

**Centering Classes on Output:  
Report on the New English Communication Class in Kanazawa Seiryō University  
Women's Junior College**

アウトプットを中心とした授業

金沢星稜大学女子短期大学部での「英語コミュニケーション」に関するレポート

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**Abstract**

This paper is a discussion of the new Kanazawa Seiryō University Women's Junior College (hereafter "Seitan") English curriculum that began in April 2023. In particular, the discussion will focus on the 1<sup>st</sup> semester class "English Communication" with communicative English at its core. This subject is a compulsory 1<sup>st</sup> year subject for Seitan students belonging to the "Department of Business Administration". The objective of the class is to activate students' knowledge of English by centering classes on output and allowing students to personalize this experience. The results from the end of course report by students were very positive and show a successful start to the new curriculum, as will be discussed.

本稿は、2023 年 4 月にスタートした金沢星稜大学女子短期大学部（以下、星短）経営実務科の新カリキュラム「英語」について論じるものである。特に、コミュニケーション・イングリッシュを核とした 1 学期の授業「English Communication」を中心に論じる。この科目は「経営学科」に所属する短大生の 1 年次必修科目である。アウトプットを中心とした授業で、学生の英語力を活性化させることを目的としている。学生による授業終了後のレポートは非常にポジティブなもので、後述するように新カリキュラムの順調なスタートを示している。

**1. Introduction**

**1.1 Background**

According to the Ministry of Economy, Trade and Industry in Japan, the ability to convey one's message is regarded as a crucial skill. The ability to communicate has always been a necessity in the workplace. However, in a world that is dominated by social media, and with less genuine in-person interactions, teaching students the value of face-to-face communication, even in English, has become increasingly important. Despite living in an interconnected world through technology, there is a noticeable disconnection between people. Providing students with ample opportunities to communicate in a classroom setting, can help them appreciate the benefits of face-to-face communication, contributing positively to their growth and development. With this in mind, the introduction of the new curriculum in Seitan was timely, though not without challenges. Students were not starting from scratch - they had completed six years of secondary English language education for better or worse.

In Japan, foreign language education has traditionally emphasized comprehension over

communication. English classes in junior and senior high schools have primarily focused on language input, with minimal opportunities for output. When students do produce English, the output is controlled, and accuracy is often prioritized over fluency. English is taught primarily to prepare students for university entrance exams. Ushioda (2013) notes that “the English that is studied is grammar-focused ‘English for exams’ (*juken eigo*), with minimal attention paid to the development of communication skills” (p.5). As a result, the goal appears to be passing exams rather than achieving real communicative competence in English. However, learning grammar and acquiring language are two different things. Since the curriculum is geared towards exams, students are trained to avoid mistakes, which may explain why they are often reluctant to speak English by the time they enter college or university.

Many students carry ‘emotional baggage’ (Falout et al., 2013) from their English education in junior and senior high school. If Seitan students developed a dislike for English due to their past experiences, this could impact their current motivation to learn the language. Falout (2016), suggests that students’ present self-perception is shaped by past experiences. Negative experiences with English can influence how students view the language today, and their sense of self-worth may be affected by their previous successes or failures in learning it. However, providing students with positive present-day experiences could help them overcome this emotional baggage. As Falout (2016) states, “antecedent conditions might not be permanent traits, but states of mind that can be dynamically influenced by external contexts” (p.52). Positive experiences, such as actual communication in English, may help students develop a more favorable attitude toward the language.

## 1.2 The ‘motivation’ issue

Japanese students spend their junior and senior high school years focused on preparing for the university entrance exams. Due to the intensity of this exam-oriented study, many students lack confidence in speaking English, as the emphasis has been on accuracy. The issue is further amplified when students enter university, where the focus shifts to standardized tests such as TOEIC, TOEFL and IELTS, which adhere to native-speaker norms. As a result, English becomes a subject learned primarily to pass tests. The narrative needs to change, reminding educators that English, like any language, is for communication. While grammatical accuracy is important for those striving to be like native speakers, this goal may be unrealistic for Japanese students, who are more likely to use English with non-native English speakers. As Yujobo (2019) states, “These non-attainable and non-realistic goals have continued to hurt self-esteem as students and teachers work to mimic native English speakers (NES), ending in failure by falling short” (p.13). By focusing primarily on high tests scores, students are pushed to prioritize accuracy over communication. If test scores for TOEIC, TOEFL, and similar exams become the sole metric of language proficiency, this may negatively impact students’ motivation. Furthermore, if students are only learning to pass

