

## 中学校・高校英語教師のジレンマ — アンケートによる一考察 —

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2世紀以上にわたる徳川幕府の鎖国政策の後に、日本は1858年、日米通修条約の締結を余儀なくされた。この文明開化と同時に日本の英語教育の歴史も始まったといえよう。従って英語教育の歴史は百年以上にもさかのぼる。この間、種々の新教授法が外国から紹介され、また著名な教授たちが来日し、講演していった。しかし、そのような努力にもかかわらず、「日本人はリスニングとスピーキングがへた」というイメージは国内外に浸透している。中学校・高校と6年間も英語を勉強したのに、ろくに話すことも出来ず、また書くことさえ覚えないという厳しい批判を英語教師は常に受けてきた。

今日、英語教育のあり方について激しい論争がなされているが、これらの論争は実際に現場で教えている先生方のなまの意見、あるいは現状を無視して行われているのではないか。現場の実情を把握するために、関東、京都、北海道で教えている中学校の英語教師20人、高校の英語教師32人にアンケートをとってみた。

まず最初に生徒の英語のリスニング、スピーキングが出来ない原因は、現在一般に用いられている教授法に帰するかという質問に、70%近くの先生が同意している。ではその教授法とは何か。中学校では20%、高校では66%の先生が、訳・文法を中心とした教授法が一般的に教室で行われていると答えている。これは中学校では口頭練習が重視されているが、高校では一つの型にはまった大学受験一辺倒の授業がなされていることを示している。またアンケートの結果、学年が上がるにつれて口頭練習にかける時間が減り、代りに訳・文法に授業時間の多くが費やされる傾向が示されている。

では生徒のリスニングとスピーキングを向上させるにはどうしたらよいのか。70%以上の英語の先生が、現在の教育状況を何らかの方法で変えていく必要があると考えている。さらに70%の先生が、今よりもっと口頭練習に時間を使うべきであると認識している。にもかかわらず、現実にはいろいろな制約のために出来ないというジレンマの状態にある。ではどのような制約があるのか、3つの観点から考えてみたい。

第1に高校、大学の受験対策の影響がある。入学試験にはリスニングとスピーキングのテストはほとんど行われていないので、教師は訳・文法に授業時間の大半を使ってしまう。調査した英語教師66%が、高校、あるいは大学受験の準備のために授業活動が大きく制約されると答えている。

第2の理由は、英語教師自身リスニングとスピーキングを教えるのに困難があること。リスニングとスピーキングを教える自信があると答えた先生は、中学校では40%、高校の教師ではわずか16%に過ぎない。これは高校の教科書が訳・文法中心に構成されているので、高校教師は教科書を用いてリスニングとスピーキングを教えるのが難しいと思っているからである。また多くの英語教師がリスニングとスピーキングを向上させるために、イギリスかアメリカに1年近く留学したいと述べている。

最後に、これは英語教師に限ったことではないが、中学校、高校の教師はクラス運営、生活指導、クラブ指導、会議、運動会、文化祭の準備で毎日が多忙である。文部省は「ゆとりある教育」という理由で、昭和56年より中学の英語の時間数を週3時間に削減した。その結果、教師は前と同じ時間数を教えるために受け持ちクラスが増え、さらに忙しくなっている。およそ半数の教師が忙し過ぎて十分に授業の準備をする時間がないと言っている。口頭練習をさせるためには訳・文法を教えるよりも多くの準備時間が必要とされるので、教師は忙しさにまかせて慣れた訳と文法中心の授業をしてしまうのである。

以上3つのどれをとってみても簡単に解決できる問題ではない。しかし今日の小さくなりつつあるあるいは複雑な世界情勢を考慮した時、英語教師はその責任の重大さを再認識する必要がある。いつまでも現実の問題を無視し、机上

の空論ばかりの論争では英語教育の現状は少しも変わらないであろう。何らかの具体的な対応策を考え、実施していく必要がある。

## Junior and Senior High School English Teachers' Dilemma

Tatsuo Taira

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### INTRODUCTION

The purpose of this paper is to analyze the attitudes and English teaching methods of the Japanese teachers of English of secondary school by using a Questionnaire. The paper mainly discusses the following points:

1. The effects of English class activities by entrance examinations of high schools or universities.
2. English teachers' difficulties in teaching, listening and speaking in class.
3. The need of more time to prepare for classes.
4. The attitudes of English teachers toward the recent reduction of lessons per week in junior high schools.
5. Students' psychological disadvantages in learning English.

