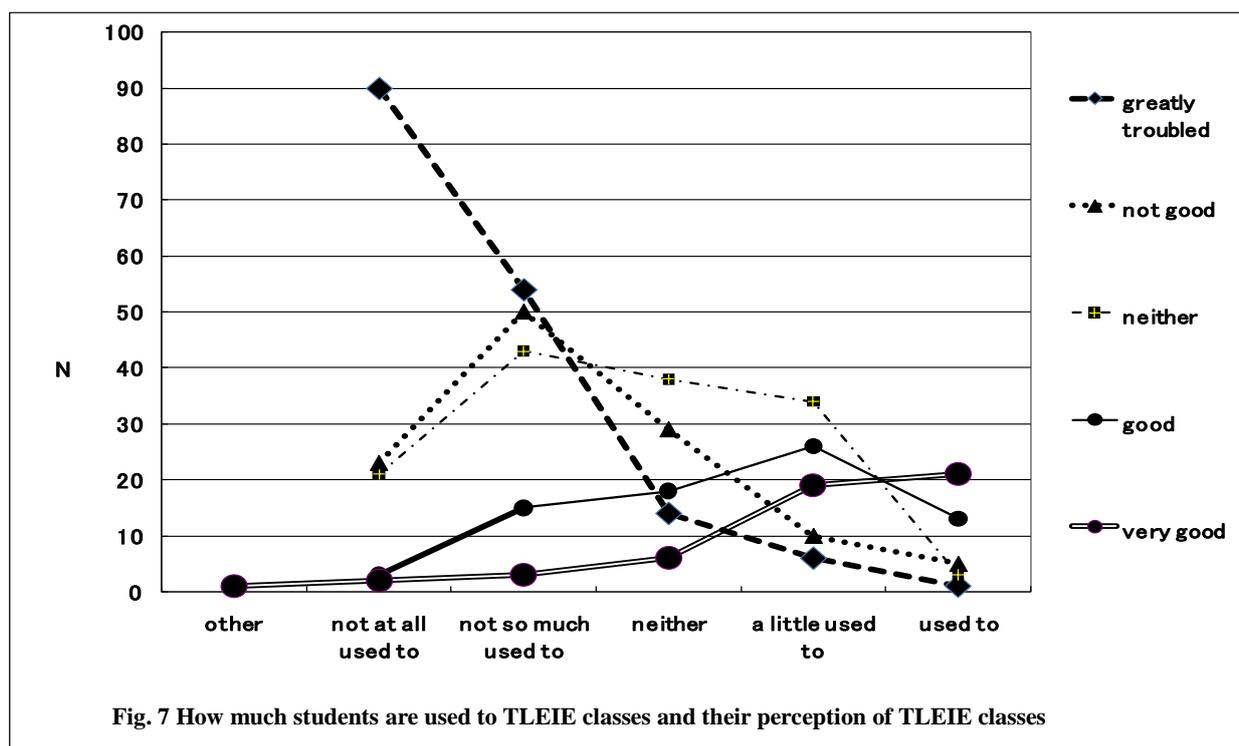
As to how they would feel taking a class mostly or all conducted in English (see Table 10), more than 60% of the students in Group A (academic courses) and Group V (vocational courses) replied that they would be greatly troubled or not feel good if classes were conducted in such a way. On the other hand, about 55% of the students in Group I (international courses) say it is either good or very good. To further measure the already available data and to see the statistical differences between the groups, T-tests were carried out. Significant statistical differences were observed between Group A and Group I and between Group V and Group I ($p < .001$). However, there was no statistical difference between Group A and Group V in this question. When students are not used to TLEIE, their perception of it necessarily depends on what they imagine about TLEIE. On the other hand, when they are used to TLEIE, their perception of it tells how they feel in their TLEIE classes. Therefore, the reaction of Group A and Group V may reflect their negative anticipation and/or negative attitude toward English, and that of Group I may reflect their positive experiences in TLEIE class.

A notable similarity is observed between some JTEs and students. As we saw in Section 3.3.1, there are 52.7% of JTEs who almost or totally agree with TLEIE, almost equal to the 55.3% of students in Group I, who say TLEIE is good or very good. However, we need to consider the low percentages among the students in Group A (14.3%) and Group V (12.8%), a perception gap which may well be considered a notable cause for the perceived difficulty in TLEIE classes.

Table 10 Students' perception of TLEIE classes

				Q2 How will you feel if your class is mostly or all conducted in English?					
				greatly troubled	not good	neither	good	very good	Total
Q1	a	Group A	N	73	59	53	21	10	216
			Q1 の %	33.8%	27.3%	24.5%	9.7%	4.6%	100.0%
	b	Group I	N	7	15	35	39	31	127
			Q1 の %	5.5%	11.8%	27.6%	30.7%	24.4%	100.0%
	bc	Group IC	N	4	10	10	1	2	27
			Q1 の %	14.8%	37.0%	37.0%	3.7%	7.4%	100.0%
	c	Group V	N	81	33	42	14	9	179
			Q1 の %	45.3%	18.4%	23.5%	7.8%	5.0%	100.0%
Total			N	165	117	140	75	52	549
			Q1 の %	30.1%	21.3%	25.5%	13.7%	9.5%	100.0%

The cross-tabulation (Figure 7) of the students' perception of TLEIE classes and how much they are used to TLEIE classes shows significant statistical differences between the students who are used to TLEIE and those who are not used to TLEIE as well as how they perceive TLEIE classes ($\chi^2=282.281$, $p < .001$, $N=548$). Figure 7 shows that the more they are used to TLEIE classes, the more positive they feel toward them, whereas when they are not used to TLEIE, they have more negative feelings toward it.