tests – though this is a skill in itself – they may not see the value of actually communicating in English, which is the primary purpose of learning a language; to connect with others. Students need to learn how to communicate using the grammar and vocabulary they already know, while also building confidence in speaking English.

To foster motivation and self-efficacy in students we need to encourage students to develop a growth mindset (the belief that abilities and intelligence can be developed) as opposed to a fixed mindset (the belief that abilities are static and failures are permanent), concepts introduced by Dweck (2016). She suggests that rather than focusing on standardized test success, we should teach students to love learning and challenges, and to persevere while enjoying the process of improvement. Dweck also states, “Yet, in this era of high-stakes testing, much teaching emphasizes memorization of facts, rules and procedures to “ensure” that students do well on the all-important tests. As we have seen, this may promote more fixed mindsets and perhaps, ironically, undermine students’ performance on these very tests.” (p. 220). In line with this idea, rather than having the students in the English Communication class do well on tests, the aim should be to help them appreciate the value and enjoyment in communicating in English.

By the time students begin college or university, they are often unmotivated to learn English, having already achieved their goal of passing the entrance exams (Taguchi 2013). To better understand students’ motivation or lack thereof towards English, Dorynei’s (2009) “L2 motivation self-system” offers a useful framework. This system consists of three components: 1) ‘Ideal L2 self’, 2) ‘Ought-to L2 self’, and 3) ‘L2 learning experience’. The ‘Ideal L2 self’ refers to the aspirational version of oneself that speaks a second language, serving as a powerful motivator. The ‘Ought-to L2 self’ involves external expectations, such as passing exams or not disappointing others. The ‘L2 learning experience’ includes factors such as the immediate learning environment, curriculum, and peer influence. According to Ueki & Takeuchi (2013), for non-English majors (such as Seitan students), the ‘Ought-to L2 self’ and external influences have the greatest impact on motivation.

*Learners with a strong ought-to self are thus prone to make a minimal effort to avoid negative outcomes, whereas those with the ideal self tend to make a maximal unforced effort to achieve positive outcomes (Ueki & Takeuchi.2013:16).*

In other words, students motivated by external pressures may be less engaged in their L2 learning due to their fear of failure. They are also less likely to engage in autonomous study outside the classroom, further limiting their English improvement and exacerbating their demotivation. For Seitan students, the best approach is to change their learning experience to make it more positive, thereby increasing their self-esteem and confidence in using English. If students stop seeing English as mere ‘study’ and focus on using it as a tool for

communication, they are more likely to enjoy the experience, gain more confidence, and ultimately become more autonomous language learners.

## 2. Seitan English Curriculum

In April of 2023, the new English curriculum called “Enjoy English” began at Seitan. The rationale behind introducing the new curriculum was to focus on improving students’ intercultural communication skills in English, as well as their overall communicative abilities. As part of their business administration studies, students need to develop strong communication skills, and one way to achieve this is by increasing their English output – using English to practice communication and, in turn, improving their communicative ability. In the new course, students learn practical communication skills in English, such as making small talk and asking follow-up questions, which are transferable to both English and Japanese conversations. The “Enjoy English” name was chosen to encourage students to find something they enjoy in English thereby motivating them to use the language outside the classroom. Since it is difficult for students to improve their English skills with just one lesson a week, the curriculum aims to spark their interest in communicating in English beyond the classroom. The course is designed to help students become capable professionals in intercultural society.

Under the new curriculum, all first-year students are required to take the class “English Communication” during the first semester. Unlike the previous curriculum, students are not divided into classes by English proficiency level, and there is no textbook. This approach ensures that every student starts on equal footing, as the primary goal is communication, not keeping up with a textbook or preparing for a written test. The new curriculum focuses solely on students speaking English. In the “English Communication” class, students practice speaking skills through role-plays in each class, creating a necessity for speaking English. The hope is that this will increase their motivation and self-esteem regarding the language.

