

A Comparative Study of Language Policy and Actual English Education between Korea and Japan*

Keiko Yamazato** Seiko Kinjo***

Abstract

Among international languages, English is used in many cases (almost in all cases) in international affairs as the principal means of communication among people throughout the world. So, it is quite natural for English language teachers in any country to have developed a strong desire to help their students learn English properly in their daily lessons. However, it shouldn't be forgotten that teachers in their daily practices, in whatever country, must follow the directions given by their respective ministries of education. This paper critically assesses how English education is organized in Korea and Japan, comparing political backgrounds, teacher training programs, English textbooks, and actual English lessons at school.

1. Introduction

In the age of globalization, people are asked to communicate with each other wherever and whenever they meet. In order to exchange information on a certain matter they have to cope with, they need a means of communication and they quite naturally use the English language for that purpose. It means people are expected to be ready to use the English language at that moment, anticipating that all the people who communicate with have already received a good English education at school in advance.

Language Education in any country is done under its government language policy, and teachers are obliged to follow it. If a government has a plan to lead the nation people's English ability up to the level of native speakers of English, it will take strenuous and effective measures to help teachers conduct their English classes as successfully as possible.

English teachers in each country want to help their students become good members of the global society, so they are curious about the English education in neighboring countries. When they get information of an effective way of teaching and its good outcome, they want to observe it and introduce it to their own classes.

One of Japan's neighboring countries is Korea

and their English education seems far better than that in Japan shown by that nation's higher rank in the TOEFL recently. This fact has caused the authors of this paper to compare the situation of English education in Korea and that of Japan. Therefore, this paper pursues a study of each country's English language policy, English textbooks, and its actual English education at school. It will also give advice to Japanese English teachers on how to improve their teaching in order to respond to the requests from the present global society.

2. English Language Policy in Korea

According to one of the scholars who have been studying the English Education in Korea, Professor Mico Poonoosamy, Monash University in Australia, "the South-Korean government has kept the sustainable language policies to have an authoritative voice in the global world since 1990 till today." The government also offers a special scholarship program named TALK (Teach and Learn in Korea) to encourage people in educationally weak areas to learn English (Poonoosamy, 2009). This measure by the government is to assure that students in each school no matter where it is located in Korea are given an equal opportunity to have access to a good English education. The gov-

ernment doesn't forget to offer one more important program to the people in Korea in order to meet the government ambition; that is, an "English Teacher Training Program." This training program is described in Section 4. "In-Service Teacher Recurrent Education between Korea and Japan" in this paper.

2. 1. The English Levels the Korean Educators Aim at

If English teachers really understand what their government and the global society request young people, they will pay much attention to what sort of English education should be programmed in their school curriculum. The members of English educational reform group in Korea set up the final goal of their English education as follows:

The kind of English we need today is not the kind of tourist English, but the language of economics, science and technology" (Lee, Feb. 2011).

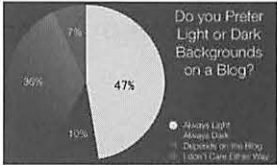
Businessmen in Korea notice that they truly need English ability to improve their business as global business (NIKKEI BUSINESS, 2012). This is their way of surviving in the current situation of the business world (NIKKEI). Therefore, Koreans have naturally become more interested in teaching/ learning English so that the content of English education has been improved year by year.

Having such voices, they have been creating new interview questions for college entrance examination. Professor Wonkey Lee, Seoul National University of Education showed sophisticated questions as examples at The Japan Language Testing Association held at Momoyama Gakuin University in Japan in October, 2011. The two figures in the right column are a part of the samples provided by Professor Lee (Lee, October, 2011).

The questions in these two figures are classi-

(Type 5) Explain the given information

1. An Internet blog site asked its users whether they preferred light or dark backgrounds in blog design. The results were:



Do you Prefer Light or Dark Backgrounds on a Blog?

- Always Light 47%
- Always Dark 10%
- Depends on the Blog 36%
- I Don't Care Either Way 7%

How about you? Do you prefer light or dark backgrounds on a blog? Describe the diagram using "majority," "quite a few," and "only." Then say your opinion. You'll be given one minute to prepare your answer.

The majority like light backgrounds but quite a few readers think it depends upon the blog design. Only one tenth go for dark backgrounds. As for me, I agree with the majority. I think light background is more appropriate for a blog. When I see a blog with dark background, I tend to think the information provided in the blog is unreliable. I don't know why, but it's true.

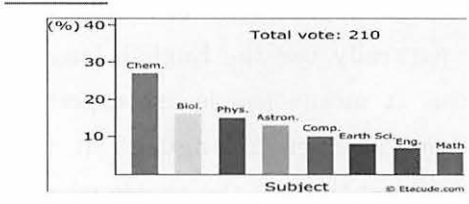
(Lee)

Figure 1

Note:

- 47% Always Light
- 10% Always Dark
- 36% Depends on the Blog
- 7% I don't Care Either Way

2. Look at the bar chart, which presents the percentage of the subjects that high school students like to study. Compare and contrast each subject's ratio on the basis of the chart, and give us your opinion about your preference.



Total vote: 210

Students' preferences of the subjects are in the order of Chemistry, Biology, Physics, Astronomy, Composition, Earth Science, English and Math.

Chemistry is the most favored subject, and Math is the least favored subject.

Actually I don't like Chemistry very much unlike these students. My favorite subject is Biology.

(Lee)

Figure 2

fied in Type 5, the second highest level of the interview test. These are for an interview test, not for a reading test. Korean high school students need to be trained to read what the items and the numbers of the figures indicate and at the same time they have to express their thoughts related to these data in the figures. The educators are actually leading younger people toward the government ambition, that is, to have an authoritative voice in the global world and to respond to the request from the global society.

