



# JTEs' beliefs on improving communication skills

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The Japanese Ministry of Education, Science, and Technology (MEXT) emphasizes the necessity of activities in which students use English to communicate with each other and discourages instruction mainly based on grammar and translation. Using a 24-item questionnaire, the current study explored the beliefs of Japanese teachers of English (JTEs) regarding teaching approaches to meet the MEXT's demands. The data was collected from 109 JTEs. The overall results showed that although the JTEs adopted communicative activities, they endorsed pattern practices, memorization of model sentences, and Japanese translation to help their students enhance their English communication abilities. The study also found that the JTEs possess an inadequate understanding of communicative competence. Finally, this study suggests that in order to successfully apply communicative approaches in Japan, JTEs should identify the sociocultural characteristics of their classroom such as students' learning styles and preferences while also being aware of their personal beliefs regarding teaching approaches.

文部科学省は、英語の授業においてこれまでの文法中心の授業ではなく、よりコミュニケーション能力を伸ばすことに重点を置く授業を奨励している。本研究の目的は、このような方針に沿うため日本人英語教員がどのようなアプローチを取るべきだと思っているかを調査した。109人の中学・高校の日本人英語教員が24項目からなるアンケートに回答した。その結果、英語教員は、コミュニケーション中心の教授法を取り入れる一方で、従来のパターン・プラクティス、モデル文の暗記、和訳なども用いる必要があると信じていることがわかった。また、教員が『コミュニケーション能力』という用語を十分理解していないことも明らかになった。最後に、日本においてコミュニケーション重視の教授法を展開させるためには教師が生徒の学習スタイルや好みと言った社会文化的特徴を把握し、かつ教員個人が教授法に対して持つ信念を意識することが必要であると本研究は示唆する。

## Development of basic communication abilities

**T**he Japanese Ministry of Education, Science, and Technology (MEXT) has emphasized the necessity of improving students' basic communication abilities and of implementing creative teaching methods, which is stated in the Action Plan issued in 2003. Japanese teachers of English (JTEs) at

junior and senior high schools are expected to put a strong emphasis on communication in their lessons. Currently, the importance of Communicative Language Teaching (CLT) has been recognized in Japanese English education. The goal of CLT is to assist students in achieving the ability to skillfully integrate the four components of communicative competence and to convey meaning successfully in a socially appropriate manner. Due to a lack of clear-cut content specifications, there are a variety of approaches in CLT that share the general common objective, that is, to prepare students for real-life communication, rather than emphasizing grammatical correctness. Although CLT has been interpreted in different ways, the tenets of CLT commonly include a focus on meaning, a focus on communicative functions, the use of authentic tasks, learner-centeredness, integrated skills, and the use of group or pair activities (Renandya, Lim, Leong, & Jacobs, 1999; Richards & Rodgers, 2001).

Despite the recognition of communication-oriented instruction, however, the grammar translation and the Audio-lingual Method have been adopted as the primary teaching methods in Japan. The traditional English teaching approach is represented by a set of characteristics including focus on grammatical correctness, teacher-centered perspective, and an emphasis on isolated skills (Renandya et al., 1999).

### Research on teachers' beliefs

Mainstream educational research in the last couple of decades has recognized the importance of teachers' beliefs, knowledge, and assumptions, together referred to as *teacher cognition* (Borg, 2003). Moreover, what teachers do is

a reflection of teacher cognition; when teachers work to promote learning in the classroom, they are guided by the beliefs about teaching and learning, psychologically held, that have been accumulated through the years (Beach, 1994; Brickhouse, 1990; Kagan, 1992; Munby, 1982; Pajares, 1992; Richards & Lockhart, 1996). Educational research has provided ample support for the assertion that teachers' classroom practices are determined to a substantial degree by their pedagogical belief systems (e.g., Brown & Wendel, 1993; Dirkx & Spurgin, 1992). The cognitive dimensions of second language teaching have also been explored in the field of second language teacher education (e.g., Basturkmen, Loewen, & Ellis, 2004; Borg, 1998; Gatbonton, 1999; Golombek, 1998; Johnson, 1994; Woods, 1996; Yang, 2000). Matsuura, Chiba, and Hilderbrandt (2001) investigated Japanese university EFL student and teacher beliefs about important instructional areas, goals and objectives, instructional styles and methods, teaching materials, and cultural matters. The major finding was that students preferred traditional teaching approaches including a teacher-centered classroom, instructions for isolated skills, and focus on accuracy, while the teachers' preference showed more communication-oriented approaches including student-centered activities, integrated skills, and focus on fluency.

