Bridging the Gap:

A Communicative Grammar-Translation Approach
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Abstract

The aim of this paper is to propose the Communicative Language Teaching to the classroom using the existing text books rather than making radical changes to the whole curriculum because, the actual curriculum is characterized by the Grammar-translation method and the drive to prepare students for entrance examinations. In order to find the gap, the paper explores the problems with the reality of the situation at the beginning of the paper. The latter portion of the paper compares an “ideal” teaching plan and a real teaching plan to find a realistic way of making English classes more communicative. In conclusion, the paper makes pedagogical recommendations for English II class focusing on four skill development using summarizing in Japanese, developmental writing activities and other task-based activities to make up the gap.
Chapter 1

Introduction

A child from whom any and all of the grammatical sentences of a language might come with equal likelihood would be of course a social monster

—— HYMES DELL, 1974:75

One of the most important elements necessary to acquire a language is Grammar. Not only in terms of the first language, but also of the second language, grammar is of primary importance for speakers to convey their messages. Japanese students start to study English at school, mainly focuses on learning grammar. The Grammar-translation method has been widely employed in Japan. The Grammar-translation method focuses on, in particular, the memorization of grammatical features, vocabulary and, direct translations of text in the mother tongue. Yet, since the 1970s, the orthodoxy in pedagogies of English education and research in applied linguistics has shifted away from the Grammar-translation method and toward Communicative Language Teaching, because the method no longer fit the demands of learners to use language as a tool of communication (Howwat, 1984). It is just “the handmaiden of reading” (Browne, Madsen & Hilferty,1985). Communicative Language Teaching or CLT is mainly focused on acquiring a target language as a tool of communication. Wesche & Skehan (2002) summarizes the definition of the Communicative Language Teaching as follows:

- Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems.
- Use of authentic (nonpedagogic) texts and communication activities linked to real-world contexts, often emphasizing links across written and spoken modes and channels.
- Approaches that are learner centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions. (p.208)

Littlewood (1981) states his views of the communicative teaching approach: “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (p.1).

In light of rapid internationalization, English is necessary for non-native English speakers to communicate with each other. All over the world, there are more than 700 million people who can speak English, and the vast majority of the speakers are non-native speakers of the language (Honna, 1999). Recently, Japan has also experienced internationalization, and the people are required to speak English to maintain relationships with other foreigners and for business.

Republic of Korea has introduced English into the third grade curriculum and employed the communicative teaching approach. English has been taught in all grades in elementary schools from the 2000 academic year (Oshiro, 2003). All Korean teachers of English receive 120 hours of in-service training. Some teachers participate in training courses after school, and others take the courses for training during summer or winter vacation (Kwon, 1997).

In China, the communicative teaching approach has been used in all
schools since 1993. After reforming and developing the curricula from Grammar-translation to the Communicative Teaching Approach, students have developed their oral communication skills (Fang, 1997). According to Hirao (2002), after observation of more than 6 high schools in China, he found that the teachers taught English in English, and used Chinese only for explanation of the grammatical functions and confirmation of meanings of vocabulary. As a result of the development, both Korean and Chinese students have improved their English ability.

However, Japanese students, compared with Korean and Chinese counterparts, are poor at using English or communication. Although the Japanese study English in school for at least 6 years and take the TOEFL (Test of English as a Foreign Language) more than any other country, the Japanese TOEFL score is the one of the worst countries: 155th place among 169 countries (Honma, 1990). As a result of this low proficiency in English, the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) decided to teach English in a communicative way in order to adapt to the internationalization. In 2003, MEXT launched an Action Plan to Cultivate “Japanese with English Abilities.” The changes by MEXT in the Action Plan launched in 2003 reflect its goal: “On graduating from junior high school and senior high school, graduates can communicate in English” (MEXT, 2003).

Yet, the reality is that there is a long-standing tradition in Japan for teachers to teach English using the Grammar-Translation method. Bamford states (1993) “the tradition of using the ‘grammar-translation’ method is... practically synonymous with English education in Japan” (p.63). Although
the Grammar-translation method has been used to understand and study classical literary texts in most western countries, Japan has used a different methodology from Western counties. In Japan, the Japanese students mainly aim to become accustomed to making finer Japanese translations from English. This methodology has been widely used in almost all Japanese schools and may be the reason for the low proficiency of English for Japanese students. In truth, the Grammar-translation method is the standard pedagogy employed in most high school classrooms in Japan.

The fact that this conservative style has not changed into communicative teaching is most likely due to the discrepancies between the real situation and the government’s intent for English education in Japan. This paper is meant to address this gap. First of all, in this paper, I shall explore three possible reasons for this failure:

i) The Grammar-translation method is still used in schools in Japan in coordination with entrance examinations, which place great emphasis on grammar (Gorsuch, 1999).

ii) The course launched by MEXT looks like a good course to accommodate the communicative teaching approach, but it is not backed up with the financial assistance necessary to make it possible, and detailed information of course description is not given.

iii) Many teachers lack adequate language ability and training; some of them lack training in speech and debate due to a lack of confidence in speaking English (Browne, 1998 Kamhi-Stein, 1999; McConnell, 2000; Miyazato, 2006).
1.1 Current use of the Grammar-translation method for entrance examinations

Most junior high, and senior schools English classes utilize the Grammar-translation method. Why do they still use the Grammar-translation method? The answer is straightforward. One of the major reasons is that traditionally there are many examinations which contain grammar and translation questions. Rather than testing the communicative competence of examinees, the examinations instead ask them to answer questions evaluating their abilities with translations and grammar. According to a survey conducted by Browne (1998), only 41% of the teachers use English in class, because the need to teach and prepare students for entrance exams still affects classroom activities.

Gorsuch (1999) summarizes the Japanese style of English education as grammar-based teaching. According to him, teachers are reluctant to introduce new teaching methods, such as task-based lectures, student-centered lectures, and other communicative teaching methods. The entrance examination in Japan functions as “an essential element of instructional guidance” (Cohen & Spillane, 1992, p.15). Therefore, teachers feel great pressure to teach English to fit the examination, which is traditionally based on the Grammar-translation method.

Gorsuch (2000) also reports the Grammar-translation-centered situation:

Tests from all four schools [that he observed] emphasized translation skills, mostly from English into Japanese. Students were asked to translate portions of English texts into Japanese or to
explain English usage points, write their opinions on an expository essay, or answer questions about English texts, all in Japanese.

Therefore, Japanese teachers of English can not neglect the Grammar-translation to help their students succeed in entrance examinations. Gorsuch concludes that Japanese English education has become more communicative recently, yet, the Grammar-translation continues to play the primary role in classroom activities.

1.2. The Curriculum launched by MEXT

The Course of Study for foreign languages makes no reference to translation, but the exams highly demand extensive translation skills and the knowledge of grammar. The Course of Study launched by MEXT has been changed to fit the demand of Japanese societies' need for internationalization (Aoki, 2006). In 1948, the first Course of Study for foreign languages was launched in Japan, when foreign languages were regarded as a vehicle for gaining information of international circumstances. Therefore, the government concentrated on honing reading skills. It is clear when we look at the textbook published in 1948, after the Second World War, had a section “To the Teacher” that introduced the Grammar-translation method: “The greatest defect in teaching of English in Japan has been the undue importance given to the translating process and the corresponding neglect of drill exercises essential to its mastery” (Sansei-do, 1948). Thus, it is obvious that the Course of Study in that era focused on Grammar-translation activities and this style has continued (Saito, 2006).
On the other hand, the Course of Study that started to focus on communication through English in overall objectives was launched in 1989. Its stated goals include: “To develop students' basic ability to understand a foreign language and express themselves in it, to deepen their interest in a language, and to help them acquire the basic understanding of daily life and ways of thinking of foreign people” (MEXT, 1989). The Course of Study was modified in 2003 and seems to have been adapted from the Course of Study launched in 1989. This can be understood from its text: “To develop students' basic practical communication abilities, such as listening and speaking, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages” (MEXT, 2003). It has been a long time since the first Course of Study was launched. Nonetheless, the situation of English education in Japan has not changed dramatically. Rather, it is mere lip service that has been paid to the problem. MEXT has changed the Course of Study for foreign languages many times to fit the demands of the society. Although many researchers make frameworks for the Course of Study, it is bureaucrats who finally decide to launch the Course of Study. As Lincicome(1993) points out, “the Course of Study itself is a product of compromise filtered through many layers of bureaucracy” (p. 123).

The new Course of Study, which will be launched in 2009, will sweep away English Ⅰ, Ⅱ, and oral communication. Replacing those courses, MEXT will establish Communication English Ⅰ—Ⅲ, English Expression, and English Conversation (MEXT, 2007). MEXT published this framework
for the Course of Study on December 22, 2008. According to the Course of Study, all English classes should be run in English, and they clarified all students must learn 1800 words (Hokkaido Shimbun, 2008, p.1). In the mid-term report for the new Course of Study and according to the article, they put English Expression, and Conversation to fit the demand of developing output skills for students in principle. Also, to delete the word “Oral” in the Oral communication class equates to MEXT giving flexibility for teachers to run the class. However, MEXT will not give teachers precise information and proper instruction to accommodate the new Course of Study. It seems like MEXT leaves all the decision-making to each classroom teacher. LoCastro(1996) also noted “MEXT's manner of reform in foreign language education has been described as top-down, with input being generated by high-level bureaucrats and university consultants” (p. 40). In sum, although MEXT appears on the surface to improve the Course of Study in a more communicative way, the reality may be that it is more of the same. Training to acquire communicative English teaching methods should be financially supported.

1.3. Many Japanese Teachers of English Lack Training

The reason why there is a gap between the reality of classroom instruction and the government’s intentions for such instruction is that Japanese teachers of English are lacking sufficient training. I will not say all teachers lack the adequate ability to teach English but, in reality, there are many teachers who can not manipulate the target language well enough to
teach it (Kamhi-Stein, 1999; McConnell, 2000; Miyazato, 2006). As part of the Action Plan launched by MEXT, teachers should renew their teachers license every decade. Many of them are expected to take the reenact lecture to improve their own ability of English (Hisamura & Jimbo, 2008). Many teachers of English are not satisfied with their own ability of English, while many other teachers refuse to improve (Usui, 2008).

Furthermore, Kamhi-Stein (1999) argues that Japanese English teachers are lacking in English fluency and accuracy. I am confident that there are many English teachers in Japan who can speak English very well. Indeed, some of the English teachers were educated in foreign universities and majored in TESOL (Teaching English to Speakers of Other Languages) or applied linguistics. However, the majority of English teachers can not speak English themselves. According to the survey by Yomiuri Shimbun (2005, p.31), only 3.9 percent of the English teachers of junior high schools and 16.3 percent of the English teachers in senior high schools have a TOEIC (Test of English for International Communication) score higher than 730. In addition to this, only 1.1 percent of the high school teachers teach English in English. Distinctly, MEXT’s aiming to promote teaching in a communicative way may be infeasible in light of the data demonstrating the low language ability level of English teachers in Japan.

Gorsuch (2002) also mentions the reason why Japanese teachers of English lack sufficient English ability. He states that after World War II, to fit the increasing demands for English teachers, the government simplified the procedures and requirements to gain the English teaching license for
junior high and high schools. As a result of the simplification, and such a policy produced many untrained and underqualified Japanese teachers of English who were not skilled English started teaching English in classrooms throughout Japan. Consequently, it is credible that teachers run the class focusing on reading and writing because they do not have the confidence to teach speaking and listening (Henrichsen, 1989).