(2) As to the possible advantages of TLEIE

Notable attention should be given to the fact that the students in Group A and Group V have comparatively much less experience of taking TLEIE classes than students in Group I. We may possibly say that the students in Group A and Group V based their judgement on the few TLEIE classes they have taken. This, in turn, has affected their knowledge and confidence in TLEIE classes. On the other hand, the students in Group I based their judgement on their actual experiences taking TLEIE classes. To support this assumption, Table 11 shows that in all the questions asked about the possible advantages of TLEIE, students in Group I gave more positive answers than those in Group A and Group V.

For the question as to whether “we can create a natural environment in which to use English,” 16.7% of Group A and 21.7% of Group V disagree or almost disagree. One possible reason could be that Group A and Group V students are not used to TLEIE classes, and thus they may feel awkward to speak in English with their peers. As to the question if “it will be fun to study English in TLEIE classes,” the number of students who agree drops significantly. Almost 38% of the students in Group A, 12% in Group I, and 43% in Group V disagree or almost disagree with the statement that it will be fun to study English in TLEIE classes. As to whether they agree that language is acquired by using it for real communication, we find higher percentages of agreement (about 61% of Group A, 86% of Group I, and 64% of Group V). These results may highlight the students’ awareness that despite the challenges TLEIE poses to them, they need to have experiences using the language in order to be able to speak it. Thus, amid the fear and anxiety presented by a foreign language, some positive signs can be seen in the responses of Group A and Group V students.

Table 11 Students' perception as to possible advantages of TLEIE (Group A: N=216, Group I: N=127, Group V: N=180)

		Totally agree	Almost agree	Neither	Almost disagree	Totally disagree	Total
1. We can create a natural environment in which to use English.	Group A	44(20.4%)	96(44.4%)	38(17.6%)	27(12.5%)	9(4.2%)	214(99.1%)
	Group I	50(39.4%)	57(44.9%)	13(10.2%)	6(4.7%)	1(0.8%)	127(100%)
	Group V	37(17.9%)	68(32.9%)	55(26.6%)	29(14%)	17(7.7%)	205(99%)
2. We will have more exposure to English.	Group A	110(50.9%)	75(34.7%)	18(8.3%)	6(2.8%)	5(2.3%)	214(99.1%)
	Group I	86(67.7%)	39(30.7%)	2(1.6%)	0	0	127(100%)
	Group V	84(40.6%)	71(34.3%)	30(14.5%)	10(4.8%)	10(4.8%)	205(99.0%)
3. Listening will become easier if we are listening to English all the time.	Group A	78(36.1%)	91(42.1%)	29(13.4%)	11(5.1%)	5(2.3%)	214(99.1%)
	Group I	64(50.4%)	47(37.0%)	14(11.0%)	1(0.8%)	0	126(99.2%)
	Group V	63(30.4%)	61(29.5%)	46(22.2%)	25(12.1%)	7(3.4%)	202(97.6%)
4. Students can build vocabulary in TLEIE classes.	Group A	32(14.8%)	73(33.8%)	60(27.8%)	40(18.5%)	9(4.2%)	214(99.1%)
	Group I	39(30.7%)	53(41.7%)	30(23.6%)	4(3.1%)	1(0.8%)	127(100%)
	Group V	35(16.9%)	53(25.1%)	70(33.8%)	38(18.4%)	10(4.8%)	205(99%)
5. It will be fun to study English.	Group A	11(5.1%)	25(11.6%)	96(44.4%)	53(24.5%)	27(12.5%)	212(98.1%)
	Group I	20(15.7%)	36(28.3%)	55(43.3%)	10(7.9%)	5(3.9%)	126(99.2%)
	Group V	11(5.3%)	24(11.6%)	85(41.1%)	52(25.1%)	30(14.5%)	202(97.6%)
6. Language is acquired by using it for real communication, so it is good.	Group A	39(18.1%)	90(41.7%)	65(30.1%)	12(5.6%)	6(2.8%)	212(98.1%)
	Group I	52(40.9%)	56(44.1%)	15(11.8%)	3(2.4%)	0	126(99.2%)
	Group V	45(21.7%)	63(30.4%)	68(32.9%)	16(7.7%)	8(3.9%)	200(96.6%)

N(%)

Table 12 shows the comparison of the perceptions of the students, the JTEs, and the ALTs in regard to the advantages of TLEIE. Interestingly, there is a notable similarity between the responses of international course students and the ALTs. Their answers to all of the six questions show almost the same numerical values. As for whether TLEIE class is intrinsically motivating (Question 5: "It will be fun to study English."), the average is the lowest in all groups, though only the answers of the academic and vocational course students are inclined toward the negative side.

