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教育 研 究 員 名 簿 ( 英 語 )

班	研究主題	学区	所 属 名	氏 名
A	ティーム・ティー チングの望まし い 在 り 方	1	都 立 一 橋 高 等 学 校	小 田 茂
		2	都 立 新 宿 山 吹 高 等 学 校	小 川 浩 正
		3	都 立 練 馬 工 業 高 等 学 校	石 川 一 郎
		5	都 立 上 野 忍 岡 高 等 学 校	坪 野 淳 哉
		6	都 立 水 元 高 等 学 校	須 永 修 爾
		9	都 立 保 谷 高 等 学 校	中 谷 み ど り
B	AETのいない授 業でのオーラルコ ミュニケーション 指 導 の 工 夫	2	都 立 千 歳 高 等 学 校	白 野 一 治
		4	都 立 豊 島 高 等 学 校	佐 藤 康 子
		4	都 立 文 京 高 等 学 校	斉 藤 弘 之
		7	都 立 山 崎 高 等 学 校	牛 込 薫
		8	都 立 東 大 和 南 高 等 学 校	水 田 万 智 子
		10	都 立 稲 城 高 等 学 校	勝 嶋 秀 行

担当

教育庁指導部高等学校教育指導課指導主事 高野 敬三

教育庁指導部高等学校教育指導課指導主事 青山 彰

## 日本語抄録

### A. ティーム・ティーチング (TT) の望ましい在り方

都立高等学校に外国人英語等教育指導員及び英語等指導助手(以下「AET」と言う。)が配置され、今年でちょうど10年目を迎えた。そこで、この10年間を振り返り、都立高等学校におけるTTの現状を分析し、その教育効果を把握し、問題点の改善を図り、望ましいTTの在り方を提言するため、アンケート調査に基づき、研究を行った。

アンケート調査は、生徒、日本人教員、AETを対象に実施した。アンケートの調査結果を要約すると、生徒、日本人教員ともに、TTの授業は、英語を話す力及び聞く力を高めるのに効果的であるという認識で一致している。その一方、生徒はTTへの要望として、授業の指導方法の改善・工夫を強く望んでいる。また、現状では、TTはAETを中心に進められ、JT Eは補助にまわることが多いことも明らかになった。

研究の結果、新学習指導要領に示された、生徒のコミュニケーション能力を育成するためには、綿密な指導計画に基づき、AETの特性を活かした指導案を作成することや、「オーラル・コミュニケーションC」の目標を達成するためには、表現力を高める指導だけでなく、考える力を高める方法を身に付けるラーニング・ストラテジーの手法を用いた授業を展開することなどが必要であるという結論に達した。

### B. AETのいない授業でのオーラルコミュニケーション指導の工夫

ティーム・ティーチング、LL教室、様々な視聴覚教材の登場により、聞くこと、話すことの指導方法において、画期的な変化があった。それらは、生徒のコミュニケーション能力を高めるだけでなく、日本人教員の指導方法にも様々な変化をもたらした。

しかし、通常の授業においては、40人以上の生徒を普通教室で、教科書を使って、日本人教員が一人で指導する。しかも受験指導の充実を図ることも求められているなど様々な制約が付加される。そこで、通常の授業で、聞くこと、話すことの指導は、どのような現状であるのかを分析し、どのようなオーラルコミュニケーションの指導ができるのか検討した。

具体的には、次の二つの仮説を基に、アンケート調査を行った。

仮説①(教員)・現在、AETのいない授業では、聞くこと、話すことの指導の比重が少ない。

・オーラルコミュニケーションを活発に促す活動が必要である。

仮説②(生徒)・生徒はAETのいない授業でも、聞くこと、話すことの指導の充実を望んでいる。

アンケート調査結果は、次の通りである。

①では、多くの日本人教員が、オーラルコミュニケーションの指導が必要と考え、主にリスニング指導に重点を置いている。スピーキング指導では、英語を単なる手段としてではなく、生徒に、創造的な内容を述べさせたいと望んでいる。

②では、多くの生徒は、会話に役立つオーラルコミュニケーションの授業の充実を期待し、学習方法としては、特に、英問英答が効果的であると考えている。また、視聴覚機器の活用を望んでいる。

次に、アンケート調査の結果を生かして、40人以上の生徒を相手に、普通教室で、リーダーの教科書を使うという条件で、どのようなオーラルコミュニケーションの指導が出来るのか具体的なシミュレーションを提示した。

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## 1 REASON FOR OUR STUDY

The education for the English language in senior high school is based on the foundation of compulsory education. It is necessary to build persons who promote mutual understanding between Japan and foreign countries. To meet the social demand, we regard English education as getting students to acquire the communicative ability in English. For real life communication, Team-Teaching (hereinafter referred to as TT) is the most typical type of English lesson. It must be efficient because we have native speakers on a real stage. TT offers us better circumstances for authentic language use. Language acquisition occurs not when we are focused on language but when we are using language.

Ten years have passed since TT was introduced to Tokyo Metropolitan high schools. How have we furthered TT during this period? We need to confirm if TT has been working well. It is a simple idea that a class with two teachers should be better than that of one, but is this the truth? We conducted a questionnaire of AETs/NESAs (hereinafter referred to as AETs), JTEs and students. Analyzing the results, we would like to report on the present and the future of TT.

## 2 DEFINITION OF TEAM-TEACHING AND TEACHING PLAN

Before beginning our study, "Team Teaching" should be defined. TT in the US and Great Britain is done by the teachers in various subjects. According to Brumby, Wada(1991), team teaching is a concerted endeavour made jointly by the Japanese teachers of English (JTE) and the assistant English teacher (AET) in an English language classroom in which the students, the JTE and the AET are engaged in communicative activities.

TT in Japan is totally different from that in the US and Great Britain. TT is a method where the communicative activities should be done among the students, the JTE and the AET. In other words, TT should be created by the JTE and the AET cooperatively so that the interaction between the JTE and the AET, the AET and the students, and the student and the student can be achieved smoothly. TT covers not only the 50-minute class itself but the discussion before and after the class. To develop students' communicative competence, students must be able to hear and speak as well as to write and read. Communicative competence according to Dictionary of Language Teaching & Applied Linguistics, New Edition is defined as 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

