

High School Teachers' Perception toward the Policy of Teaching English in English and Classroom Practice: Negative Effects of MEXT-Approved English Textbooks

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INTRODUCTION

To reflect the rapid pace of globalization, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has focused on cultivating students who can use English as an international language. In order to achieve this goal, MEXT implemented the 2009 Course of Study in 2013 (MEXT, 2009a). The overall objective of the 2009 Course of Study for high school students was “to develop students’ communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., deepening their understanding of language and culture, fostering a positive attitude toward communication through foreign languages” (MEXT, 2009b, p. 1). Prior to the 2009 Course of Study, both the 1989 and 1999 Course of Study promoted the use of CLT; however, researchers have reported that Japanese senior high school teachers have not fully implemented CLT for reasons such as a lack of experience with CLT when they were students (Nagamine, 2013; Nishino, 2008), a lack of teacher training (Glasgow & Paller, 2016; Nishino, 2012a; Steele & Zhang, 2016; Underwood, 2017), students’ low English proficiency (Nishimuro & Borg, 2013), concerns about preparing students for university entrance examinations (Gorsuch, 2000; Nishino, 2012a, O’Donnell, 2005; Taguchi, 2005; Underwood, 2014), and the widespread use of the

grammar-translation method for preparing students for university entrance examinations (Glasgow, 2014; Glasgow & Paller, 2016; Nishino, 2008, 2012a; Taguchi, 2005).

One significant change compared to the 1989 and 1999 Course of Study was that under the 2009 Course of Study, “When taking into the consideration the characteristics of each English subject, classes, in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes” (MEXT, 2009b, p. 7). The 2009 Course of Study marked the first time that MEXT clearly stated that English classes should be conducted in English. This statement also reflected a further focus on Communicative Language Teaching (CLT) given that one of its characteristics is that language teaching is based on a view of language as communication (Berns, 1990). However, high school teachers resist conducting English classes in English for several reasons. Possible reasons are teachers’ perceptions about their students’ low English proficiency, their concern about their students’ high levels of anxiety and some teachers’ indifference to the English-use policy itself (Glasgow, 2018). Teachers are also concerned about their low English proficiency (Glasgow, 2014; Suzuki & Roger, 2014).

Two main courses of the 2009 Course of Study are Communication English and English Expression. The objective of English Expression classes stated in the 2009 Course of Study (MEXT, 2009 a) is to develop students’ abilities to evaluate facts and opinions from multiple perspectives and communicate through reasoning and a range of expressions and the main skills that are to be developed in English Expression classes are speaking and writing. However, a MEXT (2020) survey of high school teachers’ use of English showed that the teachers used less English in English Expression I classes (10.2%) than in Communication English I classes (20.2%). The results of MEXT’s annual survey (MEXT 2014, 2020) also showed a decrease in their use of English in English Expression I classes (5.1%)

while they showed an increase in teachers' use of English in Communication English I classes (3.9%). One possible reason why teachers use less English in English Expression classes might be related to textbooks for English Expression classes. As Ogura (2008) mentions negative influences of MEXT-approved textbooks with few communicative activities on students' developing communicative activities, MEXT-approved textbooks, especially textbooks for English Expression classes, may have a significant effect on high school teachers' classroom practice.

The past studies (Fukunaga, 2016; Underwood, 2014; Glasgow, 2012, 2018) investigated MEXT's policy of teaching English classes in English mainly with the reference to the 2009 Course of Study; however, no study investigated the objective of the policy by conducting interviews with MEXT policy makers. Also, The past studies explored high school teachers' classroom practices in terms of the policy of conducting English classes in English prior to the enactment of the 2009 Course of Study (Yamada and Hristoskova, 2011) and before and after the enactment of the 2009 Course of Study (Fukunaga, 2016); however, they did not investigate high school teachers' classroom practice using the Communicative Orientation of Language Teaching observation scheme (COLT; Allen et al., 1984), which was designed to capture features of communicative language teaching classes. Teachers' classroom practices and their use of English and Japanese were investigated in the work of Taguchi (2005) and Underwood (2014) by conducting classroom observations using the COLT. However, those studies were conducted in the classes under the 1999 Course of Study but not under the 2009 Course of Study. Also, the past studies investigated high school teachers' perception toward the policy of teaching English classes in English (Glasgow, 2012, 2018; Nagamine, 2013); however, the studies were conducted before the enactment of the 2009 Course of Study. The study of high school teachers' perception about the policy by Ogura (2019) was conducted after the enactment; however, it was based on the questionnaire survey, and it was not contrasted with results of classroom observations.

The first purpose of this study is to investigate how MEXT policy makers perceive the policy and MEXT-approved textbooks. The second purpose of the study is to investigate how high school teachers perceive the policy and their classroom practice. The third purpose is to investigate to what extent they reflect the policy of teaching English in English. The fourth purpose is to explore their classroom practice under the 2009 Course of Study in terms of communicative language teaching. This study focuses on the two teachers' classroom practice in English Expression classes because the MEXT survey results show teachers' less use of English in English Expression classes. The study is conducted to investigate the following research questions:

RQ 1: How MEXT policy makers view the policy and MEXT-approved textbooks?

RQ 2: How high school teachers perceive the policy of teaching English classes in English?

RQ 3: To what extent senior high school teachers' practices reflect the policy of conducting English classes in English?

RQ 4: Whether their practices reflect the 2009 Course of Study's objective of communicative language teaching?

METHODS

To answer the research questions, interviews with members of MEXT and high school teachers and observations of teachers' classes were conducted. In this chapter, the participants of the study and the data collection and analysis of the interviews and the observations are presented.

Participants

The participants of the study were two members of MEXT and two high school teachers. Interviews with two members of MEXT and two high school teachers and observations of the two teachers' English Expression classes were conducted. The schools' and participants' names are pseudonyms.

Members of Ministry of Education, Culture, Sports, Science and Technology

Mr. Sato used to work at MEXT as a senior curriculum specialist where he was an active advocate of the policy of conducting English classes in English in the 2009 Course of Study. He made presentations at many educational conferences. I was acquainted with him and interviewed him in 2015 while he was working at MEXT as a part of my previous study. Prior to joining MEXT in 2010, he was a public high school English teacher, and he worked for a Board of Education near Tokyo.

Ms. Kondo, a senior curriculum specialist at MEXT, was introduced to me by Mr. Sato, who left MEXT in 2017. I e-mailed Ms. Kondo and obtained permission to interview her. She was an English teacher in a small town for nearly ten years and after that, she worked at one of the Boards of Education in eastern Japan. She also worked as a vice principal for one year. She was a senior curriculum specialist at MEXT when the interview was conducted.

