PROBLEMS OF

TEACHING ENGLISH AS A FOREIGN LANGUAGE

IN JUNIOR HIGH SCHOOL IN TOKYO
INTRODUCTION

Japanese English Education as a foreign language has been available for more than 35 years after World War II, and the Japanese curriculum for English language study has gradually improved. When we think of the nature of language, we feel that it is quite important for students to equally acquire all four basic skills (i.e. speaking, listening, reading, and writing). However, due to a very severe entrance examination system, students cannot attain these four basic skills equally.

In order to make the English Education in Japan effective and fruitful, I picked up those problems reviewing my past limited teaching experiences in Japanese junior high schools in Tokyo.

PROBLEMS OF ENGLISH EDUCATION IN JUNIOR HIGH SCHOOL

1. National Goals and Objectives of English Education

The goals and objectives of English Education are discussed and decided by the Ministry of Education, and these goals and objectives are disseminated to all schools as a mandatory curriculum. When school teachers receive these mandatory goals and objectives, they do not pay much attention to them because these goals and objectives seem to be unrealistic to the teachers, students, and also to
the parents' requests. This means that the national goals and objectives of English Education are to teach all of the basic skills, but due to severe entrance examinations, teachers cannot teach these four basic skills. Many students and their parents ask the teachers and schools to teach the skills needed to pass the entrance examination, such as English grammar, English Japanese translation, test-taking skills, and other related things. Thus, school teachers always must ignore these national goals, objectives, and curriculum, and tend to feel that these are just a piece of paper or convention.

2. Entrance Examination System

If students want to study in senior high school, they have to pass the entrance examination. Thus, most students tend to study only subjects which will be tested in the entrance examination. The main purpose of studying for students is just to pass the entrance examination to go to senior high school. This entrance examination system puts heavy pressure on the students and their parents, because the students who apply to senior high school have to submit recommendation papers with official transcripts. Therefore, some students sometimes change and deform
their characters, personalities, and other things to get good recommendation papers.

For example, in the third grade, students often visit their teachers' house (they have never visited before) and try to make contact with their teachers in order to get good recommendation papers from them. Sometimes parents send or bring expensive gifts for teachers so that their children may get good recommendation papers.

Another negative example of this examination system is that friendships between/among students are often broken by it. All students cannot go to the same schools as their friends, then students who are going to go to the same school make groups and tease or speak ill of other students who are not going to the same school.

As for the side effects of the entrance examination system in English, students do not study speaking and listening skills because these skills are not required so much for the examination. For this reason, to teach the basic four skills of English is impossible. Of course, teachers are not required to teach these skills by parents and students. Furthermore, even if the teacher does not speak English or does not understand spoken English, s/he will be consid-
ered a good teacher if s/he knows English grammar, English Japanese translation, and test-taking skills.

3. The Number of Students in a Class

Most Japanese junior and senior high schools have more than 40 students in a class. It is quite difficult for the teacher to make good relationships, and to have good communication with their students. Also, it is almost impossible for teachers to carry out individualized instruction and sound teaching activities in this class situation, because teachers cannot have enough time to answer all of the students' questions, and cannot give enough activities, experiences, and drills to students during class. All students know about this unreasonable situation, so they usually sit on their chairs and listen very carefully (I am not sure if they are so attentive) without asking any questions, even if they do have questions. In this sense, I can say that the Japanese educational system is a teacher-centered system.

4. Studying Environment (for Students and Teachers)

In Japanese junior and senior high schools, students always study various subjects in the same class, except for such subjects as physical education, art, music, home economics, and science. Thus, it is
quite difficult for teachers and students to provide or make good studying environments for specific sub-
jects using visual- materials or other useful materi-
als.

As for the environment for teachers, all teachers share the faculty room, they cannot study effective-
ly in the faculty room because of noisiness.
If teachers need some audio-visual materials for students or themselves, they have to move from one place to another place each time. Teachers cannot have their own room or lecture room, and therefore they cannot effectively prepare their teaching mate-
rials in schools.

5. Advisor and Counselor for both Teachers and Students
Most Japanese schools, including elementary, junior and senior high schools, and colleges, do not have advisors and counselors for both teachers and stu-
dents.
Student
Each student has his own problems in studying, school life, future plans, and other mental or physical frustrations which inhibit his effective studying activities in both school and at home. In these sit-
uations, students need a place and a person to talk
with or to advise them. However, Japanese schools do not have these rooms, advisors, or counselors, and the teachers must listen to the student's frustrations or problems. Sometimes teachers may be very helpful to these students, but there are not enough to meet all students' needs. Many students do not always believe in and respect teachers in Japan, and if the student has some problems, he usually thinks by himself, or talks with his friends but is unable to get appropriate or satisfactory answers or solutions. Especially, if the student has a very important and serious problem like about an entrance examination, and does not have any suitable persons to talk with, then he thinks by himself and sometimes this thinking leads him to commit suicide.

Teacher

In a sense, all teachers are experts on their subjects, but English language teachers have a lot of problems in their teaching activities. Especially usage, appropriate English expressions or words, nuance, culture, and other related things are quite difficult to study in Japan. Thus, many teachers want to have advisors for their English language teaching, but it is not permitted to hire foreigners in public schools. Thus, almost all teachers who want to have advisors do not have con-
fidence in their teaching activities and therefore they experience frustration.

6. Teaching Situation

Teachers in the world usually say that there is too much work with little money. I am not sure if it is true or not, but I suppose it expresses that most teachers in the world are always busy with a lot of work to do. In most cases teachers do not have enough time to study teaching materials and methods, or to participate in systematic in-service-training programs for their studying and so on, because of their busy work schedules in school. For example, this is my case; while I was teaching English in junior high school in Tokyo, I taught five classes (20 teaching hours in a week), and at the time of mid- or final test seasons, I had to score at least 200 test papers by hand (we do not have scoring machines in Japanese schools). I also had to decide the grade point average for these tests. Thus, I always took home a lot of work with me. In addition to this work, all teachers in junior high school must do at least one extra-curricular-activity, participate in staff meetings (at least once or twice a month), and subject teachers' meeting (at least once a week). This extra work pre-
vents teachers from participating in in-service training programs and from exchanging information among themselves, and so on.

If English language teachers want to study English in a foreign country for a certain length of time (one year or so), they have to quit their job, because the Ministry of Education does not permit them to do this.

7. Qualified Teachers

All teachers are required to graduate from a college or university (including junior college) and have to have at least a bachelor or an assistant bachelor degree and teachers' certificate to be a teacher in Japan. Even though teachers have these things, some teachers are not qualified enough from the viewpoint of personality, teaching skills, knowledge, and other factors to become teachers.

For example, Japanese English language teachers are not required to have speaking/listening skills so much, if they know English grammar and test-taking skills well as I mentioned before. These teachers cannot teach how to speak English or how to communicate with English speaking people in English. The following is an example of a student in a junior high school in Tokyo.
Once a student asked an English teacher to teach spoken English in his class. Then, the teacher answered, "Hey, student A, what is your question? Your question is really nonsense. It is easy for me to teach spoken English but what do you want to do with learning spoken English. You know spoken English will not be tested in the entrance examination."

I would like to doubt his personality as a teacher. If we are teachers, we should answer the needs of students as much as possible.

Here is another example of an American educational research student, who visited Japan in 1979 to study the Japanese Educational system. He visited many secondary schools to meet with English language teachers, to observe their teaching methods, and to discuss the educational problem with teachers in Japan. After six months of his research, he reported his studies in Tokyo:

"Why don't Japanese English language teachers teach speaking and listening skills so much? Why do they emphasize the teaching of grammar? I could not understand the reasons for a while,
but after I observed classes, teaching methods, and discussed these things over with other teachers, I could understand the reasons. They consist of two main points:

1. One reason is the entrance examination system, in which oral skills are not tested so much, just tricky grammar and English Japanese translation.

2. Another reason is more important for Japanese English education and also for students. Many English language teachers could not speak English well enough to communicate with English speaking people. While I was talking with teachers, I could not understand their English and they could not understand me, then I needed the help of an interpreter.

How can those teachers teach English speaking and listening skills?

