

# Pedagogical Implications of Concept-Based Language Instruction for English Education in Japan:

## A Literature Review of Concept-Based Language Instruction Research

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The present study discusses the pedagogical implications of Concept-Based Language Instruction (CBLI) in Japan by reviewing previous studies of CBLI. Based on Vygotsky's theory of spontaneous and scientific concepts, second language learning can be seen as a process of transforming understandings based on the conceptual meanings of the first language into new cognitive structures. Recent CBLI studies applying this theory have afforded some important insights into English education in Japan. However, since CBLI is a relatively new instructional approach, no previous studies have discussed the pedagogical implications of CBLI for English education in Japan. Through a literature review, the present study found that previous CBLI studies reported a variety of positive outcomes, suggesting the importance of grammar instruction, explicit instruction, education that enhances students' confidence, the use of first language in English classes, and the transformation of teacher education programs in Japan.

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1. Introduction

According to the Course of Study of the Ministry of Education, Culture, Sports, Science, and Technology

(MEXT), the main objective of foreign language education in Japan is to promote students' development of communicative abilities (MEXT, 2018). As this description indicates, English education in Japan has been shifting from traditional grammar instruction for decades. While English instruction that focuses on communication is encouraged, grammar instruction is negatively perceived in Japan. However, with the rise of cognitive linguistics, the view of grammar as the system that reflects our experience of perceiving and acting in the world has gradually gained acceptance in the academic research (Langacker, 2008). From this perspective, learning a second language grammar can be considered as a process of developing and transforming into a new cognitive structure rather than just memorizing grammatical rules and structures in a given language. For this reason, grammar instruction can be engaging for second language learners.

The recent rise in applying Vygotsky's theories to foreign language education is in line with this trend. In recent years, there has been a flurry of research targeted at Concept-Based Language Instruction (CBLI), a pedagogical approach that applies Vygotsky's theory of spontaneous and scientific concepts. Following Vygotskian principles, this instructional approach aims to develop new cognitive structures, and recent CBLI studies have demonstrated great

potential for providing a structural framework for second language grammar instruction. However, since CBLI is a relatively new instructional approach, it is still not implemented in English classrooms in Japan. Negueruela and Lantolf (2005), well-known advocates of CBLI, mention that L2 grammar instruction is gaining renewed attention, especially due to the lack of grammatical accuracy shown by students who completed communicative pedagogical programs. Similar concerns were raised in other studies in Japan (Saida, 2010; Erikawa, 2013), which indicates that CBLI may hold strong pedagogical implications for renewing English education in Japan.

The present study discusses the pedagogical implications of CBLI for English education in Japan by reviewing its history, outlining its steps, and presenting a brief overview of previous research on CBLI. CBLI is also known as Concept-Based Instruction (CBI), which has been confused with Content-Based Instruction, also abbreviated as CBI. In order to avoid such confusion, “CBLI” will be used throughout this paper.

## 2. The Principles of CBLI

### A. A Brief History of CBLI

In the Post-Cold War era, research applying sociocultural theory to foreign language acquisition research gained attention especially in Western nations. Of all these works, CBLI has a strong connection with the instructional approach called Systematic-Theoretical Instruction (STI), which emerged from Vygotsky’s theory and was proposed by Gal’perin. Vygotsky proposed theories of effective instruction, but passed away at the age of 37, leaving his students to formulate a concrete pedagogical approach to implement his principle. Gal’perin, one of his students, formed a systematic instructional approach called STI based on Vygotsky’s principles. STI was not proposed as an L2 instructional approach, but rather, was implemented in various school subjects such as math and science. STI studies in the former Soviet Union have reported results indicating cognitive development (Lantolf & Zhang, 2017). However, STI has not been implemented in second-language classrooms until recent years.

In the 1990s, Lantolf and other scholars started to apply STI to foreign language education and proposed the instructional approach called Concept-Based Language

Instruction. Negueruela and Lantolf (2005) problematize the lack of grammatical accuracy seen in students who passed through communicative pedagogical programs, arguing that CBLI aims to develop an approach that elevates the quality of the grammatical knowledge and promotes the appropriation of this knowledge from the Vygotskian principle. In the past, several studies of L2 instruction using Gal’perin’s approach have been published, such as Carpay (1974), but they were conducted for no more than a few hours or a few days (Negueruela & Lantolf, 2005). Negueruela’s dissertation (2003) is considered the first study that incorporated a CBLI approach in the L2 classroom over an extended period of time. Since then, CBLI has been applied not only to grammar instruction but also to various fields such as pragmatics and semantics. Also, previous CBLI studies were often conducted in Spanish classrooms, but there is a growing number of classroom practices in French, English, Japanese, and Chinese classrooms.

