

Developing Communicative Competence from the Sociolinguistic Perspective

— Aiming at Innovative Language Teaching —

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1. Introduction

English is the most widely taught, read and spoken language all over the world and nowadays it has become a global “lingua franca.” It has important roles in various fields such as politics, economics, mass media and education. From political and economical standpoints, after World War II the U. S. A., as the leader of the Western Block, took the lead in politics, military and foreign affairs and had a great influence on languages of the world. English-centered culture has been established over most of the world. In the field of mass media, world news is reported from AP and UPI in New York, and Reuters in London. CNN, ABC are broadcast by satellite from the U. S. A. to the world. American newspapers such as The New York Times and The Los Angeles Times, or British newspapers such as The Times are read all over the world. English has really become a useful vehicle to provide important information. It also has become an international language as a means of spoken communication. We have to be aware of these new roles of English in global situations both on paper and via the Internet.

In education, English is taught as a subject at school in most countries

where English is not the native language. In Japan, English is also taught at junior and senior high school and college levels in spite of the fact that it is not a compulsory language. Most of the class time, however, is spent on the exact translation of the sentences in a textbook. In spite of the severe criticism of traditional grammar-translation method, our language classroom has not been improved yet. Many Japanese learners of English complain that they have not acquired sufficient ability of using English after their long hours devoted to learning English. With the slogan of internationalization, more and more people show keen interest in English as a means of communication these days. English education indeed has entered into new transition period from teaching and learning English to using English as a means of communication. Possibilities offered by innovative methods have been investigated to meet the requirement of voices from inside and outside of Japan.

In recent years, the Communicative Approach has attracted attention after the period of the Audiolingual Approach, which was dominant in the 1950's and 60's. The Audiolingual Approach was theoretically justified by the cooperation of linguists and psychologists. Unlike the Audiolingual Approach proposed by the collaboration of scholars, the Communicative Approach or Communicative Language Teaching (CLT) stemmed from the perspective of teaching English for Specific Purposes (ESP), i. e., needs analysis and the focused teaching of functional English. This approach was applied to the teaching of English to immigrants. This communicative approach did not concern itself with teaching methods. The goal of CLT is to aim to develop "communicative competence."

This paper demonstrates how to develop communicative competence at language classroom from sociolinguistic perspective. I would like to stand

by discussing the historical development of the concept of “communicative competence,” first by clarifying its definition. Following this, I will propose that a sociolinguistic perspective is an essential aspect of communicative competence, and I will focus on language attitudes and world Englishes. Language teachers should also recognize a new role of English in international society in order to acquire students’ proper language attitude. I strongly believe sociolinguistic perspective — the relation between language and society — helps students enhance their social attitudes as well as their cultural awareness. I will then return to a consideration of the language teaching situation in Japan, and how the sociolinguistic perspective may be included to enable the development of students’ communicative competence. Finally, I will give a brief report of language teaching using this approach.

2. Communicative Competence

2.1. The Definition of Communicative Competence

Over fifty years ago, Noam Chomsky proposed linguistic theories concerned primarily with an ideal speaker-listener who knows his or her language perfectly in a completely homogeneous speech community. He defined competence as speaker-hearer’s knowledge of language, and performance as the use of the language-system in concrete situations (1965). His notion of competence is different from the usual notion of ability. It refers to the rules of the language needed for generative grammar. Linguistic competence includes subconscious knowledge of language structures, depending on innate structures. It is developed independently of socio-cultural factors. Linguistic performance implies “actual performance,” and not the realization of potential ability. Many opponents who were

dissatisfied with Chomsky's confined attention to highly theoretical, idealized linguistic competence, showed interest in the more realistic notion of linguistic competence: communicative competence. The term "communicative competence" was coined by Dell Hymes (1974). He clarified the difference between the terms linguistic and communicative competence, and linguistic and communicative performance, which refers to the relationship and interaction between grammatical and sociolinguistic competence and performance. Communicative competence is employed to explain the ability to produce situationally acceptable and, more especially, socially acceptable utterances. He insisted not only on grammatical acceptability but also contextual appropriateness. He used "competence" as the most general term for the capabilities of a person (1972). According to Hymes, communicative competence is what enables a person to perform appropriately in speech events. It includes not only grammatical competence which allows a person to judge whether and to what degree something is formally possible, but also the competence to judge feasibility, appropriateness and whether and to what degree something is in fact done. Hymes included the "ability for use" which is the individual's underlying potential to realize a possible, feasible and appropriate speech act, which is not actual performance. McNamara (as cited in Shohamy, 1996) criticizes that "ability for use" as a difficult term to grasp because some cognitive and affective factors are involved in performance of communicative tasks. M. A. K. Halliday (1970) describes functions of language in a theory of communicative competence. He was interested in the synthesis of structural and functional approaches. He argues that we are able to understand the functions of a particular grammatical structure by looking at language in use or its context of situation. Though both Hymes and Halliday are

