

The Structure of Domination of the English Language and  
Its Relationships to English Education in Japan

英語支配の構造と日本英語教育との関係

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山口短期大学学術研究会研究紀要

第 14 号 別 刷

1992. 12

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### Abstract:

English is by no means an official international language but rather at least a temporary working world language whose status gained through economical, political and military powers of the English-speaking countries. This structure of dominance has greatly affected how non-English-speaking people acquire English, including the Japanese. Artificial languages are invented to fulfill neutrality in linguistic dominance, but none has been truly successful. Failure in English education is Japan is due to negligence of these background factors in instruction. A new reformative measure is suggested which encompasses the psychological, sociological, spiritual transformation of the Japanese people as well as reforms in educational system, teaching methods and use of technology.

### 概 要

英語は、厳密に言えば、正式な国際語ではない、むしろ、それは、英語圏諸国の経済的・政治的・軍事的力により生じた、一時的な世界語である。この英語支配の構造が、日本を含む、非英語圏の人々の英語習得に多大な影響を及ぼしてきた。支配力をなくし、中立性を得るために、いくつもの人工語が発明されているが、どれもまだ、成功しているとは言えない。日本での英語教育の失敗は、このような背景的知識をおろそかにしてきたことによる。新しい英語教育には、改日本人の心理的・社会的・精神的変革および大学受験制度・教育制度全体・教授法・技術などの面の改革を含む、総合的・多角的な解決が必要である。

## ANALYTICAL EXPOSITION

### 1. Introduction

Though English is indubitably the most widely spread and accepted languages of the world today, it is by no means an "official" common language of the whole world. This is because English has acquired its current status through the political, economical, military and religious ascendancy of the English-speaking countries (i. e., The Great Britain and the United States of America). Thus, the structure of its domination is not "fair" to the non-English speaking countries and consequently there is still much opposition, rejection or timidity to its use in many of the non-English speaking countries. Japan is also suffering from this unbalanced structure and we can never say that English education has been truly successful in Japan. The author predicts the major cause of this failure is the unstable and confused social and psychological

conditions created by this unbalanced structure of English dominance. The purpose of the study, therefore, is to analyze the relationships between this unbalanced structure of English dominance and English education in Japan and then to suggest some fundamental reformative measures to improve English education.

In this study, the history and process of the emergence of English as a world language today is examined; then it is compared with the history of the former "international languages". Then, the issue of invented languages is treated as an example to overcome unfair dominance of any existing languages. Finally, problems in English education in Japan are analyzed and solutions will be explored.

## 2. History of the English Language

McCrum et. al. (*The Story of English*, 1992, p.46) gives a very simple yet precise description of the making of English as follows:

... the language was brought to Britain by Germanic tribes, the Angles, Saxons, and Jutes, influenced by Latin and Greek when St. Augustin and his followers converted England to Christianity, subtly enriched by the Danes, and finally transformed by the French-speaking Normans.

### 1) Old English

It is reported that the Angles, Saxons and Jutes came from, in the mid-5th century, Denmark (more precisely a place called Lower Saxony) across the North Sea to Britain. They were barbaric and drove the native Britons westward. Thus "the English language" was first brought from the "outside". In brief, their languages were spoken in Northern Germany and Denmark.

At the end of the 6th century, Christianity brought its huge Latin vocabulary to England. Words of God were introduced. Since church words came from Latin, Greek and Hebrew, English can be said to have been influenced by Greek and Hebrew as well.

Then at the end of the 8th century, England would be invaded by the Danish Vikings (as part of the Scandinavian peoples' mass movement). Though almost defeated, England managed to retain its kingdom. But their language was influenced by the Vikings language: Danish. In the Danish area, there was a period of bilingualism using English and Danish tongues (Matsunami, p. 23).

### 2) Middle English

Then the greatest change of English came when and after the Norman French invaded England. After their victory, though English survived as the common speech and Latin remained the principle language of religion and learning, French had the "social and cultural prestige" (p. 74). For about 320 years after the Norman conqurance, French can be said to have been an official language of England (Matsunami, p. 37) (along with Latin for religious and learning purposes, mainly for writing).