After completing the “English Communication” class, in the subsequent 3 semesters (1<sup>st</sup> and 2<sup>nd</sup> year) students are free to choose English themes that interest them. These include entertainment, travel, food, fashion and lifestyle, and culture. Students who are interested in pursuing English for business communication, classes such as “Business English Communication” are also available.

In this curriculum the teacher’s role is that of a facilitator rather than a traditional instructor. The teacher does not “teach” English but instead creates opportunities for students to use the English they already know. This can be achieved in various ways, depending on the teacher’s style, such as giving students tasks to complete or problems to solve. The goal is for students to use English as a tool to accomplish these tasks, learning new expressions and vocabulary in the process. Teachers are encouraged to be creative and design activities that make English

enjoyable. The chosen themes are closely related to students' personal experiences and daily lives, which helps them engage more with the language. Ideally, students will 1) increase their confidence in speaking English; 2) develop a more positive attitude towards English; and 3) overcome communication challenges when interacting in English.

## **2.1 English Communication class**

In 2023, 102 students were enrolled in my compulsory English Communication class, which was held once a week. The students were divided into four classes, with approximately 25 students in each. In 2024, 90 students were enrolled, again divided into four classes, each with about 22 students.

The primary goal of the class was for students to enjoy communicating in English, rather than simply preparing them to succeed in tests. The class topics were chosen based on their relevance to the students' lives, such as family, part-time jobs, food, hometowns, etc. Students were provided with handouts that included model conversations around the topics. These models incorporated speaking skills such as giving extended answers, asking follow-up questions, using verbal cues, and repeating key words or phrases. Students practiced these conversations with their partner. Additionally, they were encouraged to focus on their communication style, which included speaking smoothly, making eye contact, using appropriate intonation, and avoiding "Katakana English" – a tendency to pronounce English words with an added vowel sound, as is common in Japanese. For example, the word "what" is often pronounced as "whatto". Many students overuse Katakana English without realizing it.

After practicing the model conversations, students were tasked with creating their own role plays based on the handouts. They were required to incorporate the speaking skills they had learned and pay attention to their communication style, while also personalizing their role plays. Once ready, each pair came to the back of the classroom, where I was seated, to perform their role play in front of me. They received brief feedback, and afterward, they recorded their conversations and uploaded them to the online app, "Flip". This not only gave students additional practice but also allowed them to personalize their learning experience through technology.

At the end of each class, students completed a self-reflection document. The purpose was to encourage them to become more aware of their language learning progress, recognize their capabilities, and share their experiences.

## **3. Method**

In the final classes of 2023 and 2024, English Communication class students were asked

to comment on the new subject, English Communication. They were asked to compare this class to their English classes in high school. They also were asked to write about what they noticed and learned through this class. Students submitted their comments about the class. They were asked to write their name on their comment page, but were told it would have no impact whatsoever on their grades.

#### 4. Findings

The comments below highlight some of the 2023 students' previous perceptions towards English and their perceptions towards the new English Communication class:

- I used to be reluctant to speak English because I thought I had to use perfect English to get my message across, but now I am able to speak more actively because this class emphasizes speaking and communicating. I have more opportunities to feel I can speak it because there is a lot of practice.
- Until now, I was not very good at English. But this English class is fun for learning.
- I think the most important thing in English is to get used to using English.
- The pressure of avoiding mistakes is not there.
- Pronunciation of English was difficult and I was embarrassed, but the more lessons I had, it became more enjoyable and I could pronounce English without embarrassment.
- I'm happy to feel I can use what I learned in this class at my part-time job.
- I can come up with sentences I want to use and want to try to learn for myself.
- My motivation towards English has changed.
- By making up our own conversations, we got into the habit of looking up words we didn't know and increased our vocabulary, as well as learning how to react in English.
- English up to high school was just about studying. I was not good at English and often had to memorize Japanese translations before tests, leaving me with no understanding of anything. In Communication English class at university, the aim was to communicate with others by using simple English to the extent that I knew, so even though I am not good at English, I enjoyed taking the classes.
- I really hated English in high school. < Edited for brevity> I am now able to use English more actively and enjoy the classes more than I did before.
- English Communication focuses on conversation, so I can enjoy learning and I am no longer afraid of English.
- Compared to high school, I feel closer to English.
- I felt more motivated to do my best in this English class than in high school.
- The classes have made me less afraid of talking to foreigners even if I am not so good at English.
- Just by taking this class and finding it fun, my motivation for English has changed, so I can study harder than I did in high school!