Table 12 Comparison of students', JTEs' & ALTs' perceptions of possible advantages of TLEIE (by means)

	Group A	Group I	Group V	JTEs	ALTs
1. We can create a natural environment in which to use English.	3.6	4.2	3.4	3.7	4.1
2. We will have more exposure to English.	4.3	4.7	4.0	4.3	4.6
3. Listening will become easier if we are listening to English all the time.	4.1	4.4	3.7	3.8	4.4
4. Students can build vocabulary in TLEIE classes.	3.4	4.0	3.3	3.5	4.2
5. It will be fun to study English.	2.7	3.4	2.7	3.1	3.4
6. Language is acquired by using it for real communication, so it is good.	3.7	4.2	3.6	4.1	4.6

(5=totally agree, 4=almost agree, 3=neither, 2=not agree much, 1=totally disagree)

(3) As to the possible disadvantages of TLEIE

For all questions except Question 3 (“I don’t think teachers will use the right level of English for me.”), 60% to 70% of the students in Group A and Group V almost or totally agree to the disadvantages (see Table 13). Here again, we have to note that the answers of Group A and Group V are more or less based on their imagination due to lack of experience with TLEIE, whereas the answers of Group I are based on their actual experiences of TLEIE classes. About 73% of Group A and 77% of Group V think they will feel troubled in TLEIE classes, compared to the 24% of Group I. About 82% of Group A and 88% of Group V want their teachers to explain in Japanese, compared to about 44% of Group I. For the answers to Question 3 (“I don’t think teachers will use the right level of English for me.”), when compared to all other responses, fewer students show a fear of their teachers’ use of an inappropriate level of English. This exception, we believe, would be worth further consideration. As to Questions 4 to 6, comparatively higher percentages of students in Group I, from 40% to 45%, almost or totally agree with the disadvantages. In addition, around 44% of the students in Group I regard Japanese as useful when teachers are explaining, have doubts about students’ emotional reactions, and are worried whether they will understand important points.

Table 13 Students’ perception as to possible disadvantages of TLEIE (Group A: N=216, Group I: N=127, Group V: N=180)

		Totally agree	Almost agree	Neither	Almost disagree	Totally disagree	Total
1. I will be troubled if class is conducted all in English.	Group A	94(43.5%)	63(29.2%)	41(19%)	12(5.6%)	4(1.9%)	214(99.1%)
	Group I	11(8.7%)	19(15%)	40(31.5%)	42(33.1%)	15(11.8%)	127(100%)
	Group V	104(50.2%)	56(27.1%)	33(15.9%)	8(3.9%)	4(1.9%)	205(99%)
2. I would like teachers to explain in Japanese.	Group A	116(53.7%)	60(27.8%)	29(13.4%)	9(4.2%)	0	214(99.1%)
	Group I	16(12.6%)	40(31.5%)	45(35.4%)	18(14.2%)	7(5.5%)	126(99.2%)
	Group V	131(63.3%)	50(24.2%)	19(9.2%)	5(2.4%)	0	205(99%)
3. I don’t think teachers will use the right level of English for me.	Group A	32(14.8%)	53(24.5%)	92(42.6%)	29(13.4%)	6(2.8%)	212(98.1%)
	Group I	3(2.4%)	12(9.4%)	49(38.6%)	39(30.7%)	22(17.3%)	125(98.4%)
	Group V	45(21.7%)	36(17.4%)	88(42.5%)	26(12.6%)	9(4.3%)	204(98.6%)
4. I will sometimes not understand important points.	Group A	80(37%)	81(37.5%)	39(18.1%)	13(6%)	0	213(98.6%)
	Group I	15(11.8%)	33(26%)	47(37%)	23(18.1%)	5(3.9%)	123(96.9%)
	Group V	75(36.2%)	56(27.1%)	53(25.6%)	11(5.3%)	6(2.9%)	201(97.1%)
5. Explanation is often much more efficiently done in Japanese.	Group A	96(44.4%)	66(30.6%)	44(20.4%)	7(3.2%)	1(0.5%)	214(99.1%)
	Group I	20(15.7%)	36(28.3%)	50(39.4%)	13(10.2%)	4(3.1%)	123(96.9%)
	Group V	83(40.1%)	59(28.5%)	55(26.6%)	8(3.9%)	0	205(99%)
6. Students who dislike English will dislike it more.	Group A	83(38.4%)	62(28.7%)	58(26.9%)	8(3.7%)	3(1.4%)	214(99.1%)
	Group I	23(18.1%)	33(26.0%)	46(36.2%)	15(11.8%)	7(5.5%)	124(97.6%)
	Group V	79(38.2%)	48(23.2%)	63(30.4%)	10(4.8%)	4(1.9%)	204(98.6%)

N(%)

In Table 14, we observe that the answers provided by most of the groups of the students, the JTEs,

and the ALTs are leaning toward agreeing with the disadvantages of TLEIE. However, a couple of exceptions should be noted in the students' answers for Group I and in the answers by ALTs to Question 1 which concerns the students being troubled in TLEIE classes. A similar exception is observed in the students' answers for Group I regarding Question 3 which concerns whether teachers would use the right level of English for the students.

Table 14 Comparison of students', JTEs' & ALTs' perceptions of possible disadvantages of TLEIE (by means)

	Group A	Group I	Group V	JTEs	ALTs
1. I will be troubled if class is conducted all in English.	4.1	2.8	4.2	4.3	2.9
2. I would like teachers to explain in Japanese.	4.3	3.3	4.5	4.4	3.8
3. I don't think teachers will use the right level of English for me.	3.4	2.5	3.4	3.4	3.2
4. I will sometimes not understand important points.	4.1	3.2	3.9	4.1	3.6
5. Explanation is often much more efficiently done in Japanese.	4.2	3.4	4.1	4.0	3.4

(5=totally agree, 4=almost agree, 3=neither, 2=not agree much, 1=totally disagree)

(4) As to how students want their teachers to help them to understand their teachers' English

As stated a number of times above, the answers of the students in Group I are based on their experiences. Thus one should consider their answers as a valuable source, especially for foreign language acquisition of the senior high school level. According to their answers, repeating has helped them the most, followed by (in order of importance) using gestures, using easy English, speaking slowly (see Figure 8). On the other hand, as stated above, the students in Group A and Group V do not have as much experience taking TLEIE classes. The responses of these groups of students suggests their preference for translation which placed first or second, contrary to fifth place among Group I. The difference observed is significant among the three groups, which is worth further analysis and research.

