

A Notional Approach to English Language Teaching: An  
Experimental Project in the Attached Junior High School  
of the Faculty of Education of Kagoshima University

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## 1. Introduction

### 1.1. General aim of this study

The general aim of this study is to assess the teaching of English in Japanese junior high schools, and based on this assessment, to propose a plan for improving this system. This study is motivated by our belief that Japanese people in general are dissatisfied with formal foreign (English) language teaching.

### 1.2. Need for improving the 'system'

Japan, which is one of the world's most developed countries in education, both quantitatively and qualitatively, is one of the least developed countries as regards the quality of foreign (English) language teaching. It is a well known fact that although we have been spending a great amount of energy, money and time on English language teaching (henceforth ELT), the end-product of the whole system is not as satisfactory as is expected by society. This has come to be recognised not only internally, i.e. by those involved in this profession, but also externally, i.e. by the people at large.

Several facts illustrate this societal dissatisfaction. The number of private English conversation schools which are prevalent throughout Japan is a good indicator of this dissatisfaction. It could be taken as an expression of general societal dissatisfaction. More explicit dissatisfaction was voiced nearly ten years ago by the feature article on foreign language formal education in the *Asahi*, a leading newspaper, which concluded with the statement that the efficiency of foreign language teaching at university level is doubted not only by the students and society but also by all university teaching staff except English teaching staff themselves.<sup>1</sup> Since then little improvement seems to have been carried out.

The most aggressive and recent statement of this feeling was made by a leading statesman, who suggested a drastic change/reduction of Japan's ELT. In 1974, Mr. Hiraizumi, M. P. and the then chairman of the education committee of the House of Councillors, expressly criticised ELT in formal education and proposed (1) to cut the number of students to 3% of the whole student population by making the English course optional and (2) to give them the best English teaching. The plan, which is often referred to as the Hiraizumi

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1. "What is English Language Teaching in Universities?" *Asahi*, 28 October, 1969.

plan, aroused great societal concern and shock among English teachers not only because he was a most influential person in educational policy but also because he is a perfect Japanese-English bilingualist. Although it was too drastic to be put into practice, this plan at least had the effect of making English teachers realise their critical situation.

Almost concurrently with the Hiraizumi plan, the third revision of the course of study was completed in 1969 and 1970. Although the course of study was revised for all subjects, the subject which underwent the most striking change was English/foreign language. Firstly, the English/foreign language course, which used to be an obligatory subject, was made optional at the senior high school level. (At the junior high school level it was and is optional.) Secondly, the amount of English/foreign language education was decreased: at junior high level it was decreased by 1 hour a week (to 4 hrs/week) and at senior high level various options were given to students (school): they were allowed to choose even a 1 hr/week course. In its fourth revision from 1977 to 1978, the situation has become worse. The amount of English/foreign language education is decreased to the minimum (3 hrs/week) at junior high level. At senior high level English did not undergo a quantitative change but it did undergo a considerable modification of the system, and specifically the teaching materials.

If we view all these events together, it is clear that there is an increasing social dissatisfaction with the efficiency of the present ELT system. On the one hand, it is generally agreed that English is one of the most important means of world communication. On the other hand, ELT fails to meet demand. This gap between need and supply seems to have put English teachers in a perilous position.

It is this understanding that led the writers to consider the possibility of improving Japan's ELT system, in particular, at the most basic level; at junior high level. But before suggesting improvements to the system, it is necessary to examine and assess the system itself.

## **2. State of the art of English language teaching in Japan, description and assessment**

### 2.1. Description of ELT/FLT system

Before attempting to assess the ELT system, it is necessary to describe the system.

#### 2.1.1. English language teaching at lower secondary level

It is important to note that Japan's ELT is essentially controlled by the law of *Course of Study* (henceforth *COS*)<sup>2</sup> and the basic outline of the ELT system is basically prescribed by *COS*. Especially, it controls the quantity of learning and teaching materials.

##### 2.1.1.1. Quantity of E. L. T.

The quantity of ELT at lower secondary level, is prescribed by the current *COS* as

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2. There is a heated controversy between the administrative authorities and Japan Teacher's Unions on whether or not *COS* has legal power and this is being pursued in court. However, every administrative action of sanction has so far been performed based on this. In this sense, it could be said, *COS* in practical terms has legal power.

3 periods a week, 105 periods per year (1 period being 50 minutes).

#### 2.1.1.2. Teaching materials

*COS* prescribes the basic minimum linguistic features to be taught during the course, i.e., grammatical structure and vocabulary. The basic minimum grammatical patterns and vocabulary are specified and the number of new words to be dealt with is also prescribed by *COS*. Based on these prescriptions, 5 kinds of textbook are published and authorised by the Ministry of Education. Of these, *New Everyday English* (Vols. 1, 2 & 3) is used in the Attached Junior High School of the Faculty of Education of Kagoshima University, on which we shall concentrate in the present paper.

The organisation of the textbook is not prescribed in *COS*. Thus the authors have a free hand in constructing the textbook. In order to see the organisational principles of these textbooks, it is necessary to look at the textbooks in use. We do not have sufficient space to make a complete analysis, but a brief sketch will give some idea of the organisational principles in general. The following are the titles and main structural patterns dealt with in the quarter of *New Everyday English*, Vol. 1 (henceforth *NEE*).