concerned with social situation, Halliday rejects Chomsky's distinction between competence and performance more clearly than Hymes. While Hymes redefines competence to include ability for use, Halliday rejects the distinction itself as unnecessary and misleading. Unlike Hymes who includes ability for use as well as knowledge, Canale and Swain (1980) excluded the ability for use from their definition and included it in what they called "communicative performance." It means their model includes only actual use and lacks a notion of "potential" for use or underlying skill. They insisted that linguistic competence should be viewed as part of communicative competence since rules of grammar are meaningless without rules of use. They categorized communicative competence as grammatical, sociolinguistic, discourse and strategic competence. Grammatical competence, corresponding to Chomsky's linguistic competence, refers to adequate description of the sentence-level formal features of language. It is the ability to recognize the lexical, morphological, syntactic, and phonological features of a language. It is not linked to any theory of grammar nor does show the ability to make explicit the rules of usage. Grammatical competence is demonstrated by using a rule, not by stating a rule. Sociolinguistic competence implies the social rules of language use. It requires understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction in judgments of the appropriateness elaborated by Hymes. Discourse competence is concerned with the connection of a series of sentences or utterances to form meaningful units, and includes text coherence and cohesion. Strategic competence refers to the strategies to compensate for imperfect knowledge of the rules or limiting factors. They include paraphrase circumlocution, repetition, hesitation, avoidance and

guessing as well as shifts in register and style. However, Canale and Swain's model lacks an explanation of how the different components interact on what role each plays.

2.2. The Deficiencies of Communicative Competence

I would like to address deficiencies of communicative competence proposed by Philip Riley (1996). He makes four claims: (1) Communicative competence is neither dyadic nor intersubjective. (2) Communicative competence is intentional rather than hermeneutic. (3) Communicative competence is idealized, not theorized. (4) Communicative competence is based on a situational determinism which leaves no room for rhetoric, or for interactants' changeable perceptions of the situation.

(1) accounts for the deficiency that Hymes' notion of communicative competence focuses on only the individual, that is to say, two people's parallel activities. (2) accounts for the deficiency that Hymes' notion lacks an interpretative dimension. In particular, personal background knowledge and its role is eliminated. There is no theoretical framework that can account for interpretative processes. (3) accounts for the deficiency that Hymes' approach is idealized like Chomsky's. Hymes suggests communicative competence is idealized knowledge of rules, as opposed to performance acts. However, this idealizes the essence of communication: its intersubjectivity. Performance is reduced to the performance of acts. (4) accounts for the deficiency that participants are deprived of their own expressions based on their self-awareness. Situations impose certain types of behavior, i. e., the "appropriate behavior." Situated discourses are predicted because of mechanical relationship between the situation-type and discourse-type. Situations are not stored cognitively. Riley's views

provide some difficulties in explaining how people manage to communicate and what people share even if they share a language. However his criticism gave a warning that overemphasized fixed recognition without participant's autonomous awareness is dangerous. Communication means mutual dialogue between a sender and a receiver like playing catch. A ball is thrown back and forth between the participants in an appropriate situation. It is not a message from one sender like a public speech. The "appropriate" situation is created by only participants involved in communication. The concept of "appropriateness" and "correctness" is not originally decided by the fixed recognition. Too much emphasis on "appropriateness" deprives participants of intentions and recognition in second language learning.

3. Sociolinguistics and Language Teaching

3.1. The necessity of a sociolinguistic perspective

With the emergence of international society and the development of international awareness, language teaching and learning has changed its current conditions, tired of the pedagogical games of swings and roundabouts. As McNamara (as cited in Shohamy, 1996) suggests, it is important to expand into new dimensions that relate language to other linguistic variables as well as non-linguistic variables in language classrooms such as subject-matter knowledge, personality, gender, attitudes and beliefs. Elana Shohamy (1996) also suggests the importance of multi-dimensional construct. She argues that it includes various domains: psychology, sociology, communication, L1, subject-matter knowledge.