#### METHODS AND PROCEDURES

First of all, the author made a list of names which mostly consisted of some Japanese contacts of the author. These were the people to whom questionnaires were sent from the U.S.A.. Some of them are English teachers at junior or senior high schools. One hundred questionnaires were prepared and sent to the names on the list in the middle of January, 1982. The people who received questionnaires were asked to distribute them to English teachers at junior or senior high schools. Fifty questionnaires out of 100 were supposed to go to junior high school English teachers and the other 50 questionnaires were to senior high school English teachers.

By the beginning of March, 52 questionnaires had been received in all: 20 questionnaires from junior high school English teachers and the other 32 questionnaires from senior high school teachers (see Table 1). The answers came from the English teachers of the schools in the following prefectures: Tokyo, Kanagawa, Saitama, Chiba, Tochigi, Kyoto, Aomori, and Hokkaido.

TABLE 1: PARTICIPANTS

I. 1. Type of class	Participants	Response Percent
Junior High School English Teachers	20/50	40.0
Senior High School English Teachers	32/50	64.0
Total	52/100	52.0

The questionnaires (see Appendix A) consisted of four major sections. The first section asked for general information such as type of school and class hours per week. In section II, the teachers were asked their philosophy and statements of belief, based on two parts of general questions and personal questions. The statements were rated in the following manner: 1 (strongly disagree); 2 (disagree); 3 (not sure); 4 (agree); 5 (strongly agree). Section III contained English skills and class activities. Lastly section IV, V, VI, and VII permitted the teachers to discuss the following: IV. The testing of listening comprehension and speaking ability; V. The translation method; VI. English teaching methods as training; VII. English education in general.

#### THE RESULTS OF THE QUESTIONNAIRE

Table 2 indicates that over half of junior high school English teachers have from seventeen to eighteen class hours and in senior high school, over half of the English teachers have from fifteen to sixteen class hours per week.

TABLE 2: CLASS HOURS PER WEEK

I. 2. Class Hours per Week Values	J.H.* Percent	S.H.* Percent	Total Percent
a. Below 15 hrs.	5.0	9.4	7.7
b. 15-16 hrs.	10.0	56.3	38.5
c. 17-18 hrs.	55.0	5.0	36.5
d. 19-20 hrs.	5.0	3.1	3.8
e. Over 20 hrs.	20.0	3.1	9.6
f. No answers	5.0	3.1	3.8
Total	100.0	100.0	100.0

\*J.H.: Junior High School Teachers

\*S.H.: Senior High School Teachers

Table 3 reveals that over half of both junior and senior high school teachers feel some pressure to use their class hours for preparing their students for the entrance examinations of high school or universities.

TABLE 3: EFFECT OF ENTRANCE EXAMINATIONS

II. Question	Combined percent responding "agree" and "strongly agree"		
	J.H.	S.H.	Total
11. The free activities of the English classes are largely limited by the need to prepare my students for the entrance examinations of high schools or universities.	55.0	62.5	59.6

1-strongly disagree; 2-disagree; 3-not sure; 4-agree;  
5-strongly agree

Table 4 discloses that listening comprehension and speaking ability are not tested very much in the entrance examinations of universities. In high school entrance examinations, 38 percent of both junior and senior high school teachers agree that only a written test like grammar or translation is used.

TABLE 4: LISTENING COMPREHENSION AND SPEAKING ABILITY IN THE ENTRANCE EXAMINATIONS

II. Questions	Combined percent responding "agree" and strongly agree"		
	J.H.	S.H.	Total
1. Universities have a tendency to use the testing of listening comprehension in the entrance examinations.	25.0	31.0	34.6
2. Universities have a tendency to use the testing of speaking ability in the entrance examinations.	10.0	15.6	13.5
3. In high school entrance examinations, only a written test like grammar or translation is used.	30.0	43.8	38.5

1-strongly disagree; 2-disagree; 3-not sure; 4-agree;  
5-strongly agree

Table 5 indicates that in senior high schools, the dominant teaching method is the translation method, but in junior high school, teaching methods seem to vary. In addition, over sixty percent of both junior and senior English teachers tend to teach English grammar analytically.

