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CONTENTS

Group A	
A Study on How to Teach Oral Communication	
in the New Course of Study for Upper Secondary Schools	
1	Reason for Our Study ----- 2
2	Six Suggestions to Conduct Communicative Activities in Large Classes ----- 3
3	Experimental Lesson Plans ----- 4
3.1	Role-playing with Video ----- 4
3.2	An Interview Game ----- 6
3.3	Leader-controlled Group Work ----- 7
3.4	Problem Solving ----- 9
3.5	Presentation Dealing with Cross Cultures ----- 11
3.6	Split Class ----- 12
4	Conclusion ----- 14
	References ----- 15
Group B	
An Idea on How to Evaluate Communicative Ability	
1	Reason for Our Study ----- 16
2	Aim of Our Study ----- 16
3	An Idea on How to Evaluate Listening and Speaking Ability ----- 17
3.1	Communicative Ability ----- 17
3.2	How to Evaluate Communicative Ability ----- 18
4	Results & Analysis ----- 20
4.1	Results of Three Schools' Evaluation Sheets ----- 20
4.2	Analysis of Each Item on the Evaluation Sheet & Comments ----- 21
4.3	General Analysis & Comments ----- 22
5	Conclusions ----- 23
6	Suggestions & Remaining Problems ----- 24
	References ----- 24

GROUP A A STUDY ON HOW TO TEACH ORAL COMMUNICATION
IN THE NEW COURSE OF STUDY FOR UPPER SECONDARY SCHOOLS

1 REASON FOR OUR STUDY

In 1994, we will commence new courses in English classes, which are Oral Communication A, B, and C. One of the objectives of these courses is "to foster positive attitudes toward communication in English". It is compulsory for all students in Tokyo to take one of these courses. When we start these courses, however, we need to overcome the difficulties mentioned below that we are facing now.

(1) **Teaching Method:** In English education in Japan, teachers have put emphasis on grammar and translation than on communicative activities. In high school and college entrance examinations, questions about grammar and translation are commonly found. Therefore, most English teachers in junior and senior high schools can not avoid spending much time making students practice translation and memorize grammatical structures. In such classes, students are passive and unwilling to speak aloud in English. They are used to teacher-centered lessons and so are the teachers. When we start the new courses, we should change our teaching approach completely and not stick to the previous fixed idea about teaching.

(2) **Classroom Conditions:** In most high schools, we have more than forty students in a class, and this situation will not change in the near future. So far we have adopted set lecture-style lessons most of the time; that is, one teacher facing forty students lined up in rows who listen to the teacher's lecture and take notes. Also teachers have students sit on chairs separately, because they are afraid that if they have students sit in pairs or groups, students become noisy and out of control. In such classes it is difficult for students to improve their communicative ability.

(3) **Students' Mentality:** Junior and senior high school students are conscious of their self-esteem and yet they do not like to be outstanding among their friends. These teenager traits hinder them from expressing themselves freely. In English classes, teachers tend to expect too much accuracy from students. This causes students to be overconscious or nervous in communicating in English in front of their classmates. In the new courses we need to loosen these mental constraints.

2 SIX SUGGESTIONS TO CONDUCT COMMUNICATIVE ACTIVITIES IN LARGE CLASSES

Followings are our suggestions to get over the difficulties in conducting communicative activities in large classes.

(1) **Learner-Centered Class:** We need to revise our teaching approach moving away from teacher-centered towards learner-centered. In learner-centered classes, students cannot be passive. They are expected to take much responsibility for their own learning. They should think, learn, practice and confirm by themselves.

(2) **Teacher's Role:** In learner-centered classes, teachers should be facilitators rather than lecturers. Littlewood(1981) has suggested that the function of teachers "becomes less dominant than before, but no less important". We need to use materials and procedures that will facilitate the smooth transition from lesson planning to successful activities.

(3) **Activity Format:** To give students in large classes more opportunities to communicate in English, group work and pair work would be quite effective. Students would feel less nervous when they speak in pairs or groups than when they speak in front of the whole class.

(4) **Job Sharing:** When conducting lessons in large classes, it is better to have AET (an assistant English teacher in general) as a partner of JTE (a Japanese teacher of English). Two teachers can monitor students' activities much more effectively. It is also possible to split a class into two groups and give them different activities, which will double students' opportunities to communicate in English.

(5) **Organizing a Classroom:** We should organize a classroom to suit each type of activity (See Figures 1, 2, 3). It is also possible to move desks or chairs aside when a large space is needed.

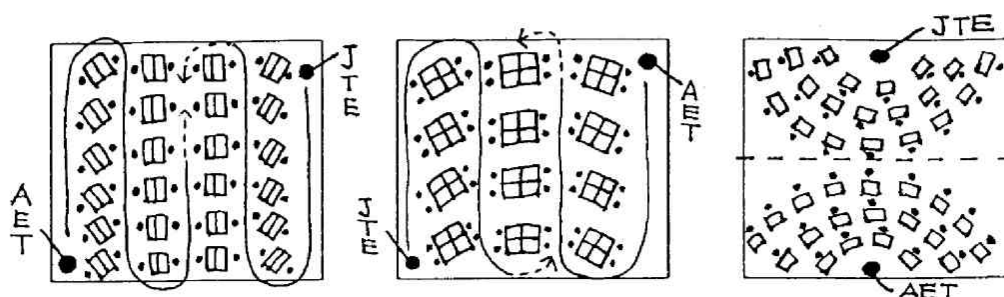


Figure 1: Pair Work

Figure 2: Group Work

Figure 3: Split Class

(6) Evaluation: First, we should not put too much emphasis on accuracy. Second, we should not stick to the idea that a teacher is always an evaluator. When we emphasize 'a teacher as a facilitator', it is important to develop students' ability to evaluate themselves. By conducting self-evaluation, students could set their own goals and work independently in pair or group work. When they achieve the goal, they would get a feeling of accomplishment.

We conducted experimental lessons acting on the six suggestions we mentioned earlier. Since textbooks for "Oral Communication" have not yet been published, we chose materials from various sources.