If we are a well qualified teacher of English as a foreign language, we have to be able to speak English and also to communicate with English-speaking people in English and we must also have good knowledge and skills in the four basic areas. Then, teachers can
teach these skills to their students as really qualified teachers should.

The problems I have mentioned so far are mainly derived from government decisions, and English language teachers cannot solve these problems easily by personal efforts alone.

Now I would like to pick up some problems which can be changed by teachers' personal efforts

8. Teaching Methods

Most English language teachers in Japanese junior and senior high schools, even in college or university, use grammar-translation methods as their teaching activities. As it were, this grammar-translation method is a Japanese tradition to teach English language. However, this method is not the only teaching method, but only one of the teaching methods. It might be the best teaching method to meet the students' and their parents' needs to pass the entrance examination at the present time, but when we think of the nature of the language, progress in transportation system, technological innovation throughout the world, many people have more opportunity and the need to learn spoken English. Even though English grammar-translation method is a very important area of study English
in Japanese schools, it does not fulfill all of the roles and purposes of studying English.

The primary goals or purpose to study English for students might be to pass the entrance examination, but the number of students who want to learn spoken English is increasing year by year, because students are aware of the importance of spoken English, and also many students start to think of English as an international language through mass media.

Thus, it is the time to change or expand to using more practical teaching methods than the grammar-translation methods. The problems of the grammar-translation methods are as follows:

The main activities of studying English by this method are reading English sentences, then translating English into Japanese according to the grammatical rules. Even if people listen to spoken English, this habit - to translate it on the basis of grammatical rules and then understand what is said - prevents people from understanding spoken English and responding or reacting to it. It means this grammar-translation method is not so practical as a communication tool which should be the nature of the language.
9. Pressures from Parents

This is not only a characteristic of Japanese parents but also of parents all over the world. Parents expect superior and demonstratable knowledge or abilities from their children. But this expectancy is quite strong in Japan. Thus, a lot of parents say to their children to study hard, or to go to another school (cram school) after school or at night. Parents do not hesitate to spend money buying quite expensive teaching materials, studying kits, books, and so on for their children. Parents always expect their children to be good students in school, especially in their test scores. In addition to this high expectancy, parents want to keep their face, or to proud of their children for the sake of the family. It means if a child gets a high score in the examination, the parents can be proud of their son or daughter as well as his or her family, but if a child cannot get a good score in the examination, it is a very shameful for him or her as well as the family. Especially in a big examination like the entrance examination, if a child can pass the entrance examination of a famous senior high school, parents will be proud of their child as well as themselves saying we are a well-bred family. This way of thinking of high expectancy and
keeping face puts heavy pressure on the child and sometimes this pressure causes the child to commit suicide. If a child failed to pass the entrance examination and could not go to another school, the family would move to another place or even if they do not move to another area but stayed in the same place, the family will have quite severe and crucial mental pressures from relatives, neighbors and so on due to their child's failure in the examination.

10. Too Many Assignments and Punishments

Many people in the world know that Japanese schools are strict in education, but they do not know how strict they are. When Japanese people say "strict" studying in school, they are usually referring to the contents of lessons (which are quite difficult to understand), the quality of homework assignments, the punishment, grading system, and an excess of memorization.

Here I would like to introduce a few of these things.

Content of Lesson

The contents of a textbook are pretty difficult for students and therefore they sometimes ask their parents to help them, but even if they ask their parents, their parents cannot understand or fully explain
the answer. Thus, a rich family will hire a tutor for their child or a child will be forced to go to cram schools after school. According to my survey which was done in 1979, more than 75 percent of all the students in the school were studying either with tutors or in the cram school. Nearly 96 percent of the students who go to cram schools or are studying with tutors are studying or learning three subjects - English, Japanese, and Mathematics - which are tested in the entrance examination in Tokyo.

Quality of Homework Assignments

While I was teaching in junior high school in Tokyo, a lot of students complained about the amount of homework.

Once I asked students in the class how long they would take to do the homework in a day. Usually students had to study or spend about four hours every day to finish all of their homework.

Teachers in junior high school usually assign homework almost everyday (even on Saturday, and Summer and Winter vacations) in Japanese, English, Mathematics, Social studies, and sometimes Science. Each subject takes an average student one to two hours to finish. Here is another example.
While I was teaching an elementary pupil (fourth grade) in my home as a tutor, he told me that he could play only one hour a day, other hours were spent studying. He studied seven hours everyday after school and his schedule was set and decided by his parents.

Punishment

This is closely related to the quality of homework. Students sometimes forget to do their homework or sometimes cannot finish all assignments because of having too many. Homework is especially quite difficult for those students who are below average. If students do not do their homework assignments, they are punished by standing behind or in front of the class the whole hour, remaining in class till they finish the homework, doing twice the amount of homework, physical punishment (for example when I was in the first grade of elementary school, I forgot to do my arithmetic homework. I was beat on my cheek by a long bamboo stick. It really hurt and even now I cannot forget this. The mark did not disappear for one week).

Sometimes some teachers ignore those students who forget the homework and are below average.

Grading System
In junior or senior high school, students are always asked to answer perfectly in almost every subject on the examination. If the students make even small mistakes in the sentence, they cannot get any credit for the sentence.

In the example of mathematics, even if the answer is correct, students cannot get any credit for the question if they make mistakes in the process of finding the answer. The teacher thinks that the students must have cheated to get the answer.

In the example of English, students are required to answer like the model sentences in the textbook or the teachers' model answers to any questions. Other answers cannot get any credit even if they make sense, because sometimes teachers cannot judge if the answer is right or wrong.

In addition to these, if the test paper is not written clearly or neatly, it is not scored and the student gets a zero. Sometimes teachers ignore the low scored students in the class.

11. Role of Teachers

It is quite difficult to define the role of teachers in the school in a word. Also, the way of thinking and values about the role of teachers are different
by teachers and subjects. Each teacher has his own philosophy or idea on his values or role as a teacher. Sometimes the different idea or philosophy of teachers brings conflict between/among teachers, or makes a bad influence on the students.

For example, some teachers (especially English language teachers) say that English is a very important subject, while other teachers say that English might be an important subject but Japanese language or Mathematics is much more important to study, thus students should study and spend much more time on Japanese or Mathematics than English.

However true it may be, these things are quite silly to say in front of the students. This kind of thing happens quite often in classes.

This is my personal idea about the role of teacher, that is:

The role of teachers is just like the farmer and the school is the ground. Textbooks or related materials are the soil, and the student is a seed.

The role of farmer is to grow the seed, selecting good soil, cultivating ground to grow the seed, observing the growth of
the seed and taking care of the ground and the seed almost everyday so as not to kill the seed.

Thus the role of teachers is not to teach knowledge, but it is to cause growth in students' ability. Teachers should do their best for helping the students in this.

12. Participation in In-service-training Programs

When teachers want to participate in in-service-training programs, they must get permission from the principal and must pay the fee themselves. Thus many teachers are not eager to participate in in-service-training programs. Especially, the in-service-training programs which are held in foreign countries like America or England for English language teachers are quite expensive, so even English language teachers do not participate in this kind of programs because of financial considerations. There are so many English language teachers who have never been to America, England, or any other English speaking countries.

On the other hand, many students are quite eager to participate in the programs which are held in foreign countries to study English language. In this sense, many teachers have less experience than their students
in practical English language training in foreign countries. This causes a gap and bad influence between teachers and students because students do not respect those teachers, do not believe their English, and these teachers do not have enough confidence to teach English, either.

I picked five main problems which can be subject to change by the efforts of teachers, but these five problems are not all of the problems, but just some of them in Japan. There are so many other problems, but I suppose these five are the first steps to change the Japanese English education to make it more effective.
SURVEY OF

TEACHING ENGLISH AS A FOREIGN LANGUAGE

IN JUNIOR HIGH SCHOOL IN TOKYO
INTRODUCTION

In my first paper, I picked 12 problems which were divided into two parts: the first part dealt with problems which were mainly derived from government decisions and which teachers could not change easily by personal efforts, and the second part dealt with those problems which could be subject to change by the efforts of teachers.