### B. The Teaching Stages of STI

As mentioned earlier, Gal’perin proposed Systemic-Theoretical Instruction (STI), a classroom-based instructional approach operationalizing Vygotsky’s theory of spontaneous and scientific concepts. The STI teaching procedure is divided into six teaching stages (adapted from Fogal, 2015):

1. Motivational Stage: introducing learners to the action required to achieve the goal
2. Orienting Stage: presenting learners with the orienting basis of action (OBA)
3. Materialized Stage: mastering the action using material or materialized objects
4. Stage of Overt Speech: mastering the action at the level of overt speech
5. Stage of Covert Speech: mastering the action at the level of speaking to oneself
6. Mental Stage: transferring the action to the mental level

Gal’perin originally proposed the teaching phases as a stepwise procedure, a rigid sequential procedure to be followed regardless of the learning environment (Haenen, 2001). However, Haenen argues for the abandonment of a rigid sequence and encourages designing a more flexible approach where each step can be combined or abbreviated depending on classroom conditions (Lantolf & Poehner,

2014). In order to align with this trend, recent CBLI studies often modify the procedure based on the learning conditions.

### C. Instructional Phases of CBLI

Based on the STI teaching stages presented above, Lantolf and Poehner (2014) divided the procedure into three phases: Orienting basis of mental action, Verbal action, and Inner speech.

#### 1. The orienting basis of mental action

This stage corresponds to the “Orienting Stage” and “Materialized Stage” in the original STI teaching sequence. This teaching stage is backed theoretically by Vygotsky’s principle that second language learning moves from the conscious development of metaknowledge to the development of fluency (Lantolf & Poehner, 2014). Therefore, in this stage, the instructor presents SCOBA, a non-linguistic representation of the relevant concept, and explicitly explains the target concept. Learners then use SCOBAs as representations of systematic conceptual knowledge to guide their performance in given tasks.

Vygotsky (1987) proposed that education must be centered on high-quality conceptual knowledge of the object of study. In CBLI practices, SCOBA plays a significant role in presenting high-quality L2 conceptual knowledge, and it serves as “materialized reminders of the knowledge required to engage in a particular action” (Lantolf & Poehner, 2014: 64). Also, Gal’perin argued that “verbal explanations of concepts alone are potentially problematic for learners” (Lantolf & Poehner, 2014: 64), as they can lead to memorization without a deep understanding of the concept, which contradicts the objectives of CBLI. Therefore, this step includes practical activities that concretize the SCOBA after the instructor’s explicit instruction on the conceptual knowledge using the SCOBA.

#### 2. Verbal action

This stage corresponds to “Stage of Overt Speech” and “Stage of Covert Speech” in STI. In this second step, students explain the target concept in their own words (i.e., verbalization activity). According to Gal’perin, once students exhibit high-level control in using a concept supported by a visual aid (SCOBA), “it is necessary to tear the action away from its previous material support” (Lantolf & Poehner, 2014: 65). This process requires a shift from external support

provided by the SCOBA to support provided by external speech. Ohta (2017: 190) argues that internalization happens most efficiently when “gradually moving a concept from the social interactive interface to the internal mental plane.” This means that the shift from the verbalization activity that uses overt speech to the one that uses covert speech leads speech to become psychological.

Verbalization tasks in CBLI studies are often called “*linguaging*.” Swain, a proponent of *linguaging*, claimed that these verbalization activities can be conducted via speaking or writing (Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009). Following this claim, although most verbalization tasks are conducted in spoken language, some CBLI studies such as Lee (2016) conducted verbalization activities in written language. The main reason “concerns the students’ comfort level with English,” as written language was expected to be “more comfortable for the learners to explain their understanding” (Lee, 2016: 175). The instructor can select the appropriate mode based on students’ abilities and classroom environment. Various factors such as students’ anxiety level, curriculum, and classroom size may affect the educational practice. Therefore, as mentioned above, instructors can adapt the CBLI approach to their own teaching contexts.