As for evaluation, we made a self-evaluation sheet consisting of several items that suit each activity. Students filled in the evaluation sheet at the end of each lesson and handed it in to the teacher. The following two aspects were included among items in the evaluation sheet.

- ① linguistic aspect: understanding, fluency, creativity
- ② behavioral aspect: positive attitude, willingness, cooperation, leadership, responsibility

Our experimental lesson plans will be shown in the next section.

3 EXPERIMENTAL LESSON PLANS

3.1 ROLE-PLAYING WITH VIDEO

(1) Aim of This Activity

- ① To develop students' empathy with a dialogue
- ② To have students cooperate with a partner in practicing a dialogue

Many students are usually very shy when they are asked to act out a dialogue. They do not empathize with the dialogue. When they are asked to make a presentation in front of the class, they appear to feel especially pressured and just say their lines in a monotonous way. An aim of this plan is to rid students of such shyness and discomfort. In this lesson, students play roles of characters in a movie called "Tenku no Shiro Laputa (Love Adventure to Laputa)". While watching the video, they role-play like an actor/actress who dubs a foreign film. They only need to act orally while the other students watch the video, thus bringing less attention directly to them. This is helpful in removing students' shyness and discomfort.

(2) Procedure

In the previous hour, students create an English version of a one- or two-minute scene of the movie based on the Japanese scenario and the text (Love Adventure to Laputa).

- ① Have students watch the video (in Japanese) (3 mins.)
- ② Have students do Q & A about feelings of characters (7 mins.)
- ③ Have students listen to a demonstration of AET and JTE while watching the video (3 mins.)
- ④ Have students practice the dialogue by repeating after AET (7 mins.)
- ⑤ Have students practice the dialogue in pairs and try to synchronize the lines with the video (15 mins.)
- ⑥ Have some pairs make presentations (10 mins.)
- ⑦ Have students fill in the self-evaluation sheet (5 mins.)

(3) Assessment

For the following two reasons, using a video was effective in removing students' shyness and discomfort in acting in English. First, acting only with voice while watching video was easier than acting out without video. Some students commented that it was easier because they were able to read the characters' feelings from the video. Second, they seemed to forget shyness because they had to be busy synchronizing the lines with the video and they had to concentrate on it. Some students said that they enjoyed the practice because they felt as if they were actors/actresses.

However, the difficulty in synchronizing the lines with the video was also an obstacle in this activity. Some students pointed out that they only paid attention to synchronizing and were not able to say their lines with feelings. There was a mechanical limitation that students could not operate the video from their booths. If it was possible for them to operate it, each pair could practice at their own pace, and the class would be more learner-centered.

(4) General Application

We can use various kinds of video-taped movies, dramas, debates, and speeches for this kind of activity. Materials need to be interesting so that students will be motivated to empathize with them.

We can also use dialogues or stories in textbooks. When using stories, we write

scenarios based on them. If there are no videotapes attached to the textbooks, we can show pictures by an OHP.

3.2 AN INTERVIEW GAME

Students do a mock interview between a famous person and a reporter.

(1) Aim of This Activity

- ① To encourage students to communicate in English in pairs.
- ② To have students get/give information about someone through English.

(2) Procedure

(Before the lesson) Have students choose a famous person and get some information about him/her. (For the role of a famous person...Handout A)
Have students make questions they want to ask a famous person. (For the role of a reporter...Handout B)

- ① Give the handout A and B to each pair and explain each role.
- ② Have students repeat useful expressions on each handout after AET and JTE.
- ③ Give a model interview.
- ④ Have students do a mock interview, and monitor each pair's activity.
- ⑤ Pick up some pairs and ask them to present their interviews, and have the other students write the information they get from the presentations.
- ⑥ Tell students to write their interview scripts as homework.

[The Role Instructions] Handout A (The role of a famous person)

First, choose a famous singer/actor/actress/writer about whom you know well. Then write his/her name on a name card and put it on your clothes so that your partner can see it. Today you are HE/SHE. You have an interview with a reporter on a famous magazine. Answer his/her questions as many as you can. Especially, you want to introduce your new CD/movie/play/book.

(Each handout includes some expressions useful for asking/answering questions.)

(3) Assessment

Students are usually unwilling to answer very personal questions about themselves. In this lesson, they play a role of a famous person they know well, so they

can answer such questions without hesitation. Playing another person, they can get used to answering personal questions in English. In the role of a reporter, they can get used to improvising many questions and learn the way of getting various information about one person. It is the most important to encourage students to get /give as much information as possible. In the next period we can divide the class into small groups and do a mock press conference. (Each group has a famous person and 4-5 reporters.)

During pair work, most students tried to talk with their partners all in English. They participated in the class more actively than usual, and in the presentations some students who played a famous person mimicked his/her voice or gestures. This made the atmosphere of the class more relaxed.

The followings are students' comments (original in Japanese):

- * It was my first experience to talk with my friend all in English.
- * I want this type of lesson again and again.
- * Some presentations were very humorous, and I enjoyed this lesson.
- * When I was asked to present our interview, I got nervous. But I think I did a good job with my partner.

(4) General Application

We can apply this interview game for reading stories. For example, in a group, one student plays a hero/heroine of a story and the others play reporters and ask him/her some questions concerning the contents of the story. If we do this lesson in the stage of consolidation, students can review what the characters did in the story.

3.3 LEADER-CONTROLLED GROUP WORK

(1) Aim of This Activity

- ① To get all students involved in communicative activities based upon handouts with the help of student leaders.
- ② To have all students exchange information in English.

(2) Procedure

Students are seated in groups of four to five. Each group has a leader.

The leader's role is:

- ① To distribute and collect handouts to/from group members.

- ② To help the group review the expressions of the last lesson using flash cards.
- ③ To set up pairs.
- ④ To make sure that all of the group members know what to do next.