Lesson	Title	Aimed structural pattern
1.	This is Judy.	(1) This+Be+N <sub>prop</sub> This is Judy.
		(2) This+Be+Pron <sub>poss</sub> +N This is my desk.
2.	This is a cap.	(3) Pron <sub>delc</sub> +Be+NP NP→Det+N Det→a Pron <sub>delc</sub> → $\begin{cases} \text{this} \\ \text{that} \end{cases}$ This is a cap.
		(4) T <sub>neg</sub> rule of (3) This is not a rose.
		(5) T <sub>inter</sub> rule of (3) Is this a table?
		(6) T <sub>short</sub> rule of (Yes+it+Be+NP) Yes, it is.
3.	Is this a table?	(7) T <sub>short</sub> rule of (No+it+Be+NP) No, it is not.
		(8) T <sub>wh</sub> T <sub>inter</sub> rule of (3) What is this?
		(9) T <sub>inter</sub> rule of (NP+Be+NP+or+NP) Is this a tulip or a rose?
4.	This is Judy's eraser.	(10) T <sub>poss</sub> rule of N <sub>prop</sub> Judy's

- (11)  $NP \rightarrow \text{Pron}_{\text{poss}} + N$   
his name
- (12)  $T_{\text{wh}} T_{\text{inter}}$  rule of  $(\text{Pron}_{\text{deic}} + \text{Be} + \text{Pron}_{\text{poss}} + N)$   
Whose cap is this?
5. I have a bat. (13)  $NP + V + NP$   
 $V \rightarrow \text{have}$   
I have a bat.
- (14)  $T_{\text{inter}}$  rule of (13)  
Do you have a pet?
- (15)  $T_{\text{short}}$  rule of  $(\text{Yes} + (13))$   
Yes, I do.
- (16)  $T_{\text{neg}}$  rule of (13)  
I don't have a cat.
- (17)  $T_{\text{short}}$  rule of  $(\text{No} + T_{\text{neg}} (13))$   
No, I don't.
6. Do you know Judy? (18)  $NP + V + NP$   
 $V \rightarrow \text{know, like, ...}$   
I know Judy.
- (19)  $NP_1 + V_{(+\text{pres})} + NP_2$   
 $NP_1 \rightarrow \left\{ \begin{array}{l} \text{he} \\ \text{Mary} \quad (3\text{rd person, Sg.}) \\ \vdots \end{array} \right\}$   
He knows Judy.
- (20)  $T_{\text{inter}}$  rule of (19)  
Does he like baseball?
- (21)  $T_{\text{neg}}$  rule of (19)  
He doesn't like baseball.

The basic principle of organising material in this textbook, as the analysis shows, is *sequence of grammar*. Since priority is given to grammatical structure, this textbook lacks other important features of teaching materials. Firstly, there are few varieties of language function and speech acts. The type of speech act mostly dealt with here is *expositive* in Austin's sense of the term, namely stating, affirming, denying, asking, etc. and its main function is *referential* in Jakobson's sense of the term. This can be exemplified by the following extract from the textbook:

This isn't my eraser.  
Is this your eraser?  
No, it isn't.  
It's Judy's eraser.  
Is that Judy's notebook or Tony's notebook?  
It's Tony's notebook.

This is an album.  
 It's Judy's album.  
 Is this her brother?  
 No, it isn't.  
 It's her friend.  
 What is his name?  
 His name is Tony Scott.  
 Whose cap is this?  
 It's Tony's cap.  
 Whose bat is that?  
 It's his bat, too.  
 Whose racket is that?  
 It's Judy's racket.  
 It's her racket.

Here Wilkin's criticism of a grammatical syllabus applies. He says:

One danger in basing a course on a systematic presentation of the elements of linguistic structure is that forms will tend to be taught because they are there, rather than for the value which they will have for the learner.<sup>3</sup>

We may conclude that *NEE* is essentially a grammatical syllabus. (We could also generalise this, to some extent, to all five textbooks which are used throughout Japan.)

#### 2.1.1.3. Methodology

Teaching methodology, strictly speaking, varies from teacher to teacher. However, we could make a broad generalisation based on the observations of the writers. Generally, the teaching method employed by most teachers is what is traditionally called the Grammar-Translation (G-T) Method with some individual modifications. Its basic procedure is as follows:

- (1) Review of the previous materials. The materials of the previous section are usually reviewed at the beginning of class. The newly learned grammatical and lexical items are reviewed by structural drills, oral composition, etc. and/or students' mastery of those items is checked by short quizzes.
- (2) Presentation of new grammatical items and new words. In some cases they are introduced using the classroom situation or 'situations' created by pictures. In other cases, they are simply presented in simple linguistic realisation forms, i.e., in the form of example sentences.
- (3) Practice. Here, pattern practice or structural drill (for structure) and 'Mim-Mem' and 'minimal pair drill' (for pronunciation) are the most popular techniques. In many cases the process is omitted, i.e., practice is sacrificed for explanation in Japanese.
- (4) Explanation of passages. Here in almost all cases, translation into  $L_1$  is employed.