TABLE 5: THE PRESENT ENGLISH TEACHING METHOD

II. Questions	Combined percent responding "agree" and "strongly agree"		
	J.H.	S.H.	Total
4. The present teaching method most used in the classroom is the translation method.	20.0	65.5	48.0
5. Teachers tend to teach English grammar analytically.	70.0	62.5	65.4

1-strongly disagree; 2-disagree; 3-not sure; 4-agree;  
5-strongly agree

As can be noted from Table 6, over two-thirds of both junior and senior high school English teachers think that the students' inadequate listening and speaking contribute to the present teaching method. Furthermore, over seventy percent of English teachers feel that they should emphasize more oral exercises in class, and that some measure should be taken in the present system of English instruction in order to improve the students' communicative abilities such as listening and speaking. The questions 12, 13, and 17 point out that the English which teachers are teaching in class is not so practical that the students can communicate with English native speakers.

TABLE 6: THE NEED TO CHANGE THE PRESENT TEACHING SITUATIONS AND LISTENING AND SPEAKING IN CLASS

II. Questions	Combined percent responding "agree" and "strongly agree"		
	J.H.	S.H.	Total
6. The major reason why the students of English are not good at listening and speaking comes from the present teaching method.	70.0	68.8	69.2
7. It is possible to increase the students' listening and speaking abilities without changing the situation at all.	10.0	9.4	9.6
9. Teachers should spend more time in oral exercises than they do now.	70.0	71.9	71.2
12. I provide for class activities in which the students try to apply what they have learned to real situations.	50.0	50.0	50.0
13. The idiomatic or colloquial expressions of English are sufficiently presented in my classroom.	35.0	40.6	38.5
14. The English that my students learn in the classroom is useful in communication with an English native speaker.	35.0	40.6	38.5

1-strongly disagree; 2-disagree; 3-not sure; 4-agree; 5-strongly agree



Table 7 reveals that textbooks are not designed for improving the students' listening and speaking abilities.

Among junior high school English teachers, thirty percent and among senior high school teachers, fifty-three percent feel that the students tend to be satisfied by writing exactly what the teachers say or write on the board, without fully grasping its meaning.

Over sixty percent of junior high school English teachers often use audio-visual aids in class. However, among senior high school teachers, only forty-four percent often use audio-visuals aids.

TABLE 7: CLASSROOM MATERIALS

II. Questions	Combined percent responding "agree" and "strongly agree"		
	J.H.	S.H.	Total
14. Textbooks which I am using in class help to improve my students' listening and speaking abilities.	35.0	21.9	26.9
15. My students tend to be satisfied by writing exactly what I say or write on the board, without fully grasping its meaning.	30.0	53.1	44.1
16. I often use audio-visual aids in class.	65.0	43.8	51.9
1-strongly disagree; 2-disagree; 3-not sure; 4-agree; 5-strongly agree			

Table 8 indicates that many English teachers seem to confront difficulties in teaching listening and speaking in class. Forty percent of the junior high school English teachers surveyed have enough self-confidence for teacher

listening and speaking, and in senior high school English teachers, only sixteen percent have enough self-confidence.

Half of the junior high school teachers answer that they do not have enough time to prepare for class in the first year, in which English lessons have been reduced from four to three lessons per week. Among senior high school English teachers, forty-one percent feel that they are too busy.

Question 20 points out that most English teachers have enthusiasm for improving their teaching methods in the present situations.

TABLE 8: TEACHERS' ATTITUDES

II. Questions	Combined percent responding "agree" and "strongly agree"		
	J.H.	S.H.	Total
16. I have enough self-confidence to teach listening and speaking in class.	40.0	15.6	25.0
19. I am so busy that I do not have enough time to prepare for class.	50.0	40.6	44.2
20. I often evaluate my teaching method.	70.0	68.8	76.9

1-strongly disagree; 2-disagree; 3-not sure; 4-agree;  
5-strongly agree

Table 9 discloses that over two-thirds of English teachers of both junior and senior high schools believe that the students tend to hesitate to speak English for fear of making mistakes. Furthermore, an analysis of the data

indicates that the students are too shy to speak with English native speakers.

