

**Focus on Form:**  
**An Investigation of the Effect of Teaching “English I ”**  
**based on the Focus on Form Approach**  
**at a Japanese High School**

**A Master’s Thesis**

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## Preface

Focus on Form is a new approach which was suggested by Long in 1988. This approach encourages learners to acquire both communicative and grammatical competence.

In 2003, the Ministry of Education, Culture, Sports, Science and Technology [Here in after, MEXT] published *Regarding the Establishment of an Action Plan to Cultivate “Japanese with English Abilities”*. The reason why MEXT announced this is to make clear that the aim of second language learning has changed. To put it briefly, the new aim was not the acquisition of knowledge which concerning the culture, manners and customs in English-speaking areas, but rather, to enhance the learners’ communicative competence. Moreover in 2008, MEXT announced a new Course of Study. It is constructed on a theme of “synthesis” on the grounds that many English classes have focused primarily on grammar for a long time and it seems that Japanese English teachers and scholars have conceived various methods to break with former teaching patterns objective and to cultivate Japanese person who can attempt to communicate with people from other countries in English fluently. However in fact, teachers and students, especially junior high school and high school students, cannot ignore the university entrance examinations. Though MEXT has proposed to make students who are more communicative or have communicative competence, the real examination such as the University Entrance Exam Center Test or questions for entrance examinations measures the knowledge of grammar or interpreting an English text mainly. In consequence, grammar cannot be ignored. Accordingly, I would like to think about an effective grammar teaching methodology that is not skills such as the Grammar Translation Method, but can develop both grammatical English and the

communicative competence of students. This is “Focus on Form.” I would like to investigate in this thesis this approach and whether it can be utilized in an actual Japanese EFL classroom.

## I . Introduction

Over the past few decades, a considerable number of studies have been conducted on second language acquisition around the world. In Japan, the Ministry of Education, Culture, Sports, Science and Technology [MEXT] aims to bring up students who can communicate with foreign people by English. Many people say that Japanese people do not acquire English even though they have studied it over 6 years. In particular, most of them are not confident in making themselves understood in oral communication. To put it another way, they can understand English which is written on something. This result might be derived from Grammar Translation Method.

The most important thing is not to comment on English competence of Japanese. Many Japanese can understand English, but they do not get used to communication with other people in English. However, we cannot ignore the need to pass English examinations. To put it briefly, we cannot disregard grammar. We have to think about a teaching method which can nurture both grammar skills and communicative competence. Also, we have to think about how to use Japanese translation effectively in an English class. In this thesis, I advance the idea of using “the Focus on Form teaching approach” in English classes, especially in school education. It is thought that Focus on Form can encourage both competencies simultaneously. It is also thought that Focus on Form can be effective for all types of students. Promoting learners who are not good at learning foreign languages is important for teaching foreign languages in school education. A class taught using Focus on Form is discussed in this paper. Before everything, we should know by what the language acquisition is constructed. First, language teaching theories and methods are going to be introduced based on previous literature. Next, an experimental treatment by the author which used a Focus on Form

teaching approach, its results and analysis is going to be described. Then, the effectiveness of a Focus on Form teaching approach and its limitations are to be discussed.

## **II . Literature Review**

### **2.1 The three elements of language: Form, meaning and function**

According to Larsen-Freeman (1991), language acquisition is always concerned with three elements regardless of differences in first language acquisition [Here in after, FLA] or second language acquisition [Here in after, SLA]. It is form, meaning and function.

Form is the means by which an element of language is expressed in speech or writing. Forms can be shown by the standard writing system for a language or by phonetic or phonemic symbols. Meaning is what a language expresses about the world we live in or any possible or imaginary world in linguistics. The study of meaning is called semantics. Semantics is usually concerned with the analysis of the meaning of words, phrases, or sentences and sometimes with the meaning of utterances in discourse or the meaning of a whole text. Function is the purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behaviors; e.g. requests, apologies, offers, compliments. The functional uses of language cannot be determined simply by studying the grammatical structure of sentences. In linguistics, the functional uses of language are studied through discourse analysis, sociolinguistics, and pragmatics (p207, 214, 323). In the communicative approach to language teaching, a syllabus is often organized in terms of the different language functions the student needs to express or understand. When learners learn a foreign language mixing the three elements of language, these separated elements determine language acquisition. Therefore introducing the three elements is indispensable to language acquisition. In the case of our first language acquisition, we absorbed many words as children. We started to hear

a sound at an early stage and connected the sound, and its meaning. However if children hear and understand the meaning, it is meaningless for them unless they use it in real life. In the case of second language acquisition, these three elements are indispensable because the purpose of the current English education is to cultivate students' English language communicative competence; in other words, to enable them to use English.

## **2.2 Foreign language teaching methods**

### **2.2.1 Traditional teaching methods**

Now we will look at traditional teaching method in SLA. There are many teaching methods such as the Direct Method or the Audio Lingual Method [Here in after, ALM]. The Grammar Translation Method is discussed as one of the translation methods in this paper. First of all, we will look at the Grammar Translation Method [Here in after, GTM].

According to *Longman Dictionary of Language teaching and Applied Linguistics* (2003), the Grammar Translation Method is a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and leaning activities. A typical lesson consists of the presentation of a grammatical rule, a study of lists of vocabulary, and a translation exercise. This method emphasizes reading rather than the ability to communicate in a language where there is a reaction (p 231).

Originally, the goals of teachers who use the Grammar Translation Method are to enable their students to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language.

The teacher is the authority in the class room. The students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples (Larsen-Freeman, 2000, pp 17-18).

Under this method the language of literature is considered superior to spoken language and is therefore the language that students study. Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening.

There are three main advantages of this method. First, teachers can deal with intellectually advanced teaching materials. Secondly, teachers can make the learners understand the meaning and by translating the second language into their first language. Finally, teachers can teach grammar systematically. Although some learners who were taught by the Grammar Translation Method think the second language in their mother tongue, they can understand some articles which are at a higher level. Besides they can understand some difficult grammar because they can understand grammar systematically. Thus the Grammar Translation Method is good for learning the target language synthetically.

On the other hand, there are some disadvantages. Firstly, it is difficult to improve a learner's working knowledge of the target language. It is for this reason that this teaching method depends heavily on their mother tongue and learner's attention inclines toward their mother tongue. Secondly, the learner's competence in the spoken language cannot be promoted due to emphasis on the written language. Teachers do not focus on speaking and listening in a practical manner and they do not put the target language into practice, so communicative competence does not grow.

These teaching methods emphasize the acquisition of forms. These methods have

many advantages, but these emphasized mainly the form; especially slighted are meaning and function in real life. It is important to emphasize the accuracy of language use, but it is difficult to apply it into the real life because it takes long time. On the basis of these advantages and disadvantages, the other teaching methods are born.

### **2.2.2 Currently proposed teaching methods**

In order to make learners able to cultivate their communicative competence and communication with other people in real life, other teaching methods have been developed. In this paper we call these methods as currently proposed teaching methods. There are four methods: Communicative Language Teaching [Here in after CLT], Task-Based Language Teaching [Here in after TBLT], Cooperative Language Learning and Content-Based Instruction and Communicative Language Teaching. Among these four methods, Communicative Language Teaching is to be explored in this paper.

According to *Longman Dictionary of Language teaching and Applied Linguistics* (2003), Communicative Language Teaching is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. It applies linguistics from grammar-based approaches such as situational language teaching and the Audio Lingual Method. Communicative Language Teaching led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities and has had a major impact on changes in language teaching (p 90).

The role of the teacher is to establish situations likely to promote communication. Students are communicators. They are actively engaged in negotiating meaning.

The most obvious characteristic of Communicative Language Teaching is that almost everything that is done is done with a communicative intent. Students use the

language a great deal through communicative activities which are truly communicative.

Language is for communication. Linguistic competence, the knowledge of forms and their meaning, is just one part of communicative competence. Learners use language to convey their intention; therefore, function should be taught. In this way, language functions might be emphasized over forms. Only the simpler forms would be presented at first, but as students get more proficient in the target language, the functions are reintroduced and more complex forms are learned (Larsen-Freeman, 2000, pp.129-132).

There are three advantages to this method. Firstly, this method can develop learner's communicative competence in the classroom. Secondly, the teacher can make learners use the target language actively in the classroom with this method. Finally, a teacher can attach greater importance to fluency than with the Grammar Translation Method. In short, this method aims at using target language fluently in real life situations.

On the other hand, there mainly are two main disadvantages. First, it is hard for teachers to offer intellectual and advanced teaching materials. This is because this method does not aim toward reading and understanding the written language. Inevitably, the learner cannot understand how to use grammar correctly. Secondly, teachers are challenged to teach grammar analytically. Even if learners understand some grammar points through this method, grammar teach is understood analytically from the contents. Therefore it is faced with having to think about it comprehensively.

### **2.3 The three approaches of foreign language teaching: Focus on Forms, Focus on Meaning and Focus on Form**

These teaching methods as we have seen can be categorized as follows: “Focus on Forms”, “Focus on Meaning” and “Focus on Form”. Now, I will define these new methods and give evidence of three approaches.

#### **2.3.1 Focus on Forms**

At first, we will discuss the definition of Focus on Forms. Long (1998) gave a definition of Focus on Forms as follows;

The learner’s role is to synthesize the pieces for use in communication. Synthetic syllabi, together with the corresponding materials, methodology, and classroom pedagogy, lead to lessons with a *focus on forms*. Pedagogical materials and accompanying classroom procedures are designed to present and practice a series of linguistic items, or forms (Long, 1998, p16).

