

English Education in Japan: An Analysis of the Guidelines for Junior High Schools

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1. Introduction

Since the beginning of the Heisei era (1989—), the Japanese government has been encouraging Japanese people to become better at communicating with people around the world and to play a more active role on the international stage, and the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has incorporated communication skills in its guidelines for English education since then. In 2000 Prime Minister Keizou Obuchi said that all people who live in the 21st century should be able to communicate in English, the common international language (Prime Minister office, 2000). However, most schools in Japan still put more emphasis on reading than on speaking in English classes, and many teachers still use the grammar translation method. This situation is inconsistent with government wishes and the current guidelines.

The present study investigates how the Japanese government has tried to create a framework for English teaching and learning since World War II through its guidelines, which stipulate what all Japanese children should study in schools. The guidelines are drawn up by the Council of Education Courses, and finally approved by the Minister of Education, Culture, Sports, Science and Technology.

1.1 Literature Review

Fujimaki (1999) studied changes in English education in Japan from the Edo period to the Meiji period (1603—1912) focusing on educational purposes and showed the vision for the future of English education in Japan. The author claims that the HMS Phaeton incident was the starting point of English education in Japan. The British ship, the HMS Phaeton, arrived at the port of Nagasaki in 1808. In those days, no Japanese people were able to negotiate in English, so the Tokugawa government was forced to

accept unreasonable British demands. Because of this, the Tokugawa government encouraged the government's official interpreters to learn a wider range of foreign languages, especially English and Russian, in order to strengthen national security. This led to English being studied by scholars of European culture. During the Meiji Restoration (1868—1912), the government started to actively introduce European culture and institutions, and foreign language learning became more widespread. By the end of the Meiji period, English had become a subject in entrance examinations to institutions of higher education. The author concluded that during the Edo and Meiji period, the purpose and motives for English learning were national, for example to introduce new culture and catch up with Europe.

Ayabe (2005) investigated the guidelines for junior high school English courses published between 1947 and 1998, focusing on changes in goals in the light of the changing social environment. The author pointed out that the 1969 guidelines reflected an awareness of international society related to the holding of the Tokyo Olympics in 1964, and also that students were required to be more active learners than before.

Yamamoto (2002) felt that students' English ability had declined and examined the guidelines of English courses for junior high schools issued after 1981 in order to find out why. The reasons suggested by the author were 1) not considering the level of student achievement, 2) fewer class hours, 3) a decline in self-study, 4) teaching English through Japanese in class and 5) students' approach to learning English (as puzzle solving).

1.2 The present study

The present study is an investigation of how the Japanese government wanted English education to be carried out after World War II. It looks at the purposes specified in the government guidelines for foreign language education in order to reveal how they changed. More specifically, it looks at how the policy for teaching linguistic/communicative competence changed, and how policy for teaching content, especially content related to international understanding, changed.

1.3 Research questions

The main research question of the study was:

How were the purposes of the guidelines for foreign language courses described after World War II till the present day?

In addition to the main question, minor questions were:

- 1) How were the aims of the four language skills, listening, speaking, reading and writing described in the guidelines of English courses?
- 2) What does communicative competence mean in the guidelines?
- 3) What does international understanding mean in the guidelines?
- 4) How did policy on teaching content change?

2. Methods

2.1 Materials

In order to study changes in junior high school English language education in Japan, nine government guidelines published since World War II were examined: 1947, 1951 (revised edition), 1958 (revised edition), 1969, 1977, 1989, 1998, 2003 (partly revised edition), and 2012.

2.2 Analytical procedures

The study is a qualitative analysis of the guidelines for language courses and focuses on the following areas, 1) The four language skills (listening, speaking, reading and writing), 2) Communicative competence, 3) International understanding and 4) Policy on teaching content.

The first part investigates changes in how the four language skills were to be developed and how teaching policies have changed. The second part looks at how communicative competence is defined in the guidelines and compared this with other researchers' definitions. The third part investigates the meaning of international understanding in the guidelines, and the last part how the policy for content has changed.