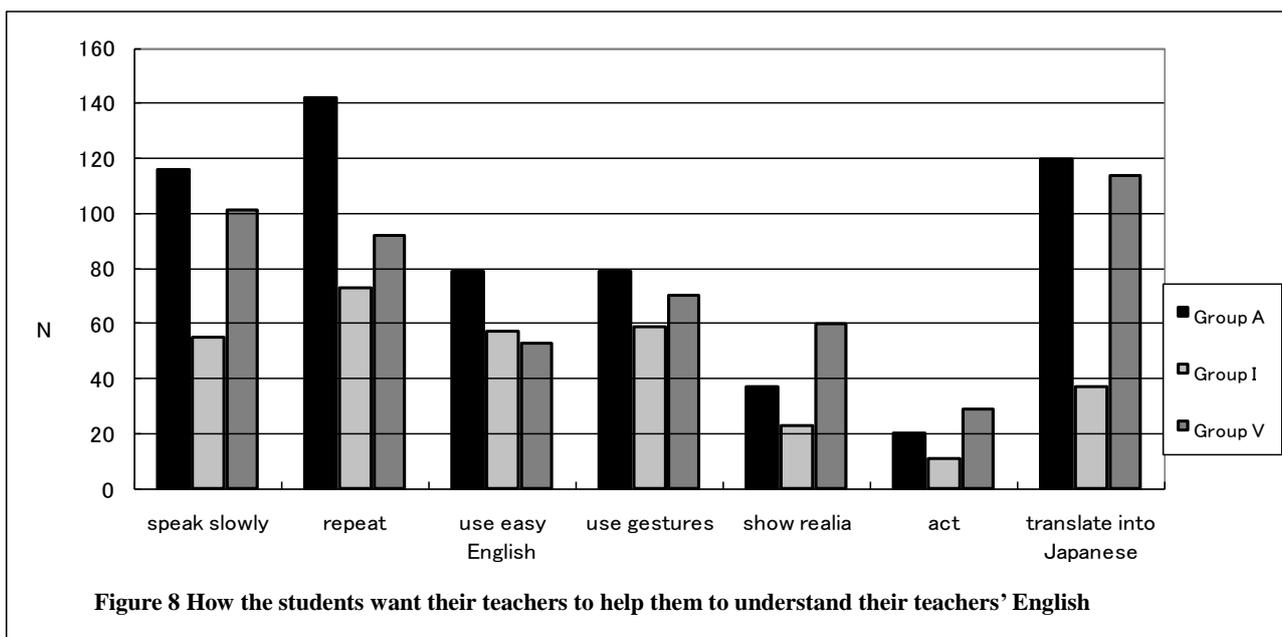


Figure 8 How the students want their teachers to help them to understand their teachers' English

As we compare the students' responses with those of the teachers (see Table 15), "speaking slowly"

and “repeating” are popular among both teachers and students. We note a big difference in percentage when comparing these with “using easy English.” While more than 90% of the JTEs and the ALTs try to use easy English, only about 30% to 45% of the students say they want their teachers to use easy English. As for translation, JTEs are not translating as much as their students in Group A and Group V would like them to. However, we still need to keep in mind that the students in Group I, based on their actual experiences with TLEIE, regard speaking slowly, repeating, using easy English, and using gestures as the top four methods that they want their teachers to employ.

Table 15 What students want their teachers to do to help them understand their teachers’ English & What JTEs & ALTs do

	Group A	Group I	Group V	JTEs	ALTs
speak slowly	116 (53.7%)	55 (43.3%)	101 (56.1 %)	101 (77.1%)	21 (100.0%)
repeat	142 (65.7%)	73 (57.5%)	92 (51.1 %)	105 (80.2%)	21 (100.0%)
use easy English	79 (36.6%)	57 (44.9%)	53 (29.4 %)	118 (90.1%)	19 (90.5%)
use gestures	79 (36.6%)	59 (46.5%)	70 (38.9%)	63 (48.1%)	19 (90.5%)
show realia	37 (17.1%)	23 (18.1 %)	60 (33.3 %)	39 (29.8%)	13 (61.9%)
act	20 (9.3%)	11 (8.7%)	29 (16.1 %)	29 (22.1%)	14 (66.7%)
translate into Japanese	120 (55.6%)	37 (29.1 %)	114 (63.3%)	51 (38.9%)	7 (33.3%)

(5) Comments of the students

Among the six positive comments, four comments were by students in the international courses. They said their classes were already conducted in English and that TLEIE was very good, or better. The other two comments were by students in academic courses, and they said it would be good to get used to English.

There were 17 negative comments; four by academic course students, two by international course students, and 11 by vocational course students. Six students said they did not like English. Five students were against TLEIE because it would be difficult to understand. Two students said they could not find any reason to study English. One student wrote that they might as well not listen to JTEs’ English if it was not good.

Three other comments were neutral. One student expected a change in teaching styles. Another student stated a wish for teachers to work hard to make their classes interesting and understandable. Another student suggested that teachers should consider students’ likes and dislikes regarding English.

