

# Language Teaching and Learning : Research Methodology

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Question :

How should teachers lay stress on Communicative Language Teaching in an English class in Japan ?

## [1] Introduction

In learning English learners' achievements have something to do with their cultural backgrounds, I don't think the Board of Education in Japan has ever tried to understand how learners are affected by the influence of their cultural backgrounds. The World Report has once criticized English Language Teaching and Learning in Japan on the front-page story : It is as follows : "The amount of effort, time and money put into English language teaching and learning probably produces smaller results in Japan than anywhere else in the world." When Mr. Kanzaburo Ohe visited Stockholm, Sweden for the purpose of receiving a Nobel Prize, he saw so many Swedish speak English fluently and keenly felt that English language teaching and learning in Japan would have some problems which we should solve completely. He appealed to the public about the inefficiency of teaching English language at school in Japan. Especially according to the recent International English Ability Test, which is the TOEFL Test, Japan's worst result has become the topic in the world. In fact, for example, the data shows that the achievement of Japan is 132 out of 156 countries in the world. The result reflects deep humiliation, the same as the result of mathematics at school in America.

However, only by this result, if people believe that the education in

Japan is defective in the field of English language teaching, I dare say you hastily jump to the conclusion of it.

However, for example, as compared with Swedish, Japanese language linguistically does not have an equal distance from English language. Judging from linguistic genealogy, the Japanese language belongs to the Altaic and it is said that it is one of the most isolated languages.

While English language is one of the Indic and European languages family, and that Swedish is related to it.

It goes without saying that learning quite different linguistic genealogy is much more difficult to learn than the same family of linguistic genealogy. But in order to understand the international society, we Japanese must not just look on with folded arms because it is difficult for us Japanese to teach English.

Most Japanese Teachers of English were taught English through five basic sentence patterns by Onions (1904) and they have been teaching English only by using five basic sentence patterns again at school since they became teachers of English. Therefore the Japanese teachers of English would be helpless in teaching English if we were to be taken away from that sentence patterns method.

This is the main reason I would like to start studying communicative language teaching in a classroom through studying Applied Linguistics at the University of Waikato in Hamilton, New Zealand.

For the first step, I would like to research Teaching Methodology in reading classified according to genre.

## [II] The purpose of the research

The Board of Education in Japan has perfectly powerful right to control each prefectural Board of Education either politically or academically, and there is “a Course of Study” in it.

There is a passage in the aims of a Course of Study that “a teacher must bring up a student's attitude that he or she may try to be more positive in communicating with people in English .....”

It is twenty years since the course of study was issued in Japan.

As the average size of class in Japan is forty-five or fifty at school,

some complicated circumstances seem to occur in classes. There may be barriers in teaching English, but what is important is that the English language is a tool of communication. As a matter of fact, in Japan, English is only a subject that students have to study for a high school entrance exam or university entrance exam before it becomes a tool of communication. For them English is a nasty subject connected with severe exams as well as their school record. School emphasizes the necessity of their getting higher marks of English as knowledge of the subject.

Last year I took twenty-six Daiichi Economics University students to the University of Waikato in Hamilton, New Zealand and had them have a home-stay experience there. Before leaving Japan, I gave them home-stay English, how to take English classes at school there and cultural differences between Japan and New Zealand as a seminar for two months at our university.

To the teachers' surprise, even though the teachers at Language Institute tried their best to get Japanese students to answer, they had no replies from them in a class. No matter what questions they might ask, they got no answer from some of them. Finally, only two days passed, but the teachers gave up teaching communicative English to them, they began teaching basic English Grammar. It was then when I strongly felt two things.

The first thing was that it might be sometime impossible for native speakers who have no ability to explain to them in Japanese or have no knowledge of Japanese education affairs. The second was that while I was thinking something had to be done as soon as returning to Japan, one of their home-stay families told me over the phone that a Japanese student said only "Yes" three times and "No" seven times for two days. He didn't express himself at all.

I am deeply regretful about their negative attitude toward communicating with foreigners, especially the ability to express themselves in English. It is already seven or eight years since they started learning English in Japan.

The Course of Study by the Board of Education in Japan simply says that "We hope students will try to be more positive ....", however it is

a profound problem. I suppose that it is a quite difficult problem to solve in a year or so. They couldn't have wished for more opportunities than to have home-stay families in New Zealand, but I'm sorry to say that one of them never tried to communicate with native speakers for a week.