High School English Teachers

In order to investigate differences and similarities in cognition and classroom practice between public and private senior high school teachers, one public and one private high school teachers were recruited. One public high school teacher was introduced by a person of the Tokyo Metropolitan Board of Education that I personally knew. For the private high school teacher, I had known a head teacher of a private high school and asked her to introduce one teacher.

Naoki, who was teaching in a public high school, was a male teacher in his 50s who had been teaching for 20 years. He had been teaching at this school for three years when I interviewed him and observed his classes. Prior to working at this school, he worked at the highest level public high school in Tokyo for six years. He holds a BA in English literature.

Shin, who was teaching in a private high school, was a male teacher in his 30s. He started his teaching career at the current school, and he had been teaching for 5 years when I interviewed him. He majored in English

education as an undergraduate and graduate student. When he was an undergraduate student, he lived and studied in the United States for nine months.

Interviews

Semi-structured interviews were conducted with the two MEXT members and the two teachers. The interviews with the MEXT members were to understand MEXT's objectives for the policy of conducting English classes in English and their perception toward MEXT-approved English textbooks. The interviews with Mr. Sato and Ms. Kondo were conducted in a room of MEXT and each interview was approximately one hour. The data collected from the interviews with an IC recorder was transcribed. I analyzed the interviews with the MEXT members in terms of the objectives of the policy, measures taken to implement the policy, and concerns to implement the policy adopting content analysis. Kvale and Brinkmann (2009) stated, "Content analysis is a technique for a systematic quantitative description of the manifest content of communication" (p. 203).

The interviews with the two teachers were conducted to investigate their perception about the policy of conducting English classes in English and their classroom practice. Interviews with each teacher were conducted twice. They were conducted in a room of the schools that the two teachers worked at. The lengths of the interviews were from one hour to one hour thirty minutes. The data collected from the interviews with an IC recorder was transcribed. I analyzed the interviews with the two teachers in terms of their perception toward the policy and their classroom practice using content analysis. If emerging topics were mentioned in the interviews, I underlined the sentences with the topics on the transcripts.

Classroom Observations

Classroom observations were conducted to investigate to what degree the two teachers reflected the policy of teaching in English in their classes

and how they conducted English classes. The classroom observation data were analyzed using the COLT (Allen et al., 1984), which was designed to capture features of communicative language teaching classes. The COLT is divided into two parts, Part A and Part B. I used Part A to analyze activities, participant organization, contents, students' modality, and materials. Because the main reason for using the COLT was to investigate how much English and Japanese the teachers used, I used target language use from Part B and added categories concerning teachers' utterances, their functions, and their length.

The classes were video- and audio-recorded. In addition, I kept a written observation log. The observation data were analyzed in terms of their use of English and Japanese and their communicative language teaching. I observed one English Expression II class for second year students taught by each teacher. The same classes were observed twice to investigate whether the use of English and Japanese use varied in each class. Table 1 shows the observation profile with the names of the teachers (pseudonyms), the subjects of the classes, the number of male and female students, and the total number of students in each class.

The classroom observation data were made up of video- and audio-recorded lessons and copies of the textbooks and handouts. The video data were analyzed in terms of activity (greeting, listening comprehension, reading comprehension, speaking practice), participant organization (class, group, pair, or individual work), student modality (listening, reading, speaking,

Table 1. *Observation Profile*

Teacher	Subject	Observation number	Number of students (Male, Female, Total)		
Naoki	English Expression II	1	7	13	20
	English Expression II	2	7	12	19
Shin	English Expression II	1	0	28	28
	English Expression II	2	0	27	27

writing), content (forms such as grammar, vocabulary, and pronunciation, and functions), and materials (textbooks, teacher made handout, visual, and audio). The time for each activity was also calculated. In addition, the time for the teachers to start talking in Japanese or English and to stop talking in Japanese or English was calculated. Also, the same parts of the videos were analyzed in terms of functions of Japanese or English.

The copies of the textbooks were analyzed in terms of the content, the language used, and how many pages were covered. The copies of the handouts were analyzed in terms of their contents in conjunction with the video data to determine whether the teachers used English or Japanese when they were using the handouts.

RESULTS

Interviews with the Members of MEXT

Two MEXT policymakers, Mr. Sato and Ms. Kondo, were interviewed. Mr. Sato was interviewed on September 3, 2015 (I: 2015/09/03) and Ms. Kondo was interviewed on February 1, 2019 (I: 2019/02/01). The interviews were conducted in Japanese, and the English translations are presented in this section.

MEXT's View of the Policy of Teaching English Classes in English

About the background of introducing the policy, he stated that the policy was needed to improve the situation in which grammar-translation tasks had been the center of many classrooms, even though CLT had been emphasized in past Courses of Study. He provided two reasons for the introduction of the policy:

There are two (points) based on the Course of Study. If the teacher speaks English, then the students will have more exposure (to English). Because we are in an EFL environment, the only place for children to be exposed to English is in the classroom. Anyway, I want (teachers)

to increase (students') exposure to English. And one more thing. This is more important. But it does not make sense for teachers to speak Japanese and to have the students speak English. So by having teachers use English as well, we would like to increase opportunities for the students to speak, write, read, and listen to English. So, the focus should be on students' use of English. (I: 2015/09/03)

According to Mr. Sato, the purpose of the policy in the 2009 Course of Study was to expose students to English and encourage them to speak English by following the teachers' example. The purposes mentioned by Mr. Sato overlap the following statement: "When taking into the consideration the characteristics of each English subject, classes, in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English" (MEXT, 2009b, p. 7).

Ms. Kondo mentioned the background of the policy based on her experience of teaching English in English as follows:

One problem is that practical communication skill training should have been done in the past 20 years, but no progress has been made, and that has been an issue. The last time (In the 2009 Course of Study), we agreed to have English language teachers to improve their practical communication skills by having them teach in English. (I: 2019/02/01)

Concerns about MEXT-Approved Textbooks

Both Mr. Sato and Ms. Kondo also shared concerns about the authorized textbooks focus on reading and grammar. Ms. Kondo said:

One big barrier now is textbooks. Textbooks need to be changed. No matter how much the teachers' consciousness changes, the teaching materials are still old-fashioned and reading-centered or grammar-

centered. The teachers must teach as they (the textbooks) are.
(I: 2019/02/01)

A concern about English Expression classes and textbooks for English Expression classes was also raised by Mr. Sato, who said:

Even though one key to the revision (of the 2009 Course of Study) was the English Expression course, it failed in those classes. One issue is that the textbooks did not employ the Course of Study's guidelines, though the spirit of the Course of Study is good. (I: 2015/09/03)

Based on the experience of approving textbooks that did not reflect the ideas in the 2009 Course of Study, MEXT decided that it would not approve textbooks focused on grammar instruction for the 2018 Course of Study, which will be enacted in 2022.