3. D. A. Wilkins. *Notional Syllabuses*. (London: Oxford Univ. Press, 1976), p. 8.

The students are asked to read (pronounce) sentences and translate them into Japanese, thereupon the teacher's comment or oral further explanation in Japanese follows.

(5) Consolidation. At this stage teaching points are briefly summarised in Japanese and/or brief 'question and answer' drilling is done in English.

We could say that the basic methodology is congruent with the syllabus used. Although it is not a 'pure-type' G-T Method, every effort is made to help the student understand and manipulate automatically grammatical patterns. Here communicative use of language is almost completely ignored.

#### 2.1.1.4. Teachers

In the writers' opinion, the low quality of teachers (by international standards) is the main source of practical restrictions which determines the present ELT system of Japan. They are trained by Japanese pre-service teacher trainers in the university. They attend courses in English grammar/linguistics and English/American literature, but very few productive (oral and written) courses. All courses are given by Japanese teaching staff in Japanese except for a few courses such as conversation courses. As a result, their general English proficiency level is low: they can be confident only in grammar. This low level results from the theory-oriented courses in (applied) linguistics and literature, rather than the skill-based English courses, at the teacher training institutions/universities.

#### 2.1.1.5. Learner's social environment

The learner's social environment is also an important factor influencing the ELT system. It includes the following components.

(1) English as a foreign language. Japan is not a di- or polyglossic country. It is basically a monoglossic country. In Japan, there are no domains in which languages other than Japanese are used for functional reasons. In other words, the learner has no practical need to learn English. In this sense we can say in Japan English is used as a *foreign* language, not as a *second* language. This strongly affects the student's attitudes toward learning English.

(2) English as a means of world communication. The fact that Japan is monoglossic does not, however, directly mean that English is learned only for cultural or integrative reasons. It is also learned for instrumental reasons. The status of English as a means of world-communication makes the story different: English is associated in the society with utility as well as with Culture (Kultur). Although English is not required for low-level daily life, it is regarded as a necessary language for the high-level life of world community and business. This is the main reason that society wants communicative ability as the end-product of the system.

(3) Pressure of entrance examinations. In Japan, English is considered one of the most important subjects in the entrance examination: of equal importance with mathematics. As a result, English is learned for another instrumental reason; in order to pass the entrance examination. This means that examination methods affect the students' learning strategy.

As for the entrance examination, we are now in the age of drastic change: in March,

1978, the old matriculation system was abolished for the national universities, and its place taken by a new one. In the old system, each university had the right and power to make and give its own examinations to its own applicants. What happened so often in the old system was that the examinations tended to stress a slower translation of difficult English passages (sometimes referred to as *deciphering*) and grammatical knowledge. As a result, students also spent a lot of time and energy cramming grammar and *deciphering* difficult 'inscriptions.'

In the new system, which is essentially meant to decrease the burden of students, screening procedures consist of two parts, Part 1 and Part 2. In Part 1, one uniform test is given in every subject to the applicants for the national universities, and in Part 2, each faculty or department gives its own test in a small number of selected subjects/skills. (The subjects/skills selected are expected to have to do with the applicants' proposed majors.) In the English test of Part 1, efforts are being made to test effectively rapid reading and expressive ability, and it is hoped to exert a favourable influence upon the students. Unfortunately, however, there are no tests in listening comprehension at the present stage.

The new system has the potential to affect society and to direct the whole system to the desired goal. At this stage, however, it is difficult to predict its future, for it started only a year ago and this improvement covers only national universities.

#### 2.1.1.6. The ELT system of Japan, a summary

The above description of the ELT system can be represented by diagram 1.

#### 2.2. Assessment of ELT system

It is clear from the above examination, that Japan's present ELT system is primarily geared to producing grammatical knowledge and (slow) reading comprehension or 'deciphering', as its outcome. The system seemed to function well or at least it was able to satisfy the basic need of the society, when the speed of international communication was