TABLE 9: BEING AFRAID OF MAKING MISTAKES  
AND SHYNESS

II. Questions	Combined percent responding "agree" and "strongly agree"		
	J.H.	S.H.	Total
5. Because of a fear of making mistakes, Japanese students tend to hesitate to speak English.	75.0	68.8	71.2
8. Many Japanese students are too shy to speak with an English native speaker.	60.0	75.0	69.2

1-strongly disagree; 2-disagree; 3-not sure; 4-agree; 5-strongly agree

Table 10 indicates that over half of both junior and senior high school English teachers think that the students' best skill in English is generally reading. In addition, over forty percent of English teachers feel that the students' worst skill in English is speaking.

As can be noted from Tables 11, 12, and 13, oral work (pronunciation drill, oral introduction, pattern practice, and question-answering) of a class tends to decrease in accordance with the increase of the grade. In the explanation of English grammar and translation, the opposite things happen, that is, the explanation of English grammar and translation in a class increase in accordance with the increase of the grade.

TABLE 10: THE BEST AND WORST SKILLS OF ENGLISH

III. Question 1. Which English skill do you think your students are best at in general?

Values	J.H. Percent	S.H. Percent	Total Percent
a. Listening	5.0	3.1	3.8
b. Speaking	15.0	3.1	7.7
c. Reading	55.0	53.1	53.8
d. Writing	15.0	18.8	17.3
e. Grammar Analysis	10.0	9.4	9.6
f. Other	0.0	9.4	5.8
g. No Answers	0.0	3.1	1.9
Total	100.0	100.0	100.0

Question 2. Which English skill do you think your students are worst at in general?

Values	J.H. Percent	S.H. Percent	Total Percent
a. Listening	15.0	25.0	21.1
b. Speaking	45.0	37.5	40.4
c. Reading	0.0	3.1	1.9
d. Writing	20.0	18.8	19.2
e. Grammar Analysis	10.0	9.4	9.6
f. Other	5.0	0.0	1.9
g. No Answers	5.0	6.3	5.8
Total	100.0	100.0	100.0

TABLE 11: ORAL WORK

III. Question 3. About what percentage of a class do you spend on oral work (pronunciation drill, oral introduction, pattern practice, question-answering?)

Junior High School Values	In General	1st Year	2nd Year	3rd year
a. Below 20%	15.0	10.0	20.0	35.0
b. 20-30%	40.0	10.0	30.0	40.0
c. 31-40%	30.0	20.0	35.0	15.0
d. 41-50%	15.0	25.0	15.0	0.0
e. Over 50%	0.0	30.0	0.0	0.0
f. No Answers	0.0	5.0	0.0	10.0
Total	100.0	100.0	100.0	100.0

Senior High School Values	In General	1st Year	2nd Year	3rd Year
a. Below 20%	37.5	31.3	34.4	59.4
b. 20-30%	37.5	34.4	40.6	18.8
c. 31-40%	15.6	12.5	9.4	3.1
d. 41-50%	0.0	12.5	3.1	3.1
e. Over 50%	3.1	3.1	0.0	0.0
f. No Answers	6.3	6.3	12.5	15.6
Total	100.0	100.0	100.0	100.0

TABLE 12: THE EXPLANATION OF ENGLISH GRAMMAR

III. Question 4. About what percentage of a class do you spend on the explanation of English grammar?

Junior High School Values	In General	1st Year	2nd Year	3rd Year
a. Below 20%	10.0	45.0	5.0	0.0
b. 20-30%	35.0	30.0	55.0	30.0
c. 31-40%	50.0	15.0	30.0	20.0
d. 41-50%	5.0	0.0	10.4	40.0
e. Over 50%	0.0	0.0	0.0	0.0
f. No Answers	0.0	10.0	0.0	10.0
Total	100.0	100.0	100.0	100.0

Senior High School Values	In General	1st Year	2nd Year	3rd Year
a. Below 20%	3.1	12.5	3.1	3.1
b. 20-30%	40.6	37.5	40.6	31.3
c. 31-40%	31.3	31.3	25.0	15.6
d. 41-50%	21.9	12.5	21.9	28.1
e. Over 50%	3.1	3.1	3.1	9.4
f. No Answers	0.0	3.1	6.3	12.5
Total	100.0	100.0	100.0	100.0