Naoki's Perception and Classroom Practice: Interview Results

In this section, I present the results of the first interview with Naoki conducted on September 11, 2019 (First Interview: FI 2019/09/11) and the second interview conducted on December 16, 2019 (Second Interview: SI 2019/12/16). The results are presented in terms of Naoki's perception toward the policy of teaching English in English and his classroom practice. The interviews were conducted in Japanese, and the English translations are presented in this section.

Naoki's Perception about the Policy

He hopes to be useful for the school he works and tries to adapt his teaching approach to the particular contexts in which he teaches and mentioned, "If I'm useless working here, it's not really good or it's disappointing. I want to be at least a little useful" (FI: 2019/09/11). About the policy of teaching English in English, he expressed his opinion based on

his experience of teaching English in English in the previous school and of regretting that he did not use Japanese:

Generally speaking for Japanese learning (English), I think there are many situations where it is more efficient to use Japanese. It's often said that how much English is used means what percentage of a class should be done in English. I wonder if it is good. (FI: 2019/09/11)

He also added, “If *in English in principle* means that you should not use Japanese, I'm kind of against it” (FI: 2019/11/09). He thinks that Japanese should be used depending on the skill being taught, “For example, I think it's better to explain grammar that is easy to explain (in Japanese). And vocabulary is the same” (SI: 2019/12/16).

Naoki's Classroom Practice

The students' English proficiency in the first school where he taught was low, so his main responsibility was to discipline the students. At the second school, he taught using the grammar-translation method in order to help the students pass university entrance examinations. At the third school, he taught in English following the school policy, and at the fourth school, he taught English for communicative purposes although the grammar-translation method was the prevalent approach in the school. Based on his previous experience, Naoki was trying to teach English for communicative purposes. As he was always doing, Naoki was learning how to teach better at the current school. For example, he was learning how to use English in the classroom from his colleague:

He was giving pretty complicated instructions in English, so I asked how the students can understand. He said when he does a new thing the first time, he does it in Japanese, and if he explains in Japanese first, (they) can even understand English instructions. I thought it would be

very efficient to create a context by (using) Japanese (for students) to understand English naturally. (FI: 2019/09/11)

Naoki also learned classroom management from the teacher, which led him to organize his classes using well-prepared handouts.

However, he showed his uncertainty about his classroom practice in English Expression II class: “I was getting off track all year long in the English Expression class” (SI: 2019/12/16). His remark implicates that how difficult it was to teach English for communicative purposes in English Expression II class with the MEXT-approved English Expression II textbook.

Naoki’s Classroom Practice: Observation Results

In this section, I describe the students in English Expression II classes followed by a description of his performance.

The Students and the Materials in Naoki’s English Expression II Class

The main textbook for the English Expression II class was *UNICORN English Expression 2* (Buneido, 2018). The textbook focuses on reading and grammar with limited listening and writing tasks. The first class was focused on Lesson 11, *Sports*, which is shown in Appendix A and B. The main organization of Lesson 11 in the textbook is two passages, grammar, and grammar exercises with a limited writing task and a very limited speaking task. In addition to the textbook, Naoki also prepared several handouts. In the second class, the main focus was Lesson 12 in the same textbook, *Generic Engineering*. In both classes, similar handouts were used. Handout 1 was for jigsaw reading, understanding the summary of the Lesson 11 passage, and listening exercise. On Handout 2, there were English clauses from the reading on the left side and corresponding Japanese translations on the right side. This was for translation and reading aloud activities. Handout 3 was for vocabulary building and Handout 4 was for the Speaking Marathon task for speaking practice.

COLT Results for Naoki's First Observation of English Expression II Class

The total time of the class was 50:56. In the time, his English speaking time was 7:57, which was 31.95 % of his total speaking time. He used English in instruction (4:18), explanation (2:01), reading out English words (1:17), introducing me (0:13), making an apology (0:03), asking questions (0:02), greeting (0:02), and thanking to the students (0:01). His Japanese speaking time was 16:56, which was 68.15 % of his total speaking time. He used Japanese in checking answers (9:01), explaining (3:06), asking questions (1:39), making instructions (1:32), answering questions (0:31), making confirmation (0:24), talking to the students (0:20), making an apology (0:14), greeting (0:07) and introducing me (0:02). Naoki spoke English about one-third of the time. For example, when he explained the word universal, he said, "English is a universal language. Everybody uses English" (16:24 – 16:33). He spent much time checking answers with the students in Japanese. He also used Japanese to ask the students to answer questions saying, "ざっと読んで質問があればどうぞ." (If you have a question after skimming, ask me).

Much class time was allocated for the students to write a summary of the previous lesson (14:32) and for the reading comprehension task (14:13). Most of the time was for the teacher-centered reading comprehension activities; however, there was time for communicative pair speaking (5:02) and listening activities (5:35). The students had opportunities to practice four integrated skills using the handout that he had made. Naoki used the handouts effectively and the class was well organized, so the students were able to work on multiple activities within a limited time.

COLT Results for Naoki's Second Observation of English Expression II Class

The total class time was 50:40. During the time, his English speaking time was 2:52, which was 14.45% of his total speaking time. He spoke English for instructions (2:06), confirmation (0:18), explanation (0:16), and greeting and closing (0:05). His Japanese speaking time was 16:58, which

was 85.55% of his total speaking time. He used Japanese for explanations (15:21), instructions (1:01), asking questions (0:22), introducing to a new unit (0:13) and greeting and closing (0:01). One example of his English use was, “We’re going to do the listening task. I’m going to play the CD of the five questions twice. After that I’m going to play the CD of the paragraphs twice. As you listen to, try to write down key words, questions, and answers. For both questions and answers. Don’t write everything. It’s too long and it’s impossible. Just key words. Right?” (23:17 – 23:51). The explanation was long, but the students appeared to understand.

In this class, much time was allocated for a grammar test (9:09), reading comprehension (10:18) and explaining grammar (7:54) and there was also time for listening comprehension (4:26). Although they worked on the translation activity (11:06), they did it as pair work in which one student read English sentences aloud and their partner read the Japanese translations. Naoki spent more time explaining grammar in Japanese than in the first observed class; as a result, he spoke little English. In addition, he ran out of time and was unable to use all of the handouts he had prepared, which reduced the number of speaking activities.

