Our Visions of English Education in Japan

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Summary

This paper proposes three visions of English Education in Japan and some specific strategies for the visions. The first vision is to shift the goal from English linguist to English communicator, and three strategies to fulfill the vision are discussed: 1) Teach students how to communicate in English; 2) Change your Teaching style into communicative; 3) Teach students how to express themselves. As the second vision, teachers should train their creative abilities to cook their original teaching materials suitable to their student’s levels and interests that can encourage students to communicate actively. The third vision is the globalization of English Education in Japan. The goal, evaluation system, class size, and fund are discussed toward the global standard. The paper concludes all teachers should share these visions to make Japanese young people good communicators of English.

Introduction

The title of my lecture today is: “Our Visions of English Education in Japan.” I understand this is a very big theme, but it is high time for us to think about this big theme together, because we are faced with some revolutionary, epoch-making reforms in the long history of English education in Japan. Among these reforms are teaching English in English at high school in 2013 and the start of English education as compulsory at elementary school, which will be sure to make a great impact and change, good or bad, on the future of English education in Japan. Now is the very good and important chance for all of us to stop for a moment and think seriously about what English education ought to be like in the future and draw a blueprint of English education in Japan.

These kinds of revolutionary reforms reflect the globalization of Japan, especially in the business world in which the necessity of English communication skills is becoming higher and higher. Many business people in Japan have come to notice that one of the main reasons for the declining economy of Japan is the lack of English communication skills of Japanese business people. That is why the business world demands the urgent and strong enforcement of English Communication skills of Japanese people. The answer of the Japanese government to the business world results in these two
kinds of reforms. They need “global persons.”

As a matter of fact, the Japanese business world is desperate. As a very drastic measure, some Japanese companies try to change their first office language into English in order to survive in the global business world in which English is the only and powerful tool for communication. Mr. Hiroshi Mikitani, president of Rakuten company, for example, started to shift their official language into English on July 2, 2012, saying: “Japanese companies have themselves to blame for failing to grow into global leaders through their lack of English ability,” and “English is like soroban. Employees who can’t speak English are out of the question.” In addition to Rakuten, UNIQLO will start to shift to English in March next year. I’m not sure whether this decision will lead to business success or not, but these prove that many Japanese companies keenly realize far behind the global standard. Consequently, many companies in Japan require their employees to get higher scores on TOEIC Test, one of the most popular tests in Japan. Yet, it is interesting to note that “English ability” required by the business world is not always measured by its TOEIC score.

In November, 2011, we invited Mr. Shoki Maeda, ex-president of the personnel office of Panasonic, as a guest speaker at an English Education conference in Saga. He has trained English abilities of freshmen of Panasonic for a long time, and knows very well about the true English ability of Japanese young businessmen. The title of his lecture was “English Education seen from the Business World” and it was very provocative and severe to us. Many of freshmen hired by Panasonic obtain around 900 on TOEIC test, but according to Mr. Maeda, they turn out to be useless as English speakers. In Panasonic, all freshmen from Asian countries, including Japan, have to take a one-month training all together in which they are required to have some group discussions on various topics in English. To my great shock, Mr. Maeda said, in those discussions, most of the Japanese freshmen keep silent, while in contrast, Chinese and Korean freshmen express their opinions in a positive way. Japanese young people with 900 on TOEIC cannot join the discussions, but just keep on listening. I admit that these Japanese freshmen have a high level of linguistic knowledge on English, but they have not learned how to use that high level of knowledge on English, and to make it worse, they seem to have nothing to communicate. English is nothing but a tool for communication, but if you don’t know how to use it and have nothing to talk about, the tool becomes useless. This includes a serious problem of education in Japan in general, but their weakness in communication ability in English is doubtlessly the clear result of English education they have had in Japan. Mr. Maeda sarcastically calls them “gengo-baka,” or “language nuts,” or persons who are high in linguistic knowledge but weak in communication. He even said, “English, in the business world, is not only a tool for communication but a tool for thinking,” because they have to sell their products in English, negotiate in English to gain mutual trust in English. English plays a significant role in gaining human relationship with people in foreign companies. The
English language in the business world is not just like a code to decipher but a product of human thinking like our mother tongue through which we create ideas and establish trust with other people.