- I didn't like English very much to begin with, but through this class it turned into something fun.
- I originally couldn't speak English at all and really hated it. < Edited for brevity> Even though I don't like English, I am enjoying the classes. I like English a little bit more now.
- I am not good at English, but I think that communicating in English has nothing to do with academic ability and I can enjoy the classes. Even if my knowledge of English is low, I can still converse with people and I can tell them a little about myself.
- Even if you are not good at English, you can enjoy improving your English.
- I thought it was easier to learn pronunciation and intonation because you experience it with your body rather than thinking about it in your head.
- I realized that adding reactions during role-plays, for example, adds more fun to the conversation, regardless of whether it is in English or Japanese. So now when I talk to people, I add reactions and enjoy the conversation more than ever.
- I think this class has helped me to speak English with more confidence by speaking in a way that others can understand.
- I feel that the more practical classes help me to learn faster.
- In high school, even if I got a good score on a regular test, I forgot about it after that and didn't learn anything. < Edited for brevity> Trying to communicate or speak in English Communication class is important.

以下を原文のまま示す。

- 以前は完璧な英語でないと伝わらないと思い込み、消極的だったが、この授業では話すこと、伝えることを重視しているので今は積極的に話すことが出来るようになった。
- 今まで私は、英語に対して苦手意識を持っていました。でも、この英語の授業は楽しく学ぶ事が出来る。
- 実践が多いからこそ自分ができたと感じる機会も増えた。
- 英語は何より英語を使うことに慣れることが大事だと思う。
- 間違っではいけないといったようなプレッシャーがない。
- 英語の発音は難しくて、恥ずかしかったけど、回数を重ねるたびに楽しくなって、最初の頃より簡単な英語だけど、恥ずかしがらずに発音できるようになりました。
- バイト先で習ったことが使えるのを感じて嬉しい。
- もっと表現したい文が出てきて自分から学ぼうと思える。
- 英語への意欲が変わってきた。
- 自分達で会話文を作り会話することによって、知らない単語を調べる習慣が付き語彙力が上がったと思うし、英語の反応なども身につきました。
- 高校までの英語はお勉強感が強かった。英語に苦手意識があり、テスト前に日本語訳を暗記することが多くて、何も理解してないままだった。大学のコミュニケーション英語では、自分の知っている範囲内で、簡単な英語を使って相手に伝えることで、コミュニケーションを取ることが目的だったから、英語が苦手でも楽しく授業を受けることができた。