Not only high school students but also the students at every school in Korea are encouraged

to learn English properly to achieve the government desire. The Course of Study by the Ministry of Education states that elementary school students are fostered to be able to have conversation about their daily routines and general topics (Kim, 2011). Their English textbooks are compiled along with the statements introducing a large number of words to help them be good at conversation. Korean elementary school children are supposed to learn 500 words, junior high school children 1,290 words and senior high school students 2,800 words (The Ministry of Education, Culture, Sports, Science and Technology=MEXT, 2011)

Even elementary school students are asked not only to memorize words, but also to read and write as well as learning difficult grammatical items. Teachers at a private school (Kyunhee Elementary School) where the authors visited made the students challenge to learn such words: invisible, confidential, exterminate, accomplish, justice, etc. One of the male students made up a very beautiful sentence using a difficult sentence structure "If I were ..., I would ...". The sentence he made is "If I were invisible, I would visit North Korea." This is not tourist English at all, but it reflects the student's real state of mind about a not easy political situation between North Korea and South Korea.

At a public elementary school (Anpyeong Elementary School), the third graders whom the authors observed showed their enthusiastic behavior in mastering the English expression of "How many do/does ... have?" in their English activity. They were divided into several groups and each of which was asked to draw a monster they were creating on a large sheet of paper. Each group was given a die and color pens. The activity went as follows:

- ①students in one group say, "Lets' make ears."
- ②and ask in chorus "How many ears?"

(The teacher says in a full sentence, but the

students are allowed to say this fragment.)

- ③one student throws the die
- ④everybody responds referring to the dots on the face of the die, "Wow, five!"

They took turns to throw the die and drew a beautiful or ugly monster. All the students could say the question, and every student could answer it. They could not only give responses orally, but also read and write the sentences or fragments of what they were saying. In addition, each of them made a report of what she/he'd done in the activity in front of the classmates.

- ⑤she/he made a report saying "My monster has five ears!" pointing out the ears of the monster she/he drew with the group-mates.

Such class activity with students' reports as the summary of the class has never been observed in Japan. It's rather the teacher's job to summarize the class.

Another impressive thing of the same class was the rules of studying in class. The rules are written on a piece of paper and placed on the board in front of the students. See Picture 1.

The picture tells that the third graders at Anpyeong Elementary School have already started to seek what learning means: Love and respect everyone! How beautiful it is!



Picture 1

3. English Language Policy in Japan

A great voice of reformation of English education in Japan was announced by the late Prime Minister Keizo Obuchi in the late 1990s. He was keen on globalization so that he often challenged himself to speak English and asked English teachers to improve the Japanese people's English ability to be able to use it adequately at the right moment, especially in a situation of oral communication. Because Japanese people have been taught English based on the Grammar Translation Method, they understand English from the point of view of linguistics, but not as a means of communication. As a result it has caused them not to be good at speaking English. And what is worse, their inability of speaking in English has been severely criticized by the people of other nations.

The Ministry of Education, Culture, Sports, Science and Technology (=MEXT) arranged its Advisory Organ and started to seek possible ways to put the late Prime Minister Keizo Obuchi's proposal into practice (Hatta, 2003). Therefore, educators began to consider implementing English Education at elementary school and offered a chance of experimenting with teaching English in a few elementary schools supported by the Ministry. Finally all elementary schools commenced teaching English in 2011 (MEXT, 2010). While these matters were being dealt with, teaching/learning Aural/Oral English was stressed and introduced to Junior High School and Senior High School instead of grammar centered English education.

3.1. English Levels the Japanese Educators Aim at

The Ministry's official guidelines (the Course of Study) for school-teaching state as follows:

- ①For Elementary School (overall objectives):
 ...familiarizing pupils with the sounds and basic expressions ...
- ②For Lower Secondary School (overall objectives):

To develop students' basic practical communication abilities such as listening and speaking, ...

- ③For Upper Secondary School (overall objectives):

To develop students' practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas ... (There are six subjects)

Aural/Oral Communication I, Aural/Oral Communication II, English I, English II, Reading, Writing

As they are observed, the overall objectives for elementary school and lower secondary school emphasize the sound part of language. It means the educators do not pay much attention to the number of words students have to acquire. High school students may have to learn many English words if they wish to study the subjects of reading and writing. However, the guidelines focus on English sounds too much and they have reduced the number of words in English education. Here are the changes.

<High School Level >

2,400~3,600 (1970)→ 1,400~1,900 ('77)→
 1,400 ('89)→ 1,300 ('98)→

[1,800 (2011, but not yet introduced)]

<Junior High School >

950~1,100 (1970)→900~1,050(1977)→
 1,000(1989)→ 900(1998)→ 1,200(2011)

(MEXT, 2011)

With that small number of words (1,300), what kind of topics can Japanese high school students discuss? Are they studying "Tourist English?" How about Junior High School students? They have studied only 900 words. The educators might have noticed the number was not good enough. There are now 1,200 words in the newly revised

English textbooks.

Is it possible for Japanese students to express their political situation with this small vocabulary size? How far they are behind Korean students! Are Japanese English teachers satisfied with this fact?

4. In-service Teacher Recurrent Education between Korea and Japan

Teachers wish to have a chance to improve their teaching skills and also want to learn how to take care of their students along with changes in the students' environment which influences the current life style of young people. Teachers cannot ignore this.

4.1. The Case of Korea

It is desired that the homeroom teachers at elementary school should introduce English to their students. The teachers are assigned to get the 120 hours training during the long vacation in August (Kim). From 200 to 300 participants attend and they get lectures at an educational institution or a college of education. The contents of this recurrent education program are as follows:

- ①Lectures about teaching methods and English teaching theories by college instructors or specialists: about nine hours in total.
- ②Group work in English conversation, pronunciation, classroom English, how to use flash cards and how to conduct the English class. The first three are taught by native speakers of English.
- ③Lesson hours: Two hours a day. Forty hours for English conversation. Sixty hours for training of using flash cards and classroom English and managing a class.
- ④Lectures by Principals and senior teachers giving their experience
- ⑤Explanation about the actual situation of English education at local schools by some members of the board of education there.

⑥Utilizing the elementary school-related site on the internet to get various materials

⑦Making teaching plans for fifty hours and doing teaching demonstrations

4.2. The Case of Japan

Colleges of education offer a special course for the teachers who are in charge of English activities at Elementary School. There are three fields in the course: to do English communication practice for twenty hours, to learn basic theories of teaching English for eight hours and to practice how to conduct an English class for twelve hours. The lessons of the course are taught by native speakers, famous Japanese English teachers, some teachers from Prefectural Education Centers and universities. The period of training lasts from eight days to twenty days. However, it is possible to entrust the training plan to each local board of education, so that the local board can offer many fewer hours of training like from six hours to twenty seven hours only as happened in 2005 (Kim).