3. Results

3.1 The four language skills

The four language skills are listening, speaking, reading and writing and have consistently been part of the guidelines. However, the analysis suggests the goals have evolved over three stages. The first stage covers the period from 1947 to 1958 (1947, 1951 and 1958 guidelines). These guidelines focused on how to teach. The second covers the 1969 and 1977 guidelines. These guidelines added some basic ideas which influenced the direction of future guidelines. The third period covers the guidelines issued after 1989. These guidelines have a consistent policy regarding the teaching of English.

3.1.1 Period 1: 1947, 1951 and 1958 guidelines

The guidelines between 1947 and 1958 included information on how to teach English. The amount varied though. The 1947 guidelines did not emphasize it much, and focused more on developing in the students the habit of thinking in English in the same way as English speakers do rather than memorizing as many English words as possible (Chapter 1, Clause 1)¹. Other clauses (Cl. 2 and Cl. 3) were about learning the four skills in order to promote the habit of thinking in English.

The 1951 guidelines focused more on what teachers should teach and teaching techniques. The 1958 guidelines (Ch. 1, Section 2, Cl. 2)² said that teachers should give students experiences useful for acquiring listening, speaking, reading and writing skills. This seems to imply that teachers play a more active role in the classroom than students.

The 1958 guidelines were one based on the previous guidelines but were more detailed. They specified the aims by year for content, subject matter, and study activities. One aim was to get students accustomed to foreign sounds and word formation, and to develop students' abilities in the four skills. The section on activities said that teachers should make students listen to passages and check their understanding, listen and then repeat, listen and then act, speak or write changing part of a sentence they listened to or read and then write it. Furthermore, it states that teachers should get students to repeat exercises until they master the skills of listening and speaking. These ideas have a lot in common with the Audio-lingual Method, which

emphasized practice, oral repetition, and pattern practice (Shirahata et al., 2012). The 1958 guidelines appear to have been influenced by this teaching method.

Overall, these guidelines appear less interested in what students do in English, and more interested in what teachers should make students do. In other words, they gave the teacher an active role and the students a passive one.

3.1.2 Period 2: 1969 and 1977 guidelines

The 1969 and 1977 guidelines were somewhat different from each other and had a noticeable influence on later guidelines. The 1969 guidelines had two interesting features, 1) the incorporation of language functions into the guidelines and 2) information about the content teachers should introduce in their classes. Examples of language functions added in the 1969 guidelines for the first time were: greetings, questioning and answering, expressing feelings, reminding and explaining. Furthermore, the aims for each year included the content to be introduced in class. The aim for the first year of junior high school in the 1969 guidelines was for students to be able to listen and speak about *personal and familiar topics*, using the most basic English and to be able to read about *foreign people's lives* using the most basic English.

The 1969 guidelines appear to have a lot in common with the Notional/Functional syllabus that was being developed by the Council of Europe. According to Shirahata et al. (2012), a Notional/Functional syllabus is organized around language functions (e.g., *agreeing, requesting* and *apologizing*) and notions, language forms for expressing meaning (e.g., *time, quantity* and *place*), which language users need to be able to do when using a language.

In the 1977 guidelines, the focus had moved away from functions and focused on two things, 1) understanding the main point and 2) awareness of accuracy. One reason is that Notional/Functional syllabuses had been criticized for a variety of reasons, including making light of accuracy (Shirahata et al., 2012). The guidelines also included specific aims for each year. For example, the aim of the first year was to be able to listen and speak about *simple matters* in elementary English. The aim of the second year was to be able to listen to English and get the gist of what is said and speak in elementary English. The aim of the third year was to be able to listen to English and catch the main

points, and speak in elementary English. The focus was on comprehension. There was also a focus on accuracy. Students were to listen and understand what the speaker was thinking, speak correctly, read aloud correctly with clear pronunciation and listen to sentences and be able to write them down correctly. All descriptions of the four language skills mentioned correctness, or accuracy.

3.1.3 Period 3: 1989, 1998, 2003 and 2012 guidelines

Although there were some revisions, the differences between the 1989, 1998, 2003 and 2012 guidelines are small. The main points they have in common are 1) accuracy, 2) language functions and 3) comprehension of main points, which were introduced in the 1969 or 1977 guidelines for the first time. The 1989 guidelines continued to set goals for each year. First year students were expected to achieve accuracy and study language functions. Third year students were required to grasp the main points when listening and reading. Specific goals for each school year were not included in the 1998, 2003 and 2012 guidelines and were replaced by goals for the whole of junior high school.