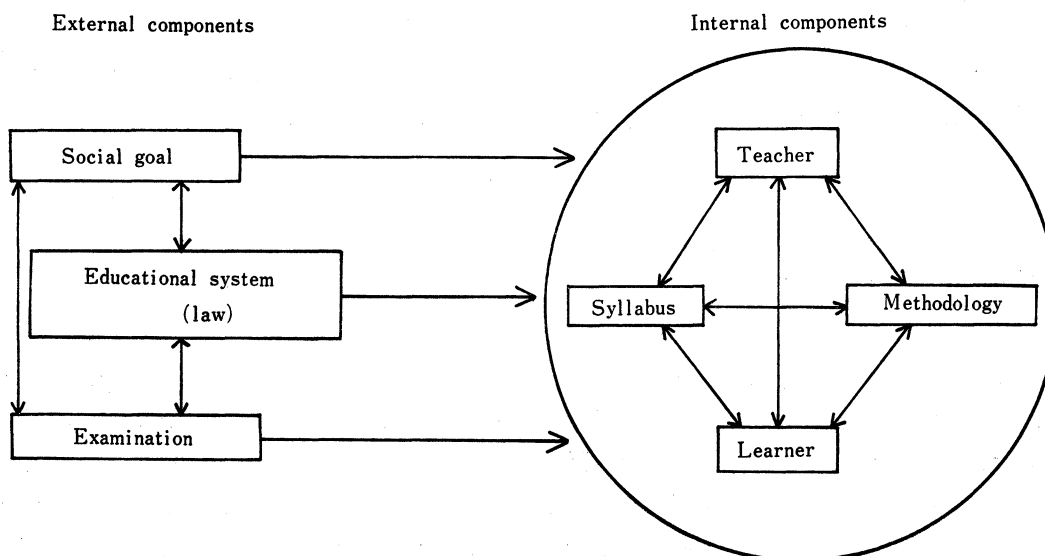


Diagram 1 ELT system of Japan

relatively slow and when Japan's main concern was to take in advanced science and technology. However, the system is not able to achieve society's goal as the world shrinks as a result of rapid progress in communication and transportation and also as Japan becomes concerned not only to 'take-in' but also to express herself. In other words, the old system can not meet the needs of our rapidly changing society.

### 2.3. Remedial modification of the system: goal of the study

What is urgently needed to improve the situation is, in the writer's opinion, the creation of a new system geared to the communicative use of English. However, replacing the present system with a new one is too drastic a change to be put into practice. It would mean a radical change of each component in the system. The system is a network of components which are all interrelated in a complex way. This means that even a change of only one component will influence all the other components in unpredictable ways, what is more, the teaching system necessarily involves human factors, which are extremely difficult to change.

The inherent nature of the teaching system itself narrowly restricts the possibilities of its improvement: human factors are difficult to handle and methodology is based on syllabus. The only practical possibility left is to modify the syllabus components: it is comparatively easy to revise syllabus since its component is language. This is also the most efficient way to change the whole system since its influence over all other components is greater than any other. This is why textbooks are revised from time to time. Since change or modification to syllabus components necessarily implies a change in the quality of methodology and qualification of teachers, etc., we shall also consider these effects; but the main concern of this study is to modify syllabus components with a view to redirecting the system to communicative use.

As a first approach to this goal, we would like to propose a 3-month course to be put into the old syllabus. We think that a modification of this scale is practically speaking the most desirable change to the system, considering the Japanese educational situation. As a field for this study, we have chosen the Attached Junior High School of the Faculty of Education of Kagoshima University (Fuzoku Chugakko). Following is the outline of the proposed 3-month project.

## 3. Outline of the course

### 3.1. Character as a revision course

This course is primarily designed as a 3-month revision course for the 3rd-year students of junior high school in Japan and contains the various kinds of structures and vocabulary covered over the 3 years. It consists of 12 units, each made up of 2 lessons, so that the whole course could be covered in 12 weeks (3 months), if 4 periods are given to each unit.

This course, although designed as a review course, could be used as material in a remedial course during the first few months of senior high school as well as a general con-



versation course.

### 3.2. Stress on communication

Since the main purpose of this course is revision, most of its structures and vocabulary are drawn from material the student has already covered. In addition, the course emphasises an aspect of language not so prominent in previous courses, i.e. communicative ability. It is our belief (and we think this view will be shared by most pioneer teachers of English) that the majority of present English courses used at the secondary formal education level take a grammar-oriented approach and consequently fail to develop successfully any reasonable ability in learners. If a junior high school English course is to be complete in itself, rather than merely preparation for a senior high school course, it must convey directly the ability to use the language in communication. So, it is hoped that the present 3-month communication-oriented course will prove fruitful in concluding the junior high school course.

### 3.3. Topic-related notional approach

In order to have developed the student's communicative ability by the termination of the junior high ELT system, this course employs a topic-bound notional approach. The notional approach is quite a recent innovation and requires some introduction. Wilkins, in *Notional Syllabuses*, explains that the notional syllabus takes the desired communicative capacity as the starting point and "in drawing up a notional syllabus, instead of asking how speakers of the language express themselves or when and where they use the language, we ask what it is they communicate through language. We are then able to organise language in terms of the content rather than the form of the language."<sup>4</sup>

In other words, the notional approach gives priority to the linguistic forms for the notions (or semantic concepts) which the learner will be required to convey by the end of the junior high school course.

Notions, the concepts people use in verbal communication, are divided into 2 classes: (1) general notions, and (2) specific notions.<sup>5</sup> General notions are general in character and may be needed in any situation, e.g. notions such as existence/non-existence, etc. So, general notions are 'topic-free'. Specific notions, on the other hand, are the kind of notions people need in discussing any particular topic, e.g. *fair, sunshine, to rain*, etc. Specific notions depend on the topic and the situation (the notions depend on the situation in so far as the topic depends on situation): they are, in other words, 'topic-bound' or 'topic-related'.

In the present course we intend to give the learner ample opportunity to practice conveying what they themselves wish to convey within a particular topic and in relation to a specific situation. Each of the course's 12 units extends over a variety of topics and aims at giving appropriate topic-related specific notions which may then be rehearsed and mastered

4. D. A. Wilkins. *Notional Syllabuses*. (London: Oxford Univ. Press, 1976), p. 18.

5. J. A. van Ek. *System Development in Adult Language Learning: The Threshold Level*. (Council for Cultural Co-operation of the Council of Europe, 1975), pp. 4-5.

by the students.