- ・ 高校の時は英語がとても嫌いでした。＜略＞前よりも積極的に英語を使えるようになり授業も楽しめています。
- ・ イングリッシュコミュニケーションでは会話重視なので楽しく学ぶことができて英語への苦手意識はなくなりました。
- ・ 高校の時と比べて、英語が身近に感じるようになった。
- ・ 高校の時よりも英語の授業を頑張ってやろうという意欲があると感じた。
- ・ この授業を受けたことで、英語力がなくても外国人と話すことが怖くなくなりました。
- ・ この授業を受けて、楽しいと思えるだけで、英語への意欲が変わってくるので、高校の時よりも勉強が頑張れます。
- ・ 元々英語はあまり好きではなかったのですが、この授業を通して楽しいものになりました。
- ・ 私はもともと英語が全然できなくてとても嫌いでした。＜略＞英語が嫌いな私でも楽しく授業ができています。毎週の授業がとても楽しいです。少しですが英語が好きになりました。
- ・ 私は英語が苦手だけど英語でコミュニケーションをとることは学力が関係ないと思うし楽しく授業を受けることが出来ると思う。英語の知識が低くても人と会話は出来るし少し自分のことを伝えることもできるようになった。
- ・ 英語が苦手な人でも楽しく英語を上達させることができる。
- ・ 発音やイントネーションなど頭で考えるよりも身体で体感するので身に付きやすいと思いました。
- ・ ロールプレイの時などにリアクションを加えることで、英語も日本語も関係なく、会話により楽しさが加わることに気づかされました。だから私は今、人と話す時にはリアクションを加え、それによって会話を今まで以上に楽しむことができています。
- ・ この授業を通して、相手に伝わるように話すことで自信を持って英語を話すことができるようになったと思います。
- ・ より実践的な授業は覚えも早く役に立つことも多く感じています。
- ・ 高校までの授業では、定期テストでいい点が取れても、それきりで忘れてしまって全然に身になっていませんでした。＜略＞English Communication で相手に伝えようとするか、話そうとするかが大切。

The comments below highlight some of the 2024 students' previous perceptions towards English and their perceptions towards the English Communication class:

- ・ I gradually became more comfortable with speaking and was able to think and speak on my own.
- ・ Compared to high school English classes, there was no sense of rigid study, so even though I was not good at English, I was able to work on it with more motivation than in high school.
- ・ I think I developed my speaking skills more because of the role-plays each time. Therefore, I gradually became less and less hesitant about speaking English, and I



think it helped me to improve my communication skills.

- I was able to take the classes without feeling too much pressure because I could get through even if I made a few mistakes. I feel that this was more motivating for me to learn English than the high school classroom style, and I feel that my speaking and communication skills also improved.
- I think this class helped me learn communication and everyday conversational skills through role-plays.
- Through this class, I realized that English and Japanese are not very different in terms of communication. I realized that communication is for the purpose of interacting with others, our feelings are the same and our ideas on how to expand the conversation are the same.
- I felt that my English conversation and communication skills definitely improved since the beginning through this class.
- I felt that I was not good at English. In this class I was able to use English comfortably, which gave me confidence in using English.
- I also learnt the joy of being able to convey what I wanted to say to others.
- I was not good at English classes, but in this subject I did not think I was bad at it. I was able to take the class with the awareness that I was learning how to speak in English in order to develop my communication skills.
- I was very bad at speaking in English, but < Edited for brevity> now I like speaking in English very much. < Edited for brevity> I felt that it is a necessary subject not only in today's society but also in the future in terms of improving communication skills.
- I had a feeling of resistance to foreign languages, not just English, and I thought it was impossible for me, but < Edited for brevity> I am glad that I learnt to think about how I can communicate with others by myself.
- I feel like I was able to overcome my negative thinking by taking this class. Through English, I was able to change not only my English speaking and listening skills, but also my inner self.
- Since entering university, I have enjoyed speaking English. I was not good at it in high school.
- I now love English. I think this is because there were many situations where I could use English to express my feelings.
- I used the prints handed out at the beginning of class to think of role-play sentences, so I feel that I am learning more and speaking a lot more English than I did in high school.
- Through the classes, I have come to like and even speak a little English, and I have realized that anyone can learn to speak English. I also realized that being able to speak English gives me confidence and makes it fun. < Edited for brevity> I learnt that when you communicate in English, you can open your mind and learn more

about the other person than when you communicate in Japanese. I learnt that it is fun to speak English.