Shin’s Perception and Classroom Practice: Interview Results

In this section, I present the results of the two interviews with Shin conducted on September 13 (First Interview: FI 2019/09/13) and December 12, 2019 (Second Interview: SI 2019/12/12). The results are presented in terms of Shin’s perception toward the policy of teaching English in English and his classroom practice.

Shin’s Perception about the Policy

About the policy of conducting classes in English, Shin showed his understanding and said about the policy:

It tends to be understood that a teacher should speak English, but it (the

policy) means that students speak English, so I think that the policy is good. I don't mean that I have been successful doing this, but, as I said before, without using the language, it is meaningless. I feel that I need to increase the amount of time the students use English. (FI: 2019/09/12)

He thinks remembering English sentences in the textbooks is important:

I have been telling the students, "If you can understand all the English sentences in the textbook you are studying now, you can pass university entrance exams easily." So, I have been saying "Let's do your best at school with peace of mind.") (FI: 2019/09/12)

However, Shin felt pressure concerning his students' progress and added his feeling of pressure about university entrance examinations: "This is the fifth year at this school, so it's my fault if their English grades have not improved" (FI: 2019/09/12). The pressure Shin feels can be attributed to his teaching context in the private school. In general, if many private school students enter highly ranked universities, more students enroll in the schools. This situation places a great deal of pressure on teachers to teach for university entrance examinations and may make Shin prioritize teaching for preparing for university entrance examinations.

Shin's Classroom Practice

Shin stated that he teaches grammar in the English Expression classes. He added that only grammar should be taught in the English Expression course because he uses a grammar-focused textbook that includes only a small number of speaking and communicative activities. While working as a part-time English teacher, he taught only grammar in the English Expression classes; he found that teaching only grammar was easy. Shin made it clear that he values grammatical knowledge:

MEXT undervalues grammar. (Students) can't read, can't write, can't listen without (the knowledge of) grammar. I think this is true. I think the knowledge of grammar is essential to read. (SI: 2019/12/13)

Shin also explained when he uses Japanese and English in the classroom:

I speak English when I instruct, or when I sense that the students can understand the directions, but I speak Japanese when I teach content, when my preparation is needed, and when I think there is a possibility that they can't understand something in English. In my case, I'm basically thinking in Japanese first. While I teach in Japanese, for example, in activities where I want them to pair up and read each other, or communicate with each other in a pair, I give instructions in English. (FI: 2019/09/12)

Shin thinks that English input is important, so he has his students read aloud frequently. He said that devoting time for reading aloud was influenced by Professor Kanatani, who was his professor when he was a university student. He also mentioned that he was influenced by the teachers who promoted reading aloud during his teaching practicum.

Shin's Classroom Practice: Observation Results

In this section, I first describe the students and materials in the English Expression II class. This information is followed by the observation results of Shin's English Expression II class as assessed with the COLT.

The Students and the Materials in Shin's English Expression II Class

Shin's English Expression II class had 28 female second-year students. In the first observation of English Expression II class on September 12, 2019, all of the students were present. In the second observation of English Expression II class on September 13, 2019, one student was absent.

The main textbook for this class is *Be English Expression 2* (Iizuna, 2018). The chapter covered in the first class was Lesson 5, which is shown in Appendix C and D. The organization of Lesson 5 is one passage, grammar explanation, and grammar exercises with a limited writing task and a very limited speaking task. The focus of this lesson was grammatical points of personal pronouns, a pronoun *it*, demonstrative pronouns, and indefinite pronouns in the textbook. In addition to the textbook, he also prepared a handout with questions related to the target grammatical points so that the students could prepare for writing an essay about a country they want to visit and the reasons why. In the second class, the focus was on reviewing sentences using *it*. Instead of using the textbook, Shin used two handouts he had prepared. Handout 1 asked the students to choose an appropriate answer in a sentence, fill in spaces to rewrite sentences, place part of a sentence in the correct order, and write an English composition. The questions were related to sentences with *it* and they were from past versions of the Center Test and university examinations. Handout 2 asked the students to write sentences, rewrite sentences, and write an English composition.

COLT Results for Shin's First Observation of English Expression II Class

The total time for the class was 49:44. During the time, his English speaking time was 2:28, which was 7.39% of his total speaking time. He spoke English for greeting (0:52), instructions (0:21), asking (0:14), and praising (0:01). His Japanese speaking time was 30:54, which was 92.61% of his total speaking time. He spoke Japanese for explanation (21:16), instruction (5:14), asking (4:03), and answering (1:21). As one example of his use of English, he told the students to read their partner's writing and provide comments: "Please exchange with your partner. Please read the essay and give some comments" (19:13 – 19:29). He spent a great deal of time explaining the grammar in the textbook and on the handout in Japanese.

Much time was allocated for explaining grammar (13:37) and letting students work on grammar questions (12:11). Shin explained how to write

a paragraph, but it was explained in Japanese (10:06). In sum, the main part of the class was the teacher-centered grammar instruction in Japanese. The students spent most of the time reading and working on the textbook grammar questions, so the time the students spent listening, speaking, and writing was limited. Shin used a great deal of Japanese, which decreased the time for the students to listen to English. Although the students had an opportunity to speak English, it was during the activity of reading aloud the sentences in the textbook.

COLT Results for Shin' Second Observation of English Expression II Class

The total time for the class was 47:57. He spoke English 0:02, which was less than 1% of his speaking time. He used Japanese for greeting and closing. His Japanese speaking time was 21:27, which was 99.84% of his speaking time. He used Japanese for explanation (17:49), answering (0:35) and instructions (0:13). While explaining the answers, Shin included comments related to university entrance examinations such as “文法問題など聞かれますので覚えておきましょう。” (Grammar questions are often asked, so you should memorize what we covered in class.) (15:57–18:00), “こちらもよく出てきますので覚えておきましょう。” (This is also often asked, so please memorize it.) (22:05–24:49). His Japanese comments indicated that an important purpose of the class was to prepare the students for university entrance examinations.

In this class, much time was allocated for the students to work on grammar and vocabulary questions individually with Handout 1 (28:12) and on grammar questions individually with Handout 2 (19:17). In sum, this was a grammar-oriented, lecture-style class in which Shin explained grammar in Japanese. Only 0:39 was used for pair work. Though there was time for the students to work on writing individually, it was for writing questions often asked on university entrance examinations. Because exam preparation was the focus of the class, Shin used Japanese except when greeting the students and making closing remarks.