This fact reminds me of my old student’s first impression of my literature class at university. He said after the class: “Before I took your class, I have long thought English is like a code to decipher from English to Japanese or vice versa, but I was wrong. I’ve found English is living and is a product of human thinking.” I can say that he was a victim of English Education long and deeply depending on word-by-word mechanical translation, who has learned English by memorizing words just mechanically by rote but has not learned it as a product of human thinking. “Language nuts,” as Mr. Maeda calls them, are those who have learned English as if it was a dead code. Mr. Maeda speaks for the entire business world in Japan, and gives a weighty warning to us English teachers. We should not turn a deaf ear to such a voice from the business world, saying education is different from the business world.

Under these circumstances, today, I would like to present three visions toward which English education in Japan should proceed in the future, and propose some strategies to fulfill them. We should think of this moment facing historical reforms as a good chance to change English Education in Japan and discuss together what to do in order to make Japanese young people good communicators of English who will be able to express their ideas and opinions and play leading roles on many international contexts.

I. Vision1: A Good Communicator of English

As the first vision, I would like to propose that the goal of English Education in Japan should be to train students to become good communicators of English. When I was a high school student, about forty years ago, our teachers were eager to teach us English grammar, believing that was all they should teach. We learned a great deal of grammatical rules up to the level of which we found later went beyond the practical use. As a result, my grammatical knowledge of English, thanks to my old teachers, is beyond average Americans’. I am sometimes asked, it is quite funny, to do a grammatical check of academic research papers written by a native speaker of English. English education in Japan had long aimed to produce, I think, good linguists or grammarians of English—this was the goal of English education in Japan in the past. Students in those days were able to read, but were very weak at speaking and listening. This imbalanced education has not be changed so much in many high schools, although most of English teachers understand that the present goal of English education in Japan is to train students’ communication skills in English. It is high time to change our aim of English education in Japan from English linguists to good communicators of English—this is my first vision.
For this first vision, I would like to propose three strategies:

Strategy 1: Teach students how to communicate in English
Strategy 2: Change your teaching style into communicative
Strategy 3: Teach students how to express themselves

1.1 Strategy 1: Teach How to Communicate in English

Since the beginning of the Meiji Period, we have had a long history of English education; however, for the most part, we have taught grammar of the language very faithfully and vehemently. Then, how about communication skills in English? We should teach students how to communicate in English in order to make them good communicators of English so that they can use their linguistic knowledge to communicate with others. In a word, we should shift in teaching from the rule of the language, that is grammar, to the rule of communication in English. Here, it might not be useless to go back and check the definition of communication skill, or what communication skill is made of. Many scholars and teachers have tried to give the clear definition of communication skill, and among others, Canale and Swain’s definition is most acceptable and popular. Communicative Competence is made up of four competences: Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence. Grammatical competence is fundamentally significant, but remember that is one of the four, yet the other three competences have been ignored in most of the English classrooms in Japan. To fulfill the goal of teaching Communicative Competence in English, you should take into account the three other competences in making your teaching plan in the first place.

1.2 Strategy 2: Change your Teaching Style into Communicative

There are two types of teaching style: Lecture-style (LS) and Interaction-style (IS). The latter can be called activity-based or training-based style. Which style is more suitable for English class? Many kinds of school subjects are taught, and I must assert that English is one belonging to “training subjects,” like PE, Music, Painting or Calligra-
phy. That means English should be taught in the Interaction-style or training-based style.

Slide 1 shows some features of the two teaching styles. LS is one way from teacher to students, so students listen to their teacher passively and silently. On the other hand, IS is interactive, so students can be active and do not get tired. The goal of LS is set on linguistic knowledge of the language, while that of IS on experience of using the language. As a result, by LS the rule of the language is taught, whereas by IS the rule for communication is trained. On the whole, LS becomes teacher-centered, whereas IS becomes student-centered. If you can change your teaching style into Interaction-style, your classroom will become a place for communication.

For this matter, I would like to refer to the New Course of Study for senior high schools, which is very radical in the history of English education in Japan and is a great impact on high school teachers. Let us think about the real intention of this guideline. This is an English version issued by Mombusho, or the Ministry of Education: “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” (The New Course of Study for Senior High Schools; implemented in April 2013).