## Teaching Plan for TT

time	JTE's Role	AET's Role	Students' Activities
beginning of the school year	<ul style="list-style-type: none"> <li>○informs AET that the characteristics of the community where the school locates, the real state of the school and the schools objectives</li> <li>●get to know each other's personality and build a foundation for a good human relationship</li> <li>●confirm that TT isn't different from other English classes</li> </ul>	<ul style="list-style-type: none"> <li>○keeps in mind that the community</li> <li>○looks forward to AET and not to worry</li> </ul>	
beginning of the 2nd 3rd term	<ul style="list-style-type: none"> <li>○confirm the teaching policy with reflection of the last term</li> </ul>		
a week before the class [1hour]	<ul style="list-style-type: none"> <li>○makes a detailed teaching plan suitable for TT and presents it to AET and shouldn't force AET to follow the plan</li> <li>○gets a suggestive idea from AET</li> <li>○takes the initiative</li> <li>○discuss the plan to get consensus</li> </ul>	<ul style="list-style-type: none"> <li>○advises good ideas from standpoint of AET</li> </ul>	
<p>●If AET suggests a good plan or a good idea, JTE should accept it. It is necessary for JTE to compromise.</p> <p>points for ●Active interaction should be occurred among (JTE and AET (AET and student(s))JTE and student(s) consideration (student(s) and student(s).</p> <p>●The cooperation in TT should be well balanced. This balance is important and the key point is to extend students' communicative competence in all English lessons.</p> <p>●Keep in mind the quantity and quality of the students' speaking English. From the passive stage when they respond to the teachers' questions, we should produce the situation which brings out communicative competence and gets them to speak English positively. Whether TT will succeed or not depends on this point.</p>			
the class [50mins]	<ul style="list-style-type: none"> <li>○warming up</li> <li>○demonstrate the role play</li> <li>○watch the students respond</li> <li>●class control in charge</li> <li>○help the students understand the lesson content</li> <li>○helps the slow learners in English</li> <li>○collects and checks</li> </ul>	<ul style="list-style-type: none"> <li>○paraphrases the new words and expressions</li> <li>○explains the cultural background</li> <li>○indicates exercise of the key sentences</li> <li>○indicates pair work</li> <li>○Q&amp;A T.F test</li> </ul>	<ul style="list-style-type: none"> <li>○motivated to take part in the lesson after watching the interaction between JTE and AET</li> <li>○understand the lesson content</li> <li>○exercise of the key sentences</li> <li>○pair work</li> <li>○self-evaluation</li> </ul>
reflection [30mins]	<ul style="list-style-type: none"> <li>○check if the lesson was easy, difficult or just right for the students</li> <li>○discuss the lesson from various points of view</li> <li>●We must have lesson-evaluation and learners evaluation. In particular, learners evaluation should be based on not linguistic competence but communicative competence. In other words, we regard fluency rather than accuracy as important.</li> <li>●It is most important how much JTE, AET and students spend speaking English. The more we use Japanese, the less we should reduce the evaluation.</li> <li>○prepare for the next lesson</li> </ul>		

The matters of importance are marked by ●.

whom.

In the Revised Course of Study for Upper Secondary Schools, the emphasis is put on the positive attitudes in understanding foreigners. TT is the method where we can foster students' positive attitudes toward communication in a foreign language.

There are many characteristics of JTEs and AETs. Listed is a rough analysis.

	JTEs	AETs
1. knowledge of grammar system	*	*
2. knowledge of vocabulary		*
3. knowledge of rules of speaking	*	*
4. knowledge of how to respond		*
5. knowledge of cultural background of English		*
6. class-control	*	
7. a real atmosphere of English		*
8. knowledge of overall educational principles	*	
9. information about the students	*	
10. reflection on the students outside class	*	
11. influence on JTEs	*	*

In this list above, generally speaking, the advantages are marked by an asterisk and the disadvantages are not marked. In TT, JTEs and AETs can develop the advantages of each other, and can supply their disadvantages. That's why TT is needed. But in some cases TT will not be effective.

Then how should TT be organized not systematically but actively? From a macroscopic, annual point of view, the sample procedure will be shown on page 3.

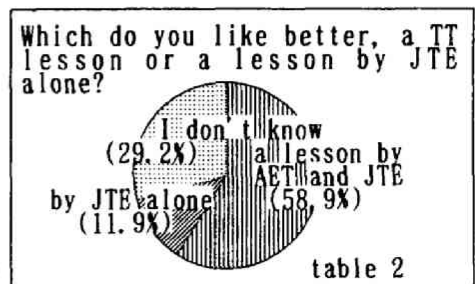
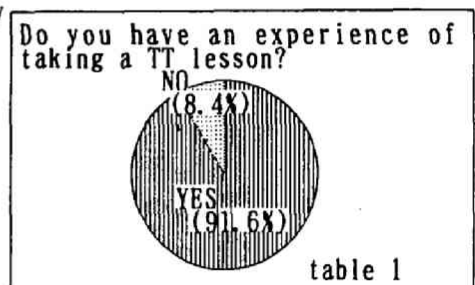
### 3 ANALYSIS OF THE QUESTIONNAIRE ON TEAM-TEACHING

The questionnaire on TT was conducted by our study group of more than 1,400 high school students and of more than 80 JTEs and of 16 AETs in Tokyo. The data from the survey clearly revealed the present situation of how English TT has been conducted in the classroom.

Our questionnaire to students begins with "Have you ever been taught English in the form of TT since enrollment in junior high school?" (see table 1).

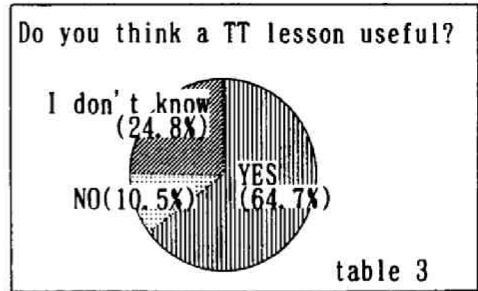
The ratio of nine out of ten shows that the ten years' effort of adopting AETs into the classrooms have made students take TT for granted and they prefer a TT lesson to a lesson by the JTE alone (see

table 2). We have noted that two out of three students accept the present TT positively

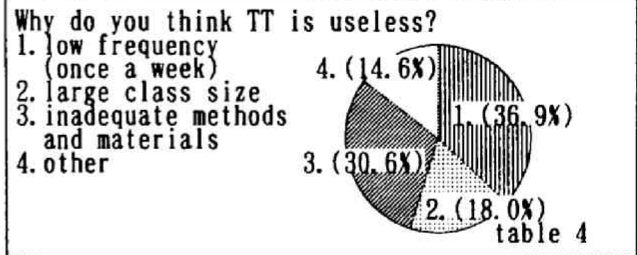


according to the comparatively large affirmative opinion in terms of class evaluation.