In Japan, Muranoi (2005) defines it as mentioned below:

Focus on Form is a method of learning designed to overemphasize grammar so that learners learn grammar points which are isolated from each of their textual context (Muranoi, the author translated, 2005, p 89).

This approach has a teacher-centered approach, and it considers fostering grammar competence is important. Teachers teach the target language by the way exactly and correctly from the beginning, it is called integrated teaching approach. Thus Focus on Forms is one of the synthetic teaching methods and meant for the student to

accumulate grammar knowledge gradually. Traditional methods such as the Direct Method, the Grammar Translation Method and the Audio Lingual Method put emphasis on grammar acquisition and accurately.

### **2.3.2 Focus on Meaning**

Traditional teaching methods can be categorized as Focus on Forms which focus on grammar. On the other hand, Focus on Meaning is categorized as a currently proposed teaching method such as CLT and TBLT. First we will discuss the definition of Focus on Meaning.

According to Long (1998), Focus on Meaning is explained as mentioned below;

Although the terminology has varied, some have gone so far as to claim that learning an L2 incidentally or implicitly from exposure to comprehensible target language samples is sufficient for successful second or foreign language acquisition by adolescents and adults, just as it appears to be for first language acquisition by young children (Long, 1998, p18).

Muranoi (2005) also defined Focus on Meaning as mentioned below:

Focus on Meaning is a method of learning which regards meaning as important and does not turn learner's attention to grammar at all (Muranoi, the author translated, 2005, p 89).

This method is a learner- centered method and it considers that what learners acquire naturally to be important. Learners listen and read many times in this method, so it is called an analytic teaching approach.

When we think about our daily conversation, we consider that meaning is more

important than grammar. So to speak, we can talk with other people only as an exchange of meaning. However when you think about accuracy, conversation level is not accurate. Therefore Focus on Meaning is an approach to aim at using the target language in real situations, but it is hard to enable learners to talk, read and write about complicated contents.

### **2.3.3 Focus on Form**

We have viewed two teaching approaches: “Focus on Forms” and “Focus on Meaning”. There have some characteristic their advantages, but we cannot overlook their disadvantages.

Focus on Forms is a method of learning designed to overemphasize grammar. On the other hand, Focus on Meaning regards meaning as important. However when we think about these things from the perspective of language acquisition, these approaches are not mutually exclusive. It is Focus on Form that carries out the advantages of Focus on Forms and Focus on Meaning. To sum up, we have to think about a teaching approach which can improve the target language using three elements. Moreover, we have to think of a teaching approach that can make good use of Focus on Forms and Focus on Meaning because they have many advantages as we have seen. The teaching method that combines the advantages of Focus on Forms and Focus on Meaning is Focus on Form.

Originally, Focus on Form was put forward by Long (1991, 1998). He proposed Focus on Form in his book as mentioned below:

focus on form. . . overly draws student’s attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication. (Long, 1991, pp.45-46)

Besides, he explained it in another book as mentioned below:

Focus on form often consists of an occasional shift of attention to linguistic code features by the teacher and/or one or more students-triggered by perceived problems with comprehension or production. (Long & Robinson, 1998, p.23)

In broad outline, Focus on Form promotes the acquisition of specific language forms such as grammar and the meaning of words in the meaning-based second language activity. This teaching principle is to focus the learner's attention on the specific language form naturally. This method is focused mainly on learners and it is important to bring up the language to be acquired naturally. This is the way to help learners acquire in language the end so it is called an integrated teaching approach. In Focus on Form, content-based instruction and task-based instruction are used mainly, but the biggest difference with Focus on Meaning is there are also moderate educational interventions.

For reason that Focus on Form deals with all three elements of language acquisition: form, meaning and function at the same time, this method provides an effective approach for language learning for classroom use.

## **2.4 English education in Japan**

### **2.4.1 Course of Study**

In Japan, the MEXT enacts government course guidelines, which is also responsible for the screening of school textbooks. Japanese teachers have to use these

authorized school textbooks in conformity with the Course of Study. We should look at the Course of Study, especially English I , which is the course of English education at upper secondary schools. Experimental treatments are given toward this course in this research.

The Course of Study for upper secondary schools is stipulated mentioned below:

## **II THE COURSE OF STUDY FOR UPPER SECONDARY SCHOOL (as was implemented in 2003)**

### **FOREIGN LANGUAGES**

#### **I Overall Objectives**

To develop student's practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

#### **II Subjects**

##### **3 English I**

##### **1 Objectives**

To develop student's basic abilities to understand what they listen to or read and to convey information, ideas, etc. by speaking or writing in English, and to foster a positive attitude toward communication through dealing with everyday topics.

( cited by the website of MEXT

[ <http://www.mext.go.jp/english/shotou/030301.htm> ]

The present Course of Study, practice and knowledge are included, and MEXT says both should be cultivated together in class. However, as so far as we can see, most the English classes teach mainly grammar. One of reason is that there are university

entrance examinations at the end for the teachers and students to consider, often foremost. Although grammar competence can be cultivated, communicative competence does not develop.

This plan for reform by MEXT, but an administrative reformation needs to be observed to exert an influence on actual teaching. The global current of foreign language teaching is changing over from traditional teaching methods to communicative language teaching. There are some gaps between the Course of Study and actualities. Though MEXT appeals to use the integrated approach with Japan Exchange and Teaching Program [JET], most English classes in high school are based on GTM. The problem which we have to consider next is why GTM has continued.

#### **2.4.2 How English is taught at senior high schools in Japan**

Now, we will discuss English teaching in real situation at a high school.

Many English teachers still teach English using the Grammar Translation Method, especially in high school. Thomas Koch (2006) points this out when he says that GTM is still the most popular way of teaching English, in his paper, and Matsumura also points out why GTM has lasted. One reason is that GTM is a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities. Besides, teacher can teach English along a regular process irrespective of their working knowledge of English, they can keep their authorities and can hasten the class smoothly. Moreover, teacher can teach the largest class. In these circumstances such as Japanese English class that have thirty to forty students in the classroom, teachers cannot do one-on-one instruction, much less cannot keep their eye on thirty to forty students properly. For the reasons mentioned above, GTM is still popular in Japan.

A typical lesson consists of the presentation of a grammatical rule, and a translation

exercise. Because GTM emphasizes reading rather than the ability to communicate in a language there was a reaction to it in the nineteenth century, and there was a greater emphasis on the teaching of spoken language. Matsumura (2005) mentioned five things about it:

Firstly, teachers can teach English along a regular process irrespective of their working knowledge of English, and they do not have to prepare some special materials or teaching plans for every class. Also, they can keep their authority and can teach the class smoothly. In other words, they are not afraid of stammering out an apology when they explain something in English. Rather they can show their knowledge to the students and admit or refuse the answers or translations by students. Secondly, teacher can teach a large scale class. In these circumstances such as Japanese English class that has thirty to forty students in the classroom, teachers cannot do one-on-one instruction, much less keep their eye on thirty to forty students properly even if they want to introduce some activities. For the reasons mentioned above, they are apt to give lessons which control the situation together. This large scale class style is interesting, because the author feels this method of instruction easier actually. Thirdly, it is quite likely that teachers are influenced by their own experiences. They experienced the grammar translation as students which may affect their present teaching style. Fourthly, it is necessary to keep in mind that current textbooks are basically designed to teach grammar rather than considering functions of language use or content themes. This cannot be ignored. Finally, an important point to emphasize is that this teaching method adapts to the school system. The GTM is a system where students who strive hard are rewarded.

All high school students are required to take English I . In other words, if high school students want to take Writing, Oral Communication or English II , they must have completed English I . The goal of English I is to improve the four integrated

skills: reading, writing, listening and speaking. Thus “English I ” is a basis for learn in English in high school.

## **2.5 Focus on Form: Experimental practices to change English teaching in Japan**

Given the current situation, GTM and the Audio Lingual Method, in other words Focus on Form teaching methods have been applied and more emphasis will be placed on them in the future. Students have to foster abilities which correspond to periodic testing or the National Center for University Entrance Examinations. Most learners take written examinations. To get a high score, we are required to have grammatical knowledge, so teaching styles lays stress on teaching grammar points.

While looking at The Course of Study for Foreign languages, there is a difference between current curriculum guidelines and the status quo. The Course of Study is aimed at acquisition of practical abilities such as speaking and listening. However, these abilities are not quite measured on test. Rather in Japan, grammatical competence in terms of reading and writing is measured. Thus there is a gap between the status quo and the current curriculum guidelines. The Course of Study was revised in 2009 to be implemented in 2013. The major change in high schools is that Japanese English teachers are to teach English in English the lesson. Looking at the goals of high school curriculum guidelines, the focus is on understanding of much information or ideas. Especially in Communication I and II , teachers are required to develop the learner’s communicative competence as its name shows. In other words, MEXT requires teachers to develop the communicative competence now more than ever.

Of course, to develop the communicative competence is important because these abilities are not enhanced ever. However, the conventional grammatical knowledge is also important for learners. Especially, MEXT will add words in New Course of Study. To say that learners are required to understand greater number of words and their

grammatical structure more than ever, so we cannot neglect these points of knowledge as before. Therefore we should take in Focus on Form teaching in the class.

Table 1, as follows, shows a place and role of three approaches: Focus on Meaning, Focus on Form and Focus on Forms.