### The present study

#### Research questions

This study attempts to explore JTEs' beliefs on teaching approaches in order to meet the MEXT demand described above. The research questions are:

1. What approaches do JTEs believe are suitable to improve students' English communication abilities?
2. Are there any differences between the junior high school JTEs and the senior high school JTEs in terms of teaching approaches?
3. Are there any differences between the JTEs with more than 10 years of teaching experience and those with less than 10 years?

### Participants

A total of 109 JTEs participated in the current survey: 30 junior high school teachers of English and 79 high school teachers of English. They were all teaching in Okinawa at the time of data collection. The junior high school JTEs attended the Naha City Board of Education Summer Seminar, and the senior high school JTEs attended the Okinawa Prefectural Board of Education Summer Seminar in 2005. The length of their teaching experiences ranges from 2 months to 25 years, with an average of 8.4 years.

### Data collection instrument and procedure

The questionnaire consisted of 24 statements with 6-point scales in the Likert format ranging from *strongly disagree* to *strongly agree*. The questionnaire items were written based on the characteristics of grammar-oriented and communicative language teaching approaches described by Richards and Rodgers (2001). The questionnaire statements addressed the following components: 3 items about *development of communication skills in school settings*; 11

items about *traditional language teaching*; and 10 items about *communicative language teaching* (see Appendix for the actual questionnaire statements). The questionnaire was written in both English and Japanese and was distributed during the workshop. The participants completed it at home and submitted it afterwards.

### Results

The descriptive statistics are available in the Appendix. The JTEs' overall belief about grammar instruction and communicative activities will be discussed by comparing the results of Items 7 and 11, 12 and 13, and 23 and 24. Item 7 is "Formal grammar study is an important component of learning English in a classroom situation so more class time should be spent on this than on dealing with communication skills," and Item 11 is "More class time should be spent on developing the skills and strategies for using English to interact with others than focusing on linguistic forms." As shown in Figures 1 and 2, the JTEs are likely to believe that they should spend more time on developing students' communication skills rather than on teaching grammar; 68.8% disagreed with spending more time on grammar instruction, and 78.9% agreed with spending more time on communicative use of English.

However, this does not mean they believed that they should neglect grammar instruction although they would spend more time for communicative activities. Item 24 is "It is not necessary to teach grammar because the ability to use English will develop automatically if students are required to focus on meaning in the process of using English to communicate." Figure 3 indicates that almost 95%

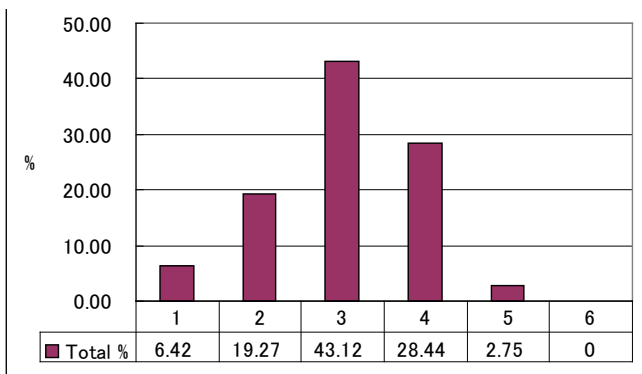


Figure 1. Response to more class time for formal grammar (Item 7)

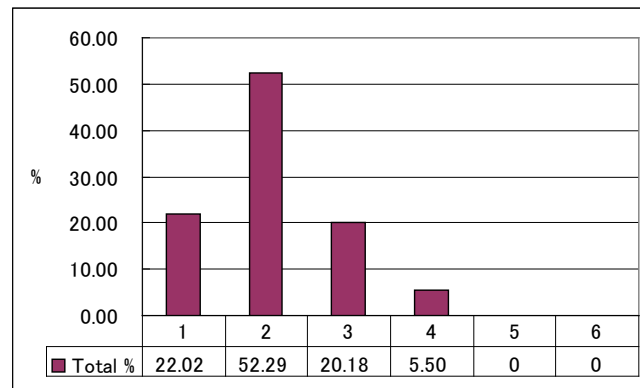


Figure 3. Response to less priority on grammar teaching (Item 24)