The notions covered in the 12 units are as follows: —

Unit	Topics	
1	name	} Personal identification
	address	
2	family	
	character, temperament, disposition	
	date and place of birth	
3	hobbies	} Free time, entertainment
	interests	
	radio, TV	
4	sports	
5	holidays	} Travel
6	public transport	
7	correspondence	} Relations with other people
	post	
8	parts of body	} Health and welfare
	ailments/accidents	
9	schooling	} Education
	subjects	
	intellectual pursuits	
10	types of food and drink	— Food and drink
11	clothes/fashion	— Clothes
12	shopping facilities	— Shopping

#### 3.4. Inclusion of new structures and vocabulary

Since, in addition to its primary role as a review course, the present work aims at improving the student's ability in verbal communication, it was found necessary to include some new structures and also some new vocabulary. Had we adhered strictly to the primary goal of a review course, this would not have been necessary, but in order to add a new dimension to communicative capacity, the notional approach is imperative, and so the inclusion of new structures and vocabulary is made necessary.

Obviously some balance must be sought between the two aims of revision and improving communicative ability, so care was taken to introduce as few new structures and items of vocabulary as possible, but when it was considered essential to use a new structure to express an important notion, it was included in the unit.<sup>6</sup> In some cases, however, new structures

6. There are several grammatical categories which are essential for a reasonable level of communicative ability and are yet excluded from the school textbooks. They are (1) subjunctive mood, (2) indirect narration, (3) participial constructions (present, past), (4) apposition, (5) negative question, etc. The subjunctive mood was included because it is so often used in making requests in ordinary English conversation. In-

are dealt with as set phrases, limiting grammatical explanations and complications. For example, the grammatical category of the subjunctive mood is not included in the junior high school English course, but phrases like “*Would you like some sweets?*”, “*I would like a piece of chocolate*”, were found necessary. So, in this case we introduced such patterns as “*Would you like+NP?*” and “*I would like+NP*” dealing with them simply as a matter of substitution. A further new structure we included is a transformational rule of embedding: (do you think, etc.)+(wh-Question). This needs some grammatical explanation but it was considered reasonable to cover this feature in a review course.

As for new vocabulary, we included all that we thought useful in expressing basic notions for the chosen topics. Some items of vocabulary are essential if the students are to be provided with the linguistic forms to express what they wish to express. (New items of vocabulary are given with phonetic symbols and appropriate Japanese equivalents.) In addition, we included other lexical words which would be useful in introducing the linguistic forms (notions) in the dialogues. For example, *sort of*, *ma'am*, *certainly*, *silly*, *strange* (necessary forms for colloquial expression), *favourite*, *suitable*, etc. were included. *You* and *they* as generic terms were also included

### 3.5. Stress on lively language

Throughout the course we tried to make the language as lively as possible. In real life, conversation does not always go as the listener expects it to: there are jokes, intentional and otherwise, digression and misunderstanding. So, in order to give some of the flavour of real conversation, such features are included in the dialogue, although often this proved difficult due to the obvious limitations of vocabulary and structure. It is hoped, however, that the dialogue succeeds verbally in conveying the personality of the participants, through their own words and how they react to each other. Hopefully the richness of the material can be appreciated by the students, and thereby his enjoyment and learning incentive enhanced.

### 3.6. Stress on the cultural aspect of language learning

Learning a language involves not only mastering structure and vocabulary but also requires some understanding of the differences between  $L_t$  and  $L_1$  cultures. Without some appreciation of the  $L_t$  culture, it is difficult for the learner to relate aspects of the language to their usual context. In this respect, language learning is a part of culture learning. In learning a language, we also learn new behaviour and new values which are integral to the language and culture. This is not so dangerous as it may sound. *We do not* and *cannot* abandon our own culture even when we adopt another culture; still we hold to our original.

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direct narration is also a necessary linguistic form used in reporting what was said or done. We felt that participial constructions are also necessary in writing in dialogue form: expressions such as “*Coming out of the kitchen*” are inevitable in giving directions. But we dropped the idea of using these categories since it was felt that they may prove too difficult from a *grammatical* point of view. If the junior high school English course must be complete in itself, it must include these categories however slightly they are emphasised.

What we are doing in learning a second language is adding the new perspective of the  $L_t$  culture to the old one. In other words, we can view our own culture from a different (third person) viewpoint. With this in mind, as general background and orientation, a brief description is given for each unit, on the cultural difference between  $L_t$  and  $L_1$ .

### 3.7. $L_1$ as a means of introducing notions

It will be noted that Japanese is used at some points in each unit: (1) in introducing linguistic forms for notions, (2) in giving Japanese equivalents of the new English forms of a dialogue, and (3) in checking the student's mastery. (In the present revision, English is used in (4) giving instructions in a drill and in (5) giving descriptions of the cultural difference between  $L_t$  and  $L_1$ . However, these parts will be given in Japanese in the expected Japanese version.) Using students'  $L_1$  in a language course is a delicate problem and might invite criticism. However, there are several reasons for following this procedure.

Firstly, notion itself is an abstract concept and can best be conveyed to the student in his own language. Our basic strategies were first (1) to give him the desired notions precisely in the most economical way and (2) to help him understand and master linguistic forms for these notions. For this reason it was felt that the notions should be given in the first language. Secondly, the student's own language was used in order to simplify explanation of the meaning of vocabulary thus giving more time for practicing the linguistic forms.<sup>7</sup> Finally, Japanese was used in the check of mastery, it being the most effective vehicle for this purpose.