### 3) 14th - Century English

The 14th century saw the establishment of English as a national language of England. By the beginning of that century, the French and English cultures were fused and a great deal of French vocabulary was introduced into English. However, the concept of English as a national language was to be reinforced by Edward I (reigned 1272 - 1307). Then the Hundred Years' War (1337 -

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1453) between France and England reinforced the English people's antagonism towards the French and feeling of independence was incited. Though defeated in this war, the English people firmly realized that English is their language and French would become a mere foreign language.

Then the Plague which assailed England during the mid-14th century wiped 1.5 million people's lives from the 4 million, many of whom were farmers and the poor. This brought forth a change of labor force and in turn strengthened the power of the farmers and lower class, because of the very lack of labor in society. The English these poor people used now became more spread in society.

French was an official language for England for 300 years, and as a language for law it was used till the end of 15th century, while Latin was used for court recordings till the 18th century. Yet, during the 14th century, they started using English as a medium of instruction at schools and universities. The bourgeoisie's increased power reinforced spread of commoners' English and thus standardization of English was promoted.

### 4) Premodern English: 15th - 17th centuries

During this period, Latin still remained the major language for theology, logic and grammar learning. English could not equal Latin because of lack of proper vocabulary for these fields.

A great deal of translation from Latin was attempted and often "overuse" and "abuse" of Latin-origin words and expressions were pointed as criticism. Re-evaluation of English was done.

However, because the waves of European Renaissance were so strong, England too had to keep up with new inventions and discoveries made and had to borrow many words from other languages: From Latin in the fields of theology, philosophy, natural sciences and literary arts; from French, military terms, arts and cultural domains.; from Greek, academic terms and liberal education (medicine, natural science, etc); from Italian, architecture, painting, music, literature, social life; from Spanish, things about life in the American continents (Matsunami, pp. 92 - 98).

### 5) Premodern: 18th century

The 18th century was characterized by liberalism and scientific nationalism as well as moral and social decadence at the same time. During this time, people became very aware and conscious about imperfection of English, because it did not have a systematized grammar. Thus, efforts were made to systematize grammar and reinforce proper use of the language. Thus grammar books and dictionaries were written and education provided accordingly.

### 6) 19th - 20th centuries

During this period, British capitalism prospered, and economy developed, public schools developed, women's status was exalted, and English was more standardized, vocabulary increased.

### 7) American English:

English was brought to the American Continent by the British during the 17th century.

1. 1607 - 1790 : Construction and development of Jamestown and 13 colonies.
2. 1790 - 1920 : Linguistic nationalism emerged and mass immigration during the 1840's and '50's brought forth the establishment of American English. According to H.L. Mecken (quoted by Matsunami, p. 155), American English was established between 1790 and 1810 or 1815. That is the period when America was to become independent from Britain. On one hand, there was a movement which retained British English as the core and tried to refine colonial English. On the other hand, there was a movement which sought independence

from British English and establishment of America's own English. Works like Webster's *The American Spelling Book* (1783) and *An American Dictionary and English Language* (1828) were written. Immigrants, westbound movement and frontier spirit reinforced development of a new and flexible American English.

3. 1920 - : The victory of the WW I and the Golden 20's brought forth a spread of American English abroad through movies, radios, plays and advertisements. The American way of life and standard of living were established within the nation. Frequent moves of its people, development of mass media, and diffusion of school education reinforced standardization of American English. Up till 1960, Americans' bourgeoisie identity lasted; however, the emergence of hippies and women's liberation movement broke the mold and brought forth a new character to the American English: on one hand, there is more acceptance of so-called profane language and on the other, movement to promote non-sexist use of language (e. g., chairperson, humankind, etc). American English is also influenced by other languages: Native American language for culture and way of life of Native Americans; French for travel and excursion, landscape and scenery description; Spanish; Dutch; German for food and drinks; African languages; and Irish.

#### 8) Present Status:

According to D. Crystal's *The Cambridge Encyclopedia of Language* (Japanese translation version, 1992, pp. 512 - 516), about 300 million people are speaking English as their mother tongue; another 300 million are using it as their second language; another 100 million speak it fluently as a foreign language; if we include those speakers whose English proficiency is not that high, then, the population of English users today well exceeds one billion (apparently we cannot have an exact statistics about this due to lack of information in some regions; however, according to Crystal's figure quoted in p. 413, speakers of English as an official language is 1.4 billion). In terms of the number of countries, over 60 countries use English as the official or semi-official language; another 20 countries use English as a very important asset of their national lives. English plays the major role in books, newspapers, airports and air transportation control, international business meetings and conferences, scholarly gatherings, science, technology, medicine, diplomacy, sports, international athletic meets, pop music and advertisements (Crystal, p. 514).