Table 1. A classified table in language teaching using FonM, FonF and FonFs

<u>Option 2</u>	<u>Option 3</u>	<u>Option 1</u>
<b>Focus on Meaning</b>	<b>Focus on Form</b>	<b>Focus on Forms</b>
Analytic	Analytic	Integrated
The way to immerse the contents	Acquire ultimately	The way to fix a thing in the learner's mind from the beginning
Natural Approach	TBLT+ educational intervention	GTM
Task-based instruction	Task-based instruction	ALM
+ educational intervention	+educational intervention	Total Physical Response
Content-based instruction	Content-based approach	Silent way
Notional/functional syllabuses	Notional/functional syllabuses	Grammatical syllabus
Task syllabus	Task syllabus	
Procedural syllabus	Process syllabus	Structural/N-F Syllabuses
Topic/Theme Syllabus	Topic/Theme Syllabus	Grammatical Syllabus
Learners in a leadership position	Learners in a leadership position	Teachers in a leadership position
Consider the forces of nature	Consider to foster the force of nature	Consider the forces

Created by Long (2003)

Focus on meaning is based on a task syllabus, it includes Task-based instruction and Natural Approach. On the other hand, Focus on Forms is based on a grammar syllabus, it includes Grammar Translation Method and Audio Lingual Method. Focus on Form is in both Focus on Meaning and Focus on Forms. Thus Focus on Form is placed in between Focus on Meaning and Focus on Forms, it has advantages of both approaches.

### **III. Research Hypothesis**

On the basis of the aforesaid, three research hypotheses are set up as follows;

- (1) Focus on Form is more effective than Focus on Forms to acquire grammar.
- (2) Focus on Form is more effective than Focus on Forms in terms of long-term memory.
- (3) Focus on Form is more easily accepted than Focus on Forms by high school students.

Though three teaching approaches: Focus on Forms, Focus on Meaning and Focus on Form are mentioned in 2.3, most of the English classes focus on grammar in Japan. This is because mostly Japanese students are measured by their grammar competence. However, a new approach, Focus on Form, has been proposed as a new approach which can attain the two goals, meaning and forms, at the same time. Thus in this paper, I mainly discuss Focus on Form and Focus on Forms.

## **IV. Methods**

### **4.1.1 Demographic data of the school**

In this paper, the teaching of Focus on Form was experimentally carried out in a private girls' high school. In this school, an English class is offered 6 times in a week. Generally, an English class is offered 4 to 5 times a week in ordinary public schools. This means English is given higher priority than other subjects. Moreover, this school was specified as a Super English Language High school [SELHi], so it can be said this school emphasizes learning English.

The participants in this survey were 27 female students. This class was normally comprised of 32 students, but the data collected from 27 because 5 students were absent on account of illness. They are all a first- year high school students and the average age at the time of the study was 15.6 years old, in July 2009.

### **4.1.2 Years how long the participants have learned English**

Figure 2 shows in years how long the participants have learned English. According to the questionnaire, it is found that 22 participants have studied English for 4 years, that is to say they have started learning English since they were junior high school students. A mean of the years that the participants have learned English is 4.29 years. Most of the students have studied English since they were 7th graders. 4% students have studied English since they were 5th grade student. Also 4% students who have studied English for 7 years since they were 3rd grade student. 7% of them have studied English since they were elementary school students or kindergartners.

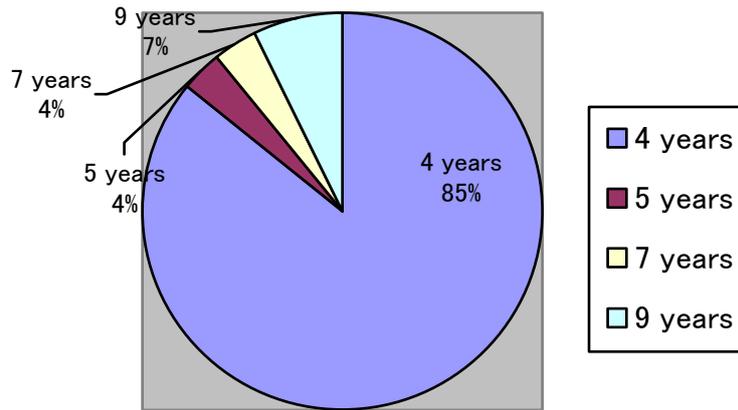


Figure 1. A ratio for years that participants have studied English

#### 4.1.3 The English level of the participants

Figure 3 shows the English level of the participants. This time, I will show the level that they have “The Society for Testing English Proficiency [Eiken]”. In this paper, the levels are shown by scores that they have ever gotten as their English level.

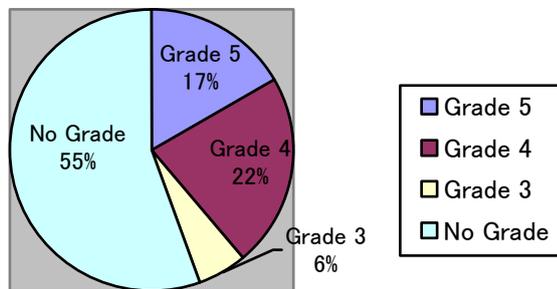


Figure 2. The English level of participants based on a grade of Eiken

In Japan, high school students are encouraged to take an English test which is called “Eiken”, and it often called STEP Eiken or the STEP Test: It is an English language test conducted by a Japanese non-profit organization, the Society for Testing English Proficiency. Eiken is a criterion-referenced test which has seven levels (See Table 2).

Table 2. Grade and level of Eiken

Grade	Level
Grade 1	University level
Grade Pre-1	Junior college level
Grade2	High school intermediate
Grade Pre-2	High school intermediate
Grade 3	Junior High graduate
Grade 4	Junior high intermediate
Grade 5	Junior high beginner

Cited by Wikipedia [ [http://en.wikipedia.org/wiki/STEP\\_Eiken](http://en.wikipedia.org/wiki/STEP_Eiken) ]

Eiken is a four-skill test accessing a combination of receptive and productive skills. In addition to reading and listening, Eiken Grades 1, Pre-1, 2, Pre-2, and 3 include a speaking test. As a trend in Japan, many junior high school students tend to take Eiken from Grade 5 to Grade 3. Especially, it is said many 9th graders of junior high school students obtain Grade 3 on account of an entrance examination or a school report on a student's grades and conduct. Besides many high school students also try to take Grade Pre-2 or Grade 2. In 2008, most of the high school students obtained Pre-Grade 2 and Grade 2. The mean of junior high school students obtains the Grade 3 mostly. On the other hand according to the questionnaire, most of the participants have never taken EIKEN before so that we regard their level as Grade 3 in this paper.

#### 4.1.4 Like or Dislike for studying English

Figure 4 shows the rate of likes and dislikes for studying English. According to it, 61% participants answered that they like to study English. Although there are 39%

participants who do not like to study English, but they do not tend to waste to learn English. Informal interviews with some participants tell that they only do not like to study English because of being graded only by the results of their examination mainly. In fact, they seem to like English itself. Therefore it can be said that they have a positive motivation to study English. It is interesting that both of the participants who have studied English for nine years answered in the same questionnaire that they do not like learning English.

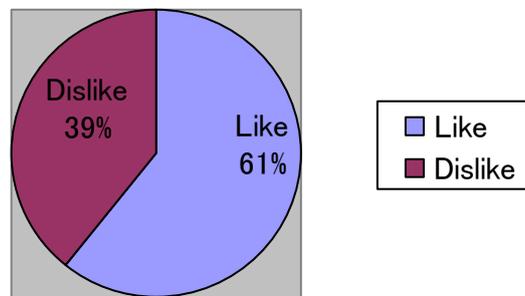


Figure 3. A rate of likes and dislikes for learning English

#### 4.1.5 Good at learning English or not

Figure 5 shows the ratio how many of the participants are good at leaning English or not. Unfortunately all of them answered they are not good at learning English. Needless to say, there are some participants who are good at learning English form my point of view, but there were very few answers that they are good at learning English when they do not score. This is because they viewed their ability based on the points scored on a test thus they answered they were not good at English.

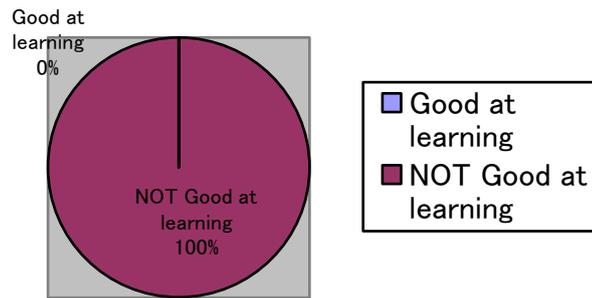


Figure 4. The ratio whether the participants are good at learning English or not

## 4.2 Procedure of the Experimental classes

In order to verify the effectiveness of the two approaches, experimental lessons were given from July 2009 to September 2009. There are two reasons to verify these things. First reason is to verify what effects Focus on Form may have even in the case when there is some period between classes. Second reason is to compare the structure of normal class so that the teaching styles were changed two types: Focus on Form and Focus on Forms. Generally, most Japanese English teachers do the class checking the contents at first, explaining the points of grammar next on account of efficient.

The class in which the target topic and grammar were dealt with was given in July and September. Four sections were divided into two teaching approaches: Focus on Form and Focus on Forms. Sections 1 and 2 were done by Focus on Form and Section 3 and 4 were done by Focus on Forms. The classes of all sections were done using textbook and handouts.

