TEACHERS' AND STUDENTS' EXPERIENCES WITHIN THE COMMUNICATIVE LANGUAGE COURSE OF STUDY IN JAPANESE HIGH SCHOOLS: AN INSTRUMENTAL CASE STUDY

A Thesis submitted by

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Abstract

This study focused on the benefits and shortcomings of the "Course of Study Guidelines" curriculum implemented from 2013 to 2016 which promoted the incorporation of Communicative Language Teaching (CLT) in Japanese high schools. An exploration of teachers' and students' responses to questions about their teaching practice, classroom experiences, and learning journey in the high school classroom was undertaken. This study outlines the current ethos and practice in the English as a Foreign Language (EFL) classroom at several levels of the education system in Japan, such as students, teachers, policy makers, and school management. Firstly, this instrumental case study followed an explanatory sequential mixed methods research design and surveyed the practices of Japanese high school teachers who teach English as a Foreign Language. Secondly, it examined current 2nd year university students' opinions about the education that they received in high school under the "Course of Study Guidelines". The study provides useful insights, as these students are the first group of graduates to complete their high school education under the new curriculum guidelines.

This project provides an original contribution to knowledge about Japanese teachers' and students' practices since the introduction of the new curriculum. In particular, this thesis introduces original data, both qualitative and quantitative in nature that was collected by means of surveys, focus group discussions and informal interviews. The thesis, therefore, explores the ways that teachers have reacted to the new curriculum and how it has affected their teaching, and how students view the English as a Foreign Language education that they received as high school students under the new curriculum guidelines. Theoretically, this thesis, through the combination of Western and Japanese

cultural concepts, allows for better exploration and comprehension of Japanese society and culture. As a result, new knowledge been created through the adaptation of current theories in the fields of Second Language Acquisition and Socio-Cultural perspectives.

Next, new knowledge has been created in regard to the effectiveness of the new curriculum that was implemented in Japan. This project has outlined the policy and has shown the flaws in the implementation of these strategies. This new knowledge can be useful when considering how to incorporate new policies and practices within the Japanese educational system.

Furthermore, an original contribution to literature can be found in the insights gained into teachers' practices and students' perceptions of their educational journey since the implementation of the new curriculum. Particular emphasis is given to teachers' perceptions of the ways that their teaching practice has evolved (or not), and of the ways that students view the education that they received as high school students. This provides new knowledge relating to teaching and learning in the EFL classroom. It allows for an analysis of what extent CLT approaches have been adopted by teachers within Japanese high schools, and for what reasons difficulties in doing so can emerge. This provides an original contribution to literature through not only the timely nature of this study, but also from the results attained from participants who have studied and worked within the new curriculum as part of their professional careers as teachers, and in their development of skills as students.

As a result of this study, further consideration is given to a number of issues: teacher education and preparedness with regard to incorporating CLT approaches in Japanese EFL classrooms; the shortcomings that still need to be addressed by the Ministry of Education, Culture, Sport, Science and Technology (MEXT) when incorporating a new

curriculum; students' experiences as learners within the new curriculum guidelines, and socio-cultural perspectives and their influence on teaching and learning. All stakeholders will benefit from the results of this study when moving forward in developing the implementation of English language education policy and classroom practices in the Japanese EFL environment.

In relation to future research, looking at ways to incorporate technology in the Japanese high school classroom, implementing and analysing whether translanguaging techniques can be beneficial to both teacher pedagogy and learner output, and investigating how to make classes more student-focused in Confucian contexts are recommended.

Certification of Thesis

This Thesis is entirely the work of Kevin Alan Bartlett except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

Principal Supervisor: Associate Professor Marcus Harmes

Associate Supervisor: Dr Barbara Harmes

Associate Supervisor: Professor Shirley O'Neill

Student's and supervisors' signatures of endorsement are held at the University.

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Abbreviations

ALT- Assistant Language Teacher

CLT- Communicative Language Teaching

EFL- English as a Foreign Language

Eiken – Eiken Test in Practical English Proficiency

ESL- English as a Second Language

GTM – Grammar Translation Methods

JET- Japan Exchange and Teaching Programme

Kohai – Junior (in age, rank or hierarchy)

L1- First / Native Language

L2- Second Language

LOTE- Languages other than English

MEXT- The Ministry of Education, Culture, Sport, Science and Technology

SLA – Second Language Acquisition

Soto – Outside, outer group

Senpai – Senior (in age, rank or hierarchy)

TBLT- Task- Based Language Teaching

TOEFL – Test of English as a Foreign Language

TOEIC- Test of English for International Communication

Uchi – Inside / Inner Group

1. Chapter 1: Introduction

Earlier studies from both my Master of Applied Linguistics thesis, from the University of Southern Queensland (Australia), and my Master of Arts in Advanced Japanese Studies thesis, from the University of Sheffield (England), indicated that socio-cultural pressures and societal norms of behaviour dictate what is considered appropriate etiquette within a given context. Within the field of education, these socio-cultural pressures have a direct bearing on the amount of communicative opportunities teachers provide in the classroom and influence the participation levels of students in the EFL classroom. The above-mentioned studies also outlined that teaching practices and pedagogies between the East and West, specifically Japan, differ dramatically based on the identity of the teacher and the hierarchical systems in place within their workplaces that decree pedagogical approaches and classroom practice. One fundamental finding within these projects that required further investigation and consideration was how to encourage teachers and students to communicate in a foreign language within the confines of their ecological systems, which are learned and dictated by their society and culture. This thesis will explore and answer these queries.

1.1. The problem

With the above-mentioned socio-cultural influences present in Japan, which have made it difficult to implement communicative approaches in the EFL classroom in the past, the Ministry of Education, Culture, Sport, Science and Technology (MEXT) identified that there was a lack of communicative tasks and language acquisition opportunities presented within the Japanese EFL classroom and curriculum. This prompted MEXT to implement progressively new curriculum guidelines for Junior and Senior high school English language education from 2013. The newly mandated

curriculum, which was first sent to schools in the 2010/2011 academic year in order to give teachers time to prepare for the new curriculum changes, now focuses on incorporating CLT tasks and materials in the English Language classroom. Through the implementation of the new curriculum, MEXT hopes to improve students' communicative abilities in English and to assist with language acquisition for the purpose of creating Japanese speakers who are communicatively competent in English. According to MEXT, the new curriculum is designed to "create students who would be able to use English in their everyday lives after high school, and for university graduates to be able to use English in the workplace" (Monbukagakusho, 2010, p. 11). These guidelines and goals are intended to assist students to communicate in English for the purpose of improving Japan's involvement and influence on a global scale, and English language teachers have been tasked with the responsibility of meeting the aforementioned goals of the guidelines.

In research undertaken prior to implementation of the new curriculum, Gorsuch (1999) found that foreign language classes were mainly taught using 訳読 *Yakudoku* (Grammar Translation) methods of teaching, which focused on learning a language in grammatical contexts to understand the linguistic elements and rules of the language. Although the new curriculum privileges different approaches along with increasing the amount of CLT presented to students, the old GTM approaches to teaching remain the predominant teaching approach. This disconnect between policy and practice has prompted several scholarly surveys to investigate why communicative approaches are limited within Japanese EFL high school classrooms. Bartlett (2017) suggested that even though the curriculum guidelines dictated that teachers increase the amount of communicative opportunities they provide students in the classroom, that teaching

practices were scarcely influenced by the curriculum guidelines and that teachers still taught using mostly GTM approaches in lieu of communicative ones.

Teachers' poor English proficiency has been an identified factor in the continued use of GTM approaches. Reasons discussed in past research were teachers' lack of facility with communicative skills in English, a lack of practical teacher training and an examination system focused on reproducing information and multiple choice tasks (Gorsuch, 1999; Nishino, 2008). However, current research has investigated only teachers' responses to the curriculum changes without asking how their practices have evolved under the new curriculum guidelines, whether the professional development materials and seminars provided were useful to them, or whether students feel that CLT approaches are a useful tool to their language acquisition journey. These unaddressed questions frame the fundamental purpose and necessity of this project.

One further hindrance to the new curriculum being fully implemented is the examination system that is currently in place, referred to as the センター試験 (Senta Shiken) Center Examination. As this examination focuses mainly on requiring students to read passages in English for comprehension before answering multiple choice or short-answer questions about the passage, teachers continue to use GTM and rote learning tasks to prepare students for examination success. According to Humphries and Burns (2015), even since the introduction of the new curriculum, students have not been presented with practical opportunities to use English in the classroom by their teachers as a result of the pressures imposed by the examinations format.

Researchers who have investigated the incorporation of CLT approaches in Japan, such as Gorsuch (1999), Matsuura, Chiba, and Hilderbrandt (2000), Nishino (2008), Tanaka (2009), Luton (2015), Humphries and Burns (2015), Bartlett (2017), and Cacali

and Germinario (2018), have variously suggested that teachers either do not or cannot use CLT approaches based on personal language limitations or pressure from the social hierarchy, or that teachers are not motivated to use the pedagogy when the examination system does not test a student's communicative competence. This is a generalisation of larger issues at play, such as the purpose of classroom lessons, the overall objectives of the school, and teachers' purposes and perceptions of the usefulness of CLT approaches and acquisition tasks for students' futures, all that this instrumental case study refines.

1.2. The focus of the research

In contributing to this scholarly dialogue, this thesis is concerned with offering research insights from Japanese EFL teachers and recent high school graduates from the Japanese high school system about their experiences of teaching and learning within the new curriculum guidelines. It will do so by gathering perspectives from key stakeholders from different levels within the school system. It asks participants to what extent and why teachers incorporate certain pedagogies within their classrooms and how students perceive their high school EFL education in lieu of the current education they receive as university students taught by this researcher in a CLT approach. It further considers how well the new curriculum guidelines have been introduced and implemented at the school and classroom level.

Also, this project is timely because the participants belong to the first group of students who completed their high school education under the new curriculum guidelines. Neither the changes to the curriculum nor the timeliness of the project provide the rationale for this research; that lies instead with the current gaps in the literature, but the changes made by MEXT make a thorough and timely investigation into students' and teachers' perceptions towards CLT necessary.

This project follows an instrumental case study design, incorporating explanatory sequential mixed methods research approaches to data collection and analysis. Data collection tools mobilised within this study were surveys that incorporated both multiple choice and short answer questions, focus group discussions and informal interviews. This approach to research allowed for participants' responses to be analysed both statistically and thematically to uncover the underlying factors that may influence their learning and teaching styles. As was outlined by Stake (2010), instrumental case studies provide an outlet for participants to be able to answer bigger underlying questions about their experiences and to discover hidden factors, which was the overall purpose of this project. The methodology is comprehensively outlined in Chapter 4 of this thesis.

The nature of the project has allowed the researcher to penetrate the cultural reserves that are present within organisations at different levels and settings in Japan. This has allowed the researcher to examine the issues Japanese teachers and students currently face, and to assess how they influence teaching and learning in EFL classrooms in Japan. The researcher was employed from 2005 to2016 in a Japanese high school, working alongside Japanese EFL teachers while implementing the new curriculum. At the same time, the researcher attended mandated MEXT professional development days. Then, was employed as a Lecturer and Associate Professor in Japanese universities, teaching various students who have graduated from the new curriculum from 2016 to present. This has allowed for unique experiential and real-time data to be collected. The researcher was also a participant within the same schools where some of the participants are located, and therefore is a member of the inner-circle (or *Uchi* group); thus unique insights can be gained compared to researchers observing from the outside (*Soto* group).

This thesis mobilised multiple theories to generate an original contribution to knowledge. These theories belong to the research categories of Second Language Acquisition and Socio-cultural perspectives. Within this thesis, the Second Language Acquisition theories that have been used are 'The Communicative Language Teaching Theory' as outlined by Savignon (2002), 'The Acquisition-Learner Hypothesis' by Krashen (1982), 'The Interaction Hypothesis' by Long (1981) and 'The Output Hypothesis' by Swain (1995). All these theories support the implementation of communicative approaches to learning a foreign language as fundamental in the development of communicative competence, which is the overall goal of the new curriculum guidelines implemented by MEXT. The deployment of these theories shows that the guidelines implemented by MEXT are supported by SLA theory to improve the communicative competence of learners. Thus, using these theories allows us to understand the importance of providing communicative opportunities to learners in the EFL or Foreign Language classroom.

The Socio-cultural perspectives that are applied within this project are the 'Ecological Systems Theory' by Bronfenbrenner (1979), the 'Large Culture Theory' by Hofstede (1983; 2016) and the 'Small Culture Theory' by Holliday (1999). These theories help to understand the influences of each level of society on an individual and allows for the exploration of similarities and differences based on the individual's lived experiences. Also provided are the Socio-cultural perspectives that are unique to Japan to show where Western constructed perspectives and Eastern constructed theories overlap and/or differ. This is an important step in this thesis as it provides a better way to understand the environment in which learning and teaching takes place, and where similar or differing comparisons need to be considered. Although an overview of Confucian constructs has

been provided in chapter 3, theories specific to Japanese society and culture have been mobilised within this project to provide better explanations and justifications of differences that are present. The theories specific to Japan that have been mobilised within this thesis are the '*Uchi- Soto* Phenomenon' (Inner – Outer) as outlined by Sugimoto (2010), the '*Senpai-Kohai* System' (Senior- Junior) and seniority system as outlined by Ishida (1989) and Sugimoto (2010) and the 'Concept of Face' as outlined by Ho Yao-Fa (1976), and Tao (2014). As recommended by Okano and Sugimoto (2019), the deployment of Western concepts alongside concepts specific to Japan allows for better understanding and comprehension of Japanese society and culture to be attained when readers may be unfamiliar with Japan and its socio-cultural perceptions. Through the amalgamation of both Western and Japanese concepts that appear throughout this project, new knowledge about Japan and its socio-cultural perspectives have been provided.

1.3. The research questions

The research questions that have driven this project are as follows:

1. How does culture impact on teachers' and students' approaches to learning and teaching in a communicative way?

2. In what ways do teachers view communicative tasks, and how do they implement them within their classrooms?

3. How do high school graduates assess their English language education under the new curriculum guidelines?

The outcomes and significance of this study are that they will:

1. Deepen the current scholarly understanding of participants' attitudes and approaches to language teaching in Japan,

2. Produce data that will be beneficial by providing strategies for implementation and understanding of CLT,

3. Interpret socio-cultural factors that shape the ways that teachers teach and students learn in order to create better teaching and learning environments for all parties involved, and

4. Expand knowledge about CLT and what underlying pressures are evident amongst teachers and students regarding their professional and personal development of foreign language teaching and learning.

In addition, this will

1. Provide a foundation for discussion for participants and readers of this thesis (or associated publications) about some of the issues faced by EFL teachers in Japanese high schools and the working conditions of EFL teachers in Japan

2. Assist in understanding their students' preferred learning styles and desires about their EFL education

3. Foster of culture of teacher talk among readers of this thesis about how to create workplaces that foster teacher development and learning opportunities at the grassroots level.

The original contribution to literature is an overview and analysis of individual teachers' and students' beliefs about CLT in the EFL classroom. This analysis allows further exploration and analysis of ways to include, adapt and incorporate a curriculum to assist in teacher development, and a better understanding of the influence that culture plays at the empirical level. Further knowledge has been created through the originality of the mobilization of socio-cultural theories throughout this project, in which predominately Western focused constructs have been rearranged to show how they relate

to socio-cultural constructs that are specific to Japan. As can be seen in Chapter 3, Bronfenbrenner's Ecological Systems Theory (1979) has been recreated using information specific to the Japanese participants who took part in this project. The *Uchi-Soto* Phenomenon and concepts of *Senpai-Kohai* and 'Face' have been arranged within the Ecological Systems Theory table to show where they would be placed, thus creating new knowledge of how these theories are used based on cultural differences present within the country and culture being explored.

1.4.   The outline of the thesis

This thesis comprises seven chapters. Chapter One introduced the problem to be investigated and has briefly outlined the significance of the problem and the original contribution to knowledge that this thesis makes, and has explained the research questions to be answered and the methods of data collection and analysis that have been mobilised in order to do so. Chapter Two reviews relevant literature about the new curriculum and its implementation, the Communicative Language Teaching objectives and past empirical information about its implementation in Japan. Then, it reviews scholarly literature about limitations towards the implementation of CLT in Japanese high schools. In all areas, limitations in existing literature have been identified to show this study's contribution to knowledge.

Chapter Three elaborates the Conceptual Framework used in this study. This chapter contains two main sections, with the first being an introduction to CLT theory and Second Language Acquisition theories that support the implementation of CLT approaches in both ESL (English as A Second Language), EFL (English as a Foreign Language and LOTE (Languages Other Than English) classrooms. CLT theory as outlined by Savignon (2002) and Cummins (2007) has been provided to show its value

as a practical classroom approach to enhance the communicative competence of learners. Furthermore, Krashen's "Learner-Acquisition hypothesis" (1982), Long's "Interaction hypothesis" (1981) and Swain's "Output hypothesis" (1995) have all been used to show the relevance of Communicative approaches to the language learner. The combination of these theories constitutes a conceptual approach that assists in understanding the importance of communicative approaches in the language classroom.

Secondly, in order to better understand the environment in which this study took place, socio-cultural theories are used to clarify the environment in which the new curriculum is being implemented. Using "Bronfenbrenner's Ecological Systems theory" (1979) as a central base of the conceptual framework assists in understanding the interrelated cultural beliefs and behaviours that influence teaching, learning and interaction in Japan. Alongside Bronfenbrenner, theories specific to Japan that assist in identifying the connections between socio-cultural perceptions and educational practice are the "*Uchi- Soto* Phenomenon" (Inner – Outer) as outlined by Sugimoto (2010), the "*Senpai-Kohai* System" (Senior- Junior) and seniority system as outlined by Ishida (1989) and Sugimoto (2010) and the "Concept of Face" as outlined by Ho Yao-Fa, (1976) and Tao, (2014).

Chapter Four provides the research design of this study. It outlines the reasons for following an instrumental case study approach and explains the appropriateness of the explanatory sequential mixed methods research design that was used within this project. Then, this chapter outlines the data collection and analysis procedures followed in this project, introduces the recruitment procedures of the participants, and explains what the participants were asked to do throughout each stage of the data collection process.

Chapter Five and Chapter Six constitute the data analysis sections of the study. Chapter Five addresses the data obtained from 21 Japanese EFL teacher participants, with the results provided following an explanatory sequential mixed methods research design. First, quantitative data is provided, and then qualitative data follows to better explain why certain trends and responses are present. Chapter 6 addresses the data collected from the 77 members of the first group of high school graduates to complete their education under the new 'Course of Study Guidelines'.

Chapter Seven triangulates the findings of teacher and graduate participant responses, synthesising the data analysis chapters, and then answers the research questions outlined at the beginning of this thesis. It further makes recommendations on how to incorporate communicative approaches in the classroom to enhance both teachers' and students' communicative opportunities, teaching skills and learning preferences. It also outlines possible suggestions for future research projects in CLT education in Japan, teacher development, and cultural consideration.

1.5. A Personal Note

As will become evident as the reader progresses through this study, this thesis is a result of personal interests in the area of improving the communicative competence of Japanese learners in EFL contexts. These research interests have emerged from a combination of lived experiences and ongoing studies while working as an EFL teacher in a Japanese high school from 2005 to 2016, and then as a Lecturer from 2016 to 2019 at a private University in Japan, and finally as an Associate Professor at a National University in Japan. In each of these positions, I was tasked with the responsibility of improving Japanese EFL learners' communicative abilities while simultaneously

assisting Japanese EFL teachers to hone their skills to be better able to conduct classes in a communicative manner.

The research interest emerged from observations of Japanese EFL teachers and their reluctance towards the new curriculum guidelines when they were first introduced, and then further from looking at the struggles they faced in both attempting to improve their own communicative abilities while concurrently attempting to teach their students in a communicative method within the confines of their workplaces. This research interest was further heightened from the negative responses and outright refusal to attempt to incorporate the new curriculum as was observed in both in-house faculty meetings, and at state run professional development days. It has been my desire to understand these difficulties and to ascertain how I could support teachers to overcome them, and further how I could create a better learning environment that is focused on my students' needs, which has been a big part of my reasons for undertaking this research project overall. It is my desire that this research will be of value to not only Japanese EFL educators, but to native English speakers who intend to work in Japan, and to any policy makers and stakeholders who may read this study.

1.6. Conclusion

This chapter has introduced the focus of this study and has briefly introduced the topics and themes that will be explored throughout this thesis. It has overviewed the thesis structure and has provided evidence as to why this study is important and timely. Within the following chapters, all of the matters raised within this chapter will be explored in more detail, the original data will be provided and the research questions will be answered.

2. Chapter 2: Literature Review

2.1. Introduction

This chapter reviews relevant professional, theoretical, grey (government documentation) and empirical literature to identify areas intersecting with but also necessitating the further research in this study. This study is timely as, up until now, very little has been written about how teachers and students are experiencing teaching and learning under the new Japanese curriculum guidelines due to the relative recent nature of its implementation. Thus, this chapter outlines the literature relevant to Communicative Language Teaching (CLT) and its implementation issues prior to the new curriculum being introduced, along with literature outlining problems that became evident during the implementation process.

Firstly, the chapter examines professional literature relating to the curriculum and the theoretical content that informed the new curriculum guidelines in Japan. More broadly, it provides an overview of the new curriculum guidelines outlined by the Ministry of Education, Culture, Sport, Science and Technology (MEXT). It also outlines current trends in educational practice within EFL education in Japan, and it discusses the factors that have impeded the uptake of CLT at the classroom level even before the new curriculum was proposed. This is accomplished by analysing these elements in a thematic order, with professional literature, theoretical literature and scholarly literature based on empirical data being used to illuminate the current EFL environment in high schools in Japan.

Next, the chapter analyses grey literature relating to the new curriculum introduced by MEXT to assess the changes to teaching and learning in the EFL classroom proposed by MEXT. Then scholarly literature based on empirical data about classroom practice to support the induction of CLT is provided to show what pragmatic suggestions

to the uptake of CLT are available, before outlining the process of the new curriculum's implementation and the factors that shaped the changes towards a CLT approach.

Next, the chapter provides an examination of research whose writers have used empirical research to explore the difficulties associated with the implementation of CLT in Japan. This literature outlines the difficulties of teaching communication skills. These difficulties have been recorded since the 1980s, when the approach was introduced in Japan. Lastly, the chapter introduces empirical data from researchers who collected data from Japanese teaching environments. The data explore the hindrances to implementing CLT in the Japanese classroom that preceded the implementation of the new curriculum, and that is currently present in the new curriculum implementation process.

2.2. The New Curriculum implementation
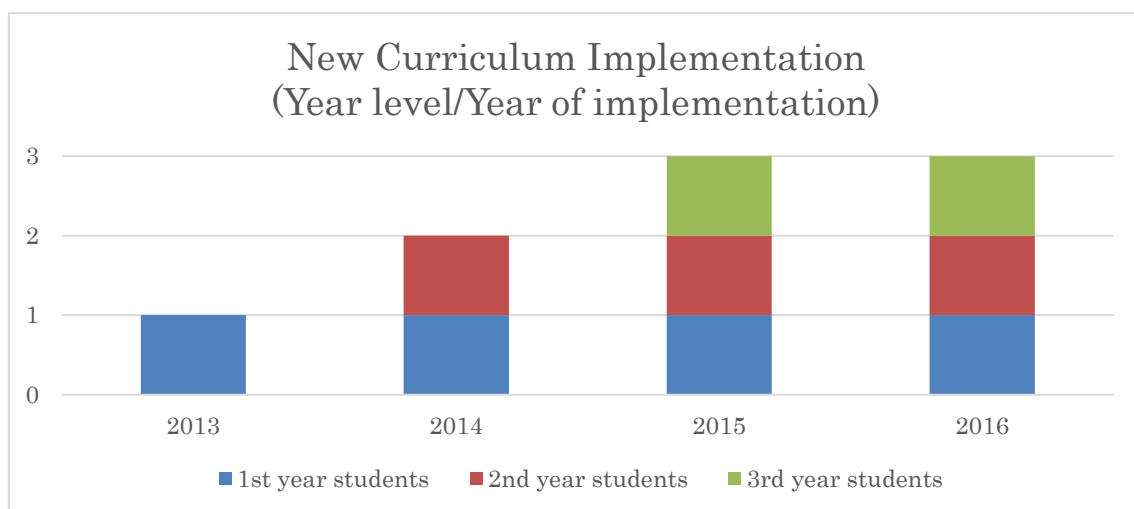
Figure 2.1. New Curriculum implementation timeline.

This section focuses on the introduction of the new curriculum. MEXT began to phase in new curriculum guidelines for junior and senior high school foreign language classes in 2013. From that year, MEXT phased out the old curriculum with each successive graduating class. In 2013, only first year students were taught under the new curriculum, with first and second year students undertaking the new curriculum in 2014,

and all students undertaking the new curriculum in 2015, with the phase-in fully complete by April 2016. The phase in timeline is visually represented in figure 2.1.

Education in Japan has traditionally been focused on an entrenched sense of nationalism, and its purpose is the betterment of the group. As recorded by Colpitts and Barley-Alexander (2019), since the Tokugawa era (1603-1867), education in Japan has been viewed by many as a process of teachers passing on their knowledge to students, who are to absorb the knowledge with little to no disruption in the chain. This type of education has led to the typical Japanese classroom being one where students have had few opportunities to express their own opinions, and where teachers have lectured to students to pass on their knowledge. In schools today, teachers are seen as the holders of knowledge, and students are viewed as a homogeneous group who both in society and in the classroom are expected to conform to the norms of the group. If they do not conform to those norms, they are outcast and shunned until they conform to the dictated norms (Colpitts and Barley-Alexander, 2019). Furthermore, throughout their entire school life, students are also taught "Moral education", in which standard opinions, beliefs and behaviours are passed down to all members of the student body through homeroom lectures and worksheets, so that each individual student is aware of what is considered appropriate behaviour and opinion (Cacali and Germinario, 2018, p. 178).

However, the new curriculum, now called コミュニケーション言語教育 (*Comyunikesyon Gengo Kyouiku*: Communicative Language Education), focuses on incorporating CLT approaches and tasks and on using English in a practical way in the classroom in order to improve students' communicative abilities in English and their verbal outputs in all other subjects. This curriculum is intended to create students who are individual thinkers and individual learners, which is a challenge when considering that

education in Japan up until the late 1980s was focused on the education of the group rather than on that of the individual.

Even though MEXT hoped to improve the communicative competence of students through the implementation of a CLT-focused curriculum, there have been issues in the past that show difficulties at the grassroots level with doing so. According to Tahira (2012), up until the creation of the new curriculum, MEXT stated that students were not presented with enough opportunities either to listen in or to speak the language in a communicative way that was personalised to them. This was consistent with the findings of the study into teacher practice in the classroom conducted by Gorsuch (1999), who found that Grammar Translation Methods (GTM) and approaches to teaching were typical practice in the Japanese EFL classroom. According to MEXT, the new curriculum was designed to address this issue by "creating students who would be able to use English in their everyday lives after high school, and for university graduates to be able to use English in the workplace" (Monbukagakusho, 2010, p. 11).

The intended outcome of this curriculum is to allow Japan to raise its national level of English on international tests, to allow Japan to have a greater voice in global business, and to enable Japan to have a greater influence at an international level where discourse is in English (Monbukagakusho, 2010). In addition, it has been suggested that it would allow the Japanese people to be more gracious hosts for the 2020 Olympics (Smith, 2013). Thus, it can be said that MEXT's action acknowledged the centrality of developing pragmatically effective English language education in the overarching plan for national development in an increasingly globalised world.

MEXT identified CLT as the best approach to allow communication and expression in English to be developed within the classroom as revealed by theoretical

literature, such as the study by Long (2015) of improving communicative competence. According to Kanatani (2012), who was a member of the sub-advisory committee of the Central Education Council, the discrepancy between classes being taught for the attainment of knowledge of English to perform successfully on grammar and short answer tests and classes being designed for the production and usage of English was one of the reasons MEXT decided that a practical course in communication through the implementation of CLT should be the focus of the new curriculum.

With the aim of the new curriculum being to foster a focus on communicative approaches in the classroom, English subject names were changed to reflect the communicative goals of MEXT, and publishers of nationally accredited textbooks were asked to adapt their textbooks to incorporate more communicative focused activities. Table 2.1 below demonstrates the course name changes that occurred.

Old Curriculum	New Curriculum
English 1, 2, 3	Communicative English 1, 2, 3
Oral Communication 1, 2	English Conversation
English Reading 1, 2	English Expression 1, 2

Table 2.1. Subject name changes table (Bartlett, 2017, p. 201)

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English 1/Communicative English: classes are largely grammar and short answer focused. English Reading/English Expression: focuses on comprehension and passage translations where students write their answers to questions in Japanese and English about the passage. Oral communication/English Conversation: is a general, day-to-day conversation focused course, where students read passages of conversations before mimicking these conversations styles to create their own (Bartlett, 2016).

According to MEXT (Monbukagakusho, 2010), English should be studied for up

to five hours a week as a minimum, with schools being able to choose how to distribute the combination of subjects as they feel is required. It is further recommended that students should study English Conversation for two sessions (either twice a week for one year, or once a week over two years), with English Expressions and Communicative English being studied for three sessions (either thrice a week in the first year, or once a week over three years) (Bartlett, 2017). Further subjects focused on English are able to be incorporated in the student's course of study at the school's discretion. For example, students who belong to certain majors may have subjects specific to that major incorporated in their schedules (such as homestay English for students who will visit their sister schools, or medical English for students who study in nursing courses).

2.2.1. The New Curriculum guidelines and goals: The back history

There is already scholarly literature about the use of CLT in Japan. Although the specific curriculum addressed in this dissertation is from the twenty-first century, MEXT introduced CLT into the Japanese Course of Study Guidelines in 1989. Scholars suggest that this action had a limited impact on teachers and their classroom practice (Schulz, 2001). This indicated a gap between policy and practice. Ensuing studies stated that the reasons for the divide between the guidelines and teacher practice were based on teachers' beliefs about their practice (Yoshida, 2003), the educational settings in which they were located (Watzke, 2007) and their own learning journeys when studying a foreign language (Tsukamoto & Tsujioka, 2013).

In order to address these issues and to encourage teachers to use CLT approaches in the classroom as a means to improve the communicative competence of students, the New Course of Study Guidelines were first delivered to schools in 2010, with the intended implementation process beginning in 2013 (Sakai, 2014). The overall aim of the new

curriculum was to develop students' communicative abilities by improving the accuracy of their language use, understanding information provided in both written and spoken forms, and being able to convey information based on both personal opinions, and that displayed using authentic materials. Furthermore, the curriculum was designed to deepen students' understanding of culture and to foster communicative skills in foreign languages as has been outlined in theoretical literature as a viable means to increase communicative competence (Tsukamoto, 2013). As a result, MEXT stipulated that teachers should conduct classes in English in order to enhance students' exposure to English, thus transforming classrooms into real life communicative environments (Monbukagakusho, 2010).

Yet, with MEXT stating that teachers should use English in their classrooms when teaching, according to scholarly literature, further confusion arose. Some teachers interpreted this statement as one where the L1 should never be used in the classroom, which resulted in teachers not wanting to prepare for the new curriculum guidelines (Sakamoto, 2012). Other teachers also stated that they had never communicated in English, or had very little experience of teaching in English and thus were uncomfortable to do so in the classroom in front of students (Otani, 2013). Finally, as the guidelines stated that the new curriculum was designed to enhance the communicative abilities of Japanese learners, some teachers felt that this skill would be irrelevant considering that English is not a required language in Japan; it is not spoken in Japan in day-to-day activities outside tourism and business, which many people do not have contact with (Sakai, 2014). Thus, some teachers felt that the development of students' communicative skills should be facilitated in the university classroom, where they were studying to pursue their desired careers, rather than in the high school classroom that was designed

to get students into university. This trend of questioning the relevance of incorporating Communicative approaches in the classroom, and who should be responsible for promoting the communicative abilities of students is discussed further in this chapter in more detail.

2.2.2. Preparing for the New Curriculum

This subsection analyses professional literature that describes the intentions of the new curriculum and provides empirical literature to show the teachers' and students' responses. The new curriculum was planned for and implemented over a 10-year-period, with MEXT initiating curriculum reform in its 2003 Action Plan for the improvement of individually targeted teaching approaches. Grey literature about the Action plan stated:

> The Ministry has been working on various measures to support schools' activities, in order to help children [to] acquire basic knowledge and skills solidly, find out tasks and think by themselves, judge and act independently, and develop "Academic Ability"[,] including problem-solving abilities under the new Course of Study. (Monbukagakusho, 2002, p. 2)

As a means of preparation for the development of the new curriculum, pilot programs were created to ascertain whether CLT could be a viable option for use in the EFL classroom. As part of the action plan, MEXT created a pilot program referred to as "the Super English Language High School (SELHi) system" (Koizumi and Kitagiri, 2007. p. 83). In preparation for curriculum change and the decision to implement CLT in junior and senior high schools, MEXT, through the SELHi program, allowed selected schools to experiment using CLT activities within the classroom, and then to report their results (Koizumi & Katagiri, 2007). A number of senior high schools created lessons and curricula heavily influenced by CLT over a three-year-period (2003-2009), with the

intention of exposing students to as much English as possible (Koizumi & Katagiri, 2007), and of assessing whether incorporating CLT was a possibility in Japanese schools. MEXT outlined that the objectives of the SELHi program were as follows:

> To promote the creation of schools which could serve a leading role in English education and the improvement of English teaching methods, upper secondary schools focusing on English education have been designated as "Super English Language High Schools" (SELHi) since FY 2002. These high schools are conducting practical research and development, curriculum development focusing on English education, teaching of certain subjects in English, and effective cooperation with universities and sister schools overseas. (Monbukagakusho, 2002, p. 6)

Reviews of these pilot programs by MEXT were influential in the decision to change the nationwide English language curriculum to one that promoted more CLT tasks in the classroom. As a consequence of the communicative curriculum, publishers of the nationally accredited textbooks needed to rewrite them so that they had a communicative focus if they desired these books to continue to be approved by MEXT (Sakamoto, 2012). In the high school curriculum, then, it was advised that all English classes be changed from a Grammar-Translation focus to one incorporating a more Communicative focus to allow students more opportunities to communicate and be immersed in English, along with providing opportunities for learners to express their own opinions on a variety of topics, in different situations and settings (Seargeant, 2009). By changing to the new curriculum and implementing a communicative approach to teaching, schools were expected to be in line with MEXT's objectives to "create high school graduates that can use English in everyday settings and for University graduates to be able to use English in

the workplace" (Tsukamoto & Tsujioka, 2013. p. 311). Porcaro (2006) identified that the schools selected for the pilot study were already viewed as high performing schools in English. An area for further investigation to which this instrumental case study contributes is how well CLT has been incorporated in the high school EFL classroom. Concerns regarding the ability of teachers to use English in the classroom with their students, and whether they have current knowledge of CLT and its implementation strategies at the classroom level, are identified in the empirical studies discussed below. This project interviewed teachers about their current practices and beliefs under the new curriculum guidelines in order to explore this aspect of the implementation.

The new curriculum guidelines were provided to schools in 2010, with revisions to the curriculum and professional development days created in an attempt to prepare teachers for the new curriculum. However, on 1 April 2013, when the new curriculum was to begin, scholarly literature based on empirical data that outlined the results of a survey of teachers conducted by Bartlett (2017) showed that teachers felt that they were not prepared for the changes. Confusion about how to implement CLT and how to use the new textbooks was still evident several years after implementation. This suggests that the literature provided to schools by MEXT, and the professional development days that MEXT held, were not successful in preparing teachers to conduct classes in a communicative manner under the new course of study guidelines, and further showed that they were confused about how to use the new materials provided to them. Uncertainties about what was required of them, and concerns about how the new curriculum would hinder Center examinations (Similar to HSC/VCE exams) and university entrance examination preparation, were recorded. As these examinations are seen as essential to the students' and schools' success in the eyes of stakeholders, concern about the

usefulness and practicality of CLT approaches being incorporated in the classroom became apparent (Bartlett, 2017) .

In 2014, MEXT released a document entitled "Report on the Future Improvement and Enhancement of English Education", which further stressed the importance of communication and attempted to ease the misunderstandings about the new curriculum that had been evident since its inception in the previous year in the Japanese education system. The introduction read:

> Amid ongoing globalization, the development of students' proficiency in English, a common international language, is crucial for Japan's future. A lot of improvements and changes will be taking place from now on due to the current Course of Study. However, there are still a lot of issues to be tackled [,] especially in the development of communication skills. The government will proceed with studies on the new reform of English education throughout elementary, junior high and high schools so that the reform will be performed in a stepwise fashion. (Monbukagakusho, 2014, p. 4)

The above quotation indicates that the Japanese government was attempting to improve its influence on an international scale, and was eager to improve the English language abilities of Japanese nationals for the purposes of benefitting business, increasing educational exchange and to prepare itself for a future in which international relationships would play an important role for the sustainability of Japan's status as one of the world's economic superpowers.

The importance of incorporating CLT approaches to English teaching was a first step in MEXT's plans. As a result, five key areas for change and evaluation within foreign

language education were provided in a professional literature report by MEXT in 2014, one year after the new curriculum was introduced. The stated goals were: (Monbukagakusho, 2014).

1. Implementation of the goals presented by the government and improvement of the contents of education.

2. Improvement of teaching and evaluation at schools.

3. Improvement of English proficiency evaluation and entrance examination at high schools and universities.

4. Improvement of textbooks and educational materials.

5. Enhancement of the education system. (Monbukagakusho, 2014, p. 3-7)

Thus, with the five stages of curriculum development outlined, schools and teachers were as from 2013 working in an environment where communication, rather than test results, was intended to be the focus of all classes. Yet, even though MEXT had provided clear guidelines, there were still limitations inherent to incorporating CLT within the Japanese school environment based on organisational hindrances and an examination system that tests for linguistic knowledge over the practical use of English for communicative purposes (Bartlett, 2017). The basis for curriculum changes and the goals to be attained were outlined by MEXT and sent to schools, yet the uptake was slower than the 2013 implementation of the new curriculum had been. Furthermore, with further assessment, training and development within the school level still to be considered by MEXT, some researchers thought that the implementation of the new curriculum was premature (Humphries and Burns, 2015). Nonetheless, an analysis of how teachers and students are coping with the new curriculum is necessary since the new curriculum has

been fully implemented since 2016. This is something that this researcher has investigated throughout this project.

2.3. Theoretical Literature

This section introduces theoretical literature about the CLT approach and analyses scholarly literature about how successful the approach has been within Japanese high school classrooms since it was introduced in the course guidelines. The themes that are introduced in this section are as follows:

- Teacher communicative competence and understanding of CLT
- Culture and its influence on CLT
- The examination system
- Lack of teacher education
- Lingering grammar-translation focus.

2.3.1. The Communicative Language Teaching Approach

This subsection outlines the theories that were mobilised in creating the new curriculum, and outlines the longer history of literature investigating CLT.

CLT is an approach to teaching where communication, rather than the goal and outcome of the lesson, informs the way that classes are conducted. Using this approach, the four key micro skills of Speaking, Listening, Reading and Writing are taught and graded using "communicative means to characterise the abilities of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform discrete-point tests of grammatical knowledge" (Brown, 2000, p. 26). This approach to teaching encourages students to "negotiate for meaning and make clarity of content being studied through the incorporation of communicative tasks as a means to acquire the language while simultaneously learning the language" (Savignon, 2002, p. 267). Thus, according to the literature, CLT is the recommended approach for incorporating language

acquisition within the classroom, a consideration supported and outlined by both Krashen (1988) and (Long, 2015) in the conceptual framework which, from the perspective of the new policy implemented, shows that MEXT was receptive to this approach being incorporated in Japanese high school classrooms.

Widely endorsed by researchers into Second Language Acquisition (SLA), the following key points outlined by Brown (2000, p. 26) showed the fundamental elements of incorporating CLT approaches within the classroom:

●Classroom goals allow various types of communicative skills to be present while simultaneously improving students' grammatical and linguistic competence.

●Language classes are designed to provide learners with authentic and practical language practice in a variety of settings that they will encounter in real life.

●Communicative activities foster fluency and accuracy within all learners' skillsets.

●CLT provides students with unscripted opportunities to use the target language in unrehearsed settings, promoting instantaneous language for meaning and clarification.

These views were influenced by earlier research by Wilkins (1972), who proposed that language teachers and researchers adopt a more functional and communicative syllabus for language teaching. Wilkins (1972) believed that the communicative skills that a language learner needs to know and express can be found in notional categories (such as time, sequence, quality, location and frequency), and that

communicative functions (such as requests, denials, complaints, and offers) need to be considered when communication becomes the focus of a curriculum.

Scholars, including Savignon (2002), urge that, within the CLT approach, creating opportunities for students to experience language in a variety of settings allows both language acquisition and learning to take place. Key features of CLT approaches include tasks such as group discussions, debates, role plays and presentations should be present to allow students to be introduced to a variety of real-life language situations that they are likely to encounter during their day-to-day lives when communicating in the target language. Thus, the communicative approach aims to make communicative competence the goal of language teaching, and concurrently to develop procedures for teaching the four language skills of speaking, listening, reading and writing (Hymes, 1972). Further research by Canale and Swain (1980) found that the ability to communicate required four different sub-competencies of:

1. Grammatical (ability to create grammatically correct utterances),

2. Sociolinguistic (ability to produce socially and contextually appropriate utterances),

3. Discursive (ability to produce coherent and cohesive utterances), and

4. Strategic (ability to solve communication problems as they arise).

These elements comprise what a CLT focused curriculum should encompass: a variety of approaches to be incorporated to allow both knowledge development and communicative competence to occur in the classroom. Thus, because of the aforementioned studies, many educational providers believe that communicative

competence should be the goal of language education and central to quality classroom practice (Toro, Camacho-Minuche, Pinza-Tapia, & Paredes, 2019)

2.3.2. Empirical information

Scholarly literature based on the implementation of CLT in Japan has shown that teachers had a negative view of CLT. Gorsuch (1999), an early researcher of Japanese EFL practice that encouraged CLT, conducted an empirical study of high school teachers and their teaching approaches. He found that the main method of teaching was focused on *Yakudoku* (Grammar-translation) methods (GTM) to teaching foreign languages. The use of GTM approaches to teaching has been recorded to have been present in Japanese education for over a thousand years, and was the main method used to learn to read classical Chinese texts (Suzuki, 1986). Thus, in his research into teaching styles and learning environments in Japan, Gorsuch recommended that CLT be incorporated by teachers to improve the low level of communicative skills that were evident within Japan.

Gorsuch (1999) found that, in these GTM classes, tasks were centred on rote grammar and vocabulary learning, reading for information to answer multiple choice questions and translating Japanese prose into English and English prose into Japanese. He further concluded that there was less emphasis placed on speaking and listening skills owing to the examination system that tested for reading and writing skills.

In the 1980s, Japan's economy was on the rise, even though cultural diversity such as migration in Japan was limited owing to the restricted English language abilities of Japanese nationals. To improve diversity in Japan, MEXT created the Japan Exchange and Teaching (JET) Programme in collaboration with the Council of Local Authorities for International Relations. The programme aimed to bring young university graduates from foreign countries to have them work on a three-year contract in either secondary

schools or local government organisations. The official objectives recorded on the JET programme's official website outlined that the goals of the JET programme are to "increase mutual understanding between people of Japan and other nations to promote internationalisation in Japan's local communities by helping to improve foreign language education and developing international exchange at the community level" (JET programme official website, 2017). According to McConnell (2000), the JET program was a way to help Japan to improve its lack of participation in the larger world, which was seen as limited, and to create diversity among the Japanese people at a grassroots level through interaction with foreigners.

As a result of having JET participants in the classroom, school students were presented with authentic English in the classroom by a native speaker, and the Japanese teacher would team teach and introduce students to new vocabulary and grammar in a GTM *Yakudoku* approach (McConnell, 2000). However, research by Marchesseau (2006) revealed some of the limitations of this program, such as the short, three-year contract, in which period a new foreigner would need to come in and be trained, thus taking time away from teaching and lesson planning time (this contract limit was changed from three years to five years in 2008). Another identified limitation was the lack of teaching experience of participants, who simply required a Bachelor's degree in any major to take part in the programme. Many did not possess any knowledge about classroom management, SLA theory and pedagogy, or even lesson planning abilities that are required to be an efficient and productive teacher.

Lastly, many Japanese teachers were accustomed to teaching using GTM approaches. Therefore, they were unsure of how to maximise the benefits of the foreign teacher being in the classrooms in an effective way in the workplace based on school and

curriculum pressures that were centred on examination success rather than communicative competence (Mahoney, 2004). The reasons for the reluctance to incorporate CLT tasks have been researched by Ruegg (2009) and Tanaka (2009), and they concluded that teachers who were themselves educated using a *Yakudoku* method became accustomed to teaching with the same methodology, and that they were unmotivated to adapt their teaching style when communicative components were not a test requirement in most cases.

On a broader scale, McConnell (2000) suggested that scholars had hoped that the Japanese would slowly open themselves up to the rest of the world and free themselves of their own "bias", thus showing that language teaching can be disadvantaged when based on cultural bias. However, the JET programme was a step in the right direction in assisting Japan to start to think about itself on an international scale (Marchesseau, 2006), which motivated MEXT to create guidelines that promoted the inclusion of communicative approaches in classrooms from an earlier age.

2.4. Identified limitations to the uptake of CLT approaches in Japanese settings.

2.4.1. Theme 1: Teachers' communicative competence and understanding of CLT

Research into both CLT and teacher education in Japan has revealed a diversity of reactions from teachers to CLT, both pre- and post-2013, but in general, this research has pointed to negative reactions from teachers to MEXT's determination to introduce this curriculum with a communicative focus. In a separate investigation of teachers' attitudes towards incorporating communicative approaches in the classroom alongside their GTM approaches, results from Nishino (2011) showed their reluctance to incorporate communicative tasks that would take valuable time away from the required

content that was taught in GTM methods to prepare students for exams. Nishino (2011) discovered through interviews with English language high school teachers that on a deeper level, that teachers limited uptake of communicative tasks in the classroom was linked with the poor communicative language abilities of teachers, as well as with a failure to understand the theories and curriculum goals of CLT and its broader objectives (Nishino, 2011). Ruegg (2009) and Tanaka (2009), who both employed surveys and interviews to investigate teachers' attitudes towards incorporating CLT tasks, found that teachers who had not seen CLT used in practice by other teachers were reluctant to break away from the currently established GTM method of teaching. Thompson and Woodman (2019) suggested that, since teachers themselves had been educated in GTM, they had become accustomed to teaching using the same method, but they also lacked the appropriate skills to teach using a communicative approach. This showed that teachers were not motivated to adapt to CLT, that their teaching styles were influenced by their experiences and environments, and that they were not confident enough in speaking English to do so. These factors were still evident in Bartlett's (2017) study, which took place after the new curriculum had been implemented, thus demonstrating that teachers were not incorporating CLT at the classroom level post-curriculum implementation.

Along similar lines, Tanaka (2009) pointed out that teachers still viewed the four key areas of language learning (speaking, listening, reading, and writing) as being independent from one another depending on the subject being taught. Thus, depending on the focus of the English subject being taught, some teachers saw communicative and speaking-focused tasks as irrelevant to their students' success.

Other aspects of the curriculum have been the subject of study; Humphries and Burns (2015) investigated Japanese teachers' and students' abilities in the spoken domain

while the new curriculum was in its implementation stages. He surveyed teachers' reactions to the new curriculum and concluded that Japanese high school students and teachers were not competent in using English as a tool for communication. This was concerning because the new curriculum was in its final stages of implementation at the time of the research.

Research by Bartlett (2016), also undertaken at a time when the new and old curriculums were both being used in high schools, found that teachers were more comfortable resorting to printouts from old textbooks. Teachers would use these materials in classes in lieu of the new textbooks, as they felt that it was easier and more appropriate to their students' needs to focus more on GTM tasks. Results of a survey conducted by the Kyoto Board of Education in 2016 and released through the BBC showed that Japan was then 40th out of 48 countries on the Test of English for International Communication (TOEIC) rankings, and that the Japanese English proficiency rating fell from "moderate proficiency" to "low proficiency" as a result. This survey further revealed that only one in four teachers reached the threshold of language skills generally considered appropriate for most social context demands and limited work requirements. The results showed that most teachers who were employed as English teachers were not up to the standard required, or were not competent in communication to teach the language incorporating CLT approaches (Pickles, 2017). Therefore, teaching by using more English in the classroom and encouraging students to use more English in the classroom appear to be difficult tasks for some teachers.

In a study conducted by Bartlett (2017), findings showed that there was a divide between the goals outlined by MEXT and the classroom and school goals outlined by senior teachers in a high school as to how to teach the new curriculum and to fulfil the

new curriculum outcomes, while simultaneously preparing students for short answer and multiple choice exams. This showed that, even when the curriculum was being introduced, teachers were not fully prepared for implementing the CLT focused teaching approaches within their classrooms, as a result teachers continued to teach classes in the same way as they had within the old curriculum.

2.4.2. Theme 2: Culture and its influence on CLT

As this study took place in Japan, scholars have found that there is an underlying influence of Confucian pedagogical systems on education that has informed language teaching (Liu and Fisher, 2010). Hence, certain problems can arise when incorporating communicative approaches and student-oriented approaches in Confucian educational systems. Issues related to the implementation of Western liberal educational systems in Confucian settings were referred to as "one community, two systems" by Liu and Fisher(2010, p. 186). This has also been identified in other countries throughout Asia when attempting to incorporate CLT approaches within countries such as in Indonesia, Korea and China. (Butler, 2011). Littlewood (2007), in his research into the incorporation of Western liberal educational approaches within Confucian systems, outlined that the incorporation of CLT approaches and task-based language teaching (TBLT) had been mandated throughout Asian countries as a way to "increase the number of people in their population who can communicate in English" (p. 243). Littlewood (2007) concluded that teachers were resistant to the newly introduced systems, and that students were culturally driven to be cautious when it came to participating in the classroom. According to Durkin (2008), students in Confucian pedagogical systems who were undertaking classes that incorporated CLT and TBLT were operating under different assumptions when it came to their understanding of classroom norms and expected behaviour that were considered

appropriate by their Western teachers.

Research that was conducted by Cacali and Germinario (2018) outlined that educational challenges unique to Japan and other Asian countries were evident when looking at students transitioning from the Confucian pedagogical systems that they encountered in high school. Then, when they transferred to universities, students were expected to conform to Western liberal pedagogical approaches in the classroom with the purpose of being competitive on the World University rankings table. This in itself is a difficulty faced by students in their day-to-day lives. Now that MEXT is promoting a similar approach in EFL classrooms at the high school level, students are confused about what they are required to do, and for what reasons (Cacali and Germinario, 2018). One of the main reasons it appears that students are encountering difficulties is that classes are conducted differently from the way they were during the student's elementary, junior high school and senior high school classes, therefore, causing a clash between the student's long held expectations about what defines appropriate behaviour and participation in the classroom. This could be one example of why CLT approaches have been relatively ignored in Japanese EFL contexts (Wicking, 2019). Even though these understandings were in place decades prior to the new curriculum being implemented, MEXT still determined that communicative approaches in the classroom were the best way to counter the issue of the low-level communicative abilities of Japanese students and of Japanese people as a whole when it comes to English language abilities, owing to the success of SELHi pilot programs signifying CLT approaches to be successful in the schools selected to participate in the SELHi project. It is once again important to note that the schools selected to trial the SELHi program were already highly ranked in English communicative competence, which is not the case throughout the majority of high schools nationally in

Japan.

When examining the literature about CLT and its limited uptake in Japan, it is also important to consider how the environment influences teaching approaches and learning strategies that are incorporated within the classroom. Hofstede (1983) stressed the impact of culture when interpreting cross-cultural communication. In foundational research, he conceptualised broad features for describing national culture through gathering data from over 116,000 "values" questionnaires administered to IBM employees, encompassing data from 50 nations (Hofstede, 1983). Based on this extensive data, Hofstede suggested that enculturation occurs at every "institutional" level of a culture, such as educational systems, family structure and government. Therefore, people share a "culturally determined", "invisible set of mental programs" unique to their nation or region (Hofstede, 1983, p. 76). It is important to examine the concept of culture introduced in the conceptual framework outlined in Chapter Three, to see how it impacts on empirical practice in the classroom, and whether it can help to explain why CLT approaches and changes encouraged in the Japanese classroom have been presented by MEXT, and why issues arise when it comes to implementing these changes at the classroom level.

Social science literature focused on Japan has stated that the concept of *Senpai - Kohai* (Senior-Junior) is an important aspect for understanding Japanese culture and workplace hierarchy (Hane, 1996) as they impact on the professional lives and expertise of teachers. Because the senior teacher is the leader of the group, or *senpai*, based on age or years of experience (rather than on academic qualifications or English ability), younger teachers, or *kohai*, feel pressured to fall in line with the approaches that are advised by senior management, even when these practices contradict explicit MEXT directives

(Bartlett, 2017). According to Ishida (1989), depending on the situation, when a younger, and especially a lower qualified, member of staff speaks up or expresses differing opinions, the hierarchy can interpret it as insubordination, and can in certain cases alienate the individual from the group. These conditions incubate a working culture that acts as an obstacle to the implementation and use of CLT approaches within the language classroom when senior management are not in agreement with incorporating those approaches (Koosha and Yakhabi, 2013). This resistance is also traceable to senior teachers, according to Koosha and Yakhabi (2013), who stated that the insistence by senior teachers on using GTM approaches is prevalent as a means of providing schools with successful pass rate statistics in both Center and university entrance exams, which will be an important point for recruiting students in the future.