Warm-up (Class)	Students stand up and respond physically to the teacher's instructions.
Review Exercise (Group)	The leaders make sure that the group members remember the expressions of the last lesson by using flash cards.
Activity (Pair)	The leaders set up pairs. Each pair is given two maps. Both maps lack some information, which has to be completed by the map of the partner. Students get directions from each other and label all the buildings on the street map.
Demonstration (Group)	Large copies of a street map (one for each group) are pinned to the board. The map has no building names. The leaders give directions in English. The members draw an arrow on the map following the directions given by the leader. By following the leaders' instructions, they should be able to find out the names of the buildings and fill them in on the map.
Self-evaluation (Individual)	Students fill in the evaluation sheet.

(3) Assessment

In this activity, the role of leaders is very important. Teachers should share some areas of classroom management with leaders in order to develop their sense of responsibility.

With a responsible leader, the group members are encouraged to participate in communicative activities. In other words, training good leaders is a key to success in activating the whole class.

When we have students work in groups with the help of leaders, work sheets and teaching aids are also very important for the following two reasons: First, work sheets and teaching aids make it easier for leaders to attract their members' attention and get them involved in the activities. Second, they support leaders' inst-

ructions. Students who are accustomed to teacher-centered lessons feel uneasy when they are not instructed directly by a teacher. Work sheets and teaching aids support leaders' instructions and can take away their group members' uneasiness.

(4) General Application

For this experimental lesson, the teacher chose leaders and the leaders formed the groups. There may be other ways to choose leaders and form groups.

Materials for this activity do not have to be special ones. They may be chosen from textbooks for reading as long as we prepare procedures carefully and use appropriate work sheets and teaching aids to make them suit communicative activities.

We must note that we should prepare procedures, work sheets and teaching aids very carefully so that leaders can guide their group members with confidence.

3.4 PROBLEM SOLVING

(1) Aim of This Activity

- ① To involve all students in group work.
- ② To have students try to solve a problem helping each other as a group.
- ③ To have students speak English and exchange information.

(2) Procedure

- ① Explain the problem that students are facing--one girl is missing now and there are eight eyewitnesses. They have to follow her route according to the remarks of the eyewitnesses.
- ② Teach the vocabulary which appears in the cards and handouts.
- ③ Divide students into groups and give eight cards to each group.
- ④ Have students read their cards (Figure 4) and take notes of their own information on the map (Figure 5).
- ⑤ Have students exchange information within the group, and try to find out her route by numbering the places and drawing arrows on the map. (We could limit the time so that there is the opportunity for competition among the groups.)

(3) Assessment: In this group work students needed to do their task and exchange information to find the right answer. So they were involved in the activity more willingly than usual. This game-type activity encouraged students to work cooperatively and compete among the groups. Judging by students' comments, their behavioral aspect was rather good, whereas their linguistic one was not

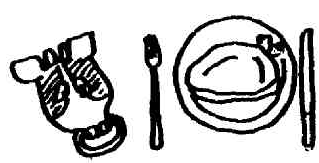
so satisfactory yet. Generally it takes time for students to get used to these activities. We need to introduce pair and group work into classes gradually so that they can perform such activities smoothly.

(4) General Application: This activity can be applied to other communicative activities where students need to reach a conclusion by sharing information with cards in a group as follows:

- ① FIND OUT THE SAFE WAY One map is given to each group. Each member has one card which gives some information about the route. They have to find out the safe way to reach their goal.
- ② MONTAGE An empty face is given to each group. It is supposed to be a criminal. Each student has one card which contains an eyewitness's remark. They need to cooperate to complete the face and make the montage.
- ③ WHERE IS THE TREASURE CHEST NOW? Each group is given one map. They have to find out where the pirate has hidden a treasure chest. Each student has one card which contains a hint given by the pirate. They then try to find out where the treasure chest is on the map.
- ④ DISCOVER THE ROBBER There are several suspects for one bank robbery. Each student has one card which has each suspect's remark. They try to get all the information together, prove who is lying, and expose the robber.


Jim

I saw Jenny in the Butcher's at about 10:30.
Then she went into Denny's.

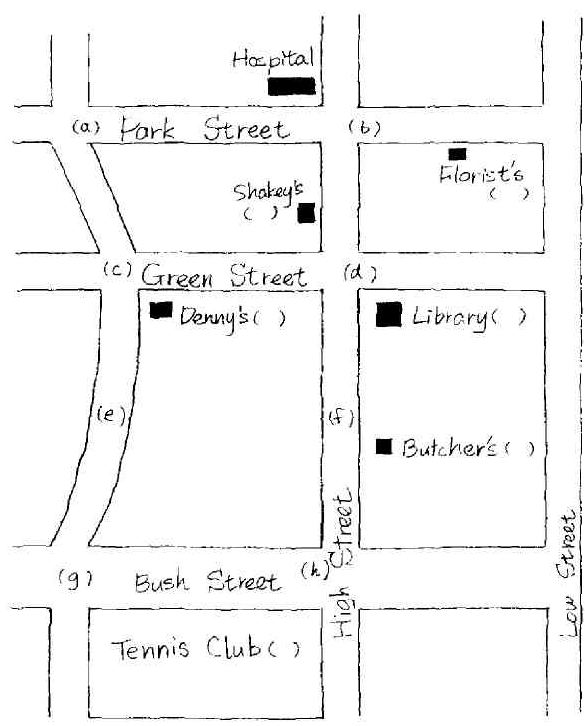


Mary

I am a waitress at Denny's.
She came in at about 10:30 and had a coffee.
She said, "I'm going to play tennis now."



(Figure 4)



You can take notes by drawing lines on the map.

(Figure 5)

3.5 PRESENTATION DEALING WITH CROSS CULTURES

(1) Aim of This Activity

To encourage students to think about their own culture and to relate it in their own ways, thereby increasing their speaking ability.