Another reason is that Japanese teachers of English are not confident to speak English because they are not trained well enough both before they receive the teacher’s license and after they become teachers. In the teacher training courses, most universities are able to decide the contents of the courses, which require six credits in English linguistics, six credits in English literature, two credits in composition and conversation, two credits in intercultural understanding, and fourteen credits related to subjects like Methodology of Teaching English. Twenty five additional credits are required for teaching professionals. These include courses such as educational psychology, educational principles, and teaching practicum (Sasaki, 2005). Most universities do not focus on introducing English teaching methodologies, or practical teaching methods in English because these classes must cover the history and theory of English teaching, the law as it relates to English education, the Course of Study, and so on, as well as methods, little time can be spent studying or practicing teaching methods (Kitao, 1995).

Those who get the English license from universities must take the teachers employment examination in each government board of education.
For the Hokkaido Government Board of Education (HGBE), for example, examinees that have more than a 730 TOEIC score, or a 550 TOEFL PBT score do not have to take the professional examination. In the secondary examination, they must pass an interview. Those who do not have such scores must take the professional examination (HGBE, 2008). According to the assessment criterion for employment examination published in 2008, pronunciation and contents of the interview are evaluated in the professional examination for English teachers. The criterion for pronunciation is based on fluency, rhythm, intonation, and articulation: that for the contents of the response consists of accurate answers, adequate expression, and logical responses. In addition, applicants' attitudes and communicability are taken into consideration by examiners of HGBE (HGBE, 2008). Clearly, this interview does not measure their skills for teaching English. Thus, it is not always true that all the teachers have enough knowledge to teach English.

As Krashen says, teachers speaking the target language should be the model for students, and the usage of the target language will have great influence on learners (Krashen, 1983). Therefore, teachers should speak English to encourage students to use English as a tool of communication.

Dramatic changes appear to be difficult because of the many problems mentioned above in real classroom situations. Sage (2006) believes that “...‘upgrading English in Japan' may not be possible in Japan in the short term” (p.21).

As Krashen (1985) mentions in his input hypothesis, the present “level” is represented by $i$ and the ideal level of input by $i +1$ (p. 33). The idea was
consolidated from Vygotsky’s “Zone of proximal” which discusses that, “development is the difference between the child’s capacity to solve problems on his own, and his capacity to solve them with assistance” (Vygotsky, 1985). The assistance in this context is the teacher. Therefore, teachers must give their students a supportive push to overcome $i$ and to help the students acquire the target language. In the development of oral fluency, unknown words and grammar should be deduced through the use of context (both situational and discursive), rather than through direct instruction. This would be beneficial, but perhaps also quite difficult to implement. However, we should be extricated from the paralysis to give students “+1.”

I am going to assess the situation of Japan’s English education, and will suggest the adoption of a teaching methodology that combines elements from both the Grammar-translation and the Communicative teaching approach along the lines of Krashen’s $i +1$. I will define this methodology borrowing the terms of Howatt (1984), one of a “weak version of the communicative method.” In other words, this paper explores a way of compounding the Communicative Grammar-translation Approach through my suggested teaching plan to bridge the gap between the reality and the government’s intentions.
Chapter 2.

Literature Review

Changing winds and shifting sands.
—MARCKWARDT ALBERT, 1989:5

In the first part of this chapter, I will explore the idea of the Grammar-translation method, and the Communicative Language Approach. In the remaining portion of the chapter, I will examine its sister approach of four-skill development (the whole language approach): reading, listening, speaking, and writing, all of which are necessary for learners.

2.1 The Grammar-translation method

The Grammar-translation method is a very common pedagogical method and is widely used in many countries. This paper will discuss the Grammar-translation method, and the yakudoku method in particular, which is unique to Japan.

2.1.1 The Grammar-translation Method

The Grammar-translation method was developed during the nineteenth century, and has been widely employed in many countries to learn a second language for many years. In Europe, many of the scholars before the 1800s tried to learn grammatical knowledge in order to read and gain a lot of information from other countries, as well as to aid in the
interpretation of texts with the use of a dictionary. These highly educated people were trained to utilize their knowledge of grammar and translation and apply it to other languages. Therefore, the method is more effective for self-study rather than as a method to instruct students in language learning in a classroom. Howatt (1984) states the characteristics of the Grammar-translation method as:

scholastic methods of this kind of Grammar-translation method were not well-suited to the capabilities of younger school pupils and, moreover, they were self-study methods which were inappropriate for group-teaching in classrooms. (p.131)

The Grammar-translation method started to be used and developed for use in secondary schools in Germany in the early 1900s. In Germany, many schools at that time retained the fundamental framework of the Grammar-translation method because it was familiar to both teachers and pupils. The Grammar-translation method was widely used in many schools using a textbook contained “exercises of various kinds, typically sentences for translation into and out of the foreign language, which were another novel features of the grammar-translation method” (Howatt, 1984:131). The students were required to focus on meticulous standards of accuracy because many examinations in this era contained a lot of the Grammar-translation based questions, especially in England and Germany. In both countries, teachers had to prepare children to take the examinations adapting the examinations. Teachers determined both the teaching curriculum and the methodological principles. Thus, the late 20th century reformers paid significant attention to the university examination system (Howatt, 1984).
Howatt (1984) states the reason why the Grammar-translation method was used in the late 20th century:

The ‘unholy alliance’ between the public examination system and educational privilege successfully blocked the reform of modern language teaching in the late nineteenth century by institutionalizing the special status of the classics and effectively, though unintentionally, guaranteeing for this country an unenviable reputation for being ‘bad at languages. (p.135)

The Grammar-translation method had a strong influence on teaching languages at that time. Classes were run in the following ways: one or two new grammar rules, a short vocabulary list, and some practice examples to translate (Howatt, 1984). According to Prator & Celce-Murcia (1979), there are 8 major characteristics of Grammar Translation:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long, elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation. (p.3)

Yet teaching languages gradually shifted to teach languages for communication and emerge in the form of direct methods which did not require knowledge of grammar among people who are not necessary acquiring “academic” English. As Richards & Rodgers (1986) states: “it has no advocates. It is a method for which there is no theory. There is no
literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory” (p.5). Therefore, the Grammar-translation method shifted toward the methods focused on communication in the 20th century.

2.1.2 The Yakudoku Method in Japan

In Japan, the Grammar-translation method has been used in a slightly different way. It is well-known as yakudoku (translation), and is the predominant method in many schools (Gorsuch, 1999). This characteristic teaching method merely translates Japanese into English, or English into Japanese. The procedure is that the reader makes a word-by-word translation of the English text, translate it to match the Japanese syntax, and then makes the Japanese finer and more sophisticated (Gorsuch, 1998). Yakudoku has been pushed by many high school teachers as the best and fastest way of acquiring the language. Browne (1998) also notes that the method works to, “Propagate the heavy reliance on the grammar-translation method of instruction in the high school English education” (p.98).

According to Hino (1992), the reason why this method has been overused is a mystery. However, it is likely that Japanese people prefer to use the Grammar-translation because they become accustomed to learning via Grammar-translation. Many years ago, Japanese people used the method to understand the Chinese classics and Chinese literatures. Historically, the yakudoku method is descended from understanding Chinese classics corrected into the Japanese reading style. This style had also been used as
Japanese people started to learn Dutch in the Edo period. At the end of the Edo period, the method applied to English learning and has continued to be the tradition of learning English in Japan (Hino, 1992).

Japanese teachers of English, “continue to work in the shadow of an educational system where ‘yakudoku’ remains the accepted and primary teaching method for preparing students for entrance examinations” (O’Donnel,2005). It also makes possible a Teacher-centered class, giving power to the teachers, and maintaining the traditional class structure (Henrichsen, 1989).

2.2 The Communicative Teaching Approach

The Communicative Teaching Approach (CLT) is often introduced as a replacement for the Grammar-translation method. It is slightly difficult to define what the CLT is in concrete terms. There are many versions that underlie the theory, but I would first like to state an abstract idea of the Communicative Teaching Approach, and a weak and a strong version of the CLT afterwards.

2.2.1 The Communicative Teaching Approach

The Communicative Teaching Approach has been widely employed in many countries since the 1960s in order to adjust to the learners' needs to utilize the language. The Communicative Language Teaching approach (CLT) is derived from the “don’t translate” principle of the Audio-Lingual Method. The Audio-Lingual Method (ALM hereafter) was introduced as a
repulsion phenomenon of the Grammar-translation method, and it focused on using the target language to acquire the target language during and after World War II (Katayama, 1994). The ALM had learners do drilling and pattern-practice to make students be native like. The ALM had been wide spread in the 1950s in the U.S. The ALM has long time been supported in Japan as well (Howatt, 1984). Yet the ALM did not work well in the classroom. (Scherer & Wertheimer, 1964). Hymes (1972) suggested that focusing on linguistics rules through pattern practice was not enough, and coined the term communicative competence, which involves not only an internalized knowledge system of linguistic rules, but a pragmatic knowledge which enabled this system to be used appropriately in communicative settings. He states, “these are rules of use without which the rules of grammar would be useless” (p10). In 1980s, Canale & Swain (1983) separated the communicative competence into four categories: grammatical, pragmatic, discourse, and strategic competence. The aim of teaching has shifted from the “drill” to memorize the linguistic rules, to pragmatics knowledge.

In the US in the late 70s, Krashen assumed that learners can not have acquired, but only have learned language in classroom exercises. Krashen & Terrell (1983) also said that learners can not manipulate second language fluently in real situations even if they are able to manipulate the form of language in the grammar text. They explain how learners improve the competence: “Adults have two distinct ways of developing competence in second languages. The first way is via language acquisition, that is, by using language for real communication. ...The second way to develop competence in
a second language is by language learning” (p. 27).

These developments in language instruction make for a great variety in teaching materials and classroom activities based on the Communicative Language teaching method. Especially, in the late 1980s to 1990s, the CLT was developed to highlight the fundamental communicative properties of language, and classrooms were characterized by “authenticity, real-world situation, and meaningful tasks” (Brown, 2001, p.42). Also, Howatt (1984) states regarding the characteristics of the CLT that it has, “adopted a pragmatic and common-sense attitude towards language learning, though the crucial importance of advanced comprehension skills in domains like listening to lectures and academic reading encouraged a more theory-sensitive approach” (p.333). Many researchers try to apply the CLT to real classroom situations, and have invented various pedagogies, such as content-based, task-based language teaching.

Although the CLT has many other functions, clearly the CLT has been a bandwagon approach in current classroom pedagogies all over the world. Nunan (1991) states the characteristics of the CLT briefly:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom. (p.279)
2.2.2 The Strong and Weak versions of CLT

There are two versions of communicative language teaching: strong and weak (Howwat, 1984). Both versions of CLT seek to provide communicative opportunities for learners. The difference between them is that a strong version mimics first language development (Wesche & Skehan, 2002). The strong version of communicative language teaching promotes students’ structural development and “natural” structures through communication itself, and compensates for a “richer” linguistic environment. Wesche & Skehan (2002) indicate that “instruction is organized around situations, oral and written texts, skill or knowledge domains, or tasks that require communicative language use of various kinds,” which would be efficient for learners to acquire the target language (p.215). The strong version focuses on language activities which do not merely lead towards communicative competence but also “simulate target performance” and “require learners to do in class what they will have to do outside” (Nunan 1988: 26). Therefore, through the instruction, students acquire not only form, but function of the language. As Howatt (1984) supports: “functional language teaching provided EFL with a more realistic. ... more motivating, approach, it offered ESL something more fundamental” (p.279). Howatt summarizes the concept of the method as “the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself” (Howatt, 1984, p. 279).
On the other hand, a weaker version of communicative language teaching gives learners opportunities of using English for communicative purpose through the integrate activities. Thus the weak communicative language teaching gives “learners must not only learn English, they must also learn ‘how to use it’” (Howatt, 1984, p.286). Howatt (1984) summarizes the features of the weak version as “the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider programme of language teaching” (p.279).

