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Study on the Way of "English Education" in the Future

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Abstract

This study focuses on the problem in the early English education. That is, in this study we aim at considering the way of English education in the respect of the Philosophy of Education. In our country it is undeniable that the actual educational guidance is horizontal under the slogan "individual" education. School records are still judged by the mean and standard deviation. Consequently, children are likely to beautify its judged records and to judge the right and wrong of things based in that respect. This situation distinguishes dangerously between the upper and the lower, which leads them to the collapse of "involvement of learning". The structure of "the rule and the ruled" and "discrimination and the suffering discrimination" binds their bodies and separates their group. "Bullying", "truancy", "school violence", "misconduct seems to be actualized by this structure. In the general English class a teacher ask grammar and reading skills and they answer what they are asked. This systematical and gradual teaching method is developed. Then, "correct or incorrect" and "can do or can't do" always exists, and the structure of the upper and the lower are distinct more.

On the other hand, English education emphasizes more with the conversation, which is basically done with friends. The context and the time series relates to its conversation, which means the clear correction hardly exists. That so, it has a great role in interaction, a group process. Stepping on this fact, we must search for the principle on forming "individual independence" and "the social solidarity". To achieve this, a teacher is demanded to develop the educational activity on English education based on the "conversation" including interaction with friends.

Keywords

English Education, Teacher, Current Issue on Education

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1. Introduction

From the late 1980s, an issue on a decline in the scholastic ability, physical strength and exercise ability of children has been focused on. Accompanying this issue, their appetite or attitude for perseverance and patience has been weak. While they hardly feel anything on their body, they are likely to prefer to reason. Consequently, the necessity of the education for unification a sense of unity for mind and body are insisted. According to the recent news disturbing the world, it seems that people who can't distinguish between virtual world and reality have been educated, and some may be afraid of this dangerous situation.

On the other hand, the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Health, Labour and Welfare built a national project; a fulfillment on eating education and an introduction of early English Education.

The former related to the issue on their physical ability which comes from the distorted development of their main component such as skeletal tissue, skeletal muscle and fat tissue. Naturally their family, however, should fix this issue. People push the issue into the education field, and what do they expect a teacher do in the school education or the class? What is an issue school takes care of?

The latter project comes from a pressing need for growing businessmen who can work in the world by the influence of the recent globalization. That is, the fact that only 30 percent of students, even a student who are from a prestigious school such as from Tokyo University can speak English gets an attention. In the globalization, which requires us to compete with a strong man, the actual circumstances, a handicap in English education is revealed, and this is our challenge to overcome. Is it meaningful for its solution that teachers who can't speak English teach in elementary school, and it seems that their burden only increases, and other subjects may have a bad influence.

This is a part of one example, however, these various social issues always shake schools. We are destined to develop an education field, where three persons –teacher, children and their parent– are involved. That is, even if teachers should grasp the nature

of "school", they have risks in destroying a class with children.

From this thought, this study focuses on the problem in the early English education. That is, in this study we aim at considering the way of English education in the respect of the Philosophy of Education.

2. Current Issue on Education in Japan

Currently, the issues that are hard to solve have been piled up in the school educational field: "bullying", "truancy", "school violence", "misconduct", "the collapse of class" and "sexual morals". This phenomenon means that their way of learning is disturbed, which leads children not to cultivate energy to live. This hardly happened thirty to forty years ago. The typical incidents at the time are "May 1968 Events" or "the Vietnam War". These give us an opportunity for rethinking of various perspectives in the past. After Industrial Revolution broke out in 18 century, rebellion against the united state based-industrial capitalism came to light greatly.

On the other hand, the opposition between the Ministry of Education, Culture, Sports, Science and Technology and Japan Teachers Union was intense in the educational world. This background was related the political argument, the 1955 system, between the Liberal Democratic Party and Socialist Party and Communist party. The issue on the legal binding force over educational guidelines was not only born but also the issue on the screening of textbooks by the Ministry of Education was disputed in the court. In this period, indignation to the custom cultivated in war to post-war or system exploded in the educational field.

These events broke out in the structure of confrontation in the Cold War between the East and the West, a microcosm of hegemony for the industrial capitalism, socialism and communism. In 1987, however, the Berlin Wall was broken and the Soviet Union was collapsed in 1992. From this incident, the confrontation of the ideology between the East and the West didn't exist at all in the earth, which means the collapse of antithesis.

As a result of disappearance of an antithesis, the world learned to base on the capitalism and the democracy. Centering on the new liberalism and financial capitalism, our sense of values on life, society and nature diversifies.