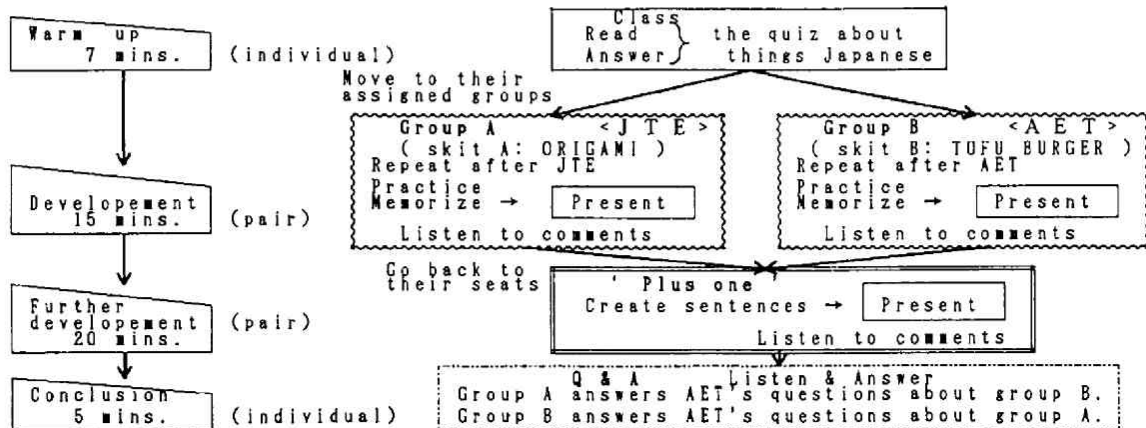
- ① To have students become familiar with either of the two skits
- ② To have students act out one of the skits in pairs dramatically
- ③ To have students add their own sentences to these skits ('plus one')

The two different topics to be used are; Japanese traditional culture (Origami) and one aspect of Japanese culture that influences English speaking cultures (Tofu burgers). These topics may be considered rather difficult for high school students to deal with. On the other hand, present internationalized society forces us to focus on this theme and demands that we enlarge our cultural awareness. So, we believe that we should teach this kind of topic more often in class.

(2) Procedure

To best achieve communicating in class, we introduce pair work and split class activities. Students are divided into two groups to learn different materials. Group B gathers in front of classroom around AET and Group A gathers on the opposite side around JTE. This smaller grouping of students enables them to speak up in less stressful situations and to prepare for the next step: presentation in front of the whole class. After returning to their seats, 'plus one' activity requires them to express their opinions. They have a chance to show their personalities and creativity. For instance they can add their own humor or funny 'spice' to the skits. In the end they conclude with a Q&A review to check their comprehension.

FLOW CHART : Students' Activity dynamics



(3) Assessment

- ① Some students were nervous and shy. They were not used to speaking in public. Speaking clearly and loudly was the first goal to be accomplished.
- ② It was somewhat difficult for some students in pairs to put their ideas together and create sentences. Most students were frustrated by their lack of sufficient English vocabulary to express what they wanted to say even by using short sentences.
- ③ Although they memorized the skits, their presentations in terms of delivery and empathy left a little room for improvement.
- ④ During pair work a few pairs could not or would not work together productively due to personality conflicts.
- ⑤ Different reactions among various classes emphasized how important class atmosphere and student/teacher rapport can be.

However, most students assessed that they personally were motivated to practice hard and perform well. In the more extroverted classes, the students felt a variety of emotions, from great stress to thrill and excitement. They enjoyed their performances, feeling as though they were acting or seeing a real drama. Hardworking students were glad to receive positive comments from teachers. As a result, they participated in the class with a more positive attitude than usual. If they get used to this kind of activity, they may overcome shyness as a barrier to learning.

(4) General Application

This activity can be used with other subjects. We can use various dialogues from textbooks. If the material includes interesting or funny aspects, students will better enjoy their presentations. If we prepare effective props and settings for the presentations, the motivational effect will be enhanced. Prior to beginning the principal lesson, students should be provided with sufficient warm-up time, in accordance with their various needs and abilities.

3.6 SPLIT CLASS

(1) Aim of This Activity

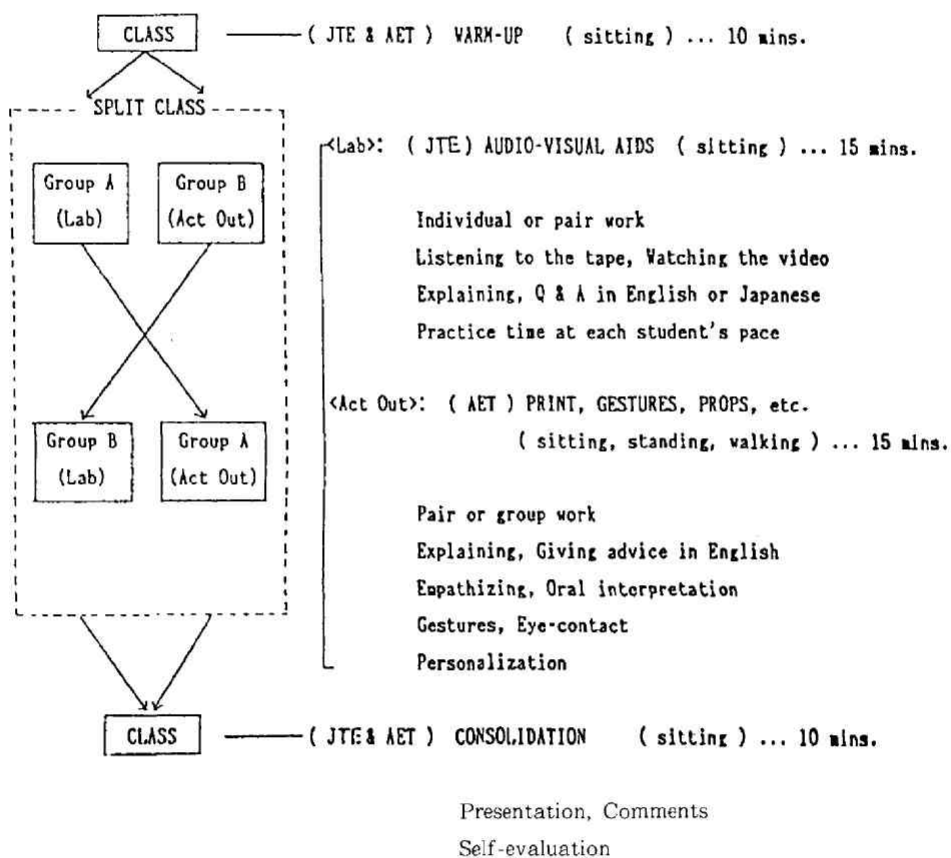
To get students more involved in communicative activities through maximizing the advantages of each teacher's role in class: the role of JTE and that of AET.