Geographically, English-speakers (who speak it as their mother tongue, official or semi-official language) are spread to North America, British Isles, the Indian Subcontinent, southern parts of Africa, Philippines, Singapore and Malaysia, Hong Kong, Australia and New Zealand (Crystal, p. 516). Although speakers of English as an official language is over one billion (or 1.4 billion) and those of Chinese is about the same, the difference is in their geographical distribution; outside China, Chinese is not much used, whereas English users are spread in many parts of the world as described above (Crystal states that about 45 among the major countries in the world list English as a major language in their countries; p. 513).

Furthermore, in about 120 countries, about 150 million people receive English radio broadcasts; over 50 million children learn English at their primary schools and over 80 million learn English at middle schools (in both cases, figures of China are excluded); about 337,000 foreign students were registered in the USA alone in 1983 (all figures are from Crystal, p. 515).

Thus, it is undeniable that English is the most widespread, the most influential language of the world today. It is regarded as the world language of today by many (including non-native speakers). Many believe that the status of English as the world language will be further reinforced in the future.

Despite all these convincing figures and evidences, there are equally many opposers against

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English users. And English is by no means the "official international language of the whole world". If anyone were to designate a language as an official language of the whole world, it would be the United Nations today. However, even the United Nations has not pronounced English as such; it has only designated 6 languages (including English) as official languages of UN. According to Tsuda [*Eigo Shikai no Kozo*, pp. 24 - 25], however, a major portion [up to 90%] of UN documents are prepared in English, and after that in French. The point here is that still, the UN cannot officially determine English as the sole official language. Why disunity?

The reasons are clear: The major factors which enable a certain language to spread are political, military, economic and religious powers of certain people who speak that language. English is no exception to this. Thus, non-speakers of that language are placed under disadvantageous conditions. Also they will have to spend time and energy acquiring that language in order to become equal in various activities with the native speakers. Native speakers have a head start. Also, such a dominant language might oppress and even threaten the existence of minority languages and even the ethnic identities of other peoples.

Thus, existing languages are not necessarily viewed favorably as good candidates for a world language. Herein lies the necessity of invented languages which may be able to stand relatively neutral in terms of military, political, economic and religious elements. We shall treat the issue of invented languages in another section.

In any case, it is a fact that many people in the world today oppose the adoption and use of English as an official world language.

### 3. History of the "International Languages"

Here, by an "international language", we mean a language which is commonly used by a number of countries and peoples for some period of time in history. Some major examples are given as follows.

- 1) Greek: Ancient Greece was a seat and center of learning and a birth-place of philosophy as generally known. For this reason, many words and terms in the fields of learning (especially philosophy) influenced other European languages. Latin, French, and English all borrowed and imported many Greek terms. Even today, for scholars of European philosophy and history, Greek is often a required language.
- 2) Latin: Latin was a medium of scholarly learning and actually became a common language of religious and academic learning in Europe during the Middle Age and even until premodern times it was used in some areas of official work (e.g., court recordings). Alas, it has become "dead" in the face of development of individual European languages.
- 3) Chinese: It was an important language not only for China itself but for Korea and Japan and some other Asian regions for educational, cultural and technological learning. However, the complexity of this language and its writing system was too much for foreign countries, so that they in turn developed their own simplified version of writing (for Korean, it was Hangeul and for Japanese it was kana). Today, about 1,000,000,000 people speak Chinese (though there are different dialects within itself).
- 4) Arabic: Arabic was the language in which the Sacred Book of Islam, Koran, was revealed. It is considered to be one of the most eloquent tongues and languages, the richest in vocabulary

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and expressions. For Muslims, Arabic was an acutal language God spoke through Muhammed.

By the Middle Age, Islam was spread to Arabia, northern Africa, Mediterranean countries, India and China. Arabic was the common tongue for all Muslims. Also for Persians, knowledge of Arabic was a sign of great scholarship and erudition. It is still today the common language for Muslim countries. It is one of the official languages of the United Nations. Its speaking population is about 170,000,000.