4. Discussion

In the previous chapter, we reported the results of our survey in order to answer the three research questions below:

- (1) What are the reactions of English teachers and students to the MEXT’s idea? To what extent do they accept the idea?
- (2) What are the factors affecting their reactions?
- (3) How are the teachers trying to accommodate themselves to the change?

In this chapter, we will discuss what we should think of while reading the teachers’ and students’ reactions and what we could do to overcome the difficulties they perceive.

4.1 On the SHS teachers' and students' perceptions

We saw that more than half of the JTEs and 81% of the ALTs accept the MEXT's idea of conducting their English classes basically in English, whereas about 16% of the JTEs and none of the ALTs disagree. As for students, their perceptions vary from one course to another. As we saw in Section 3.3.2, about 34% of the students in academic courses and 45% of the students in vocational courses said they would be greatly troubled in TLEIE classes, and only about 13% to 14% of the students in those courses think it is good or very good. On the other hand, among the students in international courses majoring in English, about 55% of them think it is good or very good, but only 17% of them say they will be greatly troubled or that it is not good. We saw a significant statistical relationship between how much they are used to TLEIE and their attitudes toward TLEIE. Other factors affecting their negative attitude could be their English proficiency levels and the like or dislike of English. However, we failed to collect this data in the survey. We need to look further into the factors causing the JTEs to disagree and the students to have negative reactions.

There seem to be two key issues related to students' negative attitude. One is whether students understand TLEIE classes, and the other is whether TLEIE would make negative students more negative, i.e. whether TLEIE can really contribute to their intrinsic motivation. The latter is an affective aspect we need to think about. When JTEs and ALTs were asked about the possible advantages of TLEIE, a high percentage of them agreed on the advantages we presented except regarding the question related to intrinsic motivation, which registered low agreement among both the JTEs and the ALTs. The observed negativity in regard to the intrinsic motivation parallels their responses to one of the possible disadvantages that read, "Students will be confused if the class is conducted all in English." Although the survey showed that many students understood the need for using English for real communication in order to acquire the language, a comparatively higher percentage of the students disagreed that it would be fun to study English in TLEIE classes, and quite a high percentage of the students agreed that students who dislike English would dislike it more in a TLEIE format.

On the part of JTEs, the survey showed that there are high demands for the reform of English tests in university entrance examinations, for systems to allow individual teachers to get training freely, for systems at each school that would allow teachers to support one another and to train themselves, and for the improvement of their own English abilities.

4.2 To get ready for the change

In this section, we are going to address the following challenges revealed in the survey:

- (1) Linguistic challenge posed on students in TLEIE classes
- (2) Affective challenge posed on students in TLEIE classes
- (3) Need for support for teachers in TLEIE classes

We will discuss how these challenges could be overcome.

4.2.1 Linguistic support for students

First, there should be linguistic support for students. As we saw in Section 3.3.2, more than 50% of the students said they wanted their teachers to "speak slowly" and "repeat," and more than 40% of the students wanted them to "use easy English" and "use gestures." When teachers speak slowly and repeat, using the

prosody of English (such as pitch, intonation, and stress), emphasizing key words and/or repeating them will help students understand. To use easy English means that teachers use teacher-talk modification strategies. Also, the use of error-correction techniques, questioning techniques, and paraphrasing techniques will help students understand. In addition, students should be taught communication strategies for any communication breakdown. Using topics of students' interest, giving time to plan and think, providing a glossary, and teaching useful expressions for discussion and fillers will help students too (Yamagishi et al, 2010: 116-118, Oshita, 2001, etc.).

Teachers' use of the Japanese language can be an option. Quite a high percentage of the students in academic and vocational courses said they wanted their teachers to translate into Japanese. Although we are basically pursuing TLEIE, teachers may sometimes use the code-switching technique, i.e., switch the languages, when necessary and appropriate. Yoshida and Yanase (2003: 71-75) suggest that there are two stages when Japanese can be used. Firstly, when students have acquired BICS and CALP¹² in Japanese and still are beginning learners of English, explanation in Japanese would be useful to develop writing skills of a BICS level. Secondly, when they have acquired Japanese BICS and CALP and English BICS, effective use of Japanese should be most useful, as the goals of English language study move on from BICS to CALP.

JTEs' and ALTs' reflection on their own language will help them understand how much and in what way they are talking to their students. Peppard (2010) suggests recording one's own class and examining the quantity and quality of one's talk. In a communicative class, the less teachers talk and the more students talk, the better. As for the quality of the talk, teachers could reflect on how much they are being a facilitator of language activities. They could also observe the level of effectiveness in scaffolding, paraphrasing, error correction, questioning, and so on. It will help a great deal if teachers reflect on the language they use as well, by considering the extent to which they are using the language students have learned. Both JTEs and ALTs should read the textbooks their students will have used in elementary school and junior high school in order to learn what language their students are familiar with.

Then, the choice of textbooks appropriate for students' language levels becomes very important. In a TLEIE class, it is very important to use the language students are familiar with, which means that the textbooks they use should also have a lot of lexically and grammatically familiar items for students, so that they will have less difficulty understanding them. With such textbooks, it will be easier to have students form the habit of guessing the meanings of new language elements from context and other clues.