Summary of the Results

In this section, the results are summarized to answer the research questions. The first research question asked how the MEXT policy makers view the policy and MEXT-approved textbooks. As clearly stated by the two MEXT members, one major objective of the policy is to expose students to English and increase students' opportunity by teachers' speaking English. Regarding MEXT-approved textbooks, they acknowledged that textbooks still focus on reading and grammar and textbooks for English Expression do not reflect the objectives stated in the 2009 Course of Study.

The second questions asked how high school teachers perceive the policy of teaching English in English. Both Naoki and Shin were favorable of the policy, but they think that Japanese should be used to teach grammar because teaching grammar in Japanese is more effective. About English Expression classes, Naoki struggled to teach four skills for communicative purposes using the MEXT-approved textbooks. Shin believed that only grammar should be taught in English Expression classes.

The third question asked to what extent senior high school teachers' practice reflect the policy of conducting English classes in English. The table 2 shows the summary of Naoki and Shin's use of English and Japanese in the two English Expression classes that were observed. As shown, both of them used more Japanese than English and as for Shin, he rarely used English. They also used Japanese when explaining grammar. Also, the major task in Shin's English Expression II classes was the grammar-instruction, which he believed should be conducted in Japanese. As a result, he used little English.

The fourth question asked whether their classroom practices reflect the

Table 2. *Summary of Teachers' Use of English and Japanese*

Teacher	Mean time speaking English in the Two Classes	Mean time speaking Japanese in the Two Classes
Naoki	23.35% (10:49)	76.65% (33:34)
Shin	3.78% (02:30)	96.22% (52:21)

Table 3. *Summary of the Analysis of the COLT*

	Naoki English Expression II	Shin English Expression II
Main organization	Teacher-fronted	Teacher-fronted
Other organizations	Individual, Pair	Individual, Pair
Communicative pair work	+	+ (Limited)
Main focus	Reading, Grammar	Grammar
Other foci	Vocabulary, Pronunciation	Vocabulary, Writing Speaking
Students' main modality	Reading, Listening, Speaking, Writing	Reading
Other modalities		Listening, Speaking Writing

+ = Activity was used

2009 Course of Study's objective of communicative language teaching. The objectives of English Expression classes in the 2009 Course of Study (MEXT, 2009a) are to develop students' abilities to evaluate facts and opinions from multiple perspectives and communicate through reasoning and a range of expressions. Table 3 shows the summary of their classroom practice analyzed using the COLT. As shown, the main organization of the classes was teacher-fronted though some time was allocated for communicative pair work in Naoki's classes. In Shin's classes, communicative pair work was very limited. The major skills are to be covered in English Expression classes are speaking and writing (MEXT, 2009a). However, the main skills covered were reading and grammar in Naoki's classes and grammar in Shin's classes. The English Expression textbook used in Shin's English Expression II class also focuses on grammar, which can be one reason why the major focus of Shin's English Expression classes was grammar.

DISCUSSION

The purposes of this chapter are to summarize the key findings and

interpret the results for the four research questions. The key findings obtained were about the two teachers' perception toward the policy, their use of English and classroom practice under the 2009 Course of Study, and the presence of university entrance examinations as a major influential factor affecting their perception and classroom practice. Based on the key findings, methodological and pedagogical suggestions are presented.

High School Teachers' Perception toward the Policy

The interviews with the two teachers showed that they understood that the primary objective of the policy is to increase students' opportunities to be exposed to English input and they were for the policy. Their understanding of the policy differs from findings by Glasgow (2014), who reported that the policy of conducting classes in English was not understood by the teachers, and this lack of understanding led to their ignoring or rejecting the policy. Glasgow (2012) showed that none of Japanese English teachers expected that the policy of teaching classes in English would be successful. The questionnaire results reported by Yoshida, Fujita, Mori, and Kano (2017) showed that about 21.8% of the teachers did not view the policy favorably and thought that conducting classes in English is unimportant. Unlike the past studies, the two teachers understood that the primary objective of the policy is to increase students' opportunities to be exposed to English input; however, there was a gap between their favorable perceptions and their classroom practice.

Teachers' English Use and Classroom Practice under the 2009 Course of Study

The two participants' use of English and Japanese as well as the degree to which they employed communicative activities differed greatly. Shin used little English in both English Expression II classes in part because he taught grammar in Japanese in the English Expression II class. As past researchers (Nishino 2009; Underwood, 2014) have reported, Japanese secondary

school teachers often use Japanese to explain English grammar. Takegami (2016) reported that one high school teacher used Japanese when explaining grammar because she thought that teaching grammar in Japanese is easier than teaching in English. The 2009 Course of Study guidelines (MEXT, 2010) stated that grammar explanations can be given in Japanese if the focus of the class is language activities such as communicating, expressing your feeling and ideas, and sharing information in English. However, in Shin's English Expression II class, the focus was on grammar instruction, not language activities. Shin's main use of spoken English occurred when he read English sentences out loud. The use of reading aloud activities was also observed in Taguchi (2005) and Nishino's (2009) studies. The introduction of reading aloud activities in which students pay attention to the phonetic characteristics of English, speaking speed, and voice volume while checking the listener's response is recommended in the 2009 Course of Study (MEXT, 2010). Reading aloud activities potentially serve useful purposes; however, students might benefit more from participating in communicative activities in the classroom and doing reading aloud activities outside of class.

The Presence of University Entrance Examinations

Past studies (Gorsuch, 2000; Nishino, 2008; Taguchi, 2005) have indicated that the presence of university entrance examinations is a major factor that negatively affects teachers' perceptions of the policy and prevents senior high school teachers from using communicative tasks. O'Donnell (2005) reported that teachers' focus on grammar was affected by a perceived need to prepare students for entrance examinations notwithstanding their belief that learning English for communicative purposes is important. Ogura (2019) reported that high school teachers think that Japanese should be used in English classes when explaining grammar and difficult concepts. The two teachers in this study stated that students have to study for university entrance examinations, grammatical knowledge is important for passing those examinations, and grammar can be taught more effectively in Japanese.

Nishino and Watanabe (2008) also reported that some teachers believe that instruction of detailed grammatical knowledge and intensive reading skills are needed for the entrance examinations. The results of the classroom observations showed that Shin exclusively used Japanese in explaining grammar, which were affected by their perceived need to prepare students for university entrance examinations. Naoki was also influenced by the presence of university entrance examinations to some degree. For example, Naoki spent a great deal of time explaining the difference between *if* and *unless* mentioning that questions about this issue are often asked in university entrance examinations.