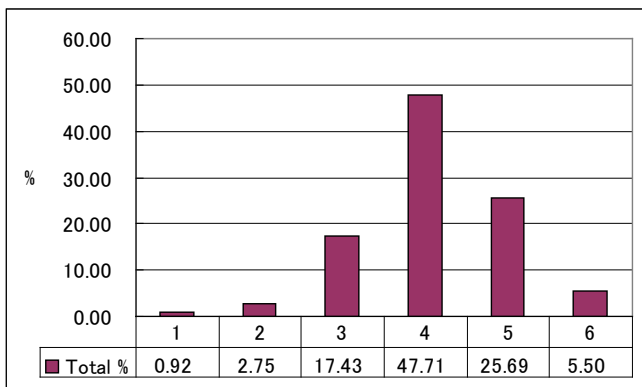


Figure 2. Response to more class time for interaction (Item 11)

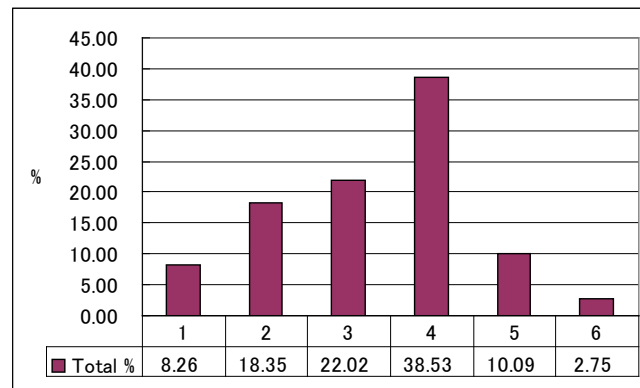


Figure 4. Response to improving communication ability through grammar instruction (Item 23)

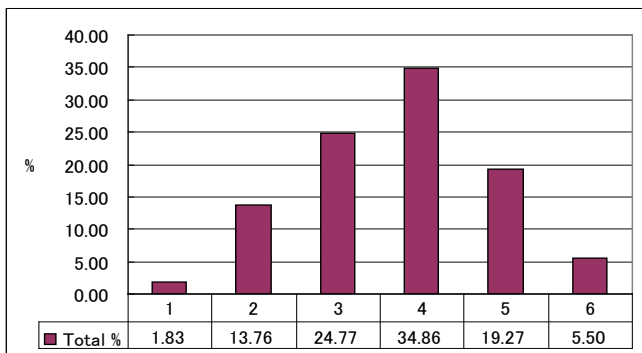


Figure 5. Response to communicative activities for grammar practice (Item 12)

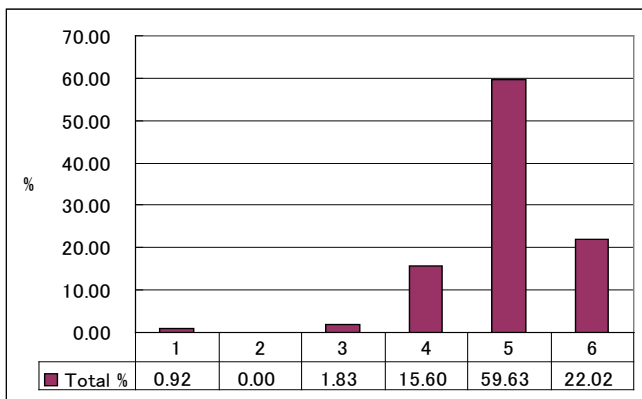


Figure 6. Response to communicative activities for meaningful interaction (Item 13)

JTEs believed that they should teach grammar explicitly since linguistic competence cannot develop by doing communicative activities. Interestingly, the responses to Item 23 (Students' communication ability improves automatically if they study and practice the grammar of English) show very similar percentages of both agreement (51.4%) and disagreement (48.6%) (See Figure 4). Half of the JTEs believe that the study of grammar will enhance communication abilities and the other half does not. The responses to Items 23 and 24 suggest that the JTEs might put emphasis on grammar instruction in the classroom although they have adopted communicative activities.

Grammar instruction along with communicative activities is also reflected in the responses of Items 12 and 13. As indicated in Figure 5, about 60% of the JTEs tended to consider communicative activities as a means to practice grammar points which students have learned. Yet, as shown in Figure 6, the majority (97.2%) believed that communicative activities should represent an opportunity for students to develop communication skills and strategies.