The weak version of the CLT has become an increasingly popular EFL classroom practice, and students encounter authentic interaction in the classroom (Nunan, 1987). Krashen (1985) supports the idea: "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drills" (p.6).

In sum, the weak version is “learning to use” English, whereas the strong version can be defined as “using English to learn it.” Kumaravadivelu (2003, p.10) has proposed the concept of “macrostrategies,” which integrate both methods of both a weak version and a strong version of communicative language teaching, such as minimizing perceptual mismatches, facilitating negotiated interaction to encourage students to learn the target language more effectively. (Kumaravadivelu, 2003)
2.3 Task-based and Four-skill development

In the CLT, task based instruction is one of the most beneficial methods to understand not only the form, but the function of the target language (Howatt, 1984; Branden, 2006). In truth, there are a number of efficient instruction methods, such as content-based, task based, and so on. In this section, I would like to offer an overview of task based instruction briefly.

2.3.1 Task-based Language Teaching

Task-based language teaching promotes and enhances the development of understanding functions, through tasks and other kinds of activities such as information gap in the classroom (e.g. Mohan, 1986; Hodson, 1998). During the class, learners are not only expected to understand the target language, but also to process new information based on their knowledge, and to be able to apply to other situations (Grabe & Stoller, 1997). For instance, Long (1985, p.89) suggests the tasks includes “painting a fence, dressing a child, filling out a form, buying a pair of shoes. ... In other words, by ‘task’ is meant a hundred and one things people do in everyday life, at work, at play, and in between.” Thus, in the task based classroom, learners' work assists learners' understanding not only by simple exercise, but through more complex activities like group problem-solving, simulations, or decision making (Breen, 1987). Long & Crookes (1993, p.39) support the efficiency of task-based language teaching as completing tasks can provide a vehicle for the presentation of appropriate target language samples to learners—input which they will inevitably reshape via application of general cognitive
processing capacities – and for the delivery of comprehension and production opportunities of negotiable difficulty. New form-function relationships in the target language are perceived by the learner as a result.

Moreover, task-based language teaching has a function to stimulate peer interaction (Koen & Nora, 2006). Learners working in groups are liable to learn much more than in a teacher-centered class. Students who work in collaborative groups appear more satisfied with their classes (Collier, 1980; Kohn, 1986; Whitman, 1988). Long & Porter (1985, p.207) suggest that small group work in the language classroom provides the optimum environment for negotiated comprehensible output. Other advantages are as follows:

1. Group work increases the opportunities for learners to use the language.
2. Group work improves the quality of student talk.
3. Group work allows greater potential for the individualization of instruction.
4. Group work promotes a positive and effective learning atmosphere.
5. Group work has been found to increase student motivation.

Group work provides an environment that learners can comprehend. It gives them opportunities for production, and provides a context within which meaning can be negotiated. Long & Porter (1985) was able to demonstrate that learners actually talked more in pair work with other second language learners than with native speakers, and that, contrary to expectation, learners did not appear to become aware of each other’s errors to any significant extent. Learners also can improve their motivation through pair-work activities (Ur, 1981).

2.3.2 Four-skill Development
The teaching of the four skills of language has long been an important concern in second language acquisition pedagogy, and learners will use the target language involving one or more of the skills. In addition to this, the use of English in real life requires us to use the integrated skills of reading, listening, speaking and writing. Therefore, these four skills are paramount (Schmitt & Celce-Murcia, 2002; Brown, 2001). This integrated approach to language teaching emphasizes the interrelationship between each skill and, when taught together, is called the Whole Language Approach. According to Edelsky(1993), the whole language approach contributes to “build meaningful connections between everyday learning and school learning” (p.550).

Learning the four skills in an integrated fashion is a recent trend, with the separation of each skill in the classroom falling out of favor (Brown, 2001). First language acquisition research clearly shows that children begin perceiving whole skills, such as sentences, emotions, intonations. Second language teachers should help their students attended to such whole skills (Brown, 2001). These theories and their implications for classroom instruction are not whole for each skill. However, I have selected the most important parts that can be applied in real classroom. In the next chapter, I would like to propose an “ideal” teaching plan based on the CLT drawing back on the theories. Also, I will compare the new teaching plan to actual teaching plans which are used currently in classrooms in Japan.
Chapter 3.

Ideal vs. Reality

All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent.

—JOHN. F. KENNEDY, 1963

In this chapter I will compare an “ideal” teaching plan to real teaching styles. The term “ideal” in this section is not meant to signify that it is the only teaching plan. Rather, this “ideal” teaching plan is one of a number of teaching plans based on the theory of CLT. This chapter presents a real teaching plan using examples from my observations of four high schools in Hokkaido prefecture. I post one “ideal” teaching plan as an example. (see p.27) The papers examine the existing gap between the “ideal” and the reality, comparing these teaching plans, especially those from a second year English class in high school.

3.1 Ideal teaching plan

This ideal plan is not alone among potential English curricula. Yet this teaching plan is based on the CLT method, which makes it a more communicative-based, learner-centered, and task-based method of instruction.

First, it is assumed that the entirety of teaching activities should be task-based, focusing on solving problems, or other permutations of a student-centered class. Furthermore, the class should include interaction with peers and teachers, or students working in groups to assess each other. Through the tasks, the students would learn the target second language
(Chaudron, 1988; Nunan, 1988; Brown, 2001; Branden, 2006). In the reading exercises, the materials should be authentic, with students gleaning information by skimming and scanning materials (Brown, 2001). Students are expected to understand the meaning and context of the materials, as well as learn the vocabulary required for first year university students: 23,000 new vocabulary with 10,000 basic words (Carrell & Grabe, 2002). In the listening, the teacher assigns a listening exercise that connects to the core content and teaches the organizational structure of various types of discourse (Lynch & Mendelsohn, 2002). In addition, authentic materials should be used, such as recordings of native speakers (Johnson, 1995). Even if the learners are beginners, the teacher can use simple authentic materials such as a weather report. In the speaking component, students are required to understand a discourse that uses dialogues reflecting a “real life” communicative repertoire as well as context-dependent texts including hesitation, false starts and overlaps (Burns & Seidlhofer, 2002). In the writing activity, a lecture connects to a reading, adding authenticity. Students share their writing with classmates, and the teacher carefully observes the process of their writing: prewriting, drafting, and revising (Brown, 2001).

Here, I post the general information of the class, and a precise teaching plan which explains the recommended teaching methods.
3.1.1. General information for ideal teaching plan No. 1

1. Text: Why? (see Appendix I)

2. Time: 50 minutes

3. Aims of this lesson
   (1) To understand the meaning of the vocabulary
   (2) To comprehend the contents of the reading, and to make students express it in speech and writing
   (3) To comprehend the contents of the listening

4. Allotment of this lesson
   1st period: Reading and Listening (up to exercise D) (This class)
   2nd period: Speaking and Writing (exercise E to F) (Next class)

5. Teaching Procedure (run in English)
   (a) Warm-up: Greeting
   (b) Presentation of the lesson’s target
   (c) Practice
      c-1: Pronounce vocabulary, and check the meaning
      c-2: Textbook Reading
      c-3: Listening
      Task True/False
      Summarize the ideas
      Dictation

6. Pair-work Activity
   Check the answers

7. Consolidation
   1. Summarizing
   2. Assignment of homework

8. Detail teaching procedure as follows:
## An ideal teaching plan No.1

<table>
<thead>
<tr>
<th>Time (min)</th>
<th>LSRW (skill)</th>
<th>Procedure</th>
<th>Instructor’s Guidance</th>
<th>Learner’s Activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L/S</td>
<td>Greeting</td>
<td>Exchange greetings</td>
<td>Exchange greetings</td>
<td>Good morning etc</td>
</tr>
<tr>
<td>7</td>
<td>L/S</td>
<td>Introduction</td>
<td>Explain today's menu and procedures Nominate students, and ask questions about the topic which are related to the lesson</td>
<td>Listen to what the teacher said and answer the question</td>
<td>1. Do you often eat mints? 2. How do you feel? etc.</td>
</tr>
<tr>
<td>5</td>
<td>L/R</td>
<td>Practice 1.1</td>
<td>Pronounce new vocabulary Read the articles</td>
<td>Pronounce new vocabulary and check the meaning. Read the article with the teacher</td>
<td>Pronounce, and read clearly</td>
</tr>
<tr>
<td>10</td>
<td>R/S</td>
<td>Practice 1.2</td>
<td>Ask questions related to the contents.  - True or False  - More detailed question</td>
<td>Skim/Scan the information answer the question</td>
<td>1. What chemical causes the sensation? 2. What kind of foods does the reading mention? etc</td>
</tr>
<tr>
<td>12</td>
<td>L/W</td>
<td>Practice 1.3</td>
<td>Play the tape recorder</td>
<td>Note taking and have them write down the information</td>
<td>If students seem not to gain whole parts, play again.</td>
</tr>
<tr>
<td>5</td>
<td>L/W</td>
<td>Practice 1.4</td>
<td>Play the tape recorder</td>
<td>Dictate what they hear</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>S</td>
<td>Practice 1.5</td>
<td>Make pairs</td>
<td>Make pairs with a partner check, the answers with the partner</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>L</td>
<td>Consolidation</td>
<td>Summarize the lecture</td>
<td>Listen to what the teacher says</td>
<td>Assign Writing part</td>
</tr>
</tbody>
</table>
3.1.2. General information for ideal teaching plan No. 2

1. Text: Why?? (see Appendix I)

2. Time: 50 minutes

3. Aims of this lesson
   (1) To comprehend the contents of the reading, and to make students express it in speech and writing
   (2) To write down one's opinions in English

4. Allotment of this lesson
   1st period: Reading and Listening (up to exercise D) (Former class)
   2nd period: Speaking and Writing (exercise E to F) (This class)

5. Teaching Procedure
   (a) Warm-up: Greeting
   (b) Summarize the last lesson and Presentation of the lesson’s target
   (c) Practice
      c-1: Pair-work: Discuss the question with partners
      Presentation of the partners answer
      c-2: Group work: Discuss what you think about the question
      : Compare the paper within the group
      : Correct answers

6. Consolidation
   6-1. Summarizing
   6-2. Assignment of homework

7. Detail teaching procedure as follows:
<table>
<thead>
<tr>
<th>Time (min)</th>
<th>LSRW (skill)</th>
<th>Procedure</th>
<th>Instructor’s Guidance</th>
<th>Learner’s Activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L</td>
<td>Greeting</td>
<td>Exchange greetings</td>
<td>Exchange greetings</td>
<td>Good morning/ Good afternoon</td>
</tr>
<tr>
<td>1</td>
<td>L</td>
<td>Introduction</td>
<td>Review the former lesson</td>
<td>Listen to what the teacher said and answer the question</td>
<td>1. What is the sensation?</td>
</tr>
<tr>
<td>7</td>
<td>L</td>
<td>Nominate students, ask what they learned at the former class</td>
<td></td>
<td></td>
<td>2. Why do we feel cold when we eat mint? etc</td>
</tr>
<tr>
<td>2</td>
<td>Make pairs</td>
<td>Make pairs</td>
<td>Make pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>S</td>
<td>Practice 2.1</td>
<td>Walk around and check whether students work or not.</td>
<td>Exchange ideas and discuss the question(s) given by handout</td>
<td>Teachers should not check their spoken English so much.</td>
</tr>
<tr>
<td>10</td>
<td>S/L</td>
<td>Presentation</td>
<td>one student in each group give a short presentation</td>
<td>Give a presentation what they heard from their pairs.</td>
<td>5 to 8 groups should be nominated</td>
</tr>
<tr>
<td>2</td>
<td>Make groups</td>
<td>Get three pairs together</td>
<td>Make groups</td>
<td>6 people in each group</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>W/S/L</td>
<td>Practice 2.2</td>
<td>Within the groups, exchange their ideas, and have them correct each others papers.</td>
<td>Exchange ideas Check others’ paper Review their own paper and correct errors</td>
<td>Lecturer should walk around and have them give feedback to each other</td>
</tr>
<tr>
<td>5</td>
<td>L</td>
<td>Consolidation</td>
<td>Summarize the lecture</td>
<td>Listen to what the teacher says Submit the paper</td>
<td>Students should prepare for the next chapter.</td>
</tr>
</tbody>
</table>
3.2 Analysis of an “ideal” teaching plan

This ideal class I created focuses on the four integrated skills of language learning because it is believed that they allow students to acquire language most efficiently (Brown, 2001; Schmitt & Celce-Murcia, 2002).