The roles of textbooks are important for teachers to decide what they teach in classes. Ogura (2008) mentions that the textbooks lacked activities that would allow senior high school students to develop communicative abilities by analyzing 10 senior high school Oral Communication textbooks. Also, the MEXT members acknowledge that the textbooks for English Expression fail to reflect the objectives of English Expression classes stated in the Course of Study and still focus on grammar. As Ms. Kondo from MEXT stated that teachers have to teach reading and grammar if textbooks focus on reading and grammar even though teachers' perception have been changed. The interview results with Naoki showed that he was not certain about what he should teach in English Expression classes although he hoped to teach English for communicative purposes. Also, he ended up spending much time explaining grammar in the second English Expression class and could not use the handouts with speaking activities that he had prepared. On the other hand, the textbook that Shin used in English Expression II classes focused on grammar with a few communicative activities, but he even hoped not to include any communicative activities because he believed that teaching only grammar in English Expression classes was more effective and meaningful.

Methodological and Pedagogical Implications

Regarding methodological implications, interviews with members of

MEXT were conducted to investigate MEXT's views toward the policy of conducting English classes in English though past studies did not employ the method. Adding such interviews in this study allowed me to investigate why MEXT implemented the policy, whether the objective was understood by the teachers, and whether there was a gap between the teachers' understanding and their classroom practice. In addition, it was also found that the concern about MEXT-approved textbooks raised in the interviews affected the teachers' classroom practice. These results confirmed the importance of obtaining data about policy makers' viewpoints. In this study, the COLT was adapted to this study to explore the two teachers' use of English and Japanese. The analysis of the COLT data indicated when the two teachers used the two languages and the functions they performed with the languages. The COLT also made it possible to investigate whether the two teachers were teaching speaking and writing skills in English Expression classes. Thus, the COLT can be used to capture teachers' classroom practice and investigate whether teachers conduct classes reflecting the objectives stated in the Course of Study.

The first pedagogical implication concerns MEXT-approved textbooks. Teachers use textbooks as the main teaching resource; thus, if MEXT hopes to have teachers conduct English classes reflecting the Course of Study, the textbooks must be revised. MEXT should listen to teachers' ideas about the current textbooks, learn from materials teachers have made, and include more communicative tasks in textbooks for the new Course of Study, which will be enacted in 2022. The second pedagogical implication concerns about lack of communicative activities. One teacher taught grammar exclusively in Japanese without integrating the grammar into communicative activities. When teachers make detailed grammar explanations in Japanese, there is little class time for conducting communicative activities. This balance should be shifted by decreasing the time for grammar explanations and increasing the time for communicative activities. The spread of Covid-19 forced many high schools to close for a while in spring in 2020, but at the same time,

some teachers continued to teach by offering online materials such as videos. This suggests that students could watch videos of grammar explanations in Japanese as homework and use the grammar in communicative tasks in the classroom. MEXT-approved textbooks could provide such videos. In addition, the introduction of educational technology such as AI drills as homework has been promoted since the spread of Covid-19. MEXT (2019a) has also encouraged the use of educational technology in teaching English. By using AI drills, which select questions depending on the students' understanding, students can study grammar on their own at home, which can lead to an increase in the communicative use of grammar in class.

CONCLUSION

This study investigated the objective of the policy of teaching English in English by interviewing the two members of MEXT and the two teachers' perception toward the policy and classroom practice by employing the interviews and the classroom observations. It was found that the two teachers understood the objective of the policy, but their classroom practice did not always reflect the objective of the policy. One major influential factor for the discrepancy between their perception and classroom practice is the presence of university entrance examinations, which may indirectly affect contents of MEXT-approved English textbooks. Too much focus on grammar and reading in MEXT-approved English textbooks was also raised as a concern by the members of MEXT. The presence of the university entrance examinations and textbooks focusing on grammar and reading may make it difficult for teachers like Naoki to teach English for communicative purposes even though they hope to do so. Their belief that grammar can be taught in Japanese more effectively is another reason for much use of Japanese in their English Expression classes.

There was a difference in the amount of English use between a public high school teacher, Naoki and a private high school teacher, Shin. However, in order to compare teachers' use of English and Japanese between public

and private high school teachers, more participants from both school types will be needed. In this study, the observations were conducted before the announcement of postponing the introduction of four-skill English tests (MEXT, 2019b). The decision may affect the two teachers' perception toward the policy and classroom practice. Therefore, longitudinal case studies with additional interviews and classroom observations would illuminate changes in the teachers' perception and classroom practice over time. Also, teachers' use of much English does not always mean the class is communicative oriented though it can increase students' exposure to the language. Thus, how much English teachers use for communication, and whether teachers' English utterances lead to the students' use of communicative English needs to be investigated. This study was focused on teachers even though one objective of the policy is to increase students' opportunities to speak English. Thus, not only teachers' language use but also the students' use of English and Japanese need to be investigated.

Although more than eight years have passed since the enactment of the 2009 Course of Study, this study showed that the policy has not been fully implemented. One factor impeding the teachers' use of English was the presence of university entrance examinations. The two teachers were caught between a desire to teach English for communicative purposes and preparing their students for the university entrance examinations. Two measures that can be implemented is to change the university entrance examinations and to offer teaching training in which teachers learn how to teach English communicatively so that they better reflect the real-world use of English.

This study is based on my doctoral dissertation, in which four teachers' perception toward the policy of teaching English in English and their classroom practice in Communication English and English Expression courses were investigated. This study is a part of the results and a summary of two teachers' perception and classroom practice in English Expression II course.

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Sport is a universal culture. Though opposing players or teams may not share the same language or customs, they compete in the same game under the same rules with their fans cheering them on. This shared experience can deepen mutual understanding. By watching a game between Japan and a foreign country, we become familiar with the other country. Therefore, sports surely promote international friendship.



Therefore, sports surely promote international friendship.

On the other hand, sports have some negative effects. Sports sometimes create extraordinary excitement among players or spectators, which can cause violent behavior or extreme nationalism. Top athletes of popular sports make a huge amount of money; this fact sometimes causes doping scandals. It is necessary to know both the positive and negative sides of sports. (120 words)

TASK Listen carefully and answer the questions. ㉞

BUILDING BLOCKS

A Attendant circumstances

- ① The winner reached the finish line **with** her eyes **shining**. (～を…しながら)
- ② He waved happily to the fans **with** his medal **around** his neck. (～を…しながら)
- ③ The players sang their national anthem, **raising** a hand to their chest. (～しながら)
- ④ The girl **with** a red T-shirt won the tennis tournament. (～している)

TASK Complete the dialogue. ㉟

A: How did the supporters cheer for their team?