5. Overall Goals of English Education and Textbooks Used in Japan and Korea

Section 3.1. illustrates partially Japan's Course of Study concerning the overall objectives of the Ministry of Education, Culture, Sports, Science, and Technology (MEXT), but in this section it is compared with that of Korea. The overall objectives of English education influence the curriculum as well as the contents of textbooks. English textbooks for elementary schools and middle schools in both countries are examined to see if there is any difference.

5.1. General View of Revised Curriculum in Korea and New Course of Study in Japan

Table 1 on the following page shows the "Aim of the 2007 Revision of Curriculum in Korea" and the "New Course of Study in Japan (2007)" for elementary schools and junior high schools in both countries.

Table 1

| | Aim of the 2007 Revision of Curriculum in Korea | New Course of Study In Japan(2007) |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary | <p>The overall goals of the English curriculum</p> <ol style="list-style-type: none"> 1. Students will have confidence and be interested in English and acquire basic communication skills. 2. Students will be able to have conversations about their daily routines and general topics 3. Students will understand and utilize various information about foreign cultures. 4. Through understanding foreign cultures, students will recognize and see their own culture from a new perspective. (Naruto University of Education, 2011) | <p>Chapter 4 Foreign Language Activities</p> <p>I. OVERALL OBJECTIVE</p> <p>To form the foundation of pupils' communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages. (MEXT "Foreign Language Activities for Elementary School," 2008)</p> |
| Middle School (Junior High School) | <p>"English education at middle high school aims to help students improve their abilities of understanding English about daily life and general topics as well as expressing their minds in English based on what students have learned at elementary school. There are four detailed aims.</p> <ol style="list-style-type: none"> ① To recognize the need for communication in English. ② To communicate about daily life and general topics effectively. ③ To understand a variety of foreign information in English and utilize it. ④ To understand a variety of culture through English learning, and introduce the culture of our own country in English. (Carreira, 2011 <translated by Kinjo>) <p>【韓国の2007年改訂教育課程の目標】 Aims in the 2007 Revised Curriculum (教育人的支援部、2007、p4) Department of Education Support</p> | <p>FOR JUNIOR HIGH SCHOOLS FOREIGN LANGUAGES (ENGLISH)</p> <p>I. OVERALL OBJECTIVES</p> <p>To deepen the understanding of languages and cultures through foreign language learning; to foster a positive attitude to attempt communication; and to develop basic communication abilities in listening, speaking, reading, and writing.</p> <p>II. OBJECTIVES AND CONTENTS FOR EACH FOREIGN LANGUAGE</p> <p>1. OBJECTIVES</p> <ol style="list-style-type: none"> (1) To develop an ability to understand the speaker's intentions, etc. expressed orally in simple English. (2) To develop an ability to talk about one's thoughts, etc. in simple English. (3) To familiarize students with reading in English and develop an ability to understand the writer's intentions, etc. expressed in simple English. (4) To familiarize students with writing in English and develop an ability to write about their thoughts, etc. in simple English (MEXT "Foreign Language Activities for Junior High School, 2010) |

Table 1 can be briefly summarized as follows:

- ① While Korean elementary school students are helped to acquire basic communication skills, Japanese students are helped to form the foundation of communication abilities and to become familiar with the sounds of English.
- ② While Korean middle school students are making use of English skills obtained at elementary school to understand a variety of foreign information in English and express their minds, Japanese students are helped to become familiar with reading and writing English.

5.2. English Curriculum for Elementary School in Korea and Japan

In 1997 the 7th curriculum was established in Korea, but the 6th curriculum was still active for a while. Under the 6th national curriculum, only "Listening" and "Speaking" started in the 3rd grade, "Reading" in the 4th grade and "Writing" was in the


5th grade. When the 7th national curriculum was revised in 2007 after an interval of ten years, "Reading" was introduced into the 3rd grade and "Writing" into the 4th grade as the Nation Common Basic Curriculum.

On the other hand in Japan, under the Chapter Four Foreign Language Activities by MEXT, English education at elementary school is generally (not grade by grade) stated as aiming at fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages. Therefore, students are not asked to learn Reading and Writing. Concrete examples of these are shown in Table 2 and Table 3 in Section 5.3.

5.3. English Textbooks


Textbooks are the right ones to understand what is taught at school. It may be possible to see how much of the government's ambition is reflected

Table 2

| Korea  | The number of the words | ~ Skills ~ | | | | |
|-------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------|--------------------------------------------|-------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------|
| | | Listen | Speak | Read | Write | Others |
| 3 rd grade | 80~120 (92 pages) | 1. Look and Listen 2. Listen and Repeat | 1. Look and Listen 2. Listen and Repeat | 1. Let's Read | Not Identified | 1. Let's Play Chant, Songs, Games and Role play |
| 4 th grade | 80~120 (98 Pages) | 1. Look and Listen 2. Listen and Repeat | 1. Look and Listen 2. Listen and Repeat | 1. Let's Read | 1. Let's Write | 1. Let's Play 2. Let's Chant and Sing 3. Let's Role Play 4. Let's Review |
| 5 th grade | 90~130 | 1. Look and Listen 2. Listen and Repeat | 1. Listen and Speak 2. Look and Speak | 1. Listen and Read 2. Let's Read | 1. Let's Write 2. Read and Write 3. Listen and Write | 1. Let's Practice 2. Let's Sing/Chant |
| 6 th grade | 90~130 (136 pages) | 1. Look and Listen 2. Listen and Repeat | 1. Listen and Speak 2. Look and Speak | 1. Listen and Read 2. Let's Read | 1. Let's Write 2. Read and Write 3. Listen and Write | 1. Let's Practice 2. Let's Sing/Chant |

(Nishiko)

Table 3

| Japan  | The number of the words | ~ Contents ~ | | | | |
|-------------------------------------------------------------------------------------------|-------------------------|--------------|------------|--------------|-------------|----------|
| | | Let's Sing | Let's Play | Let's Listen | Let's Chant | Activity |
| 5 th | 130 (64 pages) | ◎ | ◎ | ◎ | ◎ | ◎ |
| 6 th | 150 (64 pages) | ◎ | ◎ | ◎ | ◎ | ◎ |

◎: conducted

(Tsuruta)

"English Notebook" is constructed as follows;

- (1)Let's Sing to sing songs with simple gestures
- (2)Let's Listen to listen to the CD and choose right answers
- (3)Let's Chant to practice utterances in chants using CDs
- (4)Let's Play to play games
- (5)Activity (conversation) to talk with friends using English

By Keiichi Tsuruta,
Ofuse Municipal Kurigaoka Elementary School

in them.