5) French: During 17th and 18th centuries, when France was gaining her political and economic powers, the French language became a very important tool of communication. In fact, it was a requirement for a successful career for European diplomats. About 220,000,000 people use French as an official language.

6) Spanish: Because of colonization of parts of South America and emmigration thereto by the Spanish increased the number of Spanish-speaking population in the world. However, because most of the Spanish-speaking countries were rather poor, Spanish could not keep up with the speed of growth of the English language. Its speaking population is 280,000,000.

7) Russian: Russian is mainly spoken by the Russin people but once was a common language of the old Soviet Union, which contained the population of about 270,000,000. Of these, Chinese, Arabic, French, Spanish, and Russian along with English are designated as the official languages of the United Nations. But none of these languages are as widespread as English. English today is the most commonly accepted language for international communication.

## CRITICAL EXPOSITION

### 1. Rejection and Objection to the Use of English

There may be two types of rejection in this regard.

#### 1) Rejection to "Rape":

One is expressed by Tsuda, for example, who is a scholar of English communication, has explained in his *Eigo Shikai no Kozo* [The Structure of Dominance by the English Language] (1991). In this book, he explains how European languages and American English dominated and oppressed natives' languages in their colonized regions. In brief, Europe has dominated the colonized regions through their military invasion, economic domination and political interference. And their actions were often supported by their theological interpretation that their cultures were superior to the colored peoples'. In some cases even missionaries' activities were ethnocentric: Christianity and their languages were forced upon the natives.

As for the English language, because Great Britain became the most powerful among the European nations and later the United States, it has spread most widely throughout the world.

Tsuda's argument is not that English is in itself suited or not suited to become an international language for the world today. Rather, the historical process of its spread was based on the military, economic and religious ascendancy of the English-speaking countries and the spread was rather coercive not voluntary. He means that the non-English-speaking peoples "had to" acquire English (and even abandon their native tongues) because there was no choice. He regards this as the same as an act of rape. And he sees a parallel in the opening up of Japan

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at the mid - 19th century when Commodore Perry came to Uraga and demanded the opening up of Japan. Tsuda argues that Japan even today has not recovered from the psychological blow of this "rape".

The similar sentiments may be able to be found in their countries: India, Hong Kong, Macao, English-speaking African countries.

### 2) Rejection Based on Patriotism:

The other type is more direct nationalistic opposition. Such countries are not the colonized by the English-speaking nations but rather they themselves are powerful forces or large countries in the world; France, French-speaking Canada, Japan (Japan can be considered "partially colonized" during the Occupational period after WWII in this regard), China, and Russia.

Thus, either resentment against the rape-like act of the colonization, invasion, interference by the English-speaking countries or patriotic and nationalistic opposition against the English-speaking countries is the main cause of the rejection to accept English as an international language.

As for Japan, because she has not truly recovered from that "rape" 100 some years ago, she is still struggling whether to accept English into her life. This psychological problem can be regarded as probably the fundamental issue in relation to failure in English education in Japan (of course there are some other major issues as well). Let us now turn to the problems associated with English education in Japan.

## 2. Causes of Failure in English Education in Japan

According to the author's personal understanding, the failure of English education in Japan is mostly due to the social and psychological confusion and instability caused by the unbalanced structure of English language dominance. Certainly, there are other factors, such as methodological problems and linguistic isolation of the Japanese. However, these are subservient to the first factor mentioned. Why is this factor so important? The reason is probably best explained by Tsuda in his book (*Eigo Shikai no Kozo*, Ch. 4 - 7). In short, he explains how the Japanese today have come to develop the "inferior complex", "allergy" and "indigestion" of English. When Commodore Perry came to Japan in the mid - 19th century and demanded her to open the country, Japan was totally shocked. Her isolation and sleep were suddenly shaken. But Japan had no choice but to open up in the face of the mighty warships Perry brought. Japan had to start interacting with the West and catch up with it as soon as possible, once she was awakened.

The next major "shock" came when Japan lost the WWII and the US occupational force resided in Japan. The face of Japan changed. There were suddenly more things American. Things American were all new to them but they looked very nice and attractive. It became a fad to imitate Americans and to become like Americans. And yet, deep down inside, there were feelings of rejection, resentment or timidity. For there was no way the Japanese could become like Americans overnight. There are many factors which separate the two peoples.