To sum up, before 1989, each set of guidelines had different features. For example, the 1958 guidelines tended to focus more on teachers, and the 1969 guidelines more on language functions. However, the guidelines published after 1998 brought together earlier ideas and were more consistent than their predecessors.

3.2 Communicative competence

Communicative competence became the focus of attention in English education because of criticisms of structural language syllabuses, and the promotion of communicative language teaching by the Council of Europe in the 1980s. Japanese guidelines also followed this trend.

3.2.1 Definitions of communicative competence

The term communicative competence was coined by Dell Hymes, a sociolinguist. “Hymes referred to communicative competence as that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contents” (Brown, 2007, p. 219). Canale and Swain refined this definition

by making four sub-categories of communicative competence: grammatical competence, discourse competence, sociolinguistic competence and strategic competence. The first two categories relate to the linguistic system (linguistic knowledge) and the second two to the functional aspects of communication (Brown, 2007).

3.2.2 Communication and communicative competence in the guidelines

Communication was first mentioned in the 1989 guidelines, although it was not referred to as communicative competence.

To understand foreign languages, develop basic skills to express oneself in foreign languages, foster an attitude to try to communicate positively in foreign languages, give students a better understanding of and interest in languages and cultures and cultivate the basics of international understanding (1989, Ch 2, Section 9, Cl 1) [my translation].

The 1989 guidelines say the study of foreign languages required students only to foster an attitude to try to communicate positively in foreign languages. The word communication appeared only here. There was no definition of communication or what it entailed. Another interesting thing is that the guidelines did not require students to actually acquire communicative competence, but only to foster a positive attitude toward communication in foreign languages. The guidelines for high schools had the same aim.

The next set of guidelines for junior high schools was published in 1998. There are some changes in description about communication.

Through foreign languages, to deepen understanding of languages and cultures, foster an attitude to try to communicate positively and develop the basic practical communicative skills of listening and speaking, etc.. (1998, Ch 2, Section 9, Cl 1) [my translation].

As in the 1989 guidelines, the 1998 guidelines also required students to foster an attitude to try to positively communicate in foreign languages. However, they also required that students develop a basic practical communicative competence. Also in contrast to the vagueness of the 1989 guidelines, the 1998 guidelines gave a more concrete idea of the meaning of communicative competence and further suggested ways

in which teachers should use communicative activities to teach English in junior high school.³

The guidelines defined a communicative activity as an activity in which students talk about what they think and feel in a foreign language using appropriate expressions for the situation. The guidelines gave example language functions and situations, for example, greetings, self-introductions, talking on the telephone, shopping, giving directions, traveling and having lunch, asking questions, requesting, inviting, offering, promising, thanking, praising and apologizing. These guidelines introduced situations where particular expressions are used and the idea of interlocutors, thus raising awareness of both speakers and listeners in communication.

The next guidelines were published in 2003, but there were no major changes to the content of the foreign language section. In the more recent 2012 guidelines, there was a small change, defining communication skills as listening, speaking, reading and writing:

Through foreign languages, to deepen the interest in languages and cultures, foster an attitude to try to communicate positively and develop the basic communication skills: listening, speaking, reading and writing (2012, Ch 2, Section 9, Cl 1) [my translation].

3.3 International understanding

Education for international understanding requires studying different cultures in the world, communicating smoothly with foreign people and fostering an attitude of respect for others in the world (Shirahata et al., 2012). It was first mentioned in the general guidelines in 1946 and in Foreign Language section of the guidelines in 1969. Since then, the concept has become more refined. This section examines what the Foreign Language guidelines say about international understanding.

3.3.1 International understanding in the foreign language section

The first mention of international understanding in the Foreign Language section of the guidelines was in 1969.

To develop the basic skills of understanding and expressing oneself in a foreign language, deepen awareness of language and develop the basics of international

understanding (1969, Ch 2, Section 9, Cl 1) [my translation].