An ethnographic study by Bartlett (2016) that investigated Japanese EFL teachers' attitudes to incorporating CLT confirmed the findings in past literature had stated that younger teachers usually followed what was dictated and presented by older or senior teachers in the workplace, even if they believed that they possessed the skills and knowledge to incorporate CLT tasks. As teachers work within an organisational setting, there is a predetermined attitude, therefore, a need to follow the dictates of senior members in organisations. Because of the innate pressure of conflict avoidance, as outlined by Hofstede and McCrae (2016), younger teachers have felt pressured to conform to the teaching styles senior members of staff (Asada, 2012).

Findings by Bartlett (2017) reiterated that the conclusions reached by Ishida (1989) and Hofstede and McCrae (2016) are still compelling in Japanese social, cultural and organisational contexts. Even though younger teachers seem more willing to incorporate CLT approaches and tasks in the classroom, they are more concerned about

how they would be viewed by their work colleagues if they were to incorporate these communicative approaches in a school where senior teachers were not doing so (Bartlett, 2017).

When linked with the notion of "Face" that is introduced in the conceptual framework, Chapter Three of this thesis, we can comprehend why hierarchical structured workplaces in Japan are able to influence the practices of lower ranking individuals. This then relates to the reluctance of younger and lower ranked teachers to try something new that goes against established practice within the schools in which they are employed. The MEXT policy was brought into a country and an educational milieu that, despite having a need to improve communicative competence, was ill-prepared to accept and implement such changes based on the past literature findings outlined above.

Research prior to 2013 demonstrated that the nature of culture and schooling reveals teachers' resistance to change, as well as their lack of understanding of policy and its implementation owing to an unwillingness to implement CLT in classrooms by senior teachers based on their influential positions within the organisational hierarchy. The low ranking of Japan on a global level for English proficiency does provide an explanation of why MEXT initiated a changed focus in teaching, but it leaves more to say about how it could be successfully accomplished. The above point was an alert to the change in policy, but also foreshadowed the problems that may continue to be present with the new communicative focused curriculum being implemented.

Research that investigates the cultural characteristics that interact with the Japanese educational environment has found that the nature of their interactions as teachers and students are predetermined. Aspinall (2013) stated, that from a cultural standpoint, "the teacher is seen as the holder of knowledge, and the students' roles are

seen as being the receivers of that knowledge" (p. 43). These actualities do not align with the intentions of CLT approaches, in which each participant, whether it is teacher or student, should be free to express herself or himself to promote communication and learning. Furthermore, research by Hendry (2013) outlined that the long-standing image of high school classes in Japan was one in which students accumulate facts but have little opportunity to discuss them, and have views but are unable to express them. This is a consequence of the culture of hierarchy in Japan, and further supports the uncertainty avoidance factors outlined by Hofstede (1983). This is where issues of teacher-led versus student-led classes arises, and the purpose of teaching needs to be considered and identified to effect lasting change and improvement in the education provided to students.

Hendry (2013) added that the larger cultural view of Japanese virtues of self-control, dedication and singularity of purpose are generally admired and rewarded in the Japanese school and business environments. This group mentality, which, according to Hofstede (1983) is prevalent in Japan, makes it difficult for students to express their opinions within classroom discussions owing to a fear of being seen running counter to a group-maintained consensus, hence showing that the roles of teachers and students are in certain ways predetermined by the cultural theories outlined in the conceptual framework. This is because a culture of conformity being both dominant and highly valued in Confucian-based educational settings (McVeigh, 2014).

Research by Humphries and Burns (2015) revealed that merely drawing up curricula, guidelines, and criteria does not guarantee implementation, as each teacher's and student's acceptance of, and understanding of, the guidelines is both independently understood and influenced by their surroundings. In addition to the powerful forces surrounding Center and university examination preparation, a more nuanced cultural

understanding of ways in which imported CLT methodologies might run counter to local expectations, practices and norms is a necessary step in ensuring that successful institutional change is inculcated.

Opportunities for co-workers to share their beliefs and ideas about teaching are seen as key development tools for teachers to understand better their efficacy and their purpose (Sakai, 2014). However, for the reasons outlined earlier in this chapter, teachers can also lack chances to express their opinions within this organisational hierarchy in Japan based on cultural concepts that influence the way that schools, teachers and organisations operate. As was suggested by Nishino (2011), a way to improve understanding of the new curriculum is for teachers to be able to discuss openly their ideas and concerns about CLT in a safe and secure environment. Yet the traditional Japanese hierarchy and the Confucian practice of saving "Face", as is outlined in the conceptual framework, has made this difficult. Nishino (2011) recommended that, in order to improve and adapt to the CLT methodology, the creation of chances to genuinely and fearlessly speak freely with other colleagues is essential. Nishino (2011) stated:

> Opportunities to learn from colleagues are essential as it takes a considerable amount of time for teachers to switch to new ways of teaching, and to overcome obstacles and constraints including class sizes and pressure from the grammar-translation university entrance examination system. (p. 149)

Yet these opportunities are limited within Japanese work environments owing to their hierarchical nature.

2.4.3. Theme 3: The Examination system

The way that students are assessed in Japan, especially for university entry, is

also influential in mandating which teaching styles are considered appropriate in the classroom (McVeigh, 2014). One identified influence on teachers and the ways that they choose to teach has been identified as the examination system. Research by Hasegawa (2017) suggested that in Japan foreign language classes are traditionally used as a means for students to gain high scores on multiple choice and reading for information-focused university entrance examinations and the Center examination (the examination of high school students who want to attend university). The amount of pressure put on teachers to teach students what are deemed the appropriate skills to gain successful results on examinations is enormous (Hasegawa, 2017). Furthermore, Hasegawa believed that the success rate of students being admitted to prestigious universities is a key student recruitment tool for high schools looking to enrol new students. Successful pass rates are seen as one of the key business and advertising ventures for these schools by prospective parents and students, thus further showing the amount of pressure that teachers are under from stakeholders (Kamiya, 2009).

This brief survey of culture as part of the literature review shows that, even where a nuanced cultural approach to specific aspects affecting a design for the implementation of communicative methodology is possible, critical barriers may remain that result from the tension between MEXT-specified aims and the highly valued external demands of examination preparation. By contrast, in a new development that was introduced while this thesis was being written, MEXT, through its spokesman Yamamoto (2017), stated that more emphasis will be placed on private English test scores that test a student's writing, reading, speaking and listening skills. However, the optional nature of taking these tests has made some researchers, including Hasegawa (2017), believe that it may not have an impact on classroom practice. The most recent development pertaining to the

university entrance examinations shows that MEXT has reverted to testing only reading and listening skills as the sole focus of university entrance examinations in 2019 and will leave written and spoken evaluation to external bodies, who are currently stating that they will be unprepared to implement the system until 2024. From 2024, if students succeed in these external tests, then they will be given bonus points on their university entrance examination total (*Japan Times*, 15 November 2019) . Therefore, it seems that once again the responsibility of teaching and testing communicative forms or speaking and writing have been passed to someone else, which may curb teachers' enthusiasm to incorporate communicative approaches at the classroom level.

2.4.4.   Theme 4: Lack of teacher education

Another factor for consideration is the teacher training and development system in Japan. Prior to the MEXT curriculum changes, the slow uptake of CLT was originally analysed by Browne and Wada (1998) who recorded that, even in the late 1990s teachers were not exposed to communicative English during their teacher education programs. This suggests that, even in the past, CLT approaches were not viewed as important, and were not the focus of teacher education programs. Despite these established findings, MEXT decided to persevere with a new curriculum in an attempt to promote change, even though it was contrary to established practices, a central point in this thesis. As Browne and Wada note in an observation pre-dating the new curriculum: "As the vast majority of English teachers in Japan receive no formal teacher training or practical English conversation usage…it is not surprising that a wide gap exists between the communicative goals of the guidelines and actual classroom practices." (Browne and Wada, 1998. p. 18)

Studies that appeared after Browne and Wada's (1998) research showed that very

little has changed regarding the cultural and educational milieu. Studies investigating classroom practice in Japan by Nishino (2008) and Tanaka (2009) provided primary data about how and if changes to those developments as outlined by Browne and Wada had occurred in EFL classrooms in Japan. A recent study by Baris and Hasan (2019) outlined that teachers in Japan were still not provided with enough practical focused training to step beyond the GTM methods that have been dominated in Japanese classrooms. However, now that the new curriculum has been established, further investigation is needed to examine whether or not changes have occurred with the implementation of the new communicative curriculum. This is one purpose of this study.

When considering the key theories in SLA outlined in the conceptual framework, the literature about classroom practice, and the characteristics of Japanese society and workplaces, we can see why problems arise in Japanese schools and classrooms when incorporating CLT approaches in Japanese schools. Research by Hornberger and Link (2012) established that one of the main ways to improve understanding of a new approach and a new curriculum is for CLT and teaching approaches to be openly discussed by all teachers within schools. Yet the Japanese hierarchy has not allowed or even encouraged these discussions to take place in a safe environment, and a culture of hoarding (where there is no sharing of ideas) is evident owing to the competitive nature of the current examination systems.

2.4.5. Theme 5: Lingering Grammar Translation focus

The standard method of teaching in Japan was identified by Tsukamoto and Tsujioka (2013) as being GTM. They suggested that in Japan foreign language classes are mainly taught using a 訳読 *Yakudoku* (GTM) method of teaching, as it is seen as a proven approach for students in Japan to gain high scores on multiple choice questions and

reading for information focused tests. These are the main skills that are tested in the university entrance examinations and Center examinations, as was mentioned above (however, a spoken English interview component is a prerequisite for students who are selected as recommendation students, which means they have been recommended by their high school principal for entry into a university). According to Sakai (2014), negative reactions to GTM in relation to learner motivation and content retention have been recorded. Sakai (2014) stated that this leads to students either dropping out of or losing motivation in English classes because it requires too much preparation. In addition, Sakai (2014) considered that students do not have enough time to internalize what they have studied, because the focus is on translation rather than on the communicative production of the language in a way that is salient and meaningful to them. This has created a means of avoiding creating situations in which communication in English becomes necessary, and enables teachers to avoid a complete CLT approach to their lessons, either because they do not believe that this style of teaching will work in their classrooms, or because they lack the communicative competence to teach using such a method (Jones, 2019)

2.4.6. Recommendation: Translanguaging approaches

One approach to language teaching that may be valuable in this Confucian context for advancing students' abilities to become accustomed to expressing their own opinions within the classroom is through the incorporation of translanguaging. Translanguaging is defined as "the idea that both learners' first and second languages are encouraged and utilised in the classroom for the purpose of developing the weaker target language" (Garcia and Wei, 2014). Although on occasion the terms "translanguaging" and "code-switching" are used interchangeably within the literature, there are differences between the two terms. Code-switching assumes that the two languages that are being

used in discourse are monolingual codes that may be used without reference to each other (Yamauchi, 2018), whereas translanguaging views all the languages that a learner possesses as belonging to the same linguistic repertoire from which learners choose the most appropriate language to communicate effectively (García, Johnson, & Seltzer, 2017).

As has been evident within the literature review and the conceptual framework, Japanese learners can traditionally find it difficult to express their own opinions because the education system in which they are enrolled is focused on rote repetition and on the memorization of information for examination success (Littlewood, 2007). As the new curriculum guidelines are focused on encouraging students to express their own ideas and opinions in English, it seems that the government may be expecting too much from learners who are first of all not classified as proficient in English communication, and secondly, are not accustomed to having to express their own opinions as part of their learning journey (Cacali and Germinario, 2018). Furthermore, asking teachers to increase their level of English output in the classroom, which they are also not accustomed to doing, has resulted in a majority of teachers choosing to ignore the CLT implementation in lieu of the familiar GTM approaches. Currently, only two studies of the implementation of translanguaging and code-switching in Japanese EFL classrooms have been conducted, and the results look promising when it comes to improving the communicative competence of learners. Bartlett (2018) conducted a study in which two university EFL classes were taught integrating translanguaging approaches, and two classes were taught in an English medium that was considered the standard approach at the university. The results of this study showed an increase in communicative output and an increase in motivation in communicative English when compared with the control group classes. Another a slightly earlier study by Ofelia, Johnson and Seltzer (2016) found similar

results to Bartlett's study. Ofelia, Johnson and Seltzer (2016) also recorded an increase in participant output in the classroom, along with an increase in students' English output within the university environment as a whole. These two studies similarly incorporated "Can-do" level guides for student reference so that students were unable simply to change back to their native language. A can-do list is a list of English ability that Japanese students should possess based on their level of education. If the level of English appeared on the list, then students were forbidden to decrease their level of English output to a lower level. With these guidelines in place, both studies showed an increase in the communicative abilities of Japanese learners, thus showing that in the right environment, students are willing and able to express their opinions and ideas in the foreign language classroom with their fellow classmates.

2.5. Chapter Summary

This literature review has demonstrated that MEXT's actions, although theoretically supported by prominent SLA literature focused on the incorporation of communicative approaches, were mis-aligned with teaching preferences that are shaped by profound cultural values and situational pressures. Literature relating to the teaching of language, the cultural contexts for Japanese education, and professional literature about the workplace combine to permit this analysis. As a result, there is a lack of understanding of how to incorporate and use CLT pedagogy and practice in Japanese high schools. Now that the curriculum has been fully implemented, it is important to explore how it has been adopted and received by teachers and students, who are directly affected by the MEXT curriculum changes. Furthermore, a thorough understanding of SLA theories, CLT approaches and the Japanese socio-cultural constructs that shape learning and teaching in Japan need to be explored, which will be covered in Chapter 3, the Conceptual

Framework chapter of this thesis.

3. Chapter 3: Conceptual Framework

SLA is a field of research that concerns itself with problems that have their roots in the intersections between language and society, education and cognition....the field remains as strongly interdisciplinary now as it was in its origins (Ortega, 2013, p. 7)

3.1. Introduction

This chapter explains the conceptual framework used throughout this study; in doing so it examines the professional literature originating from MEXT to illuminate the ministry's priorities when creating the new curriculum. Incorporating a conceptual framework as the basis of the design of research into education and classroom practice is an approach endorsed in cognate research by Simons (2012) as a means to "evaluate and understand the experiences of curriculum innovation, participant perspectives and audience needs through qualitative inquiry" (p. 33), all of which contribute to the search for knowledge. This project has investigated the language learning environment of students and teachers, and the practices that are currently trending within the communicative-focused curriculum that was introduced by MEXT. To facilitate this investigation, three factors combine to form this conceptual framework: CLT as an approach to teaching languages; the SLA theories and empirical evidence that supports using communication as a teaching and learning tool for implementation in foreign language classrooms; finally, interpretations of Japanese cultural constructs that shape

teaching and learning in Japan.
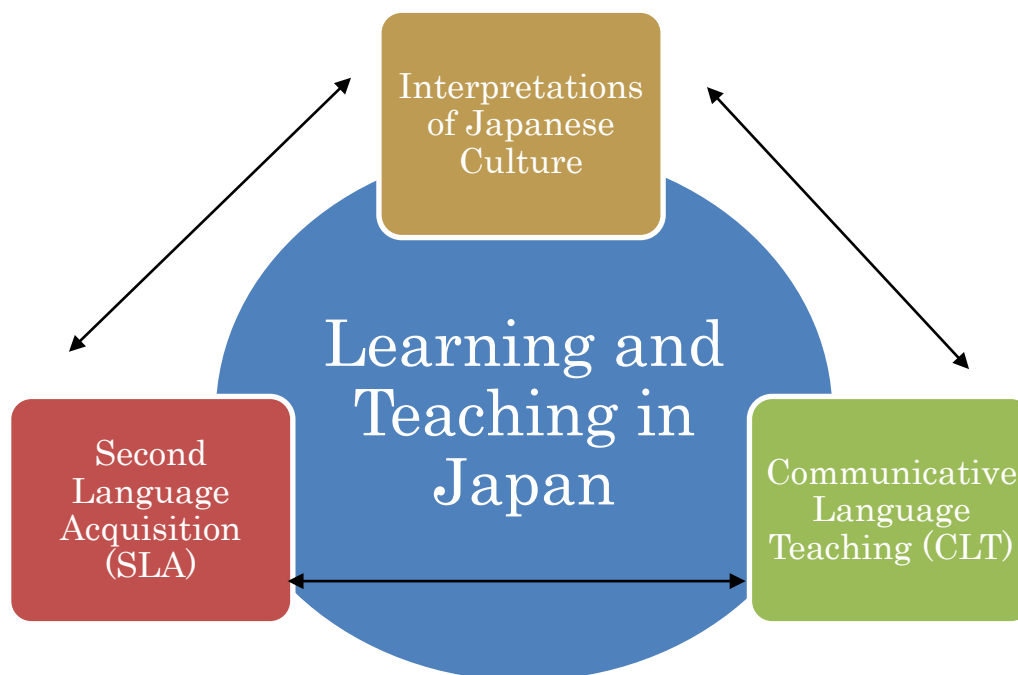
Figure 3.1. Visual representation of the Conceptual Framework.

Figure 3.1 above demonstrates how these three areas influence and shape the way that teaching and learning in Japan take place. This figure exemplifies the above quote from Ortega (2013) in regard to the interdisciplinary focus which is important to consider when conducting research in the field of SLA. Firstly, as the way that a second language is taught is shaped by the mores and characteristics of the host culture, it is important to have an understanding of Japanese culture and its predetermined, socially acceptable forms of communication and behaviour (Ratner, 2002). In studying CLT and the SLA approaches that support the implementation of communicative focused activities in foreign language classrooms, it is vital to analyse the existing pedagogies that explain the way that languages are taught and acquired in the classroom in Japan. Considering these approaches and how they are currently implemented in practice allows a better understanding of whether teachers perceive the new curriculum as being more effective

for their students, based on the practices that they incorporate in the classroom, and of whether these approaches are perceived by students as improving their communicative competence. This investigation contributes to knowledge and to the discussion of teacher and learner practice in Japanese educational environments.

This chapter is divided into three sections. Section one introduces CLT theory and provides an overview of the advantages that this approach can have on language learning. In this section, key researchers such as Berns (1990), Savignon (2002) and Cummins (2007) are referenced to provide a concise summary of CLT theory, its goals and its outcomes.

Section two interprets the SLA theories that support the implementation of CLT in foreign and second language classrooms, in particular, it outlines three theories that are the cornerstone of language learning in communicative contexts. The theories used are the "Acquisition-learner hypothesis" by Krashen (1988), "Interaction hypothesis" by Long (1981) and the "Comprehensible Output" hypothesis by Swain (1995). When these theories are brought together, they further reinforce the importance of real-life communicative opportunities being provided to language learners.

Section three introduces both the Eurocentric and Japan centric socio-cultural concepts that assist in informing the reader about how education, society and individuals operate within these cultural settings. The key concepts covered in this section are the Socio-cultural perspectives the 'Ecological Systems Theory' by Bronfenbrenner (1979), the 'Large Culture' theory by Hofstede (1983; 2014) and the 'Small Culture' theory by Holliday (1999). The theories specific to Japan that have been mobilised within this thesis are the *"Uchi- Soto"* Phenomenon (Inner – Outer) as outlined by Sugimoto (2010), the *"Senpai-Kohai* System"* (Senior - Junior) and seniority system as outlined by Ishida

(1989) and Sugimoto (2010) and the Concept of "Face" as outlined by Ho Yao-Fa, (1976) and Tao, (2014).

A clear insight into the forces that shape culture and its role in participants' lived experiences is crucial to gaining a proper understanding of the topic being investigated. These factors are also found within the core literature about language learner psychology, in which social constructs are among the four factors outlined to influence a learner's motivations, ambitions and willingness to study a foreign language. The areas that are said to influence a learner's willingness to learn and approaches to studying, as outlined by Dornyei and Ryan (2015) are:

- Social and interactional,

- Behavioural,

- Emotional, and

- Cognitive. (p. 180-184)

In the Japanese context, the socio-interactional levels can be better explored by looking at the concepts of "*uchi-soto*" phenomenon, the concept of "Face" and the "*senpai- kohai*" system. These concepts are positioned as dictating what is considered appropriate participative behaviour in Japan by society in general, depending on one's settings and especially so in the classroom and staffroom in which one's position in the hierarchy dictates proper protocol (Morita, 2005). Behaviour in this context refers to proper "rules" for communication, appropriate ways of behaving in public, and suitable actions based on the classroom and the staffroom in which the individuals find themselves. Thus, the study of culture allows researchers to gain valuable insights into participants' lived experiences within these educational environs by looking at the results of surveys of and interviews with teachers and graduates from the new curriculum and exploring

their experiences. Through this approach, we can gather better insights into the realities faced by teachers and students when it comes to learning and teaching in the Japanese EFL classroom.

In Japan, researchers have found that there is a perception among many Japanese people with regard to their "uniqueness and homogeneity" (Sugimoto, 2010, p. 8) that make them different from other cultures. Although a generalisation, as noted in the preceding chapter, there are strong cultural and education forces that define culture. This sense of uniqueness shapes the way that Japanese people behave when learning or teaching in the classroom, and even how to interact in social settings, as they influence people on an individual level. When incorporating the above-mentioned cultural concepts in this analysis, one can see that it is a key concern to Japanese people not to stray from societal norms, not only within the school system, but also in their daily lives.

As will be discussed in the methodology chapter, the participants selected for this study were either full-time teachers at Japanese high schools, or students who were from the first graduating group that was taught under the new curriculum guidelines. The selection of these participants allowed analysis of both ethos and practice raised in the conceptual framework through the use of surveys, focus groups and informal interviews of and with the participants that assisted in understanding their wider cultural environments, their educational settings and their learning journeys. This analysis allowed an original contribution to knowledge related to whether or not Japanese teachers' and students' practices have evolved since the introduction of the new curriculum and its impact on EFL education. In particular, the analysis has introduced original data findings that have been used to interpret the way that teaching practices have changed since the inception of the new curriculum. New knowledge has been introduced by providing

primary data from teachers and students who have been through the new curriculum, with particular emphasis on how teachers perceived that their practice has evolved, and how students viewed their learning journeys.

The SLA theories that comprised the basis of this conceptual framework were Long's (1981) "Learner Interaction" hypothesis, Krashen's (1982) "Learner-Acquisition" hypothesis and Swain's (1995) "Comprehensible Output" hypothesis. These hypotheses indicated that CLT and communicative interactions with fellow learners and native speakers are fundamental to the development of foreign language competence. Each of these concepts reinforced the importance of providing opportunities for learners to communicate in the target language to enhance their linguistic abilities. The incorporation of CLT approaches in the new curriculum allowed the aforementioned approaches to be mobilised in practical ways by teachers at the classroom level.

The social constructivist theories that enable researchers to interpret the Japanese cultural and learning environments that inform this conceptual framework are Hofstede's (1983; 2014) "Large Culture" and Holliday's (1999) "Small Culture", along with the "*Uchi-Soto*" phenomenon, the "*Senpai – Kohai*" system and the Concept of "Face". These have been rendered into Figure 3.3 to illustrate more effectively how these concepts are interconnected. One theory that illustrates the interrelationship among these three cultural concepts and how they interact with one another is Bronfenbrenner's ecological system theory (Bronfenbrenner, 1979). Incorporating Bronfenbrenner's ecological systems theory illuminates how the above-mentioned cultural concepts interact in the participants' world. These theories outline considerations that are important in shaping the way that Japanese people communicate in specific situations based on forces shaped by their culture and social surroundings. An overview of these theories and how they were

integral to this project is provided below.

3.2. CLT Theory

The curriculum guidelines implemented by MEXT in the new curriculum favour CLT approaches. CLT is defined as an approach to teaching and learning where communicative input and output are the process in which classes are conducted rather than being the final goal and outcome of the class (Cummins, 2007). CLT approaches incorporate the four key "micro" skills of speaking, listening, reading, and writing. These skills are taught and graded using communicative tasks such as discussions, presentations, conversations and group work activities, rather than focusing on how students perform on discrete-point tests of grammatical knowledge, and they are used to promote competence in the learners' ability to communicate with others (Berns, 1990). Berns' distinction focused on incorporating practical skills rather than theoretical skills in the language classroom. Competence in general was defined by Berns (1990) as the ability to express, interpret and negotiate meaning by using both psycholinguistic and sociocultural perspectives of second language acquisition. This method of teaching encourages students to ask for clarification when needed, to use circumlocution to promote comprehension and to improve communication based on the task being focused on within the classroom (Savignon, 2002). Thus, this approach was predicated on the notion that incorporating practical skills in the classroom would allow students to be participative members in their learning journeys, and would allow trial and error in the classroom. This would assist in providing opportunities for students to practise the language and to gain confidence in settings where their language learning is taking place (Savignon, 1991). Through this practice, it is intended that students would become more confident English language speakers who could use their skills in real life situations to

communicate in English.

The chief characteristics of communicative teaching were defined by Brown (2000) as being where:

1) Classroom goals are focused on all of the components of communicative competence and are not restricted to grammatical or linguistic competence.

2) Language tasks are designed to engage learners in the pragmatic, authentic, functional and communicative use of language for meaningful purposes.

3) Fluency and accuracy are seen as complementary principles underlying communicative techniques.

4) Students are encouraged to use the language productively and receptively in unrehearsed contexts.

These principles can be used to understand current developments in Japanese EFL classrooms, by illuminating the gap between the principles and the reality of CLT implementation in Japan. As was discussed in Chapter 1, through the integration of the new curriculum, MEXT has encouraged teachers to use more English language in the classroom and to allow students opportunities to discuss, debate and express their opinions during class time. This approach to teaching is described in more detail by Littlewood (2002, p. 17), who stated that using CLT approaches in the classroom allows learners to experience:

1. "Whole task practice" through various kinds of communicative activities structured to the learner's level of ability.

2. Improved motivation by providing opportunities for the learner to use the language in everyday situations.

3. Natural learning through using the language for self-expression.

4. Contexts, which support learning through communicating with and creating personal relationships with others. (p. 17)

These points showed that the communicative approach to teaching is a means to improve students' communicative competence through providing opportunities to practise and use the language in many different authentic situations. These points were reinforced in MEXT's curriculum guideline objectives (Monbukagakusho, 2014); therefore they provide a means to achieve the goals set out in the new curriculum.

An important consideration for language teachers in Japan seeking to incorporate CLT tasks is how to develop courses in a way that allows interaction to take place based on the culture of educational practice that is present, as well as being based on broader cultural influences that impact on day-to-day behaviour. Japan still has an examination-heavy education system that tests linguistic and grammatical competence rather than communicative abilities (Tahira, 2012). Thus, a central point for investigation within this project was the tension between the curriculum changes that MEXT implemented and a system that is entrenched in Grammar Translation methods of teaching and learning. As was presented in the literature review, the emphasis on test and examinations results in the current Japanese education system means that teachers continue to use GTM in the classroom even under the new curriculum, and that they value these methods as being essential for preparing their students for examination success. The most effective way to incorporate CLT and the importance that teachers place on CLT-focused tasks in the

classroom becomes a problem meriting investigation when looking at the perceptions of teaching and learning in Japan.

Although past research has outlined a lack of understanding amongst Japanese teachers of the wider benefits CLT can have on students' overall language development, MEXT continues to promote the incorporation of CLT approaches to improve learner's communicative competence. CLT can also cause concern among those who are worried that less focus on GTM will cause a decline in test results. With further understanding of the intentions, philosophies and ways to incorporate CLT exhibited by teachers and students, it becomes clear to teachers and researchers incorporating CLT tasks that doing so is also useful for promoting grammatical competence, discourse competence, sociolinguistic competence and strategic competence; these are necessary to be an effective and productive speaker of the language being studied (Canale & Swain, 1979). Furthermore, according to Banciu and Jireghie (2012), communicative competence is defined as a student's capacity to implement her or his knowledge of the target language with sufficient proficiency to reveal the meanings of certain topics and content verbally. This means that, in order for communicative approaches to work effectively, the introduction of the linguistic features of a language becomes necessary. The new curriculum putatively responded to this understanding by being designed to enhance the communicative ability of Japanese students through the incorporation of communicative tasks, along with the study of grammar and linguistic features, which has been the focus of the GTM approaches mostly still used in EFL classrooms in Japan. But that intention seems to have been not understood, therefore, cannot be carried out successfully.

As GTM-focused tasks are still heavily incorporated methods of instruction in Japan, the way in which languages are theoretically supposed to be taught is out of

alignment with their theoretical recommendations. The concept that learning is not a passive process, but instead a dynamic and active process by participants to broaden their intelligence and knowledge base, became accepted in twentieth-century educational philosophy owing to the extended works of Piaget (1964). Piaget believed that learners as active participants, rather than passive recipients, have better opportunities for intellectual development and the attainment of skills. This point in particular is covered in Chapter 7 of this thesis, which discusses recommendations for more learner autonomy to be present in the classroom. Providing more student-led tasks to be incorporated in the classroom allows for self-exploration and usage of language to be attained, thus fosters learner autonomy and development (Brinton, 2017).

The concepts inherent to CLT deployed within this thesis include the concept of intellectual development as outlined by Nurrenbern (2001), along with following the quality design of courses as outlined by Ariza and Hancock (2003), stressed the importance of having a curriculum that promotes the following three foci:

1. Learner – Content interaction,

2. Learner – Instructor interaction, and

3. Learner –-Learner interaction.

Learner-Content interaction is defined as where the instructor should present appropriate content to promote interaction between the learner and the content as a means of fostering the development of knowledge and of enhancing students' cognitive facilities through the discussion of content (Moore and Kearsley, 1996, p. 128). This approach has been used by officials within MEXT through their introduction of communicative based approaches in their curriculum guidelines. This is apparent in the introduction of new textbooks adapted by publishers that were approved by MEXT as textbook providers for

English language classes that are more focused on communicative tasks. The new textbooks authorised by MEXT were focused on group discussions, opinion exchange and sharing ideas to increase the number of communicative opportunities for students in the classroom (Monbukagakusho, 2010).

The second point of interaction is where students and teachers discuss ideas together, and where the teacher is able to promote discussion among learners. Moore and Kearsley (1996) outlined Learner-Instructor interaction as being when the instructor's role is to present content, to maintain learner motivation and interest, and to assist learning by interacting with learners through the content being taught. By interacting with the learners in the target language, the instructor is able to promote understanding of the content, to provide constructive feedback to the learners, to help them to achieve the target objectives and to provide authentic examples of language usage. Multiple studies have noted that the benefits of Learner-Instructor interaction have been to increase learners' understanding and to reduce anxiety in the classroom through allowing learners to practise new forms, structures and functions of language while assisting students to understand the linguistic features and content of the language and the topic being studied (Creed and Koul, 1993). This gap has been addressed by MEXT in the new curriculum: teachers are encouraged to incorporate discussions with students on a wide variety of topics in the classroom, and to increase the amount of English language that they use in the classroom when interacting with students.

The third point outlined by Moore and Kearsley integrated into this conceptual framework is the importance of learners sharing their ideas with their peers. Learner-Learner interaction was defined by Moore and Kearsley (1996) as being where "interaction between one learner and other learners, either alone or in group settings,

occurs with or without the real time presence of an instructor" (p. 131). The learner-learner interaction allows inter-learner discussions to take place to encourage reflection about content, to increase the output levels of learners and to promote knowledge and opinion exchange (Ariza and Hancock, 2003). Through this process of actively taking part in their learning and using language in the classroom, students are able to broaden their knowledge and skills, as was recommended by Tudge and Rogoff (1999) and more recently by Deslauriers, McCarty, Miller, Callaghan, and Kestin (2019). MEXT has also promoted this process with its encouragement in its curriculum documentation of group work, group discussions and group presentations in the classroom. (A further overview of CLT from a different angle has been provided in the literature review chapter of this thesis.)

As can be seen from the examples provided above, interaction between all stakeholders in the classroom allows for learner autonomy and student-led classes to be established, which is beneficial to a learners overall skills development (Brinton, 2017).

3.3. Concepts in Second Language Acquisition (SLA) that support CLT approaches in foreign language classrooms
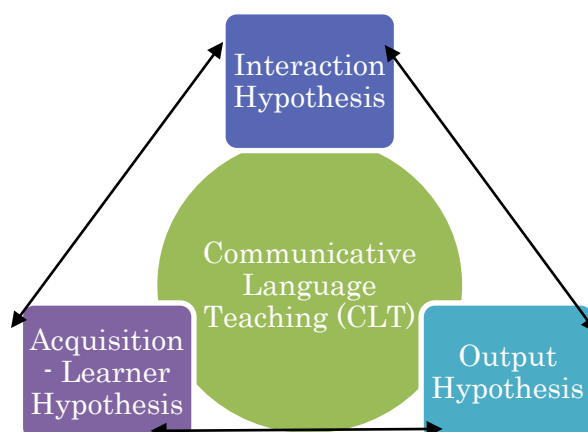
Figure 3.2. Aspects of SLA that support communicative approaches.

The second aspect of this conceptual framework is the understanding of CLT that is facilitated by SLA theory. Figure 3.2 shows how the "Learner-Acquisition" hypothesis, the "Interaction hypothesis" and the "Comprehensive Output" hypothesis are interrelated to exemplify a CLT approach to language teaching. These theories show how communicative approaches are beneficial to the learner's language acquisition process through the implementation of tasks that allow students to use the language in authentic contexts.

One researcher in the field of SLA who supported the interactionist position of two-way communication for language acquisition was Long (1981) who believed that employing conversational interaction through teacher-learner and learner-learner interaction enables more effective acquisition of a second language. The "Interaction hypothesis" stresses the importance of using the target language to complement the language acquisition process, which is one of the main objectives of a CLT focused curriculum. Using the language communicatively allows language proficiency to increase by face-to-face contact with a speaker of that language. This process further assists the learner to negotiate meaning during conversations to promote correct grammatical and communicative forms of the language. When meaning is negotiated between participants, input comprehensibility is usually increased and allows learners to focus on the salient linguistic features of the language and to enhance their knowledge on the topics being covered (Gass, 2017). This process allows for a process of natural cognitive understanding. The new curriculum implemented by MEXT promotes group work, presentations and discussions as part of its recommended tasks to be implemented in the classroom. Thus, the curriculum goals created by MEXT that promote allowing

communication that is more authentic to occur in the classroom are supported by the interaction hypothesis.

The importance of using communicative tasks in the language classrooms was also endorsed by Krashen (1982) in earlier research. He stressed the importance of the "Acquisition-learner" hypothesis as a way to understand the processes of language learning. The learner demonstrates acquisition by meaningful interaction within the target language, or natural communication, in which speakers are concerned with the messages that they are conveying rather than with the grammatical form of their utterance. "Acquisition" is the product of "subconscious processes", similar to the way that children acquire their first language in a natural way, based on the environment in which they are immersed. Krashen further stressed that the acquisition of a language is the process of growth in knowledge and skill in a language without the metaknowledge about the language, which has been the focus of classes in Japan until the new curriculum was mandated. Therefore, according to this conceptualisation that MEXT found influential, the opportunity and ability to communicate with a variety of speakers on a variety of subjects are paramount to acquiring foreign language competency.

GTM is an approach that allows the linguistic and grammatical learning of a language to be a priority for test results and university entrance, rather than for practical language use. The differentiation between "learning" a language and "acquiring" a language has been defined by Krashen (1988), who in a later work defined learning as a product of formal instruction that comprises a mindful process that results in conscious knowledge about the language being studied, such as grammatical and linguistic knowledge about the language (2014). Studying a language as a learner in educational settings through the means of GTM is an artificial process in which the focus is on the

rules of a language, and this approach could inhibit an automatic use of language. Krashen concluded that "acquiring" a language is more important than "learning" a language. Therefore, although learning grammar is a step towards learning a language, using the language in a variety of unscripted, random situations allows better understanding of the language to occur through trial and error, and from participant feedback. These ideas assist with the interpretation of the intentions of the new curriculum for the EFL classroom in Japan by MEXT, where recommendations for teaching approaches to change from an instructed learning environment that is teacher-led, to one that uses the language in a practical and communicative manner that is more student-led should be the new focus of classroom practice. Thus, one-way language input, rather than interaction or output from the learner, is a negative approach to teaching and learning a language based on the theoretical literature outlined above by Long (1981) and Krashen (1988). Prior to the implementation of the new curriculum, this type of one-way language input was considered the norm, as teachers would pass on the necessary knowledge to students in the form of a lecture, according to ethnographic studies conducted by Tanaka (2009) and Nishino (2011).

The number of opportunities for language output provided to students is also recognised by theorists of SLA as an important factor in a person's communicative development. Swain (1995) stated that output from the learner is just as valuable as the input that she or he is receiving from the instructor. Output in SLA has the four primary functions of:

1. Enhancing fluency,

2. Creating awareness of knowledge gaps,

3. Providing opportunities to experiment with language forms and structures,

and

4. Obtaining feedback from others about language use based on responses and the flow of the interaction. (p. 128)

Swain (1995) argued that the above-mentioned output functions assist learners in understanding their own language limitations through practical use and authentic interactions. This has been more recently supported by researchers such as Bagherkazemi (2018), who confirmed the benefits and value that this theory has on language acquisition for foreign and second language learners. Bagherkazemi (2018) argues that students ought to be provided with real time feedback based on their language choices based on the responses from the other people they are talking with, which informs whether the language selected was comprehended. As a result of output functions being incorporated in the classroom, learners are presented with opportunities to modify their output accordingly in response to real time feedback from other language learners, which stimulates language understanding, comprehension and consideration. The MEXT curriculum guidelines (2010) promoted the use of presentations, debates, discussions, and free talk amongst students to enhance their opportunities for interaction. Increasing opportunities for students to express opinions in the classroom allows them to communicate in the target language in a safe and supportive environment while concurrently achieving one of the criteria outlined in the new curriculum guidelines: "to enhance the amount of output and speaking opportunities of students during class time" (Monbukagakusho, 2010, p.15). The MEXT curriculum has revealed an issue that needs to be investigated and that forms one of the key foci of this study: to examine how teachers and students are enabled to use and learn from the new curriculum within their work and school environments.

Further examination of literature that promotes the incorporation of communicative approaches to promote communicative competence among learners is found in the results of an empirical study conducted by Lightbrown and Spada (1999). Through the implementation of meaningful activities that incorporate the theories outlined by Long (1981), Krashen (1983; 2014) and Swain (1995), learners can negotiate meaning to express and clarify their opinions. Thus, "learners may develop their language skills and arrive at a mutual understanding based on the ebb and flow of the conversations they are having" (p. 122). The expression of personal ideas and the understanding of others' opinions are the key goals that MEXT outlined in its communicative curriculum guidelines to promote knowledge sharing among students, teachers and the wider community. Thus, we have an outline of a standard in language proficiency that MEXT hopes can be attained, and this assumption is made based upon MEXT continuing with the implementation of the new curriculum guidelines despite voices of opposition by some teachers. To discover whether this communicative focused class is attainable in Japanese educational contexts, this study asked of the students and teachers their classroom practices and how much the new curriculum influenced their practice.

The SLA theories and empirical evidence from past research about CLT and its implementation in the language classroom discussed above showed the importance of communicating in a language in order to become proficient in language use by stressing the importance of input and output in CLT focused classrooms. MEXT suggested that, in order to provide students with more authentic opportunities to use English in a communicative way, teachers should start to incorporate CLT approaches in the language classroom and move beyond the long dominant GTM approach.

3.4. Understanding the Japanese learning environment through cultural concepts
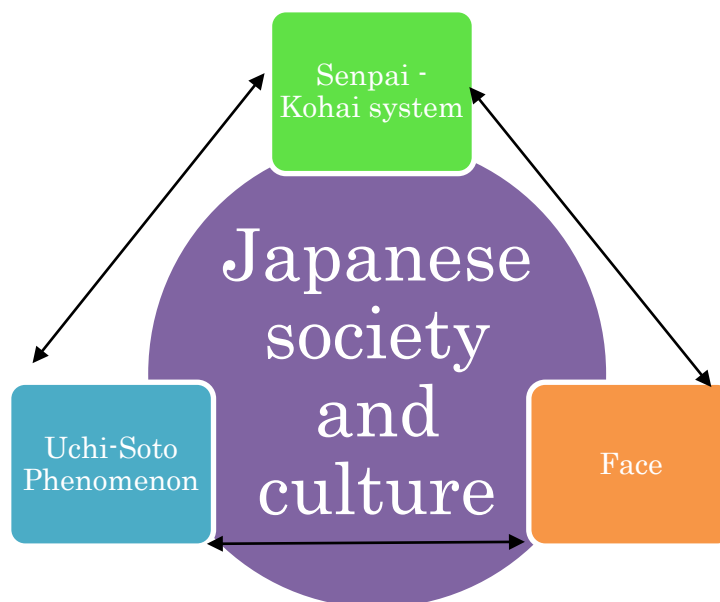

Figure 3.3. Socio-cultural constructs in Japan.

[Japanese studies] has been embroiled in the long running internal debate over the so-called Nihonjinron, revolving around the extent to which the effective interpretation of Japanese society and culture requires non-Western, Japan specific emic concepts and theories...it is important to explore how we can understand Japanese society and culture by combining Euro-American concepts and theories with those that originate in Japan. (Okano and Sugimoto, 2019. p. 1).

The third factor mobilised in this conceptual framework relates to interpretations of Japanese society and culture. Although Japanese learning environments can be classified originally as Confucian, there are further differences between other Confucian environments outside the classroom that need to be considered to understand better the Japanese learning environment. When intersecting with the two factors of CLT and SLA

listed above, this concept demonstrates the interactions among Japanese culture and society and the educational environment in Japan, which is illustrated above in figure 3.3. To understand what further factors may hinder language acquisition and CLT uptake in Japan, it is important to consider the culture and environment in which the language learning takes place, and in what ways culture interacts in these environments. This knowledge is important to consider when one looks at social constructivism in educational contexts as, according to Dornyei and Ryan (2015), with regard to the psychology of the language learner, culture and social pressures can have a profound influence on learners lives, learning and development.

The socio-cultural concepts of "Face", "*uchi-soto*", "Large culture" and "Small culture" are discussed throughout this dissertation to provide a meaningful understanding of the constructs that shape educational praxis in Japan. These concepts provide relevant insights related to Japanese culture and society that influence the attitudes and behaviours of the participants who took part in this study. Vygotsky (1978) stressed the fundamental role of social interaction in the development of cognition, which plays an integral part in a person's cognitive and social development. Regarding learners, the influence of society and the environment in which they find themselves plays a central role in the process of "making meaning" of their surroundings. These surroundings can refer to the content to which they are introduced in the classroom, the behaviours and manners that become second nature based on the norms of the environment in which they find themselves or the way in which language is used in certain contexts such as the classroom, the workplace or social gatherings. Vygotsky (1978) believed that learning occurs through social interaction with a teacher, tutor or mentor. The tutor may model behaviours and/or provide verbal instructions for the learner. Vygotsky (1987) referred to this type of

exercise as cooperative or collaborative dialogue. The student seeks to understand the actions or instructions provided by the teacher, then internalises the information, using it to guide or regulate her or his own performance (Ratner, 2002). These actions show that teachers, as both members and products of the society in which they are located, play important roles in socially shaping students and moulding their behaviours (Lantolf & Poehner, 2008).

A means to measure to what extent one's place in society influences one's behaviours is by using Bronfenbrenner's (1979) "ecological systems theory", which allows us to understand better the situations and environments in which participants find themselves. Bronfenbrenner (1979) argued that "a person's development is profoundly affected by events occurring in settings in which the person is not present" (p. 3). This theory assists in understanding the place, along with the situational and environmental influences that students and teachers face when trying to integrate CLT approaches in an environment where social, cultural and linguistic backgrounds are predetermined by other sociocultural factors present, yet external to the participants' experience within the society in which this study took place. Thus, the application of Bronfenbrenner's (1979) "ecological systems theory" allows for an analysis of the varied contextual factors that have an impact on the individuals' lives and on the social contexts that shape their behaviour within educational contexts. By merging these Japanese cultural concepts and the Western concepts together as a means to effectively interpret the Japanese cultural and social perspectives as recommended in the above quote by Okano and Sugimoto (2019), we can better comprehend the issues that motivate teaching and learning approaches in Japanese society, while simultaneously making these Japan specific constructs comprehensible to a wider audience.
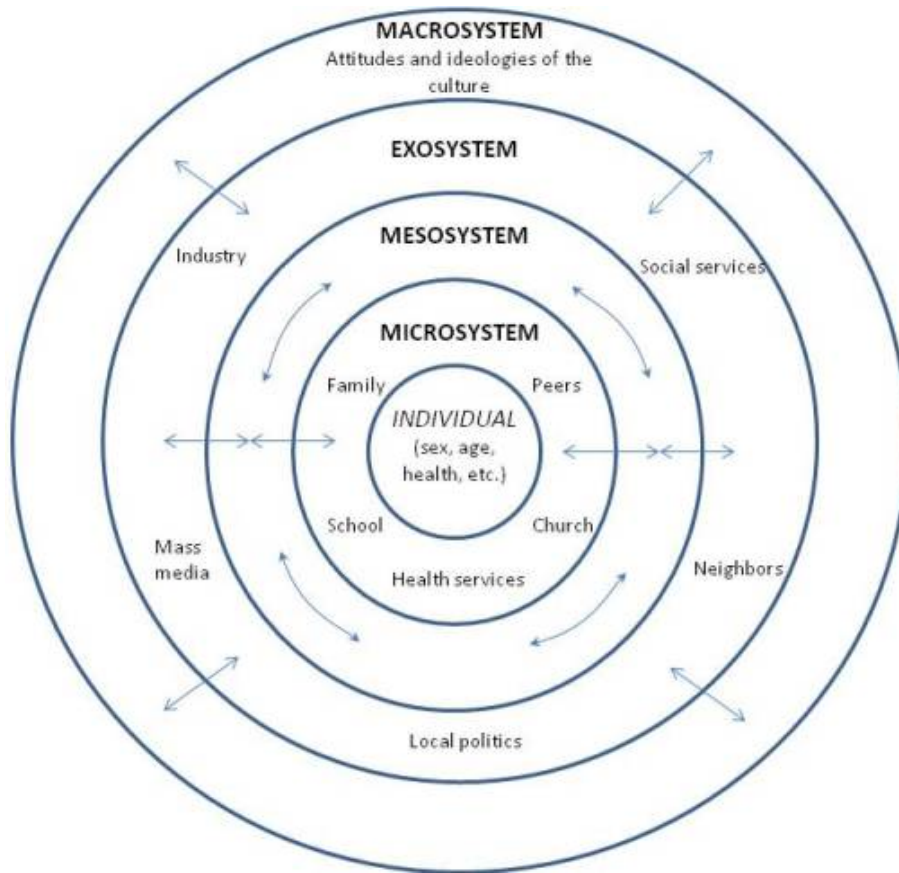
Figure 3.4. Bronfenbrenner's (1979) Ecological systems Theory (*iLearn Careerforce New Zealand, 2018*).

According to Figure 3.4, which illustrates Bronfenbrenner's Ecological systems theory, there are six categories of contextual influences that mould a person's behaviours and development. These are:

- Individual system: regarding a person's age, gender, ethnicity, personality, native language, and health

- Microsystem: regarding a person's immediate environment, such as family, school, friends, and workplace

- Mesosystem: comprising interrelations among major settings containing the developing person at a particular point in her or his life

- Exosystem: including systems that influence individuals indirectly, such as the government, economic systems, mass media, laws, and educational systems

- Macrosystem: social ideologies and values of cultures and sub-cultures

- Chronosystem: the historic and cultural influences, along with time.

When these systems are applied to the participants undertaking this project (as per the methodology chapter) a better understanding is gained of the structure and the relationships within and between the approach to research and the function of the cultural constructs and theories that shaped this project.

Figure 3.5 below outlines Bronfenbrenner's (1979) "ecological systems theory" and how it relates to students. This theory shows the multiple levels of influence that shape a learner's day-to-day life and influence her or his behaviours.


Metalevel- Social norms and constructs dictated by history and culture

Macrolevel- Influence of subject teachers, society and media. Culture of town and surrounding environment. Attitudes towards the necessity of EFL skills.

Microlevel
Other students in Japanese high school. Relationship with teacher and family- Group- Club and/or other sports activities

Individual
Native Japanese speaker, studying EFL in Japanese high school

Figure 3.5. Bronfenbrenner's (1979) Ecological Systems Theory with Japanese student information.

Figure 3.5 above uses Bronfenbrenner's (1979) "ecological systems theory" to outline how Japanese students are influenced by their surroundings. At the individual level, a Japanese student is a native speaker of Japanese, living in a country where English is not likely to be spoken outside the classroom. At the micro level, students are influenced by fellow students in the classroom, and their relationships with their families and teachers and other individuals with whom they may come into contact on a daily basis (Small Culture/or *Uchi*). At the macro level, we can see that culture and behaviour are shaped by the larger community in which they are located, which is a collective based on the constructs that are introduced via media and throughout the larger community (Large Culture/*Soto*/Face). Finally, the meta level shows that students are further influenced by their country's cultural and historical foundations that shape the attitudes and ideologies of the culture to which they belong (Large culture).

It is necessary to examine how Bronfenbrenner's (1979) "ecological systems theory" relates to teachers, as it allows the exploration of social and cultural norms and how they influence and shape teaching practice, the impact of MEXT's curriculum and their motivation to incorporate the new course of study guidelines that were outlined in Chapter 1.
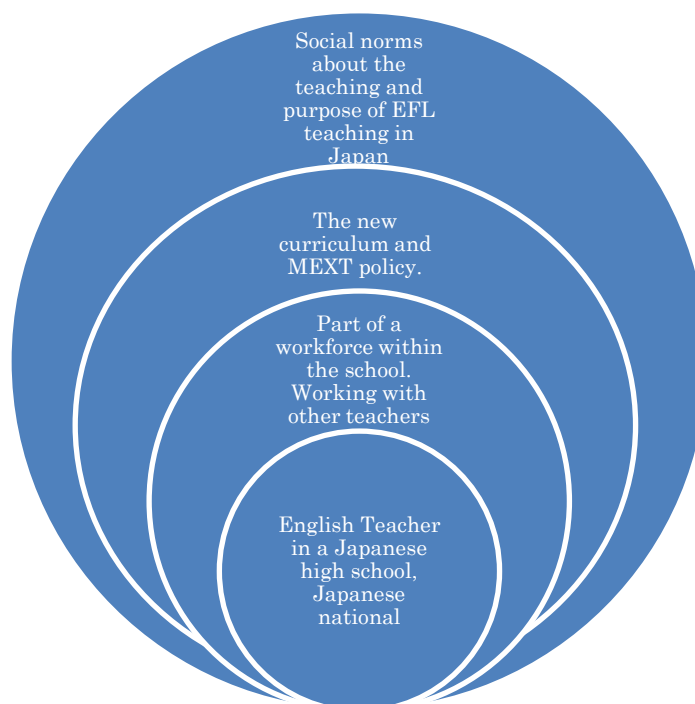
Figure 3.6. Bronfenbrenner's (1979) Ecological Systems Theory with Japanese teacher information.

At the individual level, teachers are located in Japanese high schools and are Japanese nationals who teach English as a foreign language. At the micro level, they are part of the workforce located within schools and they are working with other teaching professionals who teach either the same or different subjects (*Uchi* or Small Culture). At the macro level, we can see the influence of a new policy with regard to how to teach their students (*Soto*/Face). Finally, at the meta level, we can see the presence of the social norms of what it means to be a teacher, along with social, cultural, historical, and political influences that make up societal constructs of what it means to be a teacher in Japan (Large Culture). Figure 3.6 illustrates the levels of Bronfenbrenner's ecological systems theory with Japanese high school teachers information included.

Because this project examined Japanese education approaches and systems, this section focuses on an understanding of the social-cultural influences specific to Japan. A

study conducted by Hofstede and McCrae (2016) specifically outlined the Japanese socio-cultural influences on communication and behaviour in business settings, but his findings can be extrapolated to include the professional environment for education. His investigation of culture assists in interpreting the importance of hierarchy in Japan, and Japanese culture in general, through the lens of "Large Culture". Within Bronfenbrenner's (1979) "ecological systems theory", Hofstede's concept of "Large Culture" would explicate the macrosystem level. According to Hofstede (1983), and reiterated by Hofstede and McCrae (2016), Japan has a collectivist culture, and conformity to the methods dictated in the workplace or school leads to employment protection in exchange for loyalty. Hofstede and McCrae (2016) stated that in Japan, through formal rules and institutions, people are protected from the unpredictability of human behaviour, which implies an intolerance of deviant behaviours and opinions, thus creating a large power distance among ranks, age and social standing, along with a low incidence of individualism in Japan (p. 82). The power divide and conflict avoidance are where hindrances may arise in the case of incorporating the recommended CLT approaches in teaching in Japanese contexts. Deviant behaviour and opinions are often seen as intolerable, and this possibility of censure can sometimes hinder students and teachers from expressing their personal opinions that may differ from the group at large (Adair, Okumura, & Brett, 2001).

These cultural concepts explain emerging difficulties when individuals are required to express their own ideas, as was the goal of the curriculum implemented by MEXT. When one considers that MEXT specified its reasons for creating a curriculum which incorporates more CLT approaches and tasks in the classroom was to improve communication and the sharing of ideas (Monbukagakusho, 2014), it is clear that it is

both valid and important to investigate whether the CLT approach is culturally appropriate in Japanese school settings, and whether Japanese teachers and learners can adapt to the style of instruction with proper training, a major element of the purpose of this project.