### 4.2.1 Teaching treatment and materials

A textbook approved by MEXT was used in this study. All the participants have it, thus the class was done using the textbook “EXCEED English SeriesI, New Edition (SANSEIDO, 2006, Tokyo)”, and the unit we did was LESSON 3 “Tsugaru-jamisen

and the Yoshida Brothers (Tsugaru-jamisen to Yoshida Kyoudai)” from July to September.

This lesson tells us about the Yoshida Brothers. The Yoshida Brothers are a famous pair of musicians who play the Japanese-style banjo: Shamisen, called in their particular style, the *tsugaru-jamisen*. They hold concert tours around the world and spread Japanese musical culture abroad. Thus, this lesson aims to have the students think about traditional music through the life of the tsugaru-jamisen players, the Yoshida Brothers.

This lesson consists of four sections and each section has different objectives. Table 3 shows the objectives in each part of LESSON 3.

Table 3. Objectives in each part

Section 1	To have the students read about and understand why people are attracted to the Yoshida Brother’s tsugaru-jamisen.
Section 2	To have the students read about and understand how they started tsugaru-jamisen and what makes them continue to promote the tradition.
Section 3	To have the students read about and understand what underlies their playing and how each brother differs in the style of practice and performance.
Section 4	To have the students read about and understand their attitudes toward tradition and their future dreams.

Moreover, the grammatical items shown in Table 3 are focused on.

Table 4. Focused grammar in each section

Section 1	<p>To-infinitive (Review)</p> <p>[Example]</p> <p>He came to my office <i>to see</i> me.</p> <p>My friend likes <i>to sing</i> songs.</p> <p>I want something <i>to drink</i>.</p>
Section 2	<p>It (preparatory subject)...for – to~(Review)</p> <p>[Example]</p> <p><i>It is hard for us to</i> learn English.</p>
Section 3	<p>Gerund (-ing forms) (Review)</p> <p>[Example]</p> <p>He finished <i>writing</i> a report.</p> <p><i>Listening</i> to music is fun.</p>
Section 4	<p>Modal+ Passive Voice (New material)</p> <p>[Example]</p> <p>That book <i>will be read</i> by many people.</p>

These grammatical items “To-infinitive”, “It (preparatory subject)...for-to~” and “Gerund (-ing forms) were learned when the participants had been junior high school students. Therefore “Modal+Passive Voice” is new grammar for the participants.

### Handouts

We used a textbook, dictionary, notebook and handouts in my class. I made some handouts (See Appendix 2) by myself and made it that they could use not only in class but also study for examination. The handouts were given to the participants and they were required to fill in the blanks: Japanese translation and grammar questions in order

to understand the contents and grammar of this lesson.

### Japanese translation

In a part of Japanese translation, I remade it into fill-in-the blanks style. Before LESSON 3, we translated whole pages briefly. However, this style made them nervous to learn English. Therefore, to get rid of these feelings, I took a fill in the blanks style and focused on making them think more easily.

### Teaching grammar

To teach grammar especially to make students notice by themselves, grammar question was remade into sorting style. Table 5 shows the example how to sort grammar question is shown below.

Table 5. An example of a grammar exercise: Put the words in correct order

<p>[On the blackboard]</p> <p>They to came the hall to listen to the Yoshida Brother's tsugaru-jamisen.</p>
<p>T: Ok. Let's review the last lesson.</p> <p>Ss: (Raise her hand.) (in Japanese) Ms....? I think the order is wrong.</p> <p>I think the card to should be in between the card of came and the hall.</p> <p>T: Oh! I didn't notice that! But why do you think so?</p> <p>Ss: (in Japanese mostly) Because I think the next card of They should be a verb. And I think the card to be not here. And I remember that I said "I came to here, I came to my school" before. So I think the order is wrong.</p>

Examples of what I looked at so far, they are not good at solving the questions which they had to think correct words and their motivation was lower when they

solved them.

On the other hand, even if their answers were not correct, their motivation was as high as when they solved the rearranging question. There are two reasons. First they can solve it even if they do not know the meaning of words. Second they can only focus on the order. It seems that the order is more clearly for them. I would like to make all students who are good at learning English or not finding and understand grammar, so I adapted sorting style.

### **The devices to measure the results**

The results were surveyed based on the analysis of teaching, five handouts and two questionnaires. The class was recorded on video, thus the author surveyed it by myself. The handouts were used in the classroom and the results were gathered from it. Especially, mean of correct answers was used to survey. In addition, the questionnaire was sent out. In the questionnaire, the style about the class and impressions for teaching by Focus on Form and Focus on Forms were asked. The handouts and questionnaire are included in Appendix 3.

### **4.2.2 Timetables**

There were eight classes in July and four classes as a review in September to learn the contents of LESSON 3. Each class was 45 minutes long. In July which was before the summer vacation, each section was divided into two periods to do activity and make the procedures more rigorous. In September which was after the summer vacation, the extra classes were held to review LESSON 3 again. The timetable is as mentioned below:

Table 6. Timetable for the lessons in July

Timetable LESSON 3 in July	
The first period	Lesson for Section 1 [the first half]
The second period	Lesson for Section 1 [the second half]
The third period	Lesson for Section 2 [the first half]
The fourth period	Lesson for Section 2 [the second half]
The fifth period	Lesson for Section 3 [the first half]
The sixth period	Lesson for Section 3 [the second half]
The seventh period	Lesson for Section 4 [the first half]
The eighth period	Lesson for Section 4 [the second half]

Table 7. Timetable for the lessons in September

Timetable LESSON 3 in September	
The first period	Review for Section 1
The second period	Review for Section 2
The third period	Review for Section 3
The fourth period	Review for Section 4

#### 4.2.3 Teaching procedure

Teaching procedures were set to divide Focus on Form and Focus on Forms in July and September. At first, Table 8 and 9 show the teaching procedures for Focus on Form and Focus on Forms in July. These teaching procedures mainly consisted of learning altogether.

Table 8. Teaching procedure for Focus on Form in July

<b>Activities/Methods</b>	<b>Details for activities</b>
1. Review	Teacher and students review a previous lesson.
2. Oral Introduction	On the basis of 1, teacher does the Oral Introduction and makes students understand what they are going to learn in this lesson.
3. Reading aloud	Read aloud with Chorus reading × 2, Buzz reading × 2, pair reading × 1.
4. Finding the differences [Grammar]	Teacher makes students notice some rules or differences and find it without any explanation by teacher.
5. Comprehension check	Using sorting questions, teacher makes students sort the sentences correctly.

Table 9. Teaching procedure for Focus on Forms in July

<b>Activities/Methods</b>	<b>Details for activities</b>
1. Review	Teacher and students review a last lesson.
2. Reading aloud	Read aloud with Chorus reading × 2, Buzz reading × 2, pair reading × 1.
3. Filling in the blanks of Japanese translation	Teacher checks the meaning and makes students understand for this topic
4. Grammar explanation	Teacher explains some points of grammar clearly.
5. Comprehension check	Using sorting questions, teacher makes students sort the sentences correctly.

Secondly, Table 10 and 11 show the teaching procedures for Focus on Form and Focus on Forms in September. This class was done as a review, thus checking and

practicing the grammar was focused on mainly.

Table 10. Teaching procedure for Focus on Form in September

<b>Activities/Methods</b>	<b>Details for activities</b>
1. Reading aloud	Chorus reading × 1, Buzz reading × 1, pair reading × 1
2. Running a review	Teacher and students remember and check the content in brief.
3. Solving the questions about the contents	Students solve the same questions in July about the contents.
4. Noticing rules of grammar by Focus on Form	Teacher makes them notice the rules or differences of grammar.
5. Solving extra questions by sorting	Students solve the extra questions and teacher makes them discuss it with their pair.

Table 11. Teaching procedure for Focus on Forms in September

<b>Activities/Methods</b>	<b>Details for activities</b>
1. Reading aloud	Chorus reading × 1, Buzz reading × 1, pair reading × 1
2. Running a review	Teacher and students remember and check the content in brief.
3. Solving the questions about the contents	Students solve the same questions in July about the contents.
4. Explanation the points of grammar by Focus on Forms	Teacher explains some points of grammar clearly.
5. Solving extra questions	Students solve the extra questions and teacher makes

by sorting	them discuss it in pair groups.
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## V. Results

### 5.1 Results for Research Hypothesis (1); Focus on Form is more effective than Focus on Forms to acquire grammar.

The data collected from the Focus on Forms [FonFS] instruction (namely Section 1 and Section 2) and the data from the Focus on Form [FonF] instruction (namely Section 3 and Section 4) are compared. The results are shown in Table 12.

In this paper, the questions in July is called Pre-test and the questions in September is called Post-test. The data to investigate Research Hypothesis (1) were gathered from the correct answers of Focus on Form and Focus on Forms.

Table 12. Comparison of the correct answers of FonF with those of FonFS in July

	FonF	FonFS
Mean	0.407	0.462
SD	0.344	0.345
N	27	
t	-0.825	

( $p < 0.05$ )

The mean shows the ratio of correct answers. The mean ratio of Focus on Forms is about 0.06 higher than that of Focus on Form. However its t-value is -0.825, which is lower than two tailed (0.416675). This means that there is no statistically significant difference between the mean percentage of Focus on Forms and that of Focus on Form. We cannot say that the outcome from the Focus on Form instruction is larger than that of the Focus on Forms-based instruction.