#### 3. Inner speech

The final stage corresponds to “Inner Speech” in STI. In this stage, students engage in “*dialogic thinking*,” a type of verbalization that refers to “the intentional use of overt speech to explain concepts to the self,” so that they can use the target grammar structure without relying on the SCOBA (Lantolf & Poehner, 2014: 66). By continuously engaging in dialogic thinking, the understanding and use of the target concepts become completely internalized, and the mental link with the SCOBAs fades away. As learners gain mastery over the concept through dialogic thinking, the process itself transfers to “*inner speech*,” which is referred to as the “highest form of speech” by Gal’perin (Lantolf & Poehner, 2014: 67). Since “the orienting basis of behavior is now psychological rather than material,” learners can manipulate a specific linguistic concept in accordance with their own communicative intentions (Lantolf & Poehner, 2014: 68). Therefore, CBLI guides students to develop a robust understanding of the target grammatical concept which is the basis of communicative abilities.

#### D. Bridges between classic research outcomes and future educational practices

Although there is no research that discusses the pedagogical implications of CBLI for foreign language education in Japan, similar concerns and principles are posed in previous research in Japan. The current section focuses in particular on the key principles of CBLI: bridges between the first language (L1) and the second language (L2) and the transformation from metalinguistic knowledge to fluency.

As will be discussed in the following sections, the CBLI approach recommends the use of L1 in L2 instruction, and underscores the importance of comparing and contrasting L1 and L2 concepts. This principle emerges from Vygotsky's argument that it is impossible to build orientations to new tasks from meaning in the L2, and L1 can serve as the basis of our reasoning and self-regulation (Lantolf & Negueruela, 2005). Moreover, previous CBLI studies (e.g., Ohta, 2017; Garcia, 2018) recommend that instructors implement the activities that compare and contrast L1 and L2 concepts. These activities make the differences between languages visible and guide students to understand L2 concepts deeply.

The idea of bridging between L1 education and L2 education can also be seen in previous literature in Japan. Masaki (2019) introduced the work of scholars such as Yoshisaburo Okakura and Shinma Mizobuchi, arguing that the idea of a collaboration in L1 and L2 instruction can be seen in publications from the Meiji era; classic scholarly literature in Japan argued that L1 knowledge plays a significant role in the development of L2 knowledge, a view that is shared in CBLI principles. Although the recent policy restricts L1 use in L2 instruction, CBLI studies shed light on the importance of L1 in L2 education.

As discussed above, the CBLI approach follows Vygotsky's theory that L2 learning moves from the development of metalinguistic knowledge to fluency. The concept of bridging between L1 and L2 instruction is in line with this principle. Students do not consciously objectify the language in their daily lives, but the collaboration of L1 and L2 instruction explicitly guides students to be aware of the differences between languages and supports their further understanding of the function of the language. Since 1980s, the concept of "meta-linguistic abilities" started to appear in Japanese publications, featuring discussions promoting the development of metalinguistic knowledge in L2 instruction (Masaki, 2019).

CBLI studies also shed light on the importance of L2 instruction that orients students to develop metalinguistic abilities, and argue that this type of instruction fosters students' basis of fluent L2 competency.

Moreover, the recent rise of Artificial Intelligence (AI) poses challenges for educators in developing new educational practices suited to a new AI era. Arai (2018a) pointed out that current AI cannot understand the meaning expressed by language. Rather, AI statistically infers the meaning by analyzing the combination of vocabulary. In this sense, current AI has a weakness in understanding the meaning expressed by logically structured texts. This point implies the necessity of L2 instruction that guides students to develop sophisticated reading and writing skills. Arai (2018b) pointed out that English education seen in "kyuuseikoukou" (high school under the old system of education), which focused on instruction intended to develop high-level reading and writing skills based on a sophisticated grammatical understanding, would be necessary in the new digital era. A strength of the CBLI approach is in developing a conceptual understanding of L2 grammar that holds the potential to provide a structural framework for developing the instruction necessary in a new AI era.

From these discussions, CBLI research in the Japanese context can be positioned as an instructional approach that schematizes the foreign language educational outcomes of classic literature from a sociocultural point of view. Also, CBLI research provide some pedagogical implications for developing the future educational practices in a new AI era. Therefore, previous CBLI studies might hold significant pedagogical implications for English education in Japan by bridging between classic research outcomes and the social demands of a new digital era.