No matter how hard it may be to have them improve their communicating ability in English in Japan, now I have realized that it is an urgent problem for teachers of English themselves to try to be more positive in the field of communicative English language teaching and to show good examples for it. This is the second reason I start researching Teaching and Learning English as Communicative Language Teaching, especially both in a reading class and in an English composition class in Japan.

### [III] Teaching topics I'd like to deal with :

- a) cultural difference
- b) communicative matters
- c) environmental conservation
- d) world peace

### [IV] Questions (Anticipated problems Limitaions)

Problems and Limitations I anticipated are :

1. What materials should be chosen for cultivating students' communicative competence in a reading class.
2. There would be different degrees of willingness of selfassertion according to the different educational background of learners. This tendency was pointed out by Brian Paltridge (pp 22 - 38)
3. Some learners may think that learning by an ordinary textbook would not be interesting and that it would be easy to forget the content of it.

What is the best way to choose a better textbook?

4. There would be a time limit to complete a long reading story in a classroom. How should we carry out an English class ?
5. There would be different degrees of individual interests in literatures. How should we provide students with stronger

motivation ?

6. There would be different reading ability in English among learners.  
How should we carry out English lessons to the students with different ability ?
7. The textbook a teacher choose might impress learners only as monotonous. How should we deal with such monotonous textbooks?
8. There would be so much difficulty for Japanese teachers to adopt communicative approach in teaching English in Japan.  
How should we improve our teaching techniques as well as our English proficiency as communicative language ?
9. How should we change Japanese traditional relationships between teachers and students as quiet listeners ?
10. How should we carry out a reading class to improve oral interaction ?
11. How should we improve students' attitude so that they will try to be more positive in communicating with people in English in a composition class and a grammar class ?

These questions which I want to solve through an experimental research need to be tested as a statistical hypothesis.

Communicative Language Teaching at a high school or a university, and particularly Teaching Methodology in reading classified according to genre that means selecting contents of textbooks which students are interested in, are promising alternative approaches to second language teaching in Japan, but they are also approaches which will be controversial, I guess.

In Japan Communicative Language Teaching Methodology differs from other teaching methods in emphasizing real students' life tasks or learning tasks for entrance examinations for a high school or a university, rather than practicing for proficiency in English conversation or English language as a tool of communication.

The question of using Communicative approaches as a basis of reading materials is more difficult than some ways in which have been used in Japan for about more than 100 years.

The main purpose of this article as the first assignment is to provide a

much needed overview of communicative language teaching in the context of the philosophies of Research methodology, and of the various arguments surrounding it.

I understand Communicative Language Teaching designs have been well known in the second language acquisition research community and the curriculum specialist community in some countries ... New Zealand, Australia, Britain, Canada, and U.S.A. and articles both supporting in English speaking countries and condemning such designs, of course in Japan have been published in numerous journals. I believe, however, these commentaries tend not to present enough information for us Japanese. This article may not be concerned with only the specifics of Communicative Language Teaching Methodology, but it will attempt to draw the connections between general trends of thought in the teaching profession at schools in Japan, so that we Japanese can then discuss whether Communicative Language Teaching is appropriate for use with high school level students as well as university level students in Japan. Second language teachers in Japan are always confronted with students who have already failed to gain very much of English language and are unmotivated when they are given by a similar teaching method which they have already experienced.

And also to appreciate how this struggle for a better methodology has been influenced to the teachers of English in Japan, I want to research the theoretical source : Communicative Approaches in teaching English to our university students at school.

Of course, the connection between the Communicative Language Teaching and the genre of the contents of textbooks will be very important to the development of the students level, and also the connection with time and a learning environment to carry out it so that we may move the students into a higher developmental level.

Before discussing an experimental research report, once again I would like to summarise main questions for the purpose of the research : How should teachers lay stress on Communicative Language Teaching in an English class in Japan ? ; what is to be learned or how it is to be learned ; what a teacher center or a student centered.

### [V] Curriculum Development

An investigation into the relationship between efficiency and materials:  
Curricular Argument

Although curriculum theory is too bewildering a word for the author to understand well, and few have studied this theory and its philosophy, especially innovative approaches, the author should begin with discussing the general curricular ideologies.

“Tradition has been the strongest factor in curriculum design in almost every country and for all areas of education, including second and foreign language teaching to fully recognize the arguments surrounding various syllabus design. (Jackson 1992, 22)

“Students in many countries may have difficulty in accepting a course which does not use a test. Although one would expect the percentage of classroom time related to a textbook to be less in the case of second and foreign language instruction, there remains a tremendous reliance upon textbooks, both materials within the classroom and for shaping curriculums.” (Apple, 1986, 85)

According to the essay in Japan Quarterly 1991, 12, it is interesting that those who wanted curriculum reform have felt that mentality of putting students through the ‘Regulations for courses of Study’ was inappropriate.