By this free competition was born, the disparity expansion among each person got widened, the value such as "-first" is emphasized more and consequently people ran about in confusion to seek out new antithesis. In addition, history tells us that in that situation the strong get to stand out and control the weak; the structure of "the rule and the ruled" and "discrimination and the suffering discrimination". The Bosnian War originated in the Gulf War is a tragedy, which is, the pressure on the minor ethnic or religion by the political majority actualized. The issue on North Korea and Taiwan also floats to the

surface. The Arab-Israeli issue on is also in disturbance. In the United States the race problem becomes intensified again.

On the other hand, turning eyes on the earth environment, the restraint policy on CO2 is still in no progress; the depletion of the ozone layer and increasing speed of the desertification. The background of these problems resulted intricately in the ego of the great capitalist economic power and the developing nation's opposition against the advanced nation.

These disputes as to the structure of "the rule and the ruled" and "discrimination and the suffering discrimination" becomes a symbol, representing the North-South problem, the schema of the southern and northern hemisphere, and it comes to be a new axis of ideology on earth.

As we said at the start, the reality involved in "bullying", "truancy", "school violence", "misconduct" seems to be the North-South problem in Japanese education.

3. Teacher's Teaching Technique

As a responce to the end of the Cold War between the East and the West, "the humanization of education movement" broke out in 1980. This movement fostered "personalized education" into school educational field. Its aim of the education is to ask conventional school system again, cultivate children's power to live one by one and enrich it. That is, a teacher was required for quitting uniformity of all teaching. The obtainment of multifaceted learning way and the scheme of diverse learning activity became important. This resulted in an excessive burden for elementary school teachers who teach almost all subjects by themselves.

In our county at that time, the movement of the organization of teaching skills got enhanced. Furthermore, scholars developed the analytical study in class. By this various teaching techniques were developed and introduced, and its experiment was also examined practically and empirically, and then the validity of these teaching technique became corroborated. Thus, more teachers came to share developed teaching technique.

Silberman, C. E.(1971), an advocate of "Open School", regarded most characteristic aspect in school as "discipline and regulation". Teachers at that time tried to make a material effective only for a teacher, a material used by a teacher anytime and anywhere, for maintaining this system, but this attempt resulted in losing children's appetite for learning. That is, teachers in the United States at that time thought that every child can enhance their learning outcome above a certain level by the use of the teaching material "effective for every teacher". This led children not to follow class and consequently expanded academic gap greatly.

To be sure, in practical education field the development of teaching technique true for

anytime, anywhere and whoever is an important matter in the respect of guaranteeing the common academic skills as an official education. This, however, confronts to the education, which aims at enhancing individuality and discords with a way to achieve the aim of its education. Moreover, the purchase of manipulation on an instructive experience by the technique is similar to the thought of a technocrat, a bureaucrat. According to Lyotard, J. F. (1984), the outlook to purchase its experience is prevalent to systems approaching reliance on cybernetics theory, which regards the society as one whole function. This is not for stimulating their power to live, life, and just to strengthen the manipulation for adjusting or improving their power to live for achieving learning goals suggested by a teacher. Under the distorted learning teaching on its technique children are not allowed to get over the teacher's ability.

Now, it is necessary for us not to cause misunderstanding. When you try to teach children, you cannot teach academic support effectively without the teaching technique but also spend vainly 15 hours on one material. Educational activity in school seems to have infinite possibilities. That so, it is natural that they acquire more teaching technique as possible as they can.

Now we face a problem. That is, more and more teachers lack recognition; technique is just a method. Most classes are likely to be criticized by "purpose and method" structure collapse.

It is important that children place or choose a topic by themselves, and foster self-solution, and they need a learning assignment related to English for enhancing self-solution. Teachers need to make a teaching plan based on learning process, a course of children's leaning, in the teaching materials, teaching program, and "the way of its composition, the obtainment of many-sided learning policy, on learning subject, an aim," is essential. In teaching activities, for example, "a method of asking question", "a method of heeding", "a devisal of an individual card or a group note" and "a method of recording the learning process and the various achievements" are given.

Contrary to this, teacher centered should develop the presentation or the explanative learning in the case of children who have low learning readiness, and the assignment-solving learning is different to the way above as we mentioned. For example, "the teaching process, the way teacher teaches" is based on the composition of teaching materials and it is essential that teaching assignment includes logically and systematically in it. "The way of presentation and explanation" and the expression way" are given in teaching activity.

In reality, however, even if its teaching plan shows assignment-solving learning, a teacher developed explanative class and a class based on a teacher's presentation only, or contrarily, s/he intends to do the presentational or explanative teaching but s/he often results in developing a class based on asking questions or group discussion.

In this study, we have criticized the slanted class based on the manual-oriented teaching technique by the result of not thinking of the use purpose. Furthermore, it is

natural that the teaching technique itself is meant to be born under one teacher's aim or trying to achieve the purpose. This inherits individual nature in the teaching technique.