B: They cheered for their team, singing a song.

B Frequency

- ⑤ Golf courses **sometimes** cause serious damage to the environment. (ときどき)
- ⑥ The athlete is **frequently** asked questions about his training. (しばしば)
- ⑦ The team gets together **from time to time** to meet their fans. (ときどき)
- ⑧ I **usually** watch baseball on TV, but **now and then** I go to a stadium to watch a game. (たいてい/ときどき)

TASK Using a dictionary, learn about the differences in meanings of the following words.
from time to time / once in a while / again and again

Grammar Tip Noun

- a. It is fortunate that our **team** *has* its own soccer ground.
 b. His coach's *pieces of advice* helped him get through his long-term slump. [×His coach's advices...]
 c. The baseball game took as *much* as **four hours**. [×as many as four hours.]

TASK Compare the two sentences below.

All the crowd was excited at the game. /

The player avoided the crowds of TV reporters and entered the stadium.

Vocabulary Building **Sports**

Positive Aspect

mutual understanding
 promote international friendship
 promote international understanding

Negative Aspect

extreme nationalism
 violent behavior
 doping scandals
 performance-enhancing drugs

Watch a Game and Cheer for a Team

spectator	chauvinism	rival team / opponent
supporter	rude and offensive language	opposing team
fan		
cheer for		
favorite team		
satellite broadcast		

Example sentences

- a. The Olympic Games promote **mutual understanding** among nations.
 b. Cheering for the **opposing team** may lead to **international friendship**.
 c. The use of **performance-enhancing drugs** is prohibited by most sports organizations.



Listen carefully and fill in the blanks.

Main Idea: Doping must ① _____

Reasons: (1) In order to ② _____

(2) Drugs often have ③ _____

(3) ④ _____ that they need ⑤ _____

to become ⑥ _____

VB satellite broadcast 卫星放送

EXERCISES**A** Listen carefully and answer the questions. (m)

1. (a. b. c.) 2. (a. b. c.) 3. (a. b. c.)

B Put the words in the right places.

1. They cheered for their national team a traditional African song. (, singing)
2. The enthusiastic supporters cheered for their national team the national flag above their heads. (with)
3. Fights between supporters of rival football teams take place in England. (occasionally)
4. The athlete had used performance-enhancing drugs in his entire career. (never)
5. When professional athletes come in from other countries, it decreases the chances for local athletes to play professional sports. (sometimes)

C Correct the underlined parts if necessary.

1. The athlete said he had won the tournament thanks to his coach's advices.
2. Many kinds of sporting good are available at the store.
3. He gave us many information about our new foreign head coach.
4. I am a staff of the interscholastic athletic competition.

D Put the words in the correct order.

1. (international friendship / like / major sporting events / the World Cup / promote).
2. When players and spectators become overly excited, (can / it / violent behavior / lead / to).
3. (a practice game / during / holding / the term exam period / was prohibited).

E Complete the sentences.

①スポーツは国際理解を促進させます。 For example, famous soccer teams in Europe and popular basketball teams in the United States ②膨大な数のファンが世界中にいます, including in Japan. Those fans watch their favorite teams play through satellite broadcasts and ③外国のチームを応援します that, very often, they haven't been to. Some of those fans naturally ④好きなチームの国について関心を持つようになります。 ⑤しばしば地理について学びたいと思います, the history, and the culture of the team's hometown, for example. This aspect of sport is indeed its positive side.

SUPPLEMENTARY READING

Once the national high school baseball tournament begins, many Japanese people get excited and cheer for the team from their home prefecture. As soon as the Olympic Games begin, many Japanese watch the Japanese athletes on TV, even if they don't show any interest in the sport in their ordinary life. They feel happy when Japanese players win and feel disappointed when they lose. Some people may hope that players on the opposing team will make a serious mistake during a game. Some may look down on the opponents and even use rude and offensive language, though the number of such people is usually small. People tend to regard these attitudes simply as "natural" or "common." However, it may be necessary to reconsider these attitudes calmly. These kinds of attitudes might be related to "chauvinism," or a strong belief that your country is better or more important than any other. (150 words)



A Make an outline of the article.

People's behavior	
(1) National high school baseball tournament	They cheer for ① _____.
(2) The Olympic Games	• They cheer for ② _____.
	Win → They feel (③ _____). Lose → They feel (④ _____).
	• Some people may hope that players on ⑤ _____ will make ⑥ _____ during a game.
	• Some may ⑦ _____ on the opponents and even use ⑧ _____.
	→ We probably should reconsider these behavior calmly. They might be related to "(⑨ _____)."

B Fill in the blanks so that the dialogue makes sense.

- A: Do you think these attitudes lead to chauvinism?
 B: No, I don't think so. I think it is just (① _____) or (② _____) for people to cheer for their country's players in the Olympic Games, for example.
 A: Do you mean that you want your own country to be superior to others?
 B: That's right. Am I wrong?
 A: But isn't it (③ _____)? Or, isn't it a kind of nationalism?
 B: Well, I'm not sure, but I see your point. At least, I understand it's important to have respect for the (④ _____) team as well as ours when we watch a game.



CHALLENGE Do you agree with the above article? Discuss.



Lesson 5

◎ 代名詞

代名詞の種類と使い方を理解しよう

◎ Warm-Up A Country I Want to Visit

♪ 行ってみたい国のことを伝えています。

One of the places I want to visit is San Marino. It is a very small country surrounded by Italy. The people in

- 5 San Marino speak Italian and they use the euro, even though San Marino is not a member of the EU. One thing that many tourists visiting San Marino like to do is to buy stamps. San Marino issues its own stamps, and since they are rare and attractive, they are very popular among stamp collectors around the world.