If curriculum reform seeks a difficult philosophy for its design more than traditional instruction, then the problem arises: which alternative idea do we choose? In my view it is upon ideologies about the purpose of education that the philosophy of curriculum and the teacher’s role must be changed and continue to change.

### Curriculum Development

This study emphasizes fitting the curriculum to the needs and interests of the students : instructing students at their level of development.

“Developmentalism stresses working effectively within the student’s development level, rather than attempting to speed up the learning process.”

“Learners need freedom to experiment, freedom to make mistakes, and freedom to spend time developing.” (Uhrmacher, 1993, 4)

### Material Development

The content, teaching procedures and learning experiences : And an investigation into the relationship between reading materials and communicative approaches : In order to create and insure teaching materials are used to their optimum efficiency.

The author strongly feels that we Japanese have been teaching English by using only structural syllabus for more than 100 years in Japan.

However when we want to make the language teaching and learning more meaningful, it is necessary for us to create teaching materials using the lifelike situation, which means lifelike learning activities.

To carry out material development projects, what is the best way to decide or a better textbook so that we may improve communicative efficiency?

Students choose the most favorite materials among them so that we may provide students with stronger motivation. The author has 84 students in one classroom to research this material development.

### Material Argument

The followings are favorite materials which students have chosen as a genre asked by the author.

(genre as a material in a reading class)	(male)	(female)	(total)	(rate)
1. cultural differences	15	13	28	33 %
2. dialogues	10	11	21	25
3. environmental conservation	9	6	15	17
4. world news	7	4	11	13
5. nonfiction	2	2	4	5
6. folk tales	0	1	1	1
7. legendary	0	1	1	1
8. novel	1	0	1	1
9. science or technology	1	0	1	1
10. poem	0	1	1	1

Even if we carry out material development projects, there would be so much difficulty for the author and may teachers of English in Japan to adopt communicative approach in teaching English. However it would be the time we should change our teaching methodology into a type of



communicative approaches in a reading class to have them improve oral interaction.

However, in fact we may come across a more difficult problem in this case, which will be how to change students' attitude which is different from their being used to, and that we would have to have them try to be more positive in communicating with each other in English in a reading class.

To begin with, the author should start the activities which are designed to help the teacher to achieve goals based on Communicative Language Teaching designed by the book "Communication in the Classroom" by Keith Johnson / Keith Morrow, and also the analysis of Communicative Language Teaching:

The followings are the material in a reading class students have chosen as the subject of "The American Affairs".

#### (1) Material:

What do Japanese families do with children's clothes when their children grow too big to wear them ?

Or they may have to move to other places and have many things they don't want to take with them. What do they do then ?

While I was a student in America, my host mother took me to a garage sale. It was a moving sale held by a certain family. My host mother explained to me that the family wanted to sell their old things first, and then buy new ones after they moved into a new house.

This family had four children, and almost everything used in the house was displayed in front of the garage. I found used underwear on sale. But I did not think there would be any buyers. Surprisingly, however, my host mother began to choose for her children and bought some pieces.

On our way back I asked her whether her children would wear the used underwear. She just laughed and said that she would wash them. She added that her children had never yet complained about it.

Generally speaking Americans are practical about selling and buying used goods. The garage sale is a product of their practical minds. They can save money and yet make a good buy.

Americans think that things do not always have to be new or unused. This, of course, depends on the individual. Americans are generally economical people, so they will not throw away things if they are still usable. And if they don't want to keep usable things any more, they will find a good way to sell them. There are always buyers. In American cultures, therefore, you can buy things secondhand without shame or embarrassment. (The times, 1990, No.6)

Now the author wants to discuss classroom procedure which is different from 'Traditional Teaching Method' we usually use in Japan.

## (2) Classroom Procedure:

### A) Vocabulary Development : Improving word skills

#### Auditory discrimination :

Identifies likeness and differences in the sound of words. Direct the students to sit quietly, close their eyes, and listen to the sounds of words. Then have them tell what meanings those words have. They may identify such sounds as : clothes closes, wear and where, or big and bag. To understand the importance of the relationship between auditory and visual discrimination, Have students listen to the first paragraph of the story.