### 3. Previous CBLI Studies and Findings

Previous CBLI studies have investigated positive outcomes of a sociocultural theory-based approach in second language classrooms. This section focuses on previous CBLI studies that report the enhancement of conceptual understanding, language performance accuracy, learner empowerment, and sensitivity to the native language.

Negueruela (2003) was carried out in an advanced university Spanish class, and the grammatical target was Spanish verbal aspect. In this study, multiple sets of data were

collected over 16 weeks. The analysis of learners' definitions of grammatical concepts shows that students' conceptualizations became semantic and incorporated new features, indicating students' development of theoretical conceptualizations. Moreover, the analysis of spontaneous performance shows changes in students' performance, such as the emergence and frequent use of Spanish imperfect, reflecting considerable improvement in the students' use of the verbal morphology connected to aspect. These results confirm that improvements in conceptual understanding were paralleled by improvements in discourse performance, indicating a richer use of target grammatical features. CBLI aims to support students to develop a conceptual understanding of target language features, and this sophisticated understanding will be the robust basis of communicative performance.

Kim (2013) conducted a study in university English classrooms, targeting ESL learners' identification and interpretation of English sarcasm in which a pretest, posttest, and delayed posttest procedure was used to determine whether students acquire the ability to detect and interpret English sarcasm. Analysis of students' test scores revealed that students improved their ability to interpret sarcasm from pretest to posttest and maintained their ability on the delayed posttest. Moreover, in the interview session, students reported that they felt more confident in interpreting and using sarcasm. These students' responses in interviews indicate that students gain a sense of empowerment by understanding the subtle characteristics of sarcasm. Another important finding is that students showed greater sensitivity to sarcasm in their first language as a result of instruction. Vygotsky (1987) states that studying another language facilitates mastering higher forms of the first language, which Kim's study corroborates. Since the CBLI approach focuses on the conceptual difference between languages, students can gain sensitivity to subtle characteristics of their L1.

As discussed above, previous CBLI studies reported various positive outcomes and highlighted that the CBLI approach in L2 instruction leads to the development of conceptual understanding, the richer use of target concept in discourse performance, an enhancement of learner confidence, and greater sensitivity to the first language.

#### 4. Pedagogical Implications of CBLI for Current English Education in Japan

##### A. The importance of grammar instruction in Japan

As discussed in the introduction, English education in Japan has undergone a shift from traditional grammar instruction to a communicative approach over the past decades. However, Saida (2010) points out a decline in the English ability of Japanese first-year high school students for 14 consecutive years. Although English education in Japan shifted to the development of communicative abilities, the shift has not resulted in Japanese high school students becoming fluent in English.

CBLI studies have expressed similar concerns regarding current trends in the field of foreign language education. As discussed above, previous CBLI studies problematize the lack of grammatical accuracy seen in students who have passed through communicative foreign language education programs. Also, many previous CBLI studies, as mentioned in the previous section, have reported the development of discourse performance indicating robust grammatical understanding as the basis of communicative abilities. Thus, CBLI implies the importance of providing an instructional framework from a sociocultural perspective to improve conceptual grammatical knowledge, which is the basis of communicative abilities.

##### B. The importance of explicit instruction

It is often argued that the linguistic distance between English and Japanese is great, meanings that Japanese and English often lack a directly equivalent grammatical concepts, which may confuse English learners in Japan. Shirai (2012) pointed out that a great linguistic distance interferes with second language learning and causes inaccurate production based on the first language knowledge (i.e., negative transfer). Although many previous studies focused on linguistic differences in language units such as phonemes and morphemes, Fujiwara (2020) noted that the linguistic difference in cognitive systems can also cause negative transfer. In Vygotskian terms, students develop their own concepts (i.e., spontaneous concepts) in their daily lives using their first language, which makes it difficult for them to transfer their conceptual understandings to the new concepts (i.e., scientific concepts). This means that the difference in conceptual systems reflected in L2 grammar can constitute

obstacles to learning a foreign language.

Previous research in Japan has reported that many Japanese EFL learners rely on literal translation and over-application of L1 knowledge to the target language (Shirahata, Wakabayashi & Muranoi, 2010). However, these errors are often produced implicitly in the mind of EFL learners, and there are increasing numbers of studies in Japan (e.g., Wu, 2016) reporting the necessity of explicit instruction for reducing common errors seen in EFL learners in Japan. These common errors are often caused by the grammatical differences between languages, which indicates the necessity of explicit instruction that introduces new grammatical concepts and underscores the differences between languages.