Japanese teaching guidelines say the aims of teaching English include the development of students' communicative competence as a means of

communication and foster their attitude to understand foreign culture. It is, however, obscure how the concept of foreign culture should be accepted in language classrooms, i. e., whether the students should adjust their beliefs or values to the culture of the target language or whether they should accommodate the two cultures coexistently. We also need to recognize how communication is conveyed in different cultures.

We must recognize that language is not just an abstract object of study. It is used by people as a means of communication in society. A theoretical and methodological perspective on language use should be introduced in the language classroom, focusing on the fields of language, society, and culture. Sociolinguistics provides learners with language attitudes and understanding of cultural differences. Social and political context can affect social attitudes toward languages and language varieties as well as individual motivation to learn a language. A sociolinguistic approach with macro levels as well as micro levels should be taken into consideration in the overall teaching plan.

3.2. Language Attitudes : the relation between society, language and culture

Language teachers have a responsibility to help their students acquire correct language attitudes : the attitudes which speakers of different languages or language varieties have toward the values and beliefs in social contexts of learning. Expression of positive and negative feelings toward language influence the impressions of studying language. If a learner has positive feelings toward the language, it would facilitate his/her learning language. Social contexts of learning, especially the relation between the society and culture where language is spoken, should be introduced in

language classroom. This would enhance the students' motivation to learn, especially their integrative motivation (motivation that a learner wants to learn a language in order to communicate with people in other culture).

Ronald Wardhaugh (1998) describes a language as what some members of a particular society speak. Speech in almost any society, however, can take different forms. Language should be decided in reference to society because language and society are not independent. According to Wardhaugh, there are several possible relationships between language and society. One is that social structure may either influence or determine linguistic structures and/or behavior. A second possible relationship is opposite to the first: linguistic structure and/or behavior may either influence or determine social structure. This is the view that is behind the Sapir-Whorf Hypothesis, as developed in the claims of Bernstein, a British Sociologist (1961). A third possible relationship is that the influence is bi-directional: language and society may influence each other. A fourth possibility is that social factors are irrelevant to linguistic structures. This view, vividly disregarded nowadays, is found in the one that Chomsky holds. The third possibility, that language and society interact with each other, appears the most proper description of the relationship between language and society. This view should be taken into consideration in second language teaching. Learners should be aware that linguistic variables and social variables are interdependent. Variation such as register, style, dialect, gender, class should be explained in terms of situational appropriateness.

3.3. World Englishes : Variety of English

English is called an international language. However, it is no longer a

structurally simplified, culturally neutral language. Nowadays, it has pluralistic visions with diversity: English in the U. S. A., Britain, South Africa, Singapore, Japan. More than any other language, English has acquired various cultural identities. As Braj B. Kachru (1996) argues, it is now more appropriate to use the term “Englishes” than “English.”: “English has a multiplicity of norms — both endocentric and excentric—multiple identities in creativity and distinct sociolinguistic histories and contexts for function” (ibid, p. 12).

He describes three circles of the uses and users of English in global situation. The Inner Circle comprises countries where English is the first or dominant language: Britain, the United States, Canada, Australia, New Zealand, Ireland, etc. Approximately 350 million people speak English in these countries. The Outer Circle comprises countries where English has a long history of institutionalized functions as second language or official language: India, Nigeria, Pakistan, Malaysia, Singapore, South Africa, Zambia, etc. More than 400 million people speak in these countries. The Expanding Circle comprises countries where English has various roles and has been widely studied for more special purposes in education or business than the Outer Circle: Japan, China, Korea, Indonesia, Iran, Nepal, etc.

As language exists in a number of varieties, the global spread of English has varieties, too. Beyond individual differences, the language of a group of people may show regular variations from that used by other groups of speakers of that language. When the English of speakers in different geographical regions and from different social groups shows systematic differences, the groups are said to speak different dialects of the same language. The dialects of a single language may be defined as

mutually intelligible forms of a language that differ in systematic ways from each other.