3.4.1. Large Cultures

Understanding the "norms" that are evident in Japan, based on shared cultural beliefs and on socially appropriate behaviours assists in understanding the environment in which the new curriculum was implemented and how it has been accepted. In the Japanese case, (Hofstede & McCrae, 2016) outlined a basis for understanding the differences that may be present. They stressed the importance of conceptualising cultural variables when interpreting cross-cultural communication, and Hofstede (1983) had earlier conceptualised broad features for describing national cultures (p. 287). Hofstede (1983) had previously suggested about Japan that enculturation occurs at every "institutional" level of a culture, such as educational systems, family structure and government. Therefore, people share a "culturally determined, invisible set of mental programs unique to their nation or region" (p. 76). However, Hofstede and McCrae (2016) also cautioned that these general characteristics do not mean that every individual within that culture is bound to behave in the same way (see also Hofstede, 1983, p. 78). Hence, alongside "Large Cultures" as outlined by Hofstede (1983), the notion of "Small Cultures" conceptualised by Holliday (1999) was incorporated in the framework. Both help to explain the research undertaken in this project as they exemplify the environmental factors that influence students' and teachers' practice. Although there is a "Large Culture" theory that takes a broad view of Japan and Japanese people, institutional, environmental and individual differences among people in different groups can also be evident. This differentiation can be validated when looking at the idea of Imagined Communities that

was originally theorised by Anderson (1991). Imagined communities comprise a "group of people, not immediately tangible and accessible, with whom we connect through the power of the imagination" (p. 11). Kanno (2008) further outlined that people forge their sense of belonging and loyalty to a nation, group, community and society beyond the scale of face-to-face contact through the use of imagination, which inspires a sense of a deep, horizontal comradeship (p. 28). Therefore, Hofstede (1983) provided an essential framework for understanding Japanese culture at large, but individual and small group differences need to be considered to understand fully the influence that culture exercises on the participants being investigated and their unique work/school environments.

3.4.2. Small Cultures

The theory of "Small Culture" illuminates the individual variants that may exist within different classroom environments in Japan. The concept of "Small Culture" encourages understanding of differences contingent on the Microsystem level of the environment under observation. Holliday (2010) defined "Small Culture" research as "interpretive" and "emergent", in that it is an "exploratory means of examining group behaviours" (Holliday, 2010, p. 237). Analysis of "Small Culture" is an important way to approach the demographics of the cohorts, which may have their own independent, cohesive small culture that differs from the Large Culture view, along with the strength of group solidarity that an individual feels. According to Doi (1981), a psychoanalyst who wrote about the "uniqueness" of Japanese behaviour and group mentality, and whose theories were reiterated by Okano and Sugimoto (2019), an individual's degree of attachment to the group may vary. As a result, an analysis of "Small Culture" becomes necessary to truly understand the significance that culture plays in a society, workplace and classroom. The application of these theories within this project assists in framing the

cultural and social factors, and their variants, in more detail. "Small Culture" theory allows us to comprehend better the specific factors that influence participants at the microsystem level within Bronfenbrenner's (1979) ecological systems theory. This point reinforces the importance of "Small Culture" to this project to recognise the participants and their lived experiences, thus contributing to the attempt to uncover in what ways their classroom environment and workplace environment shape and support their practice.

"Small Cultures" are conceptualised as non-essentialist, in that they do not relate to the essences of ethnic, national or international entities. Instead, they relate to any cohesive social grouping (Holliday, 1999, p. 240). Examples of "Small Cultures" salient to this study include institutional or classroom cultures, workplace cultures (teacher talk and curriculum development) and social group cultures (how students interact with one another). This approach provides a micro view rather than a macro view when researching teachers and high school graduates within their environments in relation to their responses to the curriculum changes that have occurred. Therefore, when compared with research into "Large Cultures" that uses perceived cultural essences in top-down approaches to account for behaviour, "Small Culture" research is bottom-up in its notion that culture emerges from behaviour (Holliday, 2010, p. 169). Because of the organisations, schools and workplaces to which students and teachers belong, using "Large Culture" as a base for generalised cultural issues is a first step in analysis. Then "Small Cultures" become important to understand the specific environmental differences that may be present in shaping teaching approaches, which thus brings conceptual clarity to this project. First, "Large Culture" allows the generalised issues to be explained, and then the "Small Culture" analysis allows deeper exploration of individual variations to be explored through incorporating a qualitative approach in this project to explore to what extent the

cultural concepts interact with participants' lived experiences.

3.4.3. Uchi-soto phenomenon

Another concept that influences classroom practice and the behaviour of Japanese people overall is the *Uchi-Soto* phenomenon. *"Uchi"* or "inner circle" refers to people who belong to an individual's inner circle, such as a family member, classmate, colleague or someone of the same age. *"Soto"*, or "outer circle", refers to someone who is not in a similar group in which one finds oneself, such as someone from a different school, someone working for a different company or someone from a different age group. Thus, a person's place changes depending on the environment in which a person finds themself (Sugimoto, 2010). Within Bronfenbrenner's (1979) "ecological systems theory", *"Uchi"* would be found within the individual system and the microsystem, whereas *"Soto"* would be found within the confines of the Mesosystem to the Chronosystem. For example, in the high school, the *"Uchi"* would refer to the year level and class number (for example First year, class 1 would be 1-1, First year class 2 would be 1-2 to which a person belongs (Sugimoto, 2010). *"Soto"* refers to people in the outside group, such as students who are in a lower or higher year level than other students. The "*Uchi-Soto*" phenomenon influences Japanese society, whether it be at school, at home, within the workplace or even in public places amongst strangers. Thus, knowing the age, status, year level or occupation of the person with whom one is communicating will dictate the type of language that one is expected to use in order not to become out of place (McVeigh, 2014). Therefore, it is important to establish where individuals rank themselves in relation to those around them, and whether a person ranks higher or lower on the social hierarchy before appropriate communication and behaviour can occur. The concept of *"Senpai – Kohai"* (senior – junior) distinguishes the impact of one's place on the social hierarchy

on the individuals and how they view themselves in relation to others.

3.4.4. Face

The concept of "Face" in Confucian influenced societies such as Japan is a consideration in terms of its impact on people's communication with one another. Across Asian societies, as is evident in China, Korea and Japan, the concept of "Face" informs the ways that the individual's reputation is viewed within the group, and how the individual represents the group through their actions, manners and opinions (Tao, 2014). Bronfenbrenner's (1979) ecological systems theory suggests that the way that a person perceives themself would be found within the individual system, whereas how others view the individual would be found from the microsystem level all the way to the chronosystem level. Thus, when the concept of "Face" is considered from the viewpoint of teachers as the "possessors of knowledge" who do not make mistakes (which is a fear amongst Japanese English teachers when being asked to teach in English), this issue becomes a cause of concern. In addition, as students are seen as the "receivers of knowledge", being too inquisitive and taking up too much of the teacher's time hinders other students' learning opportunities (Okano and Tsuchiya, 1999; Aspinall. 2013). Furthermore, if students make mistakes that their peers do not make, that may diminish how the student is viewed in the group. Therefore, the social norms in a society such as Japan can be seen as a heavy burden that is always lingering above each individual. This in turn influences behaviour, speech and attitude.

"Face", according to the sociologist Ho Yau-Fa (1976) and Tao (2014), is a means to maintain harmony within the group or society in which one finds oneself. The importance of "Face" is demonstrated in the family, school, workplace, and social group. To maintain face means that one is acting in a manner that is in harmony with other people

and their social and professional surroundings. However, when an individual says something inappropriate or acts in a way that disrupts the harmony of others around her or him, the level of respect and how this person is viewed can be affected (Kwang-Kuo and Kuei-Hsiang, 2012). Takita (2008) gave the example that, if a younger employee within a workplace makes a suggestion or expresses an opinion that directly opposes a senior member, this person is said to overstep her or his place within the organisational hierarchy, thereby causing negative "Face" (by being inappropriate,). According to Ohata (2005), at the classroom level, if a teacher makes a mistake when teaching grammar, this can also be viewed as negative "Face" in the eyes of the learner. If students speak out of turn or ask questions in class time, this can also be seen as negative face for the student if the question is not one that requires further explanation by a majority of students present (Bestor, 2013), all ideas contrary to the spirit or intentions of CLT.

When further considering the above mentioned cultural concepts from an organisational perspective, we can see that Hofstede and McCrae's (2016) conclusions about Japan being a nation with an organisational hierarchy that contains a high power divide and the expectation to conform to the group's outlooks were influenced not only by the organisational structure in place, but also by the cultural norms that shape Japanese society and culture.

3.5. Conclusion

Certain important points in relation to the Japanese context are apparent. Firstly, the principal teaching method of GTM tasks remain widely used compared with the practical use of the language. This emphasis is explained by this concept. Aspinall (2013) stated that Japanese schools are a hierarchy in which the teacher is seen as the holder of knowledge, and where student roles are seen as being the receivers of that knowledge.

Furthermore, Hendry (2013) explained that the long standing expectation of high school classes is one in which students accumulate facts but have little opportunity to discuss them or have views without being able to express them. He further stated that the "Large Culture" view exemplifies the Japanese virtues of self-control, dedication and singularity of purpose are admired and rewarded in the Japanese school and business environments. Owing to the rigid system of teachers presenting knowledge, and students' roles in the classroom being to absorb that knowledge, in the Japanese context learning a language for its grammatical structure and rules rather than acquiring a language for practical usage is the norm, which is an indicator of the relevance of how the school and classroom environment influences teaching and learning in Japan.

With these cultural characteristics being evident, in the hierarchy within the classroom the teacher is the expert and the senior member of the group, with students needing to show respect, avoid causing offence and avoid voicing different opinions. Analysis of these characteristics assists in understanding CLT approaches in the classroom, where students are required to express personal opinions.

Considering the interaction among the concepts in this study's conceptual framework, it becomes evident that the traditional and time-honoured means of teaching a language in a GTM approach in Japan are currently seen as more important than implementing the new curriculum and CLT approaches. These concepts explain the situation in which students and teachers find themselves in Japan. This project investigated the ways that teachers teach, and students learn, in the Japanese education system (culture) while teaching and learning a foreign language – in this case, English. Hence, this project focused on how teachers are coping with the transition to the new CLT focused curriculum, how students perceive their learning journeys within this curriculum

and which limitations to implementation of CLT approaches are evident in the participants'
work environments based on the culture and society in which the teaching and learning
occur. Figure 3.7 illustrates the three areas that will be explored throughout this project
and how they interrelate and influence each other.
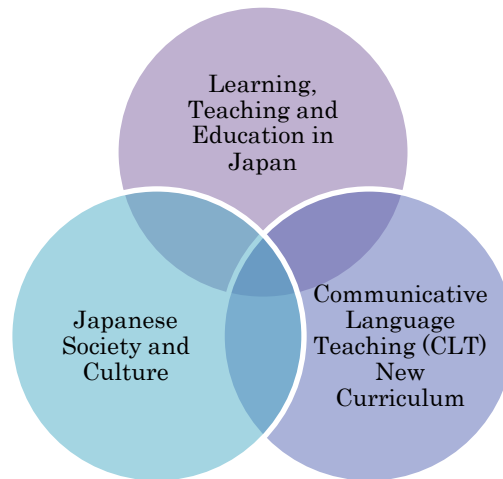
Figure 3.7. The interconnected pieces for consideration in this project.

4. Chapter 4: Methodology

This chapter introduces the instrumental case study approach and explains the appropriateness of the explanatory sequential mixed methods research design that was mobilised within this project. The chapter then continues by outlining the data collection and analysis procedures that were followed in this project, introduces the recruitment procedures of the participants and explains what the participants were asked to do throughout each stage of the data collection process.

4.1. Research Paradigm

Selecting an appropriate research paradigm within this study was contingent on the focus and purpose of this study , as depending on the paradigm used, the methods, design, tools, and validity of the project change (Yin, 2016). As this project has investigated real-life teachers' and students' individual experiences within their work and school lives, it was essential to use a paradigm that centred on people's subjective experiences and social constructions of reality based on their daily interactions and experiences. This consideration led to a pragmatic paradigm. A pragmatic paradigm is linked with interpretivist and constructivist paradigms of knowledge; it belongs to the category of post-modernism, in which individuals lived experiences and stories explain why things are the way they are, and why they feel and behave the way they do (Stake, 2010). According to Carney (1993), as a means to explore participants' lived experiences within a certain situation, a "ladder of abstraction" approach is best incorporated when collecting and analysing data in such contexts. It is recommended that various data collection methods, such as surveys, short answer questions, discussions and interviews be incorporated and then compared to show the true picture or what the findings represent due to pragmatic research paradigms encouraging a mix of approaches being used to help solve a problem to discover the truth. This approach has thus been incorporated within

this study, which used multiple data collection tools to uncover teachers' and students' beliefs and experiences of teaching and learning in Japanese contexts. The various data collection tools used within this project are surveys containing multiple-choice and short answer questions were the first step of data analysis that allowed for the frequency of responses to be attained by means of a statistical analysis, then followed by a thematic analysis to uncover common themes within the participants' responses. These were then followed up by analysing focus group and informal conversation transcripts that provided further detail as to why the participants responded the way that they did. As was also advised by Mulhauser (1975), and further supported by Miles and Huberman (1994) during the write up of the results, only providing "extracts of transcripts rather than long, bulky extended transcripts is the best way to display qualitative data findings." (p. 91)

Thus, following a pragmatic research paradigm, an instrumental case study following an explanatory sequential mixed methods research design was implemented throughout this thesis. An overview of the methodology, the key points of instrumental case studies, the characteristics of applying mixed methods approaches to data collection and analysis, and the features of an explanatory sequential mixed methods research design are provided before an overview of the participants, their selection process, the steps of data collection, and data analysis that were incorporated during this project are covered in order to validate the rigour and trustworthiness of the data collection and data analysis that was undertaken throughout this thesis.

4.2. Methodology

A Mixed methods approach to data collection and analysis were used to investigate how the new curriculum has been taught and experienced by teachers and learners in Japanese EFL classrooms. This methodology allowed participants who were

currently working and learning under the newly implemented curriculum and had familiarity with the old to express their feelings and beliefs about learning and teaching using a CLT method, and to express whether they felt that the newly implemented curriculum had been successful in promoting communicative approaches at the classroom level. The data collection tools that were used in this project were surveys, focus group discussions, semi-formal interviews and informal conversations. Through these means of data collection, the attained results allowed a detailed examination of cultural and organisational factors that the participants felt either promoted or hindered communicative approaches being implemented in Japanese EFL classrooms to be attained and analysed.

4.2.1. The Mixed Methods Approach

A mixed methods approach to research is a means to collect both quantitative (numerical) and qualitative (comprising more reflective and subjective details and points of view) data to understand better why a certain belief, practice or opinion is held (Cohen, Manion, & Morrison, 2002). Throughout this project, data from students and teachers were collected following an explanatory sequential mixed methods research design. Mixed methods research is valuable for incorporation in educational research as it allows practising researchers to use multiple approaches to data collection and analysis to answer real world questions in more depth than limited traditional methodological restrictions may allow (Johnson & Onwuegbuzie, 2004). According to Creswell and Creswell (2017), the first stage of data collection in an Explanatory Sequential Mixed Methods Research Design should comprise questionnaires and surveys that allow numerical forms of data to be collected so that descriptive statistics can be attained, and for short answer questions to begin to outline the themes and the reasons why participants feel the way that they do.

In this project, the quantitative data were collected by surveys (one for the teachers' and one for the students'; see Appendices 3 and 4) that incorporated multiple choice questions, where participants selected the best answer from a predetermined list (such as subject names, skills covered, and time studied), in order to analyse quantitatively to what extent certain responses were given by the participants. Then, the short answer questions asked the participants to justify the reasons why they selected the answers that they had selected to the multiple-choice questions to analyse themes and trends in the participants' responses. Once the surveys had been collected, a statistical and thematic data analysis of the multiple choice questions focused on calculating the frequency of the participants' responses to see the number of times that a response had been selected, which was also the first stage of discovering what themes were starting to emerge, which was explored in further detail during the second stage of data collection. The short answer questions were code-based in relation to the themes and issues that arose from analysing the results and shaped the questions that were further explored in the second stage of data collection.

The second stage of data collection implemented qualitative data collection and analysis in the form of focus group discussions and informal interviews. The qualitative data that were collected further interpreted the data collected in stage one by explaining why certain trends were present. This allowed more detail about the participants' experiences under the new curriculum to be collected and for pragmatic knowledge to be attained. In the Results Chapter of this thesis, the analysis of the quantitative results are first provided, locating the trends that arose, before the interpretation of the qualitative results provides an understanding of the quantitative trends, an approach endorsed by Creswell and Creswell (2017). This approach was further endorsed by Leavy (2017) for inclusion within projects that are based on case study design owing to the design's ability

to collect data that allows the understanding of the participants' lived experiences and constructed views to be examined and ascertained in detail.

The methods of data collection outlined above allowed the participants' lived experiences to be explored to see what works in Japanese EFL contexts, as well as experiences of individuals to be augmented within the field of EFL education in Japan. This process allowed for the creation of pragmatic and interpretive paradigms of knowledge to be gathered. The interpretive philosophical belief system is based on the idea that people's subjective experiences and social constructions of reality are created based on people's daily interactions and experiences (Leavy, 2017, p. 13). This research project adopted a pragmatic paradigm, as this researcher values the utility of what works in the context of a particular research question or data collection tool when interacting with participants in a group or individual setting (Morgan, 2013, p. 28). Therefore, the methods used within this project enabled the findings to contribute to knowledge by providing an in-depth understanding of the participants' experiences and circumstances (Leavy, 2017).

4.2.2. Instrumental case studies

Case study methodology focuses on naturalistic enquiry and fieldwork that involves the reflections of an individual unit such as a student, a class, a school or a community (Burns, 2000). Specifically, Stake (2005) defines instrumental case studies as a means to examine a particular case to provide insight into an issue or to redraw a generalisation in which a case or situation is "looked at in depth, its contexts scrutinised, and its ordinary activities detailed" (Stake, 2005, p. 22). Instrumental case studies are a means to "understand something else" (Stake, 2010). Case studies further allow researchers to examine one person or organisation to understand something larger (Yin,

2009). Examples of researchers in the field who have incorporated case study methodology to explore and understand the complex issues that are evident in EFL education in Japan, and who were referenced in the literature review chapter, include Browne and Wada(1998), Gorsuch (1999), Matsuura, Chiba and Hilderbrandt (2000), Chiba and Matsuura (2004), Tanaka (2009), Ruegg (2009), Ford (2009), Nishino (2011), Humphries and Burns (2015), Bartlett (2017) and Cacali and Germinario (2018). The above researchers all used surveys followed by interviews to gather their data, then analysed, coded and published those data in academic journals, thus supporting this approach in educational research and in this thesis, which followed a similar methodological design. The approaches outlined in the above-mentioned researchers' work showed that using surveys and informal interviews to collect mixed methods data from participants provided researchers with further insights into participants' responses, which is the intention of this project. This study explored teachers' approaches to teaching English as a second language and incorporating communicative tasks in the classroom, and graduates' opinions about their high school EFL education.

Following the recommended steps in data collection outlined by Creswell and Creswell (2017) and Leavy (2017), the methodology in this study allowed data from these participants to be investigated and consideration of these responses to be used to explain why certain teaching practices and pressures to incorporate CLT approaches were present. Hence, following the outline of instrumental case study research by Stake (2005), this project:

- Outlined the opinions of the teachers and the students participating in this project about receiving and using CLT approaches and tasks in their classes, and about their educational experiences with CLT approaches in Japan;

- Examined the uptake of CLT by exploring graduates' experiences; and

- Allowed the investigation of more in-depth information than the generalised literature that is currently available.

4.2.3. Explanatory Sequential Mixed Methods Design

Projects that follow an explanatory sequential mixed methods research design begin with the collection of quantitative data, which are then analysed both statistically and thematically to explore the themes and trends within participants' responses, before qualitative data are collected to explain why certain trends within the quantitative findings are present, and why things are the way that they are (Creswell and Creswell, 2017) . This approach has similar concluding characteristics to those of an exploratory sequential design as it allows the researcher to discover any new or under-researched topics that can arise during the qualitative data analysis stages (which will shape future research). Owing to this project's structure, it fell into the category of Explanatory Sequential Research as it began with quantitative data collection and analysis, then followed with qualitative data collection and analysis to explain why the themes and responses discovered in the quantitative data collection stages were recorded.

According to Yin (2016), this is a functional approach in terms of the data that it yields in that it deals with people and their lived experiences; therefore, the knowledge created allows more in-depth understanding of the participants, their environments and their experiences.

4.3. Sampling

Deploying a case study methodology allows close examination of the data within a specific context, including participants in the same geographical area, or a small number of participants who represent the whole (Zainal, 2007). As such, the participants were selected to take part in this project using convenience sampling. Convenience sampling

is "a non-probability sampling method that relies on data collection from population members who are conveniently available to the researcher" (Saunders, Lewis, & Thornhill, 2009).

Two different groups of participants were recruited via convenience sampling, based on their proximity to the researcher (as a former colleague to some of the teacher participants, and as a university teacher of the first group of students to graduate from the new high school curriculum). Group 1 comprised native Japanese high school English teachers, with some of whom this researcher had worked as a colleague in a Japanese high school from 2005-2016. Current and former colleagues facilitated the researcher's meeting other participants through the use of social media (such as Facebook groups designed for language teachers in Japan), and some were recruited from a local high school close to the researcher's current workplace, Kwansei Gakuin University.

Group 2 comprised Japanese university students who were taught English Communication, English Reading or English Writing at the university level by the researcher conducting this study. The participants were selected as they were conveniently available to the researcher, and a relationship of trust had already been established. All of these participants were the first group of graduates from high school under the new curriculum, and they had been chosen for the insights that they could provide to understand the experiences of students under the new curriculum guidelines.

4.3.1. Detailed outline of participants

This section will outline the teacher and the student participants who took park in this study. It will provide details about participant numbers, how they were selected, and where they are located.

4.3.2. Teachers

Group 1 comprised a heterogeneous sample of English specialist teachers who

worked at a total of five different high schools: two different high schools in Oita prefecture (one private and one public); a public high school in Hyogo prefecture; a public high school in Kyoto prefecture; and a public high school located in Osaka prefecture. Thirty-one participants were approached to take part in this study and the final number of surveys received by the deadline was 21 (n=21). Teachers in the study represented those with both long-term and short-term teaching experience. Results from these participants allowed the researcher to explore their opinions about incorporating CLT approaches in the classroom, the reasons that teachers used the approaches that they did and what motivating or controlling factors were evident within the schools that influenced their practice, thereby addressing the research questions and the purpose of the project.

4.3.3. Graduates

Group 2 comprised a heterogeneous and convenience sample of the first high school students to graduate from the newly introduced curriculum. At the time of the study, the participants in this group were second year university students who had undertaken compulsory English language classes taught by the researcher in a CLT-influenced approach at a university located in Hyogo prefecture, Japan. These students were selected using convenience sampling (based on the instructor-student relationship). 77 participants were recruited to take part in the study, and all 77 participants (n=77) completed the surveys. These participants were asked during the quantitative stage to provide details about their high school English classes, and to compare these classes with their university classes to determine how they interpreted their high school education and learning journeys, and whether they viewed their education as being focused on communication or not. These results were triangulated with the teacher responses to look for identifiable themes to outline the teaching approaches that were mainly incorporated in the classroom.

As a result, this comparison allowed the researcher to discover if teachers and high school graduates provided similar or different responses based on their classroom experiences. This triangulation of data allowed for the validity of responses to be cross checked, and for the medium frequencies of classroom English usage to be attained. This approach was employed to identify whether the results showed a shift towards CLT approaches as the implemented new curriculum had intended to do, to promote, and to clarify further the validity of the data attained from all groups to see if teachers' and students' responses showed the same trends.

4.4. Data collection tools

Data collection and analysis procedure	Group 1: High school teachers (n=21)	Group 2: High school graduates (n=77)
Data collection stage 1	Teachers' survey conducted online using Lime survey.	Survey for students conducted using Lime survey.
Data analysis stage 1	Statistical and thematic analysis of survey results using Lime survey, NVivo and a manual analysis	Statistical and thematic analysis of survey results using Lime survey, NVivo and a manual analysis.
Data collection stage 2	Informal interviews with selected participants (n=12).	Focus group discussions with randomly selected participants (n=15)
Data analysis stage 2	Thematic and descriptive analysis of qualitative data using NVivo and a manual analysis through the creation of codes and word trees.	Thematic and descriptive analysis of qualitative data using NVivo and a manual analysis through the creation of codes and word trees.

Data analysis stage 3	Triangulation of data attained from Groups 1 and 2 participants to confirm and clarify the results and trends provided during step 2 of data collection and analysis to show the overarching issues and how they related to both groups.

Table 4.1. Data collection and analysis procedure.

4.4.1.   Stage 1: Surveys and short answer questionnaires

As a first step in data collection, members of each group were asked to complete a survey that contained both multiple choice and short answer questions (survey 1 for teachers and survey 2 for students; see Appendices 3 and 4). The surveys asked about participants' experiences within the new curriculum guidelines as either a teacher or a student. Based on the frequency of similar responses, the multiple choice questions allowed trends to be identified, and short answer questionnaires gathered the participants' quantitative and qualitative responses (Creswell, 1998). Freeman (1998), Patton (2002), and Nunan and Bailey (2009), who have all provided reference materials about research design in educational contexts, all stated that questionnaires are an effective way to gauge the general views and opinions of participants. The questions asked group 1 participating teachers about their teaching experience, their qualifications and scores on EFL tests, their opinions towards the new curriculum, their teaching approaches and their workplace culture to understand better their teaching practices and their work environments. Group 2 participating graduates were given multiple choice and short answer questionnaires to analyse their perceptions towards the learning and teaching that took place in the high school EFL classrooms conducted by their teachers to understand better how the learners viewed their educational experiences in EFL settings.

Survey questions were provided in both Japanese and English so that the

participants could fully understand what was asked of them regardless of their language level and ability (as survey 2 was conducted in class, students took the survey simultaneously, and the questions were interpreted in Japanese in situ by the researcher, with the language being checked for consistency and meaning by a native Japanese speaker). These questions had been translated by the researcher and then double-checked by a native Japanese speaker as a 'critical friend' to ensure that the translations were accurate. Teachers were able to undertake the surveys during their free time within an eight-week period that encompassed some of their holidays, and at a time that was convenient to them. Students undertook the surveys in the classroom during their scheduled class time with the researcher, and were able to ask questions to clarify the meaning of any questions that they may not have understood. All participants were able to choose whether they completed the surveys using the online version created with Lime survey, or completed a paper-based one that was then input manually by the researcher into Lime survey once received. No editing of participants' responses was undertaken, and spelling mistakes were input as they appeared, before being corrected at a later date by the researcher in order for participants' authentic responses to be recorded.

4.4.2. Stage 2A: Focus groups (for Group 2 participants only)

Focus groups were used with participants from Group 2 Graduates. Fifteen students were selected on the basis of their responses in Stage 1 of the survey to take part in the focus group discussion, which lasted approximately 45 minutes and was conducted in a classroom on campus at a convenient time for all participants. Fifteen participants were randomly selected so that a view of the differing opinions of participants could be explored. Although typical recommendations are 10 participants (Roller & Lavrakas, 2015), 15 participants were selected owing to their similar ages and responses from stage

1, as it is recommended that some homogeneity amongst focus group constructions is important for group interactions and dynamics (Roller & Lavrakas, 2015, p. 107). Therefore, because participants shared this link, 15 participants rather than the recommended 10 were selected as a viable means to gather a variety of participants' opinions and experiences. Participants were selected because they represented a range of views that constituted a spectrum of the responses attained during the first stage of data collection. Then random assignment to the focus group was undertaken using Google randomiser software, to eliminate any researcher bias that may have been present during the selection process. All participants' numbers 1-77 were inputted into the Google randomiser software, and then a random selection of 15 participants was undertaken, and the 15 participants who took part in the focus groups were the ones selected by the Google randomiser software. These focus groups were conducted in an available classroom at the university that was convenient for all participants. The conversations took place in a relaxed, interactive and supported environment in which participants were free either to express their opinions or to refrain from doing so, and they were also able to make enquiries to one another about which opinions were shared, as recommended by Roller and Lavrakas (2015, p. 111). During the focus groups, the researcher asked general questions about the themes that were identified after the quantitative data had been collected and analysed from the step 1 surveys, and allowed the conversation to be participant led, rather than researcher led. This allowed the researcher to inquire in more detail about "the reasons a participant behaves, believes, and feels the way that they do" (Somekh and Lewin, 2005). This approach allowed further, more detailed investigation into the personal opinions that graduates held about the study of EFL in Japanese high school contexts from their own experiences and standpoints. The use of focus groups

allowed other participants to hear one another's responses, which assisted in furthering the conversations and exchanging of opinions in a less structured way. This allowed the participants to take control of how the focus group discussions flowed, which was beneficial in gathering new information, as one student's response may have prompted a similar or differing response from other participants present, allowing further underlying factors to be explored.

Participants' responses within the focus group were audio recorded, and the important responses were transcribed and then analysed manually by the researcher. This was done by thematically separating the responses based on the themes that they represented. Then these transcribed sections were inputted into NVivo 12 for a further step to analyse and validate the data attained.

These discussions took place in both English and Japanese, with Japanese being used most of the time. As the researcher is a near fluent user of the Japanese language, (possessing JLPT N1 ranking, the highest rank on the Japanese Language Proficiency Test, along with the successful completion of Japanese Language courses at the Bachelors and Master's degree level; and having further completed Japanese/English Interpreting and Translation courses with the Council of Local Authorities for International Relations, Japan) language barriers were minimal, which allowed students' responses to remain confidential as was outlined in the consent forms, and further allowed for authentic responses from the participants in their native language to be attained which may have been lost in translation based on the participants' limited English language abilities..

4.4.3. Stage 2 B: Informal interviews (for group 1 participants only)

Semi-formal interviews followed by informal conversations are useful tools for collecting field note data (Luton, 2015). Luton suggested that informal conversations

allow participants to be more open and comfortable while expressing their opinions. This allows further insight and meaning to be presented than semi-formal interviews permit owing to the constraints that may arise due to the formality of being interviewed (Luton, 2015). It is important to note that, should participants have wished to speak informally during any stage of the data collection process, these results would have been included in the final data analysis stage, and the participants were both informed of this in the consent forms that they were presented with prior to participating in this research project and informed of this at the time by the researcher. Allowing this unscheduled time for informal conversations is an important part of the data collection process as it may uncover further information that the participant was not willing to share in any of the surveys, semi-formal interviews, or informal interview stages of this study.

Participants from Group 1 were selected based on their survey results after the responses had been coded using a statistical and thematic analysis that was undertaken in Lime survey, NVivo 12 and manually by the researcher. Variable sampling was used to select participants who represented a range of different opinions based on survey results. Semi-formal interviews and informal conversations were undertaken with teachers through synchronous video technology. The participants were approached by email or via telephone to ask if they would be willing to talk further about their results. It is important to note that, owing to the hierarchical structure of Japanese workplaces and classrooms as was outlined in Chapter Three, the conceptual framework, opportunities to express opinions may be hindered in some situations (Seargeant, 2009). Based on this consideration, informal conversations formed part of the second step of data collection and data analysis for the teachers, while it was the third step for the graduates. Graduates were approached informally outside class structures and asked if they would be interested

in continuing the conversations that had been undertaken during the focus group discussions, or whether they could provide further information or clarity about what they had mentioned during the focus group discussions. These conversations took place on a one-on-one basis in the researcher's office, or in an available classroom that could be reserved by employees in one of the university's buildings. Semi-formal interviews included standard questions that reiterated some of the questions asked during the questionnaires to seek further information, before follow-up questions were asked based on the direction of the conversations that took place, thus merging into informal conversations in which the participants could freely talk about their opinions and feelings without being hindered by researcher interference. This approach was most suitable with teachers as it allowed the researcher firstly to elicit further information based on cues from the semi-formal interviews, secondly to counter the "formality" of interviews to counter any cultural pressures of adapting responses to fit in with the group, thus allowing participants to express their honest opinions. This factor was not evident with Group 2 participants, as they were already familiar with the researcher and had already conversed together during class time and within the university environment. Therefore, due to the prior relationship between instructor-learner, and due to the similar age and ranking of Group 2 members, this sense of "formality" was not evident and did not become an issue.

Semi-formal interviews and informal conversations took place in either English or Japanese, depending on the participant's self-identified language ability and preference, although as mentioned above, Japanese was used more frequently due to the level of Japanese that the researcher possesses, and due to the limiting English language proficiency of students and teachers who took part in this project. Throughout each stage of data analysis, participants' responses were compared with other participants' responses

to look for the themes and keywords that were predominant with each participant. These were then statistically analysed for frequency, and were then thematically analysed for what trends they represented via an NVivo analysis and manual analysis by the researcher. Finally, these results were compared in turn with the quantitative results to provide more in-depth explanations of the phenomena uncovered, and the results from Group 1 and 2 were triangulated to further validate the responses and show where similarities and differences are present within responses. This triangulation of data collected from both groups allowed for the validity and trustworthiness of this project to be further consolidated.

4.5. Data analysis

Both quantitative and qualitative data were collected in such a way as to provide mixed methods data. An understanding of what the data told me became crucial to the analysis stage of this project. Quantitative data are numerical representations of the participants' responses that allowed the frequency of responses to be observed in numerical or graph form (Driscoll, Appiah-Yeboah, Salib, & Rupert, 2007). As the surveys were conducted using Lime survey, and due to the paper-based participants' response data being manually input into Lime survey by the researcher, the results were automatically generated by Lime survey showing the frequency of responses for the multiple-choice questions. The short answer responses were automatically formatted and calculated by Lime survey, which were then downloaded by the researcher, before a manual analysis of participants' responses and an NVivo thematic analysis was conducted. The manual analysis began with the researcher counting the frequency of similar responses from participants, thus conducting a statistical analysis to verify the findings that were computer generated. Then, the participants' responses were inputted into NVivo

12 to verify and confirm the consistency of the frequency of responses, which lined up with the manual analysis conducted by the researcher. This numerical data (frequency of similar responses) was then input into Microsoft Excel, and tables were created to provide a visual representation of the statistical findings. A descriptive analysis, which looked for themes in responses to the participants' survey results was also conducted similarly as above. The themes were originally analysed by the researcher when conducting a manual thematic analysis of the short answer question results of the surveys. Once again, these data were input into NVivo 12 to double check the validity of the manual analysis and to reconfirm the frequency and categories of importance for further evaluation during stage 2 of the data collection process. To check the frequency and validity of responses, NVivo12 software was used to create word trees to show the variety of responses and issues that were reported by the participants based on the theme these responses related to (such as examination, communication key word codes being created). These themes and issues were then once again verified for validity by the researcher who then conducted a manual analysis of the responses by comparing the original transcripts and notes collected in the interviews and focus group stages of data collection with the word trees that were output by NVivo12 to check for consistency. The keywords searched for manually were those that appeared most frequently in the short answer survey responses, and were further informed by the literature review chapter of this thesis. Due to the themes being evident throughout each stage of data collection, they were deemed important for consideration based on the number of the participants who mentioned the same themes and keywords in their own responses. These tables and charts are provided in Chapters 5 and 6, the results chapters of this thesis. NVivo 12 software, along with the researcher's manual coding and analysis of data, allowed the identification of trends based on the

frequency of responses, the range of themes that emerged from these responses and the conclusions to be further validated. Hence, the legitimacy of the data analysis procedures undertaken throughout this project is sound. The qualitative data findings were separated into categories based on the themes they represented and have been written up in the "Results Chapter" of this thesis. These responses have been further reinforced by providing snippets of the participants' responses that were ascertained during the informal conversations and focus group discussions that took place in Stage 2 of data collection. This approach to data analysis has been verified as sound and valid by Merriam and Tisdell (2015). These qualitative data were coded by comparing them with the quantitative data results to add clarity to the responses that were attained during the first stage of data collection. Using this approach allowed concrete explanations and examples as to why certain trends were present to be explored. Furthermore, by comparing the students' and the teachers' results with each other through a manual analysis of responses, I was able to gain a better understanding of the educational environments and classroom practices that were evident by looking at the issues from various stakeholders' viewpoints such as those who were teaching the classes, and those who were attending the classes, and those who managed the teaching staff (senior ranking teachers). This allowed an accurate representation of the varying opinions held in regard to the incorporation of CLT, along with learners' desires and teachers' practices being ascertained, which has added to the knowledge of and the scholarly literature about CLT practice in Japan. Owing to the variety of educational environments that the participants in this project represented, the data results can be generalised and established as being representative of the views of CLT and its implementation in all education environments within Japan. However, at the same time, the responses hold up as trustworthy and rigorous in relation to the responses

attained from the participants within this project, and specifically within their own workplaces and classrooms without the need for their responses to be representative or generalizable of Japanese educational practices throughout the whole country. Further future studies with a larger number of participants, which are planned for future research, would need to be undertaken for the results to truly be generalizable at the national level.

The approaches to data collection and analysis followed throughout this study are validated in their rigour and trustworthiness by researchers such as Yin (2009) Stake (2010) Simons (2012), Merriam and Tisdell (2015), Roller and Lavrakas (2015), Creswell and Creswell (2017), and Leavy (2017) in regard to their recommendations of using such data collection and analysis procedures in their books guiding young researchers in research design. These books outline the data analysis procedures followed within this project. These approaches are also empirically sound, as demonstrated by researchers who have used these collection and analysis procedures in the field when analysing their own data such as Ford (2009), Ruegg (2009), Tanaka (2009), Nishino (2011), Humphries and Burns (2015), Bartlett (2017), Cacali and Germinario (2018), and Thompson and Woodman (2019). Lastly, the validity of the approaches used in this thesis and the trustworthiness and rigour of the data analysis procedures is further confirmed by the project being judged as ethically sound by the Human Research Ethics Committee at the University of Southern Queensland, who reviewed and approved the approaches to participant recruitment, along with the data collection and analysis tools that were used throughout this project.

4.6. Ethics

As per above, in order to assure that the approaches to data collection and analysis were ethical and that the participants were provided with ethically appropriate procedures

to follow both during and after the project, an ethics application was submitted to the University of Southern Queensland Human Research Ethics Committee for review and consultation. During this stage, the information cover page for the participants, the overview of the project and the procedures to be followed, an overview of anticipated participants, the research questions to be explored and the data collection and analysis procedures were written up in word documents, and attached to the Research Information Management System (RIMS) through the USQ website. On the RIMS system, a questionnaire pertaining to the participants was completed about the range and scope of the study, and HR Application form 1-Part A and HR Application form 1-Part B, which outlined the participant recruitment procedures, the types of questions that would be asked of the participants, and the types of data collection procedures, the data storage and maintenance procedures, and the participant withdrawal procedures were all written up and covered in detail. All forms were submitted to the University of Southern Queensland Human Research Ethics Committee on 23 June 2017. After all of these forms were reviewed by the Human Research Ethics Committee at the University of Southern Queensland, ethics approval to undertake the project was granted on 10 July 2017. After this step, in order to use Group 2 participants in the study, the ethics division at Kwansei Gakuin University was approached by the researcher, where the project was outlined and judged as sound. Thus, using participants from group 2 was permitted by the University in which the students attended and in which this researcher was employed at the time of data collection and analysis as a full-time lecturer.

4.7. Conclusion

This chapter has outlined the key theories and approaches that were incorporated throughout the research design of this project. It has also introduced the participants and

the groups that they belong to, along with the data collection and analysis procedures that were followed during this thesis. All of the approaches in relation to research design, participant recruitment, data collection and data analysis procedures that were implemented throughout this project have been validated as trustworthy and rigorous by providing literature that supports these research approaches being used in case study research and projects that follow a mixed methods design, along with an outline of the data collection and analysis techniques provided in this methodology chapter. Lastly, the approaches to participant recruitment, data collection and analysis, data maintenance and write up have further been validated as sound by not only being used by other prominent researchers in the field within their own research projects, but by passing the Human Research Ethics Committee review conducted by the University of Southern Queensland ethics officers. Following the aforementioned approaches and consulting the theorists mentioned above during the data collection, analysis and write up stages of this thesis, shows that this methodology and the approaches that were undertaken throughout this thesis were thorough and allowed for the construction of knowledge about how teachers and graduates were progressing under the new curriculum to be gathered, and has allowed for the research questions to be answered and presented within the results and discussion chapters of this thesis.

5. Chapter 5: Teachers' results

This chapter analyses the results that were obtained from the participating teachers. The data were obtained via mixed methods, first through surveys that contained both multiple choice and short answer questions, and then through informal interviews. Using an exploratory sequential mixed methods research design approach, quantitative data were collected, and a statistical analysis was undertaken using both Lime Survey and a manual analysis to check for consistency and to authenticate the findings. The findings of the survey showed that overall, teachers felt that they were provided with only minimal opportunities to undertake communicative-based tasks within the classroom. Reasons that became evident after a descriptive statistical analysis of the short answer results showed that factors such as the seniority system, the examination system, teachers' lack of communicative competence, a lack of CLT knowledge and an uncertainty about how to implement a communicative curriculum were instrumental in shaping their teaching approaches at the classroom level. Therefore, the findings shaped the themes that were discussed during the informal interviews.

These informal interviews with the participant teachers were conducted on a one-on-one basis using Skype because of the varying prefectures in which teachers were located. The qualitative data that were collected through these informal interviews allowed the project to explain more clearly and to explore for what reasons certain themes and trends were present within their quantitative survey responses. This further assisted in allowing the survey data and informal interview data to be triangulated, which allowed more detail to show for what reasons the participants held the opinions that emerged. The qualitative data collected were coded into themes, and selections from the informal interviews that best conveyed the reasons for teachers' beliefs is presented thematically

within this chapter.

5.1. Teachers' Data

The quantitative data results that were collected and analysed by using Lime Survey are provided as the first part of the analysis to identify trends and themes were present. The frequency of responses from teachers are also provided to show the extent to which certain trends were evident. Firstly, the analysis of the quantitative results is reported, followed by the analysis of the qualitative results from the informal interviews. The latter analysis is provided in an attempt to explain why current teaching approaches were employed in the classroom under the new curriculum guidelines, and to explore further the factors that exemplified the reasons why teachers conducted classes in the ways that they reported through following an explanatory sequential mixed methods research design.

5.2. Participant overview

Thirty-one native Japanese EFL teachers were originally approached to take part in this study through the use of convenience sampling. These teachers were known to the researcher owing to the researcher having worked with some of these teachers in the past. After a month of data collection had passed, I was informed by one of the participants that some teachers at the selected two schools in Oita stated that, because I was no longer employed at these schools (and, as a result, was classified as an outsider or *Soto* individual, which further exemplified the cultural constraints that are present when conducting research in Japan), some teachers did not want to participate. As a result, in a further attempt to recruit more participants, other connections were sought, such as the high school attached to the university in which I was employed, along with social media platforms such as Facebook (Japan Association of Language Teachers page) to extend the recruitment of participants. Therefore, after the two-month survey window had closed, a

total of 21 completed surveys were received. The surveys were either completed online through the use of Lime Survey (n=18), or via a paper-based questionnaire that was sent back to the researcher and inputted into Lime Survey manually (n=3), so that all results could be analysed and generated together. According to Leavy (2017, p. 77), the number of participants in mixed methods research favours smaller sample sizes so long as the data collected are able to address the questions being asked. Thus, although a lower level of survey completion than had been originally anticipated was evident, the participants' quality of responses and relevance of information obtained allowed this project to answer the research questions successfully. Furthermore, as the quantitative and qualitative data were triangulated through the incorporation of mixed methods approaches (surveys and informal interviews), this allowed the findings to be corroborated to test the validity of the responses attained throughout the project. Although Leavy (2017) stated that smaller sample sizes are preferred in mixed methods projects, care was taken to assure that the data presented were sound through triangulating the different data types and then comparing the similarities and differences between teacher and student responses.

5.3. The survey results

5.3.1. General information about Group 1: Teachers

5.3.2. Gender of participants
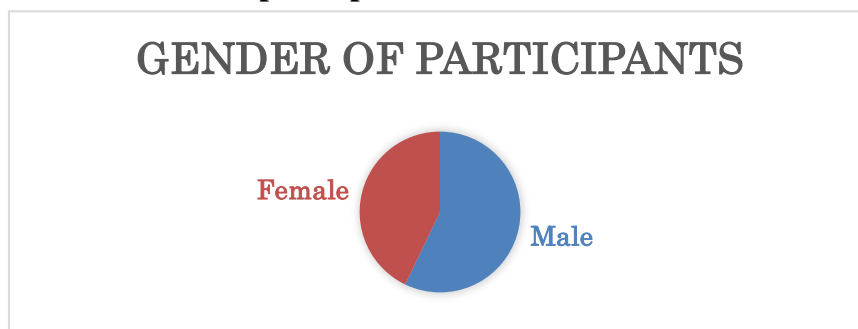
Figure 5.1. Gender of participants

The first question relevant to data analysis was Question 2 of the survey (as question 1 asked participants for their names). Question 2 asked teachers to state their gender. From the group of teachers who participated in the study and as illustrated by figure 5.1, 57% were male (n=12) and 43% were female (n=9). Therefore, the data provided represented the opinions held by both genders of teachers who teach EFL in Japan. As there were no restrictions on the gender of teachers who participated in this study, it was anticipated that both genders would be represented. The representation of both genders within this study allowed teachers' viewpoints and variants between approaches to be presented. According to MEXT (2018), the Japanese EFL teaching force consists of both male (40.8%) and female (59.2%) identifying individuals, so it was important to include the viewpoints of both genders within this study to provide responses that represented the teaching force as a whole.

5.3.3. Participants' teaching experience (years)

Figure 5.2. Years of teaching experience (n=21)

Answer	Count	Percentage
Less than 5 years (A1)	2	9.52%
5~10 years (A5)	4	19.05%
11~15 years (A4)	5	23.81%
16~20 years (A3)	4	19.05%
20~25 years (A2)	3	14.29%
More than 25 years (A6)	3	14.29%
No answer	0	0.00%

Table 5.2 Years of teaching experience (quantitative data)

Question 3 of the survey asked the participants to indicate how long they had been teachers from a list of five-year intervals. Figure 5.2 displays the results of the years of experience that the teachers had at teaching EFL in Japanese high schools, and table 5.2 displays the quantitative data that was collected. The above data showed that 19.05% (n=4) of teachers had 5-10 years' experience, 23.81% (n=5) of the participants had 11 to15 years of teaching experience, and 19.05% (n=4) had 16-20 years of teaching experience, while 14.29% (n=3) of participants had 20 to 25 years of experience, and 14.29% (n=3) had more than 25 years of teaching experience. Only 9.52% (n=2) of the participant had less than 5 years' experience as English language teachers in Japanese high schools.

According to a survey conducted by MEXT (2018) with regard to teachers' ages, 43.9 % of teachers employed in Japanese high schools were age 50 or over, with only 10.8% of teachers in these schools being younger than 30. Thus, we can deduce that, based on the variety of years of experience of the participants in this study, and that, in the light of the MEXT data about ages, the sample contained a large proportion who would represent all groups of teachers (over 50, below 30 and anywhere in between), hence providing data that were representative of all age groups of teachers who taught within Japanese high schools. Furthermore, the results about teachers' years of experience were also valuable in being able to assess the impact of senior staff members on juniors, therefore allowing different opinions based on the teachers' levels on the hierarchy within

schools to be explored during the informal interviews (as is explored in detail later in this chapter). Since both senior and junior teachers were represented, that would further allow factors such as ranking within the social and organisational hierarchy to be investigated to ascertain whether differences in opinions and approaches were apparent based on these factors.

5.3.4. Educational backgrounds
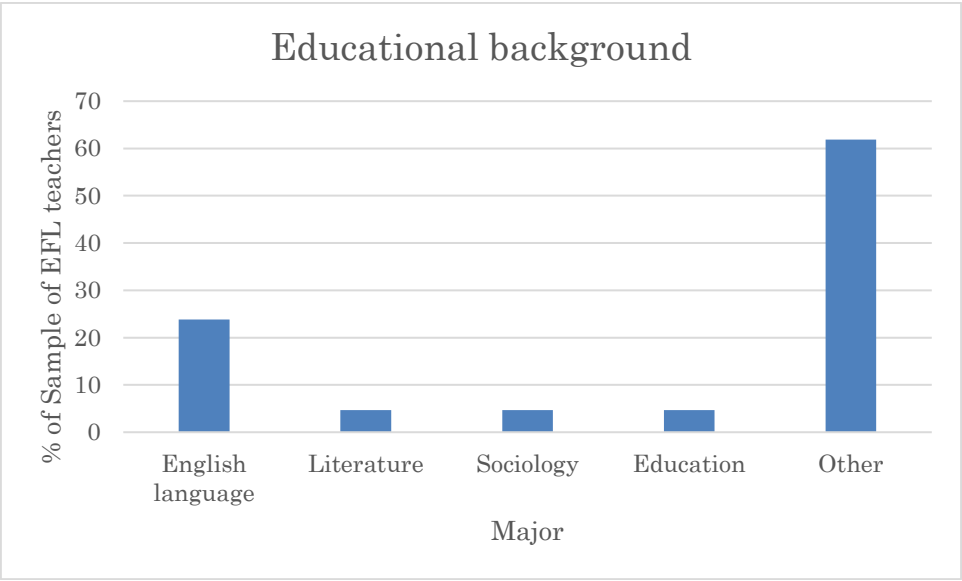
Figure 5.3. Educational background (n=21)

Answer	Count	Percentage
英語英語English Language (A1)	5	23.81%
英語英語Literature (A5)	1	4.76%
英語英語Sociology (A4)	1	4.76%
英語英語Education (A3)	1	4.76%
英語英語Other (A2)	13	61.90%
No answer	0	0.00%

Table 5.3. Educational background (quantitative data)

Question 4 of the survey asked teachers to select their major at university from a provided list. Figure 5.3 displays the results of the participants' educational backgrounds and table 5.3 shows the quantitative data that was collected. The results showed that 61.90% (n=13) of the participants had studied a subject not focused on the English language, Literature, Sociology or Education, which were common pathways to becoming an English teacher in Japan, according to Saito and Ebsworth (2004). 23.81%

(n=5) of the participants responded that they had majored in English language, with 4.76% (n=1) respectively showing that they had majored in either Literature, Sociology or Education studies. Majors that were listed under "Others" were Economics, Law and Russian Language. These results showed that a variation of majors as present amongst the sample of English language teachers who took part in this study, and that not all participants were English language majors. However, we can deduce that all participants met the minimum threshold of completing a bachelor's degree with a minor that focused on English language subjects to be able to attain a teacher's licence. This can be reasoned because all participants were currently employed as high school EFL teachers in Japan, and they required a teaching licence in order to do so.

5.3.5. Experience with English language proficiency testing
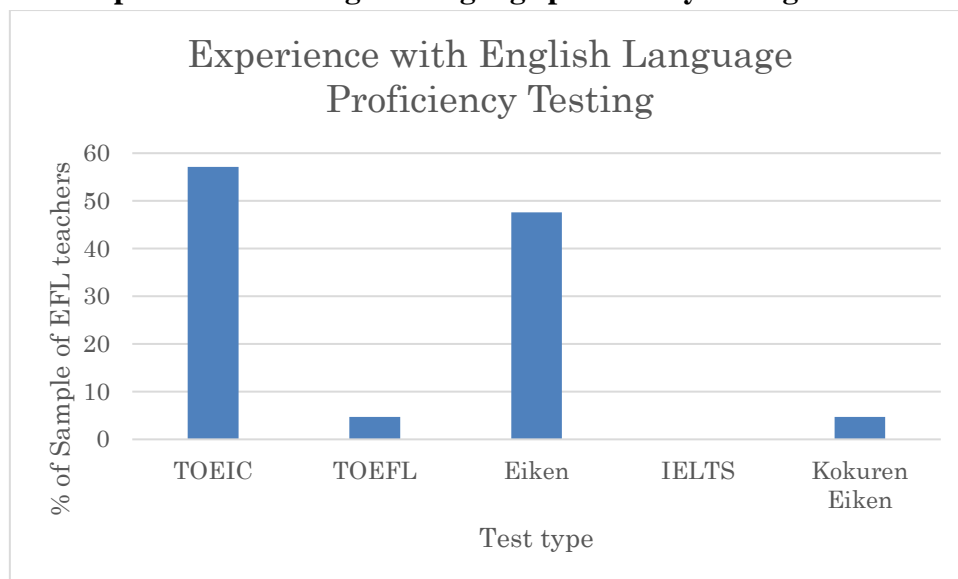
Figure 5.4. Experience with English language proficiency testing (n=21)

TOEIC	12	57.14%
TOEFL	1	4.76%
EIKEN	10	47.62%
IELTS	0	0.00%
Kokuren Eiken	1	4.76%

Table 5.4. Experience with English language proficiency testing (quantitative data)

Question 5 of the survey asked teachers to select from a list what English language

tests and qualifications they had undertaken voluntarily outside their university degrees.