#### Visual Discrimination :

Discriminate some similarities between the two words. Demonstrate that inaccurate pronunciation and failure to listen carefully to words of similar sound can create difficulties in visual discrimination.

children - chidden

row - glow

big - bag

clothes - closes

#### Phonetic Analysis

Use common generalization for pronunciation in sounding out new words.

Assign materials for oral reading in which there are unfamiliar polysyllabic words whose pronunciations conform to common phonetic rules. Guide students in the use of phonetic analysis in determining pronunciation of unknown words. Move from known variations in pronunciation of words such as places, horses, dishes, and washes to unknown words

such as analyses, bases and clothes.

Review the effect of shifting accent on word meanings.

Present words whose function and meaning are changed by shifting the primary accent.

pro - duce'	pro' - duce
per - fect'	per' - fect
ga - rage'	ga' - rage

Have students read orally sentences that contain such words as practical, practicable, practised, economical, economic, economize, individual, individuality, individualize, usable, useful, used, and useless.

Lead them to understand the need careful analysis of new words.

### Structural Analysis

To make use of structural elements of known word forms to learn unfamiliar words.

Write a list of selected multisyllabic words which can be divided into meaningful units on the blackboard.

Ask students to need to :

1. Divide into syllables
2. Underline root
3. Pronounce word
4. Attempt to give meaning
5. Develop other derived forms from the same root
6. List prefixes and suffixes

Examples : dis - appear

embar - rass - ment

boy - hood

Give the students a prepared list of roots and affixes. Use such roots and affixes as the following to build new words :

bio	able	graph
trans	ral	over
logy		

Have students take several words apart and give their literal meaning.

sub - sequent

photo - graph

second - hand

there - fore

baro - meter

magni - tude

micro - scope

To recognize how compound words are created to build new concepts;  
Ask students to bring in examples of words found in the mass media which have been added to English in recent years as a result of technological or scientific advances.

Examples :	radioactive	astronaut
	geologist	radiotherapy
	cellularphone	laser

Ask students to explain about the compounding in words such as  
                     biochemistry,                      microbiologist,  
                     headphone,                      headpiece, and headstrong.

For more vocabulary development (Vocabulary Acquisition Skills):

As new words are introduced in class discussion, Write them on the blackboard. At the end of discussion, ask students to use these words in sentences.

Comment on students' use of new vocabulary in written expression.

To become aware of the effectiveness of vocabulary in advertising.

Clip phrases or entire advertisements, and write them down on their notebooks. Have students select convincing words that are intended to influence buyers.

Analyze words to find out the reasons for their use.

Have students consult the dictionary to find out the reasons for their use. Help students to use new words in the textbooks for a practical purpose and to develop understanding of specialized meanings.

Guide students in estimating the meaning of unfamiliar words. Point out direct and indirect definitions, use of synonyms and antonyms, and general meaning of sentence or paragraph as clues to meaning.

Encourage use of the English-English dictionary for confirming the meaning of words. However, in this case, students always confuse the meanings of the explanations in the dictionary written in only English.

To become interested in differences of meanings between British English and American English.

Encourage students to use English-English dictionary to find out different meanings of them again.

Example: garage sale

Have students find out the different cultural meaning of the word "garage" in the textbook.

To recognize the vast number of multiple meanings of some words, Encourage students to browse the dictionary and to note the multiple meanings of some of commonest words.

To enjoy vocabulary discussions, provide frequent opportunities for students to discuss briefly their experiences with words.

Have students list the dictionary synonyms and support or criticize the writer's choice.

Evaluation :

In the assignment 3, you will clearly see the detail result of them. But the outline of the results in the vocabulary development, good readers, good guessers and good problem solvers are below :

The author could believe that by the end of the class, students would develop considerable skill in developing their vocabularies through :

1. Understanding and using mass media and technical vocabularies
2. Understanding and using multiple meanings of words
3. Recognizing word roots, and their cultural differences
4. Using context to guess word meaning
5. Using the English-English dictionary as another source of information
6. Using newly acquired words in oral written communication

B) Comprehension Skills (Attempting to be compared with 'Traditional Teaching Method')

To recognize the importance of the title ;

Direct the students to read headings written in Japanese and discuss it.

「私たち日本人は、自分の家庭で使ったものを近所どうして売り買いすることなどほとんどしない。近頃はものを使い捨てる風習が助長されて、まだ利用価値のあるものが惜し気もなく捨てられている。」

or “watashitachi nihonjin wa jibunno katei de tukatta mono wo kinjyo dohshi de urikai surukoto nado hotondo shinai. chikagoro wa mono wo tukai suteru fuushuu ga jyochoh sarete, mada riyohkachi no arumono ga oshigemonaku suterarete iru.”