To know the real situation about English language education in junior high school in Tokyo, I made questionnaires. After I carefully studied the results of the questionnaire, I would like to present the solutions to these problems in my next paper.

Of course, the result of the questionnaires does not represent everything about English educational problems in junior high school in Tokyo, but it might be useful data to know one aspect of the problems and to get some solutions to carry out more effective and fruitful education in English language teaching in junior high schools.

PROCESS OF QUESTIONNAIRE

The number of students to answer the questionnaires is five hundred (girls: 232, boys: 268) in a junior high school in Tokyo.

The number of parents to answer the questionnaires is
five hundred (female: 312, male: 188).

The date questionnaires were answered was January, 1981. The questionnaires were answered anonymously and I could collect all questionnaires with answers.

The following abbreviations were used in the paper for my own convenience.

\[ Q = \text{Question} \quad R = \text{Reason} \quad \% = \text{Percentage} \]

\[ S = \text{Student} \quad P = \text{Parent} \]

i.e. \( QS = \text{Question for Student} \)

\( QP = \text{Question for Parent} \)

\( RS = \text{Reason of Student} \)

\( RP = \text{Reason of Parent} \)

**QUESTIONS AND THE RESULTS**

A. Entrance Examination System

**QS:** What do you think about the entrance examination system? Do you agree or disagree on the system? Why?

**QP:** What do you think about the entrance examination system for your child? Do you agree or disagree on the system for your child? Why?

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<tr>
<th></th>
<th>agree</th>
<th>disagree</th>
<th>never thought</th>
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<tbody>
<tr>
<td>S</td>
<td>4 %</td>
<td>92 %</td>
<td>4 %</td>
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<tr>
<td>P</td>
<td>51 %</td>
<td>43 %</td>
<td>6 %</td>
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RS: Agree

- Study in senior high schools is not required, so only students who want to study must go to senior high schools. This is the reason why the entrance examination system is needed.

- To pass the examination is good for us as one of our goals.

Disagree

* All our life seems to be decided by only one examination.

* Our friendships are easily broken by this examination system.

* Many students change their character to get good recommendation papers from the school or the teacher.

* We cannot do other things which we want to do because we must spend much time and energy for preparing the examination.

* We have a lot of pressure from parents and others.

* If I failed the examination, my family and I are shamed.

* The examination system kills people (some students commit suicide).
* I do not like to go to cram schools after school, but my parents force me to go there to study for my examination.

RP: Agree

- The examination is the best way to make the child study hard and busy.

- Children will study hard to carry out their goals (to pass the examination).

- Children will study according to the plans which they plan to pass the examination.

- Competitive spirit will be useful and helpful for their future.

Disagree

* A lot of students do not act like children or students, because they always think of and fear the examination and its result, and some of them become neurotic and commit suicide.

* Students study only those subjects which will be tested in the examination, and do not study other subjects so hard because these will not be tested in the examination.

* Children do not have time to relax, and there-
fore they look pitiful.
* Everything is only for the examination and this is harmful for fostering good human nature and character.
* Our child studies very hard but his study looks like just a temporal purpose and it is not at all good for him.

Remarks

Usually most students do not like to study, but due to the severe entrance examination system they are forced to study very hard. Thus a great majority of students disagree with the examination system.
On the other hand, 51% of parents are glad to have the examination system because this keeps their children busy studying. But I strongly feel that this is not the real meaning, purpose, or nature of school education.

B. The Number of Students in a Class

QS: What do you think about the number of the class in your school, too many, reasonable, or too few?
If your answer is too many, how many students are reasonable?
Why?

QP: You know that there are more than 40 students in a
class now. Do you think the number of students in a class is too many, reasonable, or too few for your child?

If your answer is too many, how many students in a class are reasonable for your child?

Why?

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<thead>
<tr>
<th></th>
<th>too many</th>
<th>reasonable</th>
<th>too few</th>
<th>I don't know</th>
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<tbody>
<tr>
<td>S</td>
<td>96 %</td>
<td>2 %</td>
<td>0 %</td>
<td>2 %</td>
</tr>
<tr>
<td>P</td>
<td>98 %</td>
<td>0 %</td>
<td>0 %</td>
<td>2 %</td>
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Reasonable number in a class

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<tr>
<th></th>
<th>less 10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
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<tbody>
<tr>
<td>S</td>
<td>5 %</td>
<td>15 %</td>
<td>40 %</td>
<td>35 %</td>
<td>5 %</td>
</tr>
<tr>
<td>P</td>
<td>20 %</td>
<td>40 %</td>
<td>35 %</td>
<td>4 %</td>
<td>0 %</td>
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RS: There are so many students in a class, we students always listen to the explanation of teachers and we do not have enough time and chance to ask questions or to do exercises. So, these exercises are always assigned as a homework.

- It is very difficult for all students to do something together as one of the students' activities, and therefore we always quarrel when we deciding something.

- We do not have enough space in the class be-
cause of too many students, therefore we really feel tired at the end of a day.

RP: - I would like to ask schools or teachers to foster the child's public speaking ability and habits, but it is impossible to do so in this class situation.

- All students are passive in classes and will never grow their own positive attitudes. Thus many students rely or depend on others.

- Schools or teachers cannot help students' ability to grow well enough in this class situation.

- How can teachers advance their teaching activities with so many students in a class. It is impossible to proceed with their teaching activities according to the level of each student. It means only one part of students can learn a lot in the school, but others are victims.

- Teachers cannot understand each student's ability, character, and other important factors for studying in this class situation.

- Mass productive education will never be sound education. It will just transmit the knowledge or cramming system of knowledge. Is this true education?
Remarks

First of all, I learned that most students and their parents feel frustrated at the number of students in a class, and while I was reading the reasons of students and their parents, especially parents, I felt how angry they were because of this class situation.

Even though parents felt that there were too many students in a class, they did not criticize or complain about it to the school. The reason for this might be that parents think that if they say something about it in school and criticize, their children will not be able to get a good recommendation paper when they are going to have the entrance examination.

As for the reasonable number of students in a class, both students and parents think that the reasonable number is between 11 - 25 (students: 16 - 25 ... 75 %, parents: 11 - 20 ... 75 %). According to the data, parents think that the fewer the number of the students there is in a class, the more their children can learn. However, all students do not agree with their parents, but need a certain number of students in a class. Anyhow, it is time for the government to reconsider the number of students in a class.

C. Students' Advisor and Counselor
1 QS: When you have problems or frustration, how do you treat these problems?

1 QP: When your child has problems or frustration, how do you think s/he treats these problems?

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<thead>
<tr>
<th></th>
<th>S</th>
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<tbody>
<tr>
<td>a. Talk with teachers</td>
<td>14 %</td>
<td>23 %</td>
</tr>
<tr>
<td>b. Talk with parents (brothers)</td>
<td>12 %</td>
<td>14 %</td>
</tr>
<tr>
<td>c. Think by him/herself</td>
<td>31 %</td>
<td>29 %</td>
</tr>
<tr>
<td>d. Talk with friends</td>
<td>30 %</td>
<td>24 %</td>
</tr>
<tr>
<td>e. Telephone counseling</td>
<td>7 %</td>
<td>0 %</td>
</tr>
<tr>
<td>f. Leave it alone (do nothing)</td>
<td>6 %</td>
<td>3 %</td>
</tr>
<tr>
<td>g. I don't know</td>
<td>0 %</td>
<td>7 %</td>
</tr>
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2 QS: Could you get satisfactory or appropriate answers when you talked with the person you talked?

2 QP: Do you think that your child could get satisfactory or appropriate answers when your child talked with the person they talked?

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<thead>
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<th></th>
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<tbody>
<tr>
<td>a. yes</td>
<td>9 %</td>
<td>21 %</td>
</tr>
<tr>
<td>b. almost</td>
<td>26 %</td>
<td>29 %</td>
</tr>
<tr>
<td>c. not much</td>
<td>54 %</td>
<td>34 %</td>
</tr>
<tr>
<td>d. no</td>
<td>8 %</td>
<td>4 %</td>
</tr>
<tr>
<td>e. I don't know</td>
<td>3 %</td>
<td>12 %</td>
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3 QS: What kind of problems or frustration did you have
or talk about so far?