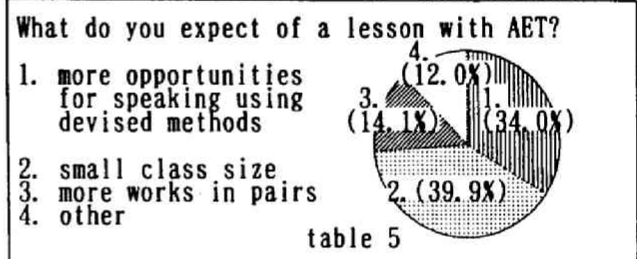
Students' preference for TT is also supported in the next question on usefulness of TT (see table 3). We see that the majority of students are willing to be taught English with AETs and JTEs collaborating and this form of language learning as useful and



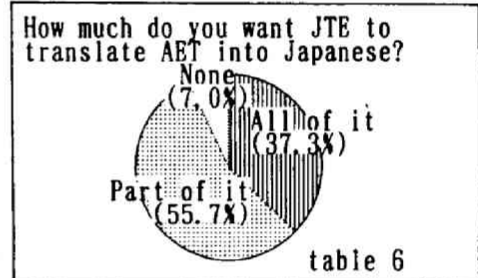
effective. But it is not wise to overlook the minority in table 3. One out of ten students has a negative opinion of TT, and the next table shows why(see table 4). This aspects shown in table 4 have long been discussed for improvement.



Those are, however, still the major problems for conducting TT. Even from the ideas of the students who favor TT, we see strong expectations for improvements such as more opportunities for speaking, stimulative methods, and more works in



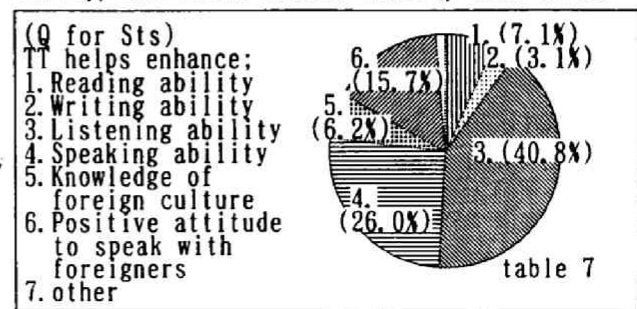
pairs, not to mention, smaller class size(see table 5). Another surprising result is found through our questionnaire. In the course of TT, students try to satisfy their desire for Japanese translation by asking JTEs to do that. Table 6 shows the magnitude of students' need for translation into Japanese. We



regard this as the reflection of daily training in ordinary class where a traditional grammar-translation method is by and large conducted. We reason that students would feel extremely uneasy unless they have Japanese translation. It is a fair presumption that their uneasiness without Japanese translation is closely bound up with their concern for examinations in written form. This tendency, which is deep-rooted in students' mind, is likely to hinder an effective approach of language acquisition.

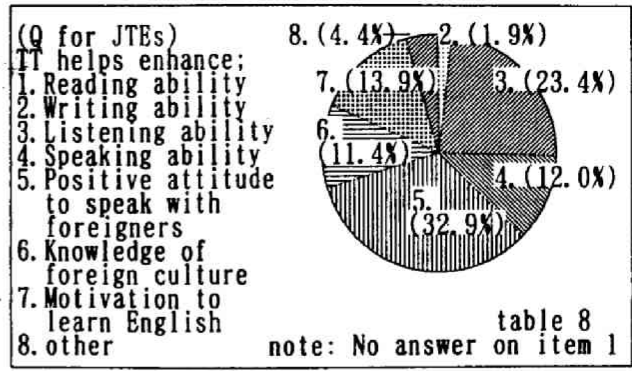
As might have been expected before our survey, the above showed clearly that TT is regarded as a useful measure, but the doubt about in what aspect TT is useful is not clear.

It is interesting to compare students' viewpoint with JTEs'. According to table 7(for students), the advantage of improving listening ability is listed as





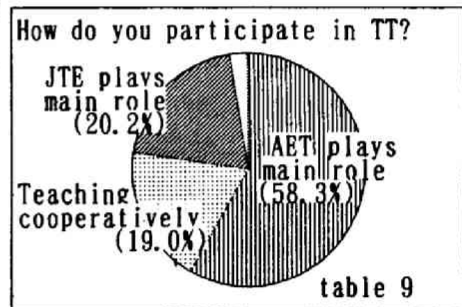
top, speaking as second. But JTEs list 'positive attitude to speak with foreigners' as top, listening as second, motivation to learn English as third(see table 8, for JTEs). We see from this comparison that usefulness to enhance listening and speaking abilities is highly recognized by both students and JTEs,



but JTEs evaluate TT more highly in terms of motivating factors as seen in items 5, 6, and 7 in table 8. There still remains a doubt about the low percentage on effectiveness of promoting reading and writing abilities. As stated in the Course of Study, equal emphasis must be put on the development of the total four language skills. In this sense, teachers are required to make more efforts to create methods for improving reading and writing abilities of students.

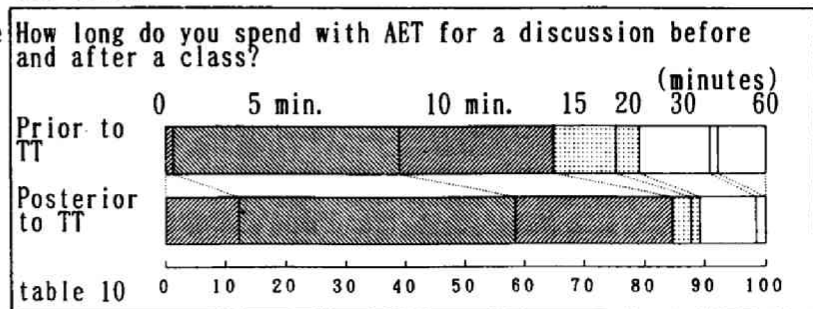
Table 8 brought into a matter for discussion in another phase. In reality, JTEs are apt to regard AETs as effective for improving listening and speaking and less effective for reading and writing; no JTEs checked item 1(useful for reading). It is not exaggerated to say that JTEs have a one-sided view against AETs, that is, a fixed idea that AETs are similar to the instructors of English conversation at language schools. This misleading or mismanagement of AETs brings about a problem of how the JTE and the AET play their roles in TT. As noted in the first chapter in our report, JTEs should take the initiative in class and TT should follow an annual teaching plan.

A concept of teaching plan includes the quality of teaching materials and methods. The JTE and the AET, in this sense, are to work collaboratively to organize TT as "a concerted endeavour." Table 9, on the contrary, gives us a skeptical image against everyday TT. We query why the percentage of 'teaching cooperatively' lists at such low rate.



This generates a concern about how long JTEs and AETs are trying to spend for discussion before and after the class.