Draw students' attention to the textbook. Compare headlines in the textbook with headings in Japanese. Discuss the differences between two cultures from them.

Have the students read a new story and prepare an appropriate headline. To understand the main idea ;

Present the first paragraph and ask students to state the main idea. Have them locate the topic sentence in the first paragraph. Discuss the sentence with students and help them decide which is the best statement of the story. Lead them to see that it is the main idea of the story. Ask the students to explain how they are able to determine the main idea.

To understand literal meanings. Discuss some questions as these:

“What do Japanese families do with children's clothes when their children grow too big to wear them ? Or when they may have to move to other places and have many things they don't want to take with them?”

To find the “core” of sentences :

Have students consider complicated sentences found in their reading.

Ask them to locate the verb and its subject. Write these two words on the blackboard :

1. What do Japanese families do with children's clothes .... to wear them ?
2. Or they may have to move other places and have many things they don't want to take with them.
3. On our way back I asked her whether her children would wear the used underwear.
4. In American culture, therefore, you can buy things second-hand without shame or embarrassment.

Lead students to understand what the sentence says and that all other words simply expand on this “core”.

To understand the role of details to support a main idea :

Present a paragraph which includes in its main idea an abstract word such as “goods”, or “minds”.

Direct the students to read the concrete details in the paragraph which give meaning to this idea. Lead them to understand that it is through the use of details that the abstract is made concrete.

To recognize supporting details, Ask students to list a series of proofs that support a statement. Teach the use of details in giving additional information by presenting paragraphs which describe character, places, and events.

To understand differences of cultures between two countries. Present three sentences with blanks in Japanese and ask them to fill each blank with a common word, then discuss them,  
or (三つの文に共通した言葉を入れてみよう。)

1. mada tukaeru noni suteteshimau nowa ( ).

It would be a ( ) to throw away the clothes which are still good.

2. konnakoto wo shiteitara jikanga ( ).

If we are doing such a thing, it would be a ( ) of time.

3. mizu wo sonnani nagashite wa ( ).

It would be ( ) of water if we leave it running.

After reading the story, have students write a brief statement of the outcome.

to recognize the cause and effect relationship.

Ask students to think in our daily lives how one culture may influence another culture.

Example :                      practical      and      saving  
                                    enconomical      and      wasteful  
                                    too good for ..... and junk for .....

Ask students and have them discuss :

“anata dattara kaimasuka ?” 「あなただったら買いますか。」

or “If you were in their place, would you buy used clothes ?”

By the end of a class, the final test has showed that students would develop considerable ability in the following comprehension skills.

1. Recognizing a main idea
2. Understanding literal meanings
3. Understanding role of details in supporting main ideas
4. Recognizing differences between two cultures
5. Recognizing cause and effect
6. Understanding use of qualifying words

#### C) Cognitive Strategy

First of all, the author could confess that to tell the truth, this experiment resulted in a little failure. Therefore the author tried attempting what we call some cognitive theories so that a better theory for the Japanese students may be found out. No matter how difficult to carry out they may be, the goal of this instruction should be to keep students repeating key words or phrases aloud and lead them to improve their ability to learn or remember new words or key sentences, especially to make sure the important information will be remembered.

The following are the recommended types of cognitive theories by Krashen's 'Monitor Theory', which is a "Cognitive theory" although Krashen takes most of the details from Chomsky:

"Second Language theorists have developed claims that address more specific aspects of learning." Krashen's widely debated 'cognitive theory' (Krashen, 1985 : White, 1987) stressed the nature and importance of linguistic input to learners in developing sentence - level grammar.

"Researchers who are interested in this theory have already studied questions such as how modifications of linguistic input affect comprehension". (Enright, 1986: Pica, Young, & Doughty, 1987)

"Cognitive theory centers on types of cognitive processing." (Donna M. Johnson, Second Language Acquisition in theory in L2 Research, 1989, 13)

"Eclectic method contends that one is not satisfactory for the wide diversity of students, therefore a mix of theory is the only reliable approach available." (TESOL, Quarterly, Vol.27, No.4. by Krashen's "Teaching Issues")

Theorists and more educators believe that it is better to be deliberative regarding the arguments of various theories, than to be dogmatic towards any one of them, but we should not have mixture of viewpoints



or should not adhere to several ideologies by more educators.