Figure 5.4 displays the types of tests that the sample of EFL teachers had undertaken. This list was created based on the list of tests that MEXT considered important for testing students' language proficiency (as was discussed in the literature review). The quantitative results showed that 57.14% (n=12) of the participants in the study had taken the TOEIC test, followed by 47.62% (n=10) of the participants having taken the *EIKEN* (Standardized Test of English Proficiency) test, with only one (4.76%) participant having taken both the *Kokuren Eiken* (UN test of English) test and the TOEFL test, showing that teachers' main form of English language testing was the TOEIC test. When the results of teachers on these tests were further explored with qualitative data being collected through a short answer question, the results showed that the average score on the TOEIC test was 480, with a high score of 740 and a low score of 340 being recorded. According to the Waikato Institute of Education website (Anon, 2019b), a score of 405-600 on TOEIC equates to "Elementary proficiency plus". This means that people with this score can initiate and maintain predictable, face-to-face conversations and satisfy limited social demands. A score between 605 and 780 means that possessors of this score have a limited working proficiency in English, and are able to satisfy most social demands and limited work requirements. These results showed that, as the average of the sample size within this study was a score of 480, we can deduce from the explanation of skills dependent on TOEIC scores, as found on the Waikato Institute of Education website, that the sample of teachers in this program would not be able to use the English language at varying levels to be able to adapt to students' language learning requirements, and would not be able to use the language creatively, as would be necessary in a classroom focused on CLT approaches and tasks. As was mentioned in the literature review, MEXT discovered that

teachers throughout Japan failed to meet the required levels of English based on TOEIC test results (Yokogawa, 2017), and is currently looking at ways to be able to counter the problem.

5.4. Section 1: Teachers' English Language abilities (self-assessment)

5.4.1. Speaking abilities
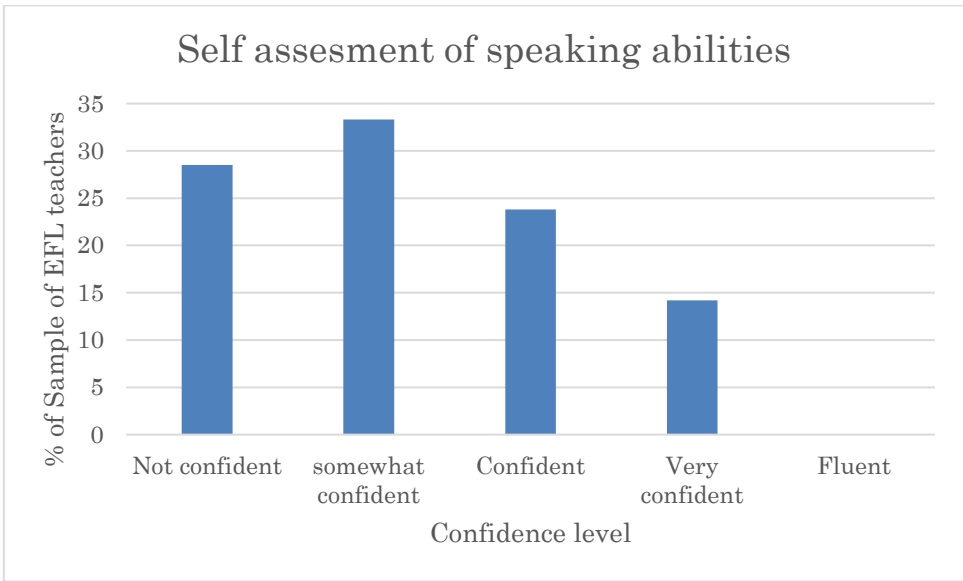
Figure.5.5. Self-assessment of speaking abilities (n=21)

Answer	Count	Percentage
Not confident (A1)	6	28.57%
Somewhat confident (A2)	7	33.33%
Confident (A3)	5	23.81%
Very confident (A4)	3	14.29%
Fluent (A5)	0	0.00%
No answer	0	0.00%

Table 5.5. Self-assessment of speaking abilities (quantitative data)

Question 6 of the survey asked teachers to self-assess their spoken abilities in English through an open-ended question; Figure 5.5 displays these results visually. 33.33% (n=7) of the participants responded that they were somewhat confident, with 28.57% (n=6) stating that they were not confident, 23.81% (n=5) stating that they were

confident and 14.29% (n=3) answering that they were very confident in their speaking abilities. These results showed that teachers rated themselves mostly as low level English speakers based on the six options available to choose from (1: Not confident. 2: Somewhat confident. 3: Confident. 4: Very confident. 5: Fluent. 6: No answer). When the participants were later re-identified and their results that were provided in Figure 5.2 were compared, the results showed that the participants who had fewer years of experience (younger teachers) were much more open to incorporating tasks that focused on speaking in the classroom, but that older or senior teachers with more years of experience were still dictating practice based on the *Senpai/Kohai* organisational system. This is examined in more detail later in this chapter where these results have been triangulated with the results attained during informal interviews.

5.4.2. Listening abilities
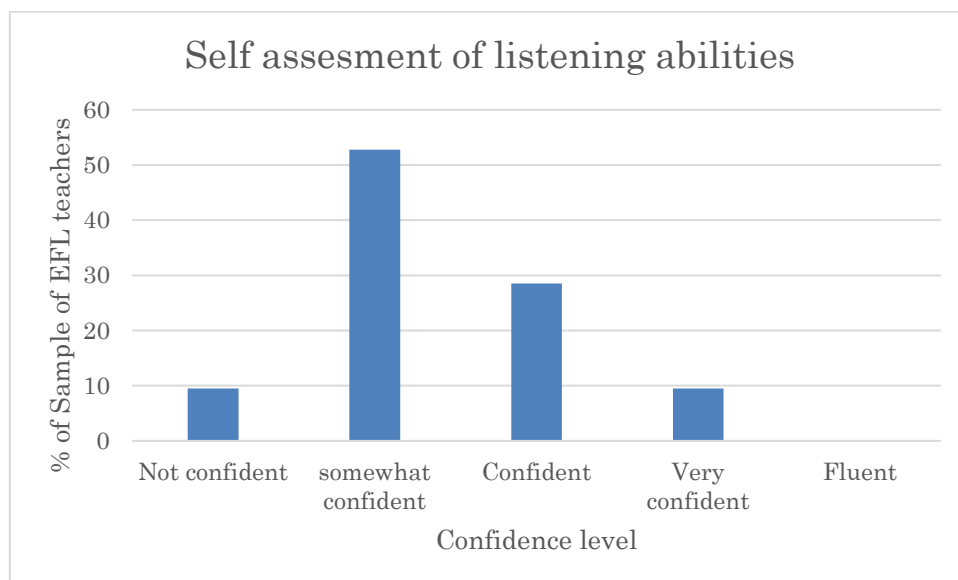
Figure 5.6. Self-assessment of listening abilities (n=21)

Answer	Count	Percentage
Not confident (A1)	2	9.52%
Somewhat confident (A2)	11	52.38%
Confident (A3)	6	28.57%
Very confident (A4)	2	9.52%
Fluent (A5)	0	0.00%
No answer	0	0.00%

Table 5.6. Self-assessment of listening abilities (quantitative data)

Question 7 of the survey asked teachers to freely rank their listening abilities. The results showed that 52.38% (n=11) of the participants selected that they were somewhat confident in their listening abilities, followed by 28.57% (n=6) of the participants who selected that they were confident, 9.52% (n=2) of the participants who selected that they were very confident and two of the participants who selected that they were not confident, with no participants choosing that they were competent when it came to the skill of listening. These results are illustrated in figure 5.6. Once again, this showed that the sample of participants who took part in this study ranked themselves as relatively low in relation to their communicative abilities. When examined concurrently with teachers' English proficiency combined with their self-reported test results, this suggested that the sample of teachers in this survey was less likely to incorporate speaking and listening tasks in the classroom based on their low level of communicative abilities. This has implications for teachers focusing on GTM teaching in which the necessity for communicating in a foreign language in front of students is limited both to save Face, in case they are viewed negatively by students, and to focus on the skills that they feel more comfortable in teaching.

5.4.3.   Writing abilities
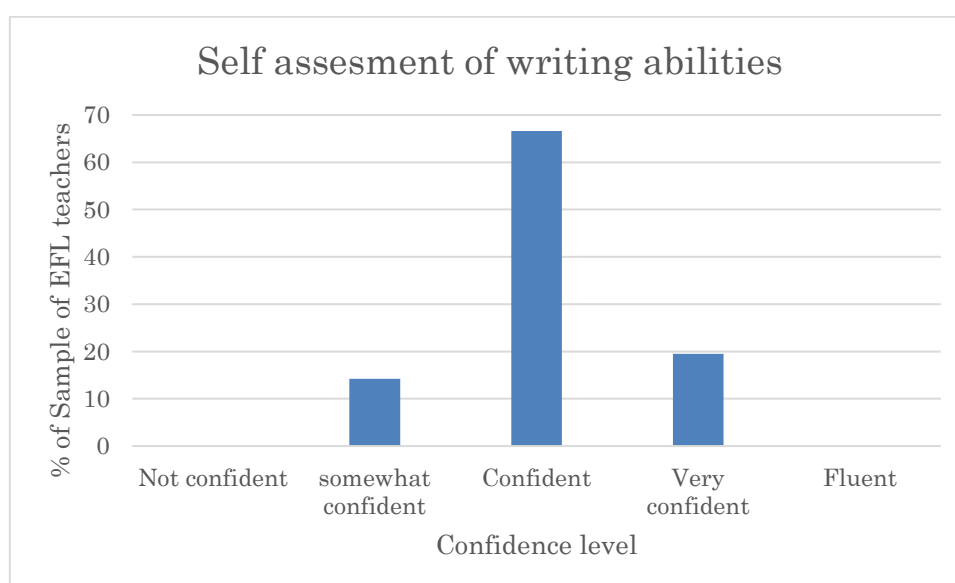
Figure 5.7. Self-assessment of writing abilities (n=21)

Answer	Count	Percentage
Not confident (A1)	0	0.00%
Somewhat confident (A2)	3	14.29%
Confident (A3)	14	66.67%
Very confident (A4)	4	19.05%
Fluent (A5)	0	0.00%
No answer	0	0.00%

Table 5.7. Self-assessment of writing abilities (quantitative data)

Question 8 of the survey asked the participants to rank their confidence levels in relation to their skill in writing English. As illustrated in figure 5.7, the results showed that 66.67% (n=14) of the participants selected that they were confident in their written abilities, with 19.05% (n=4) selecting very confident, and 14.29% (n=3) selecting somewhat confident. Compared with the speaking and listening question results, it can be seen that more participants reported that they were more confident in their written abilities than in their speaking and listening abilities (as was reported in Figures 5.5 and 5.6).

5.4.4. Reading abilities
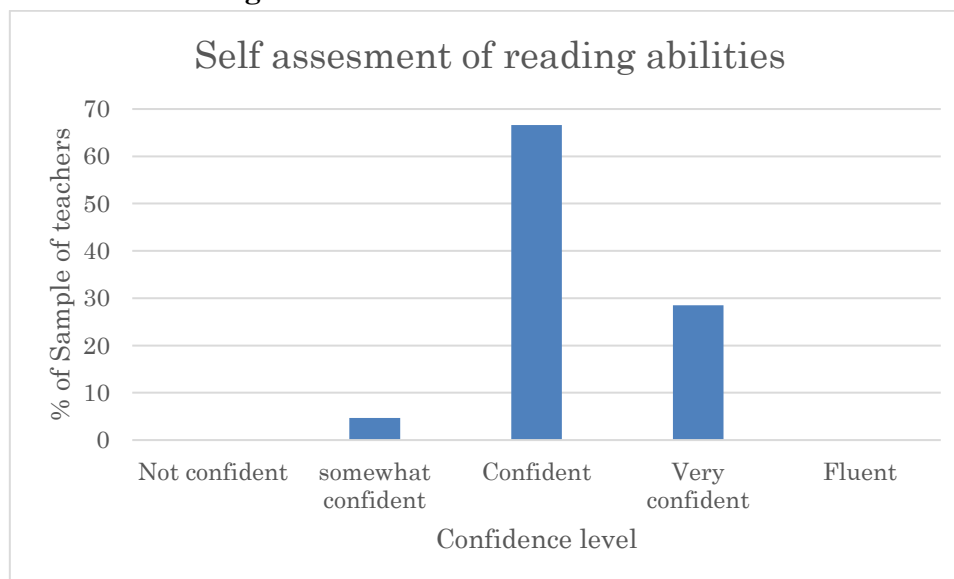
Figure 5.8. Self-assessment of reading abilities (n=21)

Answer	Count	Percentage
Not confident (A1)	0	0.00%
Somewhat confident (A2)	1	4.76%
Confident (A3)	14	66.67%
Very confident (A4)	6	28.57%
Fluent (A5)	0	0.00%
No answer	0	0.00%

Table 5.8. Self-assessment of reading abilities (quantitative data)

Question 9 of the survey asked teachers to select their level of confidence in their reading skills. As displayed in figure 5.8, the results were similar to those for writing, with 66.67% (n=14) of the participants selecting that they were confident in their reading skills, followed by 28.57% (n=6) of the participants stating that they were very confident in this skill, and with 4.76% (n=1) of the participants stating that she or he was somewhat confident. These results demonstrated that, in relation to the skills that are usually taught in GTM as was reported by Steele and Zhang (2016), teachers' confidence levels in teaching reading and writing were greater than their confidence in teaching speaking and listening. As was reported in the findings by Steele and Zhang (2016), as most Japanese teachers lack practical experience with CLT, and further lack communicative opportunities in their day-to-day lives, it is a common trend in Japan that language

teachers feel more comfortable in using GTM instruction.

5.4.5. Translation abilities

Self assesment of translation abilities
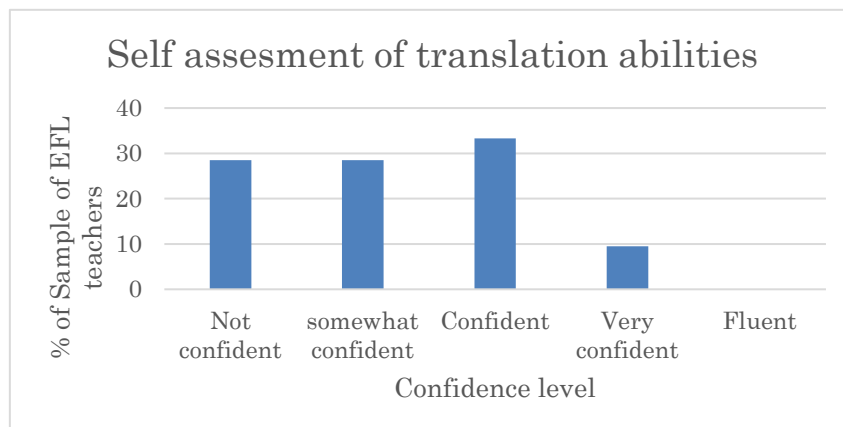
Figure 5.9. Self-assessment of translation abilities (n=21)

Answer	Count	Percentage
Not confident (A1)	6	28.57%
Somewhat confident (A2)	6	28.57%
Confident (A3)	7	33.33%
Very confident (A4)	2	9.52%
Fluent (A5)	0	0.00%
No answer	0	0.00%

Table 5.9. Self-assessment of translation abilities (quantitative data)

Question 10 of the survey asked participants to self-evaluate their translation skills freely. This question did not provide example texts or levels as a self-evaluation of participants' confidence levels in translation skills was being sought. As illustrated in figure 5.9, the results showed that, because translation is a reading and writing task, 33.33% (n=7) of the participants rated themselves as confident in their own abilities to translate, with 28.57% (n=6 respectively) each choosing that they were either not confident or somewhat confident, with the final 9.52% (n=2) of the participants stating that they were very confident when it came to their translation skills. This was once again supported by Steele and Zhang (2016), who outlined that tasks such as writing, reading and translation of passages are a passive approach in which Japanese teachers are accustomed to learning and teaching based on their low levels of communicative abilities.

This was further supported based on the samples of low level TOEIC scores that were outlined in Figure 5.4, in which teachers had a median score of 480, and were classified as having a low level of English proficiency to be able to complete only predictable, basic tasks in the target language.

5.4.6.   English Conversation Abilities
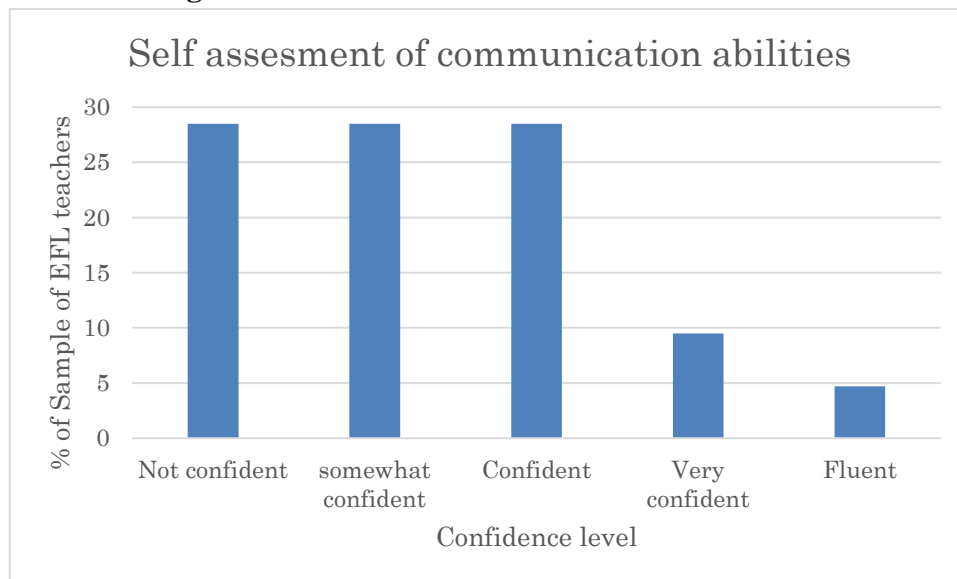
Figure 5.10. Self-assessment of communication abilities (n=21)

Answer	Count	Percentage
Not confident (A1)	6	28.57%
Somewhat confident (A2)	6	28.57%
Confident (A3)	6	28.57%
Very confident (A4)	2	9.52%
Fluent (A5)	1	4.76%
No answer	0	0.00%

Table 5.10. Self-assessment of communication abilities (quantitative data)

Question 11 asked the participants about their conversation skills in English. As can be seen from Table 5.10, most teachers gave themselves a lower score when compared with translation tasks. Survey results showed that 28.57% (n=6) of the participants rated themselves as not confident and 28.57% (n=6) rated themselves as somewhat confident, with 28.57% (n=6) of the participants rating themselves as confident, 9.52% (n=2) of the participants rating themselves as very confident and 4.76% (n=1) of the participants rating themselves as fluent. Across questions, participants rated their reading, writing and

translation skills as confident across these three skill types, yet they self-assessed their speaking and listening abilities as somewhat confident, one position down on the scale when compared with their self-assessed reading, writing and translation skills. When the participant who selected "Fluent" was questioned further, it was discovered that this participant had spent two of her or his four years of university studying on exchange at an American university. It is also of significance to note that this was the only question within the survey of teachers that had a respondent select the option "No answer".

The results in this section showed that teachers self-assessed their English language abilities in ways that showed that they were more confident when it came to reading, writing and translation tasks. These responses related to literature about teacher practice in Japan as still being GTM-focused, as was outlined in the literature review chapter of this thesis, with reference to research findings by Tanaka (2009) and Bartlett (2016) in particular. In relation to listening and speaking tasks, teachers rated themselves as being at a lower level when compared to the other skills investigated. The results were consistent when comparing the responses from the participants based on their gender, with the results of a further analysis showing that female teachers were more likely to incorporate CLT approaches in the classroom. These results suggested that teachers were much more comfortable with skills that were focused on GTM methods of teaching, which allowed greater focus on these skills, which are important for examination success, as was outlined by Kitao (2007).

5.5. Section 2: Abilities to teach certain skills to students

In section 2 of the questionnaire, teachers were asked to self-evaluate their ability to teach a full spectrum of skill sets to students in their classes. Below is a summary of the results attained via Lime Survey. In this question, teachers were able to choose from

the responses of "Not confident" 自身がない, "Somewhat confident" まあまあ自身がある, "Confident" 自身がある, "Very confident" とても自身がある and "Fluent" 流暢. The participants were able to choose the response that best represented how they viewed their confidence and abilities in teaching and in using the skill sets within their own classrooms, so no definitions were provided beyond the key words in Japanese and English being available for selection.

5.5.1. Ability to teach conversation and speaking skills
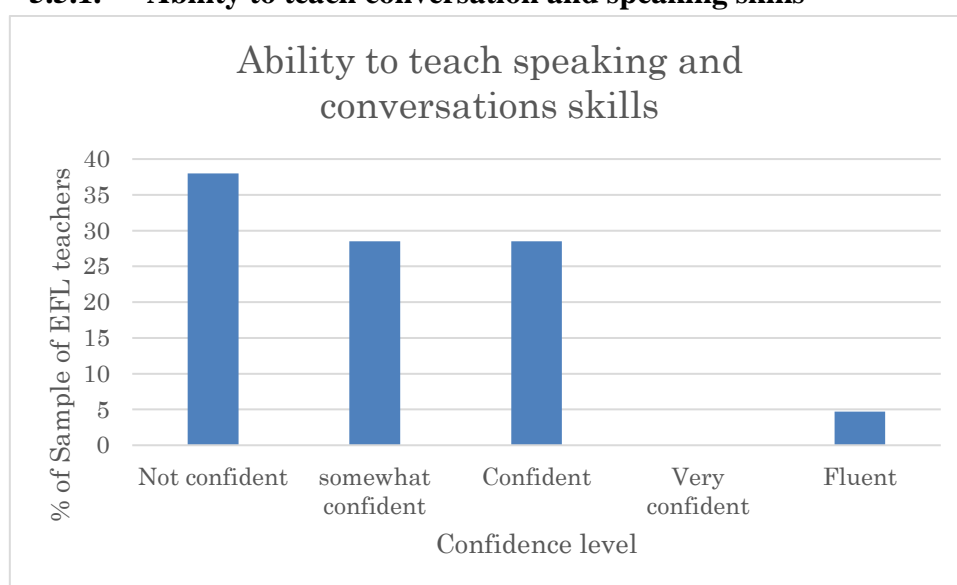
Figure 5.11 Ability to teach speaking and conversation skills (n=21)

Answer	Count	Percentage
Not confident (A1)	8	38.10%
Somewhat confident (A2)	6	28.57%
Confident (A3)	6	28.57%
Very confident (A4)	0	0.00%
Fluent (A5)	1	4.76%
No answer	0	0.00%

Table 5.11. Ability to teach speaking and conversation skills (quantitative data)

In Question 12, teachers were asked whether they thought that they could teach speaking skills to their students. As illustrated in figure 5.11, 38.10% (n=8) of the participants responded that they were not confident in doing so, with 28.57% (n=6) of the participants replying that they were somewhat confident, 28.57% (n=6) of the participant stating that they were confident to do so, and 4.76% (n=1) of the participants stating that

they were fluent at doing so. These results showed that a majority of teachers ranked themselves lowly when it came to teaching English communication within their classrooms. When age and gender as recorded above were further considered in the analysis of the data, it became apparent that female teachers were more confident than males, and that younger teachers were more confident than older ones in their spoken abilities.

5.5.2. The ability to teach listening skills
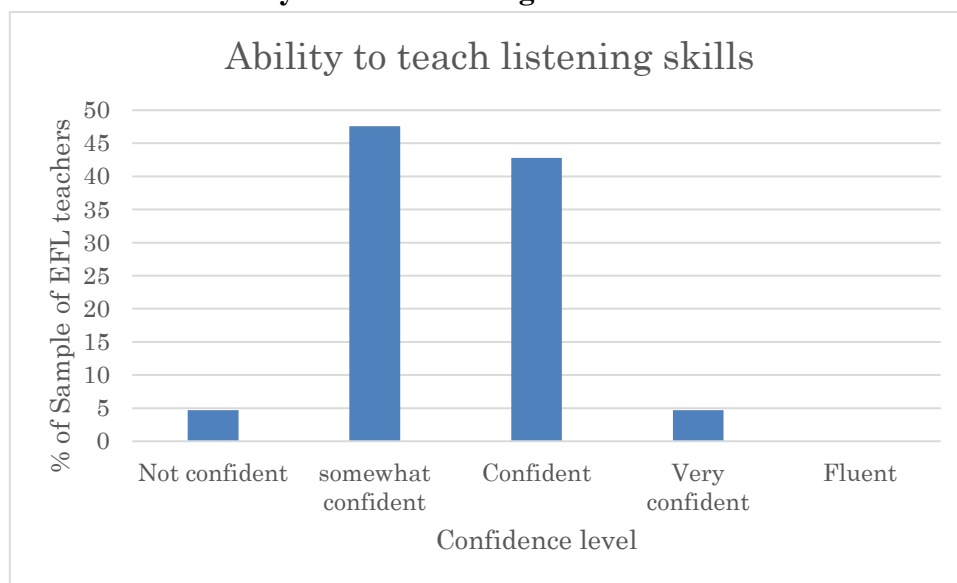
Figure 5.12. The ability to teach listening skills (n=21)

Answer	Count	Percentage
Not confident (A1)	1	4.76%
Somewhat confident (A2)	10	47.62%
Confident (A3)	9	42.86%
Very confident (A4)	1	4.76%
Fluent (A5)	0	0.00%
No answer	0	0.00%

Table 5.12 The ability to teach listening skills (quantitative data)

In Question 13, the participants were asked about their ability to teach listening skills to their students in the classroom. As illustrated in figure 5.12, a majority of 47.62% (n=10) of the participants selected that they were "somewhat" confident in doing so. The second highest response from the participants was 42.86% (n=9) of teachers who stated that they were confident in doing so, with 4.76% (n=1) of the participants each selecting

that she or he was either very confident in doing so, or not confident in doing so. Compared with speaking, this indicates that the participants were more confident in their abilities when they were asked to teach listening skills rather than speaking skills.

5.5.3. The ability to teach reading skills
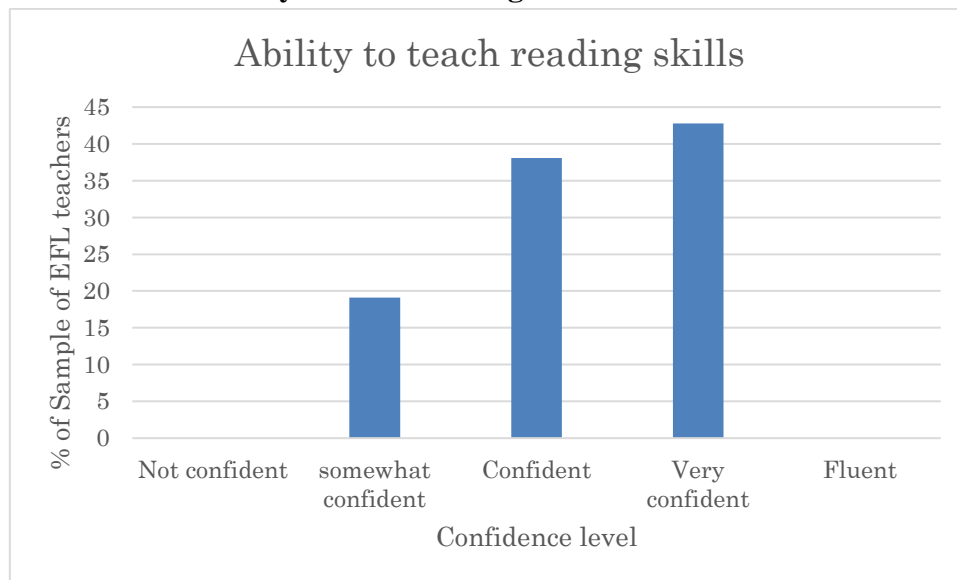
Figure 5.13. The ability to teach reading skills (n=21)

Answer	Count	Percentage
Not confident (A1)	0	0.00%
Somewhat confident (A2)	4	19.05%
Confident (A3)	8	38.10%
Very confident (A4)	9	42.86%
Fluent (A5)	0	0.00%
No answer	0	0.00%

Table 5.13. The ability to teach reading skills (quantitative data)

In question 14, the participants were asked about their confidence level in teaching reading. As illustrated by figure 5.13, the results showed that teachers' confidence levels increased in this domain. In the case of reading, when teachers were asked to rate their confidence teaching this subject, a majority of 42.86% (n=9) of the participants stated that they were very confident in doing so, with 38.10% (n=8) of the participants rating themselves as confident, and 19.05% (n=4) of the participants responding that they were somewhat confident.

5.5.4. The ability to teach writing skills
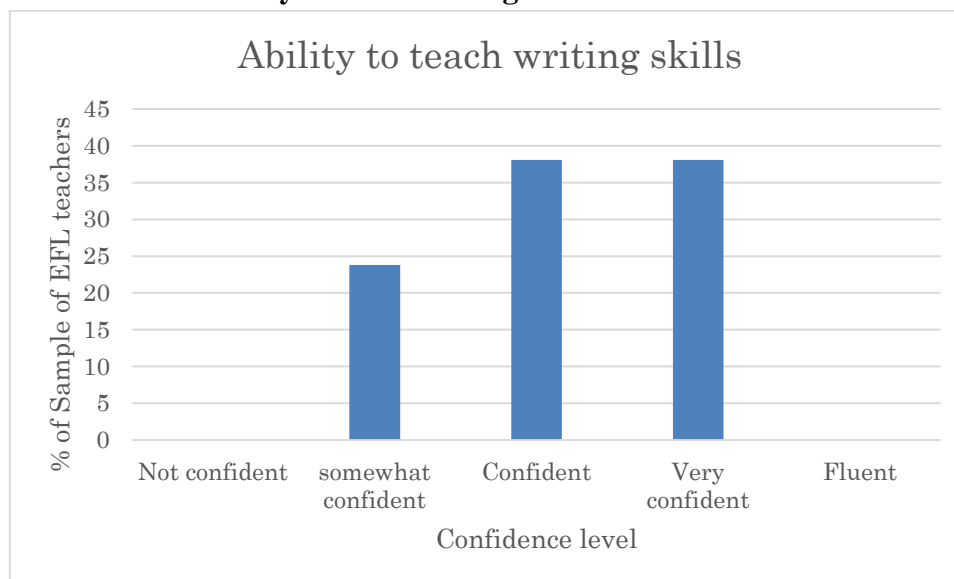
Figure 5.14. The ability to teach writing skills (n=21)

Answer	Count	Percentage
Not confident (A1)	0	0.00%
Somewhat confident (A2)	5	23.81%
Confident (A3)	8	38.10%
Very confident (A4)	8	38.10%
Fluent (A5)	0	0.00%
No answer	0	0.00%

Table 5.14. The ability to teach writing skills (quantitative data)

In question 15, teachers were asked to self-assess their ability to teach the skill of writing to their students, another subject that has been taught using GTM approaches. It can be seen that, when compared with speaking and listening skills, teachers' confidence levels had increased. In the case of writing as displayed in figure 5.14, 38.10% respectively (n=8 respectively) of the participants each equally responded that they were either confident or very confident in teaching this skill, with the remaining 23.81% (n=5) of respondents stating that they were somewhat confident in teaching this skill to their students. Also, as can be seen in the reading sub-section above, teachers demonstrated a higher level of confidence in teaching reading and writing skills in the classroom. This in itself indicated that teachers were still more accustomed to approaching classes in a GTM

manner rather than a communicative one, therefore showing a focus on passive skills within the classroom.

The results of this section showed that teachers were more comfortable teaching reading and writing skills to students, as communication and listening skills were self-assessed as relatively lower when it came to teaching these skills in the classroom. The results, therefore, showed that these teachers were focused on a GTM curriculum that allowed them to teach to their abilities, which was a focus on reading and writing skills. When this theme was further explored by triangulating the responses with informal interviews, the results further showed that the pressures of the examination system, which tests grammar and linguistic knowledge of a language, were highly influential in dictating which approaches were used in the classroom. As per Bartlett (2017), owing to the examinations system's current and ongoing structure, teachers viewed the incorporation of communicative tasks as a hindrance to students' test preparation, and they believed that communicative skills are not as important as the skills required to be successful on paper-based examinations, which was outlined in the literature review. Furthermore, as can be observed from the results displayed in Figure 5.4, as teachers' tests scores were deemed to be low level, the sample of teachers in this study lacked the appropriate skills and knowledge to conduct classes in a communicative manner owing to their lack of communicative competence and their lower levels of English as a whole.

5.6. Section 3: Class preparation time and classroom English usage

In section three of the questionnaire, teachers were asked questions about the amount of time that they took to prepare for classes, along with how much time they spent speaking English with their students, and providing opportunities for their students to undertake conversations in English in the classroom. The following results were

ascertained from the responses to a questionnaire analysed using Lime Survey.

5.6.1. Time spent speaking English in the classroom

Time spent speaking English in the classroom
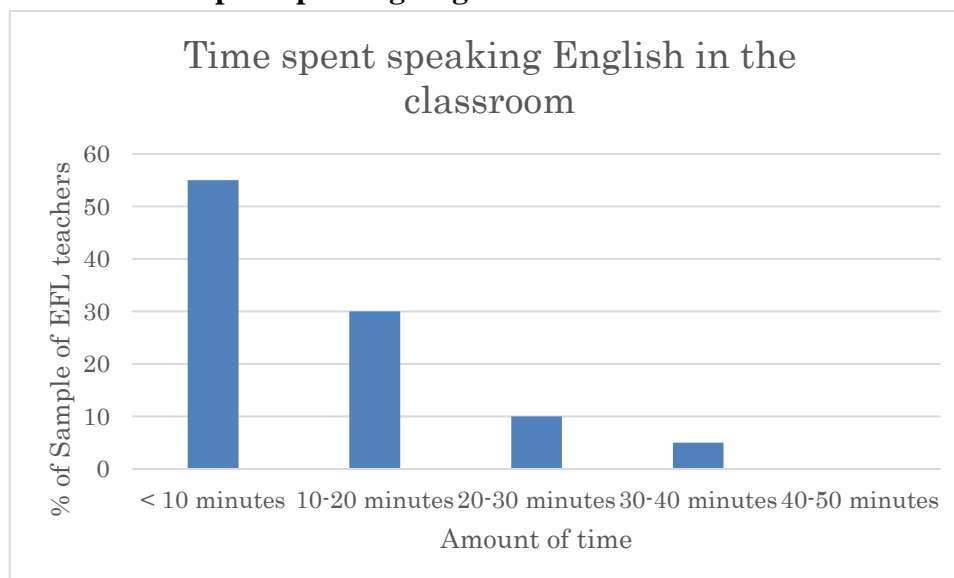
Figure 5.15. Time spent speaking English in the classroom(n=21)

Answer	Count	Percentage
Less than 10 minutes (A1)	11	55.00%
10~20 minutes (A2)	6	30.00%
20~30 minutes (A3)	2	10.00%
30~40 minutes (A4)	1	5.00%
40~50 minutes (A5)	0	0.00%
No answer	0	0.00%

Table 5.15. Time spent speaking English in the classroom (quantitative data)

Question 16 asked teachers to rate how often they used English in the classroom. Figure 5.15 shows that 55.00% (n=11) of teachers responded that they used English for less than 10 minutes of class time, and that they used a majority of Japanese during their classes. 30.00% (n=6) of the participants responded that they used between 10 and 20 minutes of English during the classes, with 10.00% (n=2) of the participants responding that they used English between 20 and 30 minutes of class time, with only 5.00% (n=1) of the participants recording that she or he used English for more than 30 minutes of class

time. As MEXT (Monbukagakusho, 2010) outlined that they at first wanted teachers to teach a whole class in English, and then changed this policy to teachers using English for the majority of class time, it can be seen that MEXT's goals have not filtered down into teacher practice.

5.6.2. Time spent encouraging students to speak English in the classroom
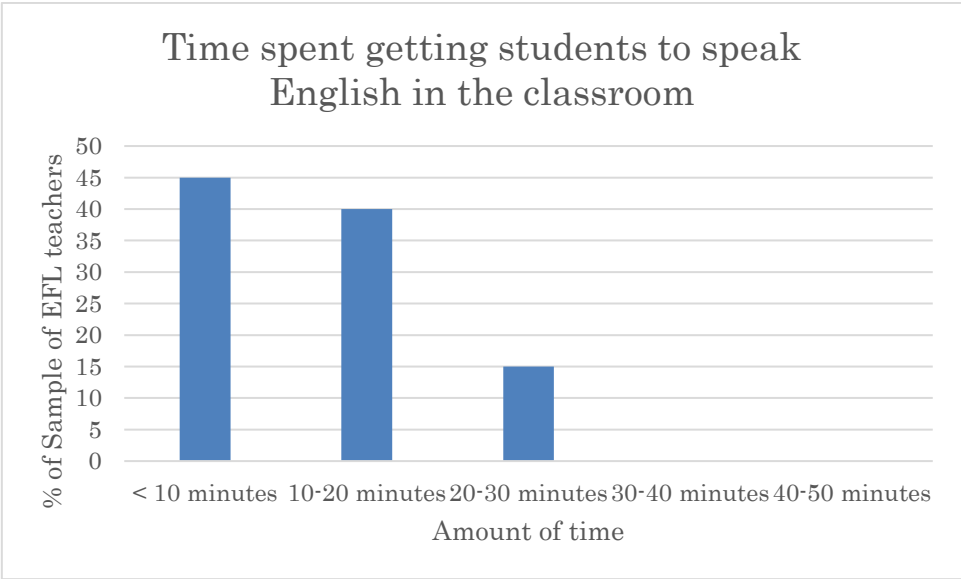
Figure 5.16. Time spend encouraging students to speak English in the classroom (n=21)

Answer	Count	Percentage
Less than 10 minutes (A1)	9	45.00%
10~20 minutes (A2)	8	40.00%
20~30 minutes (A3)	3	15.00%
30~40 minutes (A4)	0	0.00%
40~50 minutes (A5)	0	0.00%
No answer	0	0.00%

Table 5.16. Time spend encouraging students to speak English in the classroom (quantitative data)

In question 17, teachers were asked about the amount of time they allotted for their students to speak English during a 50-minute class. As illustrated in figure 5.16, 45.00% (n=9) of teachers responded that they provided less than 10 minutes for this task. The second highest number was teachers who allotted 10-20 minutes to the task, a total

of 40.00% (n=8) of teachers. Only 15.00% (n=3) of the participants stated that they provided between 20 and 30 minutes of time encouraging students to speak English in the classroom. Although the new curriculum stipulates providing as much time as possible for students to practise communication in the classroom, the results from this survey indicated that most of these teachers was not doing so. When teachers were further questioned in the next stage about whether they were speaking directly with students or whether they were getting students to speak with one another, responses showed that teachers were more likely to choose a student to converse with in front of the class while others students listened to the conversation, rather than getting students to speak English in the classrooms with one another, an indicative finding that supported the presence of the cultural constructs of "Face" and maintaining an authoritative stance in the classroom (Tao, 2014).

5.6.3.   What skill do you focus on teaching your students the most?
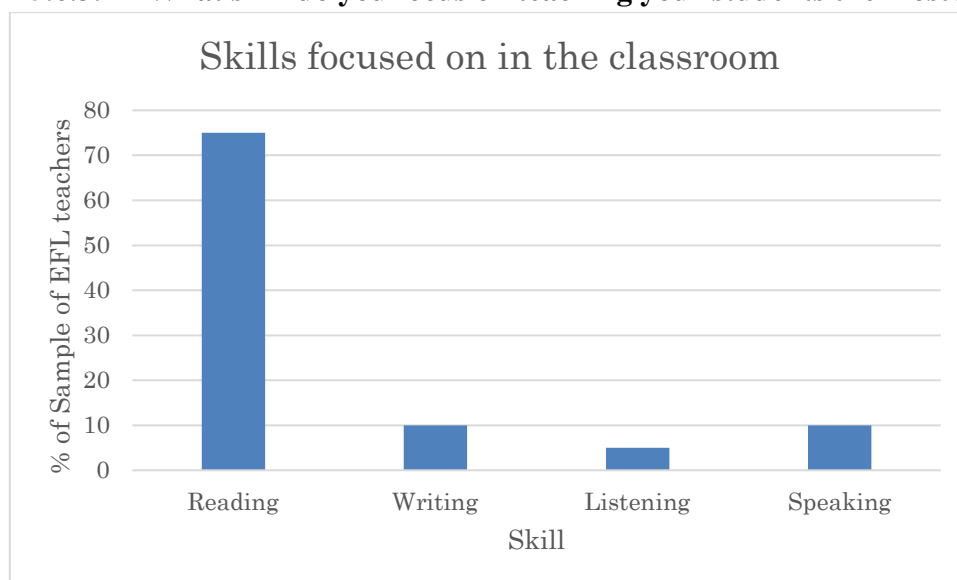
Figure 5.17. Skills that teachers enjoy teaching the most (n=21)

Answer	Count	Percentage
Reading (A1)	15	75.00%
Writing (A2)	2	10.00%
Listening (A3)	1	5.00%
Speaking (A4)	2	10.00%
No answer	0	0.00%

Table 5.17. Skills that teachers enjoy teaching the most (quantitative data)

Question 18 asked the participants which skill was their major focus when teaching in the classroom. This question was created to investigate whether teachers were still using GTM approaches or had transitioned to communicative approaches in the classroom. As illustrated in figure 5.17, 75.00% (n=15) of teachers selected that they mainly focused on reading tasks in the classroom, with 10.00% (n=2) of teachers stating that they focused most on writing, 10.00% (n=2) of teachers asserting that they focused mostly on speaking and 5.00% (n=1) teacher stating that she or he focused mostly on listening skills. These results showed that a majority of these teachers focused on reading.

The results from section three of the survey showed that these teachers spent a majority of their time in the EFL classroom teaching reading. 17 of the 21 teachers responded that they used less than 10 minutes of English during their classes. This showed that the MEXT implemented curriculum (2010) was not being implemented fully, and that for these teachers their practice was still heavily GTM- and examination-focused due to the fact that their classroom practice was based on reading and writing rather than on speaking and listening, which was the focus of the examinations that their students would undertake at the end of their high school education.

Although the guidelines for the new curriculum stated that teachers should be increasing the amount of English that they used (Monbukagakusho, 2010), as well as getting students to speak more in the classroom, these results provided a snapshot of the current realities of teachers not fulfilling the requirements laid out in the guidelines. These results indicated that their teaching practices had hardly changed when compared with the findings outlined in current literature such as Humphries and Burns (2015).

5.7. Section 4: Curriculum preferences

In this section, the participants were asked whether they would choose between

the old curriculum or the new curriculum to discover which was more suited to their workplaces and teaching styles. The following results showed that a majority of teachers were still heavily influenced by the old curriculum when it came to class preparation, class activities and teaching preferences.

5.7.1. Easier curriculum to prepare classes for?
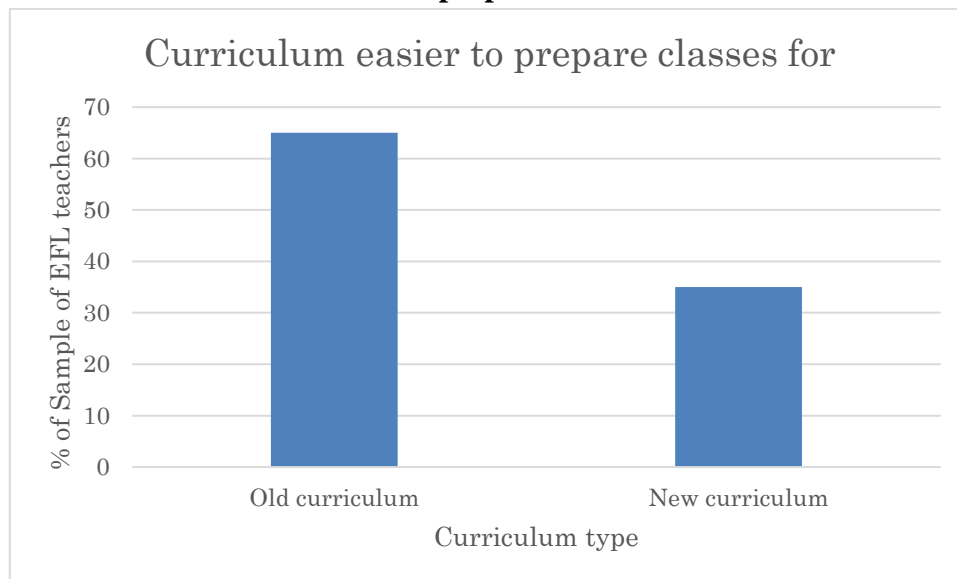
Figure 5.18. Easier curriculum to prepare for (n=21)

Answer	Count	Percentage
Old curriculum (A1)	13	65.00%
New curriculum (A2)	7	35.00%
No answer	0	0.00%

Table 5.18. Easier curriculum to prepare for (quantitative data).

In question 19, teachers were asked whether they found it easier to prepare for classes within the old curriculum guidelines or the new curriculum guidelines. As illustrated in figure 5.18, 65.00% (n=13) of the participants responded that they found it easier to prepare for classes with the old curriculum, with 35.00% (n=7) of the participants responding that they found the new curriculum easier for class preparation. In this question, when a further analysis of the participants' ages and genders was considered as a second step in data analysis, it can be seen that younger female teachers or younger

male teachers who had spent time abroad expressed feeling more comfortable with the new curriculum, whereas older teachers were more in favour of the old curriculum, a system in which they had worked for most of their careers.

5.7.2. Easier to prepare students for entrance examinations and Center examinations?
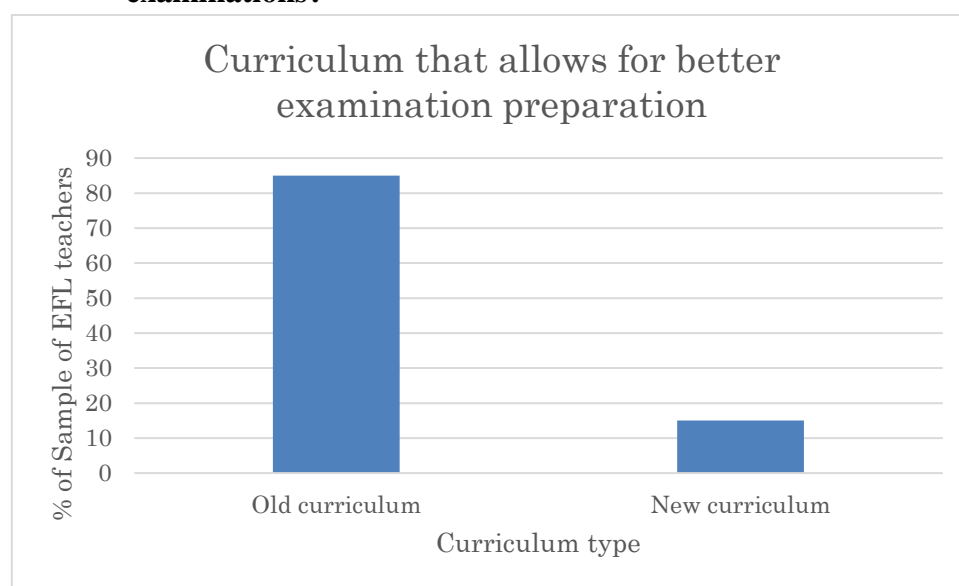
Figure 5.19 Easier to prepare students for examinations (n=21)

Answer	Count	Percentage
Old curriculum (A1)	17	85.00%
New curriculum (A2)	3	15.00%
No answer	0	0.00%

Table 5.19. Easier to prepare students for examinations (quantitative data)

In question 20, teachers were asked whether they thought that it was easier to prepare students for the university entrance exams and the Center examinations with the old or the new curriculum. As displayed in figure 5.19, 85.00% (n=17) of the participants stated that they found the old curriculum more favourable, with only 15.00% (n=3) of the participants responding that using the new curriculum facilitated the preparation of students for their examinations. One of the participants abstained from answering this

question.

5.7.3. To which curriculum is my teaching style better suited?
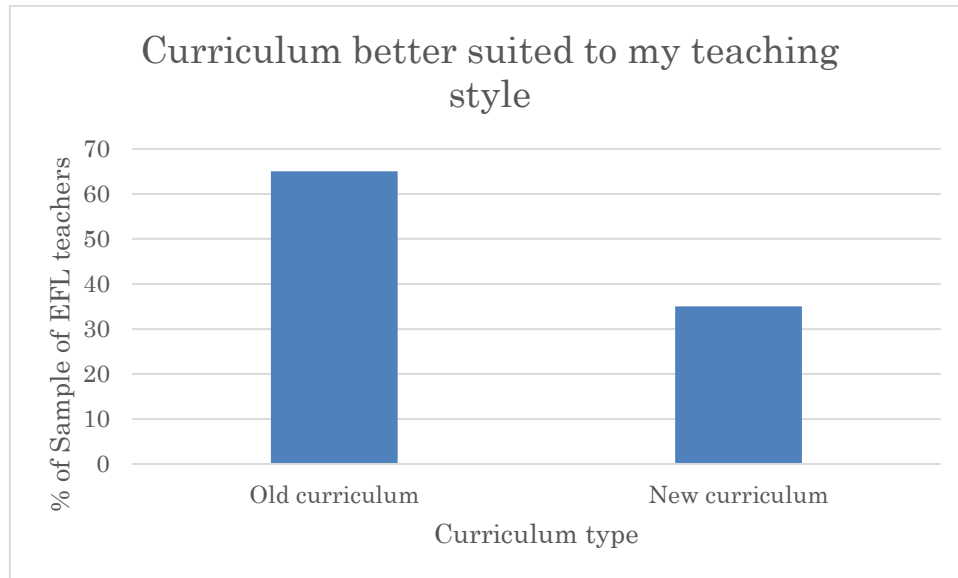
Figure 5.20. Curriculum better suited to teaching style (n=21)

Answer	Count	Percentage
Old curriculum (A1)	13	65.00%
New curriculum (A2)	7	35.00%
No answer	0	0.00%

Table 5.20. Curriculum better suited to teaching style (quantitative data)

In question 21, teachers were questioned about which curriculum they felt was better suited to their teaching style. As displayed in figure 5.20, 65.00% (n=13) of the participants believed that their teaching style was better suited to the old curriculum, with only 35.00% (n=7) of the participants stating that they felt the new curriculum was better suited to their teaching style. Again, one respondent chose to abstain from answering this question.

5.7.4. Which curriculum is better for my students' learning styles?
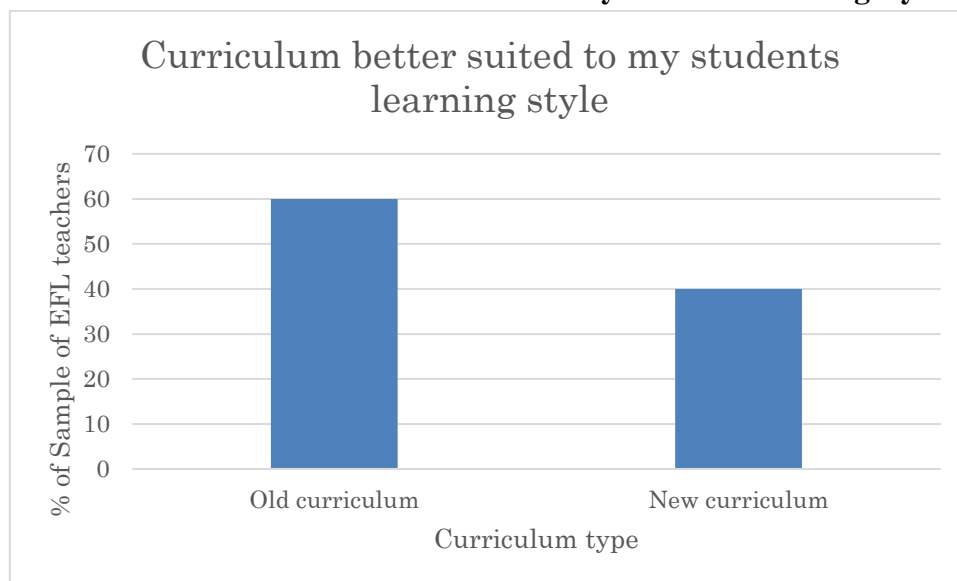
Figure 5.21. Better curriculum for students' learning styles (n=21)

Answer	Count	Percentage
Old curriculum (A1)	12	60.00%
New curriculum (A2)	8	40.00%
No answer	0	0.00%

Table 5.21. Better curriculum for students' learning styles (quantitative data)

In question 22 of the survey, the participants were asked about their students' learning styles and which curriculum that they perceived was better suited to those styles. There was a slight shift in numbers when these results were compared with the teachers' teaching styles. In this case as displayed in figure 5.21, 60.00% (n=12) of teachers believed that the old curriculum was better suited to their students' learning styles, with 40.00% (n=8) of teachers believing that the new curriculum with a communicative approach was more suited to their students' learning styles.

5.7.5.   Personal curriculum preferences?
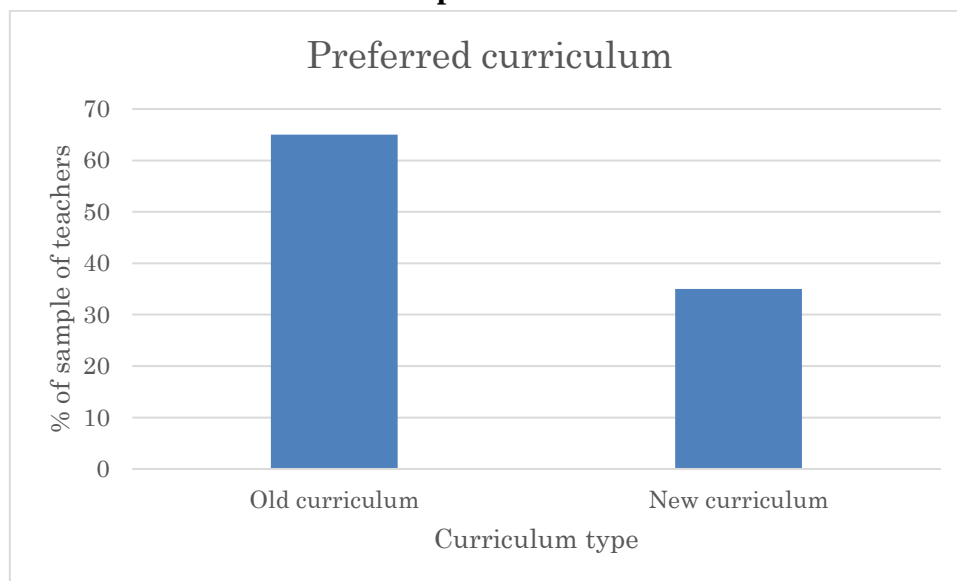
Figure 5.22. Personal curriculum preferences (n=21)

Answer	Count	Percentage
Old curriculum (A1)	13	65.00%
New curriculum (A2)	7	35.00%
No answer	0	0.00%

Table 5.22. Personal curriculum preferences (quantitative data)

In question 23 of the survey, teachers were asked to choose the curriculum that they preferred overall. As illustrated in figure 5.22, 65.00% (n=13) of the participants stated that they felt that they preferred the old curriculum to the new one, with 35.00% (n=7) of the participants stating that they preferred the new curriculum to the old one. One participant chose to abstain from responding to this question.