5.3.1. English Textbooks for Elementary School

Table 2 and Table 3 show the contents of the textbooks used for Elementary School English Education in Korea and Japan.

5.3.1.1. Korean English Textbooks for Elementary School

Table 2 shows that the students in the 3rd grade in Korea learn from 80 to 120 words and they practice "Listen and Speak" using these words. When they become 4th graders, they also learn the same number of words. They start to read and write in addition to "Listen" and "Speak."

As it is observed in "The Overall Goals of the English Curriculum," the students in Korea start to

practice basic communication skills in their 5th grade. They learn many more words (340~500 in total) in the 6th grade.

5.3.1.2. Japanese English Textbooks for Elementary School

Table 3 shows the general contents of the Japanese textbooks, which are actually called "English Notebook." The contents are Let's Sing, Let's Play, Let's Listen, Let's Chant and Activity. When the contents of the Japanese Notebooks are compared with the contents of Korean textbooks, it is noticed how small the number of words that is learned by Japanese students. They learn only 280 words in two years in the 5th and 6th grades. The difference in English education between Japan and Korea seems to come from the difference of naming the

subject in the school curriculums: "English Education" in Korea and "Foreign Language Activity" in Japan. Therefore, elementary school students in Korea have to learn all four language skills by the time they finish 6th grade. On the contrary, Japanese students are not asked to learn all of the four language skills, but only two, Listening and Speaking during their elementary school days.

Foreign Language Activities have been practiced at Japanese elementary schools since 2011. The "English Notebook" is used as the English teaching/learning material for teachers and students. Depending on the scene on the page, the Japanese language is also used.

The four items in Table 3 – Let's Sing, Let's Play, Let's Listen and Let's Chant – are not the so-called four skills in English learning. The contents seem to be designed to have an aim that students will become familiar with English through the activities such as responding to English sounds and rhythms paying no attention to English letters.

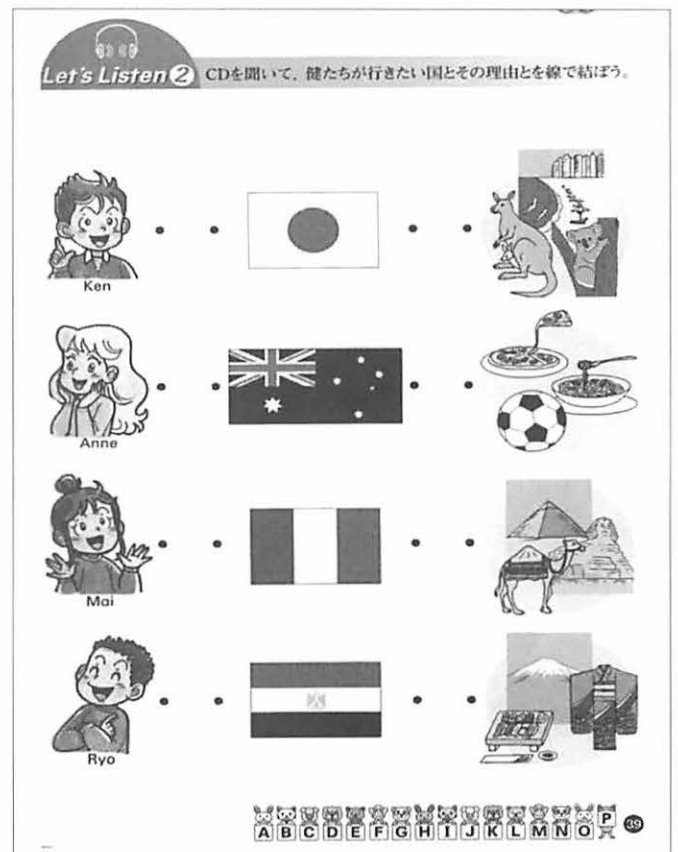
In order to explain what kind of activities is taken into "Let's Listen," two pictures from the English Notebook for 6th graders are shown below.

Picture 2 indicates that 6th graders are asked to listen to English on a CD containing the self-introductions of the four people pictured on the page and to write the names of their countries in JAPANESE. The purpose of Picture 2 is to help students learn the flags of various countries and get accustomed to saying "I want to go to ~." Picture 3 indicates that students are asked to listen to English on a CD and match three items: person, country and reason. In this matching, students are asked to talk in English about the country and give the reason why each person in the picture wants to go to that particular country.

These are the samples of one aspect of "Listening" activities in "English Notebook" which the Japanese Ministry of Education made for 6th graders. On the other hand, teachers are advised not to put weight on "Writing or Reading," and they