There are many activities on which a “task” can be based. This class should be conducted in English because the teacher acts as the role model for learners to use the target language, and it gives students efficient input as well (Wagner-Gough & Hatch, 1975; Willis, 1981; Chaudron, 1988). However, as Brown (2001) notes, for an English as a foreign language class, the use of their first language may be helpful. Thus, for the sake of explanation, L1 (mother tongue) would be used under the circumstances in which students cannot understand the explanation in the target language.

This section is divided into two lessons. The first is the class, which mainly focuses on developing input, whereas the second class concentrates on output because of the time issue, i.e. 50 minutes is not ample time to introduce all four skills. Class size is hypothesized to be around forty students because that is the average number of students per a high school in high schools. Each of the four skills should be integrated and introduced in the classroom. I analyze activities in each, and explain how they would function in the classroom.
3.2.1 Reading

In the reading activity, I use materials that I personally created (see Appendix I) to make an intriguing article for learners. I chose topics most of us cannot answer promptly, which are more interesting than equivalent textbooks, and which students can know from the context of the material. When the teacher introduces the lesson at the beginning of the lecture, he or she explains the contents of the reading material, from which questions will later be given by the teacher. This introduction is very helpful for students to understand the context of the reading before they begin.

At the beginning of the lesson, students learn new words and phrases to build up their lexical competence. Through the vocabulary practice activity, students can build the necessary vocabulary for increasing lexical ability. After that, they read aloud following the teacher, for understanding of how to read an article, including tones, intonations, and all other aspects necessary for reading. The teacher's speech is one of the most efficient input sources for learners, and thus repetition of oral reading is very important (Allwright, 1988; Carrell & Grabe, 2002).

I focus on extensive reading activities rather than intensive reading. Extensive reading is one of the most important sources of input for learners. As Grabe & Stoller (2002) state: “most L2 readers are simply not exposed to enough L2 print to build fluent processing” (p.47). I emphasize the importance of reading, using the long passage that I made to give learners input. In addition, I also focus on an activity in which the teacher encourages students to gain information from the reading using the skills of skimming.
and scanning to ask general questions which students can gain from the passages (White, 1992). Students will also be asked “True or False” questions after reading the article once. These questions are asked to gain an abstract idea of the article. The teacher checks whether students can understand the article or not, and also to improve students skill for guessing from the article and context. As Carrell and Grabe (2002) suggest about the guessing from the context: “guessing from context and not automatic. They need to be developed and practiced in order to be used effectively in conjunction with reading” (p.242). Students are asked more precise questions to enhance their ability of the extensive and intensive reading skill using skimming and scanning after the True or False exercise.

3.2.2 Listening

In the listening activities, I select various types of activities which are integrated with other skills including not only bottom-up listening, i.e. focusing on a larger amount of input from vocabulary to structures, but also top-down listening. Bottom-up processing is that a listener functions as a “tape recorder” i.e. learners focus on recognizing sounds, words, and sentences, whereas Top-down processing is when a listener is as a “active model builder”, meaning that they use a schema for comprehension. More precisely, schema and scripts in top-down process are reckoned to be more efficient than bottom-up listening (Rumelhart & Ortony, 1977; Schank & Abelson, 1977; Tokeshi, 2006). To fit the ideal, Brown (2001) suggests “listening performance must be intricately integrated with speaking (and
perhaps other) skills in the authentic give and take of communicative interchange” (p.258), I employ generous use of “pair work” to make the activity interactive. Furthermore, I wrote the script (see Appendix I-2), recorded by using native English speakers, and made it interactive in order to make it more authentic. As Brown (2001) suggests the importance of authenticity as “Authentic language and real-world tasks enable students to see the relevance of classroom activity to their long-term communicative goals” (p.258).

In the first practice (Practice 1.3), I introduce the extensive listening activities. Students should take notes, and write down the information following the questions provided on the handout. Students are not only able to gain abstract information, but they also can gain competence as they listen. Through the process, students can input the second language into intake, or that “which is actually stored in a learner's competence (Brown, 2001:248). After the first listening activity, students do a dictation activity (Practice 1.4), and the dictation focuses on intensive listening: focus on components (phonemes, words, intonation etc).

Next, students form pairs to check the answers with their partners in English. (Practice 1.5) This activity connects interactively listening comprehension and speaking. Students can learn appropriate responses through interaction with their peers. In the second lesson, there are also many activities executed in groups and with peers. In Practice 2.1, Presentation, and Practice 2.2, students should listen to the opinions and ideas of their peers, and react each other. Through the process of listening to
the interaction, students can improve their listening skills as well through interaction with peers.

3.2.3 Speaking

There are many interactions with the teacher, the student and their peers in the speaking activity. According to Burns & Seidlhofer (2002), speaking activities require communicative competence rather than producing and understanding sentences, and learners need to understand discourse. Therefore, teachers use the text scripted dialogues to fit the “real life” discourse. Through the activities, students are able to extend their communicative repertoire and prepare more effective communication in the target language even outside of the classroom. The teacher allows the students to ask their partners’ questions and express their own opinions in the target language as well as answer the teacher's questions. The teacher should support initial learning through activities and give guided practice using pattern practice or dialogues like ‘What is your answer?’ ‘What did you write in the blank?’. This would be helpful for learners, especially beginners. This interaction not only helps students to reconstruct their ideas based on other opinions but also improves their listening skills (Slabin, 1995).

In addition to the interaction with peers, repetition with teachers in the Practice 1.1 is good practice. Scott (1992) introduces practice using chorus reading as: “choral repetition by the students of the language presented and then move into individual responses directed by the teacher” (p.75). Furthermore, repetition following the teacher's speech also gives practice in pronunciation, intonation, stress, and rhythm. The teacher's speech is the
model for the target language, and it has a strong influence on learners’ pronunciation (Brown, 2001). To imitate and repeat what the teacher says is good practice for speaking, honing skills of pronunciation and intonation, necessary for speaking (Varonis & Gass, 1985).

In the first lesson, students have many opportunities to speak with their peers. (Practice 1.2, 1.5) This pair work gives students ample practice to try out what they learn, and what they think in the class. Talking in pairs allows for easier practice than practice in the whole classroom. To this end, Krashen coined the term of lowering student’s “affective filter” The “affective filter” here means, the best situation for second language learners is to soothe their anxiety. Krashen named the attitudinal factors as affective filter (Krashen & Terrell, 1983).

### 3.2.4 Writing

Writing activities are very complicated and need multiple skills. In Practice 1.3, Practice 2.1, 2.2, and Practice 2.3, students have to write what they hear from a tape recorder or based on what others say. As I mentioned in the listening analysis, taking notes an efficient activity to organize one’s thinking. Also, as I introduce in Practice 1.3, dictation can serve to teach and test higher-order processing (Brown, 2001).

I propose that an assignment be completed following lesson one. The assignment is to ask students to write their opinion on what they have learned in the class. In the activity, students are able to follow the words and sentences, making the writing easier. Students are required to bring the material for the next week, and share their paper with their peers. That is
the drafting process. After the students make a draft, they submit the paper to their teacher, and the teacher corrects it. Students can revise the paper when they get it back from the teacher. These processes enhance their writing skills. Through the activity, students can also improve their listening and speaking skills through the interaction with peers.
3.3 Real teaching plan

In this section of the paper, I explore a teaching plan similar to one that is used in actual classes in high schools in Hokkaido. I have observed Hokkaido prefectoral public high schools, and from these observations have created a teaching plan of my own. Based on my observations, the paper will examine what is typical of a high school English class in Hokkaido. General information for the real teaching plan is as follows:

Real Teaching plan
Teacher’s Guidance of Students’ Activities

1. **Date:** September 14\textsuperscript{th}, 2008

2. **Class:** Second year

3. **School:** Anonymous (Public High School)

4. **Textbook:** POWWOW English Course 2 (Bun-Eido)
   - Lesson 7 “What do we need to change the world?” ---- Bono’s Challenge

5. **Teacher:** Japanese teacher of English

6. **General Aims of This Lesson**
   1. To comprehend how Bono experiences and feels about decreasing poverty in African countries.
   2. To comprehend past perfect progressive tense
   3. To comprehend conditional type three
   (The teacher deals with one part per lesson)

7. **Teaching procedure as follows:**
   *Whole class is run in Japanese
<table>
<thead>
<tr>
<th>Time (min)</th>
<th>LSRW (skill)</th>
<th>Procedure</th>
<th>Instructors’ Guidance</th>
<th>Learners’ Activity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>R</td>
<td>Warm-up</td>
<td>Talk with students in Japanese&lt;br&gt;cf) Did you do your homework?&lt;br&gt;Did you sleep well last night? etc.</td>
<td>Answer the question</td>
<td>Make them pay attention to take the lecture</td>
</tr>
<tr>
<td>5</td>
<td>L</td>
<td>Oral introduction</td>
<td>Pronounce the new vocabulary, and translate into Japanese.</td>
<td>Repeat the words that teacher pronounced.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>L</td>
<td>Tape listening</td>
<td>Play the tape twice(listen to English)</td>
<td>Listen to the tape</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Confirmation of the content in Japanese</td>
<td>Nominate and indicate students and ask them to translate the passage.&lt;br&gt;English into Japanese</td>
<td>Translate them in Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>R/S</td>
<td>chorus reading</td>
<td>Read the passage aloud in English</td>
<td>Repeat after the teacher together</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>R</td>
<td>Explanation&lt;br&gt;Drill work</td>
<td>Explain new words, idioms and grammatical items in Japanese&lt;br&gt;Have them do a drill in Japanese</td>
<td>Listen to the explanation and take notes&lt;br&gt;Answer the questions</td>
<td></td>
</tr>
</tbody>
</table>
3.4 Analysis of real teaching plan

Clearly, the instruction in the teaching plan above is significantly different from the “ideal” teaching plan. First, the primary teacher is a Japanese Teacher of English (JTE), with an AET (Assistant English Teacher) coming to the school every two weeks. The day I observed the class was unfortunately a day the AET did not come to the school. The Ministry of Education in Japan has decided to employ many AETs through the Council of Local Authorities for International Relations as The Japan Exchange and Teaching (JET) Programme. To clarify, JTE stands for Japanese Teacher of English, and JET refers to Japan Exchange Teacher. The number of countries sending participants has risen over the years, as has the number of participants. In 2007, 5,119 participants from 41 countries came to Japan (JET Programme, 2006). In Hokkaido Prefecture, for example, the budget for the JET Programme is around 300 million yen in the annual budget, equaling the salaries of 62 employed AETs in the 2008 academic year.