**5.2 Results for Research Hypothesis (2); Focus on Form is more effective than Focus on Forms in terms of long term-memory.**

The class in which the target grammar was dealt with was done in September. Another handout was given to the participants who were required to fill in the blanks in order to understand grammar and practice it. This class was done as a review, and did away with understanding the contents deeply and the participants needed to solve another questions in the class.

At first, the results of the same questions in July will be verified. Table 12 shows the results comparing Focus on Form with Focus on Forms in September when the same questions were given.

Table 13. Comparison the correct answers of FonF with FonFS in September

	FonF	FonFS
Mean	0.648	0.555
SD	0.307	0.382
N	27	
t-value	1.595002	

The mean shows the ratio of correct answers which were taught by Focus on Form and Focus on Forms. Comparing mean of Focus on Form with that of Focus on Forms, mean of Focus on Form is about 0.93 higher than that of Focus on Forms. T-value is 1,595002, which is higher than two tailed (0.122797). This means that there is statistically significant difference between the mean of Focus on Forms and that of Focus on Form.

When we look at the answers that the participants answered in July, sorting is not

correct. For example, the position of verb is not correct and each word is set in incorrect positions. Table 14 shows the example of incorrect answers that participants wrote.

Table 14. Examples of incorrect answers that participants wrote:

<ul style="list-style-type: none"><li>• § 2: No, it was them to it for hard practice the shamisen*. (⇔correct: it was hard for them to practice the shamisen.)</li><li>• § 3: They liked the shamisen that they realized. (⇔correct: They realized that they liked the shamisen.)</li><li>• § 3: Playing is adlib. (⇔correct: Playing adlib is.)</li><li>• § 4: Japan can be something 'international'. (⇔correct: Something truly Japanese can be something 'international'.)</li></ul>
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However some participants who answered the above could write it correctly in September. Comparing the results in July and the ones in September, needless to say, the rate in September is higher than the ones in July. In Section 1, the mean percentages of correct answers was 50% in July, the mean percentages of them became 66% in September. Besides in Section 2, the mean percentage of correct answers was 30% and the mean percentages of them increased to 66%.

Although the same questions were done in July and September, differences of verification occurred. Thus Focus on Form seems to be a more effective approach than Focus on Forms.

### 5.3 Results for Research Hypothesis (3); Focus on Form is more easily accepted than Focus on Forms by high school students.

The questionnaires were taken to verify Research Hypothesis (3). Participants were asked about the impression of teaching by Focus on Form and Focus on Forms and they answered them after the classes in July and September.

The participants evaluated their studying, the degree of difficulty and my class by a five-point Likert scale, and Table 16 shows the results of their impressions of Focus on Form and Focus on Forms.

Table 15. Comparing the impressions of Focus on Form and Focus on Forms

	Focus on Form	Focus on Forms
Mean	3.89	3.41
SD	0.47	0.27
N	27	
t-value	4.62	

Mean shows the average of impressions for Focus on Form and Focus on Forms. The mean of Focus on Form is higher than that of Focus on Forms by 0.48. This is statistically significant difference. It is higher when mean comes close to 5. Thus, we can say that Focus on Form is more acceptable by participants than Focus on Forms. Informal interviews also tell that it is easy for some participants to understand, because they could understand the differences or rules through instruction by Focus on Form. On the other hand, some answered that they felt and mentioned that Focus on Forms is more easily accepted in informal interview or conversations. However, by being taught in Focus on Form, they can focus the rule or differences of grammar by themselves and these discovery remains in their memory. However, the scores of impression vary

across learners. Teachers should take this point into consideration. In conclusion Focus on Form is more easily accepted than Focus on Forms by high school student.

## **VI. Analysis and Discussion**

### **6.1 Analysis of Research Hypothesis (1)**

Is Focus on Form more effective than Focus on Forms to acquire grammar? It was not verified in July that Focus-on-Form-based instruction is more effective than Focus-on Forms-based-instruction. Three factors can be considered as follows. The first factor is that it is the first time for the participants to solve the questions by Focus on Form and some students seemed to get confused to solve them using it. It seems that the result of correct answers which was taught by Focus on Forms is higher than that by Focus on Form. Therefore, we cannot say that Focus on Form is more effective than Focus on Forms to acquire grammar as of July.

The second factor can be thought that the participants might remember the correct answers better than I had expected. Usually they do not remember what they were taught even if they were taught it the day before, and I also thought they do not remember correct answers. However, as solving the questions by Focus on Form is new for them, they might remember the questions and the way of solving so well.

Thirdly, although these questions were solved by themselves in July, the author also gave them time the participants could talk and discuss in their pair-groups with each other in September. It seemed that they discussed and searched right answers. Teaching by student-to-student is good because they become to notice naturally through it, but it affects the results. However, comparing the ratio of Focus on Form with the one in Focus on Forms, the ratio of Focus on Form is higher than the one in Focus on Forms.

It was the second time for participants to solve the question and use the Focus on Form approach. Thus they could be used to solving problems with it and they got used to finding the differences or rules by themselves through the Focus on Forms approach.

Therefore, the ratio of Focus on Form became higher than that of Focus on Forms.

### **6.2 Analysis of Research Hypothesis (2)**

Is Focus on Form more effective than Focus on Forms in terms of long term-memory? After a month interval, participants remembered the rules that they has found in July. On the other hand, even if same questions which were taught by Focus on Forms in September were used, they were slow to react. This factor can be thought that they did not find rules or differences by themselves. They were taught only the grammar points by the teacher. Thus these grammar points that they were taught are hard to remain in their memory. In the case where the students discover grammar rules by themselves, these discoveries are retained for a long time. Therefore, it can be concluded that Focus on Form is more effective than Focus on Forms in terms of long term-memory.

### **6.3 Analysis of Research Hypothesis (3)**

Is Focus on Form more easily accepted than Focus on Forms by high school students? The answer to the third research hypothesis is Yes and No.

Some students felt that Focus on Form is easy to understand because they could understand the differences or rules through instruction by Focus on Form. On the other hand, others felt and mentioned that Focus on Forms is more easily accepted. However by being taught via Focus on Form, they can focus on the rules or differences of grammar by themselves and these discoveries remain in their memory. Besides, the discovery by learners makes it easier for them to keep what they have learned in their memory. However, it should be admitted that it depends on learners. It is a fact that with the students who are not good at learning foreign language, considerations are needed for the students from an educational point of view.

It is found that a few participants who evaluated degrees of attainment are writing

their impressions in English about Section 1. Looking at the impressions by the participants, their English was not so good. It is because that it was the first time for them to study English using Focus on form. However, looking at their handouts, their handout shows signs that they tried to express their impression in English. Besides, they wrote and spoke in English with their pair many times in the lesson. Some participants wrote their impression for the tsugaru-jamisen using their dictionaries, others spoke of their impressions connecting the words they have already known. Table 16 shows some of the examples when participants wrote their impressions after they listened to. Each underline shows that they wrote it by their own efforts.

Table 16. Examples of impressions written by the participants in English

<p>It is <u>cheerful</u> for me to listen to the Yoshida brothers.</p> <p>It is <u>old</u> for me to listen to the usual shamisen players.</p> <p>It is <u>young</u> for me to listen to The Yoshida Brothers.</p> <p>It is <u>quiet</u> for me to listen to the usual shamisen players.</p> <p>It is <u>leisurely</u> for me to listen to the usual shamisen players.</p>
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From these points of views, though there are some problems with their English, they tried to tell their thought to others. This is one of the evidences to say that Focus on Forms is more easily accepted then Focus on Forms by the high school students we evaluated.

## **VII. Limitations**

I would like to mention three limitations discovered in terms of this research.

At first, as the author was a full participant, the details of the treatment was analyzed carefully. However, the participants might have responded to the treatment because it was the author that gave the treatment to them. Thus when you apply my results to your students who are not good at learning English, the participants might react to it differently.

Secondly, I could not make two groups— an experimental group and a control group —because of educational consideration. Also I could not compare my results with another class because I had only one class. I would like to compare my results with other classes in the future.

Finally, the period of investigation was a problem for me. The period to verify the results was only two months because of the curriculum of this school. Though I did the class for two months, it would be preferable to conduct the experiment for a half a year. Then, the results would be more reliable.

## VIII. Conclusion

Focus on Form is an appropriate approach in order to bring up the learners grammatical and communicative competence in Japan where grammar-focused instruction has been dominant.

Long (1991) mentioned that Focus on Form is an effective approach to foster learners both grammatical and communicative competence through lesson. Especially it is said learner can acquire grammatical competence naturally thorough Focus on Form teaching approach. In my study, there were not particular differences between Focus on Form and Focus on Forms approach in July, but large difference happened in September. Besides, it was found that Focus on Form was more accepted than Focus on Forms by Japanese high school students.

Focus on Form affected Japanese High School Student and could work in the class using the school textbooks by the MEXT. It took more time to get used to using Focus on Form than Focus on Forms, on occasion Focus on Forms is appropriate teaching. Also most Japanese students get used to being taught grammar by teacher explicitly, it is true that Focus on Form was felt difficult because learner needs to find rules by themselves when they were taught by Focus on Form.

However, Focus on Form is more effective than Focus on Form in order to help learners acquire language. This is because discoveries by learners are easy to remain in their memory more than they are taught by teachers. Therefore, Focus on Form is a more effective approach in order to make learners acquire both grammatical and communicative competence.

