

Revealing Problems in English Education in Japan: Considering the Educational Analysis of *Brave New World*

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Introduction

The policy of English education in Japan has changed

→ The number of CEFR B1 level-students decreased

= English education in Japan is still not complete

Purpose: Help the improvement of English Education in Japan

Aim: Suggest the problems on English education in Japan

Method: Comparative analysis

- 1) Educational publications by the government, Academic papers
- 2) Educational analysis of the novel, *Brave New World* (1932)

Conclusion

The problems of English education in Japan are ...

1. The principle of learning English

2. Leveled classes

3. Biased contents on World War II

4. Learning-order of grammars by difficulty level

1. The principle of learning English

Despite the subject name, “foreign language”,

MEXT made it a rule to learn English

Top-down induction to English-learning

≡ Control-oriented characteristic in *Brave New World*

Lack of the chance to learn languages and linguistic culture

→ construct the stereotype “foreign language is English”

2. Leveled classes

Leveled classes split different English level-students

Class system in *Brave New World*

→ decreases citizen's desire for improvement and will to learn

Same as the class system,

splitting students could decrease student's eagerness to learn

3. Biased contents on World War II

Articles written from the Japanese's point of view are common

→ not enough multi-angled viewpoint to train student's internationality

Consideration on the proverb-using-control in *Brave New World*

→ Deep relationship between linguistic control and thinking control

→ the subject “foreign language” likely to have impact on thoughts

Biased contents about the international war could make

student's biased internationality

4. Learning-order of grammars by difficulty level

Grammatical contents on textbooks are arranged by difficulty level

= derived from old teaching style

Linguistic control in *Brave New World* → impact on citizen's thoughts

→ Citizen's metalanguage could be affected by the control

Despite emphasis of communicative ability,

the order of teaching grammars does not consider communication

Summary

1. The principle of learning English

→ makes stereotype, “foreign language is English”

2. Leveled classes

→ suppress student’s eagerness to learn

3. Biased contents on World War II

→ have negative impact on student’s internationality

4. Learning-order of grammars by difficulty level

→ block the training of student’s communicational thinking ability