### *Differences in terms of institutional settings and teaching experiences*

The mean scores of the 24 questionnaire items were compared to investigate differences in terms of institutional settings and teaching experience. First, a t-test was performed with the mean scores of the junior high school JTEs and senior high school JTEs. Items 2 and 24 were significantly different between the two groups (see Table 1). Item 2 is "Students can achieve a communicative level of English by learning English from Japanese teachers of

English (JTEs).” The senior high school JTEs believed more strongly that a teacher plays a significant role in helping students develop their English communication abilities than did the junior high school JTEs. Item 24 is “It is not necessary to teach grammar because the ability to use English will develop automatically if students are required to focus on meaning in the process of using English to communicate.” The junior high school JTEs supported this idea less than the senior high school JTEs.

**Table 1. Differences between junior high school JTEs and senior high school JTEs**

Item	M (SD) of Junior high school JTEs (n=30)	M (SD) of Senior high school JTEs (n=79)	T	p
2	4.16 (0.79)	4.63 (0.74)	- 2.89	.005*
24	1.80 (0.76)	2.20 (0.79)	- 2.39	.018*

Note: \*p<.05

In addition, another t-test was performed to investigate differences between the JTEs with less than 10 years of teaching experience and those with more than 10 years of teaching experience. Only Item 21 was found to be significantly different between the two groups (see Table 2). Item 21 is “Teachers should clearly explain to students an aim of an activity that they are going to do beforehand.” The JTEs with less than 10 years of teaching experience agreed more strongly with this statement than those with more than 10 years of teaching experience.

**Table 2. Differences between JTEs with less than and more than 10 years of teaching experience**

Item	M (SD) of Less than 10 years (n=67)	M (SD) of More than 10 years (n=42)	t	p
21	5.28 (0.67)	4.98 (0.84)	2.11	.037*

Note: \*p<.05

### *Factor analysis*

In order to investigate patterns in the subjects' responses to the 24 questionnaire items, a factor analysis was performed. Principal components analysis, followed by varimax rotation, yielded a three-factor solution. These three factors together included 14 of the 24 items on the questionnaire. Table 3 lists these three factors.

### *Beliefs about content and instruction of communicative activities*

Factor 1 consisted of six items. They are Item 13, “Communication activities should be designed to provide students with opportunities to develop skills and strategies for using language to communicate meanings as effectively as possible”; Item 20, “Activities should be selected according to how well they engage the students in meaningful and authentic language use”; Item 14, “Teachers should not interfere during communication activities by correcting students' grammatical errors or bringing students' attention to any particular linguistic forms unless there is a problem with message comprehension”; Item 17, “It is necessary to explicitly teach communication strategies

Table 3. Results of factor analysis for all subjects (n=109)

Item	Questionnaire Items	F1	F2	F3
13	Communication activities should be designed to provide students with opportunities to develop skills and strategies for using language to communicate meanings as effectively as possible.	.635		
20	Activities should be selected according to how well they engage the students in meaningful and authentic language use.	.581		
14	Teachers should not interfere during communication activities by correcting students' grammatical errors or bringing students' attention to any particular linguistic forms unless there is a problem with message comprehension.	.510		
17	It is necessary to explicitly teach communication strategies such as clarification requests, asking for repetition, comprehension checks, using fillers (e.g., Let me see, Well) so that students can cope with communication breakdowns.	.427		
15	Error correction should be provided after a communication activity via a whole-class activity.	.381		
4	Students should acquire comprehensible pronunciation of English.	.368		
9	It is important to repeat and practice grammatical patterns (i.e., pattern drills) a lot so that students should be able to put the words, without hesitation and almost without thinking, into correct sentences.		.681	
8	Memorizing dialogues and performing pattern drills should minimize the chances of students producing errors in speaking.		.626	
10	Memorizing model sentences helps students learn English well and speeds up the learning process.		.503	
12	Communication activities are primarily a means to practice grammar items taught previously.		.396	
5	It is possible for JTEs to teach English pronunciation and correct students' pronunciation.		.355	
11	More class time should be spent on developing the skills and strategies for using English to interact with others than focusing on linguistic forms.			.694
7	Formal grammar study is an important component of learning English in a classroom situation so more class time should be spent on this than on dealing with communication skills.			-.614
22	It is necessary to explain a target grammatical structure for a lesson explicitly before students engage in any communication activities in which they are expected to use it.			-.406

Note: Only loadings of  $\pm 0.35$  or greater are included in this solution.

such as clarification requests, asking for repetition, comprehension checks, using fillers (e.g., Let me see, Well) so that students can cope with communication breakdowns”; Item 15, “Error correction should be provided after a communication activity via a whole-class activity”; and Item 4, “Students should acquire comprehensible pronunciation of English.” These items deal with the content and instruction of communicative activities. I will describe Factor 1 as

reflecting the JTEs' beliefs about content and instruction of communicative activities.