3 QP: What kind of problems or frustration did your child have and talk about so far?

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<thead>
<tr>
<th>Description</th>
<th>S</th>
<th>P</th>
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</thead>
<tbody>
<tr>
<td>a. About entrance examination</td>
<td>46</td>
<td>51</td>
</tr>
<tr>
<td>b. About studying</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>c. About friendships</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>d. About family, parents</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>e. About future plans</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>f. About sex, boy/girl friends</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>g. I don't know</td>
<td>16</td>
<td>21</td>
</tr>
</tbody>
</table>

Remarks

Q1. In this question, only 14% of students talk about their problems with their teacher, but 61% of students think through their problems by themselves or talk with their friends.

On the other hand, parents think that their children talk over their problems with their teacher (23%), but 53% of parents know or think that their children think through their problems by themselves or talk with their friends. Parents know that their children cannot get enough or appropriate answers, even if they talk with their friends or think it through by themselves, but parents have
nothing to do with this for the child.

Q2. Even though students discussed their problems with someone, 54% of them cannot get solutions or appropriate advice from others.

On the other hand, parents think that their children might get some appropriate advice or solution (50%), but the other 50% think that their children cannot get enough advice or answers.

There is one problem here to understanding the difference between students' and parents' answers. That is, at the junior or senior high school level, students do not talk about school life or their problems so much in their home, especially boys, and parents know that they should not ask their children about their problems or school life till the child starts to talk willingly.

Thus, in most cases, parents do not know much about their child's school life, friendships, problems, and so on, but parents guess their child's problems or frustration by observing their behavior at home.

Q3. 46% of students and 51% of parents are thinking that the entrance examination is the biggest problem which causes frustration in the child's school life. 16% of students have some problems or frus-
tration about sex, a boy or a girl friend. But parents do not know about these problems, because these things are never spoken to the parents. The reason is that if the child talk or ask about these things, they will be told that they should stop having those idea or friends.

D. Qualified Teachers

QS: Do you think that your English teacher is well qualified as a teacher?

QP: Do you think or does your child think that his or her English teacher is well qualified as a teacher?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>so so</th>
<th>don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>17%</td>
<td>63%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>P</td>
<td>21%</td>
<td>60%</td>
<td>16%</td>
<td>3%</td>
</tr>
</tbody>
</table>

QS: If your answer is NO or SO SO, what is the deficiency as a teacher?

QP: If your answer is NO or SO SO, what is the deficiency as a teacher? (If you do not know well enough about it, please remember the complaints or criticisms of your child in your home).

RS: - Poor teaching methods or techniques because
  1. I cannot understand his or her explanations.
2. it is a very boring class.
3. s/he is not humorous.
4. s/he ignores the students' ideas, opinions, and so on.
5. s/he is sometimes upset due to his or her personal reasons.
6. s/he always repeats the same explanation many times.
7. if s/he cannot answer the question of students, s/he changes the questions to another one.

- I do not like his or her personality because
  1. s/he is always proud of his/herself in the class.
  2. s/he never tries to understand the students' mind and s/he always forces us to do something.
  3. s/he often beats or gets angry at the students even in trifling things.
  4. s/he often treats clever students kindly but not the other students, s/he does not treat all students fairly.
  5. s/he cannot keep his/her promises to the students.
- Teachers give us too much homework at one time. We cannot do so much homework at one time because we have other homework from other subjects that also need to be done.

RP: - My son told me about one of his teachers as follows:

"Today one American visited our class during English class, at that time our teacher spoke to him in English, but sometimes the American asked him to repeat. Also, when the American spoke to our teacher, the teacher could not understand his English and he asked 'I beg your pardon' so many times. Our English teacher could not speak and understand English very well."

I was really surprised to hear the story and I wondered if he is a real English teacher. The teacher gave a bad impression and influence to his students. My son was really disappointed.

- Our child often complains about his English teacher with his friends saying

"Our English teacher is a crazy man because he often makes mistakes and cannot answer the student's questions. He does
not know English well, therefore our English will never progress with that teacher."

- When I visited school for a PTA meeting, I had a chance to observe the class. At that time I observed my daughter's English class and my impression was as follows:

"The English teacher looked very kind and gentle, and he explained grammar very clearly. However, when he started to read English, his pronunciation was very poor. Some students were laughing at his reading. Also at the end of the class, he gave too much homework. I doubt if my daughter can handle all the homework in a day or not.

- My daughter sometimes complains about her English teacher. She had been ignored in the class. Also she was beat on the head with her teacher's books. She hates English, English studying, and her English teacher.

Remarks

When I read all the answers of the students and the parents, I was surprised to know that there were so many complaints and frustration about English teachers,
school, and so on. I could not write all of them and here I have introduced some of their complaints, frustrations, and criticisms which many students and parents had written as their answers.

Generally speaking, more than 60% of students and their parents agreed that their English teachers were not well qualified as teachers. This is a quite important problem in the school system. I suppose there might be personal bias among students and parents but I cannot ignore the results.

Parents, teachers, government officers, students, and other related people should reconsider these problems more seriously. The reaction of these people might be helpful and useful to promote and improve Japanese English education from now on.

E. English Studying

1 QS: How many hours do you usually spend on your English study in your home every day (average hours in a day)?

1 QP: How many hours does your child spend on his/her English study in your home every day (average hours in a day)?

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. less than one hour</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>2. one to two hours</td>
<td>54%</td>
<td>62%</td>
</tr>
</tbody>
</table>
3. two to three hours  9 %  8 %  
4. more than three hours  11 %  6 %  

Remarks

The percentage of parents and students are a little bit different because students usually study in their own room, and parents do not know well what they are doing in their room. Thus, I think parents measured the length of their staying in their rooms as the length of their studying. Sometimes children read comic books instead of studying in their room, but parents do not know about this and think that their children are studying. In this sense, the response of students is more reliable.

2 QS: Are you studying English other than in school, with a tutor, or in a cram school?

2 QP: Is your child studying English other than in school, with a tutor, or in a cram school?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>tutor</th>
<th>cram school</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>86 %</td>
<td>20 %</td>
<td>80 %</td>
<td>14 %</td>
</tr>
<tr>
<td>P</td>
<td>86 %</td>
<td>20 %</td>
<td>80 %</td>
<td>14 %</td>
</tr>
</tbody>
</table>

3 QS: If your answer is YES, how often do you go in a week?

3 QP: If your answer is YES, how often does your child go in a week?
1 2 3 4 5 (times)
S 8 % 44 % 40 % 4 % 4 %
P 8 % 44 % 40 % 4 % 4 %

4 QS: If your answer is **YES** on question 2, do you go there by your own choice?

4 QP: If your answer is **YES** on question 2, does your child want to go there by his/her own choice?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>30 %</td>
<td>70 %</td>
</tr>
<tr>
<td>P</td>
<td>60 %</td>
<td>40 %</td>
</tr>
</tbody>
</table>

5 QS: If your answer is **NO** on question 4, who wishes you to go there?

5 QP: If your answer is **NO** on question 4, who wishes your child to go there?

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. parents</td>
<td>76 %</td>
<td>46 %</td>
</tr>
<tr>
<td>2. brother</td>
<td>10 %</td>
<td>23 %</td>
</tr>
<tr>
<td>3. teachers</td>
<td>8 %</td>
<td>6 %</td>
</tr>
<tr>
<td>4. friends</td>
<td>8 %</td>
<td>16 %</td>
</tr>
<tr>
<td>5. others</td>
<td>0 %</td>
<td>9 %</td>
</tr>
</tbody>
</table>

Remarks on Q4 and Q5

The percentage of parents and students are greatly different, because parents do not like to say that they force their children to go to cram schools and therefore they give another reason to keep their faces. Thus,
the response of students are much more reliable than those of parents.

6 QS: Where do you think is more important for you to study, in a school or in a cram school? Why?
6 QP: Where do you think is more important for your child to study, in a school or in a cram school? Why?