There are many national varieties of English in the world today. Pronunciation of British English differs from standard American English. A person may have a Boston accent, a southern accent, a Brooklyn accent, a Midwestern accent. Stevens (1983) made a useful distinction between *dialect* "differences of grammar and vocabulary," and *accent*, "differences of pronunciation" (p. 88). As for dialects, there are British English, American English, Southern English, New England English, New York English, etc. They are all dialects: types of English in particular places spoken by the residents in these areas. There are also dialects that are related to age, gender and other social groups. As for accents, there are a French accent, a German accent, an Italian accent, etc. With a Japanese accent or even that there is a dialect called Japanese English. It is, however, a very abstract idea, because nobody can describe what Japanese English is in the concrete. In addition, Japanese English may also carry a kind of stigma, when people talk about it including pronunciation. English that Japanese learners are studying is called EFL: English as a foreign language, while English that Indian people are using is ESL: English as a Second Language. When we say English as a second (or foreign) language or non-standard English, we automatically relate English to something labeled as a first language, standard English, or native speakers' English. This creates a language attitude of distinguishing English between something good in the Inner Circle, and something less worthy in other Circles. It is also connected with the evaluation of the peoples (races) that use English: people who are superior and those who are inferior. Standard British speakers and standard American speakers are likely to be intolerant to other users

of English especially Asians and Africans. A standard dialect may have social functions to provide a common written or spoken forms for other speakers. It is, however, more important to recognize that standard English (standard American English and BBC English) is neither more regular, logical or correct than any other dialect of English. It is very dangerous to have a superior or inferior judgment of any dialect of English. As mentioned before, it is important to have a proper language attitude in social cultural contexts.

The users of English in the Outer Circle, and the Expanding Circle try to imitate the usage and pronunciation of standard British speakers and American users. English teachers should recognize that there is a great variety of English used by a great number of people in various levels of society. A variety of English used by any residents in areas and any social groups should be equally accepted as long as it is mutually intelligible to each other in various levels of society.

3.4. World Englishes : Pedagogical Perspective

It is very obscure that any English spoken on global situations should be accepted as a variety of English as long as it is mutually intelligible. In teaching methodology, some range and depth of English should be explained and focused on in the language classroom. Halliday (1975) describes basic functions that language performs for children learning their first language such as the instrumental function, interactional function, the personal function, the heuristic function. It is applied in learning a second language. Functions of language should also be emphasized in culture-situational contexts. Sociolinguistic considerations that different situations across cultures exist should be taught in the language classroom.

English has become an important means to understand multicultural customs, ideas and acceptance. Concern with multiculturalism should be recognized in the education community.

The objective of communication in language teaching is often described as “to express what a learner thinks in English well.” The criteria of “well” is often judged by the norms of speakers in the Inner Circle. This discourages the learner. In reality, it is impossible to reach an ideal native speaker’s level. A learner always has to suffer from an inferiority complex toward English under the process of interlanguage. If the concept of “world Englishes” is introduced in the classroom, “my English” based on the speaker’s norms, becomes more accepted. It makes communication smooth by using what a learner knows rather than making up for incomplete knowledge.

Language teachers, especially in the Inner Circle, should be exposed to many other varieties of English in the Inner Circles, and expand their cultural awareness to other Circles to acquire values of multiculturalism of other English users. They should learn variation, varieties and cultures to develop their curriculum, testing and authentic materials based on concrete theory. Without a knowledge of other varieties, all that a native speaker can say is “it is wrong /right in any variety.”

4. Communicative Competence : Its Applications in Language Classroom

4.1. Traditional Teaching Methods in Japan

First, I would like to discuss the present English education in Japan. From the Meiji Restoration, grammar-translation method has been dominant in Japanese language classrooms. After repetition of chorus reading

or model reading on new vocabulary, or the passage, teachers explain difficult vocabulary and structures, while focusing on grammar. Then some students are appointed to put sentences into Japanese. Teachers give some correction on interpretation and grammatical knowledge. As this is teacher-centered class, other students just passively listen to word-by-word translation. Their concern is exclusively focused on the sentences that are put into Japanese. No attention is paid to the macro level context. At the end of the course, learners acquire neither linguistic competence nor communicative competence. All they acquire is separate grammatical knowledge. In spite of the criticism, this grammar-translation method has been continued in order to pass entrance examinations. Farhady (1982) investigated the English proficiency of foreign students based on UCLA'S ESLPE (English as a Second Language Placement Examination). Japanese students were the worst in reading comprehension, the second worst in listening comprehension and the third worst in grammar (Taki, 1991). Something must be done to develop learners' interest in English as well as their English proficiency. Learners should be provided with the opportunities of participating in class more actively. I believe developing communicative ability is an innovative way to improve English teaching and learning. The class size and the level of students are important factors in carrying out CLT. The class size, especially, is crucial in CLT. In Japan, general class size is from 40 to 45. This makes communication activities very difficult. It should be reduced to half that size. Talking of the level, CLT is able to put into practice, depending on which level students belong to.