In the next guidelines, in 1977, international understanding had been replaced by “understanding the way foreign people live and think”.

To understand foreign languages, develop the basic skill to expressing oneself in a foreign language, deepen interest in language and understand the way foreign people live and think (1969, Ch. 2, Para 9, Cl 1) [my translation].

In the 1989 guidelines, international understanding was once again the aim.

To understand foreign languages, develop the basic skill to express in foreign languages, foster an attitude to try to communicate positively in foreign languages, deepen the interest in languages and cultures and develop basic international understanding (1989, Ch 2, Para 9, Cl 1) [my translation].

After this, the guidelines did not include international understanding as an aim. However, the idea of international understanding and “self-awareness as Japanese in international society” was included in the section on the content to be used in the 1989 guidelines:

A) Useful for deepening international understanding with a wide viewpoint, and developing self-awareness as Japanese in international society and a spirit of international cooperation.

B) Useful for raising interest in language and culture, fostering an attitude of respect and keeping an open mind.

C) Useful for understanding deeply about the lives and ways of thinking of the people of the world, broadening the international view and developing a sense of fair judgment (Ch 2, Section 9, Cl 3) [my translation].

In the 1998 (and later) guidelines, there were only small changes.

A) Useful for understanding many different ways of ‘seeing’, developing a sense of fair judgment and keeping an open mind.

B) Useful to understand deeply about the life and the way of thinking of the people of the world, raise the interest in languages and cultures and foster an attitude to respect them.

C) Useful for deepening international understanding with a wide viewpoint, raising self-awareness as Japanese people living in international society and developing a

spirit of international cooperation (1998, Ch 2, Section 9, Cl 3) [my translation].

3.3.2 International understanding in other subjects

Reference to international understanding is not limited to foreign language education. The sections on Social Studies and Moral Education classes also promote an international perspective. However, the goals are not the same as that for foreign languages. Social Studies focus on international cooperation and Moral Education on living in international society.

The 1958 guidelines for Social Studies used the term international cooperation for the first time. The aim was to make students consider the history of international cooperation and not necessarily the development of a spirit of international cooperation.⁴ The objective was to learn about societies in the world.

In 1969, international cooperation became one of the goals:

Make students understand the role of Japan in the world, develop self-awareness as a nation, deepen international understanding, develop a spirit of international cooperation, and foster an attitude to contribute to the peace of the world and human welfare [my translation].

A similar idea was included in the 1969 guidelines for History:

Make students understand rudiments of international relations and cultural exchange in history, consider the position of our country, have an interest in the cultures and traditions of other peoples and develop a spirit of international cooperation [my translation].

International cooperation has been mentioned in every revision of guidelines for Social Studies and History since 1969.

The original purpose of Social Studies was to study the societies of Japan and the world, and the guidelines put more emphasis on international cooperation than international understanding. However, studying about society in Japan and societies in the rest of the world also means learning international understanding.

In regard to Moral Education, the 1958 and 1969 guidelines had the goal of developing Japanese people who contribute to international society.⁵ In the Heisei era, since 1989, the guidelines for Moral Education included awareness as a Japanese person

who contributes to the peace of the world with an international viewpoint.

References to international understanding and related ideas such as international cooperation and an international perspective are not limited to the foreign language guidelines. It is also interesting that references to an international viewpoint appeared earlier in the guidelines for Social Studies and Moral Education than for foreign language education, and that it was not until after 1969, that the guidelines for foreign languages incorporated developing an international perspective.

3.4 Policy on course content

'Policy for course content' in this study refers to the content that students are required to study in addition to the language itself (e.g., teaching materials should include content related to the daily lives, cultures, stories, geography and history of the world's people, especially English speakers and the Japanese people).

Once again, there appear to be three periods. The first period covers the 1947, 1951 and 1958 guidelines, the second the 1969 and 1977 guidelines, and the third the 1989, 1998, 2003 and 2012 guidelines.

A consistent theme throughout the first period, from 1947 to 1958, was that language and culture are related and that studying English should involve learning about English speakers and their culture.

4) To know people who speak English, especially know their manners and habits or daily lives. Studying English through listening, speaking, reading and writing leads to natural understanding of people who speak English and that connects to increase international friendship (1947, Ch. 1, Cl. 4) [my translation].