(2) Procedure

This activity has been carried out under the following conditions: the class

consists of more than forty students, AET helps JTE, and JTE uses audio-visual aids in a language laboratory. We have used skits, and SPLIT CLASS has been introduced in the main part of a lesson.

After warm-up, the class is divided into two groups: Group A and Group B. The same material is used, but teaching settings and approaches are different. For instance, Group A is first taught by JTE with audio-visual aids; (Lab), while Group B is taught by AET through English usually with some props and gestures; (Act Out). This is the first half of SPLIT CLASS session. Then everything is switched: this time Group A is taught by AET, while Group B by JTE. The class goes as follows:



Practicing a skit



SPLIT CLASS

After five or six classes, performance day is set to the students. When they do some presentation in pairs or groups, they get some comments from their classmates and teachers.

(3) Assessment

We have to take carefully-organized steps to carry out this activity: each step should be set to encourage quiet passive learners to get started in moving forward to the process of becoming active learners. Cooperation between JTE & AET as well as thorough preparation are indispensable to get a positive result. As students get used to this SPLIT CLASS type of lesson, we think it possible to have them choose which session they want to do first, (Lab) or (Act Out).

In general, students found this type of lesson exciting and interesting though they sometimes complained that they had to prepare quite a bit for the presentation, which seemed to be a sort of contest to them. Some of them were very happy when given encouraging comments by their classmates and teachers.

(4) General Application

Any kind of material can be used in SPLIT CLASS. When SPLIT CLASS is introduced in an ordinary classroom, desks or chairs can be moved away to make more space for students' activities.

4 CONCLUSION

In our experimental lessons, students showed a change in their participation and attitude toward the classes. As our study progressed, we concluded that what we first need is to change ourselves as teachers. We need to break away from fixed ideas about teaching and step out to forge new teachers' roles. This must be followed by students' changes. Our study is just a starting point. We should continue to research to verify our conclusion. Here are two principles that we should bear in mind during the process of changing ourselves:

(1) Make changes gradually and systematically

In large classes "the effect of uncertainty can lead to considerable disruption, so it is important to start with what students are used to" (Nolasco, R. and Arthur, L. 1988). We should introduce pair/group work into class gradually and systematically.

As students get used to such activities, the amount of English that they speak in class will increase.

(2) Continually encourage students to learn by themselves

We have to make continuous efforts to develop students' independence. First, we should give them effective feedback such as positive comments or helpful advice as needed. Encouraging words uttered by teachers may affect students dramatically; students may strengthen their self-esteem and be motivated to try harder next time. Second, we should encourage them to set their own goals, so that they realize a sense of accomplishment after conducting activities. It is necessary for them to acknowledge what they have already achieved and what they have yet to achieve in order to work independently in pair/group work.

Lastly we note that it is not teachers but students who should be 'busy' in class. How we can make this happen depends on how well we succeed in getting students involved in classroom activities focused on communicating in English.

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GROUP B AN IDEA ON HOW TO EVALUATE COMMUNICATIVE ABILITY

1 REASON FOR OUR STUDY

More practical communicative proficiency of English has been demanded of us. Some projects have been formed for schools to meet the demand: the introduction of native speakers into English lessons has greatly improved our lessons. Making good use of language laboratory facilities and other kinds of audio-visual equipment is enhancing students' communicative ability.

One problem is that students are not always motivated to learn in our classes. It is not a rare thing at all for them to keep quiet during a lesson: limited vocabulary, shyness, and preference for written tests are some of the causes. What we have to remember is that in our traditional teacher-centered way of giving lessons, students only listen to and do what they are told. These circumstances urge us to discard the conventional methods. We have to work out a more effective approach to English lessons, where students can actively participate. As The Revised Course of Study for Upper Secondary Schools says, "To foster students' positive attitude toward communication in English" is of great importance.

This is why our study group has considered the theme of evaluation. We should refrain from presiding over the classroom, or being the center of it, and motivate students to take part in class activities. We can see how well they have done for themselves. We believe that every student has the ability to determine his/her own performance in some activities, and that he/she can be positively involved in assessing other students' performance. On this point, our stress of evaluation is placed, not on teacher assessment, but on self-/peer-evaluation.

These two means of evaluation will help students gain clear-cut objectives. This appears not to have been effectively achieved in teacher-centered lessons. Hopefully, a result of our study will be for students to communicate more positively with other students and teachers.

2 AIM OF OUR STUDY

The aim of our study is to encourage students to communicate. With this aim in mind, we based our study not on the research of the teaching goal and teaching methods, but on ideas of evaluation.

We believe students want to speak and understand English. Therefore, it is important to encourage this enthusiasm. Most students study voluntarily when they

are praised. What we intend to do through this study is not to measure students' skills, nor rate students' ability (1 to 5 according to their ability at the end of each term). We should evaluate their performance: what they did or tried to do, and how they did or tried to do it.

We restricted our study to the evaluation of speaking and listening. The evaluation of written examinations has been studied and practiced, but we have traditionally avoided the evaluation of oral communication ability because it is difficult to set standards and to find ways to evaluate.

However, it is obvious that oral communication is the first means of communication. It is an important matter to improve students' conversation ability. For this purpose, we looked for the effective means of evaluation. We faced the following two questions in the process of our study:

1. Who evaluates students' ability?
-- teachers or students themselves.
2. How do we incorporate evaluation of behavioral aspects with linguistic aspects?
-- by stressing evaluation of students' attitudes or enthusiasm, for instance.

As to the first question, we regarded the students' self-evaluation as the main assessment, adding it to the teachers'. As to the second question, we used a self-evaluation sheet on which we put the items for evaluating behavior necessary for active communication.