Table 10 shows the time allotted to discussion. The maximum allotment of time for prior discussion ranging from 0 to 10 minutes covers 65 percent. For posterior discussion



covers 85 percent. Attention is riveted on the fact that no or less time is allot-

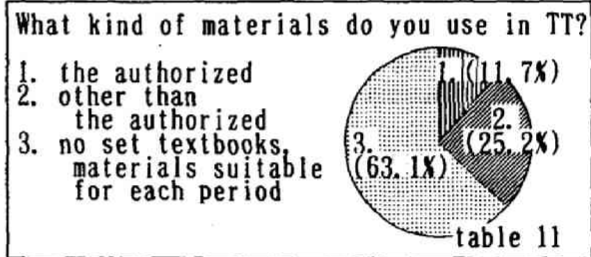
ted to discussion posterior to TT.

Discussion and evaluation afterwards promise to bring better ideas for the next TT with sufficient coherence of each. Assigning a certain period for discussion, in this sense, is indispensable. Along with this, we should be reminded that appropriate remuneration for discussion before and after class is included in guarantees.

The fact of discussion periods raises another concern about material evaluation. Table 11 shows JTEs' choice for materials used in TT. Item 3 is often referred to as

'one-shot materials' by JTEs. The result that a low percentage seen in item 1 and a high percentage in item 3 propounds a question. Why are the two percentages so

skewed? Lately English workshops, which are frequently held, often bring up the topic of material evaluation and deal with re-working of the textbooks authorized by the Ministry of Education. Taking into consideration the findings in table 11, however, more effort should be made to establish an idea of materials suitable for TT.



#### 4 TEAM-TEACHING FOR RHYTHM AND INTONATION PRACTICE

One aspect drawn from our survey shows that students generally underestimate TT in helping them improve their reading or writing skill. Strangely enough no JTE recognizes any effect of TT as far as students' reading improvement is concerned. TT has gained a so-so reputation in listening, speaking, or motivating. Although we admit incompetence to comment on how TT should be applied to enhance students' reading ability, TT for reading indeed has much room for consideration. What has to be noted here is the fact that AETs in general are quite satisfied with present TT used only for motivating most students to learn English. Surely some students have been motivated to show more interest in English by TT and some have come to have the boldness to talk to foreign strangers in the streets. We do not share the opinion that TT is simply meant for motivation. Both JTEs and AETs should bear in mind that the original purpose of TT is definitely incompatible with this sort of prevailing view. To put it figuratively, AETs tend to ingratiate themselves with poor learners by not giving students strenuous instructions to correct hard-to-understand English. It is hoped that AETs are good enough to point out students' flaws in the four learning skills and prescribe for them a remedy from a linguistic standpoint.

In regard to the improvement of inadequate read-aloud ability, mentioning some instructional ideas must be definitely worth while. There broadly seems to exist the consensus in that Japanese students tend to read English aloud on the basis of

Japanese specific intonation. They should have more opportunities of being shocked by the fact that their disordered rhythm and intonation sound disgusting, rather than unpleasant, to native speakers' ears. Therefore it is advisable for AETs to abstain from having a feeling that students' English is good enough even if only communication is poorly done. Furthermore AETs should more often use teaching devices such as the blackboard and explain to students visually how to correct their reading aloud. To say the least of it, the consistent after-AET-repetition method will not become a good remedy when a student is in trouble, because he does not realize what his problems are. In addition, the choice of teaching materials is a matter for careful consideration. Good materials should be always offered to students after being screened by the criteria to judge whether or not all the expressions are typical of natural English. The English traits used as criterion for judging teaching materials are as follows:

- A. English rarely varies the meaning according to the degree of intonation.
- B. English varies the meaning according to the transfer of stress accent.
- C. English rhythm is characterized as stress-timed and an equal inter-stress interval, different from that of Japanese.
- D. English has the principle that a content word is strongly stressed and a function word is weakly stressed.
- E. English is pronounced on a word-chunk basis.
- F. English tends to avoid a stress clash.

Ineffective learners tend to understand English contexts on a word-for-word basis. This tendency is extremely particular to reading, not to mention listening. Thus, paying minute attention to the English trait of the above-mentioned E, in producing good materials, will provide the primary clue for improving students' poor read-aloud ability. Poor student readers, who stay in the primary stage, would have to practice reading aloud by the word chunk until they can do it smoother. They should try the following examples:

[CUP and SAUcer PART and PARcel FRANK and CANDid PAper, STONE and SCISsors]

The next stage of our remedial instructions to correct students' problems in reading-aloud concerning the above-mentioned C and D, might be expected to be workable after the primary stage. Students should try the following examples:

[John made a DULL and LENGTHy SPEECH. He welcomes FRANK and CANDid CRITics. ]

Students will improve with gradual practice if they also receive our remedial instructions efficiently. What is important here is, needless to say, that JTEs should be extremely careful in choosing good English sentences or word chunks. Teaching materials, which contain expressions with lots of stress clashes or unsteady inter-stress intervals such as would be contradictory to the above-mentioned F or C, are inappropriate.

## 5 APPLICATION OF LEARNING STRATEGIES TO DEVELOP WAYS OF THINKING

Referencing table 5, we found students' strong expectations of more opportunities for speaking English using devised methods. We think speaking English means not practicing oral drills but expressing one's own opinions in English. However, we find not a few students who are shy and unwilling to offer their opinions even in Japanese, or have few opinions. Their attitudes are passive and they have no ways of thinking. However, the Revised Course of Study puts emphasis on fostering students' positive attitudes toward communication in English. And the objectives of Oral Communication C include helping students develop abilities to organize and express their ideas and to discuss them. We should develop our students' level from poor to good learners. Referencing table 8, TT helps enhance students' positive attitude to speak with foreigners. TT is useful for fostering positive attitudes. However, the percentage reflected in item 4, "Help enhance speaking ability" is low. It is necessary for us to devise TT in order to develop good learners. What's the difference between good learners and poor learners? O'Malley and Chamot (1990) propose that students who are taught to use strategies and are provided with sufficient practice in using them will learn more effectively than students who have had no experience with learning strategies. Learning strategies are, by their definition, the special thoughts, or behaviors, that individuals use to help them comprehend, learn, or retain new information. We think Japanese students can become good learners by acquiring learning strategies.

In this report, we suggest one devised format of TT in which students develop ways of thinking, form their opinions, and express them using learning strategies. Students read a topic titled 'A Five-Day School System.' If the AET asks students about a five-day school system, probably most students would have little or no opinions or would be unable to express them well in English even if they have some.

Ways of Thinking Card	
Write as many good and bad points as possible about a five-day school system. You are allowed to write in Japanese.	
Good Points	1) _____
	2) _____
	3) _____
Bad Points	1) _____
	2) _____
	3) _____

In order to develop students' creative thinking, we have made Ways of Thinking Cards. Students write their good and bad points concerning a five-day school system. Students are allowed to write in Japanese. To consider both the good and bad points

is one of the effective learning strategies for creative thinking.