Generally speaking we believe that a minimum use of the student's  $L_1$  can and should be allowed considering the state of the art of Japanese E.L.T.

## 4. Structure of unit

Each unit is divided into 2 lessons. Each of these two parts has its own structure, which is maintained throughout each unit.

### 1. Lesson 1

- (1) English forms for a topic (topics)
- (2) Completion drill
- (3) Questions
- (4) Translation exercise
- ((5) Conversation exercise)

### 2. Lesson 2

- (1) Dialogue
- (2) New words and expressions
- (3) Questions

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7. In the average English class, most of the time is spent in explaining structures and vocabulary in  $L_1$  and little time is spent in practicing them. Often teachers blame the lack of explanations of the new items in the textbook for the lack of time devoted to actual practice. This course tries to avoid such criticism.

#### (4) Riddle: What am I?

The following sections give a brief description of the course as a whole.

##### 4.1. Lesson 1

The main aim in the first lesson is to introduce linguistic forms for the notions and to provide the student with practice in manipulating them.

###### 4.1.1. English forms for a topic (or topics)

Under this heading, the student is provided with the linguistic forms for the topic-related notions which will be useful for expressing himself in English. The notions are given in Japanese in a column on the left side of the page with the corresponding English forms on the right side. Wherever the English forms contain new vocabulary, the new words are followed by phonetic notations.

###### 4.1.2. Completion drill

This drill is designed to make the student operate with the structures and vocabulary grammatically. This is a preliminary step for the next, communicative drill. This type of drill is a combination of completion drill and substitution drill. One part of the sentence is left blank and the student is asked to fill this with the appropriate words. This method is usually used in a substitution drill where students are asked to fill the gaps with more than one possible answer. This aims at giving the student a chance to practice grammatical manipulation of the structure.

###### 4.1.3. Questions

Questions form the same kind of manipulative drill as the completion drill. Here the students are asked questions in which the main structure and vocabulary of the unit are used. Thus, it is hoped that the student will master the use of these linguistic forms. Although this is regarded as a part of manipulative drill, it is more communicative drill than completion drill.

###### 4.1.4. Translation exercise

This exercise is included for two reasons, firstly to check the student's mastery of the linguistic forms so far practiced, and secondly to give another chance to relearn the linguistic forms occurring in the units. To this end, the most economical testing technique was employed, i.e.,  $L_1$  to  $L_t$  translation. This is basically a test of *reproduction* of the items already learned in which the Japanese equivalents are functioning merely as cues for the required response.

##### 4.2. Lesson 2

The main aims in lesson 2 are (1) to get the student to understand how the relevant linguistic forms are used in real life conversation and (2) to give him practice in *using* them in a simulated communication situation.

###### 4.2.1. Dialogue

This part is aimed at showing the student how the linguistic forms are used in the

context of social communication. To this end, the dialogues use as many linguistic forms for the topic as possible, making, hopefully, the conversation as lively and interesting as possible.

#### 4.2.2. New words and expressions

To include most of the English forms from the units in the dialogues, a small number of new words and expressions were needed, and these are listed at this point with phonetic transcription and Japanese translations. By so doing, we hope the students will direct their attention to working in English rather than using the time, less valuably, determining the meanings of particular words or phrases.

#### 4.2.3. Questions on the dialogues

To help and at the same time check the student's understanding of the dialogue there are prepared questions on the content of the dialogue. These are designed so that the student, in answering the questions, produces a summary of the dialogue. It was also intended in this exercise to help the student practice using English forms relevant to the topic.

#### 4.2.4. Riddle: What am I?

This is not an essential part of the units, but is additional, hopefully enjoyable material to provide the student with further motivation to read English.

### 5. Linguistic forms of the course

Since we have outlined the characteristic features of the course and the structure of the unit, we shall now describe the linguistic forms for topic-related notions and their relationship with the grammatical syllabus the pupils in the attached school have learned, i.e., the grammatical items of *NEE*, for each unit.

Linguistic forms for notions are specifications of English expressions of notions for a topic of a lesson. They are chosen from Ek's *Systems Development in Adult Language Learning: The Threshold Level*, and their grammatical points are specified. This is intended to help pupils to review the grammar they learned. The grammatical terms used in the Japanese English textbooks of traditional grammar and sentence patterns are classified from the viewpoint of Onion's 5 sentence patterns, SV, SVC, SVO, SVOO and SVOC. Therefore we followed these traditional terms in describing the grammatical points for this course with some modifications.

The linguistic forms are divided into two categories, (1) pre-taught materials and (2) new materials. In the case of pre-taught materials, reference was made to the syllabus they had used and the relationship between the present syllabus and the old syllabus was made clear. In parenthesis we specified the grammatical points noted and also the year when they were dealt with by putting the figures of the year. An asterisk shows that the grammatical item is included in the old (4 periods/wk) system and excluded from the course in the new (3 periods/wk) system. (We are now in the transitional period from the old to the new system. See 1.2.)