Picture 2



Picture 3

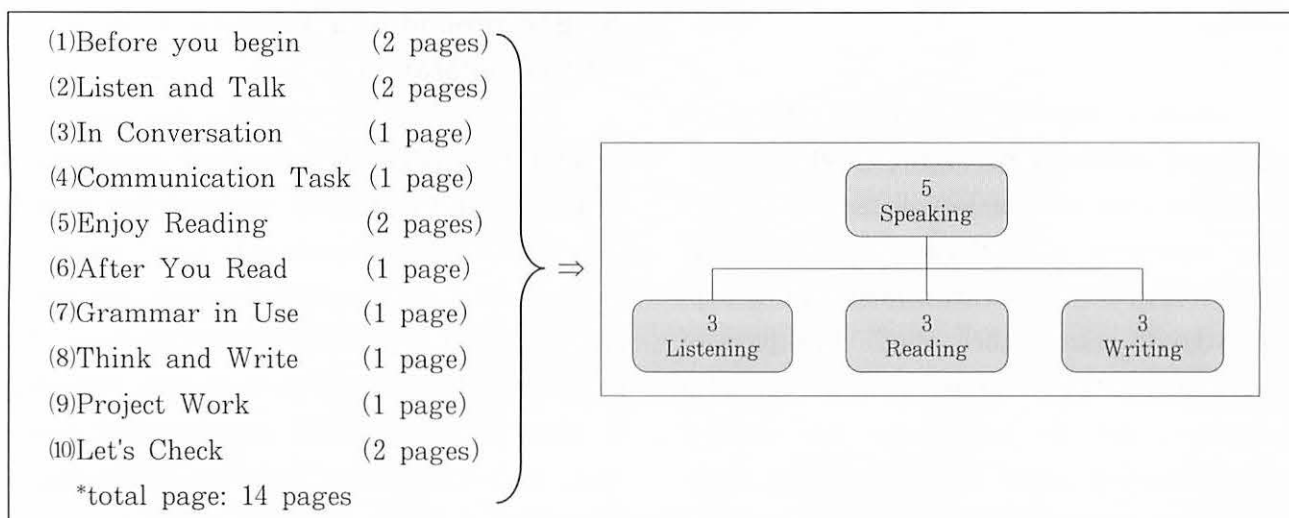


Figure 3

should not use any grammatical expressions at all.

On the contrary, in Korean textbooks for 6th graders, Reading and Writing sections are included. Even though Japanese elementary school students are taught about 130 English words in the 5th grade and 150 in the 6th grade, Korean students are taught 90~130 words in each grade (5th and 6th) and 80~120 (3rd and 4th). At the end of elementary school education, Japanese students learn only half the number of words that Korean students do.

5.3.2. English Textbooks for Middle School/Junior High School

The number of items to be learned by middle school students is another concern of English teachers.

5.3.2.1. Korean English Textbooks for Middle School

Figure 3 shows the general structure (contents) of textbooks for Middle School (MIDDLE SCHOOL ENGLISH 1, 2011).

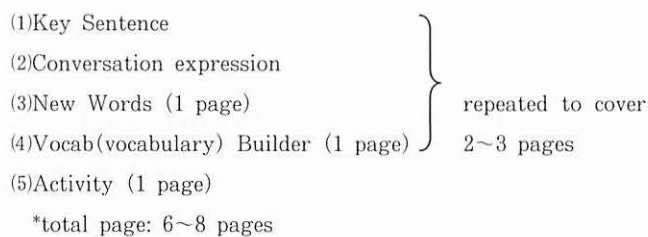
The lesson with 14 pages is divided into four categories: Speaking, Listening, Reading and Writing which have the ratio of 5:3:3:3. As far as the structure is observed in Figure 3, it can be said that "Speaking" is regarded as the most important skill so that the other three skills; Listening, Read-

ing and Writing are kept in a good balance although with a smaller ratio than speaking.

When the authors visited Seocho Middle School (public school in Seoul), they had a chance to see their English textbooks and to observe an ordinary English class which was conducted in English. The four category ratio of 5:3:3:3 was actually there.

5.3.2.2. Japanese English Textbooks for Junior High School

The general structure of one lesson in a typical Japanese English textbook is as follows. (ONE WORLD English Course 1, KYOIKU SHUPPAN 2012)



The lesson with 6~8 pages shown above has five items from (1) to (5), but four items from (1) to (4) are repeatedly used. It means each page has a new key sentence, new words and new conversation expressions. Because of these well balanced items on each page, Speaking exercises are far less than that of Korean textbooks. The last item "Activity" is at the end of one lesson as the summary of

that lesson.

5. 4. Discussion of English Textbooks, Students and Teaching at Middle School/Junior High School

Judging from the number of items in the two different structures of textbooks, it could be said how well Korean Textbooks are compiled while Japanese textbooks seem rather rough. One page of the Japanese textbook contains new words and a key sentence, and the same page also includes practices of the four skills. If one page has a grammar item (key sentence), the teacher must explain it in Japanese. Then the class becomes rather teacher centered.

Students in Korea have already started to learn English as an ordinary subject of school curriculum in Elementary School so that they have the basic four skills of the English language before they enter Middle School. They can produce what they want to say about their daily life in their own words. If they go through 10 items of the structure of the textbook stated on page 21, they can think, write, speak and read far better.

Japanese students have to start reading and writing English words (even letters) when they become junior high school students because Japanese Elementary School students are not asked to learn these two skills of the English language.

So, Japanese teachers in Junior High School have to teach a new grammar item (key sentence) and new words on each page. In other words, students need to have these things on each page explained in Japanese. They cannot read by themselves because the key sentence and the words on the page are new to them. They have to know the meanings of these before they start reading. Therefore, it takes a lot of time for Japanese students to remember the new words first and to use them as their own words to describe their daily life.

6. Background of a Teaching Experiment of Using Literature

Japanese English teachers are strongly demanded to develop their students' communicative competence in English and many models have been shown to them. However, it is very rare to see a model dealing with literature, which was once the primary method in language teaching. Slater (1987) points out, "Literature also provides a rich context in which individual lexical or syntactical items are made more memorable." Nishihara (2002) describes "the utility of the use of literature in communicative language teaching. For example, there are claims that using literature increases the students' cultural knowledge." In other word, words and grammar are well taught in literature. To teach reading literature is to help students develop their communicative competence. "Reading" is a very important aspect in language teaching.

The textbooks used at school now contain new grammar items and new words on each page under the demand of helping students improve their communicative competence, but they seem not effective to realize this demand, and these textbooks do not have many reading materials.

Therefore, an experiment of teaching reading using literature besides textbooks was conducted in order to see if it would work well in helping students improve their English ability keeping a good balance of the four skills.

6. 1. Setting up an Environment for the Experiment

There are four classes in the 8th grade at Ishida Junior High School where one of the authors of this paper (Ms Kinjo) works. She was assigned these four classes to conduct an experiment of English teaching using English literature. The result of the experiment was checked in the light of their answers to a questionnaire and the results of a prefecture-wide test.