### *Beliefs about traditional language teaching*

Factor 2 includes five items (9, 8, 10, 12, and 5). Factor 2 can be described as reflecting “Beliefs about accuracy orientation to teaching English.” The teaching instructions

focusing on accuracy are reflected as audio-lingual style classroom repetition, and memorization of dialogues and model sentences. Item 5 states that the JTEs can teach English pronunciation and correct students' pronunciation. This item can be integrated into Factor 2 with other items in terms of a teacher-centered classroom. The traditional teaching approach is that, standing in front of the students, a teacher provides linguistic knowledge and models, which the students follow.

### *Beliefs about time management*

Factor 3 includes three items, 11 (More class time should be spent on developing the skills and strategies for using English to interact with others than focusing on linguistic forms), 7 (Formal grammar study is an important component of learning English in a classroom situation, so more class time should be spent on this than on dealing with communication skills), and 22 (It is necessary to explain a target grammatical structure for a lesson explicitly before students engage in any communication activities in which they are expected to use it). This factor can be labeled as "Beliefs about time management."

### *Differences between communicative activities and the traditional teaching approach*

The average of individual mean scores for the two factors was calculated and the t-test was performed on the mean scores of Factor 1 and Factor 2. Table 4 shows the result of the t-test. As shown in the table, the difference between Factor 1 and Factor 2 is found to be statistically significant.

The JTEs in this study more strongly agreed with the statements about communicative activities than with those about the traditional teaching approach.

**Table 4. Differences between Factor 1 and Factor 2 (n=109)**

	<b>M (SD)</b>	<b>T</b>	<b>P</b>
Factor 1 "Beliefs about communicative activities"	4.86 (0.62)	8.51	.000*
Factor 2 "Beliefs about traditional language teaching"	4.22 (0.53)		

Note: \*p<.05

## **Discussion**

The present study has identified the JTEs' integrated approaches of focusing on structural accuracy and developing communication abilities. The JTEs in this study endorsed the pattern practices, memorization of model sentences, and Japanese translation, whereas they adopted current approaches to emphasizing communication in classroom. Although the majority believed that they should spend more time on communicative activities, they did not believe that communicative activities per se would be enough to enhance students' English proficiency. Interestingly, half of the participants believed that grammar study would help improve students' communication ability. In addition, the majority considered the communicative activities as the opportunities to develop skills and strategies for using language to communicate meanings effectively, yet 60% believed that communicative activities are designed to practice grammatical items. Two discrepancies between



junior high school JTEs and senior high school JTEs were found: The senior high school JTEs more strongly supported the authoritarian role of teachers than the junior high school JTEs and the junior high school JTEs more strongly disagreed that focus on meaning is enough to promote students' communication abilities than the senior high school JTEs. As for the length of teaching experience, those with less than 10 years of teaching experience more strongly believed that teachers should explain to the students an aim of an activity beforehand than those with more than 10 years of experience. The results suggest that the JTEs believed that the communicative teaching approach is suitable to fulfill the MEXT's demands. However, as pointed out in the literature, CLT may not work without considering cultural practicality and applicability in a classroom-learning situation in Japan (Gorsuch, 2000; Kubota, 1999; Samimy & Kobayashi, 2004). Originally CLT was designed and developed to teach English in the countries such as the U.S. and the U.K., where English is spoken as the mother tongue. Although it may be applicable in those countries, it does not necessarily mean it is appropriate in the countries such as Japan, China, and Korea, where English is a foreign language.