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Cram School</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>14 %</td>
<td>86 %</td>
</tr>
<tr>
<td>P</td>
<td>18 %</td>
<td>82 %</td>
</tr>
</tbody>
</table>

RS: - The study in the cram school is more practical to the entrance examination.
- Because my parents pay expensive tuition fee to cram schools.
- The study in the cram school is mainly focused on the entrance examination and pre-study of school lessons, so when I study something in a school, I had already finished it a couple of months ago.
- Teachers in a cram school teach only important points which will be tested in the examination.
- The teachers in a cram school are more serious than those in school.

RP: * Cram schools are much more practical to the tests.
    * My son respects cram school teachers but not school teachers.
    * Tutors are the best way to learn on an individual
basis.
* After having started studying in a cram school, my son's test scores become high.
* I can believe the knowledge of cram school teachers better than the teachers' in school.

Remarks

There were so many reasons for going to a cram school, and also a cram school is better than a school. But most reasons were that the cram schools were more practical to the entrance examination. If there is no entrance examination system in Japan, only a few students would go to a cram school.

F. The Four Basic Skills of English

1 QS: What do you think are the most important skills in studying English now?

1 QP: What do you think are the most important skills in studying English for your child?

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading and Translation</td>
<td>31 %</td>
<td>26 %</td>
</tr>
<tr>
<td>2. Writing (English composition)</td>
<td>21 %</td>
<td>28 %</td>
</tr>
<tr>
<td>3. English grammar</td>
<td>36 %</td>
<td>37 %</td>
</tr>
<tr>
<td>4. Listening and Speaking</td>
<td>8 %</td>
<td>6 %</td>
</tr>
<tr>
<td>5. English background</td>
<td>4 %</td>
<td>3 %</td>
</tr>
</tbody>
</table>

Remarks
88 percent of the students and 91 percent of their parents think that reading, writing and English grammar are the most important skills in English studying, because these things are tested in the entrance examination. I am really disappointed to know that only 8 percent of the students and 6 percent of the parents think that listening and speaking skills are important in studying English. The entrance examination system makes them think like this.

2 QS: If you do not have any entrance examination when you go to senior high school, what would you like to study or learn most?

2 QP: If your child does not have any entrance examination when the child goes to senior high school, what would you like him/her to study or learn most?

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading and translation</td>
<td>4 %</td>
<td>6 %</td>
</tr>
<tr>
<td>2. Writing(English composition)</td>
<td>5 %</td>
<td>3 %</td>
</tr>
<tr>
<td>3. English grammar</td>
<td>7 %</td>
<td>9 %</td>
</tr>
<tr>
<td>4. Listening and speaking</td>
<td>66 %</td>
<td>74 %</td>
</tr>
<tr>
<td>5. English background</td>
<td>18 %</td>
<td>8 %</td>
</tr>
</tbody>
</table>

Remarks

If students do not have any entrance examination when they go to senior high school, only 16 percent of the students and 18 percent of their parents think that
reading, writing, and grammar are important but the other majority of students and parents think that listening and speaking, and English background are the most important thing to learn. When we see this data, we can understand how the entrance examination gives them a lot of pressure, and also this entrance examination system deforms the desires of students to study English.

3 QS: Why do you think you have to study English now?
3 QP: Why do you think your child has to study English now?

Because

1. Entrance examination 63 % 66 %
2. it is an international language 7 % 12 %
3. we will use it in the future 3 % 5 %
4. it is decided in the school 16 % 11 %
5. other people are studying it 4 % 0 %
6. I do not know the reason 7 % 4 %

Remarks

If there are no entrance examinations, many students and parents will answer with the reason of "It is an international language" to this question, I think.
4 QS: While you are studying English now, what do you think is the most difficult skill?

4 QP: While your child is studying English in school now, what do you think is the most difficult skill for your child?

<table>
<thead>
<tr>
<th>Skill</th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading and translation</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td>2 Writing (English composition)</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>3 English grammar</td>
<td>49%</td>
<td>56%</td>
</tr>
<tr>
<td>4 Listening and speaking</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>5 English background</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Remarks

In this question 95 percent of the students and 93 percent of the parents think that reading, writing, and grammar are the most difficult skills in English study. This reason is also caused by the entrance examination system. If there was no entrance examination, this percentage would greatly change, and the percentage of listening and speaking will increase greatly, I think.

5 QS: If you have anything which you cannot understand in English study, how do you get answers or solutions for it?

5 QP: If your child has anything which s/he cannot understand in English study, how does s/he get the answers or solutions for it?
1. Ask school teachers 12 % 9 %
2. Ask cram school teachers 36 % 42 %
3. Ask parents 3 % 4 %
4. Ask friends 14 % 23 %
5. Ask brothers/sisters 17 % 14 %
6. Ask reference books 12 % 8 %
7. I do not do anything 6 % 0 %

Remarks

It is really unhappy for me to know that 36 percent of the students ask questions to cram school teachers and only 12 percent of the students ask their school teachers. School teachers should think on this point seriously. Parents do not know how their children get answers and solutions, when they have some questions because children do not say that they have questions to their parents. Therefore the response of students is more accurate and reliable.

6 QS: Do you think that English is a more difficult subject compared with other subjects?

6QP: Does your child think that English is a more difficult subject compared with other subjects?

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. very difficult</td>
<td>41 %</td>
<td>46 %</td>
</tr>
<tr>
<td>2. A little bit difficult</td>
<td>24 %</td>
<td>32 %</td>
</tr>
</tbody>
</table>
3. so so (almost same as others) 14 % 16 %
4. not so difficult 9 % 3 %
5. easy 8 0 %
6. I don't know or never think 4 % 3 %

Remarks

65 percent of the students and 78 percent of the parents think that English is a more difficult subject as compared with other subjects. This reason is also closely related to the entrance examination. The high ranked subjects as thought by students and parents are English, Mathematics, Japanese, and sometimes science. The first three subjects are tested in the entrance examination, and we can learn that students and parents are greatly influenced by the entrance examination in everything they think about studying. So, if they (the students) do not have entrance examination, everything will change, I am sure.

G. Others

1 QS & QP: Do you know that English is an elective subject?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>2 %</td>
<td>98 %</td>
</tr>
<tr>
<td>P</td>
<td>4 %</td>
<td>96 %</td>
</tr>
</tbody>
</table>

Remarks
Most students and parents do not know that English is an elective subject because when the student enters the junior high school, all students are provided English textbooks and workbooks. Thus, most students and parents think that English is a required subject.

2 QS: If you know that English is an elective subject, would you choose to study it? Why?

2 QP: If you know that English is an elective subject, would you tell your child to study English? Why?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>71%</td>
<td>22%</td>
<td>7%</td>
</tr>
<tr>
<td>P</td>
<td>83%</td>
<td>14%</td>
<td>3%</td>
</tr>
</tbody>
</table>

RS: YES

- Even if we knew that English was an elective subject, it is still tested in the entrance examination.
- English looks more useful for us in our future.
- English is an international language and we should know and study English.
- I would like to get a job in which I will use English, and I would also like to visit foreign countries in the world on business.

NO

* English is a difficult subject because there are so many things to memorize. I cannot memorize
them like other students.
* I think I will not use English in my future because I would like to be a fisherman.
* I am not interested in America or foreign countries, so I think I don't need to study English.
* Even if we studied English in schools, we will not be able to speak it because English teachers in schools cannot speak it.
* If the school teacher teaches us more practical English, I would like to study English, but if we study the same thing such as English grammar, and translation as we are studying now, I don't like to study it.

RP: YES

- Japan is greatly influenced by America in every area, and we have good relationships with America. Thus students need to learn English whether or not it is an elective.
- There are so many chances to communicate and exchange ideas with foreign people, so English is just like a passport in this world.
- English is an international language.

NO

* English studying in a school is not so valuable,
because even after studying it nine or ten years, we cannot speak, write, or read English appropriately.

* English studying is just for the purpose to pass the entrance examination and is not practical at all. Thus, I am not sure whether to tell my son to study English in school or not.

* Even if we do not know English at all, it is not inconvenient for our life.

* All students do not need to study English, some students, like my daughter, might need to study another foreign language (French).

* It depends on the future plan of each child, but when I think of the future of my son, he does not need to study English.

* I think that whether English is an elective or required is not so important, but whether it is tested at the entrance examination or not is the most important point for each student.