The above results showed that older teachers, regardless of their gender, were more accustomed to the old curriculum, and had a stronger preference towards it when compared with the new curriculum. When participants were individually identified in the data that were provided, those teachers who were either older, or who had been teaching in high schools for more than 10 years or more, had a stronger preference for the old curriculum. When we look at younger or newer teachers' responses to the questions in

section 3, we can see that these teachers were more willing to put the new curriculum into practice within their classrooms. These results showed that, in educational environments such as Japan, in which the seniority system is top-down in nature, if older teachers who were in positions of power did not agree with teaching in a communicative approach in the classroom, this had an impact on its implementation throughout the whole English teaching faculty in schools. As the results showed, even if teachers were being asked to incorporate CLT approaches within the classroom by MEXT in the new curriculum guidelines (2010), change would not occur if the senior teachers did not direct them to do so or did not agree with the stipulated changes.

5.8.   Informal interview results

In this section, 12 teachers were selected to take part in informal interviews to gain qualitative data in an attempt to help to explain why there seemed to be a hindrance to teaching using CLT approaches in the Japanese classroom. The participants were selected based on the category to which they belonged in relation to their years of teaching experience. Two participants from each of the following groups – more than 25 years of teaching experience; 20-25 years of teaching experience; and 16-20, 11-15, 5-10 and less than 5 years' experience in teaching – were selected to take part in informal conversations via Skype. One male and one female participant were chosen from each experience group to see what impact gender had on their responses, as literature suggests that female teachers are more likely to prepare for and incorporate communicative tasks in the EFL classroom (Mori & Gobel, 2006). This approach to participant recruitment for partaking in the informal interviews was chosen to provide the opinions and beliefs that were present within each level of the organisation to deliver a thorough and authentic representation of the views and opinions held by teachers within the Japanese high

schools to which the sample of participants belonged. The participants were re-identifiable to the researcher and were represented with a letter between A and L within this results section. The following is a reference guide for readers of this thesis, which helps to explain the years of experience that these teachers had in teaching EFL in Japanese high schools:

A) Male participant with more than 25 years of teaching experience,

B) Female participant with more than 25 years of teaching experience,

C) Male participant with 20-25 years of teaching experience,

D) Female participant with 20-25 years of teaching experience,

E) Male participant with 16-20 years of teaching experience,

F) Female participant with 16-20 years of teaching experience,

G) Male Participant with 11-15 years of teaching experience,

H) Female participant with 11-15 years of teaching experience,

I) Male participant with 5-10 years of teaching experience,

J) Female participant with 5-10 years of teaching experience,

K) Male participant with less than 5 years of teaching experience, and

L) Female participant with less than 5 years of teaching experience.

The four areas that were discussed with teachers during the informal interviews were: 1) Examinations, which had a weighted average of 4.40 in a word frequency analysis conducted in NVivo; 2) Organisational hindrances to the implementation of CLT approaches, which had a weighted average of 3.83 in NVivo; 3) Teachers' experiences with CLT approaches, which had a 3.13 weighted average; and 4) Training in preparation for the new curriculum, which had a 2.89 word frequency analysis recorded after the NVivo analysis took the place of participants' short answer question responses that were

collected in the survey. These were the themes that emerged after the statistical and descriptive analysis of the quantitative data. These four areas of further inquiry were not only selected owing to their prevalence and frequency of appearance in the first stage of data collection, but also heavily referenced in the findings presented in the literature review chapter of this thesis.

5.8.1. Topic 1: Examination Pressure

After the NVivo analysis of responses, the frequency of the word "exam" appeared at the frequency of 1.56, with the word "examination" appearing at the frequency of 1.45. From the 15 participants who were asked about examinations, the frequency of word usage in their responses was recorded at 38 times. When teachers were asked about whether they thought that the examination system that was currently in place in Japan was compatible with the current curriculum initiatives, all 12 teachers responded that they thought that the current examination system hindered the promotion of CLT approaches and communicative tasks in the classroom.

An overview of some of the teachers' responses is shown in the following word tree that was created in NVivo12 based on the short answer results attained from the participants in figure 5.23:
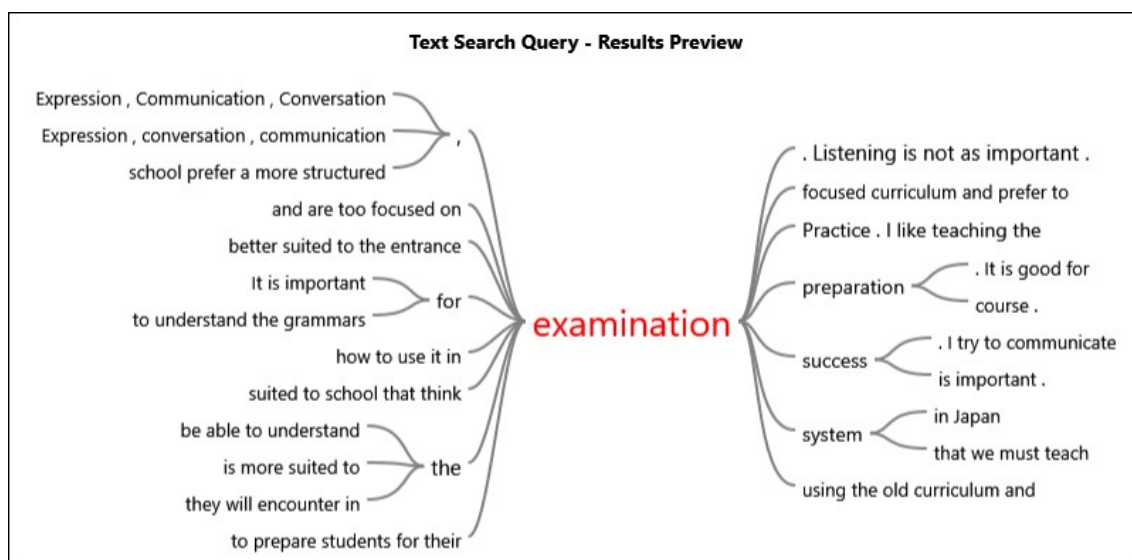
Figure 5.23. "Examination" word tree

The response from Participant B best outlined the importance of the examination system:

The examination system tests a student's theoretical knowledge and problem-solving skills in written contexts. The score a student receives on either the Center Exams or the University Entrance exams dictates whether a student will be able to go to university or not after graduating from High School. Because these exams are focused on written responses and multiple-choice questions, it doesn't matter whether students are able to speak their opinions, but whether they are able to recall grammar rules, sentence structures, and vocabulary meanings to answer the questions that are on the examination. Because there is no spoken component, a majority of teachers, including myself, focus on teaching grammar, reading and translations skills in the hopes that students can attain good scores on these tests.

A similar response from Participant I during his informal interview further uncovered that even teachers with direct experience with CLT who ranked lower on the

hierarchy were told not to incorporate it:

When I first started teaching in high school in Japan, I had just returned from studying abroad in America, and wanted to teach all of my lessons focused on using communication, discussion and group work tasks to improve the level of my students' speaking abilities. When I first stepped in the classroom, I knew that students would at first not be willing to communicate, but I didn't expect it to be as bad as it was. When it came to time constraints and the specific grammar and vocabulary that needed to be covered to prepare students for the examinations, it was easier to just revert back to GTM methods that other teachers were using. If the examination had a spoken component, I would use CLT approaches in the classroom, but, as it currently stands, it's easier just to give students prints that focus on grammar and reading for information. It's a shame because I like communicating. I don't think CLT will be properly incorporated until the examination system changes.

These two snippets from Participants B and I were selected as being representative of the responses attained from 12 participants who were informally interviewed. The participants' responses to the examination system unanimously indicated that the system itself did not promote or encourage teachers to use CLT approaches within their classrooms when it was not seen as beneficial to students' examination success. All the participants expressed verbally within their informal interviews that were undertaken on a one-on-one basis with the researcher that the examination system was an influential factor that shaped their teaching approaches. Even though scholarly literature (Littlewood, 2002; Swain, 1995) endorsed CLT as an important teaching tool to enhance all students' linguistic abilities, it seemed that teachers

did not perceive or understand in what ways CLT approaches could have a positive impact on students' test scores. This also demonstrated that the current examination system in place did not encourage or foster the necessity for CLT to be implemented at the classroom level.

5.8.2. The importance of examination results

Theme	Responses/Snippets that represented the whole
Examination results	-The exam results are the most important factor to get into university. - If students get bad results, they cannot go to university. - Good results mean students have more options to go to better universities. - The main focus of my lessons is to prepare students to get good results on exams. This is more important than speaking practice.

Table 5.23. Examination results responses

Another theme that presented itself during the informal interviews was the importance of successful results on examinations, which recurred in each informal interview conducted. As outlined in table 5.23, the participants expressed that they did not have enough time to prepare for the new curriculum, and did not have time to be flexible during their classes. According to Participant G:

I don't have enough time to prepare for classes to be taught in a CLT method, nor do I have time to wait for students to reply to questions that they are asked. Because I also have homeroom teacher duties, club supervision duties and patrol in the morning before school and when students are leaving school for the day, I

don't have much time to prepare for classes. To me, it is easier to use GTM methods because all I need to do is explain a grammar point and get students to write down my examples or answer questions for homework which I will check in the next class. If I was to use CLT methods, I would need more time to prepare for classes so that I don't make a mistake while speaking, and would also need to spend more time waiting for students to reply to questions, which takes a long time because they are not accustomed to discussions or expressing their own opinions verbally in the classroom. If I had more classes each week with the students, I may be able to slowly add speaking tasks in the classroom, but, with limited time and examination preparation taking precedence, it doesn't seem possible to do so in my current [this year's] schedule.

Participant D further reiterated the importance of results on examinations to a student's and school's future success. She stated:

The results on Center and university entrance exams are everything to my school leaders. The more students we can get into prestigious universities, the better our school will look to prospective families. The better results our students attain on these exams allows us to recruit better students. As the results of students' university entrance success are published either in the newspaper or in the school's official information packets for prospective students, it is essential that we increase the number of students passing and getting into higher level universities. The main concern of the principal at my school is preparing students for the examinations and increasing the number of successful graduates. In a staff meeting with English teachers, the principal attended and told all of us to not spend too much time on speaking tasks or CLT approaches, and to focus on

preparing students for the written and multiple-choice exams. At my school, we haven't really changed our approaches, even though the new curriculum is currently implemented.

These participants both reiterated the importance placed on examination results within the Japanese school system, and the pressures that schools faced with the importance of advertising successful results in the newspaper. Firstly, we can see that, even though the new curriculum was phased in and teachers were provided with professional development opportunities, time restraints were evident on teachers' out of class duties, and the examination system itself was of more importance to senior staff members than providing students with the opportunities to communicate in a foreign language as was outlined in the curriculum guidelines (Monbukagakusho, 2010). Until the examination system is changed, or until teachers are provided with enough time and professional development opportunities to prepare classes, or even until the culture of teaching changes to a social constructivist one, it seems unlikely that any foundational changes to the current teaching ethos within Japanese schools will occur.

5.8.3. Examination pressure influences on teaching practice

Theme	Response/snippets that represented the whole based on thematic analysis
Examination pressure	-I must teach so my students can succeed on exams. - The exam results are most important to my workplace, so I teach so students can get good results on it. -If my students get bad results, I may be given less important work to do.

Table 5.24. Examination results responses

When teachers were asked about how the examination system influenced their teaching practice, similar themes of the pressure and influence of the examination system emerged in all informal interviews conducted. The types of responses attained from the participants is provided in table 5.24. Teacher D, who from her response below seemed willing to incorporate communicative approaches in the classroom, stated:

It is a difficult [situation]. I like speaking and teaching communication, but it is not something that I feel other teachers view as important. Because, in most staff meetings with the English faculty, we are briefly told about the new curriculum changes that have been mandated, but are told to focus more on examination success than anything else. If the examination had a communicative task included, I presume more teachers might attempt to use more CLT and communicative approaches in their classrooms, but, as it stands, we also need to prepare students for the Center and university entrance examination from as early as possible, because these scores, rather than communicative competence, are most important to both the school's and [the] students' success. I just hope that, if students study English at University...university teachers are able to incorporate more communicative tasks to pick up the slack.

The above response was representative of themes that emerged during the thematic data analysis, which indicated that teachers believed that GTM methods were seen as being more beneficial than CLT and communicative skills for academic success. Also, it showed that schools were not adhering to the guidelines and recommended classroom activities that were mandated by MEXT (2010) as there was a belief among senior teachers that CLT approaches were not beneficial to academic success on the

Center and University Entrance examinations. As was expressed in the interviews, junior or younger ranking teachers were still being told by their *Senpai* that they should continue to use rote repetition and the memorisation of linguistic rules over communicative approaches in the classroom. Furthermore, handing over the responsibility of teaching communicative skills to students when they entered university rather than incorporating them within the high school classroom was a key issue found within the literature that examined the difficulties of students transitioning into university classrooms after graduating from high school, as was outlined by Cacali and Germinario (2018).

5.9. Topic 2: Organisational hindrances

When teachers were asked whether organisational hierarchy were influential in relation to their teaching approaches, all participants from F to L (7 out of 12 participants, who represented the younger/lower ranking teachers on the organisational hierarchy) stated that it was an influential factor. Yet teachers who were more highly ranked or who had worked longer in the organisation stated that it was influential to a lesser extent. This nuance was outlined by Gallant (2013) as existing in Confucian cultures, as age and years of experience were more highly valued than academic background or skills, and was reported by Sugimoto (2010) as influencing personal relations in organisational settings.

The influence of seniority on educational praxis was discussed during the informal interviews with all participants who took part in this study. In the informal interview conducted with Participant C, who was the head of the English language department at his place of employment, he was able to dictate the approaches to which younger teachers should conform within his school environment. He stated that:

My main role as the head of the English faculty is to guide teachers in creating materials and teaching classes that are valuable to a student's future success. I

sometimes have to tell newer staff to adapt their classes to focus on examination practice rather than classes that are not preparing students for the exams. I provide prints and explain to newer teachers what the focus of their classes should be, and sometimes observe their classes when necessary.

This statement indicates that senior teachers believed that it was their job to guide teachers and to mandate what approaches were incorporated within the classroom, regardless of whether it went against what was recommended within MEXT's curriculum guidelines (2010) or not.

When questioned about the importance of CLT tasks, Participant A, another senior teacher within his school, stated:

Although I think teaching communication skills is an important overall life tool, the current system doesn't allow for such approaches to be the focus of classes. Because the exams don't test for communicative ability, and our sole responsibility is preparing students for university positions, it is not a skill that should be focused on during classroom time. Also, most students will not work a job where they will need to use English, so for me it is more important to focus on providing students with the skills to get good results on exams than to become proficient English speakers. If that is the students' desire, they can work on that alone or major in English when they get to university, where there is more time to hone the skills that they will require for their future job…..I understand that some newer teachers would like to incorporate speaking into their curriculum. I allow them to do so with lower level classes, as those students usually don't want to go to university or don't require a deep knowledge of English for their future careers.

This response suggested how the senior teachers dictated to newer or younger employees how they should teach and which approaches they should use based on the level of the class being taught. Furthermore, the senior members of staff who participated in this process simultaneously felt that communicative competence was not seen as a skill for academic success, but rather for keeping lower level students engaged. It is also of importance to note that Participant D believed that the lack of CLT approaches in the high school classroom would be picked up and managed by university teachers, which was a common theme within CLT literature in Japan (Humphries and Burns, 2015), and that they believed that the lack would be picked up by someone else, and the results of this study further endorse this analysis. In the same way as *eikaiwa* teachers are supposed to pick up the lack of CLT in their classrooms (MacNauton, 2008), junior high school teachers will pick up extra workload from elementary school teachers, high school teachers from junior high school teachers and university teachers from high school teachers, and the lack of uptake of CLT found within this study was evidence of this trend still being present. Therefore, the responsibility for incorporating CLT in the classroom was not attributed to anyone based on the results attained from the sample of teachers who took part in this study. As was outlined in the MEXT guidelines (Monbukagakusho, 2010), the new course of study was an attempt to get teachers to realise that it was their responsibility to focus on communicative tasks and to improve the communicative abilities of Japanese students. However, this did not seem to have been successful, based on the data attained from the sample teachers who took part in this study.

When questioned, a participant who ranked lower on the organisational hierarchy based on age and years of experience as to whether they felt that CLT was beneficial to their students, Participant G expressed that:

It's a shame.… CLT has been mandated, but we are told by senior teachers not to incorporate it for more than a short period of time in our classes. I know that the exam scores are important, and I know that some of my colleagues struggle with speaking in English, but I would like to see whether it [CLT] has an impact on my students.…I was told by my senior [boss] that I should not spend time focusing on presentations or doing all of the tasks in the new textbook that are focused on speaking. He gave me a textbook [used in the old curriculum] to make copies from that was focused on multiple choice questions and fill in the blank word tasks, so I felt that he was telling me to change my classes to GTM focused regardless of what the new curriculum guidelines said. The following year, I was taken away from some of the advanced classes and was given all lower level classes, so [I] feel like I have been demoted because of my attempts to use CLT approaches in the classroom. I feel ashamed because of this…so I will now focus on GTM focused tasks and will hopefully get the advanced classes back again.

The above response from Participant G was representative of similar responses collected from Participants F to L during their informal interviews, showing the consequences when incorporating CLT tasks in the classroom. Firstly, as was recorded in both the literature review and the conceptual framework, GTM approaches have been standard in the high school English classroom, and the above response illuminated the importance still placed on GTM approaches by senior teachers and stakeholders. The responses from Participants F to L showed that, even if they had the desire to attempt to incorporate CLT approaches within their classroom praxis, they were not able to do so based on the rigid hierarchy that dictated which teaching approaches should be utilised. Overall, these responses illuminated the "high power divide and uncertainty avoidance"

prevalent within the Japanese organisational hierarchy as outlined by Hofstede (1983, p. 83).

5.9.1. The top down nature of the workplace

Theme	Responses/snippets that represent the whole
Hierarchy	- I don't have freedom; my boss dictates how we should teach. - I am not able to express my opinion in meetings. - When I use CLT, my boss tells me not to [do so]. - I wouldn't be able to use CLT at my school. - I was taken from a class for not teaching how the senior [boss] prefers.

Table 5.25. Hierarchy responses

These results become further meaningful if interpreted in the light of Hofstede's (1983) study of the power divide and the uncertainty avoidance of the Japanese hierarchy; the comparison illuminated the theme that a top-down organisational structure was present in schools and had an influence on the ways in which teachers approached their classes. Participant responses are provided in table 5.25 above. Participant F's response illuminated the difficulty in implementing the new curriculum guidelines based on the hierarchical nature of the school in which he worked, and it was representative of similar responses attained from Participants F to L. Participant F stated that:

Even if I wanted to incorporate CLT approaches in the classroom as the MEXT

curriculum guidelines mandate, I wouldn't be able to [do so] at my school

because senior management dictate to us how we should be teaching our classes.
We had a meeting with the principal, the department managers and the Senior
English faculty member of the school, and they all decided that they want all
English teachers in the school to continue to teach as they did in the old
curriculum. The principal even warned that, if he saw a drop in the students'
overall English scores on the Center examinations, they would conduct an
investigation to find out why and who was responsible.

This view was further illuminated by Participant H, who stated:

I had my students complete groupwork discussions in English when I was
introducing them to debating. After the class, I was called to the English
Coordinators office and questioned as to why I had wasted valuable class time
in getting students to prepare for a debate in English when I could have used the
time in a more productive manner. He also told me that there had been complaints
from teachers in surrounding classrooms that the students were speaking loudly
in English....This shocked me, and I then felt that I had to change my lessons....I
don't know whether to continue trying to incorporate CLT approaches in my
lessons because as a result I was singled out by my seniors [bosses].

Both of the above responses were representative snippets of the responses
attained from more lowly ranking teachers at the participants' schools. These results
showed that a top-down hierarchy was still prevalent within the Japanese school system,
and that stepping out of line, regardless of whether the teachers were trying to incorporate
the new curriculum guidelines in practice, was sometimes viewed as divergent behaviour,
especially if the senior members of management were not in agreement with the
curriculum guidelines. These results showed that the theoretical model of uncertainty

avoidance as outlined by Hofstede (1983) is still prevalent within Japanese schools and organisations today, as teachers have been conducting classes to align with the expectations of their senior teachers rather than with the MEXT guidelines. The results also suggested that the ways that the perceptions of others influence their decisions with regard to teaching in the classroom. This analysis of the informal interview responses showed that, if a teacher uses a certain approach to teaching that may be viewed by the majority as different, then that individual feels pressured to fit in with the group, as was found in the responses above. These responses bore further witness to the *uchi-soto* culture and that the concept of "Face" outlined in the literature review chapter of this thesis is a relevant and operative aspect of the workplace and an influence in the workplace. If a senior member of staff at a school were more in favour of GTM methods of teaching and learning, as had been the norm, then younger, more lowly ranking teachers were expected to teach in that style. However, if management were in favour of the new communicative curriculum, changes would be more evident among those schools.

5.9.2. CLT viewed as lower level education/a form of entertainment

Theme	Responses/snippets that represent the whole
CLT is for entertainment	- I use CLT when students are finished with other tasks. - CLT is for lower level students who don't want to go to university. - My workplace thinks talking is a time filling task to keep students entertained, so we are told not to waste time on it with advanced students.

	- I use talking in the classroom to try and make the lessons fun for students.

Table 5.26. CLT for lower level/entertainment

Asked about what ability-level of students were more receptive to CLT approaches in the classroom, participants responses outlined in table 5.26 showed that CLT was viewed as a skill for lower level students and to keep students occupied during class time. Participant K articulated that he would use CLT approaches in classes that were lower level, and with students who were in classes that were focused on employment rather than university pathways:

For students in lower level classes that do not want to go to university after graduating, I use CLT approaches. In these classes I teach general conversations based on topics in the textbook such as hobbies, sports, music and food. I use these tasks because the students' levels are low, and they do not have the ability to remember grammar patterns and vocabulary like higher level students do, so I use talking in the classroom to try and make the lessons fun for students who simply need the credits to graduate and find employment....Because these students will not go to university or take the Center examinations, fun rather than learning is my focus in these classes.

These comments showed that some of the participating teachers in this study believed that communication and spoken English are more for entertainment purposes, rather than being a tool that can enhance students' overall understanding and competence in the English language classroom, and that communication is seen as a tool to be used with lower level classes.

5.10. Topic 3: Teachers' experiences with CLT

In this section, teachers were asked about their experiences with using CLT as both a theory and a teaching tool. All participants who took part in informal conversations stated that they had either studied about CLT theoretically in their university courses, or that they had studied independently when the new curriculum (2010) was introduced; however, only participants J and K had had experience with using it as a teaching tool in the classroom. Figure 5.26 presents a word tree of participants' responses that was created in NVivo12 from participants' responses to the short answer questions to the survey:
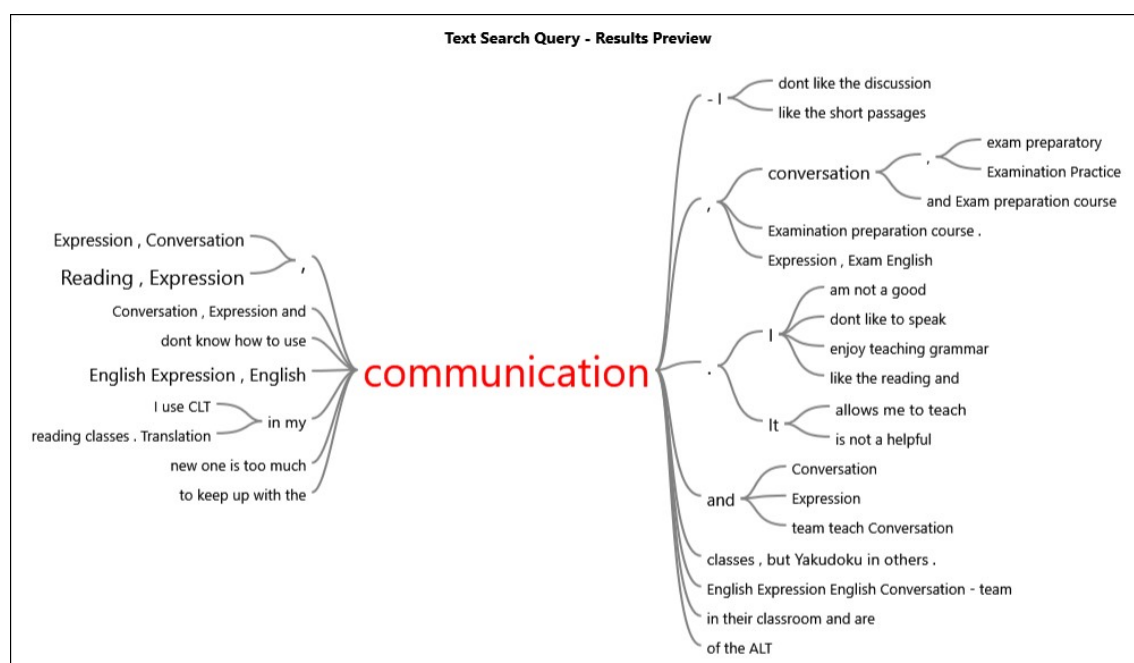
Figure 5.26. "Communication" word tree

Participant J explained about her experience in length. She stated:

When I was a university student, I belonged to the School of Education and was

training to become an English teacher. During this program, we were introduced

to theories that were important to people who wanted to become teachers. I

remember we covered CLT in one lesson, but it was not fully explained how to

utilise this theory practically in the classroom.… When I went on exchange [in

an English-speaking country], my teacher there said that she would teach the class in a CLT approach. This was my first experience with CLT in practice, and I remember I found it difficult to speak at first, but as time went on, I became more confident. As a result, I became more confident in my speaking and listening abilities, and feel that I began to use English in my day-to-day life and my scores on TOEIC doubled.....When I went on my teaching practicum in Japan, I was excited to use CLT in the classroom, but when my first class was over my supervisor scolded me, saying that I spent too much time on speaking and not enough time on grammar or vocabulary. He then told me that I should have all of my lesson plans approved by him before each of the classes I was to teach. In the end, I couldn't use CLT in the classroom during my teaching practicum. When I became a fully qualified teacher and started working at a different school, I had the same problem. After a month of classes, one of the senior English teachers took me aside and told me that people were talking about how my lessons were unorthodox and that I should try to teach in a GTM approach, which was the norm.....When the new curriculum was implemented, I was excited and voiced my opinion during meetings, but once again [I] was told that I shouldn't express my opinions and should continue to teach as I had in the [old] curriculum.

Based on the thematic analysis of the data that took place, Participant J's response was representative of the opinions expressed in informal conversations, which illuminated the views expressed by the newer teachers who took part in this study. All participants from I to L (4 out of 12 participants, representative of newer teachers) stated that they had studied the new curriculum during their teacher education programs, but were unfamiliar with how to incorporate the approach practically within their classrooms.

Participant A to D (4 out of 12 participants, representative of the senior teachers who took part in informal conversations) said that they had studied about CLT individually as it was not taught during their teacher training programs, with Participants E to H stating that they were unsure if they had studied about CLT in university or independently. All participants agreed when questioned by the interviewer that they were unsure of how to incorporate CLT approaches and tasks in the classroom in a practical way as they did not have any experience of learning in such a manner and they were unsure if they possessed the abilities to do so.

Finally, participants B, C, E, F, H and L (6 out of 12 participants) said that, because they were not confident in speaking in English, they had started attending *eikaiwa* (English conversation classes) to improve their English conversational abilities before (they believed) they would be required to speak English in the classroom and to teach students English conversation skills. Their beliefs showed that, even though these teachers may have had many years of experience in teaching English in the classroom, they did not believe that they had the necessary skills to teach in a CLT method, and that they did not possess the English communicative abilities to do so successfully.

These responses suggested that teachers' past experience with CLT was theoretical in nature, that they lacked practical experience in teaching using such a method and that, as a means to improve their own abilities for communicating in English, they attended classes in English communication as they believe that they lacked the English language abilities to conduct classes in a way that the new curriculum recommended.

5.11. Topic 4: Training in preparation for the new curriculum.

In this section of the informal interviews, teachers were asked to discuss their

experiences of preparing for the new curriculum implementation, and about the professional development days that they had undertaken in the process.

The results showed that there was a lack of professional development days in preparation for the new curriculum. Of the 12 participants questioned, eight of the respondents expressed similar uncertainties with regard to the usefulness of the professional development days that they had attended, with two stating that they were indifferent to the information that was shared on their professional development days as they did not intend to incorporate CLT approaches within their classrooms. Participant G's response showed the type of preparation that teachers undertook:

In my prefecture, we were first given the "Course of Study Guidelines" booklet that was sent to schools. It was a document stating that English classes should be taught in English, and that English should be used during class time. This was shocking to most teachers, and they were not sure whether they would be able to conduct all of their classes in English. Then, in 2012, MEXT sent out a state representative to our school, where they had asked one of our teachers to give a mock lesson for English teachers from other schools who would come and observe [her] class taught in a CLT approach. This teacher used the DVD provided by MEXT showing example lessons being conducted in a CLT style to prepare. Now it is important to note that this teacher practised teaching the same class four times in a CLT approach, using the same materials with the same group of students, thus presenting visiting teachers with an overly rehearsed lesson, which isn't something that teachers are able to do in their day-to-day practice. At the end of the class, there was a meeting conducted by the MEXT representative, where he stated that, as there were reported concerns from

teachers about teaching English classes in English,…MEXT [had] now changed
the policy to "an increased amount of English being used in the classroom
compared to the current classes being taught". When teachers asked questions
about the specific amount of time that English should be used, the MEXT
representative simply said, "Try to double the amount of time you currently speak
English, and also double the amount of time that your students speak English in
the classroom". This statement, I believe, is why many teachers felt that it was
okay not to use CLT in the classroom because they only spoke English for less
than five minutes in the classroom, so doubling it to 10 minutes wouldn't change
the remaining focus of the class.

Participant H, who belonged to the same school as Participant G, described the professional development days, in which teachers were told that they did not have to conduct their classes all in English, as follows:

Once the MEXT official said that the "teaching English in English" statement
was a misinterpretation, and that it should have stated to increase the amount of
English we provide students with the opportunity to speak and listen to in the
classroom, many teachers lost interest in trying to adapt their teaching styles to
the new curriculum. It was also at this point that questions about the new
textbooks changed from how to incorporate CLT in the classroom to how to adapt
the new textbooks, which were meant to be CLT-focused, back to GTM-focused,
as was currently the teaching norm at our school.

We can see that at this professional development day, in which one of the participating teachers' schools hosted one of the example lessons for teachers from other schools in the prefecture to observe, the teachers were at first anticipating that they were

required to teach their English language classes in English, and that, when they were informed that this was no longer the case, both the motivation to change and teacher talk in preparation for the new curriculum guidelines dwindled. It is also important to note that, even during the professional development day discussions, teachers discussed how to adapt the new communicative-focused textbooks to GTM-focused classes in front of MEXT officials. We can also see that even teachers at the school in which the professional development day took place stated that the teacher who was responsible for conducting the example CLT class had rehearsed the same lesson four times with the same group of students prior to performing the lesson for the attendees, thus showing the unpreparedness of using CLT as a daily approach to teaching on the part of the teacher who was selected by MEXT because of her self-perceived lack of English language ability to do so.

Participant E said the following about the professional development event that he had attended:

There was a lot of misunderstanding about how to grade students when it came to classes being focused on communication. With the examination-focused classes, there was only one answer that was an appropriate one, where[as] in the new curriculum, if a student is asked what they did on the weekend, and Student #1 answers, "I played soccer", and Participant #2 answers, "I played soccer with my friend at the park on Saturday", which student is correct and which student should be given a higher score?

This response illuminated the uncertainty that was evident among the participating teachers in this study, many of whom may still have viewed all tasks being presented in the classroom as being assessment-based, scored and ranked. Although this type of mentality is certainly important in classrooms focused on GTM teaching, it is not

as important in the CLT classroom as utterance and response, which, regardless of length or accuracy, should be encouraged to improve the communicative abilities of all parties involved. These results showed that the theories associated with CLT approaches were still misunderstood by teachers who were being asked by MEXT to teach in such a manner. In addition, the results further demonstrated that teachers were still heavily focused on grades rather than on getting students to use English in a practical manner, based on teachers' uncertainty about how to grade students' responses within the classroom during communicative activities.

According to Participant L:

> *Although we all attended one PD [professional development] day in preparation for the new curriculum, the senior teacher attended multiple PD days in preparation for the new curriculum, and played the role of our school's representative. He was then supposed to return to the school and pass on what he learned at the PD day to help all staff prepare for how to conduct classes within the new course of study guidelines. Yet, when this teacher came back, he gave us a copy of the prints he received, and told us just to read them. Then, when we had staff meetings after reading the prints, he told us not to incorporate CLT because he didn't think it was an approach that would be valuable to our students. As a result, simply because the senior English teacher didn't agree with the CLT approaches being mandated by MEXT, he told all English staff at our school not to incorporate it, thus not providing us with any useful information that he was told [learned about] during these PD days. This caused more confusion than clarity for English teaching staff at our school.*

The responses outlined above indicated that the staff members felt that there was

a lack of professional development days provided to all staff members, that the information provided at professional development days attended by senior teachers was either over-simplified or not provided to instructors, that there was no practical advice given besides an overly rehearsed lesson or a DVD of two example classes being viewed by participants (as was covered in the literature review chapter of this thesis) and that senior teachers who were prejudiced towards or professionally threatened by changing to CLT approaches with which they were unfamiliar and uncomfortable were in charge of training their teachers in how to incorporate CLT in the classroom. This was not done to junior teachers' satisfaction.

5.12. Conclusion

This chapter has outlined the findings of the surveys and informal interviews that were conducted with teachers, and it has provided insights regarding why teachers are reluctant to incorporate CLT in the classroom. First, it has outlined teachers' practices within the classroom, particularly the amount of time they spend using communicative approaches within the classroom. It has also uncovered the workplace factors that hinder CLT approaches being incorporated in the classroom and has further outlined the barriers to freely expressing their opinions about the pedagogical approaches that they use in the classroom. Further hindrances to the implementation of communicative approaches have been discovered to be teachers' confidence and level of speaking English, the examination system and its perceived importance to schools, teachers and student's success, and has also outlined the socio-cultural factors that dictate behaviour and practice within both the classroom and workplace environment. This chapter has further shown that an individual's position on the hierarchy within their workplaces is also a cultural factor to

be considered when it comes to implementing CLT approaches. These results will be further discussed and explored in Chapter 7 of this thesis, and have been triangulated with the results attained from Group 2: Graduate students.

6. Chapter 6: Students' results

6.1. Introduction

This chapter will interpret first the quantitative data collected through a survey, and then the qualitative data collected in a focus group discussion from Group 2, student participants.

During the first stage of data collection, quantitative data were collected using a survey containing multiple choice and short answer questions. From this data collection, general information regarding participants' gender, age and prefecture of origin has shown the specific areas of Japan to which these responses relate through a statistical analysis acquired during the survey. This information can then be generalized as representing the broader educational environment of high schools in Japan because the students represent 21 of Japan's 47 prefectures within Japan. The prefectures in which these students completed their schooling are representative of all of Japan, as they embody schools that are found in both city and country areas, are prefectures with various economic activities (white and blue collar workers), such as farming, fishing, manufacturing, researching, trade and business, and represent areas which host English speaking tourists, and those that do not. A descriptive statistical analysis of the results analysed the data for mean, median, frequency and theme of responses collected through using Lime Survey, and then, by the researcher manually analysing the data to check for validity. Answers that were not consistent with the questions being asked were checked with the participant by the researcher, and the appropriate results were input manually by the teacher when tables and figures were being created in Excel. This manual analysis conducted by the researcher allowed for further consistency and clarification of the results to be performed before moving onto the second stage of data collection. The findings of this statistical analysis assisted in formulating the questions and discussion topics during

the focus group discussions. The transcripts of the focus group discussions were subjected to a thematic analysis, which was conducted by creating word trees in NVivo to uncover what trends were present, before a manual analysis conducted by the researcher to provide further examples and analysis of the responses from the participants was undertaken. This data will be provided in detail later in this chapter.

Procedurally, the first set of quantitative data collected investigated the English Language Course of Study guidelines that were introduced by MEXT and how they were incorporated in students' lessons. They show that, according to the participants who took part in this study, speaking and listening are still considered secondary skills in classroom practice. A statistical analysis of the quantitative data gathered through open ended questions showed the frequency with which students were able to use English in the classroom, and indicated that students did not currently believe they were being provided with enough time to speak, listen or express themselves in the target language. Next, an analysis of responses investigating tasks that students focused on from most important to least important within their classes was conducted through multiple-choice questions. Students were asked to rank the tasks that they focused on from most to least during class time. The results showed that according to students, they are still mainly being taught in a GTM style. Next, qualitative data was collected in the form of short answer questions. The questions explored whether students perceive that the EFL education received is of value to them in not only their daily lives, but also their future job prospects, which is one of the major milestones in the MEXT course of study guidelines (MEXT, 2010).

The qualitative data that were collected in the second stage of data collection using focus group discussions are provided and show further insights into students' experiences of studying under the new curriculum. During the focus group discussions,

three topics were explored, based on their frequency of appearance within the first stage of data analysis, which were also consistent with the findings discussed in the literature review. These were: 1) their classes in high school, 2) their perceptions of how examinations affect their classes, and 3) their motivations for studying English with their preferred class learning styles. The results of the focus group discussions showed that students would prefer to have more opportunities to practise their communication skills in the classroom, but that these were impeded by limitations in teacher ability, cultural factors and organisational hindrances.

6.2. Student demographics

6.2.1. Gender of participants

Please select your gender.

Answer	Count	Percentage
Female (F)	25	32.47%
Male (M)	50	64.94%
No answer	2	2.60%
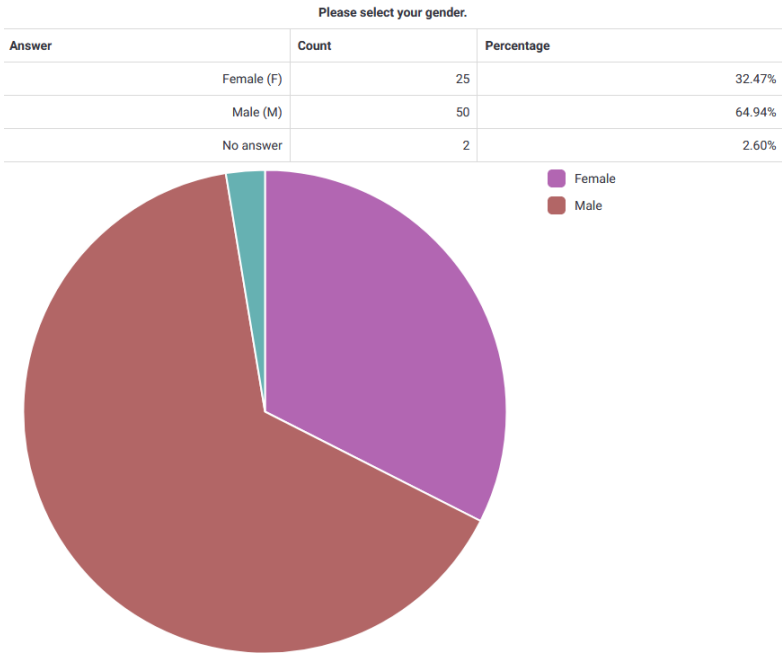
Figure 6.1. Group 2 Gender of participants (n=77)

Figure 6.1 Gender of participants.

The first question asked for students to choose the gender that they identified with from the three different options of Male, Female or Other (for intersex identifying

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individuals), thus providing the opinions held by all genders that took part in this study. As illustrated in figure 6.1, results of this question showed that males made up most of the participants in this group (64.94%), followed by females (32.47%) and two participants deciding not to answer (2.60%). Because the participants belonged to a science and technology major, which may be considered as a more male focused major when considering the gender disparities prevalent in STEM focused subjects, more male participants were present in this study than female ones (Marginson, Tytler, Freeman, & Roberts, 2013). Within the science major that the participants belonged to, it can be seen that a majority of the participants within this study identified as males. The 2 participants who did not provide a response to this questions are represented by the blue sector in figure 6.1.

Table 6.1 Age of the participants

Age	Total (n=)	Percent (%)
19	24	31.17%
20	45	58.44%
21	8	10.39%

Table 6.1. Age of Group 2 participants (n=77)

This question asked the participants to enter their age (at the time of answering the questionnaires). As outlined in table 6.1, most of the participants were 20 years old, making up 58.44% of total participants (n=45), followed by 19-year-olds at 31.17% (n=24), and 21-year-olds making up the remaining 10.39% (n=8). These results show that the ages represented are consistent with those who had completed their high school education as the first group of graduates under the new curriculum guidelines that were phased in from 2013 to 2016. This was also verified during question 4 of the survey, which asked students to input their year of graduating from high school, and all 77

participants input that they graduated in March 2016. This was further confirmed based on students being second year university students in September 2017, who had graduated from high school in March 2016, at a time when total implementation of the new curriculum guidelines was completed.

6.2.2. School distribution

This question asked the participants to type in the name of the prefecture in which they attended high school. This result allowed the researcher to firstly, compare the educational environments of different prefectures to identify similarities and differences between 59 different schools located throughout 21 prefectures (as listed below). Secondly, it provided for a wide-scale analysis to take place. This has allowed for multiple educational environment across Japan to be represented, therefore enabling the exploration of a diverse range of educational environments in which the new curriculum was implemented. This allows for the results attained to be generalised; they are, therefore, representative of the education being provided nationwide not only based on diversity and geography, but also because all high schools in Japan are required to implement the new curriculum guidelines, thus showing to what extent implementation and adoption in high school classrooms has occurred in multiple prefectural settings. Table 6.2 shows the demographic distribution of Group 2 participants. Data specific to the schools that students graduated from has been removed to maintain participant anonymity. As can be observed from the table below, the participants are from both metropolitan and rural prefectures, which can be reasonably expected based on the convenience sample selection methods incorporated within this study.

Prefecture where students went to high school	Number (n=)	Percentage (%)
Hyogo	22	28.57%
Osaka	16	20.77%
Nara	6	7.79%
Kyoto	4	5.20%
Hiroshima	4	5.20%
Wakayama	3	3.90%
Shiga	3	3.90%
Shizuoka	2	2.60%
Fukuoka	2	2.60%
Mie	2	2.60%
Kochi	2	2.60%
Gifu	2	2.60%
Okayama	1	1.29%
Ehime	1	1.29%
Kagawa	1	1.29%
Oita	1	1.29%
Ishikawa	1	1.29%
Nagano	1	1.29%
Aichi	1	1.29%
Ibaraki	1	1.29%
Tokushima	1	1.29%

Table 6.2. Demographic distribution of group 2 participants (n=77)

Figure 6.2 displays the demographic distribution of the participants who took part in this study (n=77). As participants in this category represent the educational environments of 21 out of 47 prefectures in Japan, the samples represent 44.68% of

prefectures nationwide, which allows for generalisations of the data to be offered, as supported by Wiersma and Jurs (2005). Table 6.2 shows that the participants from large metropolitan areas (such as Osaka, Fukuoka and Shizuoka), medium sized cities (such as Hiroshima, Kyoto and Hyogo) and rural prefectures (such as Tokushima, Shiga and Ishikawa) are included, thus allowing for the varying economic differentiations and lifestyle differences to be represented. This further allows for the data collected to be considered generalisable based on the above-mentioned variations being represented in the responses of the participants.

6.3. Section 1: Lessons

In this section, students were asked to provide data about the English lessons that they undertook in their high school education, with specific information about the amount of time covered by each of the 4 skills of Speaking, Listening, Reading and Writing, along with the tasks they felt they mainly focused on during class time.

6.3.1. Main skills covered during class time

This survey question was created to ask the participants about what skills they felt teachers focused on during their high school English classes, ranking these skills from most focused upon (1st) to least focused on (7th) during English classroom time. The participants were asked to rank the skills of 'Reading', 'Writing', 'Listening', 'Speaking', 'Grammar', 'Translation', and 'Practice tests. These options were chosen based on Bartlett's (2016) research into high school teachers and their preferred teaching skillsets.

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class.

[1st]

Answer	Count	Percentage
Reading (A1)	30	38.96%
Writing (A2)	7	9.09%
Listening (A3)	3	3.90%
Speaking (A4)	3	3.90%
Grammar (A5)	16	20.78%
Translation (A6)	4	5.19%
Practice tests (A7)	14	18.18%
No answer	0	0.00%

Figure 6.3. Skills focused on (1st Reading) (n=77)

Question 6 of the survey asked students to rank in order of frequency the skill that they most focused upon in their English classes. Responses to question 6 of the survey as displayed in figure 6.3 shows that 38.96% of the participants ranked 'Reading' as the most heavily focused on during their EFL classes, with 'Grammar' being second (20.78%) and 'Practice tests' (18.18%) being the third most prevalent skillset that the participants believed their teachers focused on. These results indicate the participants' belief that the skills their teachers focus on when teaching in the classroom are all skills that are usually found in GTM focused classrooms. Although the new curriculum has been designed to enhance CLT approaches in the classroom, skills that would be associated with the outcomes of these comprise the least selected skillsets chosen by participants in the most focused upon skill set category, with 3.90% selecting the skill of 'speaking', and 3.90% of participants selecting 'listening'.
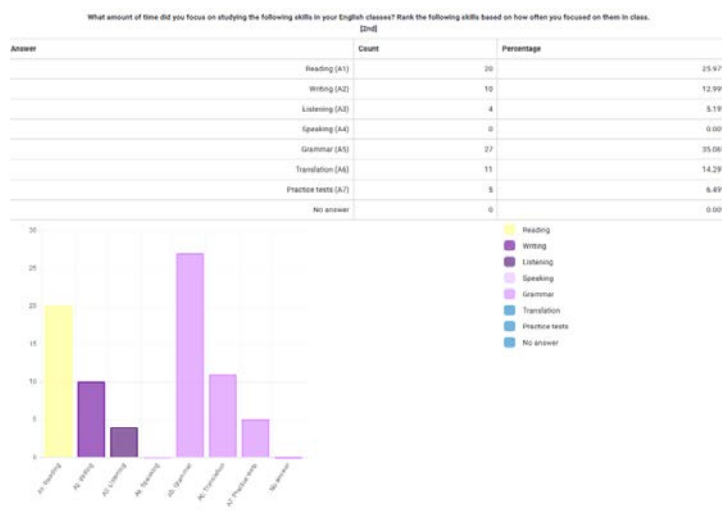
Figure 6.4. Skills focused on (2ⁿᵈ Grammar) (n=77)

When the participants selected the second skillset that the teachers reinforced based on time spend on tasks in the classroom, as illustrated in figure 6.4, the results showed that 'Grammar' was most prevalent with 35.06%, followed by 'Reading' with 25.97% being second, and 'Translation' coming in as the third most practiced skill at 14.29%.
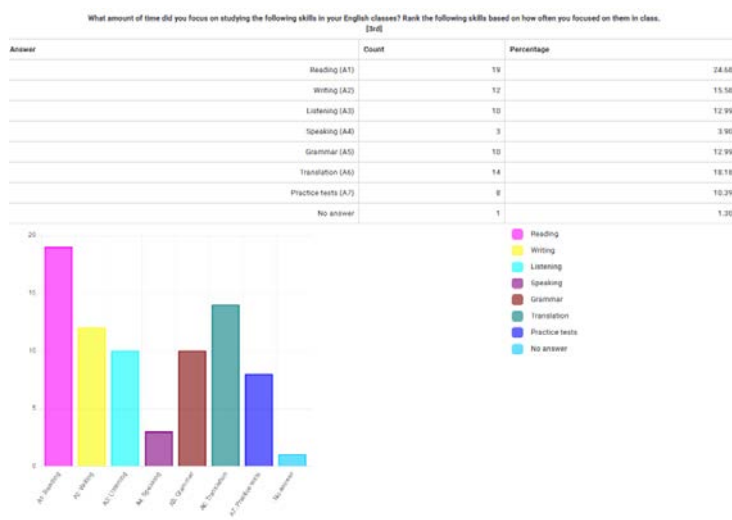
Figure 6.5. Skills focused on (3ʳᵈ Reading) (n=77)

When the participants selected their third most focused upon skills in the

classroom, 'Reading' once again came out on top with 24.68%, followed by 'Translation' with 18.18% coming in second, and 'Writing' with 15.58% as the third skillset. These results are displayed in figure 6.5 above.

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class.
[4th]

Answer	Count	Percentage
Reading (A1)	3	3.90%
Writing (A2)	21	27.27%
Listening (A3)	10	12.99%
Speaking (A4)	9	11.69%
Grammar (A5)	6	7.79%
Translation (A6)	16	20.78%
Practice tests (A7)	11	14.29%
No answer	1	1.30%
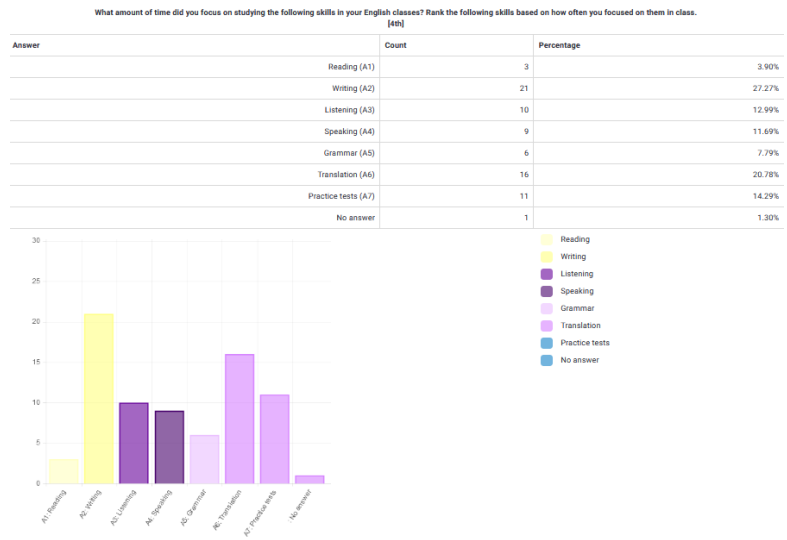
Figure 6.6. Skills focused on (4th Writing) (n=77)

As can be seen in figure 6.6, 'Writing' was the skill set that was fourth most focused upon, with 27.27% of the participants selecting this answer, followed by 'Translation' skills at 20.78%, and 'Practice tests' at 14.29%. At this stage, the participants had not chosen CLT focused tasks as one of the top three skillsets focused upon in this category.

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class. [5th]

Answer	Count	Percentage
Reading (A1)	3	3.90%
Writing (A2)	19	24.68%
Listening (A3)	14	18.18%
Speaking (A4)	6	7.79%
Grammar (A5)	11	14.29%
Translation (A6)	10	12.99%
Practice tests (A7)	11	14.29%
No answer	3	3.90%
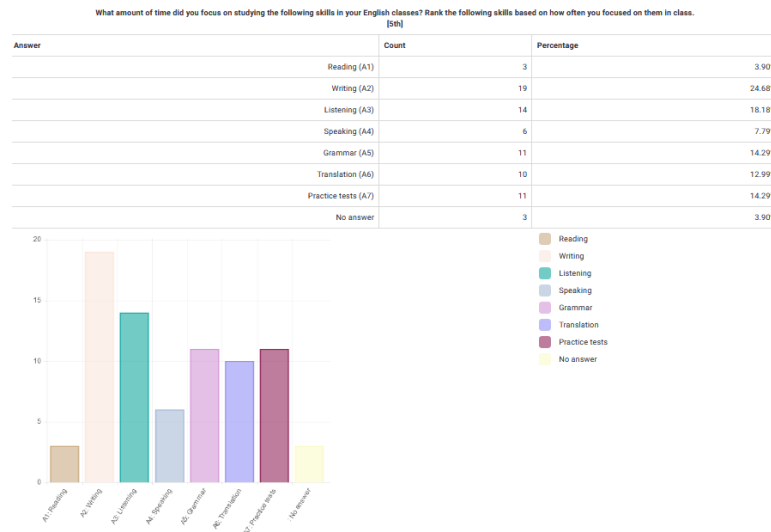
Figure 6.7. Skills focused on (5th Writing) (n=77)

As displayed in figure 6.7, when ranking what skill was the fifth most focused on during their English classes, results showed that 'Writing' was the fifth most prominent with 24.68% of responses, followed by 'Listening' at 18.18 %, and 'Practice tests', and 'Grammar) equal third, representing 14.29% of responses.