TABLE 13: TRANSLATION

III. Question 5. About what percentage of a class do you spend on translation?

Junior High School Values	In General	1st Year	2nd Year	3rd Year
a. Below 20%	35.0	70.0	30.0	25.0
b. 20-30%	45.0	20.0	40.0	30.0
c. 31-40%	15.0	5.0	20.0	15.0
d. 41-50%	5.0	0.0	5.0	15.0
e. Over 50%	0.0	0.0	0.0	5.0
f. No Answer	0.0	5.0	5.0	10.0
Total	100.0	100.0	100.0	100.0

Senior High School Values	In General	1st Year	2nd Year	3rd Year
a. Below 20%	0.0	3.1	0.0	0.0
b. 20-30%	12.5	18.8	9.4	6.3
c. 31-40%	31.3	34.4	37.5	21.9
d. 41-50%	34.4	21.9	28.1	37.5
e. Over 50%	21.9	18.8	15.6	18.8
f. No Answers	0.0	3.1	9.4	15.6
Total	100.0	100.0	100.0	100.0

The main answers of Question IV, V, and VI are the followings:

Question IV. (How do you test listening comprehension and speaking ability?)

Answers: a. Question-Answering  
b. Dictation  
c. By using a cassette tape recorder or a language laboratory room

Most teachers say that they do not test the listening and speaking abilities.

Question V. (What do you think is the main problem with the translation method and how can the teacher solve the problem?)

Answers: With the translation method the students spend most of time in learning Japanese, not English itself. It's like a Japanese lesson. We can solve this problem by helping the students to imagine the situation of the text with the rapid reading method, by emphasizing creative writing, and by using the methods of dramatization and dialogue. (a senior high school teacher)

The biggest problem, I think is that students tend to aim at translation itself and do not read English itself so much. But in order to check students' understanding of English, translation is useful. So we should try to use the translation method properly and save time to train them in the field of more practical English. (a senior high school teacher)

As it is generally said, the students learn NOT "living English" itself but ABOUT English, so they find themselves understood in it. (a senior high school teacher)

Some English teachers point out the same thing:

As students try to translate English into Japanese, emphasizing the meaning of each word, they often have a difficulty in grasping the context of stories as a whole. (Tr. by author)

Question VI. (In your own training to be an English teacher, what method(s) was (were) emphasized?)

Answers: a. The Direct Method  
b. The Oral Approach  
c. The Translation Method

CONCLUSION

1. The effects on English-class activities from high school or university entrance examinations.

It is an undesirable fact that over half of both junior and senior high school English teachers are teaching English through class activities that are limited by the need to prepare their students for entrance examinations to high school or universities (see Table 3). This effect can be made clearer from another fact, namely, that the proportion of oral work in the classroom decreases as entrance examinations draw nearer. On the other hand, the proportions of the explanations of English grammar and translation in a class increases at that time (see Table 11, 12, and 13).

A senior high school teacher says about the present entrance examination system:

It is often said that present entrance examination system distorts English education in Japan. I agree with this opinion. I want to make my students really enthusiastic about learning English. But when I think about the progress of classes and the preparing of entrance examinations for my students, the free class activities are influenced.  
(Tr. by author)

Many English teachers seem to be faced with the conflict of wanting to emphasize more oral exercises in class, but being unable to because they have to spend more time to prepare their students for entrance examinations (see Table 6).

Another high school teacher comments on the present teaching situations:

I believe it is time that something should be done; drastic measures should be taken toward the improvement of the present rather traditional situation of English teaching so that the students will be able to enjoy talking with English speaking people after their graduation from high schools.



2. English teachers have some difficulties in teaching listening and speaking in class.

With respect to the teachers' abilities in listening and speaking, most English teachers do not have enough self-confidence to teach listening and speaking in the classroom. Especially this is a serious problem for high school English teachers (see Table 8).