Thus the Japanese start to suffer from ambivalence between their traditional self and a new self which leaned towards America. And the most powerful and symbolic of all things American was their language: English. To acquire English had become the quest of everyone who is supposed to be international and American-like. Schools, books, movies, radios and televisions all conducted propaganda promoting English conversation lessons.

However, because of the divided and confused self, the Japanese could not completely absorb

all these new things. Thus the "indigestion". But if they did not acquire English, they cannot be truly called "an international person"; thus the "inferior complex". Then this indigestion and complex soon develop the "allergy" against English and those who speak English.

Such is the story how the Japanese have come to develop negative feelings and reactions towards English.

Now, educational psychologists and psycholinguists would agree that without a favorable psychological condition, the learning process will suffer impediments (cf. Saiki, pp. 102 - 104). The whole psychodynamic approach to language teaching is geared towards creating favorable atmospheres and psychological conditions (cf. Ito, pp. 38 - 40).

The negative attitudes developed towards English shut out learners' mind and there will be no way we can give any instruction no matter how wonderful the methods might be. There is little willingness to learn; there is little naturalness in learning; there is much shyness, timidity and fear; there is lack of confidence. People feel something wrong or even sorry if they can speak English, because many others do not and it is not accepted. It is unJapanese-like.

Thus it is the most fundamental and most serious cause of failure in our English education.

All other causes are also important and often closely related to this problem. However, in the author's mind, we cannot overlook the supreme importance of this problem.

With this point in mind, let us look at other causes of failure.

#### 1) Wrong Teaching Methods:

History of English education in Japan is not that long. There might have been some teaching and learning activities going on before Meiji Era, but the first systematic English education began at the end of Edo Era and during Meiji Era.

According to Ito (1984), the history of English education in Japan can be divided into three periods: ① End of Edo Era to Meiji Era: A period of absorbing Western culture through English; ② Taisho Era to first half of Showa Era: A period of producing scholars who study English literature and teach English language; ③ Latter half of Showa Era to Present: A period of English teaching becoming an independent field of study.

According to Fukuda (1991, Ch. 1), among the first native English teachers in Japan was Leroy L. Janes (1838 - 1909), who taught in Kumamoto, a prefecture in Kyushu Island. He is reported to have been a very effective and competent teacher. His instruction consisted of pronunciation, reading and grammar. He would not teach grammar until a latter part of his class and his first instruction was in proper pronunciation. Not only that, his education was a comprehensive one, educating the whole person, rather than just "English". Such an education is very close to what we propose as an ideal curriculum (to be suggested later). His pupils were, however, confined to the selected young elite. This is a different aspect from the present English educational environment in Japan.

However, history of English education is mostly based on the grammar-translation method. Pronunciation, listening comprehension and speaking were not so much emphasized. Herein lies the first problem in teaching method.

However, there are other peculiar factors which make it difficult for Japanese to acquire English.

#### 2) Geographic Isolation and Linguistic and Cultural Isolation

Japan is situated in the "far east" of the Asian region. The eastern, northern and southern parts face the vast oceans. The western part faces the Chinese Continent, however, it is engulfed by the wild Japan Sea, which made it difficult for Japan to make frequent contacts with the

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Continent.

This geographical separation caused the linguistic and cultural isolation for Japan. In fact, Japanese language is not proven to belong to any particular language family yet. It is considered as one of the most difficult languages to acquire for non-Japanese speakers.

Reverse, it is very difficult for Japanese to learn any foreign language, because there is no directly related language in the world. Even the difference from Korean, which is said to be the closest, is far from comparison with the differences between European languages. (See Reischauer's comments in *The Meaning of Internationalization and Japanese Today*).

### 3) Social Psychology

Because of linguistic and cultural isolation, Japan developed a particular social psychology, which is often termed "island mentality". Japan tends to be self-closed and generally does not wish to have contact with the outside world. At the same time, however, whenever Japan decides to have interaction with the outside, she does so like "a torrential downpour" (Yano, pp. 161 - 163).

This self-closure attitude makes any foreign language learning difficult. Because language learning is a learning of another thought, culture and way of life, in a sense.