4.2.2 Affective support for students

As we saw in the survey of students' perception of TLEIE, students, especially in academic and vocational courses, are anxious, fearing that they would not understand the TLEIE classes. Now, we need affective support for students more than ever. We need to increase the opportunities where students can gain a sense of self-efficacy. Teachers should be advised to value their students' efforts to speak in English, i.e., have a positive attitude toward communication. Students should be encouraged to set their own goals and then be motivated to achieve their own goals. Especially in communicative classes, successful communication gives students a great deal of confidence and raises their intrinsic motivation. The success of communicating not only

¹² BICS=Basic Interpersonal Communication Skills, CALP=Cognitive Academic Language Proficiency
cf. Section 2.3 (1) of this article.

with their peers but also with ALTs and speakers of languages other than Japanese will offer opportunities for students to experience a sense of self-sufficiency in English, which will further increase motivation.

4.2.3 Need for support for teachers

First, there needs to be clear evaluation criteria for evaluating students' communication abilities if we are to aim at developing them. Quite a high percentage of the JTEs (72.5%) said that reform of English tests in university entrance examinations is important or very important. As we discussed in Section 2.3, Terashima (2009:103) states that simple "translation questions have disappeared from most entrance examinations of 'top-rank universities'." However, as long as the university entrance examinations are still paper-based, with many high school students clearly aiming to succeed at those tests, the goals of TLEIE will not be clear. It will be ideal for a framework of reference, such as the CEFR¹³, to be created, which would state the levels of communication abilities required and which students at different schools could use to clarify their goals.

Second, teachers should be given the freedom and time to get individual training. As we have seen, more than 90% of the JTEs said they would need to improve their English abilities; more than 80% of them indicated the necessity for systems inside their own schools which would contribute to their support and suit the ability and individual needs of their students and schools; and 87% of them said they would need systems to allow individual teachers to get training freely when they need it. One additional and very significant point should be considered as well: As Mori (2007) and others report, English teachers are overworked and one could easily see their professional environment as significant cause for the decline of productivity and creativity, especially in a TLEIE classroom. If we are to successfully achieve educational reform, we need to provide a good working environment with adequate time and freedom for teachers to train themselves and to help each other (Walter & Tsuido, 2008).

As for options for teachers to choose from, educational boards could provide teacher training in the areas discussed in Section 4.2.1. Guiboke (2008) suggests the importance of "teacher-talk training" in the following areas:

- Communication strategies
- Conversational repair strategies
- Corrective feedback strategies
- Error-correction techniques and options
- Teacher-talk modification strategies
- Questioning techniques
- Grammatical and lexical simplification training
- Learning how to use effective nonverbal communication devices
- Learning to utilise supra-segmental aspects of language

¹³ CEFR: the Common European Framework of Reference for Languages

"The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis." (Council of Europe, 2001: 1)

- Training for different code-switching options and models

Another aspect of TLEIE classes is that they are student-centred, so that the teacher's role is more of a facilitator. As some JTEs claimed in our survey, they feel they are in need of role models since most JTEs lack the experience of being taught in TLEIE classes. Providing templates, ideas for teaching plans, and role models for teachers will be helpful for them.

5. Conclusion

This paper has discussed senior high school students' and teachers' perceptions about the use of English as a main language of instruction in English classes. We saw that students would need linguistic and affective support in TLEIE classes, and for that purpose, teachers would be advised to modify teacher-talk accordingly and value students' positive attitude toward communication. We also discussed the need to set up systems to support teachers in getting individual training and cooperating with their colleagues.

The MEXT is trying to bring about a change in the approaches to English language education in Japan. They are aiming to develop students' communication abilities so that they will be able to utilise them in this globalised society. However, change takes time. Teachers are struggling day by day to provide students with what they think suits them best. There should be well-grounded support for teachers and students from the administration. Teachers should have a variety of training options to choose from, along with the time and financial assistance needed to make training possible. We recognize that the questions surveyed and discussed here are significant and require the empirical evidence from not only administrative organizations but also from those most impacted, the students and teachers. Ultimately, we hope this paper brought to light some of the challenges students and teachers are facing and has given some direction as to how they could be overcome.

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Appendix 1 Questionnaire to the JTEs

高等学校での英語の授業における英語の使用に関するアンケート

このアンケートは、昨年3月に公示された新しい高等学校指導要領で、「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、高等学校での英語の授業における英語の使用について、先生方がどのように感じておられるかお聞きするものです。

高等学校での英語の授業を基本的に英語で行うということには、利点もありながら、解決しなければならない問題点もあります。そこで、このアンケートは、それらの問題点を明らかにし、それらの問題がどのように解決できるか、また、どのように解決されるべきかを考察する資料とさせていただきますことを目的としております。

このアンケートの結果は、統計的に処理され、先生方のプライバシーが表に出ることはありませんので、安心してご回答ください。選択肢が与えられている場合は、ご自分に合う選択肢にチェック(✓)を入れてください。なお、回答が終わりましたら、回答用紙を返信用封筒にお入れくださり、7月10日(土)までに、ご返送ください。

ご多忙中、真に恐縮ですが、何卒ご協力のほどをよろしくお願いいたします。

1. 平成21年3月に公示された新しい高等学校指導要領(平成23年度より実施)「第8節外国語 第3款英語に関する各科目に共通する内容等」で、「4. 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。その際、生徒の理解の程度に応じた英語を用いるよう十分配慮するものとする。」と明記されたことについてお聞きします。