After the students finish their Ways of Thinking Cards, the AET and the JTE collect the cards and analyze what the students want to express in English. Then referring to these cards, the AET and the JTE make Opinion-Making Cards. These cards have one question, a number of sample opinions, and one titled 'My Opinion.' Sample opinions are divided into pro/con types and their reasons. 'My Opinion' has two spaces, one for stating the students' opinions and the other their reasons for such. Sample opinions present not only a number of possible ideas but also basic phrases/sentences for expressing them, enabling the students to state their belief.

'My Opinion' helps them to organize their thoughts. With these cards we can teach the students to take advantage of two useful learning strategies in reaching their opinions. One is to share good opinions with one another. The other is to organize one's idea with the construction of "I think ~. Because ~." By choosing some sample opinions and completing 'My Opinion,' the students can state their own.

<p><b>Opinion-Making Card</b></p> <p>Question: What do you think of a five-day school system? Choose some opinions among the following: Decide if you are pro or con. Write your opinion in the space titled 'My Opinion.'</p> <p>Pro sample opinions:</p> <ol style="list-style-type: none"><li>1) A five-day school system is necessary in Japan.</li><li>2) Every Saturday should be a day off beginning next year.</li><li>3) The total vacation is too short.</li><li>4) We need more free time to enjoy ourselves.</li></ol> <p>Con sample opinions:</p> <ol style="list-style-type: none"><li>1) We should abolish a five-day school system soon.</li><li>2) We cannot spend our free time meaningfully.</li><li>3) We don't have many places for sports and hobbies nearby.</li><li>4) We have to go to preparatory schools on days off.</li></ol> <p style="text-align: center;">My Opinion</p> <p>I think _____</p> <p>Because _____</p> <p>_____</p>
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After the students complete these cards, the AET corrects the students' English. In this way, students can express their opinions and have the basics for discussion and debate. In this report, we suggest one devised format for TT in which students develop ways of thinking and become able to express their opinions, using three learning strategies. However, students originally acquire ways of thinking in all English lessons. We have to develop not only TT but also all English lessons into ones which foster independent and positive learners who think by themselves and make a positive effort to express themselves orally in English.

## 6 REINFORCEMENT OF TEAM-TEACHING QUALIFICATIONS

We wonder whether AETs currently provided to each high school meet the qualifications for English education instructors. The problem is inexperienced AETs going directly into teaching. We believe this is one factor in the unsuitability of some AETs. For the school, if AETs sent to each high school can teach smoothly from the beginning, we can expect fruitful results.

Henceforth, AETs should be degreed in or on studying TESL/TEFL, communication, applied linguistics, and so forth or should have experience in teaching English to non-native speakers of English.

## 7 CONCLUSION

Of greatest importance from our point of view is how AETs and JTEs provide English education. Henceforth, it should be clearly recognized what AETs can and should do and the AETs' job description should be considered.

For the past 10 years activeness and 'internationalization' of English education in Japan have been important aspects of the AETs' work. This is shown in the results of this survey. The objective of this research is to see what progress has been made, reflecting on the AETs' work of the past 10 years, and to identify what improvements should be made to make TT more beneficial.

The data from this survey on TT have shown in detail that the lessons for a large class tend to be one-sided and are ineffective in yielding the desired education results. In the present conditions, it is difficult to produce the desired active participation between the AET and the students and the JTE and the students. Therefore, it is necessary to provide some drastic solutions to this problem in the research.

The Revised Course of Study puts emphasis on fostering students' communicative ability in English, presenting the subjects of Oral Communication A, B, and C. In the report we suggested one devised format for TT in which students develop ways of thinking and become able to express their opinions in English using learning strategies. We come to the conclusion that all the students can become good learners by acquiring learning strategies.

## 8 PERSPECTIVES FOR TEAM-TEACHING

In the research we put an emphasis on TT based on a detailed teaching plan. Judging from the survey, we do not think that there is enough time for discussion before and after classes. It is necessary for JTEs to reach a general agreement

with AETs.

In addition, to foster students' communicative ability in English, JTEs should take advantage of audio-visual aids more actively at the language laboratory.

Effective TT calls for qualifications and aptitude of JTEs as well as AETs. Successful TT depends upon the cooperation between JTEs and AETs. Since the key to this is the maintenance and continual improvement of JTEs' language competence, the Board should provide various kinds of overseas professional development of JTEs. It is obvious this would contribute greatly to the practice of the effective TT.

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GROUP B    THOUGHTS ON HOW TO TEACH ORAL COMMUNICATION  
WHEN THERE IS NO AET PRESENT

1    REASON FOR OUR STUDY

Teaching methods for teaching oral communication have dramatically changed since team-teaching, language laboratory facilities and other kinds of audio-visual equipment were introduced. It is clear that these new media and approaches to oral communication have improved students' communicative ability.

But in most classes JTEs must teach large classes of more than forty students alone, using textbooks for reading. In addition, JTEs often have to help students prepare for college examinations. With these problems in mind, we would like to discuss how JTEs have been teaching oral communication by themselves, and how well we think we will be able to teach oral communication in the future. This is why we decided to choose the theme "Thoughts on How to Teach Oral Communication When There Is No AET Present".

Next year students must take at least one of the subjects of Oral Communication A, B or C. We hope our study will provide some hints on how to teach oral communication.

2    A SURVEY ON ORAL COMMUNICATION

2.1 THE PURPOSE OF A SURVEY

A survey was conducted to analyze the teaching methods of English used in the English I/II/IIB/IIC classes which are taught by JTEs. We sent out the questionnaires based on the following two hypotheses.

- 1) Few listening and speaking skills are introduced in the English I/II/IIB/IIC classes that are taught by JTEs alone; thus those classes should be enriched with activities that stimulate the learning oral communication in English.
- 2) Students take the English I/II/IIB/IIC classes in hope that a lot of oral skills are also practiced.

2.2 THE QUESTIONNAIRE ON TEACHING OF ORAL COMMUNICATION (FOR TEACHERS)

Here are some parts of the questionnaire.

Total teachers surveyed; 87

The number of teachers who chose the item is indicated inside parentheses and \* stands for 'Circle as many as you like'.

About teaching of oral communication skills in English I/II/IIB/IIC when there is no AET present

- 1) Are you teaching oral skills in English I/II/IIB/IIC when there is no AET present?  
1 Never (5) 2 Rarely (36) 3 Can't say either way (29) 4 Often (17) 5 Always (0)
- 2) If you chose #2-5 to Q1, which are you teaching more, listening or speaking?