In this passage, the part “classes, in principle, should be conducted in English” is mentioned as sensational, but the most important part we should pay more attention to is the latter: “in order to enhance the opportunities for students to be exposed to English,” and “transforming classes into real communication scenes.” You should notice that the purpose of the new guideline is “transforming classes into real communication scenes” and that “conducting in English” is a way for that purpose. In my view, the guideline requires you to change your teaching style from Lecture-style to Interaction-style so that students, not teachers, can have better chances to use English for communication in class.

About this matter, there are some people who are asking: Which is more effective or better, teaching English in English, or teaching English in Japanese? This is a ridiculous question. The point is not a matter of the language used, but your teaching style. In my opinion, it is quite natural that a language should be taught in the target language, but this has not been proved academically and linguistically, for a very few research papers demonstrate from some experiments that teaching in the target language is more effective than teaching in the mother tongue. Mombusho hopes that conducting in English will terminate the grammar-translation method from English classrooms in Japan. To Mombusho, this is a trump card for reforming English education in Japan, but the change of the language used cannot become a trump card unless its teaching style is changed into communicative and interactive. If you change your language into English but still maintain your Lecture-style teaching, that is out of the question. As not all native speakers of English can be good teachers of English, so not
all classes conducted in English are good English classes.

There are some teachers who are trying to translate all they have told in Japanese into English, thinking that the point is the change of their language, but this is a terrible misunderstanding. For example, suppose that you explain grammatical rules to your students in English like this: “What is the antecedent modified by the relative pronoun “that” in this sentence?” or “An auxiliary verb ‘will’ should be omitted in an adverbial clause of time and condition, such as if-clause or when-clause, even when it describes a future event.” These are ridiculous. These explanations will put your class into trouble and even chaos. This is not what the guideline demands.

On the other, I have known many good teachers of English who use Japanese in teaching and can make their classrooms very comfortable places for communication with great success. These teachers’ teaching style at least fits the guideline. The point is not a language used but a teaching-style. You should pay more careful attention to the purpose of the guideline, which demands the change of your teaching style.

Nevertheless, to fulfill this implementation, we have many other problems to solve:

1) Can teachers make up a new evaluation system in terms of communication?

If the goal is changed, its evaluation system or criteria should be changed. I will talk about it in detail later.

2) Can university entrance examinations change their questions into communicative according to the New Course of Study?

This is very significant, because entrance examinations, good or bad, are generally considered “the goal” of education by teachers and students. Without doubt, many universities have been trying to change their style of entrance examinations, but I’m sorry to say that it will take some more time to change professors’ minds indifferent to the change of the world.

3) Can teachers provide good and effective teaching materials that stimulate students to communicate in English?

This is one of the keys to the success of this reform. You don’t have to depend on your textbook: your goal is not a textbook, but communication skills through it. I will talk about it later, too.

I. 3 Strategy 3: Teach How to Express Themselves

Why should English be taught in Japan? What are your students expected to do through English? These are fundamental questions: If our goal is to produce good communicators of English, then what are your students talk about and communicate in English? My answer is their ideas or opinions. To fulfill the goal, you should teach how to express themselves in English in a positive way. Of course, English is a subject of teaching the language, then we don’t have to teach the contents of their ideas or opinions, but we should teach them how to speak and write in English in a logical and
persuasive way. We have so far put a special emphasis on the level up of English ling-
guistic knowledge, but it is time to pay more attention to what they can do in English
and how much. Such a shift will require a new evaluation system in terms of commu-
nicative competence. About this matter, I will talk about it later.

For one example of very effective activities to encourage students to express
their opinions, I would like to propose debate. As you might know, Saga is famous for
its promotion of debate in English education. We have two debate contests for high
school students: one is carried out by high schools in Saga, as in every prefecture, and
the other is carried out by Saga University, which will be the 11th contest this year
and is unique in that the same topic is debated in the Japanese Section and in the Eng-
lish one, where many high school students from all Kyushu gather and debate, and, we
had one for junior high students.