If English is not tested in the examination, my son will not study it, and I will not tell him to study it, either.

Remarks

I am glad to know and read the responses of students and parents on YES, because many people are aware that English is an international language and is needed for
their future.
On the other hand, when I read the responses of NO part, their criticism for English teachers and schools are quite severe and I was shocked; English language teachers should not ignore these opinions. On the contrary, all English language teachers should reevaluate their English knowledge, teaching methods, and other related important factors.

3 QS: Have you ever got punished in school?
3 QP: Has your child ever got punished in school?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>74 %</td>
<td>26 %</td>
<td>0 %</td>
</tr>
<tr>
<td>P</td>
<td>57 %</td>
<td>34 %</td>
<td>9 %</td>
</tr>
</tbody>
</table>

4 QS: If your answer is YES, what kind of punishment have you got in school?
4 QP: If your answer is YES, what kind of punishment has your child got in school?

(I would like to introduce only the student's answers, because most parents have never seen the punishment directory in schools. Also children rarely tell their parents when they have been punished in school.)

RS: - Physical punishment

(beat head, cheek, body with books, sticks, hand
kicked legs, hips, back, etc)
- I was kept standing in the class for whole class hours.
- I had to remain after school till I finished my homework.
- I could not eat lunch.
- My parents were called to school.
- I was kept standing in the faculty room till the end of the class.
- I could not go to the rest room.
- I was perfectly ignored by teachers for a while (I could not participate in students' activities, and given no chance to answer the exercises, etc)

5 QS &QP: Why did you have these punishments?
RS: (omit the responses of parents because of the same reasons of Q4).
- I did not behave well in the class. (I talked with friends while teachers were speaking).
- I got low scores in the test.
- I forgot to do my homework.
- I was studying about another subject while teachers were speaking.
- I slept while teachers were explaining in the class.
- Smoking, drinking, and fighting.
- My hair was too long (it broke the school rules).
- I forgot to bring the textbook and the notebook.
- I did not greet the teachers in school.
- I could not answer the teacher's question.

Remarks

Responses of students on Q4 and Q5 seems all true, because while I was teaching in junior high school in Tokyo, I saw these punishments in school with the reasons of Q5. A lot of students informed me about these things occur quite often. I am not sure if you can believe this data, but they are true.
SOLUTIONS TO
ENGLISH TEACHING AS A FOREIGN LANGUAGE
IN JUNIOR HIGH SCHOOL IN TOKYO
INTRODUCTION

In the first part of my paper I picked seven problems which were mainly derived from government decisions and five more problems which can be subject to change by the efforts of teachers.

In the second part of the paper I introduced the results of the questionnaire of students and their parents about those problems to learn the real situation of teaching English in junior high school in Tokyo, and to know the attitude of students and their parents on these problems.

After I reviewed these two papers, I would like to describe my idea which might lead to solutions or policies to carry out sound English teaching in Japanese junior high schools.

The first seven items mainly consist of proposals to the government to reevaluate its decision-making process, and the second five items mainly consist of some hints and suggestions for each teacher to think when s/he proceeds with his/her teaching activities to carry out sound education in Japanese junior high schools.

This is my personal idea and there are so many problems in my way of thinking, I would like to get advice or ideas from other people, too.
1. National Goals and Objectives

The following points are the points I would like to propose to the government to reevaluate.

* Decision-making process of national goals and objectives.

It is not only the Japanese government but also other governments in the world in which the decision-making process is usually conservative and bureaucratic. When the Japanese Ministry of Education makes the national goals and objectives for schools, only limited persons such as the staff of the Ministry of Education, famous educators (famous is not always equal to good) and so on are allowed to participate in the decision-making meeting and to decide the national goals and objectives.

Curriculum, goals, and objectives are the core of education and they are the most important part in education. I know that all of the participants are knowledgeable and experts on education, but I would like to say that sometimes teachers in schools know more details about problems through experiences than these experts.
Thus, the Ministry of Education should reevaluate the decision-making process and staff and it should include those teachers who are valuable to the decision-making meeting as participants.

Also the Ministry of Education should think over the reasons why school teachers ignore the national goals and objectives.

The reasons might be

1). The teachers' resistance against the bureaucratic decision-making process of the government.

2). The national goals and objectives are sometimes unrealistic to some areas.

3). The national goals and objectives are too abstract and too formal for teachers to understand, and to carry out their teaching activities.

The possible solutions for them will be

A). The government should have time to talk with teachers, and should learn the real problems in each area.

B). Before deciding the national goals and objectives, the government should know or learn the desires and wishes of students, parents, teachers, and other
people through surveys or something like that.

C). The government should plan to hold some in-service-training programs for teachers on national goals and objectives, and they should try to understand each other.

2. Entrance Examination System

The Ministry of Education should reevaluate the following points on the entrance examination system.

* The government should study and research the merits and demerits of the entrance examination system through surveys, interviewing students, parents, teachers, and other related people. The following points might be the key to reevaluate the examination system.

1). The relationships between the examination and nature of studying.

2). The relationships between the examination and school life of studying.

3). The relationships between the examination and teaching activities in schools as well as the studying activities of students.

4). The relationships between the exami-
ination and schools or cram schools.

5). The relationships between the examination and the mental frustration of students and parents, and the pressures on them.

6). The side-effects of the entrance examination, and the advantages of the entrance examination.

7). The usefulness or harm caused by the entrance examination in junior and senior high school; how the senior high school uses the examination results to promote the students studying in relation to their future goals and needs.

Just pass the test?
Make clear the purpose of the test.

* The government should reevaluate the subject of examination.

Usually the tested subjects in the entrance examination are Mathematics, English, and Japanese.

1). Are three or five subjects enough to test?

2). Should the tests include nine subjects?

3). Why does the government test only specific
subjects?

* The government should explain and make clear the relationships between the national goals and objectives of English language and the questions of the entrance examination.

According to the national goals and objectives, English language education in junior high school is to teach and to foster the four basic skills (i.e. reading, writing, speaking, and listening), but most of the questions in the entrance examination are about English grammar, translation, and English compositions. Speaking and listening skills are not tested and not included on the test so much.

How can the teacher motivate students to study speaking and listening skills (oral language skills)?

Thus, the government should reevaluate the questions or the English test to either omit English as one of the entrance examination subjects or include listening and speaking skills as a part of the test.

Finally, this is my personal idea on the entrance examination after reading the result of my survey. I would like to ask the Ministry of Education to include senior high school education as a required education for all students, and to abolish the entrance examination system.
at the junior high school level.
There are so many disadvantages and side-effects for students and their parents, this examination system makes the Japanese education deform the nature of studying, and other various reasons which we can see on the questionnaire. If the government insists on the need of an entrance examination system, the test should be done for the reasons to know the students attitude to study in senior high schools. Then, a composition done in Japanese and an interview with the student will be enough for the test.

3. The Number of Students in a Class
Everyone knows that the number of students in a class is one of the most important factors for teachers and learners to study effectively. Also students' activities and experiences in the class are greatly influenced by the number of students in a class. In addition to these factors, the teachers' ability to supervise the students in a class are limited, it is very difficult for teachers to keep good communication, relationships with students, to give chances to participate in the class activities positively for students and so on in this present class situations (more than 40 students in a class).
As we can see in the result of the survey, students and
their parents also feel that there are too many students in a class to carry out sound education for the students. It goes without saying that the Ministry of Education knows these things, but the government always forces teachers to do effective teaching activities in this class situation, and the government has never shown any attitude towards changing this situation. Because even in this situation, schools and teachers carry out high attainment in educational goals.

Also, the government knows that if it tries to reduce the number of students in a class, it must spend much money to do so, and the government does not have enough money in the budget to do so. Thus, the government does not show any inclination to change these problems. However, I would like to say that if the government does have a positive attitude towards changing it, then the government can ask organizations or companies to cooperate with them. The government can also use volunteers and student interns as teachers to aid the teachers. Of course it is impossible to reduce the number from 40 - 45 to 20 or less in one time, but if the government plans on this issue for the future and plans work programs for it, this problem might be gradually solved.

Thus, the government should think on this issue seriously, plan it and start to ask for cooperation from people and
organizations.