- 1 Only listening (8) 2 Mainly listening (38) 3 Only speaking (3)  
 4 Mainly speaking (9) 5 Both listening and speaking (18)
- 3) If you chose #1, 2, 4, 5 to Q2, how are you teaching listening skills? \*
- 1 By tapes attached to textbooks (54)
  - 2 By tapes on the market for teaching listening (20)
  - 3 By audio-visual aids (videos etc.) except tapes (21)
  - 4 By classroom English (12)
  - 5 By Qs & As (27)
- 4) If you chose #2-5 to Q2, how are you teaching speaking skills? \*
- 1 By pronunciation drills (39)
  - 2 By pattern practice (4)
  - 3 By reading aloud (42)
  - 4 By Qs & As (20)
  - 5 By pair/group work among the students (7)
  - 6 By recitation (14)
  - 7 By public speaking (2)
  - 8 By discussion and debate (0)
- 5) For the past ten years (or since you started teaching), how have you changed your way of teaching oral skills when there is no AET present?
- 1 Increased teaching of both listening and speaking (31)
  - 2 Increased teaching of listening (12)
  - 3 Increased teaching of speaking (6)
  - 4 No change (34)
- 6) If you chose #1-3 to Q5, what was the reason for the change? \*
- 1 Because team-teaching with an AET was introduced (27)
  - 2 Because English IIA was introduced (9)
  - 3 Because the students wanted to enhance their oral skills (11)
  - 4 Because oral skills are actually needed in this 'internationalized' society (21)
  - 5 Because helpful media (i.e. language lab., videos, etc.) have been developed (29)
- 7) How will you teach listening skills from now on? \*
- 1 By tapes attached to textbooks (35)
  - 2 By tapes on the market for teaching listening (38)
  - 3 By audio-visual aids (videos etc.) except tapes (54)
  - 4 By classroom English (25)
  - 5 By Qs & As (29)
- 8) How will you teach speaking skills from now on? \*
- 1 By pronunciation drills (39)
  - 2 By pattern practice (19)
  - 3 By reading aloud (38)
  - 4 By Qs & As (45)
  - 5 By pair/group work among the students (25)
  - 6 By recitation (32)

- 7 By public speaking (27)  
8 By discussion and debate (6)

### 2.3 THE QUESTIONNAIRE ON ENGLISH CLASSES (FOR STUDENTS)

Total students surveyed; 1522

#### About English classes without a foreign teacher

1) Choose as many listening activities as you have done in class from the list below.

2) Choose the beneficial activities from the list below. \*

3) Choose the enjoyable activities from the list below. *	Q1	Q2	Q3
1 Listening to tapes attached to textbooks	(882)	(335)	(45)
2 Listening to various tapes	(404)	(442)	(296)
3 Watching videos	(481)	(417)	(876)
4 Listening to tapes and writing the words	(669)	(504)	(70)
5 Watching videos and writing the words	(92)	(229)	(124)
6 Being asked questions in English by the teacher	(801)	(555)	(108)

4) Choose as many speaking activities as you have done in class from the list below.

5) Choose the beneficial activities from the list below. \*

6) Choose the enjoyable activities from the list below. *	Q4	Q5	Q6
1 Learning to read the phonetic alphabet	(790)	(411)	(54)
2 Pronunciation drills (words)	(1240)	(569)	(81)
3 Pronunciation drills (sentences)	(1085)	(474)	(61)
4 Answering the teacher's questions in English	(821)	(464)	(93)
5 Reading the textbook aloud	(909)	(291)	(60)
6 Conversation practice in pairs	(549)	(419)	(461)
7 Recitation	(410)	(221)	(45)
8 Public speaking	(243)	(378)	(152)
9 Debate	(28)	(298)	(254)

### 2.4 ANALYSIS OF THE ORAL COMMUNICATION QUESTIONNAIRE (FOR TEACHERS)

The following teachers' and students' analyses are brought about from the responses to the questionnaires.

Many teachers have introduced listening skills to improve students' communicative ability.

Few Japanese English teachers teach speaking skills in their English I/II/IIB/IIC classes when there is no AET present. (Q1) The same teachers also teach listening skills more often than speaking skills. (Q2) But the use of media (i.e. language lab., videos, satellite telecast) in the classroom, 'internationalization' of the Japanese society, and the introduction of team-teaching with AETs during the last 10 years have helped to improve the teaching of listening and speaking skills in routine lessons. (Q5 & 6)

Many teachers want to improve students' listening comprehension ability by giving a variety of listening practice using various teaching aids and materials.

Teachers are using the tapes attached to textbooks, tapes sold on the market for listening, audio-visual aids, and Qs & As activities to improve listening comprehension skills.(Q3) Teachers have voiced a preference to using the above teaching materials to support the teaching of listening skills accompanied with classroom English and Qs & As activities.(Q7)

Many teachers want to improve speaking ability that goes beyond the traditional "how to say" parrot approach to the more useful "what to say" creative-thought approach.

Now a majority of teachers have introduced English speaking through pronunciation drills, read-aloud practice and Qs & As activities.(Q4) The responses to this question show that the number of teachers who want to introduce Qs & As activities, recitation drills, public speaking, pair work, and group work into their classes is increasing. And many teachers still want to introduce read-aloud activity and pronunciation drills.(Q8)

## 2.5 ANALYSIS OF THE QUESTIONNAIRE ON ENGLISH CLASSES (FOR STUDENTS)

Students recognize the necessity of learning English with an international view.

Most of the students who like English answer, "I am interested in foreign countries." On the other hand, those who don't like English overwhelmingly choose "I can't understand what is going on." This, however, does not necessarily mean that they are not interested in foreign countries.

And those who think English is "Necessary" or "Somewhat necessary" come to 1192 of 1522 students. The reason for this, many students answer, is "I think I may use English in the future, either for work or in daily life." Not so many students regard English as important for the entrance examinations. More students than we have expected answered that English is important when abroad, or when making friends with foreigners.

Students do desire training in listening and speaking, such as English conversation.

Students don't want to speak a lot in English because they are not confident. We are sure that this kind of negative attitude shows uncommunicative nature of the Japanese. However they hope strongly "Training of listening and speaking" when asked what comes first in the English classes from now on. The fact that many students answer "Daily conversation" proves this.

Students expect more Qs & As and the usage of audio-visual aids.

How can we conduct the enjoyable and effective class of listening and speaking when there is no AET present? We get more answers than expected and think it is a good reference for our study.

Quite a few respondents choose "Qs & As" and "Listening to tapes and writing the words" as the beneficial listening class.(Q2) And "Watching videos" as the enjoyable listening class.(Q3)

Again they think "Qs & As" the beneficial speaking class following "Pronunciation

drill of words and sentences.”(Q5) And we expected many would answer “Conversation practice in pairs” as the enjoyable speaking class. But it is surprising that “Debate” and “Public speaking” come next.(Q6)

Through the analyses we found our hypotheses were proved.