In fact, CLT seems to have been challenging for JTEs. I would like to point out the external and internal constraints that hinder successful implementation of CLT in Japan. First, university entrance exams and students' learning attitudes are the primary external constraints. Gorsuch (2000) investigated the classroom instructions of 876 Japanese English teachers and found that university entrance exams have a strong impact on English education in Japan. The results indicated that there was a discrepancy between what

the teachers wanted to teach and what they had to teach. That is, the policy issued by MEXT emphasizes the development of communication abilities, yet university entrance examinations prevent the teachers from implementing CLT in their classroom. As for students' attitudes toward learning English, JTEs often complain that their students barely speak in class and are not eager to communicate with each other in English. This could be attributed to school culture in Japan. That is, the students are expected to sit quietly and listen to their teachers and are not encouraged to provide their comments or ask questions during lessons in general. Given this, it is not surprising for them not to speak up in their English classes. Such learning attitudes could suppress students' active involvement in communicative activities in which they are expected to be verbally or non-verbally active. While CLT is currently promoted as the dominant methodology in foreign and second language teaching, it is not possible to claim a pedagogical universality for the concept of communicative competence without considering the sociocultural, educational, and political factors (Aptekin, 2002; Ellis, 1996; Samimy & Kobayashi, 2004).

The main internal constraints are the JTEs' lack of critical interpretation of the concept of communicative competence and their failure to appropriately incorporate communication-oriented approaches into their local conditions of teaching. That is, they need to critically view and apply CLT to their EFL lessons considering both their students' needs and the school culture. The guideline provided by the MEXT simply states that English communication abilities must be developed and improved. The MEXT and the local board of education have not specified concrete pedagogical goals,

objectives, and teaching method for communicative use of English. Therefore, in practice the JTEs need to interpret the guideline to make it applicable to their local needs.

The first step to apply CLT in their classroom is for JTEs to appropriately interpret the term *communicative competence*. Canale and Swain (1980) propose three components of communicative competence: grammatical, sociolinguistic, and strategic competence. Canale (1983) expands the model to include four components: grammatical, sociolinguistic, discourse, and strategic competence. Grammatical competence includes knowledge of vocabulary and of rules of morphology, syntax, semantics, and phonology. Sociolinguistic competence is knowledge of the rules of language use in a given sociocultural context, depending on factors such as the roles of participants, the purposes of the interaction, and the norms of the interaction. Discourse competence is concerned with knowledge of how to combine forms and meanings to achieve unified spoken or written texts. Finally, strategic competence refers to knowledge of verbal or nonverbal communication strategies that may be called on during communication breakdown, due to performance variables or insufficient competence. The four components of communicative competence interact with one another in communication. At the end of the present survey, the JTEs were asked to define the term *practical communication abilities of English*. Out of 109 participants, 38 did not write any response. The majority defined the term as “the ability to understand what the counterpart says and express their own opinions even with limited vocabulary and syntactic knowledge.” Some described it as the positive attitude and eagerness of communicating in English. Their

definitions are relatively general but not specific enough to set pedagogical goals and design the communicative activities. The JTEs could not describe it in professional terms.

The JTEs' lack of a critical viewpoint on teaching approaches has been reported in other studies. Utilizing a questionnaire, Shibata (2006 a) found that the experienced in-service JTEs believe that practical input should make them good language teachers. They welcome down-to-earth advice or hands-on activities that they can immediately utilize in their classroom. They believe that language teachers should be practitioners, so that what they need most are practical skills and teaching techniques. Shibata (2006b) revealed that the pre-service teachers' classroom performance is motivated mainly by personal assumptions with neither theoretical nor empirical support, and by second-hand information transmitted from others. They were eager to learn new teaching techniques, but lacked a perspective on examining the rationale behind the pedagogical techniques and interpreting or evaluating these techniques in their own teaching context. Richards and Rodgers (2001) claim that techniques reflect theoretical background, citing three levels of conceptualization: *approach*, *method*, and *technique*. *Approach* refers to theories about the nature of language and language learning, which lead to a method; *method* is an overall procedure designed with the orderly presentation of language material, which is realized by a series of teaching techniques; and *technique* can be interpreted as certain types of teaching activities (e.g., information-gap activities). All three are connected as that an approach is realized in a method, which

is carried out by actual techniques. However, the results of the two studies mentioned above indicate that the JTEs seem to ignore theoretical principles underlying *approach* and learn *technique* exclusively.