- 10 TRY! この文章の内容に関する2つの質問に答えよう！(→ p. 133)

① 人称代名詞に下線かマーカーを引いて、使い方と意味を確認しよう！

Focus on Grammar

英語の代名詞には、Iやyouのような人称代名詞、thisやthatのような指示代名詞、oneやanotherのような不定代名詞があります(関係詞や疑問詞にも代名詞として使うものがあります)。

- 15 英語は主語にこだわりますから、日本語よりも代名詞を使うことが多くなります。(主語+動詞)という基本の枠組みをつくるために、代名詞を主語として使うことがあるのです。また、英語は同じ名詞を繰り返し使うことを避ける傾向がありますから、前に出た名詞の代わりとして代名詞が使われます。

thisやotherのような代名詞は、this countryやother studentsのように名詞の前で限定詞として使うこともできます。

Expressions

② ③ 音声を聞いて空所を埋め、完成した文を声に出して読んでみよう。(→ p. 133)

1. You have to show _____ when you check in.
 2. _____ a lot in Vancouver. Remember to bring an umbrella.
 3. I took _____ in Egypt. This is the pyramid of Khufu.
 25 4. In the EU, people can visit _____ easily.

TAR GETS

1. 人称代名詞を、文の中で適切な形で使うことができる。
 2. itを「それ」という意味で使ったり、意味を持たない主語として使ったりできる。
 3. 指示代名詞を、代名詞や限定詞として使うことができる。
 4. 不定代名詞の種類を理解し、代名詞や限定詞として使うことができる。

代名詞

A 人称代名詞

- ① You never know what will happen. 一般の人々
- ② Let me introduce myself. その人自身

人称代名詞は文中のはたらきによって「主格」「目的格」「所有格」という形を使い分ける。you, we, theyは、「一般の人々」の意味で使うことができる。

They speak Portuguese in Brazil. (theyは自分や相手を含まない)

所有代名詞は「その人のもの」という意味で使う。

If you forgot your dictionary, you can use mine. (「私の辞書 (my dictionary)」)

再帰代名詞は「その人自身」を示す目的語として、また、「自分自身」を強調するために使う。

You must do your homework yourself. (「自分で」)

B it

- ③ I tried to lift the box, but it was impossible. 「それ」と指し示す
- ④ It's going to rain tomorrow. itを主語として使う

itは前の語や、句・節の内容を指すときに使う。形式上の主語や目的語として使うこともある。

itは時間や日時、天候、距離、その時の状況などを表すときの主語としても使う。

How's it going? (その時の状況(調子)を表す)

C 指示代名詞

- ⑤ This is the best tour I've ever had. 「これ」と指し示す
- ⑥ She says she did it by herself, but that's not true. 前の内容を指し示す

thisとthat(複数形はtheseとthose)は、「これ」「あれ」と指し示すときに使う。

thisとthatは前の文の内容を指し示すことができる(ほかの人の発言を指すときはthatを使う)。

He easily solved the problem, and this surprised us all. (前の文の内容を指す)

D 不定代名詞

- ⑦ I have two brothers: one is twelve and the other is nine. the other「もう一方」
- ⑧ All of us know about him, but none of us know his name. none「どれも～ない」

one「1つ[1人]」/ another「別のもの[人]」/ the other「もう一方/残りの1つ[1人]」

I don't like this hat. Will you show me another? (another「別のもの」)

all「すべて」/ none「どれも～ない」/ both「両方」/ either「どちらか」/ neither「どちらも～ない」

I want to use both of these, but either will do. (either「どちらか/どちらでも」)

another, other, both, either, neitherは限定詞として名詞の前で使うこともできる。

Which is correct?

- ① I (enjoyed / enjoyed myself) at that party.
- ② These two novels are interesting, but (either / neither) has sold well.

Exercises

[1] 日本語の意味に合うように、()に適語を入れなさい。

1. 日本では、車は左側通行です。

() drive on the left side of the road in Japan.

2. 私の自転車がパンクして、自分でそれを直しました。

My bike had a flat tire, and I fixed () ().

3. それはまさに私が言いたかったことです。

() () exactly what I wanted to say.

4. ストレスを和らげるほかの方法は見つかりましたか。

Did you find any () () to relieve stress?

5. 私の家族全員が、彼らの結婚披露宴に出席しました。

() of () family members attended () wedding party.

6. アキラとタクヤに電話したが、2人とも出なかった。

I called Akira and Takuya, but () () () answered.

[2] 日本語の意味に合うように、空所を埋めて英文を完成させなさい。

1. どうぞ楽しんでください。そしてクッキーをご自由にお取りください。

Please _____ at home, and _____ to some cookies.

2. 彼は3年前に車を買って、最近それを売りました。

He _____ three years ago and _____ recently.

3. ここから駅まではどのくらい距離がありますか。

_____ from here to the station?

4. 昨年の夏、グアムに行きました。それが私の最初の海外旅行でした。

I went to Guam last summer. _____ abroad.

5. 最前列のほかの座席は埋まっていた。

_____ in the front row were occupied.

[3] []内の語句を使って、日本語の意味に合う英文をつくりなさい。

1. 18歳で投票することができます。[vote / at the age of]

2. 映画館で偶然、私の友人の1人に会った。[happen to / movie theater]

3. おじは私を小さな男の子のように扱う。私はそれが好きではない。[treat]

4. この教室の中は、とても暑くてむっとする。[stuffy]

5. これらの意見はどれも私のではない。それらはこの本からのです。[remark]

6. 昨日の夜、映画を2本観た。両方ともつまらなかった。[watch / boring]

Conversation

下線部を言い換えて、天気に関する会話をしましょう。

A: Do you think it will be sunny tomorrow?

B: I hope so. If it rains, our field trip will be postponed.

Task

次の2つのタスクに取り組んでみよう。

1. 行ってみたい国を挙げて、その理由を説明しよう。



【Example】 My dream trip would be to Italy. One reason I want to visit this country is that my favorite subject is history. I want to see the ancient buildings of Rome, such as the Colosseum. Another reason I want to go there is that my favorite type of food is Italian. I especially like pizza, so I want to eat a lot of it in Italy.



2. 行ってみたい国のことを図書館やインターネットで調べてメモにまとめ、英語で発表しよう。

【Example】 Capital City: Rome
 Official Language: Italian
 Population: Around 60 million
 Tourist Destinations: Rome, Milan, Naples, Florence, Venice ...

Essay Writing

次のテーマで、英語の文章(80~100語)を書いてみよう。

「日本を訪れる外国人観光客が興味を持っていること」

文章の組み立てのヒント

Step 1: 日本の歴史や伝統に興味を持つ観光客について述べる。

ex. Some foreign tourists come to Japan because they are interested in ...

Step 2: 日本の現代的な側面に興味を持つ観光客について述べる。

ex. Others want to experience modern Japan ...

GROUP WORK 日本で外国人観光客に人気のある場所について話し合ってみよう。



INTERVIEW 英語で答えてみよう!

Q1: Is it necessary to study the language of a country you want to visit?

Q2: What do you expect most from visiting foreign countries?