### 3 SUGGESTIONS

In order to enhance students' communicative ability, it is necessary to provide them with far more opportunities for listening to and speaking in English, and if this is to be achieved, it is requisite for teachers to think of more helpful devices. To be concrete, the following is realistically applicable: ①use of classroom English, ②more effective use of Qs & As, and ③more advanced applications, such as teaching public speaking, or diversified use of audio-visual aids. With these points in mind, the following is a sample English lesson which uses an authorized textbook, incorporating ① and ② above. A description of teaching techniques focused on the above ③ is also included.

#### 4 A SIMULATED ENGLISH CLASS TO IMPROVE ABILITY OF ORAL COMMUNICATION ---IN REGULAR CLASS OF ENGLISH I/II---

In our teaching plan for this simulated English class, we put emphases on these points below to have students listen to and speak English as much as possible.

(1) Classroom English

Try to use easy classroom English

(2) Questions and answers in English

Ask easy questions to confirm the content of the lesson, encouraging the students to answer even in a word

(3) Ideas to improve students' communicative ability

- i. Listening tests, using tapes attached to textbooks
- ii. Explanation of words and phrases in easy English
- iii. Choral reading in groups to have students read louder, etc.

These could be put into practice regularly and continually, using textbooks of English I/II in an ordinary-sized class.

TEXT:

States, and now I live in Japan. My father is a diplomat, so my family travels a lot.

I love all kinds of sports and exercise, like swimming, horse-riding and tennis. I also enjoy roller-skating and going to the movies with my friends. When I lived in America, I thought American teenagers tried to be adults too early in life. American girls think playing sports is too childish, but I think sports are fun. Since I started living in Japan, though, I've been enjoying shopping with my friends more than sports. I guess I have changed a bit.



diplomat [dɪpləmət] roller-skate [rɒlə'skaɪt] movie [məʊvi] oddity [ədɪtɪ, ɒdɪtɪ] childish [tʃɪldrɪʃ]

2. travel a lot - travel much. 3. all "kinds of" 4. like - such as  
 4. "enjoy" -ing 7. too early in life 人生のあまりにも早い時期に。  
 10. though けれども。(口語的な表現) 12. a bit - a little.  
 Q: 11. Lars はどのように変わったのですか。

School life in Germany is easier because we only study half-days, from eight to one. This gives German teenagers more free time. But in Germany, children must decide which course to take in the future, when they are only 10 or 11 years old. There are many different kinds of high schools for kids who choose to learn a craft, or study science and mathematics, or enter a university. It is very hard to make this choice, and good grades are very important.

Now I am trying to learn how to speak Japanese, but when I try to say something, my Japanese friends always answer me in English. I want them to answer me in Japanese sometimes. Also people sometimes stare at me and say 'Gaijin, gaijin!' to their children. That makes me sad. At such times I feel that I don't belong in Japan.

kid [kɪd] choose [tʃuːz] craft [krɑ:ft/kraʊft] mathematics [mæθmə'tɪks]   
 [mæθmə'tɪks] choice [tʃɔɪs] stare [stɑ:ə] belong [bɪlɒŋg]

2. study half-days 半日勉強する。 7. choose to do ~しように決める。  
 7. learn a craft 技術を身につける。 9. make this choice このような選択をする。  
 8. good grades 良い成績。 12. stare at 14. That makes me sad. そのために私は悲しくなる。 17. I feel that I don't belong in Japan. 日本にいて私は帰属しないところにいる感じがする。

TEACHING PROCEDURE

1) Greetings

ex.) Good morning, class! Now I'm going to call your names.

2) Review

a. Review listening with a listening test

To have students listen to the tapes attached to the textbooks more carefully, small listening tests are available.

As the test, some part of the text with some words clozed could be used effectively and easily.

ex.) Close your textbooks, please. (Handing out the listening tests)

In the last class, we read the second part of Lesson 4, which was written by a German girl. She is German, but she knows some other countries. Now let's listen to the last part we studied and fill in the blanks, so you can remember it. We'll listen to the tape twice. (Tape listening)

Could you fill in the blanks? Now, read the sentences one by one and check your answers in red.

Doi, will you read the first sentence? ... (Writing the clozed words on the board) Good. She loves 'sports and exercise'. Next, Abe. ... Perfect. The words are 'with my friends'. Next, Ito... Very similar. 'American teenagers.' You need 's'... Will you read the last sentence, Takeuchi? ...Louder, please...That's right. Your accents are very good.

b. Review questions and answers

Looking at the listening test papers, which are now completely checked,

students answer easy questions. Through these questions and answers they consequently get the summary of the previous text.

In the review of the previous lesson, it is preferable to have them answer in complete sentences since they are supposed to know the expressions needed, besides they can answer with the help of the test papers.

ex.) Well, you remember the last part, don't you? I'd like to ask you some questions. (Each question twice)

(1) Does she love sports and exercises?

Inoue. ('Yes, she does.') Good. She also enjoys movies.

(2) Who does she go to the movies with?

Suzuki. ('With my friends.') Similar, but it is not 'my'.

Takeda. ('She goes with her friends.') Perfect.

(3) Who tries to be adults too early?

Uchida. (No response. Repeat the same question.) (No response.)

American teenagers or Japanese teenagers? ('American.') Yes, American teenagers try to be adults too early.

(4) In Japan, what does she enjoy more than sports?

Ueno. ('She enjoys shopping.') Yes, that's right. She enjoys shopping in Japan, so she has changed a bit.

So much for review. Now everyone, pass the papers over to me. Thank you.

### 3) Reading and explanation of the new material

#### a. Phonetic drill

The teacher has them realize the difference between each sound and correct their pronunciation especially when they have 'katakana' accents.

ex.) Now, open your textbooks, please. Today, we're going to read page 34.

First let's see the new words at the bottom. Repeat after me, please. (Choral pronunciation of the new words) ... [kid], again.

Don't say [kiddo].

#### b. Explanation of the new words and phrases

Using the vocabulary quiz, the teacher has them guess the words with the help of the English meanings which have been given on the handout beforehand.

It could be a chance for them to understand English directly through English.

ex.) Look at the vocabulary quiz. The words on page 34... the first word begins with m, meaning 'science of numbers'. What is this, Imai? ('Mathematics.') That's it. The next word is a verb, which begins with b. It means 'be in the right place'. Do you know what it is, Omi? ('belong.') That's right. I don't belong in Japan. That means, 'I do not feel at home in Japan.'... Let's see the last word. It begins with k. and means 'child or young person'. What is it, Aso? ('Kid'.) Good work. 'Kid' also means 'young goat'. Interesting, isn't it?

c. Oral introduction

ex.) Let's read today's part. As you know, this German girl has lived in South America, India, the United States, Japan, and of course in Germany. So many places! In this page, she tells us the school life in Germany. And also she tells us how she feels living in Japan.

d. Choral reading

After listening to the tape of the new material, the teacher has them repeat after him/her sentence by sentence. Correct their wrong intonations and accents when needed. To make them read louder, sometimes he/she has them read together in groups or lines.

ex.) Repeat after me, please. (Choral reading after the teacher, sentence by sentence) ('[tu la:n a klahuto]') Don't cut a sentence word by word. Again, [tələ:rnəkræft]. Don't put [aiueo] at the end of each word... Only the students of this line, louder please... Much better... The students in this line are the best readers today.

e. Translation and explanation

The teacher explains the new material. Checking if they understand the content, the teacher paraphrases some sentences into easy English. If necessary, grammatical explanations could be given in Japanese.

ex.) Nakagawa, will you read the first sentence?... Good. From eight to one, how many hours? Nine, ten... one, only five hours! ... Next, Iba. Nice intonation. 'It is very hard to make this choice.' Now look at the blackboard. (Write some example sentences and explain in Japanese) Could you put the sentence into Japanese?