Despite the existence of the JET Programme in Japan, few students can encounter foreign teachers in reality. Rather, as we can see above, the instruction for both teachers and students has been conducted overwhelmingly by a fellow Japanese person. Indeed, students also have little opportunity to speak English. They “have very little to do with English as spoken and understood by English speakers” (McVeigh, 2002, p.154). The class has few speaking exercises, and students rarely have opportunities to speak English in the classroom.
In the reading exercise, the classes were strongly text based, and the teacher did not emphasize oral skill development. The teacher simply introduces in English pronunciation sequences spoken by the teacher or students by repetition with the handout. (see Appendix II) Students never actually produced any written English either. There is no output or producing activities apart from the exercise of translating English into Japanese. While students translate English into Japanese, no discussion arises among the teacher and the students or among students. Rather, students are judged from the form based on the teachers’ manual and give answers of either “right” or “wrong.” Students were not given time to consider or discuss with their peers. The reading and listening exercises are taken individually, because the teacher can not handle them all together. Matsuura, Fujieda & Mahoney (2000) states the situation of Japanese English class as: “Learning of isolated skills and the focus on accuracy” (p.473).

The class focuses solely on grammar instruction and translation; for example, the teacher explains one grammar feature, and students take notes on what the teacher writes on the blackboard. After the explanation, students have to do drill work. It is because “students were much easier to manage when performing pencil-and-paper exercises” (Sakui, 2004, p.160). This style of classroom instruction is typical of teaching behavior that has existed in Japan for a long time: the teacher takes a teacher-centered approach and students have to execute many drills. This echoes Lamie (2002) : “In terms of management of teaching and learning. ... teachers for
the most part conduct classes using a traditional, teacher-centered approach based on a uniform curriculum, text and evaluation formula” (p.137).

To sum up, according to my observation, students have to translate English into Japanese to comprehend the contents of the reading materials, listen to an audio recording without any obvious purpose chorus reading for checking pronunciation, and drilling one grammar point in order to acquire the form. In addition, there is no speaking and writing exercise at all excluding reading the textbook and doing drill work.

As we can see, there is a big gap between the “ideal” and reality. Can’t we change these traditional features and assumptions of teaching in Japan? Will it be possible to integrate the four essential skills into the aims of MEXT launched in 2003: the Action Plan and Course of Study 2009? We should move toward the CLT to fit the intention of MEXT, and also the entrance exam which has been slowly moved toward the CLT. In the next chapter, the paper explores how to compensate for this gap between the “ideal” teaching plan and this real teaching plan. Even if many teachers use other activities, it would be very helpful how to move towards CLT as an example. In other words, I will discuss how to apply the CLT to reality in the face of the many problems that were discussed in chapter 1.
Chapter 4.

Suggested Teaching Plan

Language is not merely a set of unrelated sounds, clauses, rules, and meanings; it is a total coherent system of these integrating with each other, and with behavior, context, universe of discourse, and observer perspective

—KENNETH L. PIKE, 1982:44

In this chapter I explore a possible solution that may compensate for the gap between the “ideal” and the reality in a classroom in Japan. At the beginning of the chapter, I summarize the problems that were discussed in Chapter 1 and offer one suggested teaching plan for English II as an example. At the end of the chapter, I analyze the teaching plan and propose how we can negotiate the gap.

4.1 Summary of the problems

In order to delineate the gap as well as discover feasible activities for real classrooms, this section briefly summarizes the problems that exist in the typical Japanese classroom. As mentioned in Chapter 1, there are three major problems that exist in Japan’s educational system: 1) Japanese schools’ curricula aim to prepare students to pass the entrance exams, which themselves focused on the Grammar-translation method of language learning; 2) The course of study aims at CLT but it is a red herring; 3) Teachers are lack of training.

Actually, the entrance exams are moving toward communication-based examinations. One of the most notable examples is that listening
comprehension questions were introduced in 2006 for the National Center Test for University Admissions. In addition, some questions were changed to be more communicative (see Appendix III), for example, with a question asking students to explain a picture that is attached to a reading comprehension question. The National Center Test has gradually changed and made adjustments based on MEXT's intentions and policies (Mori, 2002). Furthermore, students take universities' individual entrance exams following their sitting for the National Center Test, which often have a lot of short essay writing components as well as listening tasks (Guest, 2008). (see Appendix IV) Yet, there are many questions based on the Grammar-translation method that focus heavily on students' understanding of vocabulary and grammatical units. Thus, it does not yet effectively measure communicative skills (Ichige, 2006). In the case of individual entrance exams, these, too, are often dominated by translation and grammar-based questions (see Appendix V). It is not possible to ignore grammar and translation entirely due to the reality and necessity of passing higher education examinations. It is more likely, however, that most Japanese professors and experts do not want to introduce new tasks because they are clearly laborious for them.

MEXT declares in its Action Plan that graduating high school seniors will be able to communicate in English, and the majority of English classes will be conducted in the English language (MEXT, 2003). To this end, many activities will be introduced that will enable students to communicate effectively in English (MEXT, 2003). In the Course of Study launched in 2002,
MEXT states regarding English II that students’ abilities of reading and listening, and conveying information and ideas through speaking and writing, will be developed. To achieve such a goal, MEXT recommends that, “comprehensive language activities can be conducted, such as writing a summary and exchanging opinions about what has been listened to or read” (MEXT, 2003).

Yet, MEXT does not give precise information, intentions, suggestions, or even a monetary budget for stimulating such a drastic change in English education to approach their lofty aims. Furthermore, MEXT tries to raise students’ communicative skills without properly noticing the real situation occurring in classrooms across the country. As a further problem, it is only materials approved by MEXT that may be used in the classroom, and those textbooks that are not approved may not be used in the classroom. Interestingly, a survey by MEXT shows that no Western countries promulgate this sort of censorship (MEXT, 2008). Although MEXT may attempt to move English classes to be more communicative, permissible teaching materials are limited. Therefore, we have to use the materials which have approved by MEXT.

Lastly, as I stated earlier, it is clear that many English teachers lack the necessary confidence or abilities to meet MEXT's goals. They are expected to be a model of the second language, yet they are incapable of such a demand. As MEXT says, teachers should talk in English while they are teaching English, but in reality, it is very difficult for them to teach English in English.
In sum, we should deal with both sides: the problems with entrance exams and the communicative teaching that MEXT aims at. However, we can not change it dramatically or rapidly. We should make small steps toward a Communicative teaching approach in the way that I recommend in the next section of this paper.

4.2 Suggested teaching plan

In this section of the chapter, I explore the compensation of the gap between the “ideal” and the reality associated with an English teaching plan. The Grammar-translation method and the Communicative Language Approach are starkly different. Yet, it is crucial to find and develop a way to bridge the gap between the two methods that ultimately pushes classroom education towards a more communicative atmosphere and curriculum. I make a suggested teaching plan based on observations of a real English class and propose various communicative activities that can be applied to the reality.
4.2.1 Suggested Teaching Plan No.1
(four skills improvement in English II)

1  Text: POWWOW English Course 2 (Bun-Eido)
   Lesson 7 “What do we need to change the world?” --- Bono’s Challenge
   (Part 1 to 2)

2  Time : 50 minutes (two classes per one unit)

3  Teacher : Japanese Teacher of English

4  Aims of this lesson
   4.1  To comprehend the contents of the reading article
   4.2  To comprehend the contents of the listening

5  Allotment of this lesson
   1st period: Reading and Listening (This class)
   2nd period: Speaking and Writing (Next class)

6  Teaching Procedure
   (a) Warm-up: Greeting
   (b) Presentation of the lesson’s target
   (c) Activities
      c-1: Pronounce vocabulary, and check the meaning
      c-2: Textbook Reading
         Task True/False
      c-3: Listening
         Listening activity
         Dictation
      c-4: Group Activity
         Check the answers
      c-5: summary in Japanese

7  Consolidation
   7-1. Summarizing
   7-2. Assignment of homework
### Suggested Teaching Plan No.1

<table>
<thead>
<tr>
<th>Time (min)</th>
<th>LSRW (skill)</th>
<th>Procedure</th>
<th>Instructors' Guidance</th>
<th>Learners' Activity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>L/S</td>
<td>Warm-up</td>
<td>Talk with students in English. Did you do your homework? Did you sleep well last night? etc.</td>
<td>Answer the question</td>
<td>Make them pay attention to listen to the lecture</td>
</tr>
<tr>
<td>5</td>
<td>R</td>
<td>Activity 1</td>
<td>Pronounce the new vocabulary, and translate into Japanese.</td>
<td>Repeat the words that the teacher pronounced.</td>
<td>Lexical level Teacher can use Japanese</td>
</tr>
<tr>
<td>7</td>
<td>R</td>
<td>Activity 2</td>
<td>Reading comprehension Ask questions about the articles</td>
<td>Find the answers from the article</td>
<td>Before reading, mention past perfect progressive grammar briefly to have them consider its function</td>
</tr>
<tr>
<td>10</td>
<td>L/R</td>
<td>Activity 3</td>
<td>Have them listen to the CD with reading Three times: read and listen Shadowing Dictation</td>
<td>Read the article following to the CD Do shadowing Do dictation</td>
<td>If students do not understand, play again.</td>
</tr>
<tr>
<td>5</td>
<td>S/L</td>
<td>Activity 4</td>
<td>Have students make groups, and check their answers</td>
<td>Check the answers with their partners</td>
<td>In English “Which did you choose? etc</td>
</tr>
<tr>
<td>5</td>
<td>R/W</td>
<td>Activity 5</td>
<td>Have students summarize the article in Japanese</td>
<td>Summarize in Japanese</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>W</td>
<td>Grammar instruction</td>
<td>Explain grammar and give students a few questions related to the grammar.</td>
<td>Listen to the explanation Answer the questions</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>L</td>
<td>Explanation of the homework</td>
<td>Explain the writing homework to students.</td>
<td>Listen to the explanation</td>
<td>Give the handout (Appendix Ⅶ)</td>
</tr>
</tbody>
</table>
4.2.2  Suggested teaching plan No.2

2.1. Allotment of this lesson

1st period: Reading and Listening (Former class)
2nd period: Speaking and Writing (This class)

2.2 Teaching Procedure

(a) Warm-up: Greeting
(b) Presentation of the lesson’s target
(c) Activities
   c-1: Pronounce vocabulary, and check the meaning
   c-2: Listening
      Listening activity
      Dictation
   c-3: Group Activity (Speaking)
   c-4: Presentation
   c-5: check the writing in pairs
(f) Consolidation
   f-1. Summarizing
   f-2. Assignment of homework