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class. [6th]

Answer	Count	Percentage
Reading (A1)	2	2.60%
Writing (A2)	5	6.49%
Listening (A3)	27	35.06%
Speaking (A4)	12	15.58%
Grammar (A5)	4	5.19%
Translation (A6)	13	16.88%
Practice tests (A7)	13	16.88%
No answer	1	1.30%
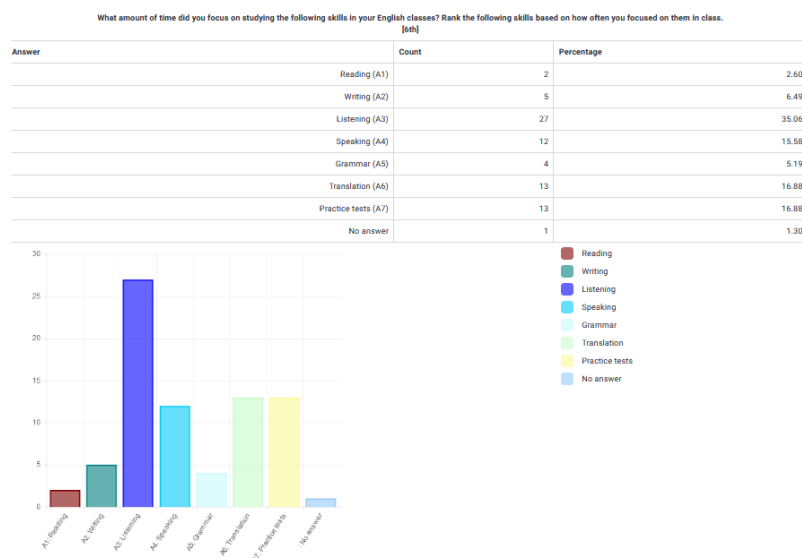
Figure 6.8. Skills focused on (6th Listening) (n=77)

When it came to the sixth most focused upon skill in their English

classes, 'Listening' was rated highest with 35.06% of responses, followed by 'Practice tests', and 'Translation tasks' equally being selected second at 16.88%, with 'Speaking tasks' coming in at fourth with 15.58% of total responses. These figures are displayed in figure 6.8 above. As is to be expected from the responses at the beginning of this section, the responses that were selected as being most focused upon ('Reading', 'Writing' and 'Grammar') now appear lower in students' selection frequency.

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class. [7th]

Answer	Count	Percentage
Reading (A1)	0	0.00%
Writing (A2)	1	1.30%
Listening (A3)	6	7.79%
Speaking (A4)	38	49.35%
Grammar (A5)	4	5.19%
Translation (A6)	7	9.09%
Practice tests (A7)	14	18.18%
No answer	7	9.09%
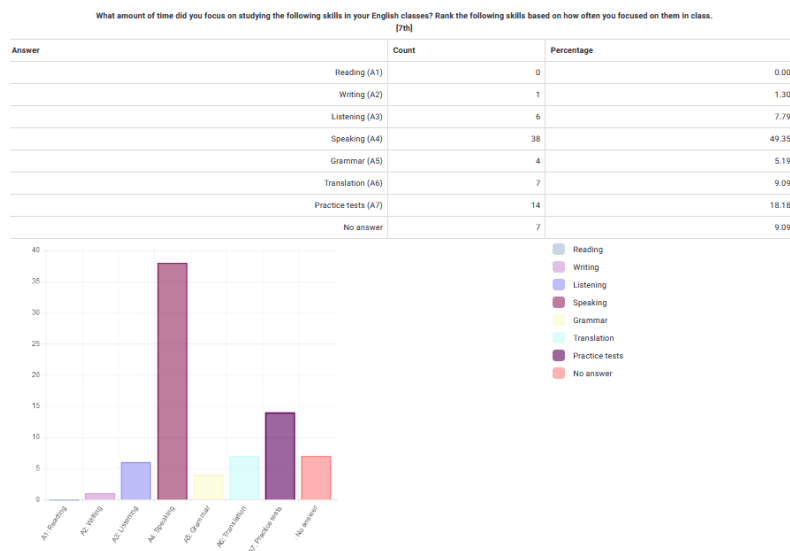
Figure 6.9. Skills focused on (7th Speaking) (n=77)

Finally, when students were asked to select the skill that was least frequently focused on of the seven skills provided on the survey, 'Speaking' was the most selected response, selected by 49.35% of the participants. In both theory and practice, these responses shaped the participants' high school education.

These results suggest that the participants' teachers were not focusing on the key skills of 'Speaking' and 'Listening' within the classroom, which should be the focus of their classes within the new communicative curriculum that was implemented nationwide. What also becomes apparent, based on the quantitative data provided above, is that,

according to these participants' experiences of studying under the new curriculum guidelines from 2013 to 2016 their classes were still heavily focused on GT methods of instruction, with the focus being on 'Reading', 'Grammar', and 'Practice tests'. Therefore, these results therefore show that in regard to the sample of students selected to take part in this study, that communication skills were not promoted in their classrooms, and that they were not presented with opportunities to communicate in English during their high school language classes.

6.3.2. Section 1 summary

These findings are reminiscent of those outlined by Michaud (2015), indicating that even though expectations of teaching methods have changed in the curriculum guidelines, teachers and schools are still heavily focused on teaching skills that are considered essential for examination success. This then has an impact on the amount of time provided to students to communicate in English in the classroom, which is the main goal of the new communicative guidelines. These results illuminate the problem that even though the new curriculum is promoting communicative approaches in its policy, practice is still heavily focused on GTM methods (Bartlett 2017). Bartlett (2017) suggests that there seems to be a divide between teaching to the new curriculum and improving students' communicative skills as outlined by MEXT, and that teaching in Confucian classrooms that are heavily focused on examination scores rather than for practical language competence, is a major hindrance to the incorporation of CLT in the Japanese EFL classroom.

6.4. Section 2: Language instruction frequency

This question asked students to assess the amount of time that they heard their teacher speak English in a typical 50-minute class, and how often they were provided with opportunities to communicate in English during class time. This question was

created because in the MEXT guidelines, teachers are encouraged to provide more opportunities for students to speak in and listen to English, so this question allows for an analysis into the amount of time teachers and students use English in the high school classroom since the implementation of the new curriculum guidelines.

6.4.1. Language used during English classes
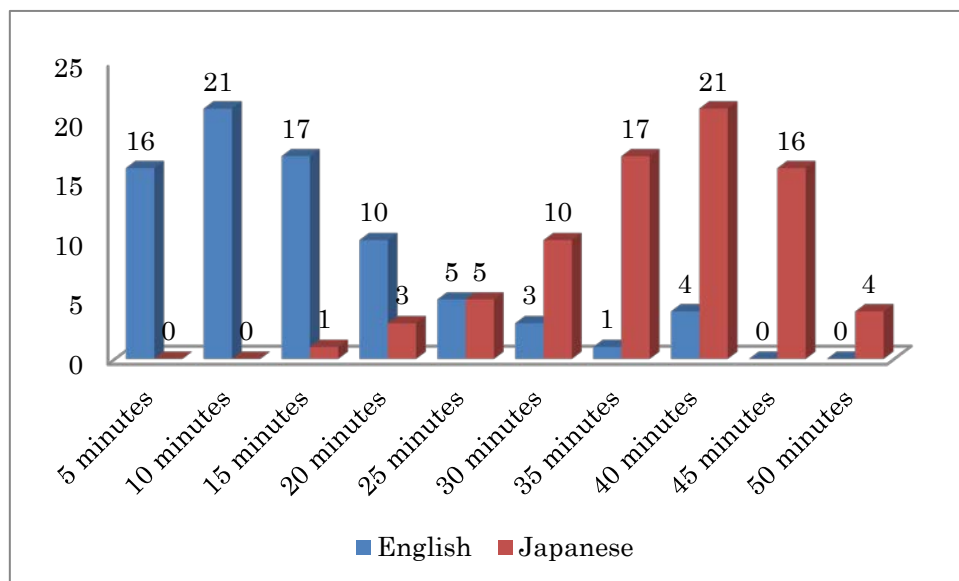
Figure 6.10. Amount of time using English in the classroom (n=77)

Question 7 on the survey asked students to provide information about the amount of time they used English or Japanese in the classroom. As it was an open-ended question, the students were freely able provide their estimates. An analysis of the results as displayed in figure 6.10 allowed for the researcher to discover the median amount of time students were presented with 'Speaking' and 'Listening' opportunities in English, and to determine whether students were being provided with more opportunities to listen to and speak in English as had been recommended in the curriculum guidelines, to see whether the actuality of their educational experiences matched the ideals outlined in the curriculum guidelines.

Results show that 27.27 percent of the participants (21 out of n=77) stated that their teachers taught a standard 50-minute class using 40 minutes of Japanese and 10 minutes of English. The second most popular recorded response by the participants showed that 22.07 percent of the participants (17 out of n=77) asserted that their classes consisted of 35 minutes of Japanese and 15 minutes of English. The third most recorded response representing 19.48 % of the participants (15 of n=77 participants), showed that classes were taught for 5 minutes in English and 45 minutes in Japanese. These results indicate that the participants and their teachers used English in the EFL classroom between 5 and 15 minutes each class, with Japanese being used more than 80% of class time, with an average of 50 minutes. As one of the aims of the new curriculum is to enhance students' opportunities to communicate in the classroom, these results show that from the participants' perspective, this has not been the case. The lack of communicative competence of teachers and the senior teachers dictating teaching approaches as have been discussed in chapter 5 are certainly factors for this being the case, but when the data from this section was triangulated with the participants' responses in the focus group discussions, we can also find that students are at times hesitant to talk in the classroom in case they are viewed as disruptive or negatively impacting the flow of the class. These factors have been explored in further detail later on in this chapter.

6.4.2. Summary

These findings show that on average, Japanese students spend more time listening to their teacher speak in Japanese in the EFL classroom, and have more opportunities to communicate in Japanese rather than English in their English classes. The results show that even though MEXT has encouraged teachers to use more English in the EFL classroom, and to provide their students with more opportunities to use English

during classroom time, that it has not occurred. Student participants in this research have shown that not only are they not provided with enough opportunities to focus on improving their communicative skills, but that the focus of their classes is based on the passive skills of 'Reading', 'Grammar' and short answer 'Writing' tasks. Until teaching approaches are changed to focus more on CLT, and until teacher's proficiency levels rise, it is doubtful that students would be able to improve their communicative competence as the goals of the MEXT curriculum hope to achieve.

6.5. Section 3: Activities undertaken in the classroom

This section of the questionnaire asked participants to provide details about the types of activities they had the opportunity to focus on in the EFL high school classroom. The survey was designed so that students could select yes or no responses to a list of activities that are commonly used within the English language classroom based on literature provided by Brown (2001) and Anani Sarab, Monfared, and Safarzadeh (2016).

6.5.1. Variety of activities used in the classroom

The categories in this question that participants were able to choose from were created based on tasks that are usually found within the EFL classroom as outlined by Humphries and Burns (2015) and Bartlett (2016) in the literature review. This question was created to discover the focus of the participants' learning in the EFL classroom, and whether they were taught in CLT approaches as stipulated by the MEXT curriculum, or in GTM approaches which are common practice in Japan (Ford, 2009)
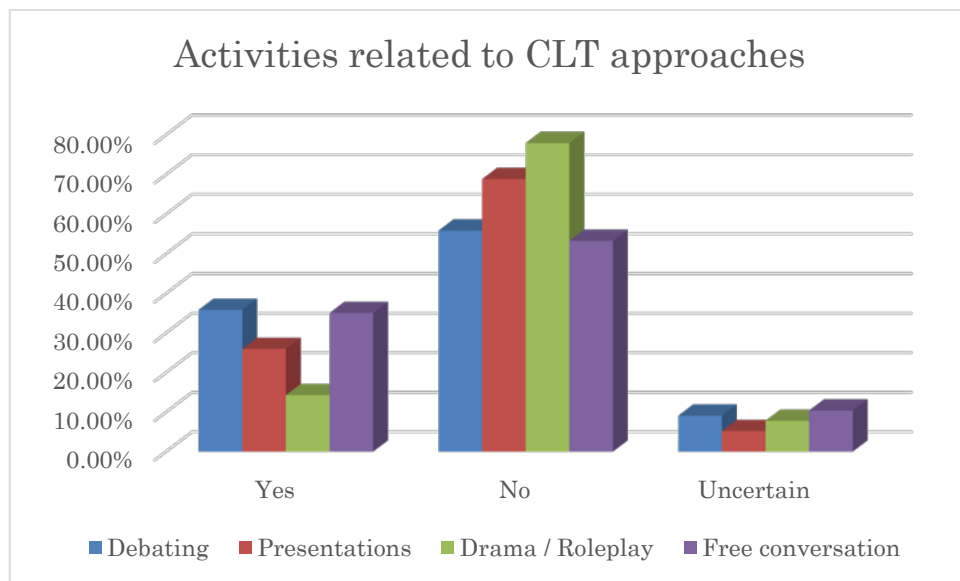
Figure 6.11. Activities related to CLT approaches (n=77).

Figure 6.11 displays the results for question 9 where students responded "Yes", "No" or "Uncertain" to the types of tasks they undertook in the EFL classes. As illustrated in figure 6.11 above, most participants recorded that they did not undertake tasks that incorporated debating, presentation, drama/ roleplay, or free conversations in the classroom.

With regard to debating, 55.84% of the participants responded "No" while 35.06% of the participants responded "yes". The final 9.09% of the participants responded that they were "uncertain". The MEXT guidelines emphasized creating opportunities for opinion exchange through the incorporation of debating, yet it seems that more than half of the respondents did not have any experience with this type of task in the EFL high school classroom.

When it came to presentation skills, the results were further divided, with 68.83% of the participants responding that they did not have any opportunity to give presentations in the high school English classrooms. Although 25.97% of the participants

had experience with making presentations in their English classes, this number is much less than one would expect had the MEXT curriculum guidelines been the benchmark. A DVD of sample classes released to high school teachers in 2012 through each prefecture's Board of Education (as outlined in the literature review) show that presentation skills were one of the key focal points introduced, yet post analysis, the data shows that these tasks were not used in most of the participants' high school classes.

When analysing the extent to which drama, acting or role-play activities were incorporated in the participants' classes, results show that a majority (77.92%) of students did not have experience with these activities. Less than 1/6th of all participants in this group, representing 14.29% of the participants, that had experience with these types of activities. Lastly, 7.79% of the participants responded that they were uncertain whether they had experienced learning through drama, acting or role-play activities within their English classes, which could further suggest that some of the sample participants who took part in the surveys, were not sure what the focus of their learning within the EFL classroom was.

Free conversation tasks were not experienced by most of the participants in this group, with 64.25% of the participants selecting "no", 35.75% of the participants had experienced the incorporation of free conversations within their EFL classrooms. Some students have experienced this type of activity in the classroom, showing that not all classrooms are providing the participants with the same opportunities and that individual teaching styles may play a role in what activities are selected to be incorporated within the classroom, a point previously addressed in the literature review. Yet, 10.39% of the participants responded that were uncertain as to whether they were introduced to free conversations within the classroom, a conundrum that would benefit from further analysis.

When it came to subjects that are used within GTM focused classrooms, such as reading, textbook dialogue mimicking, translation tasks, grammar tasks, and listening tasks, we can see that all 77 participants selected that they were introduced to these types of activities within the classroom.
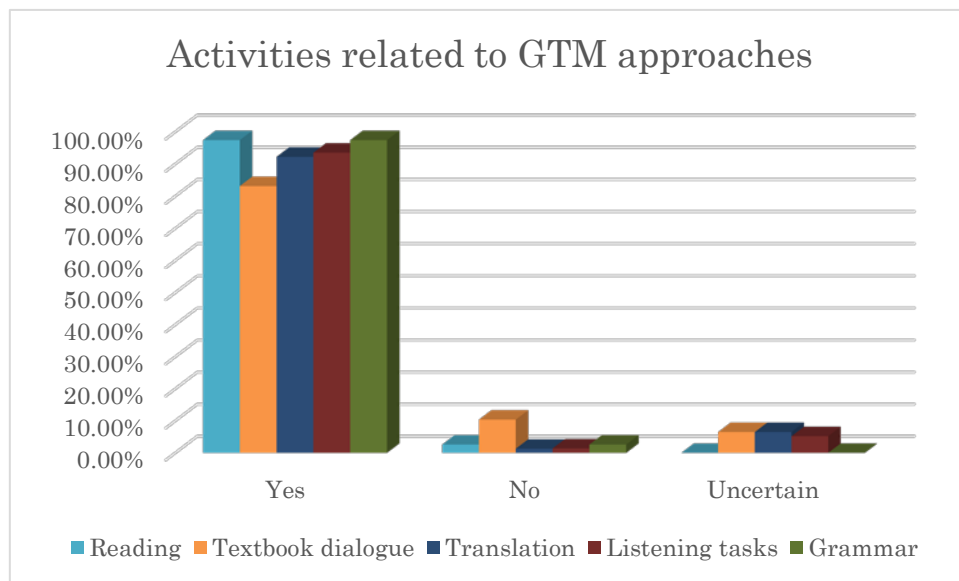
Figure 6.12. Activities related to GTM approaches (n=77)

As displayed above in figure 6.12, the results showed that the percentage of the participants who answered that they undertook reading tasks was 97.40%, with those who answered that they undertook textbook dialogues at 83.12%, translation at 92.21%, listening at 93.51%, and finally grammar at 97.50%. These findings show that an overwhelming majority of the participants are still receiving an education heavily focused on GT approaches to teaching regardless of the MEXT curriculum encouraging CLT (Monbukagakusho, 2014). From these results, it can be extrapolated that participants' focus of study is examination preparation, rote repetition and memorization through the

tasks of reading for understanding and comprehension, translating passages for J-E or E-J, listening to dialogues and answering questions about the conversation, and being able to use grammar in an appropriate manner. Even though the curriculum may have changed to emphasize and incorporate more CLT focused activities, these survey results further confirm and validate that students have not been provided with activities that allow for the communicative use of English to take place within their high school classrooms.

6.5.2. Summary

The results of this section show that according to the 77 sample participants who took part in this study, the focus of their classes were Grammar Translation focused, with reading, grammar, textbook questions and translation tasks being more prevalent during their classes compared to tasks that allowed for conversions, debates, discussions and role play activities to be present within the classroom. As classes are meant to be incorporating CLT tasks in an attempt to improve the communicative abilities in the classroom, and to provide students with both input and output opportunities in the target language to promote these skills (Swain, 1995), it is notable that the participants' responses give an contrary impression.

6.6. Section 4: The value students place on their high school English classes

In response to the outlines and goals created by MEXT, this question asked students whether they feel that their education prepared them for using English in their daily lives after graduating from high school.
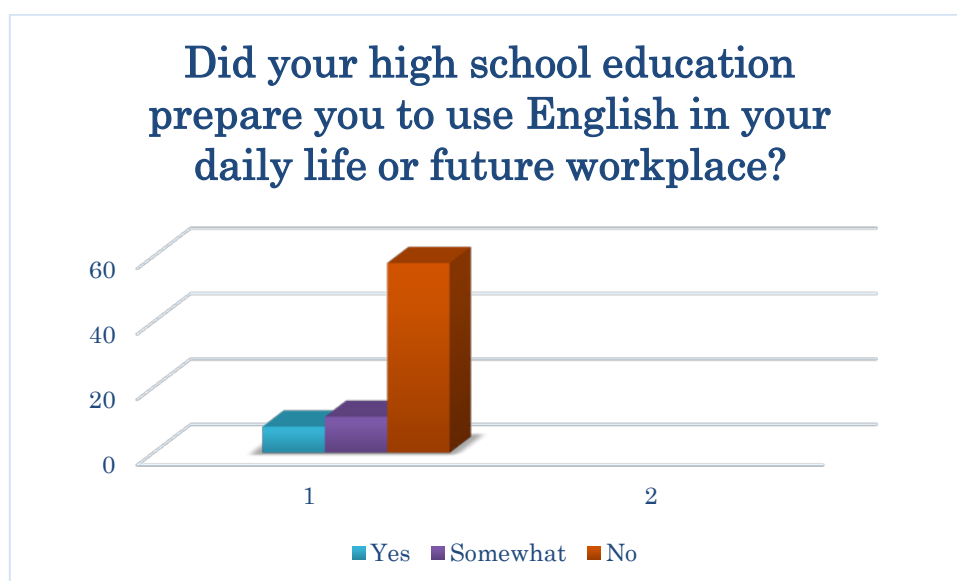
Figure 6.13. Impact of EFL education (n=77)

Question 10 asked students to rate whether their high school classes prepared them to use English in their daily lives or in the workplace in the future. The participants were asked whether they feel that the English Language education they received in high school was adequate to prepare them to use "English in their daily lives" as was stipulated as one of the main goals of the new curriculum guidelines. As provided in figure 6.13, a majority of 75.34% (58 out of n=77) answered that they did not believe that their education prepared them to use English in either their daily lives or in their future workplaces, with 14.28% (11 out of n=77) believing that it somewhat prepared them to use English, and 10.38% (8 out of n=77) believing that it did prepare them to use English in their daily lives. These results show that although 24.66% of the participants feel prepared or somewhat prepared to use English if required, 75.34% of the participants showed that they were not prepared to do so. Although the curriculum was created and implemented to promote the communicative abilities of all students who undertake it, this has not been the norm. These results once again illustrate the lack of communicative approaches that were meant to be incorporated within the classroom, and further show a

lack of communicative practice in the classroom, thus confirming that little has changed when the results are compared to the findings by Bartlett (2016). As the results show, most sample participants who took part in this study do not feel comfortable communicating in a foreign language and do not feel prepared to do so in their daily lives or future workplaces.

Figure 6.14. Word cloud of student short answer responses

The above key words in figure 6.14 show the most common responses attained in the short answer questions section of the survey. In the next questions, the participants were asked to write their main motivations for studying English. This data were imported into NVivo12 to search for consistency of responses and the themes that were most prevalent in their responses. As can be seen from the word cloud above, the main motivations for studying English for the participants was to pass examinations and get into university. This was one of the central points of the focus group discussions as it also appears frequently within the literature review section. Although some of the participants mentioned that they wanted to improve their communicative abilities to be able to talk and work with foreigners in the future, the clear majority of the participants stated that their primary motivation was to pass entrance examinations and to get good grades to be

able to get into university. From these responses, we can also see that an increase in motivation to study English for communicative purposes, which is one of the main objectives of the new curriculum, has not been evident with the participants who took part in this study.

6.7. Focus group discussions / Qualitative data findings

To avoid participant selection bias, students' number codes were fed into a random number generator found online at Random.com. Participants' number codes (from 1-77) were entered, and then 15 participants were randomly selected to take part in the focus group discussion. Participant numbers 14, 52, 42, 74, 43, 25, 33, 27, 17, 58, 44, 5, 23, 77 and 37 were selected. Once these numbers were randomly generated, the researcher made sure to manually double check whether both genders and different prefectures were present within the focus groups, which they were. Two of the participants who were randomly selected belonged to the same school, thus sharing undertaking their education within the same environment. As the 15 participants selected belonged to 2 different classes at the university where I am currently employed, the selected participants were asked to stay back after class and informed that they were randomly selected and asked if they would be willing to take part in a focus group discussion, which they all verbally consented to.

The focus group discussions were divided into three main topics of discussion: 1) classes, 2) examinations, 3) motivations and desired class style. The focus group discussion lasted for 38 minutes, with roughly 10 minutes given to each theme being explored, however, as the conversations were led by the participants, if there were still valid points being raised, the conversations were permitted to continue, thus why a total time of 38 minutes for focus group discussions was recorded. The results in this section

have been selected as coherently representative of the responses attained from the participants that represent the overall responses of the 15 participants who took part in the focus group discussions and are presented thematically following the three topics outlined above.

6.7.1. Section 1: Classes

All participants concurred that their classes were not conducive to incorporating communicative tasks in the classroom. A sample of participant responses are provided in table 6.17 below.

Theme	Responses
Class / classes	-We only study grammar in class. -In my class, we did lots of reading and translation, but didn't really speak. -The teacher would explain grammar rules in Japanese during class, and provide written examples on the board that we would translate into Japanese. - I think we did speaking tasks from the textbook in class, but didn't have the chance to speak freely. -We mainly focused on reading conversations from the textbook aloud with a partner, but not speaking our own opinions - But then the class changed to Entrance Examination preparation.

Table 6.17. "Class" responses

Participant 25 explained what a typical high school class was like, and this opinion was similar to those expressed by other participants, yet in less detail, thus, the response from

participant 25 was chosen to illuminate the typical style of classes that were undertaking by the sample participants who participated in this study.

25: "The English class we studied most was English Expression. These classes were passive compared to our university classes. We would start the class by greeting the teacher in English, then be instructed to open our textbook. From there, the teacher would explain important grammar points to us in Japanese that would appear in the passage we would be reading later on and provided a couple of examples in both English and Japanese on the board for us to copy. Then we would read the passage one by one a sentence at a time with the teacher correcting our pronunciation. We would then write the answers to the questions below the passage in either English or Japanese and would then write them on the board to be checked by the teacher. For homework, we would then translate the English passage into Japanese. In the next class the teacher would select students to write a section of their translations on the board and he (the teacher) would then check if our translations were accurate. Once this passage was done, we would skip the group discussion sections of the textbook and move onto the next passage.

Asked whether this type of classroom dynamic was shared by other participants, 13 of the remaining 14 participants stated that it was, with participant 42 stating that they did do the group discussion tasks, but in Japanese rather than in English as the textbook stated.

When asked about the other English subjects that they studied in high school, it was discovered through further discussion that English Expression and English Communication were the two subjects that were studied most frequently, with English Conversation being studied the least amount of time. Participants #74, 43 and 58 stated

that they only studied English Conversation in their 1st year of high school, with participants # 14, 52, 42, 17, 33, 23, 77, and 44 stating that they studied English Conversation for two years, with the remaining participants (# 25, 27, 5, 37) stating that they studied English Conversation for the whole 3 years of their high school education.

When asked to define what the focus of each English class was, participant 52 explained:

52: "At my school, English Expression focused on reading English passages, translating them into Japanese and then answering short questions about them. English Communication was more focused on grammar tasks and learning new grammar patterns that would either appear in passages from the textbook or would be important for exams. In this class, the teacher would either write English or Japanese sentences on the board, and we would practice translating them using the new grammar pattern we studied. In this class we would also study English Vocabulary from a wordbook and be tested on the meaning of these words every two weeks. In English conversation class, we would practice scripted conversations from a textbook, and learn the correct way to ask and answer questions that were written in the textbook. Sometimes, we would do a listening task in this class that was based on the topic being covered. Then, we had a subject called Examination English, which we studied in 2nd and 3rd year. In this class we would practice taking old university and Center entrance exams, so we would read long passages and answer questions about it, we would take multiple choice tests to see if we are using the correct grammar, and we would also do listening tasks and answer the questions about the passage."

When asked if they had opportunities to speak, undertake group discussion or

practice free conversation, that answer was a resounding *"No, not really"* from all participants.

When asked about their conversation classes in further detail, which according to the MEXT curriculum guidelines is the subject in which students will solely focus on speaking and listening skills, participant 5 responded:

5: *"In English Conversation, we didn't really practice talking...we mainly focused on reading conversations from the textbook aloud with a partner. In the class, we would use a textbook that had conversations in it, and we would practice these conversations with our classmates. Once we had practiced these conversations a few times, one partner was told not to look at the script and see if they could recall and mimic the conversation we had just practiced. Then, we would do a listening task that used the key phrases from the conversation we had just studied to see if we could hear it being used in a different context. Once this was done, we would write a conversation with our partner, and then perform this scripted conversation in front of the class if selected to do so. If we finished the conversations early, the teacher would let us move onto prints or homework from our other English classes and would assist us with those as needed. Once a week, we would have this class with an ALT, and this teacher would give a speech or talk about their hobbies in English, and we would have the chance to ask and answer questions about the speech that the ALT gave. I think that in the first 2 years of Conversation classes, this was the only chance we had to speak without a script to follow."*

When asked to explain about her 3rd year English Conversations classes, participant 5 continued:

5: *"In third year, we would still do the same conversation practices from a textbook*

and listening tasks that related to the conversation, but in my third year, we had a new teacher who had studied in America for a year when she was a university student. This teacher asked us to make a group of 4 students and to make a 5-minute presentation on a topic. My group chose the topic "recommended tourist places in Japan for foreigners". I remember we did this in 1ˢᵗ term, and I really enjoyed it because I am from Kyoto and know many popular places in my area. I hoped that we would do something similar in the second and third term, but the teacher said that she was now going to focus on examination practice. So, we were provided with old versions of University Entrance exams so that we could concentrate on preparing for the Center and University Exams that we would take later that year. I remember that my classmates and I really enjoyed the presentations as we got to use English in our own way, but then the class changed to Entrance Examination preparation as the teacher said we needed more time to focus on preparing us."

As the discussion progressed further, each participant verbally confirmed that they had similar experiences as participant 5, in which the focus of classes moved away from conversation and towards examination preparation as they made their way through high school. This was articulated for example by Participant 17, who stated that

17: "In first and second year, we studied "English Conversation", but in third year we studied a new subject called "Examination preparation". I think that this subject took over the allocated time that was given for English Conversation, because there is no speaking test in the examinations, unless the student is a "recommendation student" who might have a short interview in English directly with the University they are applying for."

Then, when students were asked about their opportunities to speak English in the

classroom, and whether they felt comfortable doing so, they generally concurred that the cultural concepts of '*Uchi/Soto*' (Sugimoto, 2010), 'Face' (Tao, 2014) and the '*Senpai/ Kohai*' system (Bestor, 2013), in which how one is perceived and interrelates with other members of the 'group' were present, and manifest in such ways as students being hesitant to verbally answer questions, or to question points that required further information. The influence of these sociocultural factors and how they dictate behaviour and participation is outlined in the following snippets which were collected in the focus group discussions. According to participants 42 and 37:

42: Sometimes we would be asked questions by the teacher and be required to answer in English, depending on the teacher, the question would either be asked to a specific student, or would be asked to the whole class.

37: Yeah, I hated being called on.

42: If I was individually called on to answer, I would ask a couple of my classmates whether they thought my answer was correct before answering.

Researcher: Why do you think you did that?

42: I didn't want to say the wrong answer in front of my classmates.

Researcher: Why would you not want to say the wrong answer in front of your classmates?

42: I was scared they would view me as stupid.

37: Yeah, that's like my classes, if someone said the wrong answer in front of the class, they would become embarrassed.

Researcher: Do you think that has something to do with the idea of "Face"? (as was discussed in the literature review chapter of this thesis)

37: Yes, if you appear to not understand what is happening, and other students do,

you are disrupting the class, and the teacher must take more time to explain (the correct answer) to you.

42: Also, because other people may know the answer, you are taking time away from their learning, and this isn't a good thing to do. Also, the teacher may have a set time for each task, and making the teacher explain again could mean that the class won't finish what was planned.

Researcher: So, what would happen if the teacher asked a question to the whole class?

37: Haha, usually students wouldn't answer.

42: Yeah, it would take quite a while for someone to answer.

Researcher: Why do you think that is the case?

37: Sometimes, even if I knew the answer, I wouldn't say it because some students might think that I am showing off. Also, if I already answered a question earlier, it would look like I am taking over the chances other students have to answer.

42: I agree, sometimes it is ok to answer, but other times it's not. You have to be considerate of the other students and the teacher.

(Other participants murmur agreeance.)

Researcher: Do you think this is the same as what happens in your university English classes?

37: No, these classes are different. They environment is different and the way that the classes are taught is different.

5: Although the classes are different at University, it depends on the teacher. I enjoy (Researcher's class) and (Japanese Teacher's) class because we can use both Japanese and English and it's easier to understand, but I didn't like (non-Japanese

speaking Foreign teacher's) class and (another non-Japanese speaking foreign teachers) class because they couldn't speak Japanese and I didn't understand what they were saying most of the time.

27: Yeah, (non-Japanese speaking foreign teacher's) class was too difficult. I didn't like the English-only teachers' classes. I remember I had a question for (non-Japanese speaking foreign teacher) and waited until after class, and when I spoke to this teacher in Japanese, I got in trouble for doing so, so I tried to ask my question in English, but the teacher didn't understand what I was asking and got angry at me. I don't know why this happened. That's why I also prefer (researcher's) class and (another Japanese teacher's) class, because I can ask questions and hear answers in Japanese and English if I don't understand."

This response shows that cultural factors and classroom culture, as outlined above, play a major role in motivating and influencing students' participation within the classroom. It is also important to note that these factors and how much they influence a student's participation and willingness to communicate in the classroom varies depending on the instructor, or other classmates that they take classes with. This also shows that Translanguaging approaches are seen as beneficial to students in the classroom, as was highlighted by the results of (Bartlett, 2018), in which the student teacher divide, when lowered, allowed for more communicative output and higher levels of motivation among students to be observed. Thus, one recommendation that will be discussed in the discussion chapter of this thesis is how the incorporation of Translanguaging techniques can not only increase levels of output and motivation from students, but can also allow teachers to become more familiar with incorporating communicative approaches in

their classrooms in a much more supportive way.

6.7.2. Section 2: Examinations

Theme	Responses
Examinations	-Classes changed to focus on examination preparation. -I think most of my classes consisted of practicing old Center and University entrance exams. - English teachers' goals are to get students to successfully pass exams. - I think that most teachers wouldn't know how to conduct classes if there weren't any exams. - Exam practice classes began in 2nd year, and I didn't have English conversation classes after that.

Table 6.18. "Examination" responses

The next part of the focus group discussion focused on examinations. In particular, it asked students about their experiences with the Center examinations and the University Entrance Examinations. Representative samples from these discussions as displayed in table 6.18 above showed the following:

33: They (the examinations) are difficult. We get a test booklet and at first there is a listening section similar to the TOEIC or EIKEN test which we take for 30 minutes, then we move onto multiple choice grammar questions, and the we move onto even longer passages where we have to either write the answer in either English or Japanese or choose the correct answer from a list.

Researcher: Is this similar for both the Center and Entrance Examinations?

33: Yes, although there are some differences in the length of the tasks, they all pretty much follow the same format.

Researcher: Is there a speaking component?

33: No, there isn't.

42: Unless the student is a recommendation student.

Researcher: Could you explain what that is?

42: A recommendation student is a student who has a principal's recommendation to a university. In this case, they have a much easier examination and sometimes they will have a short 10-15-minute interview in English and Japanese.

Researcher: How does a student receive a recommendation?

42: Usually, the high school has a good relationship with the university, and the university sends a letter saying that they have a recommendation place available for a student from that school. Then, the teachers talk about which student to give the recommendation to, and then the selected student applies for that university. They then go to the university and take an examination, which is much easier than the general entry exam, and they will have an interview in English or Japanese, have their school records looked over and will then be informed whether they are accepted or not.

Researcher: Are any of you recommendation students?

74: I am.

> *(Whispers of lucky from a handful of participants)*

Researcher: Can you tell me about your experience?

74: I came to the University on a Saturday in October and took a written test. Then

I had an interview with 7 other students and 2 teachers, where they asked us the same questions. At first, we answered questions in Japanese, and then the interview changed to English. We were asked specific questions about why we want to enter the university and what we want to be in the future.

Researcher: *Do you think this was easier than the general entrance exam?*

74: *Yes, my friend took the general entrance exam and we compared notes. My friend had a much harder exam than I did.*

Researcher: *For those of you who took the general entrance exam, did you have a speaking test?*

Multiple participants: *No.*

27: *The English exam had a listening section, a grammar section and a reading section.*

Researcher: *Would you have liked to have had a speaking section?*

27: *If it made the written test shorter and was similar to the general conversation class conversations.*

Multiple participants *(Laughter).*

The above discussion revealed that participants did not have a spoken component during their examinations unless they were recommendation students, in which they would have a short interview in English at the university they desired to enter. The data above showed that only 1 of the 15 participants needed to speak English to gain admission into university, whereas the other 14 participants were more focused on grammar and reading for information skills and listening for information skills. Also, we can see that some of the participants would not be against the idea of having a spoken portion introduced during the examinations, so long as it was shortened the length of the written

portion of the exam. This result shows that there is a desire among this sample of participants for the examination system to be changed.

When asked about examination preparation, the following selection of responses were provided, which represents the consensus provided from all participants during the focus group session.

5: At my school, I think we started preparing from the beginning of 2nd year.

25: I think the first year of high school was covering what we learned in junior high, and then from second year, we started preparing for the examinations.

Researcher: Did you know you were preparing for the examinations, or do you think you were just studying more advanced English language?

5: I remember my teacher, Mr. (Japanese teacher of English), said in our first class during second year, that we were now going to focus on the important grammar and translation points that are important for the entrance and Center examinations.

25 & 17: Yeah, my teacher said the same thing.

Researcher: Did you all have similar experiences?

Majority: Yes.

Participant 33 and 58: No.

Researcher: Could you explain what was different?

58: We come from the same high school. Our homeroom teacher, who was an English teacher told us that 'in first year we will go over what you covered in junior high school, in second year we will go over new grammar and speaking tasks to help you become better communicators in English, and in third year, we will start studying hard for the entrance examinations'.

Researcher: Could you tell me about your second-year English classes?

58: In second year, we watched a lot of movies and listened to many different English songs. The teacher was a big fan of American music, so we listened to and translated the song lyrics. We then sang this song at the school festival.

Researcher: That sounds interesting.

33: It was, but we didn't really study grammar or speaking, we simply listened to the songs, translated them, and then moved onto a new song or movie.

Researcher: Do you think you learned something from these tasks.

33: Not really anything related to communication or the examinations, but it was fun because we didn't have to study so hard. I remember talking to one of my friends in another class, and I found out that our class was doing prints in 3rd year that her class did in second year, so I think the other class had more time to prepare for the exams than we did.

From these responses, it seems that students can enjoy and use English if varied approaches from teachers are introduced, as was clearly stated by participants 33 and 58, but it also shows that the examination system that they are required to go through to get into university has a major influence on their appreciation and views of CLT tasks being introduced when they are not tested in the current examination system.

6.8. Section 3: Motivations and desired class style

In this section of the focus group, students were asked about their motivations to study English and were further asked what they would want to do during English class time if the examinations were not a determining factor. An extract of a section of the focus group which is provided below best outlines the consensus held by all participants.

Researcher: Let's imagine that there are no Center or Entrance Examinations, and that there is a conversation test at the end of high school (similar to the EIKEN

speaking test). Do you think your classes would change?

33: I think that if this was to happen, that teachers would spend more time teaching the English Conversation course and would provide us with more chances to speak in English freely.

47: I agree, and hopefully by doing this, we would have more opportunities to speak about topics that are of interest to us. I remember (in the textbook) that 'Tom' (the main protagonist in the textbook) always did things that were boring.

5: Are you talking about (textbook name)? That was a bad book!

Researcher: Why do you think that?

5: All the conversations were 4 or 5 sentences long, and they didn't talk about different opinions (for example if someone did not agree)

47: Yeah, it was always a conversation where everyone agreed with each other.

Researcher: So, you would prefer more classes that are focused on discussion and debate?

17: Yeah, like the conversation classes we take here (at university). We are introduced to a topic, shown its positive and negative points, and then asked to discuss and brainstorm our ideas in small groups in English.

33: I like this style of class more than my high school classes.

Researcher: Why?

33: It allows us to express our own opinions about certain topics. We can debate and discover as a group what the best way to combat a certain problem is.

17: And I also like that we have time to prepare in our groups before bringing our groups opinion to the whole class.

Researcher: So, you enjoy peer work?

17: Yes, but I also enjoy when we debate with the teacher as (the teacher) introduced new ideas that we may not have thought of…

33: … and it allows us to learn about different opinions that people from other countries and cultures have.

5: Yeah, I like hearing about what other cultures think about certain topics.

Researcher: Do you think this is beneficial to your future job?

17: Yes, if we work in a company that has offices overseas, we may need to communicate with foreigners more frequently. Knowing some of their cultural beliefs and customs makes it easier for us to communicate with them.

Researcher: Do you think this type of class could be incorporated in your high schools?

27: No, not at present. I think my teachers aren't good enough at English or don't know enough about foreign culture to be able to do so. I think some of the teachers who enjoy speaking English would be able to do so, but most of the teachers don't speak much English.

Researcher; Do you think having an ALT (Native English speaker) in the school could help promote this type of lesson?

27: I think teachers could have conversations lessons with the ALT after class time to help promote this type of lesson, but I think teachers are too busy to take part in it.

17: I also think that at present, all English teachers' goals are to get students to successfully pass exams. They don't have time to do this type of lesson.

Researcher: What about if there weren't any exams?

17: I think that most teachers wouldn't know how to conduct classes if there weren't

any exams.

Researcher: As I explained to you earlier, the new curriculum has been designed to improve and increase the amount of communication opportunities you have in the classroom. Do you think this has changed?

58: No. I went to the same high school as my older brother. He graduated 4 years before me. I remember I use to go through his old English materials because I had the same teacher, and we were doing exactly the same prints. So, I don't think it has changed.

25: It was the same with me and my cousin who went to the same school. She was 3 years ahead of me, and I used all of her old prints also.

Researcher: So, let's move back to what type of lessons you would prefer to have.

25: I would prefer more opportunities to have conversations in English.

Researcher: Why?

25: Even if I don't work for a company that has international offices, I think that being able to have conversations in English would be beneficial for travel and helping foreigners who travel in Japan. I have sometimes been stopped in the street by a foreigner as I live in a touristy area, and I don't know how to help them because I can't understand them.

Researcher: So, you would prefer to study conversation so that you can better communicate with foreigners?

25: Yes, I think that would be a good skill to have.

Researcher: So, what type of tasks would you like to be able to do in school?

5: If we were to compare our university classes with our high school classes, I would prefer more opportunities to practice conversations, debates and speeches.

(Why?). Because these are practical skills that can be useful for our lives. At my high school, we only studied grammar rules and translation skills.... I don't think this helped me to become a practical English user.

Majority of participants: *I agree*

Researcher: *So, you would prefer more practical skills such as speaking and listening?*

Majority of participants: *Yes.*

Researcher*: So, do you think reading and writing are important?*

Majority of Participants: *Yes.*

Researcher: *How so?*

42: *I think that reading and writing are an important first step to introduce us to grammar and vocabulary, but I think we then need to talk about these topics in English more.*

17: *Yeah, like our university classes, we should read something first, and then we should have time to talk about it and discuss it in groups or with our teacher so that we have more time to listen to and speak in English.*

The above extract from the focus group discussions has uncovered that the motivations of students to study changed when the examinations became irrelevant. Firstly, it can be ascertained that these participants would prefer a more practical focused curriculum as was expressed by participant 42, in which they have more opportunities to discuss and express their own opinions. Further discursive analysis showed that students would prefer to have more opportunities to use English in the classroom, yet state that some of their teachers may be unable to fulfil this preference (based either on language abilities or the classroom culture present within the classroom). Furthermore, the snippet

above illuminates that the participants feel that English could be a useful tool in the future regarding employment, travel and daily life situations, which is part of MEXT's outlined curriculum goals. The responses from students show that they are in support of the changes stipulated by MEXT, but that the examination system and style of classes taught in high school do not allow them to gain the practical skills that they desire and require due to time and study constraints incurred by the current examination system that is in place (Yokogawa, 2017). Yet, there are still cultural barriers to implementing these changes based on students' fears of making mistakes in front of other students, and also from the cultural norms that dictate that students should receive the knowledge being passed on by their teachers without interference (Aspinall, 2013). One of the major comparisons uncovered is that students would like to undertake similar classes that they currently take at University, which are heavily CLT influenced, within their high school classes, yet once again, the examination system, their teachers' abilities, and the cultural aspects of Face, *Uchi-Soto* and *Senpai-Kohai* all influence their opportunities to do so in an environment that feels safe and supported.

6.9. Conclusion

This section has outlined the results attained from n=77 participants from first surveys and short answer questionnaires, and has also further explained the reasons why the participants responded the way they did based on the results attained from the focus group discussions that took place with n=15 randomly selected participants. This chapter has uncovered that teachers' approaches and classroom focus, along with the pressures of the examination system that students feel, which dictate classroom tasks are major factors that influence the learning experience of students within the high school EFL classroom. Also, we can observe that the cultural influences of 'Face', '*Uchi-Soto*' and the 'S*enpai*

– *Kohai'* structure are present within the classroom. These cultural constructs cause students to be reluctant to, and cautious when speaking in English in the classroom or expressing their own opinions in case of backlash for doing so. These results will be expanded upon further and triangulated in the discussion section of this thesis.

7. Chapter 7: Discussion and conclusion

7.1. Introduction

In this chapter, the results from Chapters 5 and 6 will be discussed to show the key findings of this research project. The chapter will also discuss how the results relate to the literature review and conceptual framework. In particular, it will reveal the scale of this project's original contribution to knowledge in understanding current teaching and learning approaches in Japan, the pitfalls of the new curriculum and the socio-cultural factors that shape teaching and learning in Japan. Furthermore, to show the value of this study's contribution to knowledge the chapter will reveal the original way in which theories were applied.

This chapter is structured into five sections, with the first three sections addressing one of the research questions that this project explored. This will be followed by a section relating to the contribution to knowledge, and a section presenting the recommendations for improving the communicative competence of Japanese teachers and learners. Firstly, it explores the socio-cultural factors present in Japanese society that have influenced the ways that teaching and learning take place, and then discusses the results attained from teachers and students through triangulating their results, which are interconnected and which better illuminate the results by being discussed together. Lastly, it introduces the recommendations for teaching and learning in the Japanese classroom, along with future research plans based on the results of this study.
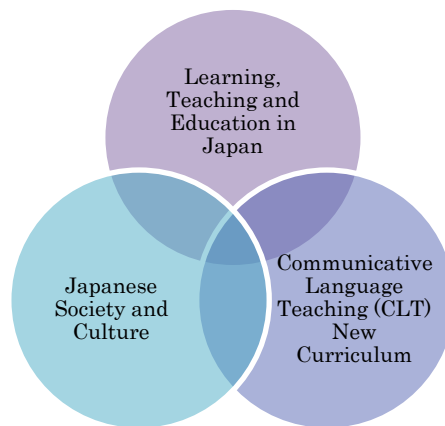
Figure 7.1. Culture and its influence on teachers and learners

7.1.1. Research Question 1

How does culture impact on teachers' and students' approaches to learning and teaching in a communicative way?

One key point that this study has uncovered is the extent of the influence culture and organisational hierarchy exercise on teachers and students at the school and classroom level in Japan.

As was recorded in Chapter 5, most teachers who self-identified as lower or mid-tier level teachers stated that a majority of the key decisions about the focus of classes and the tasks that should be incorporated in the classroom were dictated by senior level teachers and management (such as principals and other senior level stakeholders). Reasons for this have been stated as the importance of examination success on a school's prestige level, which has an impact on enrolment rates depending on how well the schools perform (Allen, 2016). Thus, for student recruitment purposes and the longevity of a school's success, the score based culture of examination results play an important role.

Also, the results have uncovered that the longer a teacher has been in the profession, the less agreeable they seem to be about the new curriculum and its push to increase the number of communicative tasks with which students are presented. Key

reasons for this are based on the teacher's past experiences with teaching and learning English. As the results from Chapter 5 indicate, the longer a teacher has been employed, the less likely they are to follow the new curriculum guidelines that differ from their standard teaching pedagogy and the less familiar they are with CLT approaches. They had either not been taught the approach, or not encountered CLT theory and approaches in their university courses (Perks, 2016). According to publications based on empirical evidence, as outlined in the literature review chapter by Tsukamoto and Tsujioka (2013), because not all teachers were taught the appropriate skills to become communicatively competent in English, they have been reluctant to incorporate communication in the classroom. This reluctance may be due to the fact that because their education was heavily focused on reading, writing and translation tasks taught in a GTM approach, which has been the standard method to teaching and learning in Japan for years, their favoured teaching approaches are as such influenced by their educational journey. Therefore, it can be seen that senior members of staff have not been convinced either by MEXT or by colleagues that CLT methods are beneficial to their students' examination results. As these senior teachers are placed at the top of the hierarchy within their schools, and owing to a "large power divide and uncertainty avoidance" being present in Japanese organisations as outlined by Hofstede and McCrae (2016), changing to the new curriculum has stalled based on the vertical hierarchy found in Japanese organisations. As was outlined in the literature review by referencing Colpitts and Barley-Alexander (2019), since the Tokugawa era from 1603 to 1868, the focus of classroom practice has been on linguistic knowledge and rote repetition rather than on communicative approaches, which were first introduced in the curriculum as a tool for consideration in the 1980s. This focus has created a lecture-based, teacher-led classroom, rather than a classroom that promotes

student focus and autonomous learning. Owing to the culturally ingrained practice of GTM tasks being the norm in Japan, changing to a communicative-focused curriculum has been a challenge for teachers. The reasons for this, as found in the results section of Chapter 5 after the statistical and descriptive data analysis, were that:

- teachers possess a low level of English competence,

- teachers do not have opportunities to incorporate CLT approaches based on the top down hierarchy of schools,

- the Center examination structure does not test the speaking abilities of learners, and

- teachers are still unfamiliar with how to incorporate CLT tasks in the classroom.

Also, it is of importance to note that these same senior ranking teachers, who have been shown in the results of Chapter 5 to dictate to younger teachers to teach in GTM approaches, are the ones who represented their schools at the professional development days that informed them of the new curriculum and that were conducted in the prefectures in which they work as was outlined in chapter five. Sending an individual who not only is unfamiliar with CLT theory and practice, but who also directly dictates against the approach being incorporated at their school to a seminar with the purpose of promoting these skills is counterproductive. Then, further expecting these teachers to report the findings in a positive way to lower ranking teachers at their school of employment, are incompatible with promoting CLT positively within workplaces or creating the first steps towards change. As was recorded in Chapter 5, younger teachers who undertook their teacher education within the past 10 years had covered CLT in teacher training programs, as well as teachers who have had experiences learning in a

CLT style from studying abroad, are more in favour of incorporating CLT and communicative-focused tasks in their classrooms. Yet, due to the unwillingness to incorporate CLT in the classroom by senior teachers, these experienced lower ranking teachers are encouraged not to use CLT approaches, with threats of demotion or being taken away from higher level classes being present. One recommendation would be giving these teachers who have more experience of and direct contact with CLT positions of power in which they can share their experiences with other colleagues. This step would allow for experienced teachers to provide practical advice to teachers struggling to understand what is being asked of them by the new curriculum guidelines.

As was recorded in Chapter 5, the desire to teach in a CLT approach seems more prevalent among younger teachers, but those who participated in this research have stated that they are concerned about being ostracised or being taken off teaching advanced level classes that are considered important to examination success, they were also worried about expressing a differing viewpoint from those that are held by senior teachers within these schools. As all teachers within the same workplace belong to the *Uchi* (or inner) group of language teachers within their respective schools, expressing a different opinion from those in the workplace, especially someone higher up on the organisational ladder, can segregate the individual to being viewed as a *Soto* group member (or non-cooperative member of staff) and may result in negative "Face", or being viewed as a troublemaker. This could directly hinder promotional opportunities and the work responsibilities that this individual may be offered in the long run, which further confirms that the organisational structure and culture of Japanese workplaces consist of a "high power divide and uncertainty avoidance" is still prevalent and relevant. Thus, until the organisational culture becomes more horizontal in nature, creating ways for CLT

experienced teachers to express their opinions until they are in senior positions is difficult to promote in the current workplace hierarchy. If a relaxing of the hierarchy and a more horizontal workplace structure were adopted, it would also promote more opportunities for opinion exchange and materials development to occur, which would dissolve the nature of hoarding that has been recorded as evident in Japanese schools. This could further lead to the efficacy level of teachers rising because, as was recorded in the results section of Chapter 5, younger participants who were eager to try incorporating CLT approaches in the classroom had this desire quashed by senior teachers, and then, refrained from incorporating approaches that they thought would be beneficial to their students. With practice and approaches being dictated by higher ranking teachers, teacher autonomy and chances to incorporate original tasks in the classroom seem lax, which, thus, has a negative impact on teacher efficacy and the value that teachers place on their roles as teachers.

With these factors being present in the results of Chapter 5, we can conclude that teacher agency is repressed as a direct result of hierarchical systems that exist. Due to a lack of teacher autonomy, in which younger or lower ranking teachers are able to conduct classes in a way that is deemed appropriate in their own eyes, it seems that the paradigm shift from teacher-centred to learner-centred classroom praxis has not been achieved as the new course of study guidelines had hoped for.