The 1951 guidelines (Ch. 1, Section 2)⁶ also referred to learning about the life and culture of English speakers. It said that the language learning experience should not be separate from learning about lifestyle, customs and habits because they are the core of their culture. The concept underlying this appears to be that language and its speakers' culture are related. Therefore, learning how to listen, speak, read and write is a way to understand a language's speakers.

The 1958 guidelines (Ch. 2, Section 9, Cl. 3) also referred to learning about English speakers through studying English and, interestingly, adds that one reason for paying

attention to the customs and systems of English speaking people is to avoid prejudice toward them.

A feature of the second period, 1969 and 1977, was learning about foreign people, not just English speakers, through studying foreign languages. This represented a widening of the goal from English native speakers to foreign people in general. This is largely because the 1969 and 1977 guidelines started to prescribe English and other foreign language education together in the foreign language section. However, this change also led to a change in the prescription for content.

2) Teaching content should be selected from daily lives, manners and customs, stories, geography or history of its speakers and the people of the world (1969, Ch 2, Section 9, Cl 3.) [my translation].

A feature of the guidelines in the third period, from 1989 to 2012, is learning about Japanese people in addition to foreign people through studying foreign languages.

The teaching content should be selected from daily lives, manners and custom, stories, geography or history of the people of the world and Japanese. Furthermore, the content should be based on the developmental stage of the students (1989, Ch. 2, Section 9, Cl 3) [my translation].

4. Discussion

4.1 Answers to research questions

The research questions of the present study were 1) How were the aims of the four language skills, listening, speaking, reading and writing described in the guidelines for foreign language courses?, 2) What does communicative competence mean in the guidelines?, 3) What does international understanding mean in the guidelines?, and 4) How did policy on course content change? This section will answer these questions in turn.

The aims related to four language skills in the guidelines changed three times. At first, the idea that language is connected to its culture reflected the purpose of acquiring the four language skills. Therefore, the guidelines in the first period put more weight on studying English than acquiring the four language skills. It can be said the second period was 'a period of change'. Ideas and pedagogies introduced in the 1969 and 1989

guidelines were reflected in future guidelines. In contrast with the second period, it can be said the third period was a 'stable period'. The guidelines in the third period have the three consistent main ideas.

Another change in relation to the four language skills is the roles of teacher and students. The guidelines in the first period gave the teacher an active role, and were written in a form like 'how teachers teach English to students'. However, the guidelines in the second and third periods had goals like what students will come to be able to do through learning the four language skills, which made students more active participants than before.

Since 1989, the expression *communicative competence* has meant an awareness of using appropriate English in actual situations. The guidelines say that activities like talking to others and exchanging information are communication. However, junior high schools do not require students to actually communicate in English, but only to develop a positive attitude toward it. One reason for this may be the environment for studying English in Japan. For Japanese junior high school students, the classroom is not a natural setting, but an artificial one, and students study English as a foreign language, not as a second language. Almost all junior high school students, as well as high school students, seldom use foreign languages in daily life. Of course, there are many foreign people living in Japan or visiting Japan, but students do not meet or communicate with them frequently in daily life. Therefore, in order to give students sufficient experience of using a foreign language, they should be encouraged to communicate in foreign languages in classrooms. For example, it would be useful for activities using the internet to be added to classroom activities.

Like the four skills, the role of international understanding in the guidelines has developed over three periods. In the first period, from 1947 to 1958, there was no mention of international understanding. It started to be included in the guidelines during the second period, from 1969 to 1977. However, the meaning of the term was limited to 'development of the basic skill of international understanding'. During the third period, from 1989 to 2012, international understanding expanded to mean not only developing the basic skill of international understanding, but also developing self-awareness as a Japanese person living in international society and cultivating a spirit of

international cooperation. These two goals had already been incorporated in earlier guidelines for Social Studies and Moral Education. One reason why the guidelines added international understanding as a goal was because Japan joined the United Nations in 1956 and became more aware of international society than before.