Some English teachers say the same thing:

English teachers, themselves, cannot speak English well. So all of the English teachers should be given a chance to go abroad for a year or so to brush up their English.  
(Tr. by author)

3. English teachers need more time to prepare for classes.

Almost half of the English teachers feel that they are so busy with various duties that they do not have enough time to prepare material in advance (see Table 8).

A junior high school English teacher says:

It is desirable to introduce a new sentence pattern using vocabularies which students already know, not introducing a pattern by directly explaining English grammar first. However, when I actually teach in class, I mainly tend to use Japanese in order to explain grammar. I know this is not a good method to teach English grammar and I have to study more teaching methods. But I am so busy with the guiding of students' life and the operation of my classroom that I cannot prepare for classes well.  
(Tr. by author)

4. The attitudes of English teachers toward the recent reduction of lessons per week in junior high schools.

The following are opinions of junior high school English teachers concerning the reduction of lessons from four to three lessons per week during 1981.

It is very difficult to improve students' listening and speaking abilities and make themselves understood to the class in the classroom which consists of forty-five

students To make matters worse, the reduction of lessons from four to three lessons just increases the number of students who cannot maintain pace with the class. As repetition is required in learning a foreign language, every day practice is desirable, even in a short period. (Tr. by author)

Another teacher says that English classes in junior high school have been decreased to three hours since 1981:

"So we face many difficulties in teaching effectively and enjoyably. The students have too many things to learn in a very limited class hour. The contents should be more carefully selected, so that the students can acquire them more easily."

5. Students' psychological disadvantages in learning English.

With respect to the psychological aspects of the students, most English teachers believe that Japanese students tend to be afraid of making mistakes and are too shy to speak with English native speakers (see Table 9). This can be said to be one of the biggest disadvantages in learning a foreign language. It is almost impossible to master a foreign language without making mistakes. The English teachers should know the reasons to which these psychological disadvantages are attributed.

In summary, the author strongly feels that the Japanese teachers of English face a dilemma and are subjected to harsh criticism. They seem to be eager to take some action to solve the various problems which are deeply rooted in the present English education in Japan. It is hoped that their enthusiasm may solve these various problem.

APPENDIX A: QUESTIONNAIRE USED IN THIS STUDY

I. Please circle the appropriate letter in each of the following two questions:

1. Type of school:   a. Junior high school  
                      b. Senior high school
2. Class hours per week:   a. below 15 hrs.  
                              b. 15-16 hrs.  
                              c. 17-18 hrs.  
                              d. 19-20 hrs.  
                              e. over 20 hrs.

II. Please rate each statement below using the following scale:

- 1 - strongly disagree
- 2 - disagree
- 3 - not sure
- 4 - agree
- 5 - strongly agree

General questions: Answer on the basis of what you think most teachers feel.

- \_\_\_1. Universities have a tendency to use the testing of listening comprehension in the entrance examinations.
- \_\_\_2. Universities have a tendency to use the testing of speaking ability in the entrance examinations.
- \_\_\_3. In high school entrance examinations, only a written test like grammar or translation is used.
- \_\_\_4. The present teaching method most used in the classroom is the translation method.
- \_\_\_5. Because of a fear of making mistakes, Japanese students tend to hesitate to speak English.
- \_\_\_6. The major reason why the students of English are not good at listening and speaking comes from the present teaching method.
- \_\_\_7. It is possible to increase the students' listening and speaking abilities without changing the present teaching situation at all.
- \_\_\_8. Many Japanese students are too shy to speak with an English native speaker.
- \_\_\_9. Teachers should spend more time in oral exercises than they do now.
- \_\_\_10. Teachers tend to teach English grammar analytically.

Personal questions: Answer on the basis of your own teaching practices and self-evaluation.

- \_\_\_1. The free activities of the English classes are largely limited by the need to prepare my students for the entrance examinations of high schools or universities.
- \_\_\_2. I provide for class activities in which the students try to apply what they have learned to real situations.
- \_\_\_3. The idiomatic or colloquial expressions of English are sufficiently presented in my classroom.
- \_\_\_4. Textbooks which I am using in class help to improve my students' listening and speaking abilities.
- \_\_\_5. My students tend to be satisfied by writing exactly what I say or write on the board, without fully grasping its meaning.
- \_\_\_6. I have enough self-confidence to teach listening and speaking in class.
- \_\_\_7. The English that my students learn in the classroom is useful in communicating with an English native speaker.
- \_\_\_8. I often use audio-visual aids in class.
- \_\_\_9. I am so busy that I do not have enough time to prepare for class.
- \_\_\_10. I often evaluate my teaching method.