The list of ideologies is exhaustive, but it has sometimes represented the major idea from curriculum theorists in Japan.

The author quite understands that we live in a complex world, even in Japan, with different cultures, different ideas, different customs, and different education background, so that we will have to try to employ several theories from curriculum designs. However, we should not have mixture of their methodology. It should be a student centered approach that the author will have to study how to carry out syllabus design to influence educators in Japan by experimenting with one theory. And also it is important to note that this will have caused some amount of disagreement within teaching communities. It follows that this course design may be an experimental method.

### Experimental Method

Experimental method was always useful in a reading class in Japan. In this theory, first of all, the procedures how it should be carried out are described and then collected data, behaviorism and acquisition will be discussed later.

One of the data the author used before starting this attempting are below :

Questionnaires : (in a reading class, 84 students)

(A) Consciousness of English language

	(Yes)	(No)	(Yes, a little)
1. Do you like English ?	18%	45%	37%
2. Do you like your English classes ?	8%	81%	11%
3. Why do you not like English class ?			
a) difficult	41%	6%	33%
b) teacher			17%
c) textbook			3%
d) teaching method			
e) classroom			
4. When did you start to dislike an English class ?			
a) after six months	3%	31%	59%
d) after one year			7%
c) after three years			
d) university			
5. Why do you think you started disliking English ?			
a) too many exams	29%	28%	23%
b) difficult			17%
c) textbook			3%
d) learning speed			
e) teacher			

6. Are you interested in English :

a) reading	b) grammar	c) composition	d) conversation
14%	9%	24%	53%

7. Do you think it necessary for you to continue studying English ?

a) Yes 78%	b) No 22%
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8. Why do you think it necessary for you to continue studying English?

a) exams	b) communicating with foreigners	c) jobs	d) travelling	d) films
23%	43%	16%	13%	5%

As a role of teachers of English, we should make sure students behaviorism and discuss a 'student centered approach' or syllabus design.

Especially we should have high regard for learners' motivation and it will be the role of a teacher that leads correctly to learning combined with a acquisition. Through giving Communicative Teaching Approach to the students, the doubts whether Communicative Teaching Method is better than Traditional Approach, what the main purpose of teaching English in Japan, and what the better approach will be for Japanese students.

Nevertheless, what we should seek from studying "Communicative Teaching Methods", would be not English conversation, not what we call, daily English conversation, but cognitively understanding communication.

There is perhaps a graphic way to underline the design of 'Communicative Language Teaching' as below :

Cognitively Undemanding communication

(1) One to one	
(2) Demonstration	
Context Embedded Communication	Context Reduced Communication
	(3) Oral Explanation
	(4) Discussion & Encouraging
	English - English Dictionary

Cognitively Demanding Communication

The author's teaching strategy will reflect how a teacher should educe students' communicative motivation and the same as Japanese, the language of people often reflects its characteristics too. In this study Cognitivism or Cognitive strategy, as it is sometimes called, has not developed into any particular teaching methodologies in Japan as behaviorism had, but its influence on the teaching community is probably big. The most controversial influence on second language teaching will be the second language acquisition for the success of exams in Japan.

The acquisition theorists, Stephen Krashen's "The Input Hypothesis" in 1981 and 1984 argued that there was a difference between learning a language and acquiring a language. Snyder characterized "learning a language as 'knowing about' the language, whereas acquiring a language is to go through a similar psycholinguistic process that we did when learning our initial language." (Snyder, 1994)

According to the study, it is considered that students would learn faster from Communicative Approach which was used in this experiment in a reading class than the Japanese traditional Approach or 'mastery of language structure' or 'rules of grammar'. Even if this is only a small experiment of a type of Communicative Approach, the author recognizes

that the difference between what should be given to learners and how second language should be learned, and also difference between what a teacher-centered learning and what a student-centered learning.

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- (2) Hajime Takamizawa  
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- (3) Donna M. Johnson  
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- (4) Rober B. Kaplan  
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- (7) Japan Quarterly 1991, 12
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- (9) The Times 1990, No.6
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- (12) Stephen Krashen, 1981, 1984. Input Hypothesis
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- (14) Jackson, 1992, 22
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- (18) Krashen "The Input Hypothesis", 1981, 1984

Appendices :

- (1) The English Teachers' Magazine by Taishukan Printing
- (2) The Asahi (a daily newspaper)
- (3) Cross Cultural Encounter
- (4) Japan Quarterly
- (5) Socialization and Community Education in Amish Society