The guidelines on teaching content have also changed over the years. The initial goal of understanding English-speaking people broadened over time to include people all over the world including Japanese people. It can be said that the idea that learning English is no longer related only to knowing about English-speaking cultures. The connection between language and culture is now weaker than before and, since 1989, learning English seems to have become a key to knowing about everything in the world. At the same time, it also can be said that the need for practical skills with foreign languages is greater than ever.

The main finding of this study is that the guidelines have evolved over three time periods (Figure 1). The first period covered the 1947, 1951 and 1958 guidelines, the second the 1969 and 1977 guidelines and the third the 1989, 1998, 2003 and 2012 guidelines. The main feature of the first period was the idea that culture is connected to language and that learning English meant learning about the English-speaking people. The second period was 'change stage'. The guidelines for the four language skills changed from being teacher-centered to student-centered and new pedagogical methods were introduced. A broad goal of international understanding was added and the policy for content expanded from only English-speaking people to the people of the world. It was during this stage that English ceased to be just a foreign language and became a means to connect to the rest of world. In the third period, the guidelines continued to be practical, the goals for the four skills remained consistent, and emphasis was starting to be put on developing communicative competence. A goal of raising self-awareness as Japanese was added and policy on content added the lifestyle and thinking of Japanese people to the people of the world. From this period, English has become like a key to connect to the world. The idea of knowing a language's speakers through learning their language has diminished.

In conclusion, goals of the English courses in junior high school have changed gradually so that students should now develop the ability to use English in practical

	Four Skills	Communicative Competence	International Understanding	Policy for Content
1947	Language and its culture			English-speaking people
1951				
1958				
1969	Pedagogical ideas		Developing basic skills of international understanding	English-speaking people and people of the world
1977				
1989	1) accuracy 2) language functions 3) comprehend main points	communication	International understanding and self-awareness as Japanese	English-speaking people, people of the world and Japanese people
1998		Communicative competence		
2003				
2012				

Figure 1. Classification of features of the guidelines for junior high schools in Japan.

situations rather than simply study the language as an object and develop international understanding rather than simply know about English native speakers.

4.2 Implications

This paper investigated the Japanese government guidelines for foreign and English language. However, how these guidelines are realized in classrooms may differ according to school and teacher. Future studies into the actual situation in classrooms and their relationship to the guidelines are necessary.

It would also be interesting to look at the foreign and English language education guidelines in other countries. There are many countries where students learn English or another language as a foreign language in schools. A comparison with other countries' guidelines would help highlight features of Japan's guidelines and differences from those of other countries.

5. Conclusions

This analysis of the MEXT guidelines for foreign language education in junior high schools has shown that the goals of English education in Japan have changed from learning English itself to acquiring practical skills for using English. The goal of learning the four language skills changed to developing communicative competence, and the goal of learning English to understand its speakers expanded to international understanding. English is now a global language, and the world is becoming more and more globalized, so we should welcome these changes.

On the other hand, the actual situation is that the goals are still some distance from being achieved. Only a small number of people can communicate in English without difficulty after graduating from school, and most Japanese adults begin to study English again when they really need it. The problem is not in the guidelines. The key for the future is in classrooms: more activities for acquiring practical skills are needed. The guidelines should ensure classroom environments that help students realize the government's goals.

Notes

- 1 英語を学ぶということは、できるだけ多くの英語の単語を暗記することではなくて、われわれの心を、生まれてこのかた英語を話す人々の心と同じように働かせることである。この習慣（habit）を作ることが英語を学ぶ上の最初にして最後の段階である。
- 2 聴覚と口頭との技能および構造型式の学習を最も重視し、聞き方・話し方・読み方および書き方に熟達するのに役だついろいろな学習経験を通じて、「ことば」としての英語について、実的な基礎的な知識を発達させるとともに、その課程の中核として、英語を常用語としている人々、特にその生活様式・風俗および習慣について、理解・鑑賞および好ましい態度を発達させること。
- 3 本論文と関係の深い箇所を以下に抜粋する。
 - (2) 言語活動の取扱い
 - ア 3学年間を通した全体的な配慮事項
 - 3学年間を通じ指導に当たっては、次のような点に配慮するものとする。
 - (ア) 実際に言語を使用して互いの気持ちや考えを伝え合うなどのコミュニケーションを図る活動を行うとともに、(3)に示す言語材料について理解したり練習したりする活動を行うようにすること。