III. Please answer the following questions by circling the letter representing the best answers.

- 1. Which English skill do you think your students are best at in general?
  - a. Listening
  - b. Speaking
  - c. Reading
  - d. Writing
  - e. Grammar Analysis
  - f. Other \_\_\_\_\_
- 2. Which English skill do you think your students are worst at in general?
  - a. Listening
  - b. Speaking
  - c. Reading
  - d. Writing
  - e. Grammar Analysis
  - f. Other \_\_\_\_\_

3. About what percentage of a class do you spend on oral work (pronunciation drill, oral introduction, pattern practice, question-answering)?

<u>In general</u>	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
a. Below 20%	a. Below 20%	a. Below 20%	a. Below 20%
b. 20-30%	b. 20-30%	b. 20-30%	b. 20-30%
c. 31-40%	c. 31-40%	c. 31-40%	c. 31-40%
d. 41-50%	d. 41-50%	d. 41-50%	d. 41-50%
e. Over 50%	e. Over 50%	e. Over 50%	e. Over 50%

4. About what percentage of a class do you spend on the explanation of English grammar?

<u>In general</u>	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
a. Below 20%	a. Below 20%	a. Below 20%	a. Below 20%
b. 20-30%	b. 20-30%	b. 20-30%	b. 20-30%
c. 31-40%	c. 31-40%	c. 31-40%	c. 31-40%
d. 41-50%	d. 41-50%	d. 41-50%	d. 41-50%
e. Over 50%	e. Over 50%	e. Over 50%	3. Over 50%

5. About what percentage of a class do you spend on translation?

<u>In general</u>	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>
a. Below 20%	a. Below 20%	a. Below 20%	a. Below 20%
b. 20-30%	b. 20-30%	b. 20-30%	b. 20-30%
c. 31-40%	c. 31-40%	c. 31-40%	c. 31-40%
d. 41-50%	d. 41-50%	d. 41-50%	d. 41-50%
e. Over 50%	e. Over 50%	e. Over 50%	e. Over 50%

- IV. How do you test listening comprehension and speaking ability? (answer in Japanese or in English)

- V. What do you think is the main problem with the translation method and how can the teacher solve the problem?

- VI. In your own training to be an English teacher, what method(s) was (were) emphasized?

- VII. Any comment on English education in Japan.  
(use back of sheet if desired)

APPENDIX B: STATISTICAL RESULTS OF THE QUESTIONNAIRE

Statistical Results

I.	1. J.H.:	20/50:	40%	S.H.:	32/50:	64%	
	2. J.H.:	Values	0	a	b	c	d
		Percent	5.0	5.0	10.0	55.0	5.0
	S.H.:	Percent	3.1	9.4	56.3	25.0	3.1
							e
							20.0
							3.1

II. General Questions

1. J.H.:	Values	0	1	2	3	4	5
	Percent	5.0	10.0	20.0	40.0	20.0	5.0
S.H.:		0.0	0.0	56.3	12.5	21.9	9.4
2. J.H.:		5.0	35.0	35.0	15.0	5.0	5.0
S.H.:		0.0	15.6	56.3	12.5	12.5	3.1
3. J.H.:		0.0	10.0	55.0	5.0	25.0	5.0
S.H.:		0.0	12.5	28.1	15.6	28.1	15.6
4. J.H.:		0.0	10.0	50.0	20.0	15.0	5.0
S.H.:		0.0	3.1	9.4	21.9	53.1	12.5
5. J.H.:		0.0	0.0	5.0	20.0	40.0	35.0
S.H.:		0.0	0.0	9.4	21.9	34.4	34.4
6. J.H.:		0.0	0.0	30.0	0.0	55.0	15.0
S.H.:		0.0	0.0	3.1	28.1	53.1	15.6
7. J.H.:		0.0	15.0	55.0	20.0	10.0	0.0
S.H.:		0.0	28.1	50.0	12.5	9.4	0.0
8. J.H.:		0.0	0.0	35.0	5.0	30.0	30.0
S.H.:		0.0	0.0	12.5	12.5	50.0	25.0
9. J.H.:		0.0	0.0	5.0	25.0	45.0	25.0
S.H.:		0.0	0.0	9.4	18.8	53.1	18.8
10. J.H.:		0.0	0.0	10.0	20.0	50.0	20.0
S.H.:		0.0	0.0	15.6	21.9	53.1	9.4