6.2. Steps of Introducing English literature

In order to make the students take part in the experiment, several steps are prepared.

Step 1: to stock about 50 new English story books (Cinderella, Pinocchio, Jack and the Beanstalk, The Three Little Pigs, The Ugly Duckling and Monkey etc.) in the library.

Step 2: to assign students to read and translate the stories into Japanese.

Step 3: to use audiovisual aids: videos, DVDs, CD players and TV which are helpful for students to understand the contents of the English stories.

Step 4: to make students write down the words they know while they are listening to and watching the DVD.

Although the stories of the literature books are different from the ones in the text books, they are already familiar to the students and the students know the contents of the stories. Reading such books, they are able to learn very common English expressions such as "a long long time ago, once upon a time there lived a ~. there was a ~, etc." Most of the stories have the same and repeatedly used expressions which help the students understand the content of each story relatively easily. This is the reason why the students are asked to translate a passage into Japanese in Step 2. This task is one way of making the students have an image of what they are reading.

When an experiment was conducted in 2011, the best students could write more than 100 words and slower learners could write less than 10 words while they were listening to and watching the DVD.

Japanese English teachers may worry about how students cope with unlearned words in a story. One of the important things in such case is to let them infer the meanings of those words. This is called Top-down style in reading and it is a process of building appropriate contexts and interpre-

tation based on one's own experience, while a reader looks for an effective clue in a text (Kinjo, 2012). If the story is familiar one to them, they are able to find clues of the meanings of unlearned words.

Step 5: to offer image training

Knowing the fact that there were some students who were rather slow, another sub-experiment was conducted to help them before the originally planned experiment was carried out. The sub-experiment is "image training" and it was given to not only slow learners but also ordinary learners. This image training started with matching English words and pictures, and then, phrases and pictures, and filling in the blanks with appropriate words using well-known songs like Mary Had A Little Lamb. After having this image training, the students became much more interested in reading stories. At the same time they were encouraged to make use of their past experiences to have an image of what they are reading.

7. Findings

The experiment of teaching English using literature is evaluated with two measures: a questionnaire (twice) and the "Prefecture-wide Standardized Test for 8th graders in 2012 (It was actually given in 2011, but reported in 2012).

7.1. Results of Questionnaire (twice)

It is important to see in what students show their interest most in their English lessons. The students in four classes were given a questionnaire twice but only in the first term. The first one was given in the beginning of the term (April) and the second one was given in the end of the term (July), having only one question in it, that is, "Which part of your English study do you like best?" See Table 4.

The table shows more students in three classes have become interested in Reading at the end of the term except one class (Class 3) which remained

Table 4

Q. Which part of your English study do you like best?

| | Class 1 | | Class 2 | | Class 3 | | Class 4 | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Apr. | Jul. | Apr. | Jul. | Apr. | Jul. | Apr. | Jul. |
| Listening | 44% | 43% | 44% | 29% | 35% | 46% | 39% | 28% |
| Speaking | 11 | 13 | 10 | 26 | 14 | 16 | 24 | 18 |
| Writing | <u>39</u> | <u>21</u> | <u>38</u> | <u>32</u> | <u>48</u> | <u>32</u> | <u>29</u> | <u>36</u> |
| Reading | <u>6</u> | <u>21</u> | <u>8</u> | <u>13</u> | <u>3</u> | <u>2</u> | <u>8</u> | <u>18</u> |

the same. The reason hasn't been found yet.

7.2. Results in the "Prefecture-wide Standardized Test for 8th Graders in 2012 (conducted in 2011).

As another checking tool of the experiment, the Prefecture-wide Standardized Test for 8th graders is used here. The test was given in 2011 but reported by Naha Board of Education in 2012 as Table 5 and Figure 4.

The results of three groups of students are compared: Ishida (experimental school), Naha (all schools in Naha City), and Okinawa (all schools in Okinawa prefecture). Table 5 and Figure 4 show that Ishida's scores in four items (Listening, Speaking, Reading and Writing) are higher than those of Okinawa. If Ishida is compared with Naha, the scores in three items are higher than Naha except Speaking. However, Ishida's Reading is higher than Naha and Writing is still higher than Naha. Therefore, it could be said the experimental school students learned better in Reading and Writing in using literature during the short period of time (four months).

8. Conclusion

The language policy that is made by the government of a country controls English education at school from elementary school to the college entrance examination. The Korean Government has a desire of having an authoritative voice in the global world since 1990 till today (Poonoosamy) so that it emphasizes effective English language teaching at all school levels. Educators design their English edu-

Table 5

| Skills | Ishida | Naha | Okinawa |
|-----------|--------|-------|---------|
| Listening | 75.6% | 71.6% | 69.5% |
| Speaking | 55.5 | 63.6 | 51.3 |
| Reading | 50.9 | 48.1 | 47.3 |
| Writing | 51.4 | 50.9 | 45.1 |

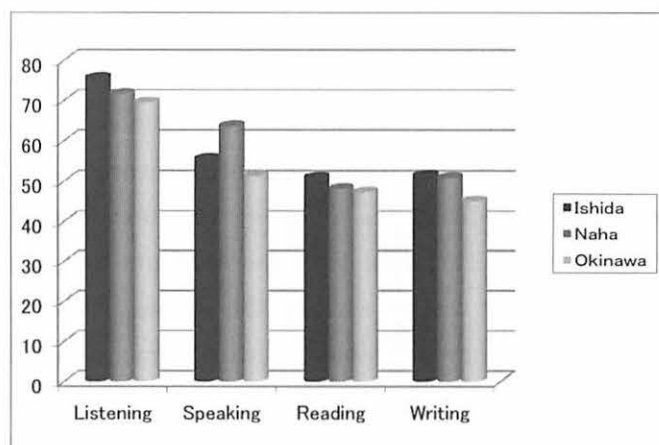


Figure 4

cation not as a kind to teach tourist English, but to teach the language of economics, science and technology (Lee). They have made marvelous progress in leading young people showing good ranks in TOEFL and TOEIC. They have introduced an English interview test in their nationwide college entrance examination with highly sophisticated questions.