However, the recent Course of Study encourages implicit grammar instruction (MEXT, 2018: 133). This policy may promote the learners' misunderstanding based on their first language knowledge, thereby having detrimental effects on L2 learning. In contrast, CBLI is predicated on the Vygotskian principle that "schooling instruction is about internalizing and developing control over theoretical concepts that are explicitly and coherently presented to learners" (Negueruela & Lantolf, 2005). Since the linguistic distance between Japanese and English is considered to be quite great, explicit instruction is necessary for EFL learners in Japan to realize the conceptual differences between the two languages. CBLI focuses on the explicit presentation of L2 concepts that may help Japanese learners to understand grammatical concepts distinct from those of Japanese.

### C. Education that enhances students' confidence

In many surveys, many East Asian countries, including Japan, have scored the lowest in life-satisfaction (OECD, 2017), and most students in Japan are considered hesitant to state that they are confident. These data reported by OECD are often used to criticize education in Japan for not developing students' life satisfaction and self-confidence. Although OECD standardized tests are often criticized as being Western-oriented (Rappleye, Komatsu, Uchida, Krys, & Markus, 2020), education in Japan has come to reflect this trend, placing greater emphasis on students' happiness and life satisfaction (MEXT, 2018: 2-3). This tendency is evinced by the Course of Study which uses the word "confidence" multiple times and highlights the importance of building confidence by learning a diverse range of English (i.e., World Englishes) and by repeatedly engaging

in communicative activities (MEXT, 2018: 16, 135, 159).

CBLI also aims to enhance students' confidence, but via a different approach. The previous section discussed Kim (2013), who reported positive effects on students' empowerment and confidence. In this study, students reported that they gained confidence in their foreign language skills by acquiring the ability to correctly identify and interpret subtle characteristics of the target language. Since the lack of student confidence in Japan is considered a serious issue, the CBLI approach which focuses on conceptual grammatical understanding may provide a new way of supporting students in developing their confidence.

### D. The use of L1 in English classes

CBLI research strongly recommends the use of L1 in L2 classrooms. Negueruela (2003: 236) argued that "the deep understanding of complex conceptual meanings of the L1 are the ones that can better mediate the understanding of complex conceptual categories of the L2," and thus the "use of first language to learn the second should not be viewed as problematic." Conceptual understanding of L2, the ultimate goal of CBLI, requires a robust cognitive basis. This means that restricting the use of students' first language may have detrimental effects on building a new conceptual knowledge for most students.

Also, in CBLI studies, it is argued that "one of the important responsibilities of an educator is to bring to the fore (i.e., make visible) a learner's current understanding of a particular topic," which will generate "dis-coordination" between the current understanding and systematic academic knowledge within the learner (Lantolf & Poehner, 2014: 69). The main goal of CBLI is to support students in forming a conceptual understanding of the target language, and further help them develop a new cognitive structure that differs from their first language. This means that the instructor is highly encouraged to make the students' current understanding based on their L1 visible, and has a role of leading students to learn a new concept with different characteristics from that of their L1.

In recent years, the new Course of Study has started to restrict the use of the local language in middle school and high school foreign-language classrooms (MEXT, 2009; MEXT, 2017). Second-language education in Japan is attempting to diverge from a traditional approach to one where teachers are obliged to conduct the entire class in the

target language. However, Nakai (2010) pointed out that 88.5% of English teachers in Japanese high school general courses used English for less than half of a class period in the “English 1” class. This study suggests that restricting the use of the first language hinders the renewal of foreign language classrooms. Moreover, Ogura (2019) pointed out the necessity of L1 use to introduce English grammar in order to accurately and coherently explain the gist of L2 grammatical concepts in a limited class period. Similar conclusions have been reported in previous CBLI studies. Negueruela and Lantolf (2005) argue that it is impossible to build orientations to new tasks from meaning in the second language, and therefore L1 can serve as the basis of our reasoning and self-regulation. Since the use of L1 in English classrooms will benefit EFL learners, CBLI is strongly adaptable to the Japanese educational context and implies the importance of instructing a second language in the learners’ first language.