Personal Questions

1. J.H.:	0.0	0.0	30.0	15.0	40.0	15.0
S.H.:	3.1	0.0	15.6	18.8	53.1	9.4
2. J.H.:	5.0	5.0	20.0	20.0	50.0	0.0
S.H.:	3.1	0.0	25.0	21.9	40.6	9.4
3. J.H.:	0.0	5.0	20.0	40.0	35.0	0.0
S.H.:	0.0	3.1	31.3	25.0	40.6	0.0

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	4.	J.H.:	0.0	10.0	30.0	25.0	25.0	10.0
		S.H.:	0.0	6.3	46.9	25.0	18.8	3.1
	5.	J.H.:	0.0	5.0	40.0	25.0	20.0	10.0
		S.H.:	3.1	3.1	21.9	18.8	40.6	12.5
	6.	J.H.:	0.0	10.0	25.0	25.0	35.0	5.0
		S.H.:	0.0	12.5	31.3	40.6	12.5	3.1
	7.	J.H.:	0.0	0.0	35.0	30.0	35.0	0.0
		S.H.:	0.0	12.5	31.3	15.6	28.1	12.5
	8.	J.H.:	0.0	0.0	25.0	10.0	55.0	10.0
		S.H.:	0.0	9.4	40.6	6.3	37.5	6.3
	9.	J.H.:	0.0	10.0	35.0	5.0	25.0	25.0
		S.H.:	0.0	15.6	34.4	9.4	34.4	6.3
	10.	J.H.:	0.0	0.0	10.0	20.0	55.0	15.0
		S.H.:	0.0	0.0	9.4	21.9	59.4	9.4
III.	1.	J.H.:	Values	0	a	b	c	d
		S.H.:	Percent	0.0	5.0	15.0	55.0	15.0
				3.1	3.1	3.1	53.1	18.8
	2.	J.H.:	5.0	15.0	45.0	0.0	20.0	10.0
		S.H.:	6.3	25.0	37.5	3.1	18.8	9.4
	3.	J.H.:	In general	0.0	15.0	40.0	30.0	15.0
		S.H.:		6.3	37.5	37.5	15.6	0.0
		J.H.:	1st year	0.5	10.0	10.0	20.0	25.0
		S.H.:		6.3	31.3	34.4	12.5	12.5
		J.H.:	2nd year	0.0	20.0	30.0	35.0	15.0
		S.H.:		12.5	34.4	40.6	9.4	3.1
		J.H.:	3rd year	10.0	35.0	40.0	15.0	0.0
		S.H.:		15.6	59.4	18.8	3.1	3.1
	4.	J.H.:	In general	0.0	10.0	35.0	50.0	5.0
		S.H.:		0.0	3.1	40.6	31.3	21.9
		J.H.:	1st year	10.0	45.0	30.0	15.0	0.0
		S.H.:		3.1	12.5	37.5	31.3	12.5
		J.H.:	2nd year	0.0	5.0	55.0	30.0	10.0
		S.H.:		6.3	3.1	40.6	25.0	21.9
		J.H.:	3rd year	10.0	0.0	30.0	20.0	40.0
		S.H.:		12.5	3.1	31.3	15.6	28.1
	5.	J.H.:	In general	0.0	35.0	45.0	15.0	5.0
		S.H.:		0.0	0.0	12.5	31.3	34.4
		J.H.:	1st year	5.0	70.0	20.0	5.0	0.0
		S.H.:		3.1	3.1	18.8	34.4	21.9
		J.H.:	2nd year	5.0	30.0	40.0	20.0	5.0
		S.H.:		9.4	0.0	9.4	37.5	28.1
		J.H.:	3rd year	10.0	25.0	30.0	15.0	15.0
		S.H.:		15.6	0.0	6.3	21.9	37.5