In comparison, the language policy of the Japanese government seems not practical. Although it emphasizes the importance of developing students' communicative competence, the contents of textbooks are not good enough to make it real. In communicating with others, people are not expected to utter one perfect grammatical sentence, but they

have to know the context of the communication they are involved in. Therefore, teachers must be careful about teaching materials and ways of their teaching.

In the research of Korean English textbooks in elementary school and middle school, it was found that the students in Korea learn English more than the students in Japan. In a private elementary school in Korea, students use a book for reading in addition to an ordinary English textbook. That is to say that English education in Korea gives much more input of English through reading than that of Japan.

An experiment done at Ishida Junior High School with reading instruction utilizing literature, showed that the students gained higher points than the average of all students of Okinawa prefecture as well as all students of Naha except Speaking in the Prefecture-wide Standardized Test. That is, generally, teaching students to read literature is a valid method to improve their language ability.

9. Suggestions to Japanese English Teachers

This paper has pursued the importance of teaching "Reading" in order to develop students' communicative competence. Japanese students at elementary schools are fostered to be familiarized with only English sounds, so they tend to show uneasiness when they are asked to read sentences and stories.

According to research about Junior High School students' favorite language skill (Benesse, 2008) by an Education Research and Development Center, students show about the same degree of interest in Listening, Writing and Speaking. "Reading" is the lowest with only 34%. Teachers have responsibility to improve their reading skill in the near future because if students are guided to have an interest in reading stories which are familiar to them, their English language skills will be improved keeping a good balance among the four skills as the experiment conducted at Ishida Junior High School shows. It is wise to remember

Slater's words: "Literature also provides a rich context in which individual lexical or syntactical items are made more memorable."

In the textbooks now being used at school, there are a lot of new grammar items and words on every page, but these textbooks do not have many reading materials. The authors of this paper urge Japanese teachers to go out and find interesting story books for your students to catch up with Korean students and have a dream of students in both countries discussing how to create a peaceful living condition for people's daily life in the global society!

Notes:

We (the authors of this paper) would like to express our gratitude from the depth of the heart to the following people who made it possible for us to visit elementary schools and a junior high school in Korea: Professor Randolph H. Thrasher (Okinawa Christian University); Professor Wonkey Lee and Professor Kim Jinsok (Seoul National University of Education); the Principal of Seocho-Middle School, the Vice-principal, and Ms Choi Ahjung; the Principal of Kyunhee Elementary School, the Vice-principal, Mr. YongGu Kim and Ms Kyung Hoon Lee who coordinates guests and class observations; the Principal of Anpyeong Elementary School, the Vice-principal, Ms Sujin Lee, the homeroom teacher of 3rd graders and the assistant teacher whose class we observed, other teachers, staff, and all of the students who allowed us to observe their classes.

*: The same title is used for the presentation by the same authors at the 2012 EWC/EWCA International Conference in Beijing, China. The content of the presentation is modified for this paper.

** : Keiko Yamazato: professor of English Communication Department of Okinawa Christian University and its graduate school

***: Seiko Kinjo: graduate of the Graduate School of Intercultural Communication of Okinawa Christian University and an English teacher of Naha Municipal Ishida Junior High School

References

- Anpyeong Elementary school. (June, 2011). Ms Sujin Lee's class, and another 3rd graders' English class.
- Benesse. (2008). "dai 1 kai chugakko eigo ni kansuru kihon chosa." Benesse Educational Research & Development Center.
- Carreira, Matsuzaki Junko. (2011). "Comparison regarding English education of 2007 Revised National English Curriculum in the Republic of Korea and New Course of Study in Japan" *EAST ASIAN STUDIES*, Asian Research Institute Osaka University of Economics and Law. No. 55, 2011. pp 1-15.
- Educational Information Center. (2008). "21 nendo karano 'iko shochi' de, shogakko 5・6 nensei ni 'gaikokugo katsudo' wo jisshi!" Obunsha.
- Hatta, Yoko. (2001), "The Issues of Making English an Official Language and English Education in Japan." *Bungakubu Kiyo*, Bunkyo University. No. 16-2, pp 107-136.
- Kim, Back Young. "Elementary School English Language Education in Korea." *Naruto University of Education 2 (2011)*, Naruto University of Education.
- Kinjo, Seiko. (2012). "English Reading Instructions for Communicative Competence: Through Use of Literature in Junior High School," *Unpublished M.A Thesis, Okinawa Christian University Graduate School of Intercultural Communication*, pp 24-28.
- Kyunhee Elementary School. (June and September, 2011). Classes from 2nd grade to 6th grade coordinated by Ms Kyung Hoon Lee.
- Lee, Wonkey. (February 12, 2010). "Socialpolitical Contexts and ELT Policies in Korea," Lecture at the Graduate School of Okinawa Christian University.
- Lee, Wonkey, (2012). "The Speaking Test of Korea's NEATs 2 & 3: Its Usability for University Admission Qualifications," (October 29, 2010). *JLTA Newsletter No. 32*. JLTA
- MIDDLE SCHOOL ENGLISH 1. (2011). (Textbook in Korea). Ministry of Education, Culture, Sports, Science and Technology. (2005). "Kankoku no shoto gakko eigo kyokasho no omona tokucho" (2005 nendo shiyo no kokutei kyokasho)
- Ministry of Education, Culture, Sports, Science and Technology. (2008). "Chapter 4 Foreign Language Activities in Elementary School."
- Ministry of Education, Culture, Sports, Science and Technology. (September, 2008). "OVERALL OBJECTIVE," Foreign Languages in Junior High School.
- Ministry of Education, Culture, Sports, Science and Technology. (2010). "Start Primary School English Education." Ministry of Education, Culture, Sports, Science and Technology.
- (2011). "Shidosuru gosu no nichu chu kan hikaku." Naha City Board of Education (2012). "Heisei 23 nendo Okinawa ken gakuryoku totatsudo chosa kekka bunseki setsumeikai chugakko eigo,"
- NIKKEI BUSINESS. (July 23, 2012), "Kankoku no eigoryoku ga nihon yori takai riyu."
- Nishihara, Takayuki. (2002). "Eigo kyoiku ni okeru bungaku no atsukaikata ni kansuru ichi kosatsu – Literary text kara literary reading he – www.pu-hiroshima.ac.jp/~n_takayk/presentation1.pdf
- Nishiko, Midori. (2011). *Kankoku ni manabu eigo kyoiku-shogakko no eigo kyoiku donyu eno teigen*, Tokyo Tosho Shuppan.
- Honna Nobuyuki, and Takeshita, Yoko. (2003). "English Education in Japan Today: The Impact of Changing Policies," *English Language Teaching in East Asia Today*. Eastern University Press.
- One World English Course 1 (KYOIKU SHUPPAN in 2012)
- Poonoosamy, Mico. (2009), "Language Policies in South-Korea: Talk Anglo-Korean Epic resistance in the hub of globalization." *Institute for Citizenship and Globalisation*. Deakin University Australia.
- Sasaki, Takashi. "English Education and the Ministry of Education, Culture, Science and Technology." ssk.econfu.com/kyousyoku/ssk6.pdf
- Seocho-Middle School. (September, 2011) Junior high school. Ms Ahjung Choi
- Slater, Stephen and Collie, Joanne. (1987). *Literature and the Language Classroom: A Resource Book of Ideas and Activities*. p. 272. Cambridge University Press.
- Tsuruta, Keiichi. "Eigo nototte donna kyoza." *Suwa kyoiku sakuru* www.kurigaoka.ed.jp/kurienglish/kensyuu.pdf (2012-12-18)