- Until April, I had negative feelings towards English, such as ‘I am not good at English because I cannot get good marks in English tests’ and ‘I don't want to speak English much because it would be embarrassing if I made mistakes with English grammar’ etc. < Edited for brevity> Now, my dislike of English has completely disappeared and I can say, ‘If I make a mistake, it's okay if I make a mistake. It's okay as long as I get the message across. It's important to enjoy it!’ I am happy because I have developed a positive self that says, ‘If I make a mistake, it's okay if I make a mistake’.
- Each role play taught me how to connect conversations and learn about small talk. I think my communication skills and willingness to carry on a conversation have improved more than when I was in high school.
- I realized that English is more interesting when you actually enjoy talking to other people, and I really enjoyed speaking English freely with my friends in the English Communication classes. I like English now.
- I no longer have any resistance to English.
- I was very anxious because I was shy and not good at communicating with other people, and I was also not good at English. Over the course of the classes, I got to know my partner and the other classmates around me, and we had the opportunity to get to know each other a lot.
- My thinking changed to how I could speak next time to make myself easier to be understood. I realized through this class that the important thing is to use English for as long as possible.
- I realized how important it is to practice.
- I realized that this is important because the emphasis is on communicating with the other person. < Edited for brevity> I can speak English while having fun.
- Until the class started, I had a bit of resistance to English and felt that the hurdle to having a conversation in English was very high. However, in reality, there was nothing difficult and I was able to have fun conversing with the teacher and my friends. Through the English Communication classes at Seitan, I realized how fun it is to converse in English. < Edited for brevity> I am very happy that I have improved not only my English skills but also my communication skills.
- In high school, I often became silent for fear of making mistakes and often felt self-loathing when I compared my lack of English with other students, but at university I feel I am able to speak freely.
- I was not good at English and I hated English classes. However, I enjoyed English Communication, so I looked forward to every class.
- I am not good at communicating with people, and I had a hard time having a good conversation with people I have never spoken to before, but I realized that it is very important to be proactive in trying to have a conversation. < Edited for brevity>

Through this class, I have learnt the importance of communication.

- Through this class, I have learnt that even if you don't speak perfect English, you can communicate by sticking words together and using gestures. So, if I ever have the opportunity to use English outside class, I will try to communicate with gestures and not be afraid of making mistakes.
- I think my English has definitely improved in the last few months.
- Until high school, I could only check my English ability with tests, but now I could feel it every time I attend these classes. < Edited for brevity> The classes made me realize how fun it is to listen to and speak English.
- I am happy to realize that my conversational skills have improved a lot.
- Grammar is important, but the most important thing is to be able to communicate. This is because no matter how well I know grammar, it is meaningless if I cannot speak.

以下を原文のまま示す。

- だんだん話すことに対して抵抗がなくなって、自分で考えて話すことができるようになったと思います。
- 高校の英語の授業に比べてガチガチの勉強感がなくて英語が苦手な自分でも高校のときよりやる気を出して取り組むことができた。
- ロールプレイが毎回あることでスピーキングスキルがより身についたと思います。そのため、英語を話すことに対する躊躇もだんだんなくなっていき、コミュニケーション能力を高めることにも役立ったと思います。
- 多少間違えても通じるのであまりプレッシャーを感じることなく受けることができました。高校の授業の形式よりもその方が英語の意欲は上がりますし、話す力や伝える力も上がった気がしています。
- この授業はロールプレイを通してコミュニケーション力や日常会話程度のスキルを学べたと思います。
- この講義を通じてコミュニケーションをとるという場において、英語も日本語もあまり変わらないということに気づきました。＜略＞人と交流することを目的としたコミュニケーションにおいては自分の気持ちは共通しており、どのように会話を広げるかの考え方は変わらないということを実感したのです。
- 私はこの授業を通して英語の会話力やコミュニケーション能力が最初の頃より確実に伸びたと感じました。
- 英語にたいする苦手意識がありました。この授業では気楽に英語を使うことができたので、英語を使うことに自信が持てました。
- 伝えたいことが相手に伝わる嬉しさも学びました。
- 英語の授業というのに苦手意識があったが、この科目においては苦手だと思わなかった。＜略＞コミュニケーション能力を伸ばすための話し方を英語で学んでいるという認識で授業に挑むことができたから。
- 英語で会話することがとても苦手でしたが、＜略＞今では、英語での会話がとても好きになりました。＜略＞コミュニケーション能力を高めるという点でも現代社会に限