4.2. Communicative Approach

First of all, I would like to discuss basic ideas on oral communication-tasks classes. The most important concept of communication is to understand each other by talking. It should not be organized by the teacher or one-side message. For example, only the simple exercises of pattern practice or repetition lack mutual communication. The activities of listening to a tape or the teacher's speech does not facilitate communication activity, either. Communication activities such as dialogue should be related to students, too. Teaching materials should not be restricted to the textbook. It can be expanded to the realia that really brings students' interest. Ideally, students should learn linguistic knowledge such as grammar or vocabulary by the process of communication activities. This knowledge should not be given from the beginning. The reason why I use "ideally" is because it is sometimes effective to introduce some important expressions before pair work in class.

CLT itself is seen as an approach (not a method) to make communicative competence the goal of language teaching. As there are no theoretical models available, a wide range of activities using performance-based, task-driven approaches have been considered in the language classroom. The syllabus should involve interactional, task-based and learner-generated activities in order to achieve communicative proficiency. A lot of activities to promote learners' communicative ability have been planned. As Littlewood (1981) argues, functional communication activities and social interaction activities should be distinguished. Functional communication activities include tasks based on developing learners' ability, such as telling similarities and differences of pictures, drawing pictures or maps by following the instructions. Grammatical competence, as Canale and Swain

maintain, should be improved, too. Social communication activities include role play, impromptu speeches, discussion and debate. Correction of errors should be minimized to encourage students' creative communicative ability. A wide range of materials have been used to support communicative approaches. Three kinds of materials will be introduced here. The text-based materials include visual cues, taped cues, pictures, relaying information, understanding the message, asking questions for clarification, asking for more information, comprehension questions, and paraphrase exercises. Task-based materials include games, role plays, simulations and task-based communication activities, pair communication materials. Realia include signs, magazines, advertisements, newspapers or visual sources such as maps, pictures, graphs and charts. Realia would be a very useful resource, if the level of difficulty and aims is well taken care of.

4.3. Communicative Approach at Matsuyama University

I would like to address my classroom teaching based on a communicative approach at Matsuyama University. My final teaching goal is for the students to express their ideas in English, developing their communicative competence. The materials should be concerned with social and cultural contexts that open the students' eyes to multicultural awareness. A wide range of materials should be selected from various fields that deal with not only the Inner Circle countries such as the United States and Britain but also other Circle countries such as Asian countries and African countries. Recently, the world map shows very complicated political and economical situations. Many small ethnic conflicts occur one after another in various regions. The day has come when the education community has to turn its

attention to multicultural values. I am devoting myself to developing my students a flexible attitude toward any foreign culture that he/ she might experience in future. English education is really moving from English as a foreign language to English as an international language. With the concept of "world Englishes," plural norms on languages should be tolerated in English education. The conventional aim of language education is likely to change from "learning good English" to "using functional English" as a means of communication. The norm of "good English" itself should also be changed. As long as my English and your English exist in mutual understanding, communicability between the two should be regarded as top priority. This would certainly help the students accept cultural values that are different from theirs and enable them to act and think in flexible manner.

At the first year of teaching English at this university, I taught four classes consisting of first-year students as a basic compulsory subject. The class is comprised of 40-50 students with a wide variety of English ability. The average proficiency level may be categorized as low intermediate. Most students seemed to be reluctant to learn English in the same way that they had received language instruction in their high schools. Therefore, I focused on the class designed to develop their communicative ability. English is used in the classroom for almost all the class time in order to expose the students to the target language in actual communicative situations. Grammar correction was linked to a minimal level. Two task-based textbooks that mainly focus on listening were selected. One was used for the class with a video ; the other for the assignment. A video that described everyday life in the U. S. A. and Canada served as an exciting vehicle for contact with language and culture to the students. I tried to use