2.3 Detail teaching procedure as follows:
### Suggested Teaching Plan No.2

<table>
<thead>
<tr>
<th>Time (min)</th>
<th>LSRW (skill)</th>
<th>Procedure</th>
<th>Instructors’ Guidance</th>
<th>Learners’ Activity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>L/S</td>
<td>Warm-up</td>
<td>Review what students learned in the last class in English. cf)Who is Bono? etc</td>
<td>Answer the questions from the teacher</td>
<td>Make them pay attention to listen to the lecture</td>
</tr>
<tr>
<td>5</td>
<td>R</td>
<td>Activity 1</td>
<td>Pronounce the new vocabulary</td>
<td>Repeat the words that the teacher pronounced.</td>
<td>Reviewing the vocabulary</td>
</tr>
<tr>
<td>5</td>
<td>L</td>
<td>Activity 3</td>
<td>Play the tape twice</td>
<td>Read the article following the CD Shadowing</td>
<td>Get them accustomed to speaking and listening</td>
</tr>
<tr>
<td>10</td>
<td>S/L</td>
<td>Activity 6</td>
<td>Have students make pairs, and exchange their ideas each others (Help students to make the conversation more interesting)</td>
<td>speak about the questions given by the handout with partners. Students try to speak English using “How do you say… in English” etc</td>
<td>Introduce new phrases or Japanese words. Prohibit Japanese but approve students to use</td>
</tr>
<tr>
<td>10</td>
<td>L/W/S</td>
<td>Activity 7</td>
<td>Nominate students and have them report what the partner said in English</td>
<td>Report what the partner said.</td>
<td>Prohibit Japanese here.</td>
</tr>
<tr>
<td>15</td>
<td>W/S/L</td>
<td>Activity 8</td>
<td>Have them compare the writing homework with their partners, and have them check it with their partners.</td>
<td>Discuss, and check the writing with partners.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>L</td>
<td>Consolidation</td>
<td>Summarize this part in Japanese</td>
<td>Listen to what the teacher said and submit homework</td>
<td>To make the class clear, use Japanese</td>
</tr>
</tbody>
</table>
4.3 Analysis of the suggested teaching plan

This section delivers general information and the intentions of the teaching plan and also explains why these activities were chosen. At first, I will consider the teaching plan as a whole and second, I will examine individual sections of the plan, keeping in mind the need to compensate for the gap between current education practice and the ideal.

4.3.1 Textbook and Audio

It is important to make a teaching plan for intermediate students. “Intermediate” in this paper refers to those students who typically get approximately an average score in public examinations, the high school students whose average score on the National Center Test is around the same as the average score on the test of the school.

For my teaching plan, I chose POWWOW English Course II, a textbook for intermediate high school students, used in 224 schools in Japan. High school students must use the materials which were approved by MEXT. My teaching plan is based on a textbook equivalent to such equivalent material. In addition to this, teachers can not make whole the book and record the listening material that an ideal teaching plan shows due to the time limitation. The teacher uses the equivalent textbook.

4.3.2 Teacher

I choose a Japanese Teacher of English as the teacher who runs a class based on the suggested teaching plan as my target for fitting the suggested
teaching plan to the reality. As I stated earlier, the Ministry of Education spends a large amount of money to employ AETs, yet the number of opportunities to encounter an AET for students is low. The Japanese Teacher of English is the most “common” teacher of English language in schools. As I explained in the previous chapter, some teachers do not have an adequate level of English ability to run an entire class in English. Yet, teacher talk is the closest model of the second language in terms of its effect on second language learners (Wagner-Gough, 1975; Larsen-Freeman, 1976). As Chaudron (1988, p.58) states, “it is more likely that the effects contribute to comprehension and learning.” We can not allow teachers to run the whole class in Japanese. Then, what should these teachers who lack sufficient English abilities do to run the English class? As I mentioned, compounding the first and the second languages would be better for not only learners but also for teachers. They should use Japanese on select occasions as follows:

(1) Vocabulary

Introducing new vocabulary at the beginning of the class, teachers can use Japanese instead of English because students are supposed to be unfamiliar with new words. Teachers should make these words easier for students to input. Persisting in the target language can be a waste of class-time. Rather, the time should be used for other activities (Weschler, 1997).

(2) Grammar

As Green says, “grammar instruction can play a major role in their
language learning process”(Green, 2006, p.5). It is one of the most difficult activities to teach and entrance exams in Japan still have significant grammar portions. Grammar instruction has a large amount of difficult terms; it is simply said that speaking Japanese would help students to comprehend grammar competence (Dietze & Dietze, 2007). I will state precise grammar instruction afterwards.

(3) Review and Feedback

Students have to understand what they have done in the class. Teachers have to review what they have done in the class and confirm all the students understand the class. As Atkinson (1993) mentions, it is important to “discuss points the students have not understood” (p.18).

Yet the problem remains. What teachers with inadequate English abilities should do to achieve a successful and effective class? It is simple enough to say that even these teachers must give instructions in English like, “sit down please,” “please make pairs” “time is up,” and so on. Teachers should use English where it is possible and L1 where necessary. Yet, it is important for teachers to pay attention to “can I justify using the L1 here?” and “Will using Japanese help the students’ learning more than using English would?” (Atkinson, 1993).
4.3.3 Analysis of each activity

4.3.3.1 Reading activity

Clearly, teachers must not have students engage in extensive translation activities. According to the real teaching plan, teachers use the material to practice translation. However, as we have discussed, translation is not an efficient way of developing learners’ reading ability. Many people mistakenly think that language learning is to translate word for word from the native to the mother tongue, which in fact deters students from learning and renders the next step towards literacy and fluency impossible (Rubin & Thompson, 1982). The reading activity should contain many exercises rather than pure translation between the languages.

Regarding Activity 1, teachers have students pronounce vocabulary and translate it into Japanese. At the lexical level, I believe that learners have to be supported by their first language, because it is also useful when the students are asked such questions in their entrance examinations. After that introduction, students should read the article followed by teachers to support reading comprehension. Teachers have to read clearly to be a model of the target language. For those who lack reading confidence an audio recording is recommended.

In Activity 2, teachers ask a few questions related to the reading part to check whether the learners can grasp the main idea of the reading or not. Teachers have to ask these questions in English, and learners have to write the answers in English on the handout. The questions should range from abstract to precise; from True & False to very detailed questions. (see
Appendix VI) These questions encourage students to harvest abstract information through skimming and scanning. This is helpful in that it relates to questions commonly found on entrance examinations. It encourages not only intensive but extensive reading skills for students.

4.3.3.2 Listening activity

Activity 3 (Appendix VI) includes the listening activities of shadowing and dictation. At the beginning of the activity, students should focus on the overall meaning through listening to the audio to understand the contents of the passages. After the listening, students have to write down what they heard on the handout in the form of dictation. Through the activity, students try to gain precise information. According to Tokeshi (2006, p.5), “repetition appeared to be the most effective type of speech modification.” The top-down process of listening with scripts also “contributes greatly to the interpretation of the listening input” (Schank & Abelson, 1977, p.421). Thus, students have to read aloud following the recorder once. As Burns & Seidlhofer (2002) supports “listen and repeat,’ which is very drill-like ... such exercises can be modified to make them more meaningful for learner while retaining a focus on sounds” (p.227). After the content exercise, the student does shadowing to gain precise information from the listening, followed by dictation to focus on specific words. The teacher should make new vocabulary and comprehension exercises for inputting these important parts to students. These exercises would be good for learners to input.

Yet, as Nunan (1999, p.209) dissented “without the role of active
listening, listening comprehension would not be enhanced,” we should also focus on active listening. After students write down the answers on the handout in Activity 4, students will next make pairs to check the answers. This activity functions as a speaking exercise as well. Teachers have them speak English when they check the answers. That would be an active listening exercise. Sometimes it would be hard for some students who are not used to speaking English. However, when a teacher introduces some phrases, such as “What is the answer...?” “Which did you choose...?” students will be supported. It is a kind of pattern practice, one which students can get used to use in daily classroom life.

At the end of the class, as the activity 5, the teacher asks students to make a summary in Japanese to help students clarify the contents of the text. Students may not understand the contents of the textbook at first sight, so teachers will need to show the summary of the text in Japanese. Through summarizing the passage in Japanese, they can confirm what they have learned in the class, and prepare for entrance examinations.

4.3.3.3 Speaking

In the speaking activity, as I mentioned in Activity 6, students discuss a related topic with partners. It is very difficult for students to talk with partners in English (Burns & Seidlhofer, 2002) regarding the topics given in the worksheet, especially for beginners of English. The teacher should give some useful phrases to trigger their conversation such as “Why do you think...?” “How about you. ...” on the blackboard. As I stated earlier,
interaction is one of the most efficient ways of developing students' communicative competence, and their listening ability as well. In the next section of the speaking (Activity 7), students explain what they heard from their partners in English. This activity has the students listen to what the partners say, summarize it, and present it in their own words. To make the activity clear, I offer a guideline for students to make the presentation easier. Through the activity, students enhance not only the ability of listening to authentic (interactive to gain information) English, but also their speaking ability to explain what they heard in their own words.

Read aloud training is also one of the recommended speaking activities. This activity would be supplemented by intensive listening, vocabulary, and grammatical review. This practice helps learners to become accustomed to pronouncing English. Furthermore, it enables learners to improve their listening ability as well. We can not understand the grammatical features and vocabulary unless we can read them aloud. Thus, speaking these words are important as input for learners. In addition to this, students are able to grow accustomed to speaking with their peers in English, and through the activity, students’ affective filter (attitudinal factor for learners) will lower as time goes by.

4.3.3.4 Writing

It is clear that writing activities are involved in other activities already mentioned, such as dictation, question-and-answer, and information gathering from partners. In these activities, students have to write what
they hear, and think in English. In addition to these activities, in Activity 8, students have to write their own ideas in English. In the ideal teaching plan, students have to write their ideas in English directly. However, in reality, most of the students are not familiar with writing procedures. I give ample instruction and hints to allow the students to write their own ideas easily (see Appendix VII).

Based on the instruction, students should decide the topic sentence, three supporting sentences and at the end of the essay, students state a conclusion. Moreover, I put many transitions that students can choose to make the writing more natural. To understand the typical writing process through the activity, students can improve writing skills. In Activity 8, students have an opportunity to compare their writing product to that of their peers. The students check the writing with each other to enhance the quality of writing skill. In addition to this, students can encounter many reading passages through the writing paper written by the peers. That would help students to input much more English than they would by merely reading some article. Students can also recognize peers’ mistakes which can be applied and carefully pay attention when they write English on their own.

4.3.3.5 Grammar instruction

One thing we can not ignore is explanation of grammar because there continues to exist the Grammar-translation based entrance examinations (Guest, 2000; Taguchi, 2002). Students often rate grammar instruction as highly necessary. Some of the language teachers often think that not
teaching grammar is one of the definitions of CLT (Kleinsasser & Sato, 1999; Savignon, 2002). This misconception may be because teachers place a distance between current instruction and that of the CLT. Yet, explicit grammar instruction can play an important role in their language learning process. As Krashen (1992, p. 411) states, “research and theory show that the best way of increasing grammatical accuracy is comprehensible input. Studies suggest that the most effective kind of comprehensible input for advanced grammatical development is reading.” Therefore, teachers should teach grammar to some extent. In this class, the past perfect progressive tense is introduced.

One example of understanding the grammatical competence for learners is that the teacher mentions the grammar form in advance without explaining, and then the teacher gives the students a lot of opportunities to consider what is the function of the grammar in the reading activity. This “noticing” makes students more likely to understand the function of the grammatical feature (Hanaoka, 2006). Thus, at the beginning of the second class, the teacher explains the features of grammar in question on the blackboard. Clearly, it is teacher-centered teaching. However, it is difficult to create a totally learner-centered curriculum in the current English classroom. Teachers should choose the correct method, learner-centered or teacher-centered, to fit the demand of the class (Nunan, 1998).