When Bronfenbrenner's (1979) ecological systems theory is applied to examine the results attained in Chapter 5 of this thesis, we can see that at the organisational level, teachers are expected to be a part of the same microsystems group, and they are expected to utilise the same teaching styles as are dictated by the senior members of staff. Yet, when further analysis was conducted in this research project, it was discovered that there

is dissatisfaction among teachers who have had past experiences with CLT in either their teacher lives or their student lives. This is where it is valuable to mobilise "Small Culture" (Holliday, 2010), as it showed that teachers' preferences vary based on their past experiences with said teaching approaches. This further shows that the organisational hierarchy, rather than MEXT's nationally mandated curriculum, is more influential when it comes to teaching and learning in Japan. Thus, ecological systems theory (Bronfenbrenner, 1979) shows that MEXT and its curriculum developments would be placed at the Exo-system level, as the new curriculum indirectly influences individuals. However, the influence of school management and senior teachers would be placed at the Microsystem level due to these members being within the Microsystem environment and having real time interactions and influences on participants at the school level. Therefore, with the new curriculum guidelines being seen as recommendations, along with being a further distance away from individual teachers than the workplace hierarchy is, it becomes obvious that teachers feel more direct pressure from their superiors than the new curriculum policy that MEXT has established. This interrelationship between the different levels of influences based on Bronfenbrenner's Ecological Systems Theory is graphically presented below in figure 7.2.
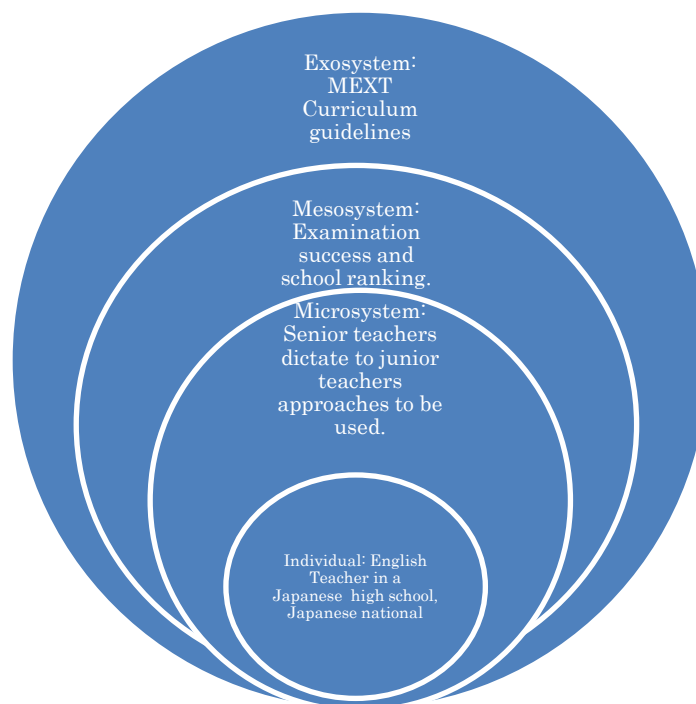
*Figure*7.2. Annotation of Bronfenbrenner's (1979) Ecological Systems theory with the application of seniority and MEXT curriculum.

Owing to the top-down management system in Japanese high schools, the teachers who have been working at the schools for longer amounts of time, in which GTM approaches of teaching have been the main teaching style, are seen as the role models and influencers of how teachers should teach in the classroom, regardless of the curriculum directives. Until the teachers who have experienced CLT are able to attain these positions in the workplace, or until senior teachers are mandated to change more forcefully, it seems that change will not be quick. As mentioned in the literature review, at the conclusion of this study, as reported in the Japan Times newspaper (Anon, 2019c), MEXT announced that it was changing the focus of university entrance examinations to focus on reading and listening only, and was postponing the implementation of speaking and writing tasks until 2024, thus showing that MEXT is starting to acknowledge the shortcomings in the implementation of the course of study guidelines. Yet, taking away spoken and written components from these examinations will have a negative impact on high school teachers

if they believe that they do not have to follow the course of study guidelines due to the fact that MEXT has further culled the opportunities for communicative skills to be examined. It is this researcher's opinion that this move by MEXT is a mistake and will cause further hindrance to the incorporation of CLT and learner-centred approaches being implemented on a larger scale in the Japanese EFL system.

7.2. Teaching in the new curriculum guidelines

7.2.1. Research Question 2

In what ways do teachers view communicative tasks, and how do they implement them within their classrooms?

Results from teachers showed that CLT has not been fully implemented at the classroom level, and that it is not viewed favourably within the current professional strictures of Japanese high schools. As can be seen from the teacher results in Chapter 5, the amount of time spent speaking English in the classroom or getting students to speak English in the classroom averages 10-minutes or less per 50-minute class based on the participants' responses. This indicated that speaking and listening were not the primary focus of English classes at Japanese high schools in which teachers who participated in this project are employed. As was evident in the teacher results, owing to the examination system currently in place in Japan, and with success rates in these examinations having a major influence on school ranking along with playing a major role in dictating students' future pathways, it seems that CLT is less of a priority in the view of Japanese teachers in comparison with GTM.. GTM is viewed by senior teachers as being more likely to produce better results on examinations that test students' linguistic knowledge through multiple choice, short answer and translation-focused questions (Allen, 2016). However, according to a majority of teacher participants in this project, even 10-minutes or less of communicating in English in the classroom is an improvement when compared with how

they were teaching under the old curriculum guidelines.

Results from the data analysis in Chapter 5 further showed that there is also a strong preference among teachers to teach reading and writing skills to their students, and that teachers are not only more confident in their own abilities in these skills, but also more comfortable in teaching these skills to their students when compared with listening and speaking. As was recorded and explained in Chapter 5 and 6, reading and writing were recorded by both teachers and students as being the skills that are still mostly focused on during class time. The mean TOEIC score of 480 as reported earlier, which showed teachers' low level abilities in English, is also a further factor that shows why teachers may be comfortable teaching in GTM techniques from a textbook that only has one correct answer, rather than promoting discussion and opinion exchanges during class time in English where the responses of participants would be unpredictable. This unpredictability in correct responses could make evident their low-level abilities to students, and once again impact on how the teacher is perceived in the organisation through the cultural constructs of "Face" and *Uchi/Soto*, as was discussed previously. This cultural perspective has once again shown itself to be an influential factor in how teachers approach teaching and creating tasks for classroom implementation, and shows that there is an innate fear among participants to be seen as not conforming to the perceived levels and standards that are dictated based on their position in the school, and to a wider extent, in the social hierarchy.

When one considers, that, within the high school curriculum, students have to study and maintain a high level of proficiency and attain good results on their examinations in the core subjects such as Japanese, Mathematics, Science and Social Studies, along with undertaking elective courses, it seems that there is not enough time to

cover all that is required to become proficient in English. However, if teachers of other subjects that are classified as liberal arts subjects in nature provided students with communicative-focused tasks in which students were presented with opportunities to express their own opinions in their native language, this could be the first step in acclimatising students towards classes that are student-focused rather than teacher-led as has been recommended by Murase (2012). If students were provided with communicative tasks within their native language first, this could assist with their confidence levels and provide the key skills required to be able then to do so in a foreign language. At present, it seems that English teachers are not only being asked to provide the opportunity for students to attain communicative skills, but are also in charge of getting students to do so in a foreign language in a school and classroom setting that they are unfamiliar with (Cacali and Germinario, 2018). Thus, if other liberal arts-focused subject teachers were providing the opportunities for students to solve problems by incorporating group work and opinion exchanges during their classes, this could have a positive impact on students' development and autonomy as a whole.

Although a hindrance to incorporating Communicative approaches in the classroom has been clearly recorded in the findings of Chapter 5, we can see from the descriptive analysis that some teachers have considered using CLT approaches in the classroom and have privately started to prepare to do so by attending *eikaiwa* English conversation schools as a means to improve their ability to communicate in English in preparation for the new curriculum, even though these same respondents stated that they do not like to use communicative tasks in the classroom. This suggests that the implementation of the new curriculum was premature, and that teachers were not prepared to implement the curriculum outlined by MEXT even after receiving training during the professional

development days which were held. As can be seen from the results from Chapter 5, teachers are not only worried that they do not possess the appropriate communicative competence to use English in the classroom, but are also not familiar with the types of tasks that allow the language to be used in a communicative manner, hence showing that, alongside the need to improve teachers communicative abilities, further professional development with regard to using CLT and task-based language learning approaches is paramount.

One theme uncovered in the literature review is that teachers are still resorting to teaching the linguistic knowledge of the language rather than communicative abilities, owing to their past educational experiences as both language learners and then as language teachers (Humphries and Burns, 2015). According to the results of Chapter 5, three participants who had spent time abroad learning in CLT environments or those who had prior experience with CLT, were comfortable with incorporating CLT tasks in the classroom if provided with the opportunity to do so. As the majority of teachers expressed their uncertainty with CLT, this shows that it is still not fully understood by the majority of the teachers who participated in this study. This point confirms that further professional development days and training are essential for the successful implementation of CLT in Japanese high schools. Furthermore, during these professional development days, attendance for all English teachers should be mandatory, and theories that show the benefit to a student's whole language development and learner autonomy, as was outlined in the literature from Krashen (1988), Long (1981) and Swain (1995), should be covered to allay some of the fears associated with CLT hindering examination success.

Therefore, another major finding from investigating teacher practice under the new curriculum guidelines shows that the current examination system and hierarchy

within the schools in which teacher participants are located is solely focused on Teacher-Centred approaches heavily dictated by senior management. Without providing opportunities for learner autonomy to take place within the classroom through the incorporation of CLT based tasks has created a culture of learning rather than acquiring language skills. As outlined by Brinton (2017), a paradigm shift from Teacher-centred to Student-centred classroom environments is essential for students to develop and expand their practical use and acquisition of new skills. Below is a table by Brinton (2017) outlining the differences between teacher-centred and learner-centred classrooms.

Teacher-centred	Student-centred
Teacher at front of class	Teacher not in fixed location
Teacher has one role (Controller)	Teacher has multiple roles (Controller, Assessor, Participant, Resource)
Banking concept of knowledge transmission	Problem posing concept of knowledge transmission involving collective critical inquiry by learners and teacher
Teacher as the sole source of knowledge	Teacher facilitates learner acquisition
Curriculum pre-determined without consultation of others needs and interests	Learners needs and interests at the centre of the curriculum

Table 7.3. Teacher VS Student centred classrooms

When this table is compared to the findings outlined in Chapter 5, we can see that classes are still heavily lecture based, that the current classroom ethos is one where the teacher holds knowledge and passes it onto students, and that the curriculum and class structure is determined by senior management; that straying from these predetermined lessons or incorporating CLT in some cases can be seen as disobedience. Hence, one of

the major changes yet to occur within the high school level classroom is the fact that classes are not student-centred. Changing teaching practice and education environments to foster and nurture teacher and learner autonomy is the first step that needs to be addressed before the communicative curriculum can be incorporated fully within Japanese EFL classroom contexts. However, as was commented on at the 21st Post Graduate and Early Career Research Symposium held at the University of Southern Queensland after I presented on this topic, it seems that for real change to occur, we will either have to wait out the retirement of these older teachers, or we will have to forcefully mandate them to hand over power to CLT familiar teachers who may be lower on the organisational hierarchy, which seems unlikely to occur. Therefore, these points are showing that culture, social order and time are all factors that influence change in the Japanese high school environment both directly and indirectly.

7.3. Learning in the new curriculum guidelines

7.3.1. Research Question 3

How do high school graduates assess their English language education under the new curriculum guidelines?

When considering the data collected from students and outlined in Chapter 6 of this study, we can also see that 10-minutes or less time was provided as the average amount of time that they were able to focus on speaking and listening in the English classroom. These responses from both groups of participants confirms that the median time that English was used in the classroom as being recorded as 10-minutes by both teachers and students. However, a desire from students to be given more opportunities to communicate, for more autonomous learning in English in the classroom has been recorded. As discussed in Chapter 6, providing more opportunities to communicate could influence the ways in which classroom practice can evolve in the future. Although there

are cultural issues that influence how successful this can be, such as the *Uchi/Soto* phenomenon, and the culture of "Face", the responses from students showed that, at the core, there is a desire to be able to communicate more in English in the classroom. Also, they expressed a sincere desire to be given more opportunities to do so. As found in the data analysis of Chapter 5, it is evident that students would welcome more practical based tasks to be present in the classroom level as to create more autonomous use of the language rather than for memorization of linguistic and grammar rules, which is the current trend.

Further analysis of student data outlined in Chapter 6 shows that students are taught mostly reading, writing and grammar skills during classroom time. When looking at the frequency of tasks in which students completed in the classroom, we can see the following results

Skills focused upon ranking (N-77)	Skill
1st	Reading
2nd	Grammar
3rd	Reading
4th	Writing
5th	Writing
6th	Listening
7th	Speaking

Table 7.4. Participants ranking of skills covered in class

As can be ascertained from the table above, students are taught mostly skills that are expected to be covered in GTM focused classrooms. The skills of Reading, Grammar and Writing appear much higher on the scale than the communicative skills of listening and speaking. Although the categories of 'Practice tests' and 'Translation skills' were not ranked first in any of the 7 most focused upon skills in the results attained, we can see

that they are predominantly placed as 2nd or 3rd in the top 4 most focused upon skills in the classroom. Thus, when these results are triangulated with the teacher responses from Chapter 5, we can see that teachers who stated they preferred to teach reading and writing skills over listening and speaking are continuing to do so even though the new curriculum has encouraged teachers to incorporate more communicative approaches in the classroom.

When considering the examinations, similar to teacher responses, students also stated that the current examination system is an influential factor in what tasks they feel that they are able to focus on when studying English. As the results from Chapter 6 show, students were provided with more tasks that focused on reading passages for comprehension, on studying grammar rules and in translating passages from English to Japanese. Although these skills are an important part of a student's education, the results show that students are more receptive than teachers to have opportunities to listen to and speak in English, so long as it adhered to their Center examination study, which was recorded as their main motivation to study English.

When students were asked what types of tasks they would like to focus on in the classroom if the examinations did not play such an important role within their school lives, a majority of the students wanted to incorporate more communicative tasks in the classroom and to use English in a more practical manner. However, as was mentioned by both teacher and student participants, there is a fear of making mistakes in front of either colleagues or classmates when communicating in English as a foreign language, with teachers stating that they were worried that their position of 'authority' over students with regard to being the 'holder of knowledge' may be jeopardised if they were to make mistakes in front of students in the classroom when communicating, and students being scared of making mistakes in front of their classmates in case their 'Face' was shamed by

making an easy mistake that most of their classmates would not. If teachers and students alike were to comprehend that making mistakes is a part of the learning journey, more efforts to attempt to communicate in the language would become evident. Regarding students participating communicatively in the classroom, the following socio-cultural factors have been identified as hindering their attempts to do so:

● Causing confusion among students as to whether they should verbally answer questions in front of their classmates,

● Causing students to worry about how they will be perceived by their peers if they make mistakes while communicating

● Worrying about whether students are hindering the teacher by asking questions for confirmation during class time,

● Questioning whether teachers will view the student as disobedient or penalise the student for going against the GTM approach being used, and

● Being perceived as troublemakers in the heavily group-oriented classroom and school culture.

When student results are further analysed, following Bronfenbrenner's Ecological Systems Theory (1979), we can see that students in each class are also classified as belonging to the microsystems group, but, once again according to Holliday's "small culture" theory (2010), we can see that individual differences are also present within the classroom, with some students showing no issue with attempting to communicate, and others outright refusing to. This manifests itself in the ways that students record that they are willing to communicate in the classroom and are hoping for more opportunities to do so. However, based on their relationships with all of their classmates and subject teachers, we can see that sometimes students are uncomfortable in

doing so in case they are judged or seen as disturbing the group dynamic. When it comes to students' willingness to communicate in the classroom, as was outlined in Chapter 6, they are interested in partaking in classes that are more CLT-focused, but they are also concerned about expressing their opinion in front of other students or making mistakes when doing so. One of the main reasons for this absence is that students have not been introduced to Learner-centred classroom environments until they reach university level and the system changes from Confucian classrooms to western liberal ones (Cacali and Germinario, 2018). Participants' responses illuminate the importance of being a group member rather than an individual in the Japanese classroom. Although the desire to communicate in English has been recorded, so too have the cultural constraints that manifest themselves in the teacher-centred classroom. Such opinions that were discovered during the focus group discussions show that students do not feel that they have the opportunity to express themselves. Responses such as they feel that their 'role' is to absorb the knowledge that is being taught by the teacher rather than questioning what is being taught, and being worried about being viewed differently by their classmates shows that learner autonomy is not present at the classroom level.

7.4. Contributions to different kinds of knowledge.

The contribution to knowledge of this thesis is the results of teachers' practice within the new curriculum guidelines and their experiences and perceptions towards CLT in their teaching journeys. It is the results of the first graduating group of students from the new curriculum guidelines and their experiences learning and studying within them. It has established that the guidelines created and implemented by MEXT have not been successful and has outlined the reasons for why this is so.

The statistical and descriptive analysis showed a correlation between the amount

of time communicative tasks and instruction has been implemented in the Japanese high school EFL classroom compared to GTM approaches that have been the norm prior to the new curriculum being implemented. Through this study I have shown that due to the low level of English proficiency, an examination system heavily focused on grammar/ linguistic skills, a top-down workplace hierarchy and socio-cultural systems specific to Japan and Japanese society have all been hindering factors to a wider uptake of CLT in Japanese educational environs. It has further contributed to knowledge by showing that even though these limitations are evident, there is a desire among students and younger teachers to add more communicative tasks in the classroom, which, they feel unable to at present based on the factors listed above.

This study has shown if the examination system where change, and if teachers' had more autonomy in their classroom lesson planning and practice, that CLT approaches could become more widespread. This study has also shown that if the examination system was changed, that students would be open to learning in a CLT environment and using that language in more meaningful ways, but has further uncovered that time is essential in getting students to become comfortable being able to express themselves in the classroom,.

7.4.1. Contributions to theoretical knowledge

The conceptual framework used in this research project is based on Second Language Acquisition literature that has shown the benefits of incorporating communicative approaches in the language classroom for learner autonomy and development to take place. It has further provided socio-cultural concepts specific to Japan as a means to explain why the findings from the data emerged the way they did. These underlying complexities of why it has been difficult for the new curriculum to be

implemented in Japanese high school environments have been provided and justified, based on the results attained within this project. These concepts and theories were further applied to the data collection and analysis stages of this project to dig deeper and better understand the environment in which this study took place, which this project has done.

7.4.2. Contribution to methodological knowledge

The original surveys that were created based on an extensive search of past projects in Japan allowed me to investigate the teaching and learning practices of teachers and students in Japan in an original way. The research focused on collecting data from twenty-one (n=21) teacher participants and seventy-seven (n=77) of the first Graduates from the newly introduced MEXT Course of Study Guidelines. Data were collected about their experiences within these study guidelines and provided an original contribution to literature based on the timely nature of this study, and with the findings that were discovered throughout the project in regard to teachers' pedagogy, learners' experiences in the classroom, and the socio-cultural and professional constraints that influenced their work/school life. The results of this study have therefore shown that the data collection tools that incorporated mixed methods approaches were a useful means to better understand the participants' lived experiences in current Japanese high school environs.

7.5. Recommendations

This section provides recommendations for ways to better inculcate Professional Development for teachers, along with considerations that will make it easier to implement communicative approaches in the Japanese EFL classroom.

7.5.1. Recommendation 1: Horizontal organisational structure

One recommendation is to try to encourage schools to adopt horizontal management systems. This type of workplace allows personal development to take place, knowledge growth to flourish, a sense of purpose and belonging to be fostered and the

efficacy levels of employees to increase (Peters, 2015). If a horizontal management system were in place, those teachers who desired to teach using communicative approaches could take charge of the English conversation classes, and those teachers who preferred teaching using GTM methods could teach more GTM-focused classes such as grammar, reading and translation-focused ones. This way, all four skills (reading, writing, listening and speaking) could be covered equally throughout the schools that adopt this type of horizontal work environment, thus fulfilling the goals outlined by MEXT with regard to providing students with more communicative opportunities, while at the same time providing students with the knowledge to be able to take exams that are focused on testing their grammar and linguistic competence. Therefore, teachers who are not confident or comfortable with communicating in English, who may be drawing to the final years of their careers, can continue to teach using approaches that they have used throughout their careers. It is important to note that this study has shown the lack of communicative opportunities being present in the classroom, but that it does not argue for the complete removal of GTM approaches, which in their own right are also valuable in developing students' holistic language skills. Furthermore, a horizontal workplace culture would also provide ample opportunity for teachers to develop their intercultural literacy through allowing teachers and students to reflect on language and culture while learning about and incorporating CLT approaches in the classroom. This would provide teachers with the opportunity to deepen their understanding of their own culture, as well as the culture of others (Liddicoat & Scarino, 2010). If teachers are able to discuss CLT approaches and classroom content with ALTs or teachers who have first-hand experience in communicating in English during their time spent abroad, they could improve the intercultural literacy levels of all participants involved and further spread intercultural

relations from the grassroots level within the towns and schools in which they live and work. If teachers are provided with these opportunities, they can then take the knowledge to the classroom and share it with students while team teaching with the ALTs within the classroom to provide students with authentic examples of English in use. This would fulfil MEXT's curriculum goals of creating students who are able not only to use English in their day-to-day lives, but also to be further participative members in the world in which they live.

7.5.2. Recommendation 2: Translanguaging approaches

One method by which this could be attained is by incorporating translanguaging techniques in the classroom. Translanguaging techniques allow both the L1 and the L2 to be present in the classroom in order to develop the weaker target language without hindering the communicative progress of the class (García, Johnson, & Seltzer, 2017). This bilingual approach should promote the communicative abilities of Japanese teachers and learners in enhancing their communicative experiences regardless of their level of L2 attainment, so long as they do not completely resort to teaching solely in their L1, as this could have a further negative impact on learners and on the number of opportunities with which they are provided to speak in and listen to English in their classes. Through the incorporation of translanguaging techniques, teachers would be able to provide students with dual bilingual language instruction when necessary, and they would be able to show students through their teaching approaches the mobilisation of the communicative skills required to be effective communicators in not only the foreign language that they are studying, but also their own native language. Furthermore, slowly increasing their L2 output levels as their confidence improves should have a positive impact on their communicative competence overall. As the results of Chapter 5 showed, the level of the

sample of teachers who took part in this study is an average of 480 on the TOEIC test, therefore, they are classified as having a low level of competence in English. Translanguaging approaches would allow teachers to use both languages in the classroom, with English being used at the levels with which they are comfortable, while being able to transfer back to Japanese when necessary. This would further provide teachers with opportunities to become accustomed to CLT approaches, along with giving them more time to improve their communicative competence in English, hence, developing their skills simultaneously with their students.

Translanguaging approaches could assist in acclimatising students to how communicative approaches can be used within the classroom, but could also provide students with the necessary skills to become effective communicators through the incorporation of opinion exchange and discussion tasks that are sorely lacking within Japanese classroom environs, as was outlined in the analysis of results in Chapter 6 of this thesis. Then, as student's proficiency levels rise, Japanese teachers could lessen the amount of Japanese being used in the classroom (so long as they have the English ability to do so) and increase the amount of English based on students' performance and enhancement of their linguistic competence and discussion skills. This would also provide time for teachers to become accustomed to speaking in English (starting with the basics, and progressing onto more difficult content as required), and to teaching using a CLT approach. This can be achieved by providing discussion and group work opportunities in the classroom in a dual language approach until they can acquire the required minimum standards necessary to use more communicative tasks in the classroom. So long as teachers do not resort to using Japanese for a majority of class time which would limit their English input and output ratios. If properly incorporated, translanguaging

approaches seem beneficial to both students and teachers in their development of their English language proficiency and communicative skills.

As was mentioned in the literature review in Chapter 2, translanguaging approaches, when incorporated at the classroom level, have been shown not only to increase the communicative competence of Japanese learners (Yamauchi, 2018), but also to lead to an increase in motivation and desire to study English as a foreign language (Bartlett, 2018). This in turn should assist with building teachers' leadership skills. The incorporation of translanguaging approaches and providing adequate support to teachers to incorporate CLT approaches, and to students to be provided with the necessary skills to become effective communicators, would empower all parties involved to be more confident, which would result in teachers and students being more proficient in English and in their understanding of how it should be taught to get the best results. This would further be an achievable goal if the examination system were changed to incorporate MEXT-conducted conversation tests with students, rather than authorising external bodies to do so, as has been discussed in the literature review chapter. By authorising external bodies to take care of the testing, MEXT has been perceived to have passed responsibility away from itself, which in turn influences teachers to leave communicative skills training to external organisations such as *eikaiwa* English conversation schools (Yokogawa, 2017).

7.5.3. Recommendation 3: Further development opportunities

In order to improve the communicative competence of students in the classroom, opportunities for interaction, input and output in the target language need to be provided on a consistent basis, yet the results of this study showed that this type of approach to teaching in the Japanese high school classroom has been presented only in a limited

capacity, even though mandated by MEXT in its course of study guidelines. Further discussion and exploration of what CLT is and how to implement it at future professional development days would assist teachers with better understanding the benefits that they can afford their students by incorporating CLT and communicative tasks in the classroom. Further comprehension of CLT theory, pedagogy and practical CLT approaches would support the development of teacher skills, and concurrently develop learners' linguistic knowledge, and could help to counter some of the concerns that CLT will not fit in with the current examination system, which was recorded by most of the participants in Chapter 5.

From the students' perspective, we can see that, even though students belong to the same class, there is still a fear of making mistakes when answering questions in a communicative manner in the classroom. One way to counter this fear is by starting to introduce English and communicative tasks earlier within the curriculum, which MEXT has attempted to do by introducing communicative English from the elementary school level as another means to improve the overall communicative competence of Japanese students, but this step in itself is not enough. The research findings suggest that too much responsibility for students' communicative competence is being placed on English teachers, while other subjects are still being taught in teacher-oriented, lecture-based approaches. If communicative approaches were incorporated in students' social science, Japanese, liberal arts and science classes alongside their English counterparts, students would be presented with the appropriate skillsets to be able to express their opinions. Tasks such as presentations and group discussions within their native language alongside using communicative tasks in the EFL classroom, would be a viable means of doing this. Thus, developing these skills in their native language which could be expected to have a

positive impact on the students' overall educational and professional development as a whole. This would allow students to have more opportunities to express their own opinions and ideas in multiple settings and to hear other learners' viewpoints for cognitive development, which has been outlined in Swain's "Output hypothesis" (1995) and Long's "interaction hypothesis" (1981) as being valuable to learning and individual development. At present, it seems that English subjects not only are being encouraged to promote students' communicative competence in English, but also are the first classes in which students are being introduced to using communicative, task-based activities, which puts excessive amounts of pressure on English teachers, when this burden should be shared by Japanese teachers who teach other subjects as well. As has recently been reported by the *Mainichi Newspaper*, the communicative goals that students were meant to achieve by 2019 have been pushed back to 2023, with MEXT officials stating that "the outlined levels and goals that students should attain when they graduate from high school have not been attained, and have been pushed back to 2023, when the first elementary students who have studied communicative English will graduate from high school" (Anon, 2019a).

It is important to note that the high school graduates who took part in this study are now studying English as a compulsory subject in a communicative approach at the university level, so they have had time to look back on their learning and to compare it with the communicative-focused classes in which they currently study. Therefore, whether current high school students feel the same way is one of the limitations of this project, and an aspect that requires follow up research in the future to explore whether they feel the same way when they are studying in the high school classroom at present or looking back on their experiences from a university student perspective. It will also be important to conduct the surveys again with graduates from the 2023 cohort, who will be

the first group to graduate from studying under the communicative English guidelines since elementary school. Through an analysis of how they perceived their English language journey and whether their extended exposure to communicative tasks has been successful in providing them with opportunities to (supposedly) communicate in English in the classroom or not will be a further recommended study.

Another important aspect that MEXT should consider is providing professional language training programs for teachers who went through the university system when GTM methodology and approaches were the focus of classes. Creating a program that introduces teachers to communicative approaches and CLT tasks and how to implement them in the classroom by using Task Based Language Tasks (TBLT) and activities, could be more valuable than sending materials to teachers to study in their own time, which was not fully successful when the curriculum was introduced to schools. Thus, providing teachers with compulsory seminars once a week over a span of 10 weeks to renew and update their teaching qualifications would be beneficial to promote a better understanding of the key theories related to CLT, and to introduce teachers to practical ways to introduce speaking and listening in the classroom under the current curriculum guidelines. Furthermore, providing communication classes with ALTs who are stationed at these schools would further benefit the exposure that teachers have to practising communicating in a foreign language. As ALTs are native English speakers, creating compulsory classes once a week for teachers to attend to communicate in English could have a positive impact on their communicative competence, and should further improve their TOEIC scores with constant exposure to the language in their workplace.

7.5.4. Recommendation 4: Including a spoken component in the Center examination

Another issue that has hindered the implementation of CLT and communicative

tasks is the heavily grammar translation and multiple-choice focused tests that high school students must undertake for their Center examinations. As was indicated by both student and teacher participants within this project, the focus on the examinations at present is on students' linguistic knowledge of English, rather than on their communicative abilities. If MEXT wants its curriculum to be fully adhered to and teaching practices in Japan to focus on improving the communicative competence of Japanese EFL learners, then the examination system needs to be focused on assessing this skill. As was mentioned in Chapter 5 by a senior male teacher, since MEXT has not changed the examination system, the need to change at the classroom level does not seem necessary or pressing. It is when MEXT decides to officially test students' communicative competence on the Center examinations that change will be more likely to occur, but until then, as was recorded in Chapter 2, external examinations that are approved by MEXT as proof of students' communicative competence are not the focus of classroom practice. Therefore, most teachers in this study have stated that, if students want to take one of these MEXT-approved tests, they can study for them in their own time, and they can attend *Eikaiwa* English conversation schools on their own to do so, hence handing the responsibility of creating students who are communicatively competent onto someone else. If the Center examination contained a spoken component, which could be conducted by current university lecturers and professors of English at universities, along with adequately qualified ALTs on the JET program, the motivation to increase the amount of time spend on communicative language tasks would be promoted at the school level, and teachers would not be able to hand off the responsibility to external institutions.

7.5.5. Recommendation 5: Incorporating technology in the classroom

Another factor that may lead to the development of both teachers' and learners'

communicative competence is the incorporation of technology in the classroom. One major factor that has influenced the slow development of Japanese teachers' and students' communicative development in English is the fact that English is not a language that they are likely to use outside the classroom in their day to day lives (Le Ha, 2013). As Japan is known to have strong sister school programs with schools located across Australia, New Zealand, America, Canada, England, Ireland, and Wales (CLAIR, 2019), using technology by promoting web based real life communicative experiences with these sisters schools would not only benefit language acquisition and usage opportunities, but can further improve the sister school relationships that these schools share. If technology, such as computers with web cameras, is set up at both the schools involved, this could provide opportunities for teachers and students from both countries to communicate with each other both in English for Japanese participants, and in Japanese for foreign students and teachers. This would provide real world practice of the language to occur regardless of the geographical location of participants, therefore, lessening the hindrances to practising the language within one's home country. In a study conducted by Develotte, Guichon, and Vincent (2010), results showed that video conferencing between graduate students at a French university and French undergraduate students at a North American university showed an increase in language retention, communicative competence and learner motivation on the whole. Thus, if Japan implemented a similar program with their sister schools, this could further enhance the opportunities for students and teachers to practise language in real life settings with native speakers, it could further develop their intercultural literacy levels. According to Zappa-Hollman and Duff (2019), video conferencing between people of different countries and language families allows more optimised learning to take place, authentic communication practice to be presented and

self-reflection of learners' communicative abilities to be apparent. This would then demonstrate to teachers and students that English is not just a language that should be studied in its grammar-linguistics forms to pass examinations, but is also a living, breathing organism that can assist them in their future lives in its spoken form, whether it is in their future employment, travels or personal lives.

7.6. Conclusion

This chapter has discussed the findings and implications of this research project and has shown both the beneficial aspects of CLT and its implementation in the Japanese high school classroom, and has revealed why there have been hindrances to doing so. It has answered the research questions to show what teacher practices are like within the new curriculum guidelines and current high school workplace, and has outlined the classroom experiences of Japanese learners. Also, it has provided evidence of socio-cultural perspectives that shape how teachers and students are able to participate within their workplace and school environments. These findings have shown that the hierarchy, the *Uchi/Soto* phenomenon, the concept of 'Face', and the overall curriculum as a whole have an impact on the way that teachers teach and students learn and participate in the classroom.

Until the nature of teaching and learning in Japan starts to allow student-oriented lessons to become more frequent, it is unlikely that students will truly be able to communicate in the classroom unless individual teachers create an environment in which students feel safe to do so. Yet, if only English classes are given the sole responsibility of getting students to express their own ideas and opinions, then no lasting changes can occur. This is why it is so important for other subject teachers also to create classrooms where opinion exchange and self-expression are present. As the first group of graduates from

the new curriculum are currently studying in a communicative approach in my classes at the university level, it seems possible to do so, as has been recorded by Bartlett (2018) in an empirical study conducted with the same group of students who took part in this study. The results of this study, which showed an increase in students' levels of output and motivation in the classroom through the incorporation of translanguaging techniques to increase the communicative competence of learners. This was further supported by Cacali and Germinario (2018) in an exploration of schema-based strategies for students transitioning from teacher-led lectures for information retention in Japanese high schools to student-led communicative classrooms in Japanese universities. Cacali and Germinario (2018) believed that allowing students to express their opinions verbally about a number of topics relevant not only to their educational development but also to their future pathways will be of assistance in bringing Japan onto the world stage in business, economics, and international cooperation activities.

The most significant concern appears to be whether Japanese teachers would be willing and able to create classes that foster communicative approaches within the top-down hierarchical environments that are currently present within Japanese high schools. If an intercultural and organisational change were to be implemented to allow more horizontal workplace dynamics to be formed, it would support and promote corroborative development opportunities to be established among teachers. One fundamental finding within this project is that teachers who have direct experience with learning and teaching in CLT approaches based on their experiences studying abroad are not presented with opportunities from their colleagues, who do not share the same experiences, to incorporate these teaching styles based on the hierarchical and cultural boundaries being present within their workplaces. It is evident that the homogeneous societal and

educational pressures that have been present since the Tokugawa era (1603-1867) are still dominant within Japanese elementary, junior and senior high school environs (Colpitts and Barley-Alexander, 2019). Furthermore, as a means to improve the communicative abilities of Japanese teachers and their students in their native language, creating a work culture that allows teachers and students to express their opinions in their native language is an essential step in preparing students for what is expected in EFL classrooms.

The findings of this study suggest something profound in terms of the character of curriculum; of its contested construction and implementation, of its political outcomes, of its heterogeneous, and in some cases unintended policy effects and its impact on teacher practice and students learning, which have all been outlined within this chapter. It is this researcher's hope that this thesis and its findings will be of value to MEXT policy-makers and to stakeholders in Japanese high schools to show where further development, discussion, review of and assistance in implementing CLT approaches in Japanese high schools are necessary. After the study's completion, MEXT has acknowledged that the curriculum has not been implemented satisfactorily, and it has pushed the goals of the new curriculum back to 2023 in order to explore why the current expected outcomes of the new curriculum have not been attained by students (Anon, 2019a). It is this researcher's hope that this thesis will provide assistance to MEXT in understanding why there have been hindrances to the implementation of the new curriculum and why the outcomes have not been attained. As a result of the new knowledge created through this study, this thesis will be able to assist and provide guidance with regard to the future EFL developments in Japan, which is one of this project's anticipated major outcomes as stated in the personal note section of Chapter 1.

This chapter has also recommended approaches to teaching, learning and

management in classrooms and schools that may be able to improve the communicative levels of Japanese teachers and learners, along with the workplace environments of teachers based on my experience of living and working in Japan as an English teacher for 16 years as outlined in the personal note of Chapter 1, and being a participative member in workplaces similar to those mentioned above. Through using these experiences, it is my hope to research, present and publish further in the field in the hope of improving and assisting with enhancing the English language abilities of teachers and students in Japan. Furthermore, the results of this project will assist other foreigners coming to Japan to understand the society and culture in which they will be living in the hope of further promoting international relations, cooperation efforts and the development of multicultural understanding within the world in which we live.

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9. Appendices

9.1. Appendix 1: Consent form

Project Details	
Title of the Project:	An instrumental case study on the use of CLT by high school teachers, students and pre-service teachers in Japan.
Human Research Ethics Approval Number:	HXXREAXXX

Research Team Contact Details

Principal Investigator Details	Supervisor Details
Mr. Kevin Bartlett Email: kevinab17@hotmail.com Mobile: 08039600238	Doctor Marcus Harmes Email: Marcus.Harmes@usq.edu.au Telephone: (07) 4631 2773

Description

This project is being undertaken as part of the Doctor of Education Program.

The purpose of this project is to understand how teachers feel about using Communicative Language Teaching and the new curriculum, how students find learning in this style and how pre-service teachers are learning about the approaches to teaching in a Communicative Language Teaching style.

The research team requests your assistance because you are either a high school teacher in Japan, a student who went to a Japanese high school, or a pre-service teacher who has undertaken or will undertake a practicum at a Japanese high school.

Participation

Your participation will initially involve the completion of a questionnaire about your

teaching experiences with using Communicative Language Teaching in your workplace and classrooms. It will ask what you find beneficial and hindering about using Communicative Language Teaching. The survey will take approximately 20 minutes of your time.

You may then be asked to take part in a focus group discussion or a semi-structured interview based on your questionnaire responses. A focus group discussion with other participants would run for no longer than 30 minutes with 15~20 other participants, and/or a semi-formal interview will run for 30 minutes. These proceedings will be audio recorded and the data will be kept safe and heard only by members of the principal investigator's supervisory team.

Questions will ask you about the new curriculum, Communicative Language Teaching and your teaching practice.

Your participation in this project is entirely voluntary. If you do not wish to take part, you are not obliged to do so. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. Please note that if you wish to withdraw from the project for any reason after you have submitted your responses, the Research Team are unable to remove your data from the project (unless identifiable information has been collected). If you do wish to withdraw from this project, please contact the Principal Investigator (contact details at the top of this form).

Your decision whether you take part, do not take part, or to take part and then withdraw will in no way impact on your current or future relationship with the University of Southern Queensland or with Kwansei Gakuin University.

Expected Benefits

It is expected that this project will increase knowledge of the effectiveness and uptake of a new approach to teaching English that is now in place in the Japanese education system. It is anticipated that this study of how people teach and how students learn will benefit future teachers and researchers who will read published articles about the project.

Risks

There are no anticipated risks beyond normal day-to-day living associated with your participation in this project. You will be asked to give time to participate and you will be asked about educational and professional issues.

Privacy and Confidentiality

All comments and responses will be treated confidentially unless required otherwise by law.

Any data collected as a part of this project will be stored securely as per the University of Southern Queensland's Research Data Management policy. Only the principal investigator will have access to the identifiable data.

Consent to Participate

The return of the completed questionnaire is accepted as an indication of your consent to participate in this project. However, as noted above you may withdraw at any time, and at that point your participation will be taken to have ceased entirely.

Questions or Further Information about the Project

Please refer to the Research Team Contact Details at the top of the form to have any questions answered or to request further information about this project.

Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project, you

may contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au. The Ethics Coordinator is not connected with the research project and can facilitate a resolution to your concern in an unbiased manner.

Thank you for taking the time to help with this research project. Please keep this sheet for your information.

Project Details

Title of the Project:	An instrumental case study on the use of CLT by high school teachers, students and pre-service teachers in Japan.
Human Research Ethics Approval Number:	H17REA142

Research Team Contact Details

Principal Investigator Details

Mr. Kevin Bartlett
Email: kevinab17@hotmail.com
Mobile: 08039600238

Supervisor Details

Dr Marcus Harmes
Email: Marcus.Harmes@usq.edu.au
Telephone: (07) 4631 2773

Statement of Consent

By signing below, you are indicating that you:

- Have read and understood the information document regarding this project.

- Have had any questions answered to your satisfaction.

- Understand that if you have any additional questions you can contact the principal investigator.

- Understand that you are free to withdraw at any time, without comment or penalty.

- Understand that you can contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email ethics@usq.edu.au if you do have any concern or complaint about the ethical conduct of this project.

- Are over 18 years of age.

- Agree to participate in the project.

Participant Name	
Participant Signature	
Date	

Please return this sheet to a Research Team member prior to undertaking the questionnaire.

9.2. Appendix 2: Ethics approval

OFFICE OF RESEARCH

Human Research Ethics Committee

PHONE +61 7 4687 5703| FAX +61 7 4631 5555

EMAIL human.ethics@usq.edu.au

10 July 2017

Mr Kevin Bartlett

Dear Kevin

The USQ Human Research Ethics Committee has recently reviewed your responses to the conditions placed upon the ethical approval for the project outlined below. Your proposal is now deemed to meet the requirements of the *National Statement on Ethical Conduct in Human Research (2007)* and full ethical approval has been granted. Approval No.

H17REA142

Project Title	An instrumental case study of the use of CLT by high school teachers, students and pre-service teachers in Japan
Approval date	10 July 2017
Expiry date	10 July 2020
HREC Decision	**Approved**

 The standard conditions of this approval are:

(a) Conduct the project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments made to the proposal required by the HREC

(b) Advise (email: human.ethics@usq.edu.au) immediately of any complaints or other issues in relation to the project which may warrant review of the ethical approval of the project

(c) Make submission for approval of amendments to the approved project before implementing such changes

(d) Provide a 'progress report' for every year of approval

(e) Provide a 'final report' when the project is complete

(f) Advise in writing if the project has been discontinued, using a 'final report'

For (c) to (f) forms are available on the USQ ethics website:

http://www.usq.edu.au/research/support-development/research-services/research-integrity-ethics/human/forms

Samantha Davis

Ethics Officer

9.3.   Appendix 3: Survey given to teachers:

Survey for Teachers

The purpose of this project is to understand how teachers feel about using Communicative Language Teaching and the new curriculum, and how students find learning in this style.

The research team requests your assistance because you are a high school teacher in Japan.

Although most of the questions are provided in English (as you are English teachers), you can answer the questions in either English or Japanese.

Thank you for agreeing to take part in this survey being conducted by Kevin Bartlett as part of his Doctor of Education graduation dissertation. Your participation will involve the completion of a questionnaire about your teaching experience using Communicative Language Teaching in your workplace and classrooms. It will ask what you find beneficial and-or hindering about using Communicative Language Teaching and will take approximately 20 minutes of your time to complete.

If you complete this survey online, completion of the survey will be considered as consenting for your results to be used within the above-mentioned project. If you do not wish this to occur, please contact the lead researcher, Mr. Kevin Bartlett either by phone or by email at

Email: (Deleted post survey for privacy reasons)

Ph: (Deleted post survey for privacy reasons)

There are 19 questions in this survey.

What is your name? お名前 *

Please write your answer here:
How long have you been a high school teacher? 高校教員としての職歴

Choose one of the following answers
Please choose **only one** of the following:

- Less than 5 years
- 5~10 years
- 11~15 years
- 16~20 years
- 20~25 years
- More than 25 years

What is your highest level of education? 学歴

Choose one of the following answers
Please choose **only one** of the following:

- 専門学校　Senmon Gakkou
- 短期大学　2 Year college
- 大学（学士）　4 Year University
- 大学院（修士）Master's Degree
- 大学院（博士）Doctoral Degree

What was you major? 大学などの専門

Choose one of the following answers
Please choose **only one** of the following:

- 英語　English Language
- 文学　Literature
- 社会学　Sociology
- 教育学　Education
- その他　Other

If you answered other to the question above, please write your major here. その他と答えたなら、あなたの専門を書いてください。

Please write your answer here:

How long have you been studying English?　英語の勉強は何年間？ *

Please write your answer here:
Which of the following tests have you completed? If you remember, please provide your level or score.

受けたことがある試験。級かスコアが覚えているなら記入して下さい。

Comment only when you choose an answer.
Please choose all that apply and provide a comment:

- TOEIC
- TOEFL
- EIKEN
- IELTS
- Kokuren Eiken

Answer the following questions based on your English ability *

Please choose the appropriate response for each item:

	Not confident	Somewhat confident	Confident	Very confident	Fluent
My speaking ability					
My listening ability					
My writing ability					
My reading ability					
My translation ability					
My conversation ability					
My ability to teach speaking/conversation					
My ability to teach listening					
My ability to teach reading					
My ability to teach writing					

What English subjects do you teach?

Please write your answer here:

What subject do you enjoy teaching the most? Why?

Please write your answer here:

What subject do you enjoy teaching the least? Why

Please write your answer here:

What teaching style do you think you use the most in your classroom? Yakudoku（訳読）/ CLT（コミュニケーション言語教育）/ Other（その他）

Please write your answer here:

How much time do you speak English in the classroom? (minutes of a 50-minute class)

Please choose **only one** of the following:

- Less than 10 minutes
- 11~20 minutes
- 21~30 minutes
- 31~40 minutes
- 41~50 minutes

How much time do your students speak English in the classroom?

Please choose **only one** of the following:

- Less than 10 minutes
- 11~20 minutes
- 21~30 minutes
- 31~40 minutes
- 41~50 minutes

What skill do you focus on teaching your students the most?

Please choose **only one** of the following:

- Reading
- Writing
- Listening
- Speaking

Why do you focus mostly on teaching this skill to your students?

Please write your answer here:

After teaching the new curriculum since 2013, which curriculum do you think is better? The current one or the old one? Why?

Please write your answer here:

Comparing the old and new curriculums, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach? *

Please choose the appropriate response for each item:

	Old curriculum	New curriculum
Better textbooks		
Easier to prepare for classes		
Easier to prepare students for tests/e entrance examinations		
Better for speaking and listening tasks		
Better for reading and writing tasks		
Better for vocabulary		
Better for my teaching style		
Better for my students' learning style		
Better for preparing materials and class plans with other teachers		
Higher level classes		
Which curriculum do you prefer?		

Why do you prefer either the old or the new curriculum? For what personal reasons?

Please write your answer here:

Thank you for completing the survey. All of the data will remain confidential and no participant names or workplace names will be used when writing up the results. Thank you very much for your time.

Submit your survey.

Thank you for completing this survey.

9.4. Appendix 4: Survey given to students.

Survey for Students

This survey is being conducted to ask you about your experiences with studying English in high school.
Thank you for taking part in this survey.
There are 14 questions in this survey.

What is your name?

Please write your answer here:

How old are you?

Please write your answer here:

In what year did you graduate from high school?

Please write your answer here:

In what prefecture (都道府県) was your high school located?

Please write your answer here:

Please select your gender.

Please choose **only one** of the following:

- Female
- Male

How many English classes did you have a week?

Please write your answer here:
English Conversation=

English Communication=

English Expression=

Other=

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class.

Please choose the appropriate response for each item:

1st 2nd 3rd 4th 5th 6th 7th
Reading
Writing
Listening
Speaking
Grammar
Translation
Practice tests
E.g.: 1st - The aspect your classes focused on the most.

How often did your teachers talk English in the classroom? Did they mainly talk/teach you in Japanese or in English?

Please write your answer here:

How would you rate your English teachers' ability to speak and teach in English?

Please write your answer here:

What language would you have liked your teacher to teach in, English or Japanese? Why?

Please write your answer here:

Do you wish that you had more chances to speak in English during your high school classes? Why/Why not?

Please write your answer here:

What do you think was your main motivation to study English in high school? Was it to be able to speak English, to pass University Entrance exams, or another reason?

Please write your answer here:

Do you think your high school classes properly prepared you to use English in your daily life? Why/Why not?

Please write your answer here:

Did you do the following tasks in your high school English classes?

Please choose the appropriate response for each item:

	Yes	Uncertain	No
Debating			
Presentations			
Drama/acting			
Free conversation			
Textbook reading			
Textbook conversations			
Translation			
Listening tasks			
Grammar tasks			

Thank you for your participation. Your answers will be kept confidential.

Submit your survey.

Thank you for completing this survey.

9.5. Appendix 5: Teacher survey results

Results

Survey 78892

Number of records in this query:	22
Total records in survey:	22
Percentage of total:	100.00%

Summary for a

What is your name? お名前

Answer	Count	Percentage
Answer	21	95.45%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

ID	Response
25	
26	
29	
15	
29	
27	
30	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	

Summary for B

How long have you been a high school teacher? 高校教員としての職歴

Answer	Count	Percentage
Less than 5 years (A1)	2	9.09%
5~10 years (A5)	4	18.18%
11~15 years (A4)	5	22.73%
16~20 years (A3)	4	18.18%
20~25 years (A2)	3	13.64%
More than 25 years (A6)	3	13.64%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Quick statistics
Survey 78892

Summary for c

What is your highest level of education? 学歴

Answer	Count	Percentage
専門学校 TAFE (A1)	0	0.00%
短期大学 2 Year college (A5)	0	0.00%
大学 (学士) 4 Year University (A4)	20	90.91%
大学院 (修士) Masters Degree (A3)	1	4.55%
大学院 (博士) Doctoral Degree (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Quick statistics
Survey 78892

What was you major?/大学などの専門

Answer		Count	Percentage
英語	English Language (A1)	5	22.73%
文学	Literature (A5)	1	4.55%
社会学	Sociology (A4)	1	4.55%
教育学	Education (A3)	1	4.55%
その他	Other (A2)	13	59.09%
No answer		0	0.00%
Not completed or Not displayed		1	4.55%

If you answered other to the question above, please write your major here. その他と答えたなら、あなたの専門を書いてください。

Answer	Count	Percentage
Answer	13	59.09%
No answer	8	36.36%
Not completed or Not displayed	1	4.55%

ID	Response
25	economics
28	Economics
27	Economics
30	Political Science
33	Economics
35	Russian
36	Economics
39	Economics
40	Linguistics
41	Economics
42	Economics
43	Law
45	Business
46	Economics

Summary for r(SQ009)[My ability to teach English reading]

Answer the following questions based on your English ability

Answer	Count	Percentage
Not confident (A1)	0	0.00%
Somewhat confident (A2)	4	18.18%
Confident (A3)	8	36.36%
Very confident (A4)	9	40.91%
Fluent (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Summary for r(SQ010)[My ability to teach English writing]

Answer the following questions based on your English ability

Answer	Count	Percentage
Not confident (A1)	0	0.00%
Somewhat confident (A2)	5	22.73%
Confident (A3)	8	36.36%
Very confident (A4)	8	36.36%
Fluent (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Summary for h

What English subjects do you teach?

Answer	Count	Percentage
Answer	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

ID	Response
26	Junior High English
25	English Reading, English Grammar, English Writing
29	Expression, communicative, reading and exam prep
15	Reading, Grammar, Writing (composition, essay), Conversation
28	English Expression, communicative English
30	Reading, Expression, communication
32	English Expression
33	English Communication
34	English Conversation - team teaching with ALT
35	Expression, communication, Conversation and Exam preparation course
35	English Expression and English Conversation (team teaching)
37	English Expression, English Communication and team teach Conversation
38	English Expression, English Conversation, English Communication
39	Conversation, communication, conversation
40	Conversation, Communication and Expression
41	Expression, Communication, Conversation
42	Expression, Communication, Examination Practice
43	Conversation, Communication, Exam English
44	Expression, Communication, Conversation, exam preparatory
44	Conversation, Expression, communication, Examination preparatory course.
45	Conversation, Expression and Communication,
45	Expression, Communication and Conversation

Summary for i

What subject do you enjoy teaching the most? Why?

Answer	Count	Percentage
Answer	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

ID	Response
26	Presentation Practice. Students make a great presentation and speech.
25	English Reading I'm interested in various topics.
29	Reading, I like content of text
15	Reading--Reading textbooks contain many different interesting topics and we (including students) can learn a lot of things.
28	Expression - It is more reading
30	Reading
32	English Expression. It is more focused on grammar and reading
33	English Communication - I like the short passages and grammar focus
34	Expression, students can read many passages and learn new things from the text
35	Expression. It is because I enjoy teaching the grammar
35	English Conversation. I like the reading and grammar
37	English Conversation - There is not a set structure. I lived in America for a year in...
38	communication. I enjoy teaching grammar
39	Communication. It allows me to teach both grammar and speaking.
40	Examination Practice. I like teaching the grammars that are important to students
41	Exam English. I am able to teach reading and learning skills that are important to the students' future.
42	Expression. I like teaching students how to read the endless. Some of them are quite interesting.
43	Exam preparation. I like teaching students about what they will encounter in the examination.
44	Conversation. I enjoy speaking with students and listening to them speak.
45	Communication. It allows me to teach grammars to students.

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Summary for j

What subject do you enjoy teaching the least? Why

Answer	Count	Percentage
No answer	20	90.91%
Not completed or Not displayed	2	9.09%

ID	Response
26	Nothing
25	English Reading
29	Communicative. I am not good speaking. It is hard to teach
15	Writing – There are several ways of writing and even if it is correct grammatically, native speakers say that they don't write that way.
28	Communication - I don't like the discussion sections
30	Communication
32	Communication. I don't like to speak in front of students
33	English Conversation - I am not able to keep up with the communication of the ALT
34	Communication. I am not a good speaker of English
35	Conversations. I like speaking but don't know how to get my students to start speaking
36	Conversation. I don't like teaching with native speaker. If I make a mistake, he say so in front of student. I don't like to talking
37	English Expression. The topics in the textbook are not interesting.
38	Conversation. I don't have much confidence to speak in English in front of students.
39	Conversation. The material is heavily focused on grammar and role exercises.
40	Conversation
41	Conversation. I don't know how to speak well.
42	Conversation. I am not confidant at speaking and usually leave the class to the ALT but I think it could be better.
43	Conversation. I don't think it has enough structure. As a result, we need to think and prepare much more and I think it is too much to ask of teachers
44	Expression. It is too structured and doesn't allow for conversation or opinion exchanges to take place.
45	Conversation. I am not comfortable with communicating in front of students for an entire class.