As is shown in Slide 2, debate is one of the most efficient teaching devices for
training communication abilities in all the four skills; if a debate topic is given, students
will read written materials to get necessary information related to the topic. Then,
they must write their opinions in English to support their ideas in a logical and persua-
sive way. After that, in a contest, they are required to listen to the other side in order
to understand their opinions. Finally, they have to speak about their opinions to per-
suade the other side. As you already know, debate includes all four skills and more im-
portantly, each of the four activities is given a purpose, not forcibly, but spontaneously.
In addition, debate is a game to attract students’ interest and fighting spirit with
friends as a team. Without a teacher’s order, if a chance to debate is given, students
will be going through all four activities with a clear purpose in each activity and enjoy
expressing their opinions in English as they do in games. I do not tell you to teach how
to debate nor introduce a full-scale debate in your class, but to insert part of debate or
debating elements.
II. Vision 2: Develop Teachers’ Creative Ability

What kind of ability is needed for a good teacher of English to fulfill the new goal? The higher level of English ability is fundamentally necessary, but my answer is, it is a creative ability, the ability to create original teaching materials suitable for your students, the ability to analyze your textbooks and cook many kinds of delicious menus for your students. Textbooks are ready in Japan, but our goal is not teaching textbooks, but teaching communication skills *through* them. For that purpose your creative ideas should be activated to make attractive and useful teaching materials suitable to your students’ levels and interests, as *the New Course of Study* also suggests: “Teachers should take up a variety of suitable materials in accordance with the level of students’ development, as well as their interests.” Your creative ability will make your class communicative and enjoyable. Do not depend on the textbooks, which are not good for training communication skills, but create your original teaching materials for your students to speak up and write about. One thing to add for good teaching materials, you should make use of ICT, which will make your class management more efficient and your class more attractive. The success of your class depends on teaching materials made by your creative ability.

Here, I would like to introduce to you a wonderful example of teaching method originally designed and created by junior high school teachers in Saga in 2010. It is called “Saga Method,” through which teachers have created various productive and attractive teaching materials for their students. I am pleased to mention that Saga Method has proved its advantages: the students trained by the “Saga Method” have done well on several kinds of tests.

As is shown in Slide 3, the method sets its goal like this: To produce students who can express their ideas to others. Toward the goal, all the materials are created by teachers’ ingenuity and experiences. The first stage is Input, by reading, memorizing or games. The second stage is Intake, by various creative activities called “Small Outputs,” and the final is Output, by free composition, self-expression, or even debate. The
unique part of this method is activities for “Small Outputs,” in which several tasks, such as picture-describing, True or False, or reading between the lines are practiced. In addition, what impresses me most is that volunteer teachers have workshops many times in every part of Saga that all the junior high English teachers in Saga can share the method more widely.

III. Vision 3: Toward the Global Standard of English Class

Do you know a very trendy Japanese word “gara-kei”? A month ago, I heard my daughter saying that strange word “gara-kei.” She explained it is a shorten form of “Galapagos keitai,” a general term referring to old type of cell phones before smart phones and iPhones. As you know, Japanese technological appliances are sarcastically called “Galapagos”: Japanese technological devices have been highly developed only in the Japanese market, and in consequence, they cannot expand their markets worldwide and will become extinct even in Japan, as many animals in Galapagos did. I don’t think everything should be globalized, but if you compete with others and communicate with others, globalization should be attained. Japanese English Education should attain a global standard in quality, as Japanese technology should do. For that purpose, I would like to present three strategies to you, and propose two demands to the government.

III. 1 Strategy 1: Globalize the Goals of English Education in Japan

To globalize English education in Japan, we should globalize its goal. As we have discussed, we have to aim at “good communicators of English who can express their opinions and ideas in a positive way on the international occasions. More importantly, to fulfill the goal, the evaluation system that reflects it should be established, and each criterion for evaluation should be specific and clear in terms of communicative competence.

Wondering how students’ achievements are evaluated, paper tests have been mainly used, in which linguistic knowledge are measured in a limited way, not communicative competence. The score does not explain what and how students can do in English. To make it worse, most of teachers do not have clear and specific criteria for evaluating students’ achievements, to say nothing of their communicative competence.

Of course, Mombusho’s Course of Study defines the objectives of English Education at each school level, but they are neither clear nor specific. For example, the goal of “Foreign Language Activities” at elementary school is: “to form the foundation of pupils’ communication abilities through foreign languages.” What is “the foundation of communication”? The goal of English education at high school is: “To develop students’ communication abilities such as accurately understanding and appropriately conveying information, ideas, etc.” This is so vague that I’d like to ask many ques-
tions: what kind of “information” is conveyed, or what level is thought of as “appropriately”? As a consequence, many teachers are likely to teach textbooks without considering any specific and clear aims of each class, regarding teaching each lesson of the textbooks as the aims.