We think that by using this evaluation sheet effectively, we can stimulate students' positive attitudes in the communicative activities and have an English lesson in an enjoyable atmosphere.

Conventional Methods	Proposed Methods
Teacher-centered Accuracy Grammatical knowledge Written test	Student-centered Usage Attitude, Enthusiasm Participation, Performance

3 AN IDEA ON HOW TO EVALUATE LISTENING AND SPEAKING ABILITY

3.1 COMMUNICATIVE ABILITY

At first, we tried to look for two separate ways of evaluating; that is to say,

one for listening ability and the other for speaking ability. But we found that many activities, such as dialogue, discussion, and role-play, contain two inseparable elements of listening and speaking. Therefore, we found it impossible to evaluate these two separately. Instead, we decided to evaluate them as "communicative ability", which includes both listening and speaking.

"Communicative ability", or "communicative competence", is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences and to whom. Communicative ability includes knowing speech rules, knowing function and register of the language, as well as the knowledge of the grammar and vocabulary.

Based on these ideas, we tried to design checklists so that a person who evaluates can observe and monitor students' progress.

3.2 HOW TO EVALUATE COMMUNICATIVE ABILITY

In this section we will look at some practical techniques for evaluating the communicative ability described in the preceding section. First of all, who evaluates students' progress? It is not feasible, particularly in large classes, for one or two teachers to test all learners through interview performance. Moreover, it is not suitable to keep the traditional teacher-centered concept, as our recent communicative language teaching is based on a learner-centered concept. In such a situation it is useful to involve learners in evaluation by teaching them self-/peer-evaluation techniques. In addition, what "evaluation" means here should be strictly distinguished from what we call "rating". Rating is a grade based on the results of learning (test results, homework, etc.), whereas evaluation is a means for encouraging students individually at different stages in the process of learning.

Secondly, we will, for the most part, exclude grammatical and vocabulary-based competence from the checklists because we Japanese teachers of English have put too much stress on grammar-based accuracy.

Thirdly, we will emphasize students' willingness or eagerness to learn the English language in lessons, which has been almost ignored by most teachers in Japan when evaluating and rating students.

After considering this, we made the form of a checklist for self-/peer-evaluation comprising ten items as follows (original form in Japanese):

1. Could you understand the teacher's directions in English?
2. Did you speak/try to speak English?

3. Could you respond with a short answer?
4. Was your attitude toward the speaker appropriate?
5. Could you use "today's key sentences" fluently?
6. Did you try to make an additional utterance after a short answer?
7. Could you give your personal opinions or impressions?
8. Could you understand what the speakers said?
9. Did you try to recognize the social situation in relation to the other?
10. Did you enjoy communicating in English?

To indicate the degree we set three different levels so that students could circle the appropriate number as follows:

1- unsatisfactory 2- average 3- outstanding

SELF - & PEER - EVALUATION SHEET

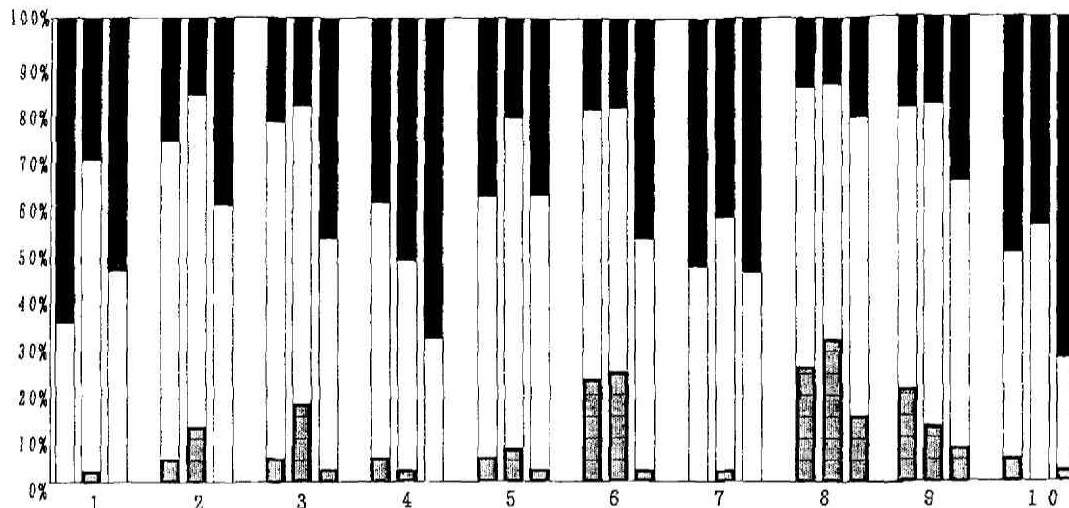
日時	月	日	時限	自分の評価			相手の評価		
				あまりでき なかった	まあまあ	よくできた	あまりでき なかった	まあまあ	よくできた
1				1	2	3	*	*	*
2				1	2	3	1	2	3
3				1	2	3	*	*	*
4				1	2	3	1	2	3
5				1	2	3	*	*	*
6				1	2	3	1	2	3
7				1	2	3	*	*	*
8				1	2	3	*	*	*
9				1	2	3	1	2	3
10				1	2	3	1	2	3
感想									
CLASS		NO		自分の名前			相手の名前		

4 RESULTS & ANALYSIS

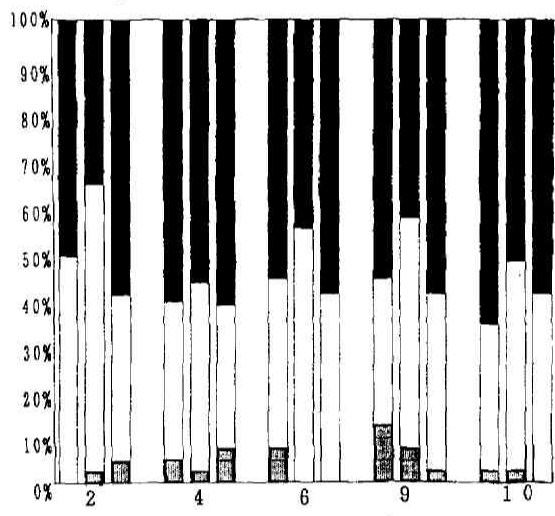
4.1 RESULTS OF THREE SCHOOLS' EVALUATION SHEETS