#### E. Teacher education in Japan

Lantolf and Poehner (2014: 65) pointed out that the most challenging part for the instructor in CBLI procedure is “to formulate pedagogically effective SCOBAs that capture the systematic essence of a concept.” SCOBAs should be produced based on linguistics research that allows the creation of complete visual aids that capture the features of target concept and can be understandable to learners. Also, students will use SCOBAs in various activities during CBLI sessions to internalize the new concept, so it can be said that the educational outcomes of CBLI heavily depend on the quality of SCOBAs. Lantolf and Zhang (2017) accordingly point out that educators should have the requisite subject-matter knowledge to be able to explain concepts appropriately and then visualize the functional SCOBAs, which are the important processes in CBLI. Therefore, CBLI requires the instructor to have L2 knowledge adequate for giving an appropriate explanation.

These concerns hold significant implications for the transformation of teacher education programs in Japan. Negueruela and Lantolf (2005) argue that recent teacher education programs have placed much greater emphasis on pedagogy rather than on the object of study, language. Moreover, they added that with the push toward communicative language teaching, “pedagogical practice has been much more in focus in SLA research and in teacher education programs than has conscious conceptual

understanding of the target language” (Negueruela & Lantolf, 2005). These claims indicate the necessity of transforming teacher education programs to focus on the development of teachers’ conceptual knowledge of L2. Lantolf and Zhang (2017) suggest more extensive opportunities for teachers to develop the necessary conceptual knowledge for implementing CBLI. Therefore, CBLI studies point out that high-level L2 knowledge is a prerequisite for the instructor to provide high-quality L2 instruction, which poses a new challenge to the transformation of teacher education in Japan.

#### 5. Conclusion

The present study has discussed the pedagogical implications of CBLI in Japan by reviewing previous CBLI studies. Based on Vygotsky’s theory of spontaneous and scientific concepts, second language learning can be seen as a process of transforming understandings based on conceptual meanings of the L1 and internalizing new cognitive structures. In order to guide students to new understandings, CBLI adopts explicit instruction using material aids and verbalization activities that aim at the internalization of the target concept. These teaching procedures emerge from Vygotsky’s principle that second language learning starts from the conscious development of metaknowledge and gradually moves toward the development of fluency (Lantolf & Poehner, 2014). Explicit instruction using the SCOBAs is aimed at orienting students to a new understanding and allows them to consciously manipulate the target concept in their own discourse performance. Also, another role of the instructor is to take the external support provided by material aids away from students and make their understandings purely mental (Lantolf & Poehner, 2014). The implementation of verbalization activities that require students to explain the target concept in their own words is intended to support students’ internalization of the target concept. This procedure emerges from Vygotsky’s theory that the functional use of words plays a central role in concept formation (Negueruela & Lantolf, 2005). By adopting these teaching procedures following Vygotskian principles, the CBLI approach supports students’ conceptual understandings of L2 concepts.

Previous CBLI studies have reported positive outcomes

that might be useful in addressing current issues of English education in Japan. The current Course of Study focuses on the development of communicative abilities and does not focus much on grammar instruction. However, previous studies in Japan have reported declines in English ability, indicating that an instructional approach that puts too much emphasis on communicative ability does not yield positive outcomes in the development of students' English ability. Previous CBLI studies found that the CBLI approach promoted the development of conceptual grammatical understanding, and this cognitive basis further guided students to the richer use of target concepts in discourse performance. These outcomes imply that the CBLI approach demonstrates the importance of L2 explicit instruction that supports the development of the conceptual grammatical understanding of EFL learners in Japan. Also, previous CBLI studies have reported the enhancement of learners' confidence and greater sensitivity to the first language. Since the current Course of Study emphasizes the importance of students' confidence in their English skills and the enhancement of English courses collaborating with Japanese language courses, CBLI can provide a new approach to meet these needs. Finally, CBLI requires sophisticated L2 knowledge on the part of teachers to provide instruction that supports students' conceptual understanding. This point implies the importance of transforming teacher education from teaching pedagogical practices to one that focuses on the development of teachers' L2 knowledge. These discussions suggest that the CBLI approach has the potential to renew grammar instruction in Japan and provides a significant framework for English grammar instruction.

In conclusion, the present study argues that the CBLI approach is highly adaptable to ELT classrooms in Japan and holds significant pedagogical implications for designing English grammar instruction.

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