- (イ) コミュニケーションを図る活動においては、具体的な場面や状況に合った適切な表現を自ら考えて言語活動ができるようにすること。
- (ウ) 言語活動を行うに当たり、主として次に示すような言語の使用場面や言語の働きを取り上げるようにすること。

[言語の使用場面の例]

- a 特有の表現がよく使われる場面
- ・ あいさつ ・ 自己紹介 ・ 電話での応答
 - ・ 買い物 ・ 道案内 ・ 旅行
 - ・ 食事 など
- b 生徒の身近な暮らしにかかわる場面
- ・ 家庭での生活 ・ 学校での学習や活動
 - ・ 地域の行事 など

[言語の働きの例]

- a 考えを深めたり情報を伝えたりするもの
- ・ 意見を言う ・ 説明する ・ 報告する
 - ・ 発表する ・ 描写する など
- b 相手の行動を促したり自分の意志を示したりするもの
- ・ 質問する ・ 依頼する ・ 招待する
 - ・ 申し出る ・ 確認する ・ 約束する
 - ・ 賛成する／反対する ・ 承諾する／断る など
- c 気持ちを伝えるもの
- ・ 礼を言う ・ 苦情を言う ・ ほめる
 - ・ 謝る など
- 4 本論文と関係の深い箇所を以下に抜粋する。
- (5) 人類の歴史的発展には、民族、時代及び地域によってそれぞれ特殊性があるとともに、その底には共通な人間性があることを理解させる。また、文化の交流や国際協調の史実を考えさせ、世界平和の実現に進んで協力しようとする意欲と態度を養う。
- 5 人間尊重の精神を一貫して失わず、この精神を、家庭、学校その他各自がその一員であるそれぞれの社会の具体的な生活の中に生かし、個性豊かな文化の創造と民主的な国家および社会の発展に努め、進んで平和的な国際社会に貢献できる日本人を育成することを目標とする。
- 6 本論文と関係の深い箇所を以下に抜粋する。
- C. おもな教養上の目標

- (1) 英語家庭の中核として、英語を常用語としている人々、特にその生活様式・風俗および習慣について、理解・鑑賞及び好ましい態度を発達させること。したがって、
- (a) 聞き方・話し方・読み方および書き方の技能を発達させるにあたって、学習経験を、英語を常用語としているひとびとの生活様式・風俗および習慣から切り離さないこと。かれら

の文化の中核なのである。

- (b) このような鑑賞と態度との発達、高等学校の内または外においてさらに進んだ学習をしようとする者にとって、健全な基礎として役立つものとなること。
- (c) このような鑑賞と態度との発達、習得した言語技能ととも、平和への教育の重要な一部として役立つものとなること。

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要 旨

この論文では、戦後の中学校の学習指導要領を分析することで、日本の英語教育の変遷を考察した。中学校は義務教育であり、その中で英語教育は途中から必修科目に変わったものの、戦後からずっと英語は学ばれてきた。学習指導要領は英語教育をどのような目的をもって行うのが規定されているため、それを分析することで日本の英語教育の変遷を知ることができる。

この論文では、学習指導要領を 1) 言語の 4 技能、2) コミュニケーション能力、3) 国際理解、4) 教育内容の政策の 4 つのキーワードに絞って分析した。この 4 つの問題の分析から、学習指導要領の英語に関する記述はその内容から 3 つの時代区分に分けられることがわかった。

第 1 期 (1947-1958) : 言語とその文化をともに学ぶことが目的

第 2 期 (1969-1977) : 実際のな外国語教授法が反映された内容へ変化

第3期(1989-2012)：知識としてではなく英語を実際に使えるようになることが目的
国際理解の面でも、英語圏の人々についてだけでなく、日本も含めた世界を知ることに対象が変わってきた。つまり、日本の英語教育の目的は、次第に使えるようになるために言語そのものを学ぶことと、国際情勢を知るためのそれぞれに明確になった。すなわち言語面での目的は英語の実用能力の育成へと具体化され、他方、国際理解がはっきりと打ち出されるようになってきた変遷が明らかになった。