Appendix

JAPANESE JUNIOR HIGH SCHOOL

[Examples of Language-use Situations]

- a. Situations where fixed expressions are often used:
 - ・Greetings ・Self-introductions ・Talking on the phone
 - ・Shopping ・Asking and giving directions ・Traveling
 - Having meals. etc.
- b. Situations that are likely to occur in students' lives:
 - ・Home life ・Learning and activities at school
 - ・Local events
 - etc.

[Examples of Functions of Language]

- a. Facilitating communication:
 - ・Addressing ・Giving nods
 - ・Asking for repetition ・Repeating
 - etc.
 - b. Expressing emotions:
 - ・Expressing gratitude ・Complaining
 - ・Praising ・Apologizing
 - etc.
 - c. Transmitting information:
 - ・Explaining ・Reporting
 - ・Presenting ・Describing
 - etc.
 - d. Expressing opinions and intentions:
 - ・Offering ・Promising ・Giving opinions
 - ・Agreeing ・Disagreeing ・Accepting
- 〔新・中学校学習指導要領「外国語」英語版(仮訳)〕

Japanese Elementary School

[Examples of Communication Situations]

- a. Situations where fixed expressions are often used
 - ・Greeting ・Self-introduction ・Shopping
 - ・Having meals ・Asking and giving directions
 - etc.
- b. Situations that are likely to occur in pupils' lives
 - ・Home life ・Learning and activities at school
 - ・Local events ・Childhood play
 - etc.

[Examples of Functions of Communication]

- a. Improving the relationship with a communication partner
- b. Expressing emotions

- c. Communicating facts
- d. Expressing opinions and intentions
- e. Stimulating a communication partner into action

(2) Consideration should be given to the following points when giving instruction to each grade, taking the learning level of pupils into account:

A. Activities in Grade 5

Considering that pupils learn the foreign language for the first time, teachers should introduce basic expressions about familiar things and events and engage pupils in communication activities where they experience interactions with one another.

B. Activities in Grade 6

Based on the learning in Grade 5, teachers should engage pupils in communication activities, focused on interactions with one another, including intercultural exchange activities, in addition to activities related to pupils' daily lives or school lives.

〔新・小学校学習指導要領「外国語」英語版(仮訳)〕

Korea

第3学年から第10学年における国民共通教育課程は、354の例文とともに、47の機能範疇のもとに、79のコミュニケーション機能を挙げている。

The Nation Common Basic Curriculum introduces 47 categories with 354 example sentences and 79 communication functions.

1. Greetings
2. Introductions
3. Thanks
4. Caution
5. Praise and congratulations
6. Promises
7. Hopes
8. Offering food
9. Starting a conversations/closing a conversation
10. Stating facts
11. Confirmation
12. Descriptions
13. Talking about habits
14. Talking about experiences

- | | |
|-----------------------------------|---------------------------------------|
| 15. Talking about plans | 33. Expressing discomfort |
| 16. Offering corrections | 34. Apologies |
| 17. Comparison | 35. Regrets |
| 18. Agreeing and disagreeing | 36. Expressing interest |
| 19. Invitation | 37. Convincing |
| 20. Proposals | 38. Making requests |
| 21. Reminding | 39. Giving advice |
| 22. Talking about abilities | 40. Giving warnings |
| 23. Expressing certainty | 41. Talking about reasons and results |
| 24. Talking about duties | 42. Giving directions |
| 25. Asking for permission | 43. Shopping |
| 26. Giving orders, prohibitions | 44. Ordering food |
| 27. Expressing opinions | 45. Asking for repetition |
| 28. Expressing likes and dislikes | 46. Asking for confirmation |
| 29. Expressing emotions | 47. Telephone conversations |
| 30. Expressing wants | (大韓民国ホームページ) |
| 31. Expressing sympathy | Homepage of South Korea |
| 32. Expressing hopes | |

韓国と日本における言語政策と英語教育の比較研究

山 里 恵 子、金 城 正 子

要 約

国際関係を取り扱う場面では、「英語」が事実上世界の共通語としてその役割を果たしている。どの国の英語教師も、この事実を重く受け止め、生徒達が、将来、グローバル・コミュニティーで、存分に働き・協力し合えることを願って日々の授業に取り組んでいる。しかし、彼らの教育活動は、それぞれの国の言語政策に沿って行われるものである。教育を司る文部科学省（or 文部省）のガイドラインに沿っての授業が要求されているのである。本稿は、韓国と日本の英語教育を言語政策、教員訓練プログラム、英語教科書、実際の授業の観点から比較し、韓国の優れている点、日本の工夫を要する点を示すものである。