4. Studying Environment

The studying environment is also a very important factor as well as the number of students in a class, for both students and teachers to carry out sound and fruitful studying and teaching activities. I did not write about the result of the survey in this paper, but parents and students express their desire to make a good studying environment for students by displaying reference books, maps, posters, other useful audio-visual materials, and so on, to motivate the students' studying desire. To make a good studying environment for both students and teachers, the government should permit schools to give a room or lecture room to each teacher and subject. However, the government cannot facilitate a room for each teacher in school, as the government needs too much money. Thus, it is impossible to do so at present, but it might be possible to facilitate a room for each subject. Then, each subject can display reference books, maps, pamphlets, and audio-visual materials for students, and also if students want to use these materials they will be able to do so freely. Finally these activities might be useful and helpful to promote students' studying attitudes in schools, and also this is one of the solutions to make a good studying en-
vironment for both students and teachers.

In addition to this, another frustration of students and parents will be solved by facilitating a room for each subject. That is, many students hate to go into faculty rooms to ask questions because when they try to enter the room, all teachers look at the students and sometimes teachers listen to the conversation between teachers and students and say some ironical words to students like "You study English well and ask questions; why don't you come to me to ask about my subject."

Thus, I would like to propose to the government to facilitate a room (at least) for each subject to solve the problems which I have mentioned and also to make a good studying environment for students and teachers.

5. Advisor and Counselor for both Teachers and Students

It is clear that students need at least one advisor or counselor in each school to carry out sound studying activities. It is natural that all students at the junior high school level have some physical and mental frustrations or problems in their school or everyday life in home. These frustrations and problems cause a lot of bad influences that affect effective studying activities in school as well as at home.

The government should think of allowing each school to
have an advisor or a counselor and a room for it, because to advice or to counsel students is very difficult and needs special techniques and skills to meet the needs or to give appropriate advice to the students. If each school can have an advisor or a counselor for the student, the number of students who commit suicide will be greatly reduced. Also, students will have a more fruitful school life through consulting those people in schools.

As for the problems or frustrations of English language teachers, the government should permit each school to hire at least one English-speaking person as an advisor for English language teachers.

When we consider the sound education for students, the government should force each school to hire at least one English-speaking person as an advisor for carrying out the effectiveness of English language teaching in school. If English language teachers have an English-speaking person as an advisor, they can proceed with their teaching activities with confidence and more effectively.

6. Teaching Situation

To promote the teaching situations for teachers, the government should think and reconsider the following points.

* The government should think to give enough time for teachers to prepare or study their teaching
materials, to exchange information between/among teachers about teaching methods, students attitudes on studying, to keep good relationships between teachers and students, to participate in various kinds of in-service-training programs, and so on through the following considerations:

1. Reducing teaching hours of 20 in a week to 15 hours or less.
2. Reducing conference and meetings in schools.
3. Reducing extra works.

* The government should allow and encourage teachers to participate in in-service-training programs both in Japan and in English-speaking countries for a certain length of time. Teachers should even leave school to study English in English-speaking countries, and the government should guarantee their teaching jobs.

1. The government should get rid of the complicated process of getting permission for participating in training programs
2. The government should not force teachers to quit their jobs when they go to English-
speaking countries for studying for a certain length of time.

* The government should not force teachers to do extra-curricular activities in schools. These activities are not the main ones in school, so these activities should be thought of as an optional activity by teachers.

* The government as well as schools and teachers should think and discuss ways to save time in accordance with the situation of each school and district, and to try to think of other good ways to spend time for teachers and students.

7. Qualified Teachers

According to the result of the survey, there were so many problems and complaints from students and their parents on the teachers' personality, qualifications, and others. Many students and parents were criticizing English language teachers in terms of their knowledge, ability to communicate with foreigners, and so on, which should not be ignored by teachers as well as by the government. Especially, the government should pay much attention to the following points when the government employs teachers.
1. The government should pay much more attention to the personality as a teacher, knowledge, and other necessary things which are required as teachers (such as teaching skills, and four basic skills, and so on), when the government hires teachers.

2. The government should allow all teachers to participate in in-service-training programs freely, and sometimes should force teachers to participate in these programs.

3. Even after the government hires teachers, it should check or test their knowledge or skills periodically to keep them studying for themselves and their students. Many teachers do not try to study after they are hired and often depend on teachers manuals to proceed with their teaching activities in the class.

8. Teaching Method

The main teaching method in Japanese junior high schools for English language is a grammar-translation method which is the best teaching method for passing the entrance examination. However, according to the result of the survey, many parents and students want to have the chance to learn more practical English in schools.
I do not deny or criticize the grammar-translation method and I can understand that the grammar-translation method is also one good teaching method, especially as a teaching technique of TESL (Teaching English as a Second Language) or TEFL (Teaching English as a Foreign Language). However, many students and parents know that English is an international language and they feel the need of oral English for their students' future goals. Thus, teachers are beginning to be required to teach speaking and listening skills as well as reading and writing skills. English language teachers need to think on the following points from now on to proceed with sound teaching activities in schools.

1. Each teacher should find out his or her own teaching methods every year by studying various teaching techniques in the four basic skills to help students' study more practical English for the students needs and goals in their future.

2. Teachers should plan to do their teaching activities considering the balance of the four basic skills. Not too much emphasis should be placed on only specific skills.

3. Teachers should try to speak more English in front of their students. A teachers'
good demonstration of English speaking might be one of good motivations and teaching methods to encourage students to learn oral English (through speaking and listening skills).

4. Teachers should try to invite English-speaking people to the class as one of the motivational activities for the students. I strongly recommend this activity through my own experience.

5. Teachers should be given more chances to speak English in class for the students benefit. Students have not had much of a chance to do so so far, and they always stand in the passive position in school.

6. Teachers should tell students not to be afraid to make mistakes in learning English. We are all foreigners learning English by making mistakes.

7. Teachers should not force students to study only English.

8. Teachers should always keep in mind to explain everything from the view point of the students. Teachers should never use difficult words or technical terms to the students, just to demonstrate their knowledge.

9. Teachers should not try to teach, but should always try to help students in class.
10. Teachers should always try to motivate and encourage their students in class.

11. Teachers should keep records of their teaching methods as they need feedback on their own teaching methods, or they should sometimes record their own lesson on the tape recorders, monitor, and evaluate their teaching method.

12. Teachers should try to participate in various kinds of in-service-training programs to learn different teaching methods and techniques.

13. Teachers also should study very hard to learn teaching methods, English, and other related things using various kinds of media.

9. Pressures from Parents

It is clear that most students are under heavy pressures from their parents when we look at the result of the survey. In addition to this pressure, many students are forced to go to cram schools to study very hard to pass the entrance examination and/or to keep their parents' faces.

When we think of the nature of studying, teachers as well as parents should not force students to study too much.
Both teachers and parents should try to help students to advance their skills, knowledge, ability, and enrich their experiences for their future plans and goals. Thus, parents and teachers should try to motivate, encourage, and reward their good studying habits. If parents' expectancy is too high for students, students feel heavy pressure. Sometimes, parents' high expectancy ignores the students' wishes, desires, and way of thinking, and it forces students to study or go to cram schools. It means parents have priority on students' studying, and students act as if they are toys or robots.

The best way to get rid of the high expectancy of parents is to abolish the entrance examination system, but this is quite difficult to do at present. Thus parents should think on the following points for the children.

1. Think of the purpose of studying in school. Is it only for passing entrance examination?

2. Parents should not ignore their children's wishes, desires, mind, and so on in order to keep parents' faces.

3. Parents should know how their expectancies cause heavy pressure on their children.

4. Parents should not push or force their children to go to cram schools. They should try to help children.
5. Parents should have time to talk with their children, and should try to understand their children's wishes, mind, and so on. Children are not toys, pets, possessions, or robots of parents.

10. Too much Assignment, Punishment

A. Contents of Lesson

According to the result of the survey, many students think that English is a more difficult subject than other subjects. Most parents agree with the students. So parents always say that they cannot help their children in their home even if they are asked questions by their children. Children also know that their parents cannot answer the questions even if they did ask parents. Teachers will have time to think on the following points in order to proceed with their teaching activities from now on.