### 4) College Entrance System

Another factor which prevents effective English education is the current college entrance system. Since college entrance "determines" a student's course of life, all academic learning in secondary schools is focused on how to pass the entrance exams. There are many students compared with the number of teachers. Exams are also taken in a mass. Thus exams are given on a multiple-choice or written basis. And scores based on these exams are often the sole criteria for admitting students into colleges and universities. Students' classroom activity, participation, extracurricular activities, outside classroom learning, volunteer activities are often ignored in student selection.

Thus, English teaching is also focused on how to pass those written exams (reading texts, translating, filling blanks with words, differentiating pronunciation of the underlined parts of words, etc) and there is usually no exam on listening comprehension and oral speech. The worse is that there are usually 40 to 50 students in one classroom. Class is conducted more on a lecture-based manner on how to solve the written exams.

Even if a student had listening and oral skills in English, if he/she did not pass the written exams, he/she cannot enter college. And taking conversation lessons outside school costs lots of money and time, which students cannot afford because there are other subjects to study.

Thus, the college entrance system has been creating a vicious circle, not enabling students to acquire truly practical English. In fact, this system is hindering students from acquiring practical knowledge and skills in other fields as well.

### 5) Misunderstandings about Bilingualism

This is related to the notions presented above (items #2 and #3), but because monolingualism had been the long tradition of this country, there are myths about bilingualism still today. M. Yamamoto (*Gengo*, 1991, Vol. 20, No. 8, pp. 24 - 30) describes such myths and explains how they are erroneous. The first of these is that bilingualism is, once acquired, become static and is maintained throughout the rest of one's lifetime. Secondly, children whose parents have different mother tongues respectively will also acquire those languages naturally. Thirdly, if one can speak two languages "fluently", he/she can do anything with those languages. Fourthly, bilingualism

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is a state where two monolinguals exist within one person and the level of proficiency of each language is equal to that of monolinguals'. Fifthly, bilinguals are destined to suffer from cultural indentity, because they often do not know which language culture they should belong to.

because of such misunderstandings, people hesitate to become bilingual (due to myth #5), or think it is impossible for them to become bilingual (due to myth #2, #3 and #4).

According to Yamamoto, bilinguals are never static in terms of the two languages they speak; depending on their environment, one language could become stronger than the other. Also, without the conscious effort of parents, children of intercultural marriage often do not learn two languages naturally. Fluency in two languages does not always mean being expert in every field of life in two languages. They can usually simply carry daily conversation in two languages; expertise is another issue. Bilinguals' language proficiency varies and one language can be stronger than the other. And this relationship can change over time. Finally, bilinguals' psychological instability is not necessarily caused by internal identity crisis alone. Rather it is generally due to external pressure to force them to choose one culture over the other. If the surrounding environment allows them to belong to both cultures, bicultural identity can be quite natural and enjoyable.

It would be necessary for us to promote study on bilingualism if we desire to see English education successful.

### 6) Lack of Sense of Purpose

This is also related to item #4: Because of defects in today's educational system, students usually do not know for what purpose they are studying in schools, including the purpose of English study. For many, English is merely one of the academic subjects and a very important subject when it comes to taking college entrance exams. Maybe good grades in English will help them get a good job when they graduate from college. Even if one acquires some basic conversational skill, it will remain a necessary to his/her life. There is no pragmatic use in knowing English.

Lamentably true, there is almost no noble sense of purpose in learning English.

### 7) Complex, Allergy, Indigestion and Propaganda

This is probably the major factor in hindering students' true progress in acquiring English proficiency and already introduced through quoting Tsuda's comments. In his book (*Eigo Shikai no Kozo*), he spends 4 chapters (Ch. 4 - 7) on the pathological aspects of the English conversation fever in Japan. In short, he argues that Japan has not completely recovered from what can be called the "rape" act when Japan was demanded to open by America during the mid-19th century. On one hand, it is true that Japanese admire the Westerners and long for becoming like Westerners (from their physical style, speaking their languages, eating and drinking the same things to, appreciating the same kind of music, art, etc). And yet on the other, Japanese are resenting the Western elements, because becoming like Westerners means to abandon their Japanese identity, which is a psychologically devastating experience. As for the former, it is justified by the fact that the Western things are superior to things Japanese in terms of size, efficacy, beauty, attractiveness, etc. Being able to speak English both symbolizes this wish to become like Westerners and represents one of the most practical and useful skills in order to become partners with the West.