らず、これからの社会において必要な科目だと感じました。

- 英語に限らず外国語に抵抗感があって、自分では無理だと思い込んでいましたが＜略＞どうすればコミュニケーションを取れるのかを自分で考えるということを学べたのでよかったです。
- この授業を受けてネガティブ思考を克服できたような気がします。英語を通して英語力や話す力・聞く力はもちろん、自分の内面を変える事が出来ました。
- 大学に入ってから、英語を話す事が楽しくなりました。高校の頃苦手意識を持っていた。
- 英語が大好きになりました。これは、英語を使って自分の気持ちを伝える場面が多くあったからだと思います。
- 授業の最初に配られるプリントを使ってロールプレイの文を考えるので、高校までの英語よりも身に付けられているし、多くの英語を話せるようになっていいると感じます。
- 授業を通して、英語が好きになったし、少し話せるようになったので、誰でも英語ができるようになるのだと気がつきました。また、英語を話せるようになると自分の自信にもつながり楽しくなってくるのだと気づきました。＜略＞英語でコミュニケーションをとると心を開くことができ相手のことを日本語でコミュニケーションを取るよりも知ることができると学びました。英語が話せると楽しいのだと学ぶことができました。
- 4月の時までは、「英語のテストで良い点が取れないから苦手だな」「英語の文法などを間違えて話してしまったら恥ずかしいからあまり話したくないな」などと英語に対する否定的な感情を待っていた。＜略＞今はすっかり英語が嫌いな自分は消え、「間違えたら間違えたでいい。伝わればいい。楽しむことが大切だ！」というポジティブな自分が生まれたので嬉しい。この数ヶ月で私は、英語を話すことの楽しさを学び、英語に対してポジティブな感情を持つことができた。
- 毎回のロールプレイによって、会話の繋ぎ方や、スモールトークについて学びました。身近なことからも会話を続けることによって、コミュニケーション能力や、会話を続けようとする意欲が高校生のときよりも上がったと思います。
- 英語は実際に人と楽しく話すことによって面白く感じるのだと気がつきました。English Communication の授業で、友人達と英語を自由に話すことが本当に楽しかったです。英語が大好きになりました。
- 英語に対する抵抗もなくなりました。
- 人見知りでコミュニケーションを取ることが苦手で、さらに英語も不得意だった私はとても不安に思っていました。授業を重ねるうちにペアの相手や周りのクラスメイトと打ち解け、お互いのことをたくさん知る機会にもなりました。
- 次はどうやって話したら分かりやすいかなという思考に変化しました。大切なのは少しでも長く英語に触れることであるとのこの授業を通して気付くことが出来ました。
- 実践することがどれだけ大切なのかわかりました。
- とにかく相手に伝えることを重視するのでそれが大切だと気がつきました。＜略＞楽しく会話をしながら英語ができる。
- 授業が始まるまでは、英語に対しての抵抗感が少しあり、英語で会話をするということに対してのハードルがとても高く感じていました。しかし、実際は、難しいことは何も

なく、先生やと友人と楽しく会話をすることができました。＜略＞星短での English Communication の授業を通して、英語で会話することの楽しさに気づきました。＜略＞英語のスキルだけでなく、コミュニケーション能力も向上し、とても嬉しいです。

- 高校の時は、間違いを恐れて沈黙になってしまうことも多く、自分の英語力の無さを他の子と比べて自己嫌悪に陥ることも多かったですが、大学では自由に話すことが出来ていると感じます。
- 英語が苦手な英語の授業が嫌いでした。しかし、English Communication は楽しく学べたので、毎回の授業が楽しみでした。
- 私は人とコミュニケーションを取るのが苦手な、あまり話したことのない人とはどうしてもうまく会話ができなかったけど、積極的に会話しようとする姿勢がとても大切だと気づきました。この授業を通して、コミュニケーションを取ることの大切さを学ぶことができました。
- この授業を通して、完璧な英語じゃなくても単語をくっつけてジェスチャーを使えば通じることがわかりました。なので、もし英語を使う機会があったら間違いを恐れず、身振り手振りで伝えることを意識してみようと思いました。
- ここ数ヶ月で私の英語力は確実に伸びたと思います。
- 高校までは、自分の英語力をテストでしか確認できなかったけれど、今はこの講義で毎回のよう実感できました。＜略＞英語を聞くことと話すことの楽しさを知ることができた講義でした。
- 会話力がぐんと身についたことが実感できて嬉しいです。
- 文法も大事ですが、1番はやっぱりコミュニケーションが取れるかというところだと思います。なぜならば、どれだけ文法がわかっても話せないと意味がないからです。

## 5. Discussion

The data collected from student feedback over the 2023 and 2024 academic years on the English Communication class reveal several insightful patterns regarding their attitudes and experiences with English. This discussion synthesizes these findings to explore the impact of the course on students' perceptions and skills in English.