1. Teachers should try to explain the contents of the textbooks using as many easy words as possible, and they should give the time and chances for students to ask questions.

2. Teachers should not explain too many things in a lesson. Reasonably, one item should be explained at a time and teachers should
spend much more time on drills or exercises to help each student's understanding.

3. Teachers should try to give confidence to students through various teaching activities.

4. Teachers should try to make a cooperative, friendly, and relaxed atmosphere in the class, and they should try to help students to speak out their opinions or questions freely. A pedagogical atmosphere prevents students from asking questions in class.

5. Teachers should prepare well for explaining the lessons using handouts, exercise questions, introducing useful reference books, and so on.

B. Quality of Homework

Many students complained in the survey that teachers gave too much homework in a day, and sometimes they could not manage to finish all of the homework. Students study nine subjects in all, and they learn five or six subjects in a day. If all teachers of the five or six subjects gave homework, students are unable to do all of them. Thus, school teachers have to think on the following points when they assign homework.
1. Teachers should make clear the purpose and point of homework for students, and should explain these points and purposes to the students.

2. Teachers should think of whether or not the contents and the quality of homework are reasonable or suitable for gifted students, average students, and those students who are below average.

3. Teachers should know that too much homework causes students' frustration and students will come to hate the subjects.

4. Teachers should think of the balance with other subjects, therefore they should talk and exchange information with other subjects' teachers and should try to keep good balance.

5. Teachers should have some idea about how long it will take to do the homework for average students.

6. Teachers should explain the contents of lesson in the class enough before they assign the homework. Then, all students can do the homework without spending so much time on it.

7. Teachers should have the responsibility
to check the students' work and should comment, encourage, respect, or reward it.

8. Teachers should give enough time for students to submit the homework, and if students are unable to understand how to do it, teachers should have time to explain or to advise.

C. Punishment

I personally believe that punishment is also one of the teaching techniques to carry out effective education, and physical punishment might also be useful if teachers use it appropriately. There are so many arguments about punishment, especially about physical punishment, but I believe that punishment is not bad if students can understand the reasons why they are punished. According the Japanese educational law, physical punishment is prohibited, but many teachers are still doing it in schools. The attitude of students, parents, and teachers on physical punishment is different from person to person, but recently many parents and teachers think that there is a need for physical punishment. Sometimes parents ask school teachers to do the physical punishment to their children because they cannot handle their children in their home.
Also, student violence in the schools is increasing year by year.

Just a few days ago I received a newspaper from my parents, and it reported about the violence of students in schools where I was teaching. According to the newspaper, four students in the school beat and kicked one teacher after school, and the nose of the teacher was seriously damaged by them (the bone of the nose was broken, and it takes about two months to heal). The reason why the students attacked him was that the teacher had warned four students in the class because their behavior was quite harmful to the other students. He did not give them any punishment physically, but the students did not like his warning.

After this occurred, many teachers in the school were afraid of the students and did not like to warn any students in the class of bad behavior. There have been many cases of students violence recently, so teachers and parents have come to recognize the need for physical punishment. However, when I looked at the survey and read the reasons students were punished physically, I was very surprised, because many cases of physical
punishment were done by teachers about trifling things and the students were treated inhumanely. Here I would like to point out some points that all teachers should think on about physical punishment.

1. The physical punishment should not be done because of a teachers' personal or emotional reasons. It should be done for the sake of the students.

2. It is very difficult for me to define humanistic punishment, but I can say that when students are not allowed to eat lunch or go to rest room these are not done for the sake of the students themselves, and therefore should not be done.

3. Teachers should think of whether or not physical punishments are necessary and appropriate for the student's physical and mental progress, psychological status, and so on.

4. Are there no other ways except physical punishment? The punishment should be done only as a final means.

5. Teachers should think that the follow-
up of physical punishment is much more important than the punishment itself, and after the physical punishment has been done, teachers should have time to talk to the students.

6. Teachers should make contact with the parents of the student and should tell them the truth of what they have done to the student.

7. Teachers should not maintain the punishment for a long time, and should not have any biases towards the students after the punishment has been given.

D. Grading Systems.

Japanese school teachers are quite strict on grading students' work, and sometimes the teachers' attitude for students change on the grade. I hope all teachers think on the following points when they grade their students' work.

1. Teachers should respect the students' efforts and work even if they do not write or spell neatly. Teachers should see the students' works and comment, encourage, motivate, on
various kinds of in-service-training programs, all teachers can do a much better job than before and will be able to teach English with more confidence in themselves.

In addition to the participation in the programs, the following activities might be helpful for each teacher.

1. Try to write a paper every term or year.

2. Keep records of teaching methods in school and the reaction of students in class.

3. Try to read various kinds of magazines make especially for English teachers.

4. Try to learn their students' desires and their parents' wishes through surveys or something like that.

5. Try to make a research group in schools to study with its members on certain projects.

6. Try to visit other schools or classes to learn teaching methods and other related things from other teachers.

7. Try to learn from/with students.

There are no absolute or perfect teaching methods and educational systems in this world, but when I consider the nature of school and education we should reconsider the Japanese English education especially about English education and entrance examination.
the students' efforts and works.

2. Teachers should not expect students to do perfectly on everything, because students, like all of us, make mistakes.

3. Teachers should not grade the students' work only through comparison and competitive ways with other students. These grades are not always correct or accurate.

4. Teachers should grade the students' works for the students, not for their own personal feelings or emotions.

5. Grades should not be used for the decision making of a students' knowledge, abilities, personality, values.

6. Teachers should never ignore their students, even if the students do not do well.

7. Teachers should have enough knowledge and flexibility to judge whether the students answers on the test paper is wrong or right, even if the process to get the answer is not the same pattern as the teachers' models or models of the textbooks, and should grade these things properly.
8. Teachers should not punish students just because the grades or test scores are low.

11. The Role of Teachers in Schools

My basic idea and philosophy about the role of teachers in school is that the teacher is just like a farmer, as I introduced in my first paper. In addition to the basic idea, I always try to pay attention to the following points as a teacher.

1. Teachers should help students for their future plans and goals. They should not force students too much in their study.

2. Teachers should be required to study very hard on their own subject area such as teaching methods, cultures, tradition, and the ways of thinking in English-speaking countries.

3. Teachers are to be good motivaters for students to study, not just teach knowledge.

4. Teachers should respect students as human beings and keep good relationships and communication with students.

5. Teachers must be sensitive to the students reaction in class, text materials, teaching techniques, students' environment, health, etc.
6. Teachers should not criticize other teachers and subjects, especially in front of students.

7. Teachers should not decide or label students' knowledge, ability, personality, value as a human being, and so on just through test scores.

8. Teachers should be sensitive to the students' psychological changes, their desires to help and to their progress in studying.

9. Teachers should not give any personal bias to students and should not force students to make decisions.

12. Participation in In-service training Programs

Teachers should be more eager to participate in in-service-training programs both in Japan and in English-speaking countries for both themselves and their students. I can understand the difficult and complex processes or situation to get the permission and financial consideration, but when we think of the role of teachers, they should participate in various kinds of in-service-training programs as much as possible. Especially, English language teachers should study in English speaking countries at least for a while. Even a month of study in America or England is very useful and helpful to all English language teachers. Through participating in the
various kinds of in-service-training programs, all teachers can do a much better job than before and will be able to teach English with more confidence in themselves. In addition to the participation in in-service-training programs, the following activities might be helpful for each English teacher to study and to proceed teaching activities.

1. Try to write a paper every term or year.
2. Keep records of teaching methods in school and the reaction of students in class.
3. Try to read various kinds of magazines which are made especially for teachers.
4. Try to learn their students' desires and their parents' wishes through surveys.
5. Try to make a research group in schools to study with its members on certain projects.
6. Try to visit other schools or classes to learn teaching methods and other related things from other teachers.

There are no absolute or perfect teaching methods or educational systems in this world, and all information, data, materials, and other related things about education might be out-of-date in a few years. Thus all teachers and all educational systems are required to reevaluate carefully in order to carry out fruitful, rich, and effective education for all students in this world.