Quick statistics
Survey 785621 -

Summary for k

What teaching style do you think you use the most in your classroom? Yakudoku (訳読) / CLT (コミュニケーション言語教育) / Other (その他)

Answer	Count	Percentage
No answer	20	90.91%
Not completed or Not displayed	2	9.09%

ID	Response
26	文法説明と音読
25	Yakudoku
29	yakudoku
15	I mainly use CLT, but I sometimes explain a long, difficult sentence to students translating into Japanese.
28	Yakudoku.
30	Yakudoku in my reading classes. Translation in my communication classes
32	Yakudoku
33	I try to vary my teaching style, but when I teach alone, I use Yakudoku
34	I try to use CLT in conversation class, but I usually leave it to the ALT. In my other classes, I use Yakudoku.
35	Both Yakudoku and CLT
38	Yakudoku. I teach much grammar and reading. To explain grammar, yakudoku is easier.
37	I try to communicate with my students in English, but some teachers tell me I should use more Yakudoku.
38	Yakudoku. It is the most helpful for students to prepare for exams
39	I try to use a communicative approach as much as I can, but some teachers don't like when I do this.
40	Yakudoku. It is important to understand the grammars for examination.
41	Yakudoku, for reading. Listening [just play the CD and check the answers before using] Yakudoku to translate the transcripts with students.
42	I use Yakudoku mostly. I am not familiar with CLT and how to use it.
43	Yakudoku. It is how I was taught and I am familiar with this approach.
44	I use CLT in my communication classes, but Yakudoku in others. It is difficult to mix approaches when the curriculum is heavily structured in one subject, but allows for material
45	I mix Yakudoku and CLT, depending on whether I am teaching grammar or speaking.

Summary for l

How much time do you speak English in the classroom? (minutes of a 50 minute class)

Answer	Count	Percentage
Less than 10 minutes (A1)	11	50.00%
10~20 minutes (A2)	6	27.27%
20~30 minutes (A3)	2	9.09%
30~40 minutes (A4)	1	4.55%
40~50 minutes (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Quick statistics
Survey 785621 -

Summary for m

How much time do your students speak English in the classroom?

Answer	Count	Percentage
Less than 10 minutes (A1)	9	40.91%
10~20 minutes (A2)	8	36.36%
20~30 minutes (A3)	3	13.64%
30~40 minutes (A4)	0	0.00%
40~50 minutes (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for r(SQ005)[My translation ability]

Answer the following questions based on your English ability

Answer	Count	Percentage
Not confident (A1)	6	27.27%
Somewhat confident (A2)	6	27.27%
Confident (A3)	7	31.82%
Very confident (A4)	2	9.09%
Fluent (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Quick statistics
Survey /8d821 ·

Summary for r(SQ006)[My conversation ability]

Answer the following questions based on your English ability

Answer	Count	Percentage
Not confident (A1)	6	27.27%
Somewhat confident (A2)	6	27.27%
Confident (A3)	6	27.27%
Very confident (A4)	2	9.09%
Fluent (A5)	1	4.55%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Summary for r(SQ007)[My ability to teach speaking/ conversation]

Answer the following questions based on your English ability

Answer	Count	Percentage
Not confident (A1)	8	36.36%
Somewhat confident (A2)	6	27.27%
Confident (A3)	6	27.27%
Very confident (A4)	0	0.00%
Fluent (A5)	1	4.55%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Quick statistics
Survey /8d821 ·

Summary for r(SQ008)[My ability to teach listening]

Answer the following questions based on your English ability

Answer	Count	Percentage
Not confident (A1)	1	4.55%
Somewhat confident (A2)	10	45.45%
Confident (A3)	9	40.91%
Very confident (A4)	1	4.55%
Fluent (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Summary for n

What skill do you focus on teaching your students the most?

Answer	Count	Percentage
Reading (A1)	15	68.18%
Writing (A2)	2	9.09%
Listening (A3)	1	4.55%
Speaking (A4)	2	9.09%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for o

Why do you focus mostly on teaching this skill to you students?

Answer	Count	Percentage
Answer	19	86.36%
No answer	1	4.55%
Not completed or Not displayed	2	9.09%

ID	Response
25	To pass the entrance examinations of high level universities
29	Is important for test
15	Because I think Reading is the basic skill for learning other skills.
28	It is important for entrance examinations
30	It is important for the examinations they will take.
32	It is important for examination
33	It is a good way to go over grammar in real texts
34	Student have to write short passages and essay for exams
35	Because this skill is important for their センター and大学入試
36	In the reading, student can see how grammar is working
37	I like to communicate. I want to give my students many opportunities to speak in English.
38	It is important for students to be able to read for information. This is what they are required to do on the exam
39	It is sometimes difficult to get student to express their opinions because they have not had many opportunities to do so in their school experience. So, I use listening to get students accustomed to English, then after that, I try to get them to speak. But this is difficult for me because other teachers do not use this style in the classroom, so its sometimes surprising to students when I ask them to talk.
40	It is important for students to understand the grammar and passages for the exams to get into university.
41	In the examinations, students have to read long passages, understand them, and then answer questions about them.
42	Reading is one of the key skills students need to be able to understand the examination. Listening is not as important.
43	It is important for their future. They need this skill most of all during the examinations.
44	I think it is important to allow students to opportunity to speak in English with their fellow classmates as they do not have the opportunity to do so outside of the classroom.
45	It allows for understanding of grammar and how it is used.

Summary for p

After teaching the new curriculum since 2013, which curriculum do you think is better? The current one or the old one? Why?

Answer	Count	Percentage
Answer	19	86.36%
No answer	1	4.55%
Not completed or Not displayed	2	9.09%

ID	Response
25	The new one is.
29	Old. Easier to teach. Not have to speak.
15	I think the current curriculum is better, because it contains the materials to learn all the four English skills.
28	The old curriculum. We were not asked to use speaking as much
30	Old one. The new one is too much communication. It is not s helpful for students to study for exams
32	The new one seems to be a bit watered down. Students need to study more grammar and translation in my opinion
33	I think the new curriculum is better for students, but it does not fit with our schools focus on CENTER and University Exams.
34	I think the new curriculum is good, but I think more discussion and preparation is needed. Also, as some older teachers dont want to use speaking in class. It makes younger teachers hesitant to try
35	I started teaching in 2014, and have only taught using the new curriculum
36	I like old for test preparation, but new if it is speaking and listening.
37	I think the new curriculum is better for communication, but I think the old curriculum is better suited to the entrance examination system in Japan
38	The new curriculum takes too much time away from preparing students for exams. I prefer the old one.
39	I prefer the new curriculum, because it focuses on all aspects of language, not just reading, writing and grammar.
40	The old one is better for exams, but the new one is better for speaking.
41	I prefer the old curriculum. It is more suited to the examination system that we must teach to.
42	I prefer the old one. I am not familiar with CLT and how to use it in the classroom. Also, I dont want to make a mistake in front of the ALT or the students.
43	I prefer the old one. The new one leaves too much for interpretation.
44	I prefer the new curriculum, but most teachers encourage me to use old curriculum materials. The new one allows me to use my English like I was able to when studying abroad.
45	I think it depends on the school and the teaching style of the individual. The new one is more loosely designed so teachers can create their own activities related to speaking and listening, but the old curriculum is better suited to school that think examination success is

Summary for q [Better textbooks][Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	12	54.55%
New curriculum (A2)	8	36.36%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

272

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Quick statistics
Survey /84621 -

Summary for q [Easier to prepare for classes][Label 2]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	13	59.09%
New curriculum (A2)	7	31.82%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Quick statistics
Survey /84621 -

Summary for q [Easier to prepare students for tests/ Entrance examinations][Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	17	77.27%
New curriculum (A2)	3	13.64%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Easier to prepare students for tests/ Entrance examinations][Label 2]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Better for speaking and listening tasks][Label 2]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Better for speaking and listening tasks][Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	0	0.00%
New curriculum (A2)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Better for reading and writing tasks][Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	16	72.73%
New curriculum (A2)	4	18.18%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

274

Summary for q [Better for reading and writing tasks][Label 2]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Better for Vocabulary][Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	16	72.73%
New curriculum (A2)	4	18.18%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Quick statistics
Survey /848921

Summary for q [Better for Vocabulary][Label 2]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Better for my teaching style][Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	13	59.09%
New curriculum (A2)	7	31.82%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Quick statistics
Survey /848921

275

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Better for my students learning style][Label 2]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Quick statistics
Survey /88921 -

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Better for my students learning style][Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	12	54.55%
New curriculum (A2)	8	36.36%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Better for preparing materials and class plans with other teachers][Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Quick statistics
Survey /88921 -

Answer	Count	Percentage
Old curriculum (A1)	15	68.18%
New curriculum (A2)	5	22.73%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

276

Summary for q [Better for preparing materials and class plans with other teachers]|Label 2]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [Higher level]|Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	15	68.18%
New curriculum (A2)	5	22.73%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Quick statistics
Survey /88921

Summary for q [Higher level]|Label 2]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Summary for q [I prefer the]|Label 1]

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Old curriculum (A1)	13	59.09%
New curriculum (A2)	7	31.82%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

Quick statistics
Survey /88921

Comparing the old and new curriculum, which do you think was better? Which do you think provided better materials for students? Which one was easier to teach?

Answer	Count	Percentage
Please check this box after you answer old or new curriculum (A1)	20	90.91%
No answer	0	0.00%
Not completed or Not displayed	2	9.09%

46 | I think because my students are not so high level or interested in getting into a good university, that they prefer the new curriculum, but because I was taught in a Yakudoku style, I prefer the old curriculum and challenging students to get a good score on their exams.

Quick statistics
Survey 788821 -

Summary for s

Why do you prefer either the old or new curriculum? For what personal reasons?

Answer	Count	Percentage
No answer	18	81.82%
Not completed or Not displayed	2	9.09%
	2	9.09%

ID	Response
25 / 15	I prefer the new curriculum. Students can learn four English skills equally and it will help to improve their listening and speaking ability.
29	It was better. I was taught in this style, and I prefer this style. I am not good speaker, so I like reading and translation better.
30	I am not a good speaker, so I like the old curriculum. I know we should start to teach speaking, but I have not enough confidence of experience to do so. Some teacher takes
32	Eikaiwa outside of work time, but I am too busy to do such thing. I am about to retire. The new curriculum asks for me to start speaking in the classroom. I am not confident about this.
33	Also, our students don't need English in their day to day life. It is a subject that is mainly studied for exams. This is more the focus of the old curriculum, and I am familiar with teaching to the exam.
34	I think many Japanese teachers don't know how to use communication in their classroom and are too focused on examination success. I try to communicate in the class, but I dont know if I am doing a good job.
35	I think the old curriculum is more used in my school. Although some teachers are trying to use the new curriculum, I think we are unsure of how to use it in examination preparation. It is good for low level students who don't want to go to university, but not so good for student who want to go to there
36	I like some of the prints from the old textbooks better, but I have only taught the new curriculum, so I choose the new one.
37	It is easy for Japanese people to teach in Yakudoku. The old curriculum lets us do this. But the new curriculum is good for speaking. I just dont know how to teach how to of speaking. I prefer the new curriculum because I like to speak. But the old curriculum is used more in my school as many senior teachers and subject leaders do not like to speak in English and only want to focus on exam results.
38	The new curriculum is not good for preparing students for exams. Also, I am not a confident speaker, so it is hard for me to teach in all English. I think this is also difficult for my students to do.
39	I like to communicate and have lived abroad, so I studied English in a communicative style. This is different to how classes are taught in Japan. I want to use more speaking and listening in the classroom, but this is difficult to do and sometimes causes problems with senior teachers at the school who sometimes tell me to focus more on preparing students for tests.
40	I dont see a purpose to teaching speaking, because our students studying for exams, so I prefer the old textbook.
41	The new curriculum seems like a watered down version of the old curriculum. I think it might be easier for students. But, I know that we as teachers have to take the initiative to continue and expand the conversation in the textbooks. but I am not confident in doing this.
42	I think it is sometimes difficult to ask Japanese people to speak in English. Sometimes we are scared of making mistakes or saying something that may differ from what other people think. I do think it is important for Japanese people to become better communicators in English, but I dont know how to do it.
43	It is easier to prepare students for their examination using the old curriculum and yakudoku. Conversation is still difficult for us Japanese to teach.
44	It is difficult to say which one is higher level, as it depends on the teachers focus. I prefer the new curriculum because I like speaking and creating a relaxed environment for my students. However, most teachers at my school prefer a more structured, examination focused curriculum and prefer to teach in a Yakudoku style, which they are accustomed to.

9.6. Appendix 6: Student survey results

Number of records in this query:	77
Total records in survey:	77
Percentage of total:	100.00%

Summary for A

What is your name?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
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Summary for B

How old are you?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
1	20
2	20
3	20
4	20
5	20
6	19
7	19
8	20
9	19
10	20
11	20
12	22
13	20
14	19
15	19
16	20
17	19
18	20
19	19
20	21
21	20
22	19
23	19
24	22
25	20
27	20
28	20
30	19
31	20
32	20
33	20
34	20
35	20
36	19
37	20
38	20
39	20
40	2016
42	19 years old
43	21
44	20
45	20
46	2016
47	21
48	20
49	20 years old
50	21
51	2016
52	20
53	19
54	20

55	23
56	19
57	19
58	20
59	19
60	20
62	20
63	19
64	19
65	19
67	20
68	20
69	19
70	20
71	19
72	20
73	20
74	19
76	20
78	20
79	19
80	20 years olds
81	20
82	19
83	20
86	19

Summary for C

In what year did you graduate high school?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
1	2016
2	2016
3	2016
4	2015
5	2016
6	16
7	2016
8	2016
9	2016
10	2016
11	2016
12	2014
13	2015
14	2016
15	2016
16	2015
17	2016
18	2016
19	2016
20	2015
21	2015
22	2016
23	2016
24	2014
26	2016
27	2016
28	2015
30	2016
31	2016
32	2016
33	2016
34	2015
35	2015
36	2016
37	2016
38	2016
39	2016
40	2016
42	2016
43	2016
44	2016
45	2016
46	hiroshima
47	2016
48	2016
49	2015
50	2015
51	hyogo
52	2015
53	2016
54	2016

55	3
56	2016
57	2016
58	2016
59	2016
60	2015
62	2016
63	2016
64	2016
65	2016
67	2016
68	2016
69	2016
70	2016
71	2016
72	2016
73	2016
74	2016年
76	2016
78	2016
79	2016
80	2016 years
81	2016
82	2016
83	2016
86	2016

Summary for D

In what prefecture (都道府県) was your high school located?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
1	Shizuoka
2	Osaka
3	Hyogo
4	Osaka
5	kyoto
6	Okayama and Osaka
7	Hyogo
8	Hyogo
9	Osaka
10	Osaka
11	Ehime
12	Hyogo
13	Hyogo
14	Nara
15	Hyougo
16	Hyogo
17	Kitasenri
18	Osaka
19	Hyogo
20	Nara
21	Osaka
22	Wakayama
23	Kagawa
24	Oita
26	hyogo
27	Ishikawa
28	fukuoka
30	Hyogo
31	Hyogo
32	Fukuoka
33	mie
34	Hyogo Prefecture
35	ehime
36	Osaka
37	Shiga
38	osaka
39	Osaka
40	Shiga
42	Osaka
43	Kochi
44	Nagano
45	Osaka
46	hirosima
47	Hiroshima
48	Hyogo
49	Shiga prefecture
50	Hyougo
51	Hyogo
52	Osaka
53	Hyogo

55	china
56	kochi
57	Osaka
58	Hyogo
59	Hyogo
60	Aichi
62	Osaka
63	Gifu
64	Hyogo
65	Aichi
67	Ibaraki
68	Hiroshima
69	Nara
70	Mie
71	Shizuoka
72	Hyogo
73	Osaka
74	京都府
76	Nara
78	Hyogo
79	Tokushima
80	Hyogo prefecture
81	Hyogo
82	osaka
83	gifu
86	Osaka

Summary for E

How many English classes did you have a week?

Answer	Count	Percentage
Answer	78	98.70%
No answer	1	1.30%
Not completed or Not displayed	0	0.00%

ID	Response
1	about 4 times
2	English Expression=3
	English Communication=1
3	English Comunication=3
	English Expression=3
4	5
5	English Communication=1
	English Expression=3
6	English Conversation= 3
	English Communication=2
	English Expression=1
	Other=
7	English Communication=2
	English Expression=2
8	English Expression= 3
	English Comunication=4
9	grades 1: English Comunication=3
	Engkish Expression=3
	English Conversation=0
	greads 2 and 3 : English Comunication=4
	English Expression=2
	English Conversation=0
10	English Conversation=2
	English Communication=1
11	English Conversation=
	English Communication=2
	English Expression=4
	Other=
12	General English = 5
13	English Reading=2
	English Writing=2
14	English Conversation=0
	English Comunication=3
	English Expression=3
15	5 times
	English Communication & Conversation=2
	English Expression=2
	Other=1
16	English Conversation=3

Answer	Count	Percentage
Female (F)	25	32.47%
Male (M)	50	64.94%
Indeterminate (X)	0	0.00%
No answer	2	2.60%
Not completed or Not displayed	0	0.00%

	English Communication=2
	English Expression=3
17	English Communication=3
	English Expression=3
18	English Conversation=0
	English Communication=4
	English Expression=3
	Other=0
19	5
20	6
21	5
22	English Communication=3or2
	English Expression=3or2
23	3年時
	English Communication=2
	English Expression=2
24	3 年のとき
	reading 2
	grammer 1
	communication 1
26	English Expression=3　English Communication=2　English Conversation=0
27	English Conversation= 0
	English Communication= 4
	English Expression= 3
29	three grade
	three times
30	3rd Grade
	English Conversation=0
	English Communication=2
	English Expression=0
	Other=3
31	3
	English Conversation=1
	English Communication=1
	English Expression=1
32	3rd year
	English Communication=2
	English Expression=2
33	3年の時
	English Conversation=1
	English Communication=1
	English Expression=1
34	3年のとき
	English Conversation=0
	English Communication=0
	English Expression=0
	Other=English Writing=2 , English Reading=3
35	English Conversation 1
	English Communication 2
	English Expression 3

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36	English Expression=3
37	3rdyear
	English Conversation=1
	English Communication=2
	English Expression=1
38	English Communication=2
39	three grades
	English Communication=2
	English Expression=2
40	
	English Expression=twice a week
	English Communication=four a week
	Other=English講習=twice a week
42	when I was last high school student
	English Conversation=2 English Communication=2 English Expression=1
43	English Conversation=No times
	English Communication=Two times in the week
	English Expression=No times
	Other=No times
44	English Conversation=0
	English Communication=4
	English Expression=4
45	English Conversation=0
	English Communication=3
	English Expression=3
46	三年のときは英語は一週間に3 から6 くらいだったような。どの英語の授業も同じことをしてました。
47	English Conversation=1
	English Communication=0
	English Expression=1
	Other=English reading=3
48	English Communication=2 time
	English Expression=2 time
49	English Conversation=0
	English Communication=0
	English Expression=1
	Other=4
50	3ed
	English Conversation=1
	English Expression=1
	Other=1
51	English Conversation=0
	English Communication=0
	English Expression=0
	Other=2
52	grammar 1
	reading 2
53	3rd year
	English Conversation=1

	English Communication=4
	English Expression=2
	Other=
54	English Communication=twice a week
	English Expression=twice a week
55	2 english classes
56	English Conversation=1
	English Communication=1
	English Expression=1
	Other=0
57	English Communication=3days
	English Expression=2days
	Other=English Exercises=2days
58	3rd grade
	English Expression=3
	Other=reading=3
59	English Communication=3
	English Expression=2
60	
	English Conversation=0
	English Communication=1
	English Expression=2
	Other=Reading 2
62	English Conversation=1
	English Communication=2
	English Expression=2
	Other=0
64	English Conversation=0
	English Communication=3
	English Expression=2
	Other=0
65	English Conversation=0
	English Communication=2
	English Expression=2
	Other=0
67	English Conversation=1
	English Communication=1
	English Expression=1
	Other=1 (Interactive Forum)
68	English Conversation=0
	English Communication=1
	English Expression=2
	Other=0
69	English Conversation=1
	English Communication=1

	English Expression=1
	Other=0
70	English Conversation=2
	English Communication=3
	English Expression=2
71	English Conversation=0
	English Communication=2
	English Expression=2
	Other=1
72	English Conversation=0
	English Communication=2
	English Expression=2
	Other=0
73	English Communication=2
	English Expression=2
	English Conversation=1
74	3 r d year
	English Conversation=2
	English Communication=2
	English Expression=2
	Other=0
76	English Communication=2
	English Expression=3
78	English Conversation=0
	English Communication=2
	English Expression=2
	Other=0
79	English Conversation=4
	English Expression=4
80	4 days
81	English Conversation=1
	English Communication=2
	English Expression=2
	Other=0
82	English Conversation=1
	English Communication=1
	English Expression=1
83	English Communication=4
	English Expression=3
86	English Conversation=4
	English Expression=3

Summary for F (SQ001) [1st]

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class.

Answer	Count	Percentage
Reading (A1)	30	38.96%
Writing (A2)	7	9.09%
Listening (A3)	3	3.90%
Speaking (A4)	3	3.90%
Grammar (A5)	16	20.78%
Translation (A6)	4	5.19%
Practice tests (A7)	14	18.18%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

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Summary for F(SQ002)[2nd]

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on 'how often' you focused on them in class.

Answer	Count	Percentage
Reading (A1)	20	25.97%
Writing (A2)	10	12.99%
Listening (A3)	4	5.19%
Speaking (A4)	0	0.00%
Grammar (A5)	27	35.06%
Translation (A6)	11	14.29%
Practice tests (A7)	5	6.49%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Quick statistics
Survey '888'19'

Summary for F(SQ003)[3rd]

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on 'how often' you focused on them in class.

Answer	Count	Percentage
Reading (A1)	19	24.68%
Writing (A2)	12	15.58%
Listening (A3)	10	12.99%
Speaking (A4)	3	3.90%
Grammar (A5)	10	12.99%
Translation (A6)	14	18.18%
Practice tests (A7)	8	10.39%
No answer	1	1.30%
Not completed or Not displayed	0	0.00%

Summary for F(SQ004)[4th]

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on 'how often' you focused on them in class.

Answer	Count	Percentage
Reading (A1)	3	3.90%
Writing (A2)	21	27.27%
Listening (A3)	10	12.99%
Speaking (A4)	9	11.69%
Grammar (A5)	6	7.79%
Translation (A6)	16	20.78%
Practice tests (A7)	11	14.29%
No answer	1	1.30%
Not completed or Not displayed	0	0.00%

Quick statistics
Survey '888'19'

Summary for F(SQ005)[5th]

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on 'how often' you focused on them in class.

Answer	Count	Percentage
Reading (A1)	3	3.90%
Writing (A2)	19	24.68%
Listening (A3)	14	18.18%
Speaking (A4)	6	7.79%
Grammar (A5)	11	14.29%
Translation (A6)	10	12.99%
Practice tests (A7)	11	14.29%
No answer	3	3.90%
Not completed or Not displayed	0	0.00%

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class.

Answer	Count	Percentage
Reading (A1)	2	2.60%
Writing (A2)	5	6.49%
Listening (A3)	27	35.06%
Speaking (A4)	12	15.58%
Grammar (A5)	4	5.19%
Translation (A6)	13	16.88%
Practice tests (A7)	13	16.88%
No answer	1	1.30%
Not completed or Not displayed	0	0.00%

What amount of time did you focus on studying the following skills in your English classes? Rank the following skills based on how often you focused on them in class.

Answer	Count	Percentage
Reading (A1)	0	0.00%
Writing (A2)	1	1.30%
Listening (A3)	6	7.79%
Speaking (A4)	38	49.35%
Grammar (A5)	4	5.19%
Translation (A6)	7	9.09%
Practice tests (A7)	14	18.18%
No answer	7	9.09%
Not completed or Not displayed	0	0.00%

Summary for G

How often did your teachers talk English in the classroom? Did they mainly talk / teach you in Japanese or English?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
1	About 10 minutes
2	Japanese only
3	30分　Japanese
4	Japanese4 0 minute English10minute
5	English 15m Japanese 35m
6	Japanese 70% English　30%
7	40min in Japanese and 10min in English.
8	in. English Communication~ 50min in English explasion class ~30min
9	Japanese~45 minutes English~5 minutes
10	10 min in English 40 min in Japanese
11	10分英語/40分日本語
12	English 10 min Japanese 40 min mainly
13	They mainly talk Japanese. English 15% Japanese 85%
14	English : Japanese - 15 : 35
15	About half times
16	English : Japanese- 40 : 10
17	Japanese only
18	25
19	30 Japanese 20 english
20	25minutes English/25 minutes Japanese
21	20minutes English 50minutes Japanese
22	45min japanese 5min english
23	English Expression→Eng:JP=7:3 English Communication→Eng:JP=5:5
24	J:E 7:3
26	japanese9:1english
27	7 English 3 Japanese
28	mostly japanese
30	Japanese 6 English 4
31	Mostly English
32	7 English 3Japanese
33	Japanese

ID	Response
34	70% Japanese 30% English
35	9 Japanese1english
36	8 Japanese 2 English
37	7 Japanese 3 English
38	Japanese 100%
39	Japanese
40	大半が日本語であった。英語の先生は普通だった。
42	I dont talk much
43	English2 Japanese8
44	English8 Japanese1
45	Japanese:English=7:3
46	英語4：日本語6 まあまあ
47	mostly Japanese.
48	Japanese:English=9:1
49	7 English 3 Japanese
50	Japanese 8 English 2
51	J:E 7:3
52	soso talk is Japanese
53	7Japanese 3English
54	sometimes I spoke English to teacher
55	English:60%　Chinese:40%
56	japanese:7 english:3
57	Japanese:English=7:3
58	Japanese 8 English 2
59	Japanese 7/English 3
60	Japanese:English=8 2
62	japanese:7, english:3
63	Japanese6English4
64	Japanese6.5 English3.5
65	Japanese : English = 7 : 3
67	Japanese:English=1:9
68	english 7 Japanese 3
69	Japanese:English=9:1
70	Japanese 8 English:2
71	English: 3 Japanese: 7
72	Japanese 8 English 2
73	English:3.5 Japanese:6.5
74	japanese 8 english 2
76	Japanese 6 : English 4
78	English3. Japanese7
79	Japanese:English=7:3
80	English teacher talks mainly English. Sometimes he speak English.
81	Japanese6English4
82	Japanese8 English2
83	Japanese 7 English 3
88	Japanese:English=8:2

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Summary for H

How would you rate your English teachers ability to speak and teach in English?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
1	ほとんどの先生は、上手ではなかった。 また、英語を話していても発音やイントネーションがおかしい先生もいた。
2	3/3
3	２０％の先生はぺらぺら。残りの先生は日本語をしゃべっているところしか記憶にない。
4	bad
5	They can speak to native teachers, they are good at speaking, but teaching is so so.
6	ほとんどの先生は英語でつたえなかった
7	20% of teachers speak well.
8	外国人の先生が2～3人いた。4人以上の先生がトーイックのハイスコアの保持者であった。
9	Many teachers didn't speak English very well.
10	10% of teachers spoke English well but others did not speak English.
11	ほとんどの先生があまり上手でなかったし、まず英語で授業を行う先生が少なかった。
12	全ての教員の英語能力が極めて高かった。希望者を英国に連れていき現地の高校と英語強化合宿をする際に通訳を必要としなかった。
13	英語を話すのが上手な先生とそうでない先生の差が大きかったように思います。 上手な先生でも、授業中に英語を話す時間は少なかったです。
14	They taught me English very well.
15	2 teachers are native, 2 teachers speak good English and 1 teacher speaks Indian English.
16	One English teacher speaks English very well.
17	No speaking English all time
18	Many teachers spoke English well. But some teachers were not.
19	good.
20	Good speaking English
21	some teacher's are good a little teachers are bad
22	they were bad at english and they did not speak english
23	1年→65/100 2 年→75/100 3 年→70/100
24	My teachers are not good at English.
26	little PERAPERA
27	my teacher is good speaker
28	very nice
30	My teachers are good at speaking English
31	My teacher is not good at speaking English.
32	They are mostly fluent.
33	My teacher is good speaking English
34	Our English teachers didnt be good at English.
35	英語の発音などがうまいと印象はなく、入試英語に特化しているようだった。
36	They were not good at speaking English. But they were good at teaching its grammar.
37	1 人を除いて上手い人
38	not good at English
39	a little
40	大半は日本語で話していた。
42	I think its good.
43	My English teachers ability is not good

ID	Response
44	Good English teacher
45	My English teachers couldn't speak English well.
46	まあまあくらい
47	good at English
48	They are not good at English
49	話せるが、発音があまりきれいではなかった。
50	あまりうまい英語ではなかった
51	good English
52	A little
53	あまりうまくなかった
54	ほとんど英語で話していました
55	speak is fluent english
56	まあまあだった。
57	My English teacher is very well. But, my teacher speak UK English.
58	うまかった
59	80点
60	流暢だった。
62	80点
63	流暢だった
64	good speaker, speak fluently
65	よく話せます。My teachers are good speaker.
67	いくつかの先生方はあまり流暢でない英語を話していた一方で、発音良く話す方もいた。
68	good
69	カタカナ英語でネイティブではなかった
70	Good
71	excellent
72	so so
73	They speak influencely.
74	good
76	それなりに英語を話せていたが、大学の先生に比べると流暢でない。
78	good speaker
79	まあまあ。
80	8/10
81	私の先生は普通によかったと思います。
82	not very good
83	7:3
85	あまり英語話さなかったのでわからないです

Summary for I

What language would you have liked your teacher to teach in, English or Japanese? Why?

Answer	Count	Percentage
Answer	76	98.70%
No answer	1	1.30%
Not completed or Not displayed	0	0.00%

ID	Response
1	50% English 50% Japanese 初めて習う文法などは日本語で説明してもらったほうが理解しやすいが、communicationなどの授業はきちんとした英語に触れたいから。
2	Japanese 3/10 English 7/10 I cant understand important things.
3	7 割英語3 割日本語がいいです 大事な文法のルールなどは日本語で深く理解したいから。それが英語だとちゃんと理解できない可能性があるから。
4	Japanese
5	日本語のほうがわかる english:japanese=7:3
6	50%English 50%japanese, because it can get good English skills
7	50% of English and 50% of Japanese. Because I want to understand completely in Japanese and I listen to English.
8	英語のほうが好ましいと考える。文法など本や教材で学べるので、発音や言い回しなどを学びたいから。
9	Japanese, because many students can understand to teach from teacher.
10	100% English I could not pronounce the word properly when I went abroad. Thats why I want teachers to speak and teach in English.
11	50% English 50% Japanese もっと英語に触れていた方がリスニングの力もついたかも知れないから。
12	日本語。 英語での授業だと、そもそも教員の話が理解できる生徒と理解できない生徒で授業で学べるものに差ができてしまう。少人数での授業であればわからなかった生徒をキャッチアップする時間を作れるが、普通の高校のような多人数を教える授業では日本語を使うべきだ。
13	I wanted to teach English in high school. I think 50% English, 50% Japanese are the best. 全部が英語だと大事な指示とかについてわからなくなる人が出ると思うから。
14	English : Japanese = 90 : 10 I thought that I want to hear more English and let used to
15	6:4
16	English : Japanese = 80 : 20 I want to explain important things in Japanese.
17	Japanese : English=7:3
19	Why: If teachers speak English all time, we cant understand. Japanese 日本語の方が理解しやすい。 英語には多くの意味があるので日本語だと的確に理解できる。
20	Japanese 英語だと微妙な日本語の意味との違いを伝えられないから。

ID	Response
21	Japanese Because I cannot understand perfect , if they teach in English.
22	If teachers were speaks english well , I wanted to teach us in english. But if they are bad at speaking it I want them do not speak english.
23	Japanese
24	Japanese
	Because, my English skills is not good. So, I cant understand what teacher said.
26	japanese 英語で説明するの下手だったから
27	Japanese because it is difficult for me to understand English and take more time
28	Because I am japanese.
30	Japanese 大事なこと、成績に大きく関わること、商籍などは英語で説明するとわかりにくかったりするので大事なことは日本語できちんと説明してほしい。
31	English Because I want to listen clean English.
32	I think its good to have class in English. But for the difficult grammar, I think it should be teached in Japanese.
33	ほとんど日本語だったけど日本語でよかったと思う なぜなら日本語のほうが理解できやすいから
34	Japanese.
35	日本語が多いほうがよいと思う。 現在の大学入試形態ではリスニングやスピーキングより、writingやreadingのほうが比重が大きいため、日本語で説明されるほうが理解しやすい。
36	Half 日本語のほうが理解しやすい。 発音や聞き取りには英語のよりネイティブな音をきく必要があると思う。
37	half Japanese half English 英語が多いと理解できない 日本語が多いと英語教育の効果が薄い いい塩梅がよいと思う
38	Japanese Because I am Japanese
39	English 高校生だと外国人と話す機会が少なく、聞きなれないから
40	英語 大学になって英語を話す機会が多くなり、高校と大学のギャップが多かった。
42	English. because it is trying hard
43	Japanese たとえ英語で文法や訳し方を教えてもそれを理解できなければな授業を聞く意味がなくなるから
44	Japanese Because I can understand many things
45	I wanted to speak in English, because theyre English classes.
46	日本語：英語＝8：2くらい なぜかというと英語が苦手だから
47	Mainly Japanese.It is easy to understand.
48	English, Because I want to hear their pronounce.
49	Japanese 授業ペースが速すぎて、英語で話されたらとてもついていけない。
50	Japanese 日本語で説明されたほうが理解しやすい。
51	English 英語に慣れるため
52	English 実用的な英語能力が上がるから
53	日本語のほうが良い。 英語で教えられるとわからない単語が多いので日本語のほうが良い
54	英語でしてほしいが、重要なことは日本語でも説明してほしかった
55	I like teacher to teach in English, because its to me is good influent, can know more english words.
56	もう少し英語で話してほしかった。

57	なぜなら自然と英語に慣れるから。
58	英語と日本語の比率はちょうどよかった。適度に英語があり、わかりやすかった。
	もっと英語で話してほしかった
59	発音とかを聞きたかったから
	ちょうどよかった
60	もう少し英語が多くてもいいと思うときもたまにあった
62	ほどよく英語を交えて話してくれたので、とくに不満はなかった。
	ちょうどよかった。
63	理解するためには日本語を多く使ってくれる方がよかったから。
	ちょうど良かった
64	I wanted to be taught by more English, because I was a little bad at listening.
65	高校3年に近づくにつれて、日本語での授業を増やしていくべき。日本の大学は暗記で入るものだと思うから。
67	文法だけでなく、英単語やじゅくご
68	ちょうどよかった
69	私の先生は日本語の方が英語より話していたのでもう少し英語で話してほしかった
70	I wanted to say English. Therefore, the high school emphasized grammar.
71	Japanese
	Because it was hard to understand.
72	Japanese more
	Because I did not know
73	I wanted to teach in English.
	Because I wanted to speak English influencely.
	In my junior high scool, more in English.
74	私の学力にあっていてちょうど良かった
76	もう少し英語で話してほしかった。なぜならリスニングが学年通してそんなにできている状況でなかったから。
78	日本語が多かったが適度に英語があり文章書ける先生もいる
	英語を常に聞かされていたらもう少し英語に対する耳が慣れていたかと思う
79	全部英語でもよかったです。
	外国で通用する語学力がほしかった。
80	やっぱり日本語で話してくれる方です。たまについていけなくなるので、日本語の方が理解が早いからです。
81	文法は日本語じゃないと分かりにくいので英語は5割くらいでいいと思います。
82	I wanted that my teacher speaks English more. Because I want to speak more.
83	ちょうど良い
86	英語です。英語のリスニング力を高めたかったから

Summary for J

Do you wish that you had more chances to speak in English during your high school classes? Why / Why not?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
1	もっと英語を話す機会があったほうがいいと思う。
	せっかく英語を習っているのに、受身だけの授業ではまったく身についていると言えなかったし、実際に海外に行ったときに何の役にも立たないから。
2	I wish.
	Because, its very important experience.
3	もっと話すチャンスがほしかったです。英語は文章を読んだり、書いたりするより話せるようになるのが一番だと思ったからです。
4	yes
	読み書きはある程度できるようになったけれど発音などが全然わからないままなので同時に学びたい
5	I havent had chance to speak english. so yes.
6	I think that I do not want to more chance to speak in English. because, we not good English speaker.
7	I dont want to do.
	Because I dont like speaing English.
8	yes
	私の学校ではディベートや発表などが多く英語を話す機会がとても多かったため、英語を話すほうがたくさんあるほうがいいと考える。
9	Yes, because we can speak English very well.
10	Yes, I do.
	I wanted to learn pronunciation.
	I didnt know how to speak English and have a conversation.
	If I have a chance to speak English, I could get used to listening to English.
11	話す機会がある方がいいと思う。
	受身の授業だけだったら、いざ社会で使う機会ができたときに上手く対応できないと思うから。言語は触れたら触れただけ上達すると思うから。
12	No. 全員が英会話を行う機会を持とうとすると、英語ができる生徒とできない生徒でモチベーションに差があり、できない生徒が英語を嫌いになったりする。一部の(やる気のある)生徒だけが機会を要求すると、他の生徒の(受け身な)授業時間を奪うことになる。よってそのような機会は授業外に作るべき。
13	英語を話す授業もあったらいいと思うけど、1年生や2年生のみで行うのがいいと思います。
14	Yes, I thought that good English speaker is so cool and wanted to be.
15	I dont want more chances to speak in English, because I had a lot of chances to speak in English.
16	Yes, I do.
	Because to output English by speaking is good experience for us to understand English more closely.
17	I wish that.
	It is good experience.
18	教科書の内容についての発表(自分と関係が薄いこと)が多かったけれども、もっと自己紹介など身近なスピーチをできたらよかったと思う。
19	yes.
	高校時代に話す機会が少なかったから実際に話す方が英語を覚えられると思う。
20	I dont think so. 日本人の英語の先生に英語を習っても、話すスキルは身につかないから。英語を話せるようになるには、海外に行くほうがよいと思うから。

Quick statistics
Survey 188819*

21	Yes
	I want to be a good English speaker
22	Yes, I wanted speak English in the class. I think it is the best way to learn english
23	I want English teachers to increase chances to speak in English .
	先生方の中には、一方的にしゃべり続けても、ただ黒板に書き続ける先生もいる。そうなれば生徒たちの理解を確かめる機会が宿題や定期テストなどに限られてしまう。細かく生徒たちが英語を話す機会を増やす方が、理解力を確実に上げていけるだろうし、それに合わせて進行度を変えていけば良いだろう。
24	Yes
	I want to speak English well.
26	もっと機会があったほうがよかった。
	英語を学んでも実際に話したり使えるレベルになかったから。
27	現代はグローバル社会なので英語を話せる機会があったほうがよいと思う
28	Yes.
	将来の役に立つから。
30	文法や単語などの知識ばかりをつけても実際に会話で使えないと意味がないので話す機会はもっと多いほうがいい。
31	Yes
	I want to speak English well.
32	Yes, I would like to, because it is good for our future.
33	良いと思う
	なぜなら授業中ほとんどしゃべる時間がなかったから
34	I wanted more chances to speak in English during my high school classes.
	Because we usually had few chances to speak in English.
35	これからはグローバル化が進み、入試形態にスピーキングの必要性が増えるとおもわれるが、自分の高校時代ではそこまでスピーキングの必要はなかったように思う。
36	Yes, I do.
	英語の勉強が好きだから。
	海外で必要だから。
37	もっとあったほうがよいと思う
	高校の英語教育は日本の受験対策のようで実用的でないから
38	No, I dont.
	Because it is not necessary for me.
39	Yes
	自分は特にListeningが苦手だったから。
40	Yes
	海外や外国の人との交流があったときに流暢に話せるようになりたい。
42	I should had more chance.
	一番英語を理解してたのが高校生のときだったのでもっと英語を聞き取れるようになったかもしれない
43	Yes
	高校の英語の授業は大学入試を受けるための勉強で実践的な英語を習うことは少ないから
44	English
	Because I can speak more English
45	もっと英語で話す機会がほしかった。
	なぜなら、全く話す機会がなかったし、高校生のうちにもっと英語に慣れたんでいたかったから。
46	大学入試ではspeakingのテストがないのでなくていい。
47	No. Japanese is important. Communication skill is most important.
48	No
49	I wish I had more chances to speak in English during our high school classes.
	English is very important in the future.
50	Yes.
	実際に英語を話そうとする機会がないと英語が使えるようにならない
51	yes
	日本人は発音しにくい単語があるので、少しでも発音に慣れるため

Quick statistics
Survey 188819*

52	Yes
	グローバルな人材になるには必要不可欠であると思うから
53	機会がある方が良い。
	外国人と話す機会が少ないので
54	NO
	理解できていなかった人もいるから
55	yes, I wish.because Can exercising my spoken English.
56	欲しかった。
	なぜなら自分が話すことで英語を話せるようになる可能性があるから。
57	カリキュラム以上の必要性は感じない。なぜなら、ほかにそういう機会があったから
58	いらない
	発音などに自信がないから話したくなかった
59	No
	充分あったから
60	もっと話す機会があったほうがよかったかもしれない。英語に慣れるためにはそのほうがよいと思う。
62	no
	文法をもっと理解するための時間がほしかった。
63	もう少し必要だったかもしれない
	話すのが苦手だから
64	I wanted to speak English more in class, because the teacher in my high school was very good English speaker. The chance of talking with English speaker is rare.
65	必要だったと思う。現在、会話等に活かせていなかったため。
67	私は英語の授業中において、英語を使用する機会を若干増やしたほうが英語の技能をつけるのに良いと考える
68	ほしかった
69	英語の授業でもう少し英語を話す機会があってほしかった
70	英語をしゃべる機会が欲しかったです。なぜなら、英語の発音の仕方を身につけたかったからです。
71	Yes
	I wanted to improve my 発音
72	No
	Because I do not speak English.
73	I wanted to have more.
	Because speaking English is useful to go abroad.
74	当時のままでよかった
76	今となっては増やしてもっと英語をできるようになりたかったが、当時は英語が好きではなく増やしてほしくはなかった。
78	話す機会はほとんどなかったが話す機会があったほうが積極的に話すことが身につくと思うのであったほうがよかった。
79	もっとそのチャンスがほしかった。
	なぜならべらべらになりたかった。
80	I think no. Beause I cannot speak English very much.
81	私はもっと英語を話す機会がほしかったと思います。なぜなら言語は口に出さない限り上達しないと思うからです。
82	Yes, I want to speak English well.
83	話したかった 今ぜんぜん話せないから
86	ほしかった。 英語での会話力がほしかった。

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Summary for K

What do you think was your main motivation to study English in High school? Was it to be able to speak English, to pass University Entrance exams, or another reason?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
1	To pass University Entrance exams.
2	I study to pass University Entrance exams.
3	大学入試に合格するため
4	ほしい
5	高校生で英語をしゃべることがなかったのでしゃべる練習がしたかった we must have class.
6	Pass University Entrance exam
7	My main motivation is to pass University Entrance exams.
8	旅行で海外に行くことが多かったので、海外の人とコミュニケーションをもっと円滑にとりたいと思ったから。 また私の親の教育方針で幼いころから海外の人とかかわることが多かったので英語に興味を持っていたから。
9	学校で良い成績を残すため、高校入試などで開けるようにするため。
10	For study abroad. I dont think I can speak English after studying English in high school.
11	It was to pass University Entrance exam.
12	Priority → 1>2>3 1.入試 2.高校生の頃から外国人と一緒にコンピューターゲームをしていた。そのときに外国人とコミュニケーションをするために英語がある程度話せる必要があった。 3.英語で書かれた本が読みたかった。
13	試験のためというのもあったけど、英語が身の回りにあふれている言語だからと言うのも大きかったと思う。 自分の周りで一切使われていない言語だったら、やる気があまり出なかったと思う。
14	pass University Entrance exams
15	I felt a sense of duty.
16	To pass University Entrance exams.
17	To graduate.
18	Reading→to pass University Entrance exams Communication→to be able to speak English...???
19	to pass University Entrance exams
20	To pass University Entrance exams
21	for enter the University
22	I studied speaking english since I was three. So I want to speak to foreigner well . That why I studied English.
23	外人の異性との付き合いのため。
24	大学入試に必要で、合格するため。
26	成績
27	To pass University Entrance exams.
28	義務だったから
30	成績やテストで点数を取るため。
31	I like English song
32	I was studying English for the test. my university exam was just an interview so it doesn't matter with English.
33	テストで点をとるため
34	To pass University Entrance exams.
35	大学入試のため。
36	To pass University Entrance exams. 海外で自分の要求を伝える。
37	大学受験のため

ID	Response
38	義務だから
39	義務でやったから
40	大学入試に合格するため
42	いつか海外で仕事をしてみたいと思っていたから
43	大学入試のため
44	To pass University Entrance exams
45	That was to pass University Entrance exams.
46	大学に入学するため。
47	Pass the test.
48	To pass University
49	To pass University Entrance
50	To pass University Entrance exams
51	海外旅行
52	義務であるから 現在は将来のためにしている
53	大学入試に合格するため
54	大学入試試験があるから
55	My main motivation is to pass university.
56	大学進学のため。
57	学校のテストで点をとるため。
58	先生が怖い先生で予習復習に厳しかったから
59	英語が一番得意科目だったので、点数に反映されてうれしかったから 英語の先生が担任だったし、授業も良いから高いモチベーションで受けることができた
60	担任だったから、と、受験があったから。
62	海外旅行でより楽しむため。
63	受験のため
64	My main motivation is passing entrance examination of collage.
65	大学受験、よい成績のため。
67	高校の英語の授業中に私のモチベーションは英検やTOEFLの点数をあげるためであった
68	大事に行きたかったから
69	英語を勉強のモチベーションをあげるのは英語の先生にほめてもらうこと
70	to pass University
71	Getting good score.
72	I had no choice but to do
73	My motivation is because studying English is fun to me.
74	評定をあげるため
75	大学入試を合格するため、成績を良くするため。
78	海外留学を期に英語への意識が変わった
79	評定をあげるため、外国人とも話したかった。
80	点をとるため
81	英語を母国語としている人とコミュニケーションをとるため
82	test high score
83	pass the university
86	大学受験のためです。

Summary for L

Do you think your high school classes properly prepared you to use English in your daily life? Why / Why not?

Answer	Count	Percentage
Answer	77	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

ID	Response
1	No. 高校の英語の授業はレベルが低かったので、ほとんど自分で勉強したから。
2	I cant speak English. Because, my English skill is luck.
3	出来てないです。あまり話す練習をしてこなかったので、今英語であまり会話できないと思ったから。
4	大学入試
5	No. Because I didt study hard.
6	not use English Because I cant speak English now
7	I dont think. Because they dont focus on English in daily life.
8	コミュニケーションをとることになれたため、高校卒業集に行ったイギリス旅行や、今年の夏に行ったアメリカに1ヶ月滞在した際にとても役に立った。
9	No, because I cant quickly remember English grammar.
10	Nothing is useful in daily life by studying in high school.
11	あまり役立っていないと思う。 テストのための文法などの授業ばかりで、本当の力が付いていないと思うから。
12	yes and no. 私の教師は文法を鋭に説明し、全員が底にわかっている雰囲で文章を多く読ませる授業を好んだ。私は文法をすぐに理解できなかったので、正確に文章を読む能力はあまり得られなかったが、本文全体の言いたいことを素早く、なんとなく理解する能力は得られた。 また、授業を通じて覚えた英単語は役に立っている。
13	日常で使う準備はできてなかったと思うけど、高校時代の英語の学びが日常で使う英語の基礎にななると思うまで、なければならないのだと思う。 使えるようになるには、さらに実践的な練習が必要だと思う。
14	No. I studied grammar too many times, so I cant speak English well
15	No. Because I'm bad studuent.
16	No, I dont. Because I cant speak English very well. I learned a lot of foundation of the English grammer and so on. But I didnt have not so many occasions to speak English.
17	I dont think so. My skill is luck.
18	聞き取ることは多少できてもCommunicationとしてはほとんど役に立っていない。 Why?→日常で英語で話しかけられたら意味はわかっても自分の言葉で話せない。
19	No. 英語を話す機会が少なかったため話せないから。
20	I dont think so. 大学の英語の授業で扱われている教材が、大学入試の問題などであったから。
21	sometime 英語の文章を読む時は、高校の勉強に役に立ったと思うけど、話せるようになったとは思わない
22	No. I learn only grammar . When I speak english I don't think gramar.
23	少し伝えられる。
24	No

ID	Response
25	問題を解くための英語なので、発音などに重点を置いてないから。
26	絶対無理　　大学の授業はいいと思うけど高校までの授業では無理。
27	外国人の間違い電話を英語で伝えることができたので、日常生活で使う機会があった
28	No
29	そのような勉強をさせられてなっかたから
30	無理
31	実際に会話を行う機会があまりない。
32	I can not speak English well. i think so because they teach us with an example in their life
33	no
34	I dont think so. しゃべる機会が少なかったから。
35	思わない。 スピーキングのスキルが全く身につかなかったし、そもそも、つたない英語を話すのが恥ずかしいという日本人の傾向もあると思う。
36	No. I dont. 生活で使う場面がなかったから。
37	思わない いもりちらす 訓練不足
38	いいえ
39	no
40	No 使い慣れていない単語がとっさに出てこなくなるから
42	英語で話す機会が少なかったので、話すことは難しい
43	思わない。 受験にむけての授業ばっかりだから
44	英語の問題文を解くためだけの勉強しかしてないので話すとなるとわからなくなるから Yes. I do. 外国人に道案内できた
45	No. I dont. そこまで本格的な英語の授業をしていなかったから。
46	わからない。 外国の方と話す機会がないから。自分の発音を相手に聞き取ってもらうことができるかわからないから。 たぶん片言の英語なら話せます。
47	No. Talk with native speaker is most important.
48	No
49	No I cont. 英語以外にすることが多すぎる。
50	日常会話をすることはできないが、最低限度の意思疎通はできると思う。
51	yes 海外のフレンドがいた
52	No そんな授業は受けていないもしくは はそのようになれるような授業はしていない
53	使われないと思う 普段日本語を話すから
54	まあまあです まだ外国人の日常会話にはついていけないから
55	No. I dont think so, because high school classes for take an examination to study.
56	思わない。 話せないし、正確に聞き取れないから。
57	N o 英語の授業の実践を想定したように感じられなかった
58	日常会話の決まった表現をあまり教えてもらっていない
59	自分の学校のレベルから考えてもそのレベルのことを授業ですると強もついてこれなくなるから
60	No. I do not. 授業では確かに教科書に取り上げられた分の日常会話の定型文は習ったが、それを使う機会がなかったため、習ったことも忘れてしまった。
62	no

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Summary for N(SQ001)[Debating]

Did you do the following tasks in your high school English classes?

Answer	Count	Percentage
Yes (Y)	27	35.06%
No (N)	43	55.84%
Uncertain (U)	7	9.09%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Summary for N(SQ002)[Presentations]

Did you do the following tasks in your high school English classes?

Answer	Count	Percentage
Yes (Y)	20	25.97%
No (N)	53	68.83%
Uncertain (U)	4	5.19%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Summary for N(SQ003)[Drama / acting]

Did you do the following tasks in your high school English classes?

Answer	Count	Percentage
Yes (Y)	11	14.29%
No (N)	60	77.92%
Uncertain (U)	6	7.79%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

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63 … できない。

64 日本で英語を使う機会をることとで授業時間がいっぱいになったから。

65 学校からは日本語が優先科目になっていたから。I don't think so, because English of my high school was for entrance exam.

66 …

67 私は高校の英語授業で日本語で困ることのないインベントに … した。

68 学校で英語を話す機会があったことのない多様な英語レベルには達したことがあり、… そのために私の英語力は目を抜けることはできなかった。

69 日本語で学習した知識だけでは外国で生きていけないと思う、もう少し英語を話す機会が…

70 No. なぜなら、単語と文法の違いを英語学習の際にしていたからだと思う。会話や作文の機会が…

71 No, I did not. Because I was not taught many grammer.

72 Because I was not taught many grammer.

73 Yes. I was taught English which I need for my daily life in my conversation class.

74 できてない。なぜなら話す相手をないがなかった。

76 できていない。No! レッスンの授業でも見る科目が少なかった。

78 ネイティブの先生を英語で授業で外国人のお客さんが来ただけで実際し、あせった。

79 No. 英検は二次で話さなかった。そのレベルまで達していなかった。

80 No, I don't. 日常対応の英語力は身につかなかったから。

81 No, I don't. コミュニケーションをする機会が少なかったから。

82 NO, I don't. 英語を話す機会がなかったし、そもそも日常生活に役立つ英語を教えても…った記憶がありません。

83 No, I dont speak English in class

84 No, I dont speak English in class

85 No.

86 授業で英語で会話する機会が無かった。

Summary for N(SQ004)[Free conversation]

Did you do the following tasks in your high school English classes?

Answer	Count	Percentage
Yes (Y)	27	35.06%
No (N)	41	53.25%
Uncertain (U)	8	10.39%
No answer	1	1.30%
Not completed or Not displayed	0	0.00%

Summary for N(SQ005)[Textbook reading]

Did you do the following tasks in your high school English classes?

Answer	Count	Percentage
Yes (Y)	75	97.40%
No (N)	2	2.60%
Uncertain (U)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Summary for N(SQ006)[Textbook conversations]

Quick statistics
Survey '88819'

Did you do the following tasks in your high school English classes?

Answer	Count	Percentage
Yes (Y)	64	83.12%
No (N)	8	10.39%
Uncertain (U)	5	6.49%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Summary for N(SQ007)[Translation]

Quick statistics
Survey '88819'

Did you do the following tasks in your high school English classes?

Answer	Count	Percentage
Yes (Y)	71	92.21%
No (N)	1	1.30%
Uncertain (U)	5	6.49%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Did you do the following tasks in your high school English classes?

Answer	Count	Percentage
Yes (Y)	72	93.51%
No (N)	1	1.30%
Uncertain (U)	4	5.19%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Did you do the following tasks in your high school

Answer	Count
Yes (Y)	75
No (N)	2
Uncertain (U)	0
No answer	0
Not completed or Not displayed	0