この趣旨についてどうお考えですか。

- おおいに賛同する
 ほぼ賛同する
 どちらとも言えない
 あまり賛同しない
 全く賛同しない

2. 下の表は、英語の「授業を英語で行う」利点として考えられるものを挙げたものです。それぞれについて、どう思われるかご回答ください。

	全くその通り	ほぼその通り	どちらとも言えない	あまりそうと言えない	全く違う
1 英語を使う自然な環境をつくることできる。					
2 生徒が英語により多く触れることになる。					
3 いつも英語を聞いていると英語を聞き取りやすくなる。					
4 授業が英語で行われると語彙力をつけるのに役立つ。					
5 そのような授業では、生徒に英語を学びたいという内的動機づけを与えることができる。					
6 言葉は実際のコミュニケーションで使って習得できるものである。					
7 その他:					

3. 下の表は、英語の「授業を英語で行う」場合の問題点として考えられるものを挙げたものです。それぞれについて、どう思われるかご回答ください。

	全くその通り	ほぼその通り	どちらとも言えない	あまりそうと言えない	全く違う
1 全て英語で授業をすると、困惑する生徒がいる。					
2 英語力の低い生徒は日本語で説明する必要がある。					
3 生徒のレベルに合った英語を使うのは難しい。					
4 重要事項が理解できないことがある。					
5 説明は日本語でした方がはるかに効率的なことが多い。					
6 JTEにとって、常に英語で話すことは困難だ。					
7 その他:					

4. 授業では、どれくらい日本語を使われますか。

- 全く使わない
 あまり使わない
 少し使う
 たくさん使う
 その他 ()

5. 授業は、どのくらい英語で行っておられますか。

- 言語材料の提示(テキストの英文や例文提示)のみ
 言語材料の提示と classroom English を使う時
 言語材料の提示と生徒に英語でコミュニケーション活動をさせる時
 ほとんど全て
 その他 ()

6. 先生が話す英語を生徒に理解させるのに、どのような工夫をされていますか。あてはまるもの全てにチェック(✓)を入れてください。
- ゆっくり話す
 - 繰り返す
 - 簡単な英語を使う
 - ジェスチャーを使う
 - 写真・絵や実物を見せる
 - 演技をする
 - 日本語に訳す
 - その他 (_____)

7. 今後、「授業は英語で行うことを基本」としていくとなると、次のどのようなことが必要と思われるか。それぞれについて、どう思われるかご回答ください。

	とても必要	必要	どちらとも言えない	あまり必要でない	全く必要でない
1 英語の授業をとおして人間教育を行うのだという理念					
2 大学入試での英語の試験の改革					
3 教育研究所などの主催による教員研修					
4 個々の教員が必要に応じて自由に研修できる制度					
5 それぞれの学校で教員が相互に研修しサポートできる体制					
6 教員の英語力の向上					
7 その他:					

8. 「授業は英語で行うことを基本」にすると、あなたは、次のどのようなことをしていこうと考えられますか。それぞれについて、どう思われるかご回答ください。

	全くその通り	ほぼその通り	どちらとも言えない	あまり思わない	全く思わない
1 日本語を使用する方が教育効果の高いことを大事にしつつ、英語を使った活動を増やしていく。					
2 試験問題を変える。					
3 研修会に参加する。					
4 教授法を自分で勉強する。					
5 自分の学校の特性に沿った指導のあり方を、同僚と一緒に考える。					
6 英語力を向上させる					
7 その他:					

9. 最後に、先生のバックグラウンドや勤務校についてお教えてください。

- (1) 大学でのご専攻（主専攻）は何でしたか。
 BA in 英語教育 言語学 英文学 教育 その他
 MA in 英語教育 言語学 英文学 教育 その他
- (2) 教職について何年になられますか。
 5年以内
 5年から10年以内
 10年から20年以内
 20年以上
- (3) 高等学校で英語を何年教えておられますか。
 5年以内
 5年から10年以内
 10年から20年以内
 20年以上
- (4) 現在勤務されておられる学校にはどのようなコースがありますか。
 全日制：普通科のみ（理数科を含む）
 全日制：普通科と国際関係の学科
 全日制：普通科と国際関係の学科と職業系の学科
 全日制：普通科と職業系の学科（理数科を含む）
 全日制：職業系の学科のみ
 定時制・通信制：普通科、職業系の学科

アンケートの質問項目は以上です。お忙しい時間を割いてご回答くださり、どうもありがとうございました。
 このアンケートに関しまして、何かコメントがございましたら下にお書きいただくか、〇〇までメールをください。

貴重なご意見をどうもありがとうございました。

Appendix 2 Questionnaire to the ALTs

Questionnaire on the Use of English Language in SHS English Classes

This questionnaire is to ask you how you perceive the use of the target language (English) in your senior high school English classes. The results of the survey will be analysed statistically, and your anonymity will be preserved in any form of the presentation of the survey results.

Please check(✓) an appropriate answer/answers when choice are given.

We thank you in advance for your kind cooperation.

1. The Ministry of Education (hereafter, MEXT) announced the New Course of Study for Senior High Schools in March 2009, which is to be implemented in 2013. In it, they state that “*In teaching the subjects related to English language, considering the characteristics of the subjects, in order to enrich the opportunities for students to be exposed to English and to make class itself a situation where English is used for real communication, class should be basically conducted in English. In doing so, due considerations should be paid so that English suitable for students’ comprehension levels is used (translated into English by H. Yamada).*”

What do you think of this statement?

- Totally Agree
 Almost Agree
 Neither Agree nor Disagree
 Almost Disagree
 Totally Disagree

2. Below is a list of possible positive reasons for “teaching English in English.” Please check how you feel about each statement.