4. The Inconsistency in School Education

In our country it is undeniable that the actual educational guidance is horizontal under the slogan "individual" education.

School records are still judged by the mean and standard deviation. Individual learning activities written in a school report seems to beautify its judged records or just cheer up. Currently, a strange phenomenon has broken out in junior high schools. That is, children who have the mean ±1 S.D came to be an imaginary existence. In other words, bipolarization, the upper and the lower on their grade, has moved. In the relationship between study records and its parameter, the most children on the regression line have the mean and the upper and the lower disperse top and bottom on the regression line. Both the upper and the lower are excluded from the mean group. This means the collapse of "involvement of learning".

In our country, ethic or religious issues are not a serious social problem and we have invaded the structure of "the rule and the ruled" and "discrimination and the suffering discrimination" in our life without knowing it. This is originated in the reinforcement of a technocrat ideology by some elites of the adult world. The reality seen from children's study records above-mentioned displays that the world gets infiltrated into the adult world. The structure of "the rule and the ruled" and "discrimination and the suffering discrimination" is born in their world. "Bullying", "truancy", "school violence", "misconduct seems to be actualized by this structure.

5. Problem as English Pedagogy

The structure of "the rule and the ruled" and "discrimination and the suffering discrimination" binds children's bodies and separates their group. Their body is naturally open but closed by that. Consequently, these phenomenon collapses children's "learning body" and "learning relationship". In this thesis "body" means a measurable and objective matter but also means it is "subjective body" that is untouchable and invisible. That is, it is correlative with mind and spirit and also united. Then, the formation of the body is defined as "physical", and these various phenomenon above are questioned. Body is human existence. Its collapse threatens our existence. In school education directly connected with its formation, they have a duty to pave the way through restoring

"learning as body" and "learning relationship" (Mollennhauer, 1972).

The problem is how we restore these? To solve it, we need to think of these two relationships as the perspective of teaching matter.

"Learning body" should be rooted in their self-activity, spontaneity. It should not be a random learning activity for satisfying an impulse. It should be sophisticated improvingly by the matter of a connection with teaching materials. To realize, numerous human perspectives such as culture, theory, formality and ideology existing in them should be received a baptism. Children can polish individual spontaneity through this process.

On the other hand, in the expansion of "learning body", children come to learn the body of other people; they come to learn another person's leaning apart from themselves. This other people's intentionality bears naturally the other understanding. Then, it finally strengthens the social solidarity.

When it comes to English education, it is emphasized more with the conversation, which is basically done with friends. That so, it has a great role in interaction, a group process. Stepping on this fact, we must search for the principle on forming "individual independence" and "the social solidarity". The revival of "learning body" and "learning relationship" should be replaced with the unified issue, "individual independence and the solidarity formation" as a subject on the English class.

Then, how do we develop the subject, "individual independence and the solidarity formation" in the English class?

"Live" belongs to "power". The analytical search for the "power" seems to run into partly abstraction. The unification and reconstruction of whole "live" results in producing its principle. In the school education field, however, we stand on the analytical pursuit on the "power" but also in other aspect the practical theory on growing better human intentionally and systematically will be essential. This means the pursuit for the validity of method principle in the educational practice.

6. "The Field" of Physical Education as English Class

"School" subjectifies and internalizes the quantitatively and qualitatively expansive cultural assets to children, which must be the system for fostering organized and systematic development, human character building. That is, the education fields bear a responsibility for succession and conveying the cultural assets to children. The term, "conveying" in this thesis doesn't mean merely the imitation to knowledge or technique but also merely the cultural preservation as to "succession". Furthermore, it should bear positive signification on intending to reproduce the cultural assets, based on the forerunner's effort and wisdom. The class practice in the school, consequently, needs to stir children's self-activity, individual independence and to form subjective

involvement, “the solidarity formation” on cultural value. Comparing to the educational activity by each a professional school, a private school and a sport organization, the “school” education activity should materialize deliberate, cultural and social educational act.

We take up for the deepening of “learning” and systematization of “experience” in the school by basing on Mollenhauer, K. who claims that the school owes the largest responsibility for cultural reproducing and fostering “liberating pedagogy”.

“Liberating pedagogy” hasn’t stood in both long running developed “hermeneutical pedagogy” or “experimental pedagogy”, and has criticized the one-sided theory of education. It aims at correlative emancipation of individual and the society through the politics and the education with the clue to education equal to human formation. This regards the development of the society, the cultural conveyance and succession, as the educational process by reflecting on the relationship with the current social system and individual “life”. Mollenhauer (1972) who refers to the conventional social theory, the ideology of Goffman’s “Social identity” and “individual identity”, states that “the various elements for cultivating social experience in the complement role behavior are made use of providing a motivation to satisfy the stipulation standards, which finally unifies children who finally adapt to the stipulation into the society. He also criticized that this role model exists in the social process and only analyzes the social aspects. Focusing on the a mutual communication act, he points out the importance of the act that the main participants themselves have a purpose and try to reach an agreement as to meaning intention and behavior objective. To display its behavioral ability, he claims to establish the communication structure for forming discussing abilities. When he tried to embody these in the actual educational practice, however, he was astonished at its difference in the reality.