自己評価 項目別集計分布表

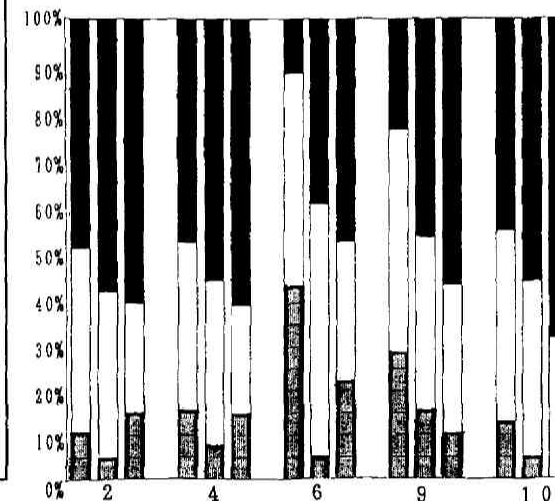
F 高



他人評価分布表 F 高

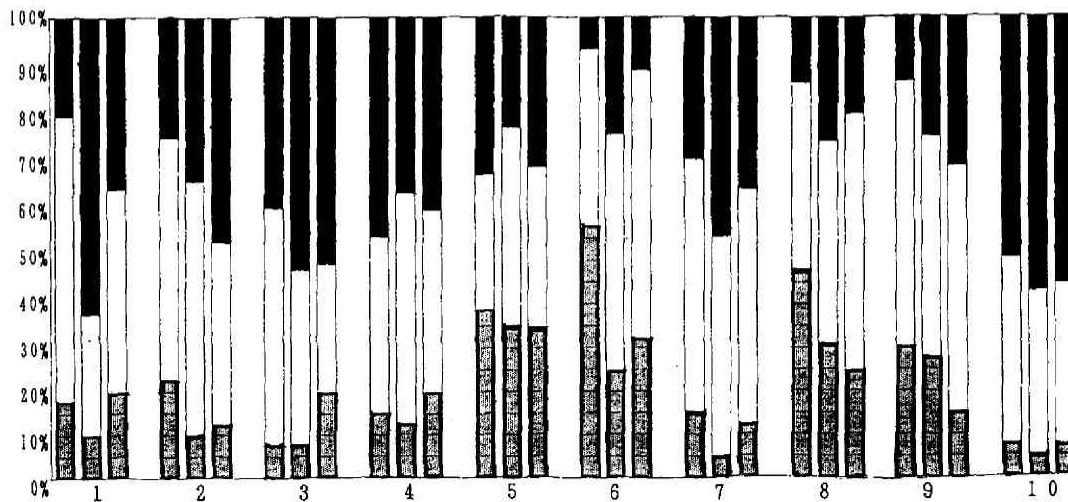


他人評価分布表 S 高



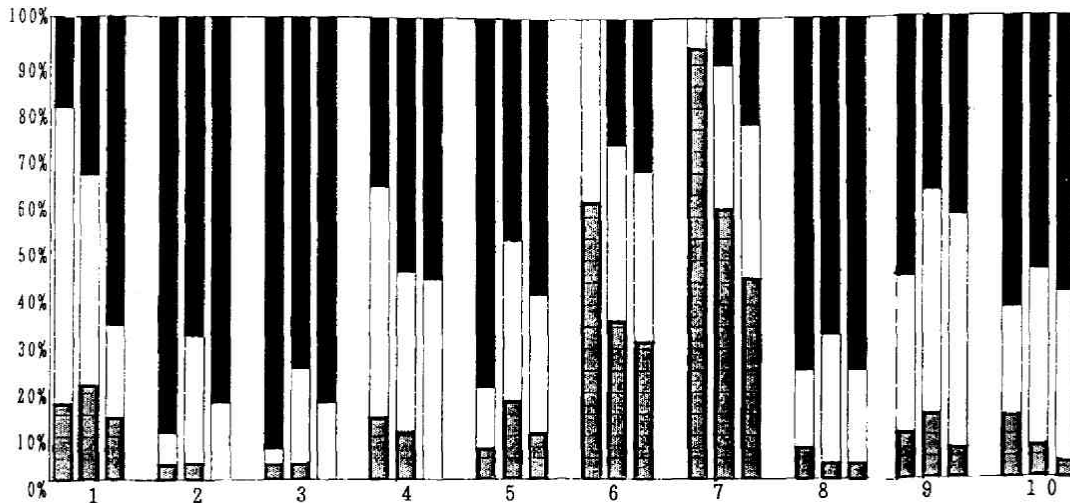
自己評価項目別集計分布表

S 高



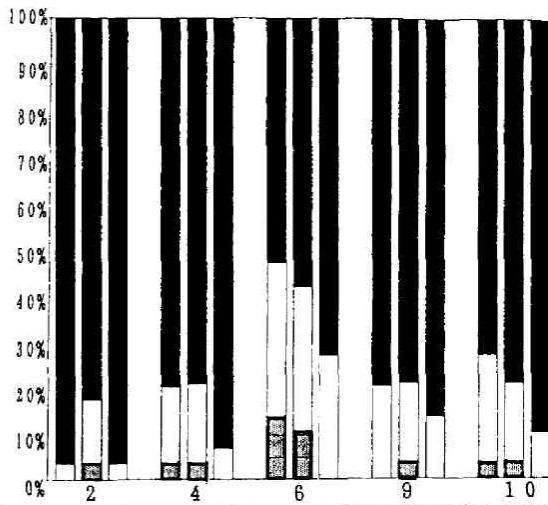
自己評価項目別集計分布表

M 高



他人評価分布表

M 高



HOW TO INTERPRET GRAPHS

We collected the data of three different high schools. From left to right, the numbers 1 to 10 show the items 1 to 10 on the self-evaluation sheet. Each item has three different segments, which show three different trials, 1st to 3rd, left to right. Each segment includes three different color parts; that is, black, which shows

students who chose 3-(outstanding), white, 2-(average), and gray, 1-(unsatisfactory). We are sure that you can recognize changes of self-evaluation clearly. In the same way, we have shown the data of peer-evaluation. Out of 10 items of self-evaluation, we selected 5 items (the numbers 2, 4, 6, 9, and 10) to be evaluated because these items are closely related to the partners' willingness, eagerness to learn.