We need a new evaluation system that defines what and how students can do clearly and specifically in terms of communicative competence. “Can-Do Statements” some schools are beginning to create originally are good examples, but most of them are still vague and broad. If the goal is not clear, the attainment will become small. As a good model, I would like to propose “the Common European Framework of References for Languages” (CEFR). As many of you know, this is a European standard for evaluating the different levels of language proficiency. The framework recognizes six different levels in the four skill areas: speaking, reading, writing and listening. They mention what they can do in a very specific way, but this is created for the European context of language learning, where the language is used in practical situations. The most important in using this framework in Japan is contextualized into the one for Japan, where English is not usually used outside of schools, and should be specific for each school level.

III. 2 Strategy 2: Improve English Education at Elementary Schools

In the course of globalization, English education started at Elementary Schools in Japan as compulsory in 2011. As matter of fact, most of elementary schools have started teaching English to first-graders. Such a start has been expedited by several pressures from outside. The business world has insisted “the earlier the better,” seeing many countries including China and Korea started teaching English at elementary school much earlier. It was a great appeal to the Japanese government that many Asian countries have started English Education at elementary school and achieved economic success, overtaking Japanese companies. This appeal is academically supported by some educators who attribute the necessity of earlier English education to “Critical Period Hypothesis” that English should be taught before 12 or earlier. Under these circumstances, many parents, being kindled by these pressures, demand the government to start English teaching at younger ages.

I have known many successful cases in which children starting learning English at a very young age can attain native-like English proficiency, so generally speaking, I almost agree with the idea of earlier English education; however, to get such an achievement, good educational environments are prerequisite. Looking at the present educational environments in Japan, I have to say it has started before everything is not ready. It is a political problem, not teachers’ responsibility. Firstly, homeroom teachers without any license for teaching English are required to teach English. Both their English ability and teaching ability are legally unauthorized. I think special knowledge and skill are required to teach English to small kids and the first teacher of
any subject is the most influential to learners. Secondly, textbooks are not officially decided, though some sub-textbooks, such as *Hi, Friends*, are often distributed by the government and used by most of the teachers. I do not think textbooks are always necessary and you should not depend fully on them, but it is useful in defining at least what to teach, especially for amateur teachers. Thirdly, the amount of time for English teaching as compulsory is only one class per week. What is the use of such a short-time English learning? Under these bad conditions, elementary school teachers are struggling to do English classes. Their efforts are beyond description. I know a very few good elementary school teachers have done extremely wonderful English classes, but it is a result of their personal abilities. We need a better educational system and environment of English education at elementary school in Japan. I have noticed that the variation in the ability of elementary school teachers has brought about the discrepancies in the achievement of pupils, which is a problem that junior high school teachers are faced with. The government should be in a hurry in improving the educational environment for English Education at elementary schools. The first and urgent thing to do is to establish a training course for teaching English at elementary school in teachers’ colleges or universities and issue teachers’ license for teaching English at elementary school.

### III. 3 Two Requests: Reduce Class Size and Increase Fund

In order to level up English Education in Japan to the global standard, I would like to make two requests to the government. The first request is to reduce the class size. Slide 4, recently issued by IAEEA, shows the average class size of 13 year-old students in several countries as of 1991.

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<th>Strategy 3: Reduce Class Size</th>
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We find that all the developed countries keep around 20 students in a class, except for Japan, which has 39. It is a terrible condition, especially for language learning. Almost all the research papers have demonstrated that the smaller the class size becomes, the better educational results it can have. A few weeks ago, *Mombusho* proudly declared that the class size of the first year of elementary school in Japan
would be reduced to fewer than 35, which is far behind the global standard. I hope that the smaller class size will lead to some solutions to other problems facing schools in Japan.

The other request is to increase the fund for English teaching, which has much to do with the smaller class size. If the Japanese government is really thinking of promoting English education, they should put more money into English education. Please look at Slide 5, which shows the ratio of fund for education to GNP.

![Slide 5](image.png)

As you already know, fund on education in general is extremely small in Japan. It is an undeniable fact that the most valuable resources of Japan are people. Therefore, education is what Japan should put more funds into.