Because of this dilemma and divided self, Japan still cannot wholeheartedly accept English as a second language for herself. On one hand, Japanese try very hard to acquire English, typically

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by going to English conversation schools. And on the other, they are very self-conscious when they try to speak English in front of others (especially in front of other Japanese) because such an act is not really Japanese-like. Thus, they feel choked, tired, awkward, timid. Some even develop a sense of fear, allergy and/or inferiority towards English and English-speaking people. Tsuda also argues that such allergy and inferiority are reinforced by the propaganda used by English schools promoting English conversation skills. His concluding message is not against the use of English, but rather to open up the eyes of Japanese students of English so that they will become free from the fetters of domination by the English language and become self-confident and independent individuals, being proud of their Japanese identity (in a healthy sense) and at the same time pursue the necessary study of a language for international communication.

### 3. Invented Languages

Because of unfairness associated with choosing an existing language as an official international language, there have been efforts to create a new language which is free of political, economic, military, religious and linguistic favoritism. An invented language is thus a powerful and very prospective alternative to the solution of language barriers of the world.

1) History: Attempts have been made to create an ideal language artificially especially since the mid-19th century in Europe. Examples are: Volapuk (1880), Esperanto (1887), Idiom Neutral (1902), Latino Sine Flexione (1903), Ido (1907), Occidental (1928), Interglossa (1943), Interlingua (1951) and Glosa (1981). Of these, Esperanto has been the most successful and influential. It was invented by a Polish named Zamenhoff. Yet, even Esperanto has not become the international common language. What is/are the obstacles which prevent these languages from becoming an international language?

#### 2) Requisites for Invented International Languages

The answer to the above question is explained in the following list of requisites for an ideal invented language. None of the above invented languages completely fulfills all the requirements:

- a. Ease of learning
- b. Neutrality in political, economical, military, religious and linguistic elements.
- c. Beauty
- d. Logicalness
- e. Applicability to a wide range of fields and activities of human life.

#### 3) Obstacles to Adoption

- a. How to motivate all humankind to study a new language.
- b. It is not possible to create a language absolutely free of any linguistic bias. There will always be some languages being advantageous over others.
- c. How to supervise and control dialectical changes once a language is adopted.
- d. There is always opposition from people who feel disadvantaged or disagree with the idea itself.

Creating, choosing and adopting a new language seems to be a much more far-reaching enterprise than generally thought. There are many complicating matters involved. For instance, as pointed out above, even if a certain invented language is adopted as an official language, we will have to face the issue of how to supervise dialectical changes (cf. Crystal, p. 512). We would

need an international institution to carry out such a task.

Adoption of an invented language as an international language has very positive impacts. But it will take a more universal collaboration among the linguists, scientists and governments, as well as support and understanding of peoples in general.

## INTEGRATIVE CONCLUSION

### 1. Reform in English Education

Based on the analysis made on the factors affecting English education in Japan, let us now discuss how we may be able to reform it.

#### 1) Psychological and Psychosocial Transformation

Since it is suggested that the most fundamental problem is the confused and unstable social and psychological self of the Japanese (in relation to English), we must first heal this mind and self. We must give Japanese more time to adjust to the social and linguistic changes. We need more loving care and understanding from teachers, both Japanese and native-speakers. In order to do this more systematically, we can implement principles, methods and practices from counseling and educational psychology and even from religious teachings.

Our aim is to enable the Japanese to accept the fact that they must learn some foreign or invented language to start communicating with the rest of the world and that this communication is an all-important matter for everyone not just for specialists and scholars, and to have them feel comfortable with learning to use that language in their daily life. And we must educate them that though English is by no means an official world language, because we need some mode of communication it is playing at least a temporary role as a world language for today and therefore it would be very useful if we acquire it. If we can persuade them in this way, their tension, doubts and misgivings will be dispelled and they will be ready to study.