5.1. Unit 1

(1) Taught linguistic forms

What's your name? (Wh question: 1)

Her first name is Mary. (SVC: 1)

This is Mr. Smith. (SVC: 1)

Can you spell your name, please? (Can: 1)

We call him Pete. (SVOC: 2)

He is called Pete. (Voice: 2)

What is your address? (Wh. question: 1)

My address is 45 Buckstone Road. (SVC: 1)

Where do you live? (Wh. question: 1)

I live in France. (SV: 1)

My house is near the post office. (Prep+NP: 1)

first name, family name, call, address, street, road, park, country

(2) New linguistic forms

My name is spelled M-a-r-y.

initial, spell

5.2. Unit 2

(1) Taught linguistic forms

What do you like to do in the evening? (To-infinitive: 2)

What sort of man is he? (Wh. question: 1)

He is a very nice man. (SVC: 1)

He is a very quiet boy. (SVC: 1)

He is a very active person. (SVC: 1)

I was born in 1950. (Voice: 2)

When is your birthday? (Wh. question: 1)

How old are you? (Wh. question: 1)

I am 15 years old. (SVC: 1)

He is six months old. (SVC: 1)

family, child, father, mother, grandfather, grandmother, sister, brother, like, be fond of, kind, nice, quiet, place, date, old, birthday, year, month.

(2) New linguistic forms

What's his age?

dislike, hate, unpleasant, active, lazy, birth

5.3. Unit 3

(1) Taught linguistic forms

We listened to light music the whole evening. (V+prep: 2)

Classical music is more popular now than 10 years ago. (Comparative: 2)

The orchestra played Beethoven. (Past: 2)

The music is too loud. (SVC: 1)

I like soft music early in the morning. (SVC: 1)

I don't like the sound of this music. (SVC: 1)

hobby, walk, go for a walk, fish, collect stamps, interest, be interested in, watch, television, radio, news, music, record, programme, tape, colour, sound

(2) New linguistic forms

I'd like to see the programme in colour.

classical music, light music, popular, record-player, tape-recorder, loud

5.4. Unit 4

(1) Taught linguistic forms

Baseball is a popular sport in Japan. (SVC: 1)

Do you play any games? (SVC: 1)

There will be a boat race tomorrow. (Future form: 2)

I like watching football-matches on TV. (Gerund: 2)

There is a football-ground near the village. (There is: 1)

What do you like to do in the weekends? (Infinitive: 2)

sport, play, game, race, football, baseball, swim, field, ground, win, lose, ball, look at, weekend

(2) New linguistic forms

If we had a ball, we could play a game.

His team have won by 5 to 2.

rugby, player, match

5.5. Unit 5

(1) Taught linguistic forms

We always take a short holiday in spring. (Adverb: 1)

We made a tour in the Lake District. (Past: 2)

Autumn is a good season for a quiet holiday. (SVC: 1)

We made a journey to America last year. (Past: 2)

We went to Scotland with a group of friends. (Past: 2)

Are you going abroad this year? (Future: 2)

Tomorrow we are going to see the sights. (Future: 2)

Did you enjoy your vacation? (Past: 2)

We visited France last year. (Past: 2)

Have you any plans for your summer holidays? (Present perfect: 2)

Will you ask for information at the tourist-office? (Will: 2)

holiday, summer, winter, spring, autumn, season, day, week, month, Christmas, trip, group, together, people, foreign country, enjoy, visit, plan

(2) New linguistic forms

vacation, tour, information, journey, abroad, guide, several, sight



## 5.6. Unit 6

## (1) Taught linguistic forms

- We'll take the coach to the airport. (Future: 2)  
 We shall miss our connection at Nagoya. (Future: 2)  
 Have you paid for your ticket? (Present perfect: 2)  
 May I ask a question? (May: 2)  
 I asked for a single ticket. (Past: 2)  
 I hope you have enjoyed your flight. (Complex sentence: 2)  
 We shall reach Tokyo at 5 p.m. (Future: 2)  
 The ship came into the harbour. (Past: 2)  
 We had to wait only five minutes. (Have to: 2)  
 Wait for me on the platform. (Imperative: 1)  
 The journey takes two hours. (SVO: 1)  
 There will be a delay of two hours. (Future: 2)  
 The train is delayed. (Voice: 2)  
 This train goes in the right direction. (SV: 1)  
 What time does the train leave? (Wh. question: 1)  
 Where does this train go? (Wh. question: 1)  
 This boat comes from Kobe. (SV: 1)  
 This train goes very fast. (SV: 1)  
 This is a very slow journey. (SVC: 1)  
 plane, bus, coach, train, boat, ship, taxi, bus-stop, buy, pay, smoke, smoking, fly,  
 reach, wait, take, arrive, leave, go to, come from, fast, slow

## (2) New linguistic forms

- Why don't you ask him?  
 Ask him if there is a plane to London.  
 Hurry, or you will miss your train.  
 For Tokyo you change at Nagoya.  
 All services have been cancelled for today.  
 Flight KL 173 has just arrived.  
 travel, traveller, tram, ferry, railway, station, terminal, railways, travel-bureau,  
 information, lost-property office, connection, stewardess, hostess, waiting-room, flight,  
 harbour, boarding-pass, passenger, check in, board, delay, cancel, platform, direction,  
 arrival, departure, time-table