	Totally agree	Almost agree	Neither agree nor disagree	Almost disagree	Totally disagree
1 We can create a natural environment to use English.					
2 Students will have more exposure to English.					
3 Listening will become easier for the students if they are listening to English all the time.					
4 Students can build vocabulary by being taught in English.					
5 Students will be intrinsically motivated in such a class.					
6 Language is acquired by using it for real communication.					
7 Other reasons:					

3. Below is a list of possible negative reasons for “teaching English in English.” Please check how you feel about each statement.

	Totally agree	Almost agree	Neither agree nor disagree	Almost disagree	Totally disagree
1 Students will be confused if the class is conducted all in English.					
2 Students with low English ability need guidance in Japanese language.					
3 It is difficult to find the right level of English to use for students.					
4 Students will sometimes not understand very important points.					
5 Explanation is often much more efficiently done in Japanese.					
6 JTEs will have a difficult time speaking English all the time.					
7 Other reasons:					

4. How much Japanese do you use in SHS class?

- Never
 Rarely
 A little
 A lot

5. How much of your class is conducted in English?

- It is up to the JTEs who team-teach with me
 Only for the presentation of language materials
 Mostly in English
 All in English

6. How do you make your English comprehensible for your students? Please check all the methods you use.
- By slowing down
 - By repeating
 - By using easier English
 - By using gestures
 - By using realia (pictures, real objects, etc.)
 - By acting
 - By translating it into Japanese
 - By asking JTE to translate it into Japanese or explain in Japanese
 - Other _____

7. Please give us your background information.

(1) What did you major in at university?

BA in TESOL(TEFL) Linguistics Education Other

MA in TESOL(TEFL) Linguistics Education Other

(2) How long have you been teaching as an ALT?

- Less than 1 year
- 1 year ~ less than 2 years
- 2 years ~ less than 3 years
- 3 years ~

(3) How long have you been teaching at senior high school level?

- Less than 1 year
- 1 year ~ less than 2 years
- 2 years ~ less than 3 years
- 3 years ~

(4) Please check the type of school you are working at.

- School with academic courses only
- School with academic courses and international course(s)
- School with vocational courses and international course(s)
- School with vocational courses only
- Part-time / distance-learning school

8. If you have any comments on the English language education in Japan in general, please write below:

This is the end of the survey. Thank you very much for your kind cooperation.

If you have any comments on this survey, please write below or email us.

Thank you very much!

Appendix 3 Questionnaire to the students

高等学校での英語の授業における英語の使用に関するアンケート

このアンケートは、高等学校での英語の授業で先生やみなさんが英語を使うことについて、みなさんがどのように感じるかお聞きするものです。
 このアンケートの結果は、統計的に処理され、みなさんのプライバシーが表に出ることはありません。また、みなさんの成績にも関係ありません。安心して回答してください。選択肢が与えられている場合は、自分に合う選択肢にチェック(✓)を付けてください。

1. あなたの学科(コース)、学年を教えてください。 学科(コース): _____ 学年: _____ 年
2. 英語の授業が、基本的に全部、あるいは、ほとんど英語で行われるとしたら、あなたはどのように感じますか。
 - 大変良い
 - 良い
 - どちらとも言えない
 - 良くない
 - とても困る
3. 先生が話す英語を理解するのに、先生にどのような工夫をしてほしいですか。あてはまるもの全てにチェック(✓)を付けてください。
 - ゆっくり話す
 - 繰り返して言う
 - 簡単な英語を使う
 - ジェスチャーを使う
 - 写真・絵や実物を見せる
 - 演技をする
 - 日本語に訳す
 - その他 (_____)
4. あなたは、英語の授業を英語です(日本語をほとんどあるいは全く使わない)授業にどのくらい慣れていますか。もっとも近いものにチェック(✓)を付けてください。
 - 慣れている
 - やや慣れている
 - どちらとも言えない
 - あまり慣れていない
 - 全く慣れていない
 - その他 (_____)
5. 下の表は、「英語の授業を英語で行う」利点として考えられるものを挙げたものです。それぞれについて、どう思いますか。あてはまる場所にチェック(✓)を付けてください。

	全くその通り	ほぼその通り	どちらとも言えない	あまりそうと言えない	全く違う
1 英語を使う自然な環境をつくることできる。					
2 英語により多く触れることになる。					
3 いつも英語を聞いていると英語を聞き取りやすくなる。					
4 授業が英語で行われると単語力をつけるのに役立つ。					
5 英語を勉強することが楽しくなる。					
6 言葉は実際のコミュニケーションで使って身につけることができるものだから、良い。					
7 その他:					

6. 下の表は、「英語の授業を英語で行う」場合の問題点として考えられるものを挙げたものです。それぞれについて、どう思いますか。あてはまる場所にチェック(✓)を付けてください。

	全くその通り	ほぼその通り	どちらとも言えない	あまりそうと言えない	全く違う
1 全て英語で授業をすると、私は困る。					
2 説明は日本語でしてほしい。					
3 先生は私のレベルにあった英語で話してくれないと思う。					
4 重要事項が理解できないことがある。					
5 説明は日本語で聞いた方がはるかに効率的なことが多い。					
6 英語嫌いの生徒がますます英語嫌いになるかもしれない。					
7 その他:					

アンケートの質問項目は以上です。どうもありがとうございました。

このアンケートに関して、何かコメントがありましたら、下にお書きください。