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Appendix 1: The lesson used for the experiment (*EXCEED English Series I, Sansiedo*)

LESSON **3** Tsugaru-jamisen and the Yoshida Brothers



吉田良一郎さんと健一さん兄弟は清純三味線の演奏家です。始めるきっかけ、二人の演奏方法の特徴、そして二人の事は何でしょう。吉田兄弟を通して、伝統と個性について考えてみましょう。

On July 8th, 2000, a large audience of young and old filled a concert hall. They came to the hall to listen to the Yoshida Brothers' tsugaru-jamisen.

The brothers appeared on the stage in kimono and bowed to the audience.

But, when they started to play, everyone was surprised. Usually, shamisen players do not move their bodies when they are playing. The Yoshida Brothers moved their bodies to the music. Still their music has a traditional quality.

"Your sound is perfect," said someone after the concert. "Thank you, but we never think our sound is perfect," answered the younger brother. "We still have a lot of things to do to reach the heart of the tsugaru-jamisen."



1. Why was everyone surprised when the Yoshida Brothers started to play?  
2. Do the brothers think that their sound is perfect?

He came to my office to see me.  
My friend likes to sing songs.  
I want something to drink.

audience(オウディエンス)	stage(sейだ)	bowed(ボウド)	surprised(サウプリズド)
traditional(トラディショナル)	quality(クオリティ)	perfect(パーフェクト)	perfect(パーフェクト)

1. 2000 = two thousand  
1-2. a large audience of young and old 若い人から年輩の人まで多くの聴衆  
12-13. to the music 音楽に行わせて

**Appendix 1: The lesson used for the experiment (EXCEED English Series I, Sansiedo)**

Lesson 2

Yoshida Ryoichiro was born in 1977, and his brother Ken'ichi in 1979. Ryoichiro began to play the shamisen when he was five years old. His father sometimes played the shamisen. One day, he said to Ryoichiro, "Do you want to practice the shamisen?" "Sure!" Ryoichiro answered. Like his brother, Ken'ichi started the shamisen when he was five.

At the ages of 12 and 10, the Yoshidas began to practice the tsugaru-jamisen under a shamisen teacher. It was hard for them to practice the shamisen for a few hours every day. "I even tried to quit," said Ryoichiro. But, when Ryoichiro and Ken'ichi took part in the All Japan Tsugaru-jamisen Contest, they realized that they liked the shamisen. It was fun for them to be one with the audience.

小学生時代の演奏  
親子（1999年）



1. When did Ryoichiro and Ken'ichi start the shamisen?  
2. What was fun for the brothers in the Tsugaru-jamisen Contest?

It is hard for us to learn English.

quilt(welt) realized(実現した)

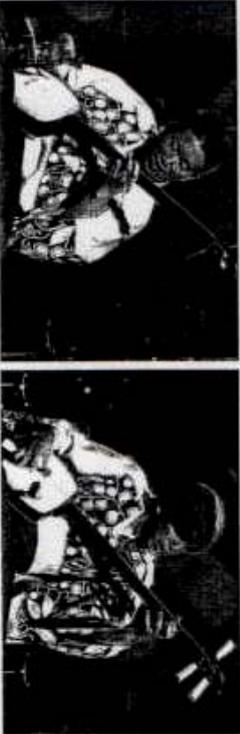
1. 1977 = nineteen seventy-seven    8. under = 下に  
9. a few = I have a few friends.    10-11. take part in = 参加する  
11. All Japan Tsugaru-jamisen Contest 全日本津軽三味線大会

Lesson 4

Their teacher often gave them difficult skills to learn. They mastered those difficult skills. They also practiced moving their fingers and using the *bachi* with emotion. Playing ad lib is the basis of their shamisen music.

There are many differences between the brothers. Ryoichiro is hardworking and does not mind practicing for a long time. Ken'ichi plays with ingenuity. He plays better on the stage than during practice. When he feels good, his playing is very thrilling. These differences between Ryoichiro and Ken'ichi are reflected in their shamisen sounds. Each of the brothers wants to make his own sounds. They say, "We are, and will be, rivals in playing the shamisen."

練習（1999年）



1. What is the basis of their shamisen music?  
2. Which of the two brothers plays better on the stage than during practice?

Listening to music is fun.

ab(ile)(able) master(ed)(mastered) emotion(into)(ion) and lib(eral lib)  
basi(c)(base) difference(s)(differences) ingenuity(ies)(genius) thrill(ing)(ling)  
rival(ry)(rivalry) rival(s)(rival(s))

5. mind - ing: Would you mind opening the window?

Appendix 1: The lesson used for the experiment (EXCEED English Series I, Sansedo)

Learning



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The brothers often have concerts with other ethnic musicians. This does not mean that they are against traditional tsugaru-jamisen style. They practiced the tsugaru-jamisen in a very traditional way. After they learned the basis of traditional tsugaru-jamisen with their teacher, their individualities were born.

The Yoshida Brothers have a dream to introduce the tsugaru-jamisen to the world. Their shamisen concerts will be held in many places outside Japan in the near future.

※ Something truly Japanese can be something 'international'. This will be proved by the brothers soon.

1. What were born after the Yoshidas learned the basis of traditional tsugaru-jamisen?  
2. What is their dream?

That book will be read by many people.

ethnol(e)nik / musician(s) / instrumental / style / festival / individual / festival / individual / individually / truly / festival / international / festival / individual / proverb / festival / individual

2. against - ーLJHJLTC

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**CHECK POINT**

1. 英語を聞いて、この語の内容に合わせてT、選んでいればFを書き入れよう。

1	2	3	4	5
---	---	---	---	---

2. もう一度本文を読んで、以下の語句を真一部分のこと、假一のこと、二人に共通することに分けてみよう。

hardworking / plays with ingenuity / took part in the All Japan Tsugaru-jamisen Contest / wants to make his own sounds / tried to quit the shamisen

真一部分のこと	
假一のこと	
共通すること	

**SO UNDS**

1. 下線の文字に注意して発音してみよう。

(1) bike	ice	life	nine	write	[ai]
(2) big	dish	ill	swim	trip	[i]
(3) century	city	cycle	nice	receive	[ei]
(4) car	color	cup	perfect	music	[i:]

2. 語のつなかりに注意して書ってみよう。

(1) Nice to meet you.  
(2) Would you speak slowly?  
(3) You have to go right now.  
(4) Of course.

3. 親子の上がり下がりに注意して書ってみよう。

(1) Is he young / or old?  
(2) Which would you like, tea / or coffee?

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Appendix 1: The lesson used for the experiment (EXCEED English Series I, Sansedo)

Take It In

1. 不定詞 (to+動詞の原形)

～するために (目的用法)	They came to the hall to listen to the taugaku-jamissen.
～すること (名詞用法)	They started to play the shamisen.
～べきこと (目的用法)	We have a lot of things to do.

\*不定詞は、目的を要す動詞句になったり(動詞的用法)、主題や目的語や補語になったり(名詞的用法)、名詞を修飾したり(形容詞的用法)します。  
\*動詞的用法には、I am very happy to hear that. (私はそれを聞いて大変うれしい) のように理由や原因を表す場合もあります。

～ 文型 [It... for ~ to ~]  
It was hard for them to practice the shamisen.

\*このItは仮の主題(形式主題)で、to ~ (不定詞) を挙げています。実際の主題はto ~ になります。また、for ~ の ~ は to ~ の主題とも考えられます。このfor ~ は省略されることもあります。

3. 動名詞 (動詞の原形+ing)

～すること  
① They started practicing the shamisen.  
② Playing ad lib is the basis of their music.

\*動名詞は、動詞の働きを持ちながら、文の中で名詞の働きをしています。動名詞は、上の①のように目的語になったり、②のように主題になったりします。また、下の英文のように補語になる場合や前置詞のあとに置かれる場合もあります。

Seeing is believing.  
She is interested in studying Chinese.

4. 助動詞のついた受け身 (助動詞+be+過去分詞)

～されるだろう  
The concert will be held outside Japan.

\*助動詞 (will, can, may, must) のついた受け身は〈助動詞+be+過去分詞〉の形になります。受け身の意味は助動詞の意味が加わります。  
例: 文の文の下線部に will, may をつけて書きなさい。  
That song is loved by young people.

Use It In

1. 次の下線部に、下の [ ] の中から適切な語句を選んで入れて書いて書いてみよう。

- (1) There are many churches \_\_\_\_\_ in Rome.
- (2) I often go to the library \_\_\_\_\_.
- (3) To learn a foreign language is \_\_\_\_\_.
- (4) I have a lot of things \_\_\_\_\_ this evening.

[ to do / to borrow books / to know a new world / to visit ]

絵を見ながら、例にならって書いてみよう。

(例) It is fun for Ken to play soccer.		(1) difficult / me	(2) easy / Hanako	(3) hard / my brother
play soccer	speaking English	make a cake	swim in the sea	

2. 日本語の意味を表すように、( ) 内の語を適切な位置に入れて書いて書いてみよう。

- (1) 例は音楽を聴くのが好きです。  
My brother likes music. (listening to)
- (2) 例は昨年三年生の練習を始めた。  
He started the shamissen last year. (practicing)
- (3) 例の趣味はCDを集めることです。  
His hobby is CDs. (collecting)

4. 日本語の意味を表すように、( ) 内に適切な1語を入れて書いて書いてみよう。

- Her songs ( ) ( ) introduced to the world in the near future.
- This question ( ) ( ) answered by anyone easily.
- The war ( ) ( ) stopped at once.

It's Up to You!