In the attempt to optimize school teaching related to the modern education and the science development, the technique questions only are engendered. These questions are, for example, a device for the learning material children seem to be fascinated with or the method with which a teacher makes them eager to cope with its material. These are evasive questions especially in front of children, when teachers develop an actual class. In the case that they teach children without such questions, the teaching activity itself should be questioned. These questions are surely the show of their deliberation to manipulate their learning experience. Accordingly, the nature of their “learning” can’t be explained from these questions. In this respect Mollenhauer gives the intrinsic motivation as its representative educational knowledge.

Furthermore, the pursuit process on these questions regulates concretely their learning experience based on the teaching program they planed. This causes their one-sided understanding to children or their self-righteousness. That is, they can’t understand their reality deeply.

Mollenhauer asked the following question. “The formation for how children prepare for

learning something".

Standing the role of children and seeing this question negatively, they seem to feel that "Why do we learn English class in the school?" This means their suspicion on the massive and unclear use of the knowledge and the technique. All the more because when an English teacher answers this question with "these are preparations for the exam" or "to go to a prestigious university", students lose motivation suddenly, which causes a classroom collapse. Mollenhauer (1972) claimed that the preparation for their learning should be intrinsic and focus more on "the use value".

7. Conclusion

In this study we hope children get back their body, and stated the importance of question on "how learner forms the preparation for learning something".

The process for learning knowledge and technique related with environmental society and body has been commonly sought in current every educational field through general educator's remarks. This emphasizes the education; children learn through their body. The general pedagogy shows the practical development for forming 'the embodiment' has appeared as the contemporary subject (Ikai, 1968)[n 1]. That is, the physical sensations on the physical burden and labor, the way of learning these sensations though their body are emphasized. The human being is an animal that deals with language, and English is common language around the world. That so, we think that the importance of "the physical education in English education" in our country has gained.

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Note

1) Ikai says that "When children grows up, let them outside. They run around and sometimes fall down on the ground. However, we don't need to worry. They will stand by themselves and start running again. They will be sunk in joy instead of currying." Ikai, capturing the nature of children, points out that they can control their emotion and obtain the ability for adjusting it by themselves. He also points out that the frontal lobe itself is not enough to control their emotion but they can control the emotion by the emotional stimulation through the physical burden and labor. That is, they can't control their emotion without the emotional stimulation; this is the characteristic meaning of bearing

the body. This displays the necessity of the physical burden and labor in 'physical education'. This thesis located the physical burden and labor as a positive meaning for a current educational issue toward forming 'the body'.

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これからの「英語科教育」のあり方に関する一考察

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【キーワード】英語科教育，教師，教育問題

【要旨】 本稿は，英語教育に関わる問題を見つめる視座を固めてみたいという動機から，英語科教育の授業のあり方を教育哲学の立場から考察することを目的としたものである。

まず，近年のわが国においては，「個性化」教育というスローガンの下で，実際の学習指導が横並びになっている。そこでは，子どもたちの学習成果を学業成績の平均値と標準偏差で判定されている。それ故，子どもたちは判定される学業成績を美化し，その価値観だけで物事の良し悪しを判断する状況へと陥っている。こうした状況は，弱者と強者を明確化してしまう危険性を含んでおり，子ども同士の「学びの関わり」を崩壊させている。

上記のような「支配-被支配」「差別-被差別」の構図は，子どもの身体を呪縛し，彼らの集団を分断させる危険性が高いものと考えられる。「いじめ」「不登校」「校内暴力」「非行」といった現象は，この構図が顕在化した結果であろう。

一般に，英語科の授業では教師側が文法や読解力を問うて，それを子どもたちが回答していく系統的・段階的指導スタイルによって進展していく。それ故，「正解－不正解」「出来る－出来ない」が存在しており，強者と弱者が明確化する傾向にある。

一方で，英語科教育の中心で重視したいものは会話である。会話は，仲間と共に営まれるのが常であり，本来，会話には文脈や時系列が関係するため，明確な正解は存在しにくいものである。こうした学びを担保していくためには，仲間との相互作用（集団過程）の果たす役割がきわめて大きくなる。

以上のことから，英語科の授業においては「個人の自立」のみならず，「社会連帯性」をも形成する方法原理を究明しなければならない。そのためには，こうした立場から仲間との相互作用によって営まれる「会話」を基盤とした英語科教育に当たる教師が求められている。

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