## 5.7. Unit 7

## (1) Taught linguistic forms

- I have corresponded with an American friend for two years. (Present perfect: 2)  
 Write to each other every month. (Imperative: 1)  
 I want to write a letter. (Infinitive: 2)  
 I sent him a letter last week. (SVOO: 2)

I received a letter from him last week. (Past: 2)

Did you get a letter yesterday? (Past: 2)

Has he answered your letter? (Present perfect: 2)

Have you received an answer to your letter? (Present perfect: 2)

Where is the nearest letter-box? (Superlative: 1)

write, letter, envelope, stamp, pen, pencil, note-paper, paper, send, receive, get, answer, Dear —

(2) New linguistic forms

correspond, penfriend, postcard, sincerely, collection, letter-box, parcel, postman

5.8. Unit 8

(1) Taught linguistic forms

My head hurts. (SV: 1)

My back hurts. (SV: 1)

I cannot move my arm. (SVO: 1)

My foot hurts. (SV: 1)

I have been ill for two weeks. (Present perfect: 2)

I have a headache. (SVO: 1)

I have had two stomach-operations. (Present perfect: 2)

I need a bandage for this wound. (SVO: 1)

I had a bad accident yesterday. (Past: 2)

This will hurt a little. (Future: 2)

The patient is still alive. (SVC: 1)

He has broken his leg. (Present perfect: 2)

I have burnt my hand. (Present perfect: 2)

What happened? (Past: 2)

I have cut my finger. (Present perfect: 2)

Be careful, or you will fall on the ice. (Imperative, compound sentence: Unit 6 of this course)

head, arm, hand, leg, foot, heart, tooth, hair, accident, illness, dead, kill, live, fall, break, burn, happen, cut

(2) New linguistic forms

I am afraid I have a cold.

I don't feel quite well.

hurt, stomach, pain, fever, health, would, injury, operation, bandage, disease, patient, feel, alive

5.9. Unit 9

(1) Taught linguistic forms

I'll go to a college for business studies. (Future: 2)

I am learning English at an institute for adult education. (Present progressive: 1)

At our institute there are courses in several foreign languages. (There Be: 1)

She was trained to be a nurse. (Voice: 2)

He is our English teacher. (SVC: 1)

What subject do you take at school? (Wh. question: 1)

Reading is taught in primary schools. (Gerund, Voice: 2)

Writing is taught in primary schools. (Gerund, Voice: 2)

I like history lessons very much. (SVO: 1)

I want to buy an English book. (Infinitive: 2)

school, course, lesson, teach, learn, master, teacher, student, pupil, subject, mathematics, history, read, study, learn, library, book

(2) New linguistic forms

primary school, secondary school, university, college, education, adult, institute, arithmetic, bookshop, geography

5.10. Unit 10

(1) Taught linguistic forms

Have you ordered a sweet? (Present perfect: 2)

The coffee is not sweet enough. (SVC: 1)

I'll have an orange, please. (Will: 2)

Can I have a piece of chocolate? (Can, piece of: 2)

food, eat, drink, soup, meat, fish, vegetable, tomato, egg, bread, fruit, apple, pear, orange, cake, bake, jam, coffee, tea, milk, sugar, beer, fruit-juice, water, hot, cold, nice, warm, thick, thin

(2) New linguistic forms

I would like a piece of chocolate.

Would you like some rolls?

meal, bacon, sausage, steak, beef, pork, lamb, fry, boil, chicken, ham, cabbage, pea, beans, potato, salad, spaghetti, salt, pepper, butter, slice, cheese, dessert, strawberry, sweet, ice cream, vanilla, chocolate, pastry, wine, mineral water, sandwich, roll

5.11. Unit 11

(1) Taught linguistic forms

I want a light colour. (SVO: 1)

I want a dark blue skirt. (SVO: 1)

I want to buy a pair of shoes. (Infinitive: 2)

I want a coat with a big pockets. (Adjective use of prep. phrase: 2)

I want to buy a new watch. (Infinitive: 2)

I am going to wear this. (Future: 2)

Do you see the girl in the white dress? (Adjective use of prep. phrase: 2)

clothes, dress, jacket, shirt, shoes, coat, hat, skirt, blue, black, brown, green, grey, orange, red, white, yellow, light, dark, pair, pocket, watch, wear, take off

## (2) New linguistic forms

What size shoes do you take?

suit, underwear, trousers, blouse, socks, stockings, raincoat, size, try on, put on

## 5.12. Unit 12

## (1) Taught linguistic forms

We buy our vegetables at the market. (SVO: 1)

I want to change this skirt; it is not the right colour. (Infinitive: 2)

You can buy things very cheaply at the sales. (SVO: 1)

I want to buy a new book about England. (Infinitive: 2)

Where can I find a tobacconist? (Wh. question: 1)

Shall I wrap it up for you? (Shall: 2)

Please show another one. (Imperative: 1)

shop, buy, sell, change, sale, new, find, show

## (2) New linguistic forms

supermarket, department store, market, grocer, greengrocer, baker, butcher, cash, tobacconist, self-service, wrap, opening hours

**6. Concluding remarks**

In the present paper, we have devoted ourselves to the explanation of the necessity and importance of this project and the description of the outline of the proposed revision course for the pupils of the Attached Junior High School (Fuzoku). As for the proceedings and results of the project/experiment, we hope to report them in detail in the next volume.

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