This teaching plan is very efficient for the teacher and students who are facing the problems I mentioned earlier. To compensate for the gap between desire to teach English communicatively and the reality of teaching
in Japanese, summarizing in Japanese, and pair-work can be used immediately in the current classroom.

### 4.4 Summary of the Communicative Grammar-translation Approach

In this section, I would like to compare an “ideal” teaching plan and the suggested teaching plan (coined the Communicative Grammar-translation Approach), and see what is the difference among them.

<table>
<thead>
<tr>
<th></th>
<th>Ideal</th>
<th>CGT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Textbook</strong></td>
<td>Teacher made</td>
<td>Equivalent textbook</td>
</tr>
<tr>
<td><strong>Teacher talk</strong></td>
<td>English-only</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Japanese if necessary(vocabulary) and grammar instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Both intensive and extensive</td>
<td>Both intensive and extensive</td>
</tr>
<tr>
<td></td>
<td>The teacher checks the abstract information of the reading article with speaking</td>
<td>Make Japanese summary to comprehend the article</td>
</tr>
<tr>
<td><strong>Audio</strong></td>
<td>Teacher recorded</td>
<td>Equivalent audio CD</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Top-down process driven</td>
<td>Bottom up &amp; Top down process</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Pair-work, presentation</td>
<td>Pair-work</td>
</tr>
<tr>
<td></td>
<td>Free speaking with pairs based on the questions given by the teacher</td>
<td>Speaking with pairs based on the phrase given by the teacher</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Free writing (few instruction) teacher corrects</td>
<td>Writing based on handout correct in pairs</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Few grammatical instruction</td>
<td>Teacher-centered instruction after guessing the function of the grammar from the reading</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>Learn English as a tool of communication</td>
<td>Learn English for communication and entrance examination</td>
</tr>
</tbody>
</table>
Chapter 5.

Discussions and Conclusions

All human beings can acquire additional languages, but they must have the desire or the need to acquire the language and the opportunity to use the language they study for real communicative purpose

―KRASHEN, STEPHAN. D. & TERRELL, TRACY.D. 1983:17

5.1. Discussion

In this chapter, I explore whether or not the suggested teaching plan would effectively negotiate the dual goals of making language education more communicative and meeting expectations of entrance examinations. Obviously, the teaching plan has significant task work, and teachers are able to operate the class in English. Students easily encounter authentic English through not only their teacher but through their peers as well. Regarding pair and group work, these encourage students to use the target language. Teachers can speak English when they give students instructions, yet there will also be occasions to speak Japanese, which will make teachers run the class in English more easily. Students also use the target language followed by the teacher’s instruction, and it should be easier to write English based on such instruction.

In addition to this, four skill development tasks will develop students’ ability of English totally. Reading tasks occur with listening, and listening tasks require students to develop writing skills; writing tasks push students to enhance their speaking skills. All activities are feasible not only for students but also for teachers. Teachers are able to make the activities using
an equivalent textbook in a short time. Clearly, teachers will be able to introduce student-centered, task-based language teaching with this paper's teaching plan. We can consider this teaching plan as an example of a communicative teaching approach, albeit a weak one, akin to that which MEXT would like to introduce.

One concern that many teachers have is the question of whether or not the teaching plan will accommodate the skills demanded by entrance examinations. As I stated earlier, entrance examinations for universities have not moved significantly towards being communicative-based. Students are required to develop their communicative competence but grammar skills can also not be ignored. I would like to offer some examples in discussion as to the question of this teaching plan's potentiality to meet multiple instructional demands.

For the above-mentioned vocabulary and grammar based questions (see Appendix V), Activity 1 and direct classroom grammar instruction will help the students advance these ends. As demanded by such entrance examination questions in Appendix VIII-1, examinees are required to read an article and understand what the author wants to say. Then they must choose similar expressions of the content. Activity 2 answers to this skill.

Students can prepare for the questions of writing their ideas (see Appendix VIII-2) through pair work and writing activities. Especially, in the speaking activities with pairs and group, students have to address their ideas in English. Summarizing the reading articles in Japanese would be helpful for the questions that ask students to summarize such articles (See
Appendix Ⅷ-3). Summarizing in Japanese is also good for students in order to successfully answer Japanese-English translation questions (see Appendix IV). Activity 3 will help students to answer the listening component added in 2006.

This teaching plan not only will improve students basic language ability but will also help students prepare for college entrance examination both public and private.

5.2. Further research

This paper explores one suggested teaching plan comparing “ideal” and real teaching plans. Yet, the “ideal” teaching plan is only one example of a communicative teaching plan, and there are large amounts of other teaching methods that have been introduced by researchers. I have chosen some important points to make this paper's “ideal” teaching plan. This teaching plan can be considered only one example of potential communicative teaching approaches.

The real teaching plan was made based on my observation of English classes in Hokkaido. The number of schools was limited, and I have noticed that there are many schools which have already introduced some communicative teaching tasks, such as pair work, dictation, and others. I disregard these activities which were in fact only minor aspects of an overall grammar-based curriculum, and move instead towards a general teaching plan. The real teaching plan I proposed in this paper may need to be modified in the future according to circumstances in a broader selection of schools.
In addition, I have not experimented in an actual classroom due to a lack of opportunity and time. Thus, this paper should be viewed as a preliminary study introducing one approach to compensate the gap between the ideal and the realistic. In practice, this teaching plan should be experimented with and improved upon.

5.3. Conclusion

In this paper I would like to suggest moving forward towards communicative teaching and away from the Grammar-translation method. The point that I want to emphasize is that we should keep moving towards communicative teaching. To achieve the goal, MEXT and teachers should cooperate with each other to change English education in Japan without relying on native English speakers. There is no magic lying within native speakers. When students learn English from a native English speaker, they are not suddenly able to speak the language fluently. Dramatic changes are required for English education in Japan.

On the surface of Japanese education, MEXT states that Japan has been striving for communicative competence for 15 years, primarily with the JET program. Yet, truth be spoken, MEXT has engaged in various reformations and have implemented their stated goals but shows without success. Many teachers are struggling with the current situation, and continue to teach with the looming entrance examinations in mind, largely ignoring communication ends. This washback effect enacts a strong influence on both MEXT and teachers. It is important that teaching be closely related
to required tests and examinations. That which English instructors teach, therefore, will bear a reasonably close similarity to the test material. Test makers make entrance examinations based on what students have learned in high schools. It is a vicious circle. If the test is good, it will reflect good practice and one would expect that the way teachers instruct would not be substantially different from the way they normally teach.

Teachers are struggling to bridge the gap between educational theory like communicative teaching as taught in colleges and universities, with the more commonly used: the Grammar-translation method. Even though teachers are trying to teach in communicatively, “sometimes advised by practicing teachers to ‘forget all that theory and get on with the real teaching’” (Lawton, 1973, p.8). Yet, we should move toward communicative teaching. If we do not, Japanese people will continue to be unable to communicate in English. Thus, teachers must be more flexible in their approach to fit demands. To make it a success, teachers are also required to train to broaden their knowledge of teaching. I hope the current paper will encourage Japanese English education to move toward communicative teaching and also to make use of the paper's teaching plan as one possible example. Let us stop beating a dead horse at once and give students, as Krashen said, an $i + 1$. 
References


http://www.mext.go.jp/a_menu/shotou/kyoukasho/gaiyou/04060901/003.htm


Appendix I . Textbook for CLT
Chapter 2. Why do peppers taste hot and mints taste cold?

A. Vocabulary
- sensation ( ) - fiber ( )
- overly ( ) - receptor ( )
- molecule ( ) - menthol ( )

B. Reading
We’ve all done it. We’ve taken a big bite of something spicy and it gave us the sensation of our mouth being on fire. Similarly, one too many breath mints and we perceive an overly cold sensation in our mouth. The peppers are not physically hot, nor are the mints cold, so why is it that these things feel hot and cold?

The main chemical found in chili peppers is call capsaicin and what this does is it affects a special molecule on nerve fibers. When it comes in contact with those nerve fibers it gives the sensation of heat and burning. There is no actual heat, the effect is simply tricking the mind into believing there is heat. So when we eat curry or wasabi what we are doing is fooling the brain and nerves which send out pain signals.

When we eat a breath mint or anything containing the chemical menthol we normally feel a cool sensation. This is because mint and anything menthol affects nerve receptors sensitive to cold, creating a similar illusion to what happens with chili peppers, but instead of sensing heat we sense cool.

This brings up the question of why do chili peppers fool our brains? One interesting point about chili peppers is that this heat sensation is found in all mammals. This suggests that over time chili peppers, as a means of survival, created this sensation to protect itself from being eaten. The chili pepper became spicy to stop itself
from being eaten by mammals such as humans. Birds, however, are immune to this sensation and help to spread the seeds of the chili pepper guaranteeing its survival.

The next time you eat something spicy think about why you feel warmer. It is the capsaicin fooling your nerves and brain, or in other words, it's just your imagination.

C. Listening

Please listen to the conversation and fill in the blank about the information of this article.

The man said what kinds of food make you feel hot?

________________________.
________________________.
________________________.
________________________.

What is the next step of the function of capsaicin?

________________________________________________________________________
________________________________________________________________________.

D. Dictation

No, it's for (mammals) not birds and other animals. So the (researchers) are seeking that capsaicin is also the (source) of a medical breakthrough, and it is used for (losing) weights. Not do some (exercise,) but eat capsaicin.

E. Speaking

Please discuss the questions below with your partner.

1. What kind of food makes you feel hot or cold?
2. Can you think of other ways we can fool our brains? How?

F. Writing

Did your opinion change from before you read the article or not? If it changed, what changed?

Please use these words if you want.

(I have changed my opinion because.......)
(I haven’t changed my opinion because....)
Appendix I -2 Script

P: Good morning everyone. Today, we are going to talk about the sensations. You probably noticed in your reading for this week that chili peppers taste hot. So, why do they taste hot, Marty?

M: It is a kind of... illusion?

P: Yes. So, what kind of foods taste hot?

M: Peppers, gingers, wasabi, and curry and rice!

P: Exactly. But do you think they can really use kind of... illusion?

M: No, no. but I have no idea why do we taste the heat.

P: This is caused by capsaicin. It is not physically hot and cool. I mean different pieces of information from the 'outside' world create different electrical patterns in our brains.

M: I got it. So, is this function universal for all animals?

P: No, it's for mammals not birds and other animals. So the researchers are seeking that capsaicin is also the source of a medical breakthrough, and it can be used for losing weights. Instead of exercise, eat capsaicin.

M: The capsaicin burns fat?

P: No, not exactly. The capsaicin stimulates a nerve for metabolism.
M: I see. I should eat capsaicin!

M: Anyway, what foods contain the capsaicin?

P: Hey, come on!
Appendix II. Example of equivalent handout for the real class.

Part 1

Imagine you are a billionaire / who can use a huge amount of money in any way / you like. What would you do? Money is powerful, but if you do not have a good way to use it, it is meaningless.

When Bono, the lead singer of U2, first got involved with Africa in 1984, many workers and organizations had been struggling / to help poor countries in Africa. But there was no agreement / on what to do first, and there never was enough money. The task was too big and too complicated.

Bono is one of the people / fighting against the inequality of the world. Some people regard Bono as just another celebrity / asking people to pay for the poor. The fact is, however, that Bono gets results.