**Closing: Vision-Sharing**

Today I have proposed three visions of English Education in Japan, considering the direction Japan should take in the future, but visions will become just a blue-print drawn on the paper unless they are shared by all the people concerned.

Carlos Ghosn, CEO of Nissan Motors, did a wonderful job in renovating the declining company, saying: “the key word for my success is vision-sharing.” The president’s visions are shared by each member of the company, and as a result, each member, with the clear same vision as their president, is motivated to work on with their responsibility. This is true of English Education. One student is taught English by many teachers from elementary school to high school or university. Each teacher, sharing the vision at whatever school-level they are teaching, should take their responsibility—to teach your students what they are expected to learn at each level. For vision-sharing in English education, a joint conference by teachers of various school levels is very useful, in which teachers from various school levels are gathering and talking very frankly with each other to clarify the vision and realize their responsibility, and more importantly, to be able to cooperate to think about what to do to improve students’ English abilities. Saga has, for a very good example, the Joint Conference on English Education for Promoting Cooperation among Elementary, Junior High, Senior
High Schools and Universities in Saga. It was established thirty years ago, and is unique in Japan in that teachers from four different school levels gather and discuss the same topics, such as bridges between different schools levels, or entrance examinations, eventually sharing the same vision. Wherever you are teaching, junior high or senior high, or university, I would like you to share the visions I propose today in order to make Japanese young people good communicators of English.

NOTES

1. Professor at the Department of European and American Culture, Faculty of Culture and Education, Saga University.
2. This essay is based on my presentation as one of the keynote speeches originally delivered at the 60th Kyushu Regional English Education Research Seminar in Saga 2012, which was held on October 19 at the Cultural Hall in Saga City.
3. These reforms are basically similar to “the Action Plan” issued by the MEXT in 2002. The dissatisfaction with English Education in Japan stimulated the MEXT to issue “The Action Plan to Cultivate Japanese with English Proficiency” in 2002. Ms. Atsuko Toyama, Ministry of the MEXT, stated the rationale of the Plan. This Action Plan was unique in that it set the numeral targets by showing specific scores Japanese people are expected to get at each school level.
4. The Digital Asahi Shim bun of June 30, 2012 reported that “From July 2, it will be company policy to speak only in English during business meetings.” The article entitled “Ready or not, Rakuten switching to English as in-house language on July 2.” In that article, Mr. Tadashi Yanai, president of Fast Retailing, said: “If they cannot understand English, they will not be able to perform their work in the future,” because “up to half its work force at company headquarters in Tokyo will be foreign nationals.”
5. See in detail Canal and Swain.
6. Yamada, surveying many research papers, concludes that “there is not verification that the ‘English-only class is more effective.” Yet, Helena Curtain asserts that “one of the most important elements is their need to access the new language through the language itself”.
7. I myself have advised teachers indulged in the grammar-translation method to change the language into English, hoping that they could change their teaching style into communicative. This could be a drastic measure.
8. There are many scholars who insist on the use of Japanese in teaching English in Japan. Atkinson, for example, declares that L1 can be a valuable resource if it is used at appropriate times and in appropriate ways” (2), and “For many learners (in particular adults and teenagers), occasional use of the L1 gives them the opportunity to show that they are intelligent, sophisticated people” (13). Cole also maintains that “The struggle to avoid L1 at all costs can lead to bizarre behavior” (1), and “One hundred-per-cent direct method can be especially frustrating—limited use of the L1 can have a powerful, positive effect here” (2). Furthermore, Watari calmly insists on the balance between L1 and L2.
9. Furthermore, the New Course of Study pays special emphasis on the use of teaching materials, making detailed suggestions about them as follows:
   A. Materials that are useful in understanding various viewpoints and ways of thinking, developing the ability to make impartial judgments and cultivating a rich sensibility.
   B. Materials that are useful in deepening the understanding of the ways of life and cultures of Japan and foreign countries, raising interest in language and culture, and developing respectful attitudes toward these elements.
   C. Materials that are useful in deepening international understanding from a broad perspective, heightening students’ awareness of being Japanese citizens living in a global community, and cultivating a spirit of international cooperation.
   D. Materials that are useful in deepening individual thinking on humanity, society, nature, etc. (3-4)
10. The objective is defined as follows: “To form the foundation of pupils’ communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages” (1).
11. The overall object is defined 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” (1).
Works Cited