4.2 ANALYSIS OF EACH ITEM ON THE EVALUATION SHEET & COMMENTS

Item-1 As long as teachers explained the directions to students both in English and in Japanese, most students seemed to understand what teachers said. It is very important to have students understand fully what they are to do in a lesson.

Item-2, 3 Most students seem to have had a conversation with their partners, even if they could not say much. They tried to respond to each other in English. We can look upon this behavior as the participation of students in a lesson. This

is encouraging.

Item-4 Mostly, students' attitudes toward the speakers were appropriate. But to those who are not always attentive in the activities, this item would be a good warning.

Item-5 It is important to teach students how to pronounce the key sentences by writing them on the blackboard before students use them. When the sentences are in the form of questions, teachers can easily demonstrate their usage, and conversations between students seem to go smoothly.

Item-6,7 Students evaluated these two items lower than the others simply because it was difficult for students to make additional comments, given the amount of English that they know. In this case, it is important to interest students in speaking English. If teachers use an interesting and up-to-date topic, they will try to speak more actively. In addition, it is advisable to show students the words and sentences referring to the topic and to practice them.

Item-8 Students tended to compromise by having a conversation with each other in Japanese. Therefore, it is desirable to encourage them to communicate in English. Moreover, to see whether or not students understand the speakers, it is a good idea to review the lesson by using true or false questions concerning the topic.

Item-9 Students were apt to misunderstand the question, "Did you try to recognize the social situation in relation to the other?". Therefore, teachers must explain the meaning of this question to students sufficiently before evaluation.

Item-10 Most students seemed to enjoy communicating in English. The aim of evaluation in this item is not to evaluate speaking skill, but to evaluate whether or not students have fun by using English. Accordingly, teachers can regard this as an evaluation of the whole lesson.

Finally, when students write down their impressions about a lesson, teachers are expected to make comments on them. We should use them for improvement of our lessons.

4.3 GENERAL ANALYSIS & COMMENTS

- (1) The more accustomed students were to self-evaluation, the better marks they got.
- (2) Grade 1 gradually decreased in the three trials.
- (3) Self-evaluating seemed subjective and independent of former experiences. It depended upon each lesson's level or atmosphere.
- (4) We had the time to self-/peer-evaluate at the end of a class. Evaluation

- sheets were made so that they could be finished in about five minutes. In the first trial, it took them over ten minutes to finish it all. But we found that the more students got used to self-/peer-evaluation, the less time it took them. In the third trial, they finally managed to finish it within five minutes or so.
- (5) Students were not accustomed to self-/peer-evaluation. It was truly necessary for teachers to show students how to self-/peer-evaluate; that is, to explain the scale or yardstick to them in detail.
 - (6) Some students tended to evaluate others more generously than they evaluated themselves because they had no confidence in peer-evaluation; they were afraid of being hated by their friends, or they were modest. It is a typical attitude toward others for Japanese people, so-called "ENRYO" (hesitation or shyness about confessing what they really think).
 - (7) It is true that good students generally underestimate themselves, whereas students who are not good at English have a tendency to overestimate themselves. The reason why students who are good at English gave themselves worse marks was that they were modest, as we mentioned above in Result (6), and took evaluation itself into great consideration. This resulted in their underestimation. On the contrary, those students who are not good at English may have expected that teachers would give them better marks if they checked as many Grade 3s as possible, mainly because they had had bad marks in the usual examinations. It is no wonder that they overestimated themselves in order to get better marks without much effort.
 - (8) As (7) indicates, it is impossible to compare students' grades of self-evaluation with each other. Therefore, we can not transfer these results easily into rating.
 - (9) Slow learners were encouraged to try to speak a little by themselves.
 - (10) Students did not pay much attention to their partners' feelings. We have to show the importance of the social situation in relation to the other.

5 CONCLUSIONS

In this study we have tried to think about how to encourage students to communicate in English. We think our checklists for self-/peer-evaluation were effective as shown by the results. Most students, even slow learners, tried to communicate in English. Through self-evaluation, we expected students to have a chance to reflect upon themselves, set some goals appropriate to their ability, and then try to

achieve these goals. Our trial enabled students to do this. Also, through peer-evaluation, students seemed to develop a good relationship with their partners. We observed most students cooperating with eagerness. For example, they pointed out their weak points and encouraged each other.

The concept of students' motivation to learn, which we have introduced in the evaluation sheet, may also be useful for the establishment of an ideal and new concept of rating. Here are two conclusions:

1. Through self-/peer-evaluation students can recognize their own strong and weak points. Teachers are also able to change the way how they evaluate students' abilities.
2. Making good use of a self-/peer-evaluation sheet at the end of a class can make students more active than before. We should make use of the data from these sheets, even if it is a time-consuming task.

6 SUGGESTIONS & REMAINING PROBLEMS

1. It is a big problem to rate students. Evaluation is different from rating, as we repeatedly mentioned above. Evaluation should be used as encouragement for students.
2. We must devise a better way to associate evaluation with rating.
3. It is troublesome to analyze the data from the sheets, but we should have time to self-/peer-evaluate during class. It is a useful tool for improving our lessons.
4. Evaluation time should be kept to a minimum. We should spend much time having students do communicative activities.

Finally, in this experiment of ours we have not taken into consideration how to make use of the results of self-/peer-evaluation in the rating of each student's English proficiency. This problem, which is closely related to our theme but having different aspects from our concern, should be further discussed and examined under different conditions.

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