New Vocabulary & Idiom

<table>
<thead>
<tr>
<th>Billionaire</th>
<th>a huge amount of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningless</td>
<td>get involved with</td>
</tr>
<tr>
<td>Struggle</td>
<td>complicated</td>
</tr>
<tr>
<td>Inequality</td>
<td>regard A as B</td>
</tr>
<tr>
<td>Celebrity</td>
<td>ask A to do</td>
</tr>
<tr>
<td>get result(s)</td>
<td>名詞</td>
</tr>
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</table>

Part 1

あなたが莫大なお金を使うように使える億万長者であると想像してごらんなさい。あなたは何をするでしょうか。お金は強い力を持っていますが、上手に使う術がなければ、意味がありません。

U2のリードボーカリストであるボノが1984年にアフリカに初めてかかわるようになったとき、すでに多くの運動家や組織がアフリカの貧しい国を助けようと必死に努力していた。しかし、最初に何をしたらよいかの合意はなかったし、決して十分な資金もありませんでした。やらなければならないことはあまりにも大きく、あまりにも込み入っていた。

ボノは世界の不平等に反対して闘っている人びとのひとりです。人びとの中には、ボノを貧しい人のために募金を頼むありきたりの有名人とみなす者もあります。しかし実際、ボノは成果を上げているのです。

Q1. Who is Bono?
Q2. When did he get involved with Africa?
Q3. What is he fighting against?
Part 2

In 1984, the rock band U2 took part in Band Aid and recorded a song to save the Ethiopians from famine. After the Live Aid concert in 1985, which raised $200 million, Bono learned that Ethiopia alone paid $500 million a year to repay its debt. Huge debts had been making it difficult for some countries to spend their money on health and education.

Then Bono joined Jubilee 2000 and asked the governments of rich countries to cancel Third World debts. Through Bono's efforts, former President Bill Clinton agreed to cancel $6 billion of the Third World debt. On July 8, 2005, the G-8 leaders agreed to cancel the debt of the 18 poorest African countries.

Of course, Bono was not alone in achieving these results. But according to Canadian Prime Minister Paul Martin, "It's hard to imagine much of the results would have been achieved without him." Where does Bono's power come from?

New Vocabulary & Idiom

<table>
<thead>
<tr>
<th>Band</th>
<th>aid</th>
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<tbody>
<tr>
<td>Record</td>
<td>repay</td>
</tr>
<tr>
<td>Debt</td>
<td>education</td>
</tr>
<tr>
<td>Cancel</td>
<td>prime minister</td>
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</table>

Part 2

1984年に、ロックバンドのU2はバンド・エイドに参加して、エチオピアの人びとを飢饉から救うために歌を録音しました。1985年のライブ・エイド・コンサートののち、そのコンサートでは2億ドルを集めたのですが、ボノはエチオピアだけでも負債を返済するために年に5億ドル払っていることを知りました。莫大な負債のせいで、健康や教育にお金を使うことがむずかしい国々もあったのです。

それから、ボノは「ジュビリー2000」に参加し、豊かな国々の政府に第三世界の負債を帳消しにすることに懇願しました。ボノの努力のおかげで、ビル・クリントン元大統領は第三世界がかかる60億ドルの負債を帳消しにすることに同意しました。2005年の7月8日には、先進主要8か国の指導者たちは、18のアフリカの最も貧しい国々がかかる負債を帳消しにすることに同意しました。

もちろん、ボノひとりでこういった成果を成し遂げたわけではありません。しかし、カナダの首相ポール・マーティンによると、「成果の多くは、彼なしで達成されただろうと考えるのはむずかしい」ボノの力はどこからやってくるのでしょうか。
Appendix III Entrance Examinations (Picture explanations)

Center Exam in 2008 from Official Site of National Center for University Entrance Examinations:

第5問 次の問い（A～C）に答えよ。 (配点 18)

A 次の絵の説明として最も適当な記述を、下の①～④のうちから一つ選べ。

① This picture illustrates a defense strategy common to both humans and other animals in which, to avoid danger or aggression, they escape the area as quickly as possible.
② This picture illustrates a defensive response against a potential enemy, in which the fur of an animal's body stands up, making the animal look larger and more frightening.
③ This picture illustrates a method of protection utilized by many animals, in which they change their shape or color to match their immediate surroundings and become more difficult to find.
④ This picture illustrates a protective method by which an animal reacts to an aggressive animal by imitating precisely the pose and other behavior of that animal.
Appendix IV Entrance exam (translation)

III 次のはがきの文章を読み、下線部（1）〜（7）を英訳しなさい。

前略
お手紙ありがとうございました。お元気でお過ごしのこと、何よりです。①時が立つのは早いもので、イタリアに留学して3年になります。②長く外国にいればいるほど、故郷からの便りがますます大切になってきます。

ところで、この夏の休暇に3週間ほど帰省しようと計画しています。実は、③3月母が入院し手術をうけました。④手術はうまくいったのですが、母は高齢ですから、体力が心配です。⑤いつも母の世話兄夫婦にまかせっきりですので、夏休みぐらいは帰って母を元気付けたいと思っています。

お便りの中に、同級生の山川さんが結婚なさったと書いてありましたね。⑥私の帰省中に我々の同級生を何人か呼び集めて、彼女の結婚祝いにパーティーを開きませんか。⑦皆様にお会いするのを楽しみにしています。

(Nagoya University, entrance exam 2008 from Sugaku'sya,2008).
Appendix V Entrance Examination (Grammar based question)

Center Exam in 2008 from Official Site of National Center for University Entrance Examinations:

第 2 問 次の問い(A〜C)に答えよ。(配点 44)

A 次の問い(問 1〜10)の 9 〜 18 に入れるのに最も適当なものを、それぞれ下の①〜④のうちから一つずつ選べ。

問 1 The soccer game was shown on a big screen in front of 9 audience.

① a large ② a lot of ③ many ④ much

問 2 I am afraid I am not prepared to 10 the risk of losing all my money.

① catch ② deal ③ put ④ take

問 3 The catalog 11 that this year's model is slightly cheaper than last year's.

① says ② speaks ③ talks ④ tells

問 4 For their safety and the safety of others, drivers must 12 the traffic rules.

① observe ② overlook ③ test ④ violate

問 5 I think he is a very intelligent person, 13 many people don't agree with me.

① but ② for ③ which ④ who
Appendix VI
Lesson 7
WHAT DO WE NEED TO CHANGE THE WORLD
·BONO'S CHALLENGE· Part1. (p.97)

1. Vocabulary Check
   a. huge ( ) i. complicate ( )
   b. powerful ( ) j. inequality ( )
   c. meaningless ( ) k. regard ( )
   d. involve ( ) l. record ( )
   e. cancel ( ) m. aid ( )
   f. repay ( ) n. education ( )
   g. prime minister ( ) o. debt ( )
   h. celebrity ( ) p. band ( )

2. True or False Questions
   1. Bono is a member of U2? (T / F)
   2. Bono gets results to save African countries? (T / F)
   3. U2 saved Ethiopia to record a song (T / F)

3. Reading comprehension
   1. Who had been struggling to help poor countries?
   2. When did he get involved with Africa?
   3. When did U2 take part in Band Aid?

4. Listening Exercise
   1. What is he fighting against?
      ____________________________________________________.
   2. What did the G·8 leaders do in 2005?
      ____________________________________________________.

5. Dictation

When Bono the lead singer of U2, first got (i   )with
African 1984, many workers and organizations (h   ) been
(s   ) to help poor countries in Africa. But there was
no agreement on what to do first, and there never was (e   )
money. The task was too big and too complicated.

In 1984, the rock band U2 (   ) Band Aid
and recorded a song to save the Ethiopians from (   ).
After the Live Aid concert in 1985, which raised $ (   ) million,
Bono learned that Ethiopia alone paid $(   ) million a year
too repay its (   ). Huge (   ) had been making it
difficult for some countries to spend their money on health and
6. Summarize
U-2 のボーカルであるボノは、アフリカの（ ）国を助けようとしましたが、十分な（ ）もなく、非常に大きく、（ ）な問題でした。ボノは、（ ）と戦っており、結果を残しました。

1984年に、（ ）に参加し、飢饉で苦しむエチオピアの人々を助けるために（ ）もしました。

1985年には、コンサートも開かれ（ ）円も売り上げました。ボノは、このような国々は、多額の（ ）があり、そのせいで、（ ）や（ ）にお金を使うことがむずかしい国々もあったのです。それから、ボノは「ジュビリー2000」に参加し、（ ）に（ ）の負債を帳消しにするように頼みました。そして、（ ）のアフリカの国々の借金の帳消しに同意しました。

7. Speaking activities
Talk about the questions below.
1. What would you do if you were billionaire?
2. If you were born in Africa, what would you do to survive?

8. Presentation
My partner (  ) would (  ) if he/she were billionaire, because ________________________________

9. Writing activities
Write about your opinion about the discussion question below.
Use the hints below and follow the instruction.

What can we do help the people who live in poor countries?

- In order to help these people, we can do...
- To solve this we should...
  ➢ Please write your own idea on the next paper.
Appendix VII Writing paper

Topic sentence: ____________________________________________________________

Transition: _______________ Detail 1: __________________________________________

___________________________________________________________________________

Transition: _______________ Detail 2: __________________________________________

___________________________________________________________________________

Transition: _______________ Detail 3: __________________________________________

___________________________________________________________________________

Transition: __________ Conclusion: ____________________________________________

<table>
<thead>
<tr>
<th>Transitions</th>
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<tbody>
<tr>
<td>Show time:</td>
</tr>
<tr>
<td>First</td>
</tr>
<tr>
<td>Third</td>
</tr>
<tr>
<td>To begin with</td>
</tr>
<tr>
<td>Second</td>
</tr>
<tr>
<td>After</td>
</tr>
<tr>
<td>Meanwhile</td>
</tr>
</tbody>
</table>

| Add more information:       |
| In addition                |
| For example                |
| For instance               |
| Furthermore                 |
| Moreover                    |

| Difference:                 |
| However                    |
| In contrast                |
| Nevertheless               |
| On the other hand          |
| In spite of                |
| Yet                        |

| Conclusion:                 |
| Therefore                  |
| In short                   |
| In conclusion              |
| As a result                |
| In sum up                  |
| To summarize               |
Appendix VII

VII-1

Furthermore, just as win things like chess, physics, or teaching, people’s knowledge and beliefs affect what they notice, understand, and remember from viewing television. The same program can have different effects depending on who is watching and whether the viewer is alone or part of a group.

(4) 下線部④の意味に最も近いものはどれか。

(choose the closest meanings)

A. Many hours of watching television every day will work strongly on your knowledge and beliefs.
B. You get information rather than knowledge and beliefs from viewing television.
C. What you get from television has little to do with what you already know and believe.
D. What you already know and believe is likely to have an influence on what you get from viewing television.

(Kansai University Entrance Examination, 2008)

VII-2.

Read the statement below and write a paragraph giving at least two reasons why you agree or disagree with it. Write your answer in the space provided on your written answer sheet. (It is suggested that you spend no more than 15 minutes on this section)

“Cars should be banned from city center.”

(Waseda University Entrance Exam, 2008)

VII-3.

Summarize in English the opposing view about global warming from the passage in a paragraph of up to 70 words. You may use words and phrases from the text, but not complete sentences.

(Hokkaido University entrance Exam, 2008)

from Sugaku-sya, 2008 Entrance Examination Series.