performance-based approaches that involve communicative, functional, authentic and direct activities such as asking questions, pair work, etc. Task-based activities, such as asking questions about cultural information or checking listening comprehension were performed after watching a video. Though the lessons were aimed to provide the students with opportunities to develop communicative competence, it is, in fact, very difficult to draw out learners' communicative competence and perform communication activities in language classroom all the time due to the class size. I explained cross-cultural overviews on society, especially when I made a speech based on my experience of living in the U. S. A. As consolidation, the students had pair work to create dialogue in communicative situations. Assignments to dictate the tape were given to the students at every class and quizzes were given to check the students' comprehension at the beginning of the next class. After all the classes were over, the students were asked to write a report in English on cross-cultural viewpoints. The students' evaluation is found in the appendix.

The students' evaluation suggested a lot of reflection on my trial and error practice of CLT. Though many students felt interested in my communicative approach using a video, some students felt dissatisfaction with the class because of the limitation of this approach. They complain that the tasks given to them were so simple that they did not challenge them. The current performance-communicative task-oriented approach is, indeed, very simple and narrow. Broad conception of communicative competence that relates language to other cognitive and affective area is important. I need to improve the way to utilize sociolinguistic knowledge in classroom in order to arouse students' intellectual interest. There are some questions on sociolinguistic perspective in the Communicative

Approach. 1. Which level can it be applied? 2. How can it be evaluated? 3. How can it be adapted in the situations where students have to take grammar-based tests? 4. What other aspects of sociolinguistics should be included as basic components in language teaching? It also needs teachers' training to conduct this kind of activities. If these questions are solved, communicative competence will be fully developed at the language classroom.

5. Conclusion

Nowadays English has become an international language and it has become a very useful vehicle for communication and information all over the world. English has pluralistic visions in multicultural society. Kachru proposes that the time has come when we should accept pluralistic norms of English; Englishes because it has multicultural identities such as English in the United States, Britain, Singapore, Japan. It is also necessary to teach English from sociolinguistic perspective because language can not be independent of society where English is spoken.

As part of a communicative approach, a sociolinguistic perspective was included in the language teaching described above. This focused specifically on language varieties and attitudes, and appeared to have the effect of creating motivation and multicultural sensitivity.

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Appendix

Students' Evaluation

Impressions :

About the Video

As the class used a video, it was fun.

As the class made good use of a video, it was fresh.

The lesson, using the video was easy to understand.

The video had little effect. A proper textbook designed for listening skill should be used.

The teacher should have mastered how to use the audio visuals more properly.

The teacher should use the audio visuals more efficiently especially when showing a picture or recording a tape.

About Class

The class contents were practical and explanation was easy to understand. So it was good.

It was practical and useful to study English with the tape.

It was good to learn English that would be useful some day.

The class made me feel at home and I could study English in relaxed atmosphere.

I felt free and very relaxed. I didn't think the class was suitable for the large class size.

I was able to learn English in Japan, as if Americans love the U. S. A and Japanese people love Japan.

It was good to study English pronunciation.

I was impressed to listen to the teacher's speech based on her experiences at every class.

The contents were easy to understand and study.

The class speed was smooth with no waste.

One class was full of richness.

The class went on, without knowing where I was.

The class was long.

I wanted the class to end earlier sometimes.

I wanted to learn grammar more.

It was too easy to be useful for me.

As much time was allotted on homework at the beginning of the class, both homework and text were not well taught.

I wanted the class oriented by students more.

I didn't want to take this class.

About the Level of Listening

It was good to know what TOEIC was.

It was good for listening, as questions or explanation were carried on in easy English.

It was difficult to listen to the tape recorder's voice.

As I could not get good scores in listening comprehension for homework, the ratio of listening at the final examination should be lowered.

I thought it was tough for me to listen (to English) because I could not prepare for it in advance.

I could not often follow what the teacher said in English. I wanted her to use Japanese more.

Listening is surely important, but it was a little hard for a poor English learner like me.

Explanation was easy to understand. I, however, could not acquire English ability as I was not motivated.

Tests were difficult. This class does not consist of the students who major in English. It was too demanding.

This class focused on listening. As it was not an oral class, I didn't like it so much.

About Homework and Report

Homework at every class was consuming my energy, but I hope it will help a little.

The frequency of homework should be reduced. I didn't like a lot of homework.