As stated in Richards and Rodgers (2001), CLT refers to a diverse set of principles that reflect a communicative view of language and language learning. CLT should be considered as an approach and the CLT principles are applicable to different dimensions of the teaching and learning process. That is, the approach can be used to support a wide variety of classroom procedures. Given this, JTEs should be aware that they need to define the communication abilities and decide how they are realized in students' actual communicative use of English in their community. Without their own interpretation of communicative competence and CLT, it is impossible to provide effective communicative activities in the classroom. Another factor that causes JTEs' inappropriate interpretation of CLT is the inadequate training of CLT in teacher training programs. Lamie (2000) reported that in Japanese university methodology courses a significant number of teacher trainees received no training in CLT while the Grammar Translation Method was always included in the course content.

### Conclusion

The current study investigated JTEs' beliefs about teaching approaches to improve English communication abilities. It was found that the JTEs supported the idea of providing communicative opportunities to their students in the classroom to improve their communication ability along with focusing on grammar. However, they appeared to adopt the

communicative approach without determining what kind of communication skills students need to develop or exploring the students' socio-political conditions. The findings suggest that JTEs seem to believe in dealing with communicative activities and grammar instruction in the same lessons.

Finally, this study suggests that in order to successfully apply the communicative approach in Japan, JTEs should identify the sociocultural characteristics of their classroom, such as students' learning styles and preferences, while also becoming aware of their own personal beliefs regarding teaching approaches. In addition, the successful implementation of CLT in classrooms is grounded on the adequate training for both pre-service and in-service language teacher education programs.

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## Appendix

## Questionnaire items and descriptive statistics

Item #	Questionnaire Items	Mean	SD
<i>development of communication skills in school settings</i>			
1	Students should be able to communicate in English through learning English in a classroom situation.	3.88	1.02
2	Students can achieve a communicative level of English by learning English from Japanese teachers of English (JTEs).	4.50	0.78
5	It is possible for JTEs to teach English pronunciation and correct students' pronunciation.	4.84	0.77
<i>Traditional language teaching</i>			
6	Students shouldn't say anything in English until they can say it correctly.	1.36	0.86
7	Formal grammar study is an important component of learning English in the classroom situation so more class time should be spent on this than on dealing with communication skills.	3.02	0.92
8	Memorizing dialogues and performing pattern drills should minimize the chances of students producing errors in speaking.	4.04	1.01
9	It is important to repeat and practice grammatical patterns (i.e., pattern drills) a lot so that students should be able to put the words, without hesitation and almost without thinking, into correct sentences.	3.93	1.07
10	Memorizing model sentences helps students learn English well and speeds up the learning process.	4.59	0.76
12	Communication activities are primarily a means to practice grammar items taught previously.	3.72	1.15
15	Error correction should be provided after a communication activity via a whole-class activity.	4.73	0.95
16	Students should use the target grammar structure accurately in the communication activity so errors related to target grammar structures should be corrected immediately.	2.82	1.12
19	Translating English words and sentences into the native language (Japanese) helps students learn English well and speeds up the learning process.	3.92	1.08
22	It is necessary to explain a target grammatical structure for a lesson explicitly before students engage in any communication activities in which they are expected to use it.	4.39	1.01
23	Students' communication ability improves automatically if they study and practice the grammar of English.	3.32	1.21
<i>Communicative language teaching</i>			
3	Students should speak English with native-like or near-native pronunciation.	3.28	1.21
4	Students should acquire comprehensible pronunciation of English.	4.91	0.88
11	More class time should be spent on developing the skills and strategies for using English to interact with others than focusing on linguistic forms.	4.11	0.92
13	Communication activities should be designed to provide students with opportunities to develop skills and strategies for using language to communicate meanings as effectively as possible.	4.99	0.78
14	Teachers should not interfere during communication activities by correcting students' grammatical errors or bringing students' attention to any particular linguistic forms unless there is a problem with message comprehension.	4.76	1.04
17	It is necessary to explicitly teach communication strategies such as clarification requests, asking for repetition, comprehension checks, using fillers (e.g., Let me see, Well) so that students can cope with communication breakdowns.	4.65	0.83
18	Success of interaction in English is more important to the students than accuracy.	4.74	0.83
20	Activities should be selected according to how well they engage the students in meaningful and authentic language use.	5.13	0.86
21	Teachers should clearly explain to students an aim of an activity that they are going to do beforehand.	5.17	0.75
24	It is not necessary to teach grammar because the ability to use English will develop automatically if students are required to focus on meaning in the process of using English to communicate.	2.09	0.80