### 5.1. Increased confidence

One of the most notable changes observed is the increased comfort and confidence students have developed in speaking English. Initially, many students expressed a fear of making mistakes and a reluctance to speak English due to concerns about grammatical accuracy. However, the emphasis on role-playing and communicative practice in the new class appears to have alleviated these concerns. Students reported feeling more comfortable speaking English and less afraid of making mistakes. They noted that the focus on communication rather than perfect grammar helped them engage more actively in conversations. The shift from a fear of failure to a more relaxed and enjoyable approach to learning English is a significant positive outcome of the class.

### **5.2. Shift in attitude towards English**

The data indicates a substantial change in students' attitudes towards English. Many students who previously disliked or feared English reported a newfound enjoyment and appreciation for the language. The class's emphasis on practical communication and personal relevance, such as discussing topics like part-time jobs, food, and hobbies, contributed to this shift. Students recognized the value of using English for real-life communication rather than solely for academic purposes. This transformation from viewing English as a test subject to seeing it as a tool for meaningful interaction suggests that the class successfully addressed students' needs and preferences.

### **5.3. Development of communication skills**

Students also observed improvements in their communication skills. They reported that role-plays and interactive activities helped them develop their speaking abilities and become more proactive in conversations. The class's focus on everyday conversational skills, such as small talk and asking follow-up questions, appears to have been effective in enhancing students' practical communication skills. Many students noted that these activities helped them learn how to react appropriately in conversations and build their vocabulary.

### **5.4. Reduced anxiety and increased motivation**

The reduction of anxiety and increased motivation towards speaking English were other significant findings. By creating a low-pressure environment where mistakes were viewed as part of the learning process, students felt more motivated to participate, and practice using English. This positive reinforcement contributed to a more engaged and enthusiastic attitude towards the language. Students reported that the enjoyable nature of the classes helped them overcome their previous resistance to English and increased their willingness to engage in the language outside the classroom.

### **5.5. Realization of practical benefits**

Several students expressed a realization of the practical benefits of speaking English. They noted that being able to communicate effectively in English had practical applications, such as using English in their part-time jobs or enjoying conversations with peers. This practical relevance of the language contributed to a more positive and motivated approach to speaking English.

## **6. Limitations and Future research**

While the data presents a positive shift in students' attitudes and skills, it is important to acknowledge the limitations of this study. The findings are based on a specific context within a junior college and may not be generalizable to other educational settings. Further research is needed to explore how these changes in attitude and skill development translate into



continued motivation and language use beyond the classroom. Investigating how students maintain and build upon these skills in different contexts could provide valuable insights into the long-term impact of communicative language teaching. Overall, the data suggests that the English Communication class has successfully fostered a more positive and effective approach to students' using English, leading to increased confidence, improved communication skills, and a more enjoyable learning experience for students. Although there were no negative comments in the students' data, future data collection should also try to capture and explore negative aspects.

## **7. Conclusion**

The introduction of the new English Communication class at Seitan has led to a notable transformation in students' attitudes towards English communication. The data and student feedback from the 2023 and 2024 academic years reflect a significant shift from viewing English as a daunting academic subject to appreciating it as a valuable tool for everyday communication.

Students initially approached the class with apprehensions and negative perceptions of English, largely due to past experiences with rigid, test-focused instruction. However, the new curriculum's emphasis on practical communication and relevant topics effectively addressed these concerns. By focusing on communicative competence rather than grammatical perfection, the curriculum has successfully reduced students' anxiety and fostered a more enjoyable and engaging learning environment.

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