#### 2) Education on Linguistic Issues and Bilingualism (Yamamoto)

Proper and accurate information about the history, status and reality of English as well as facts about bilingualism should be provided to students along with the regular English lessons. In order to do this, we must first educate teachers in these matters. Thus, we must incorporate such subjects into teacher-training programs. This is practiced by Tsuda at his university as well (Tsuda: *Eigo Shihai no Kozo*, pp. 193 - 209).

#### 3) Methodical Reform

As pointed out by linguists and experienced multilingualists (e. g., Saiki, Clark, Sawada and others), the foundation of language learning is listening. Then, one can work on speaking by imitating. Reading comes next and finally writing. This order of learning should be kept in mind and incorporated into curriculum and study materials. This kind of method is well established in schools and colleges of the West. Japanese educators may be well aware of this, but if it is not implemented thoroughly, it is probably due to the lack of qualified teachers and proper facilities. However, the college entrance system is probably also hindering its implementation in secondary schools.

#### 4) English as an International Auxiliary Language

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English as a foreign language (EFL) and even English as a second language (ESL) are different from English as an international language (EIL). Japan as a nation, sooner or later, must decide how she wishes to regard English. Does she wish to acquire English as a means of international communication? (If the whole world accepts it as such, we can more easily call such English as EIL); otherwise, acceptance in Japan alone would make it a mere ESL). Or, is it to remain a mere academic subject (EFL)? (For this, see Ito, pp. 7-8). For decision on this matter affects the manner of teaching and learning.

### 5) Educational Reform

In order to reform English education, we must, ultimately, reform the entire educational system. It is beyond the scope of this study to treat its details, but it will suffice to say that we must emphasize more pragmatic aspects of education, foster creativity, imagination and independent thinking of students, while retaining healthy disciplinary and character training aspects of Japanese education. The sense of purpose in learning should be cultivated, and it should be taught that human values do not lie merely in book learning but service to society. The author personally feels that such an education may be achieved through harmonizing Japanese and American education, taking good aspects of both and blending into something that fits the Japanese environment.

### 6) Reform on College Entrance System

In this regard, we can learn from the American system. For screening students for admission, we should take into consideration more of applicants' academic records during the years in high school, extracurricular activities, volunteer work, interview results, essays, characters of applicants, etc. In short, the whole person should be evaluated rather than just scores on exams. Moreover, admission should not be made so competitive, but cooperative. We are providing education to the young, so that society will be served better in the future, not to compete against each other and eventually lose and damage future workers for society.

### 7) Use of Technology

In order to facilitate the audio-oral method of English learning, we should make a more use of technology; cassette tapes, video cassettes, television, radio, language lab, etc. These equipments do exist in schools, but they are not completely accessible to all students. More equipments should be provided and students should feel more free to use them.

## 2. Conclusion

Historically, the English has never been designated by any recognized world authority as an official international language of the world. Rather, it has gained its current status as a working world language through the economic, political and military powers of the English-speaking nations. This structure of dominance has created a great deal of conflicts, dilemma, antagonism, rejection or inferiority complex towards English on the part of the originally non-English speaking peoples.

In order to become a true international language, there are several requisites which a certain language must fulfill, but the existing languages mostly fall short of doing so: the greatest barrier of all is probably the lack of neutrality, that is, an existing language is advantageous to those who already speak it and they will have a head-start in various activities. Thus the idea of inventing an ideal language comes in. There have been several attempts made to create such

languages. However, since it involves multi-dimensional issues, it will take more time, collaboration, support and understanding from scholars, governments and peoples before we may actually create a fairly ideal language.

With the above knowledge in the background, we must approach the problems related to the English education in Japan. So far, the educational approach has neglected to take into consideration this background information and has thus failed to provide a sufficient proficiency of English to Japanese students. A suggested reformative measure is also multi-dimensional and involves many levels of society and the educational system: Education on linguistic issues, psychological and socio-psychological transformation, methodical reform, educational system reform, college entrance system to reform, and spiritual transformation.

In other words, we must take a two-fold approach to this issue: one is to transform the inner conditions of individuals and society, and the other is to reform the social systems and technical aspects.

Then, we shall begin to produce true international communicators among the Japanese youth in one or two generations, which will in turn transform the face and activity of the Japanese nation in relation to the rest of the world.

Future research may place focus on more specific curriculum development for Japanese students incorporating the above reformative measures. Another possibility is further research on developing an ideal artificial language.

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