語彙一「将来やってみよう」  
(1) 参考となる英語を聞いて書き取ってみよう。(2) 自分自身について書いて書いて書いてみよう。

## Appendix 2 [The handouts before the summer vacation]

### § 1

#### FIRST STAGE

1) What did you think or feel when you heard the Yoshida Brother's playing?

Ex. It is interesting for me to hear their playing.

YOU \_\_\_\_\_

2) Ask your partner about it, and write it down.

YOUR PARTNER \_\_\_\_\_

{ Word Stock ex: fun, sad, bored, interesting, strange etc... }

#### SECOND STAGE

Let's fill in the blanks in Japanese

2000年7月8日、若者も年輩の人も、大勢の(①)がコンサートホールを埋め尽くしました。彼らは吉田兄弟の津軽三味線を(②)にホールにやって来たのです。

兄弟は着物姿で舞台に登場し、(①)に向かって(③)をしました。しかし、彼らが(④)を( )と、みんな(⑤)。ふつう三味線奏者は演奏するときに(⑥)。吉田兄弟は音楽に合わせて(⑦)。それでも彼らの音楽には(⑧)な特質があります。

「あなた方の音色は完璧です」とコンサートの後である人が言いました。「ありがとうございます。でも、ぼくたちは自分たちの音色が完璧だとは決して思いません」と弟が答えました。「津軽三味線の心に(⑨)のために、ぼくたちには(⑩)がまだたくさんあります」

#### THIRD STAGE

Finding the differences

1) Write down the differences freely

--

2) Let's grouping

Usual shamisen players	The Yoshida Brothers

**Appendix 2** [The handouts before the summer vacation]

3) Rewrite 2) in English with your partner

Usual shamisen players	The Yoshida Brothers

*FINAL STAGE*

1) Answer these questions and let's sort!

1 Why did a large audience come to the hall?

---

2 When did the audience surprised?

---

3 Did The Yoshida Brothers think that their sound is perfect?

---

---

## Appendix 2 [The handouts before the summer vacation]

### § 2

#### FIRST STAGE

Let's fill in the blanks in Japanese

吉田良一郎は(①) 年に、弟の健一は(②) 年に生まれました。良一郎は5歳のときに三味線を(③) )。彼の父はときどき三味線を弾いていたのです。ある日、父が良一郎に、「三味線を(④) )と思うか」と聞きました。「はい！(やりたい)」と良一郎は答えました。兄と同様、健一も5歳のときに三味線を始めました。

吉田兄弟は、兄が12歳、弟が10歳のときに、三味線の師匠の指導のもとで津軽三味線の練習を始めました。毎日数時間(⑤) は彼らにとって )。「ぼくは(⑥) )さえありました」と良一郎は言いました。しかし、津軽三味線全国大会に参加したとき、良一郎と健一は自分たちは三味線が好きなのだということに気づいたのです。彼らにとって(⑦) が )。

#### SECOND STAGE

Let's make the chronological table of The Yoshida Brothers.

#### *The chronological table of The Yoshida Brothers*

1977	① _____	(R: 0, K: 0)
1979	② _____	(R: 2, K: 0)
③ _____	Ryoichiro began to play the shamisen	(④R: _____ K: 3)
⑤ _____	Like his brother, Ken'ichi started the shamisen	(R: 7 ⑥K: _____)
⑦ _____	The Yoshida Brothers began to practice the tsugaru-jamisen	(R:12, K:10)

#### THIRD STAGE

Answer these questions (Let's sorting!)

1) Was it easy for them to practice the shamisen for a few hours every day?

2) When Ryoichiro and Ken'ichi took part in the All Japan Tsugaru-jamisen Concert, what did they realize?

WHY? \_\_\_\_\_

## Appendix 2 [The handouts before the summer vacation]

### § 3

#### FIRST STAGE

Let's fill in the blanks in Japanese

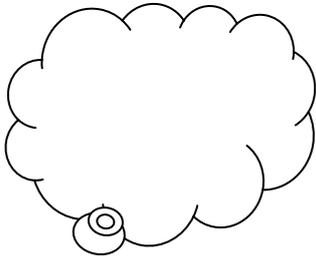
師匠はしばしば身につけなければならない(①)を彼らに教えました。彼らはその難しい技術を(②)。彼らはまた,(③),感情を込めてバチを使う練習をしました。(④)は,彼らの三味線音楽の基礎になっています。

兄弟には多くの相違点(=the differences)があります。良一郎は.....。健一は.....。彼は.....。

.....良一郎と健一のこうした違いは,2人の三味線の音色に反映されます。兄弟のそれぞれが(⑤)を出したいと思っています。彼らは,「ぼくたちは,三味線の演奏では,今も,またこれからもライバルです」と言っています。

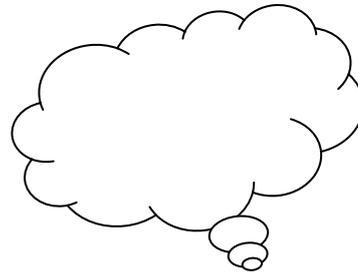
#### SECOND STAGE

Let's find the differences between the Yoshida brothers in English.



Ryoichiro

Keni'chi



#### THIRD STAGE

Answer these questions

1) What is the basis of their shamisen music? [ ad lib / playing / is ]

---

2) Which of the two brothers plays better on the stage than during practice?

---

## Appendix 2 [The handouts before the summer vacation]

### § 4

#### *FIRST STAGE*

Let's fill in the blanks in Japanese

##### Section 4

吉田兄弟はしばしば他の民族音楽家と一緒にコンサートを開きます。このことは、彼らが伝統的な津軽三味線の様式に反対しているということではありません。彼らはきわめて伝統的な方法で津軽三味線を練習しました。師匠について伝統的な津軽三味線の基礎を身につけたあとで、彼らの個性が生まれたのです。

吉田兄弟は(① する)という夢をもっています。彼らの三味線コンサートは近い将来、(② )で行われることになるでしょう。真に日本的なものが「(③ )な」ものになり得るのです。このことはまもなく吉田兄弟によって証明されるでしょう。

#### *SECOND STAGE*

Answer these questions.

1) What is The Yoshida Brother's dream?

---

2) What will be proved by the brothers?

---

**Appendix 3** [ The handouts after the summer vacation ]

☆ R E V I E W S ☆

§ 1 *FINAL STAGE*

1) Answer these questions!

1 Why did a large audience come to the hall?

---

2 When was the audience surprised?

---

3 Did The Yoshida Brothers think that their sound is perfect?

---

---

2) Let's sort more!

1 There are ( many churches / in Rome / visit / to ).

---

2 I often ( to / the library / borrow books / to / go ).

---

3 To learn ( is / a new world / know / to / a foreign language ).

---

4 I have ( to / things / do / a lot of ).

---

5 She ( study / to / likes / study ).

---

§ 2 *HARD STAGE*

Answer these questions

1) Was it easy for them to practice the shamisen for a few hours every day?

It

---

2) When Ryoichiro and Ken'ichi took part in the All Japan Tsugaru-jamisen Concert, what did they realize?

---

WHY? \_\_\_\_\_

3) Let's sort!

1 It is ( Ken / fun / for / play / soccer / to ).

---

2 It is ( me / difficult / speak English / for / to ).

---

3 ( is / Hanako / for / easy / it / make a cake / to ).

---

### Appendix 3 [ The handouts after the summer vacation ]

4 ( hard / it / my brother / to / is / swim in the sea / for ).

---

#### § 3

Answer these questions.

1) What is the basis of their shamisen music? [ ad lib / playing / is ]

---

2) Which of the two brothers plays better on the stage than during practice?

---

3) 弟は音楽を聴くこと(聴くの)が好きです。

My brother ( listening / likes / to / music ).

---

4)彼は昨年三味線の練習を(することを)始めました。

He ( the shamisen / practicing / started ) last year.

---

5) 彼の趣味はCDを集めることです。

His hobby ( collecting / is / CDs ).

---

#### § 4

#### SECOND STAGE

Answer these questions.

1) What is The Yoshida Brothers' dream?

---

2) What will be proved by the brothers?

---

Let's sort more!

3)彼女の歌は近い将来世界に紹介されるでしょう。

Her songs ( be / will / introduced / to the world ) in the near future.

---

2)この質問はだれにでも簡単に答えられることができます。(答えられます)。

This question ( answered / can / by / be ) anyone easily.

---

3)その戦争はすぐにやめられなければなりません。(やめなければいけません)

The war ( stopped / be / must ) at once.