4) Consolidation

Questions and answers

In consolidation of the day's lesson, it is necessary to make questions simpler than those in review, so that they can answer in yes/no or in easy words.

These questions and answers might help students to sum up the story.

ex.) Well now, I'm going to ask you some questions. (Each question twice)

(1) Have you decided what to do in the future?

Fukatsu? ('No.') Who has decided what to do in the future? I mean future jobs. Raise your hands. OK. Then, who hasn't decided future jobs? Raise your hands, please. OK. Then how about German children?

(2) Do German children decide what to do in the future?

Takagi? ('Yes.') Yes. They must decide it when they are only ten years old.

(3) Is it very hard to make this choice?

Fukuda? ('Yes.') Yes. It is very hard to make this choice. By the way, she is talking about the life in Japan.

(4) Do her friends answer her in Japanese?

Iizuka? ('No') No they don't. If her friends answer her in Japanese, she will be happy.

(5) Have you ever called a foreigner 'Gaijin' in front of him or her?

Who says 'Yes'? Raise your hands. Then who says 'No'? Raise your hands.

When Japanese people look at her and say 'Gaijin', she becomes sad. Why? Because she feels she is an outsider. So she doesn't feel at home.

## 5 ADVANCED APPLICATIONS

We use the same textbook as in the simulated class above.

### 5.1 TEACHING COMMUNICATIVE ABILITY BY SPEECH

The main subject of this lesson can be described as 'cross-cultural understanding'. For this purpose it is indispensable for the Japanese to show Japanese culture positively. Speech is effective in developing communicative ability and gives students more opportunities to speak in the classroom, though it takes much time and energy.

1) Aim: 1. Have students speak English aloud

2. Have them think about how they can make themselves understood in English

3. Have them learn more about Japan for cross-cultural understanding

2) Method: The title for the presentation is "Four Seasons in Japan".

1. Divide the class into four groups, and decide which group will be in charge of each season

2. Have students decide which item they will deal with (ex. 'Hanami', 'Tanabata')

3. Have them write the notes for the speeches in English and use Japanese-English dictionaries and the books introducing Japanese culture

4. Have them complete the picture cards

5. Have them arrange the notes of the group and get ready for the presentation

Have them recite the sentences of their own parts, so that they can speak with confidence

6. Rehearsal. It should be inevitable that students will learn intonation, pro-



nunciation, rhythm and gesture to make themselves understood.

7. Speech. We must check the way the speakers speak in front of listeners. But we are also required to pay attention to the listeners. Speeches can not be done well if the listeners don't behave themselves.
8. Evaluation. Have them evaluate their performances after the speeches  
As we can see in the last year's report, making good use of peer and self evaluation cards can encourage them and make them more active.

## 5.2 AN IDEA ON HOW TO MAKE USE OF SONGS IN TEXTBOOKS

The song "We Are the World" is to be used on the previous page of this textbook. It is not rare for songs as teaching materials in textbooks. This textbook includes "Ebony and Ivory", too. We would like to report on how to use these English songs to improve students' communicative ability.

- 1) Aim: 1. Sing songs aloud 2. Learn words by heart and enjoy English songs  
3. Study grammatical structure naturally
- 2) Method: A song contest is held at the end of the term.
  1. Have students listen to two or three songs five or six times at the end of class
  2. Record songs onto students' tape, using language lab. facilities
  3. Have them choose one of two songs for contest
  4. Make them write the lyrics they have chosen in a notebook many times
  5. Make tests to make sure if students memorized the lyrics
  6. After test, a song contest is held. Students never see the lyrics.  
Students are allowed to sing in groups of about 7 people.

## 5.3 LISTENING PRACTICE USING AUDIO-VISUAL AIDS

- 1) Topic: The Shooting-to-Death Case of a Japanese Exchange Student in Louisiana, October, 1992
- 2) Aim: 1. Have students recognize the cultural differences between Japan and the US  
2. Improve listening ability by listening to English news  
3. Stimulate students' interests by using language lab. and audio-visual aids
- 3) Method: (First Lesson)
  1. Quiz and explanation to have them recognize the differences
  2. Have them watch a video describing the outline of the incident
  3. Have them check the meanings and pronunciation of words and idioms appeared in the news

(Second Lesson)

  1. Have them review the pronunciation of words and idioms
  2. Have them watch the video of CBS news and record in their cassette tapes
  3. Have them dictate the news, listening to their tapes
  4. Have them check answers

## 6 CONCLUSION

The Education Ministry's Course of Study, which calls for an emphasis on a communicative approach to teaching foreign languages, will take effect this coming April. The necessity of teaching oral skills will be much greater from now on.

In this situation, we have taken up "Thoughts on How to Teach Oral Communication When There Is No AET Present" as a study theme. First we conducted a questionnaire on English education for both JTEs and students, then we have examined from different angles how well JTEs can teach oral skills in an ordinary class without an AET and have made a plan for a sample lesson.

In this simulated class, we put stress on how JTEs can use English and how JTEs can draw out as many responses as possible from students in an ordinary class---a class size of 40 students and using English I or II textbooks.

However JTEs should keep the following points in mind to make the teaching more effective.

- (1) JTEs need to think about how they use classroom English and Qs & As in English according to the ability of students.
- (2) JTEs need to add explanation in Japanese depending on the situation when students seem to be embarrassed.
- (3) JTEs need to use gestures, pictures, cards and the real things to help students understand.
- (4) There are some students who have little confidence in speaking English. To remove their uneasiness, JTEs always need to encourage students with praise, giving a hint and so on.

The introduction of the AET and the JET program has changed English classes, and through various studies oral skills have been taught more than before. But concerning the present teaching of oral skills, there might be many cases that JTEs depend on AETs too much. Actually oral skills are seldom taught in class. From now on, JTEs will be required to try to improve their lessons to teach oral skills more than before and should improve them. We hope that students will have more opportunities to be taught oral skills, not only in a team-taught class, but in a class taught only by JTEs.

## REFERENCE

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