---

## Appendix 4 : Questionnaire given to the participants in September

LESSON 3 に関するアンケートのお願い

2009 年 9 月

熊谷 奈穂

今私は、7 月に行った Lesson3 ”TSUGARU-JAMISEN AND THE YOSHIDA BROTHERS”を使い、高校の授業をテーマに論文を書いております。以前もアンケートを取らせていただきましたが、皆さんが受けた授業が一体どのような結果として皆さんに定着したのか、また現状や課題把握のためにもう一度本アンケートを実施させて頂きたいと思っております。昔の話なので忘れていた部分もあるかと思いますが、是非ともご協力の程、宜しくお願ひ致します。

締め切り 9 月 11 日(金)

回収方法:授業後等私に渡して下さい。いない場合は、職員室の机の上に置いてください。

※回答は 5 段階で行います。特に表示がない場合は、

5 ・ 4 ・ 3 ・ 2 ・ 1

大変そう思う・まあまあそう思う・どちらでも・あまりそう思わない・全くそう思わない  
とみなし、当てはまる数字に○をつけて下さい。

I. もう一度あなたについてお聞きします。該当するものに○をつけて下さい(以下同)。

☆ 年齢 \_\_\_\_\_

☆ 英語を何年間勉強していますか。もっとも適切なものを選び、○をつけてください。

1      2      3      4      5      6      7      8      9  
10      11 年以上

☆ 英語は好きですか?      はい ・ いいえ

☆ 英語は得意ですか?      はい ・ いいえ

II. LESSON3 § 1 についてお聞きします。

1. FIRST STAGE で、吉田兄弟の演奏と普通のおじさんの演奏を聴き、日本語で感想をまとめた後、〈It is \_\_\_\_\_ for me to hear their playing.〉の形に合わせて\_\_\_\_\_にあなたの感想を英語で表現して頂きました。

その時、自分の感想を英語で表現することはできましたか。      5 ・ 4 ・ 3 ・ 2 ・ 1  
どうやって表現しましたか?(ex.和英辞書を使った。ペアにきいた。…)

( )

#### Appendix 4 : Questionnaire given to the participants in September

2. 日本語の穴埋め和訳は、自分で良くできましたか。 5・4・3・2・1  
どのように取り組みましたか(ex.辞書を使った。予想してみた。…)

( )

3. FINAL STAGE は並べ替えで行いましたが、出来はどうでしたか。 5・4・3・2・1

3-1. 〈to+動詞の原形〉の形を作ることができましたか。 はい・いいえ  
簡単だったところや難しかったところがあれば、具体的に教えてください。

( )

#### III. LESSON3 §2についてお聞きします。

1. SECOND STAGE の年表作りの出来はどうでしたか。 5・4・3・2・1  
どのように取り組みましたか。(ex.教科書をみた。出来なかったので、相談した。…)

( )

2. §2の日本語の穴埋め和訳は、§2と比べてどうでしたか。 5・4・3・2・1  
どのように取り組みましたか。(ex.辞書を使った。予想してみた。…)

( )

3. FINAL STAGE は並べ替えで行いましたが、§2での出来はどうでしたか。 5・4・3・2・1

3-1. §1と比べると、自分の出来はどうでしたか。 5・4・3・2・1

3-2. 〈It is ~for...to+動詞の原形〉の形を作ることができましたか。 はい・いいえ  
簡単だったところや難しかったところがあれば、具体的に教えてください。

( )

#### IV. LESSON3 §3についてお聞きします。

1. §3の日本語の穴埋め和訳は§1,2と比べてどうでしたか。 5・4・3・2・1

取り組みはどうでしたか。

( )

#### Appendix 4 : Questionnaire given to the participants in September

2. SECOND STAGE で、良一郎と健一の違いを見つける活動をしました。

2-1 英語で見つけることは、どうでしたか。 5・4・3・2・1

易 普 難

2-2 英語で表現することはできましたか。 はい・いいえ

3. THIRD STAGE について、正確に並べ替えることはできましたか。 はい・いいえ

V. LESSON3 §4 についてお聞きします。

1. §3 の日本語の穴埋和訳は、§1 又は 2 と比べてどうでしたか。

5・4・3・2・1

取り組みはどうでしたか。

( )

VI. 夏休み明けのまとめプリントについてお聞きします。

1. プリントを使って、各 § の内容を再確認することはできましたか。 はい・いいえ

2. 文法練習問題についてお聞きします。

2-1-1. §1 〈to+動詞の原形〉を使った問題は解けましたか？ はい・いいえ

2-1-2. レベルはどうでしたか？ 5・4・3・2・1

易 普 難

問題を解く時に、参考にしたものはありますか。(ex:プリント、ペア…)

( )

2-2-1. 夏休み明けの §2 〈It is 形容詞 for 人+to 動詞の原形〉を使った問題は解けましたか？ はい・いいえ

2-2-2. レベルはどうでしたか？ 5・4・3・2・1

易 普 難

問題を解くときに、参考にしたものはありますか。(ex:プリント、記憶…)

( )

2-3-1. 夏休み明けの §3 〈ing 形〉を使った問題は解けましたか？ はい・いいえ

2-3-2. レベルはどうでしたか？ 5・4・3・2・1

易 普 難

**Appendix 4 : Questionnaire given to the participants in September**

問題を解くときに、参考にしたものはありますか。

( )

2-4-1. 夏休み明けの § 4 〈助動詞+be+過去分詞〉を使った問題は解けましたか？

はい・いいえ

2-4-2. レベルはどうでしたか？

5・4・3・2・1

易 普 難

問題を解くときに、参考にしたものはありますか。

( )

VII. 取り組みについてお聞きします。

1. 予習はできましたか？

5・4・3・2・1

2. 単語の量はどうか？

5・4・3・2・1

非常に多い 適量 非

常に少ない

2-1. 新出単語の量はどうか？

5・4・3・2・1

非常に多い 適量 非常に少ない

い

2-2. 新出単語以外の単語の量はどうか？

5・4・3・2・1

非常に多い 適量 非常に少ない

2-3. 授業内で使った単語の量はどうか？

5・4・3・2・1

非常に多い 適量 非常に少ない

3. 辞書をひくのはどうか？

5・4・3・2・1

沢山ひいた 適度 全くひかず

3-1. 辞書をひくのは好きですか？

はい・いいえ

4. 予想で分かったり書ける単語や穴埋箇所はありましたか？

はい・いいえ

具体的に覚えている所があれば、書いてください。

( )

5. 所々英語で指示を出し質問しましたが、理解できましたか。

はい・いいえ

**Appendix 4 : Questionnaire given to the participants in September**

VIII. 全体の内容についてお聞きします。

1. 全体をとおして、LESSON3の内容は分かりましたか。 5・4・3・2・1
2. 何をもとに分かりましたか。以下から該当するものを選んで下さい。

教科書本文・授業内容・音読・プリント・英単語・自宅学習・塾・その他  
( )

3. 以前も聞きましたが、日本語訳は必要ですか。 はい・いいえ  
それはなぜですか？

( )

ご協力ありがとうございました。

Lesson3 に関するアンケートのお願い2

※回答は5段階で行います。特に表示がない場合は、

5 ・ 4 ・ 3 ・ 2 ・ 1

大変そう思う・まあまあそう思う・どちらでも・あまりそう思わない・全くそう思わない

とみなし、当てはまる数字に○をつけて下さい。

※梅組は、書ける部分のみで大丈夫です。(インフルエンザで欠席していたため)

I. もう一度あなたについてお聞きします。名前のみご記入下さい。

☆ 名前 \_\_\_\_\_

II. LESSON3 § 1 についてお聞きします。

1. 最初に吉田兄弟と普通のおじさんの演奏を聞いて頂いたときに、[it is~for...to+動詞の原形]を使って表現するように指示をし、実際に書いて頂きました。この指示は、あなたにとって分かりやすかったですか。

5 ・ 4 ・ 3 ・ 2 ・ 1

2. § 1 の文法事項について、この時は紙に書かれたカードを使い、黒板で並べかえを行って文法説明をしました。この解説方法は、あなたにとって分かりやすかったですか。

5 ・ 4 ・ 3 ・ 2 ・ 1

どの部分が分かりやすい又はわかりにくかったですか。

( )

III. LESSON3 § 2 についてお聞きします。

1. § 2 の文法事項についても、紙に書かれたカードを並べかえる形で行いました。この解説方法は、あなたにとって分かりやすかったですか。

5 ・ 4 ・ 3 ・ 2 ・ 1

どの部分が分かりやすい又はわかりにくかったですか。

( )

IV. 夏休み明けプリントについてお聞きします。

1. § 1 ではもう一度同じ問題に取り組み、続いて教科書問題に取り組みました。特に教科書問題では、答えあわせ後に改めて[to+動詞の原型]に注目してもらいましたが、この解説方法は、あなたにとって分かりやすかったですか。

5 ・ 4 ・ 3 ・ 2 ・ 1

**Appendix 4 : Questionnaire given to the participants in September**

どの部分が分かりやすい又はわかりにくかったですか。

( )  
2. § 2でももう一度同じ問題に取り組み、続いて教科書問題に取り組みました。その後、いくつか it is~で書かれた問題を並べ、Uさんにその規則性について答えて貰いました。そこで、「it と is と for と to と the が使われていることを見つけ出した上で、問題に取り組みましたが、この方法はあなたにとってわかりやすかったですか。

**5・4・3・2・1**

どの部分が分かりやすい又はわかりにくかったですか。

( )  
3. § 3では、LESSON 1や現在の授業のように、ポイント[ing 形]を提示する形で行いました。この方法は、あなたにとってわかりやすかったですか。

**5・4・3・2・1**

どの部分が分かりやすい又はわかりにくかったですか。

( )  
4. § 4では、LESSON 1や現在の授業のように、ポイント[助動詞+be+過去分詞]を提示する形で行いました。この方法は、あなたにとってわかりやすかったですか。

**5・4・3・2・1**

どの部分が分かりやすい又はわかりにくかったですか。

( )

最後に…

あなたにとって、

1. 文法事項を最初にポイントで提示される授業はわかりやすいですか。

**5・4・3・2・1**

2. 文法事項を最初に示さず、文章内容や形からその規則性を見つけたり、並べかえたりする活動を経て文法事項を習得する授業はわかりやすいですか。

**5・4・3・2・1**

コメント等何かあれば書いてください。(成績などとは全く関係ありません。)

( )