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教育研究員名簿（英語）

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## 日本語抄録

### A. 視覚情報が及ぼす未知語の意味推測における影響および、ビデオ教材を用いたLL教室の効果的利用について

LL教室の効果的な利用法については、多くの研究がすでになされている。今回はLL教室を、聴覚情報を提供する設備としてだけでなく、視覚情報をも提供する設備としてとらえ、その利用法についての研究を行った。

その中でまず、LL教室の活用に関しての研究を行うにあたり、視覚情報が英語の未知語の意味推測に及ぼす影響について調査・分析を行った。

すなわち、ビデオ映像を例にとると、この教材は視覚情報と聴覚情報を同時に学習者にinputできうる。しかしこれまでのところ、視覚情報と聴覚情報がいかに関係しあって学習者の理解を高めていくのか、という研究はまだ少ないように思われる。さらに、ビデオ教材はlistening comprehension を高め、全体的なテキストの意味の理解を助けるが、語彙・文法などのformを教えるのには適さないという指摘が多い。そこで、この視覚情報が英語の未知語の意味推測に及ぼす影響を把握しようと試みた。調査の結果は、視覚情報の持つ未知語の意味推測に対する有効性が認められた。報告書の後半ではこれをもとに、さらに具体的なビデオ教材を用いた英語の授業の展開事例を提示した。

### B. 自ら考え、表現する能力を育成するための試み

平成6年4月、高等学校において新学習指導要領に基づく新たなカリキュラムが実施された。英語教育においては、オーラルコミュニケーションを実践の中でいかに指導していくかが問われている。生徒自らが考え、表現し、未来を切り開いていく能力の育成に、教師は十分に努力しているかという問題提起がこの研究の始点となっている。

実際に高校生は、外国人と英語で話すことにどのような意識を持っているかを知るためにアンケート調査を行った。対象は全日制課程普通科・工業科、定時制課程園芸科の生徒である。調査結果を分析すると、6割弱の生徒は英語で話したいという意志を持っていることが判明した。しかし同時に、約4割の生徒がその必要性を感じないと答えた。この結果を受けて、まず自分の考えを自由に表現させ、意欲と自信を持たせる指導の工夫を試みた。具体的には、すでに多くの実践がなされているが、授業にスピーチを導入し、さらに可能な学校ではディスカッション・ディベートへと進め、その過程において、段階的に生徒の個性や能力を引き出す指導に重点を置き、自ら考え、表現する事への関心・意欲を喚起した。

「思考・表現・判断力」を育てることを目標とした新しい学力観が、新学習指導要領で提示されている。この観点を授業に取り入れることは、教室での受け身的な学習態度から抜け出し、生徒が自ら考え、表現する事に自信を持つことに有効であることを合わせて確認した。

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## **Group A**

### **DOES SEEING FACILITATE UNDERSTANDING? -A STUDY IN SEARCH FOR EFFECTIVE LANGUAGE LAB USE-**

#### **1. Introduction**

Ever since the Tokyo Government started equipping Tokyo Metropolitan high schools with language labs, English teachers have been searching for ways to make the best use of these facilities. The necessity of using authentic materials and contextually appropriate and meaningful activities has been pointed out with an emphasis on the importance of listening comprehension in developing listening skill (Takefuta, 1984). Listening is now recognized as one of the most important skills for English teachers to pay attention to in the classroom. Moreover, some researchers and teachers in Japan have begun to call language labs "learning labs," arguing that a language lab is no longer used only for listening to audio materials or for practicing rigid patterns and drills, but for learning a variety of language skills. As a result, some teachers have even started to use language labs to teach the skills of reading and writing. While the development of innovative methods for using language labs seems to go beyond the traditional grammar-translation method, which has been deeply rooted in English education in Japan, some schools have found it difficult to use language labs for various reasons (Kaihatsu Group, 1994).

As for actual language lab use, there seems to be a dichotomy among teachers between those who choose to use it (who are in the minority) and those who don't. Perhaps many of those who don't use a language lab may have a machine-phobia. They may feel that their own comfortable style of teaching is being interfered with by machines in a language lab. Using language lab material may at first seem to be a useful addition to classroom teaching, but it is not easy to regularly integrate audio and video materials into a busy curriculum at some schools. Furthermore, the use of these materials requires a great deal of preparation from some teachers who are already burdened with a heavy workload. Teachers may also be hesitant about using a language lab. They realize that many students in Japan are focused on their final exams. Many students, therefore, are examination-oriented. Close examination of the listening tests in the entrance examination to universities reveals that the texts used in these listening tests are phoneme-based and full of unnatural discourse. This remains both contradictory to students' actual needs and the role of teachers who are expected to instruct students according to a newly revised course of study, implemented starting this year emphasizing the skills of real communication in foreign languages. It is no wonder that many English teachers are therefore doubtful if they will actually be able to equip their students with satisfactory proficiency skills in English to enter university, let alone develop communicative skills in English. Given these circumstances, teachers who choose not to

use a language lab may have good reasons after all.

So far we have discussed the obstacles teachers face in using a language lab. Now we turn to the rationale of our project.

## **2. Rationale**

Most language labs in Tokyo Metropolitan high schools are equipped with VCRs. Video permits students to be exposed to the dynamics of interaction. It also enables students to listen to native speakers of English with various accents and paralinguistic features. Finally, visual material allows students to observe authentic settings where the language they learn in the classroom is actually used. Therefore, we may say that one of the greatest advantages of video is that it enables teachers to provide students with learning experiences that are much more likely to occur in the 'real world.' Given this context, teachers have naturally turned to video technology. A number of the benefits of video have been reported (Iida, 1990; Secules, 1992; Matsumoto, 1994), various ways to use video in the classroom have been presented (Stempleski et al., 1990; Tsukada, 1992), and we have noticed that when we use video in the classroom, the students' motivation seems to greatly increase.

However, very little research about the actual effectiveness of video in English classrooms at the high school level has been done. Teachers tend to assume that video is a powerful teaching tool, because it simultaneously provides visual as well as audio information. However, just how effective is video? Secules, et al. (1992) reports that "the video-based curriculum clearly had better listening comprehension than did students in the traditional curriculum, on all levels of analysis for all classes," but that "vocabulary was learned better by oral drill than by video." They argue that the hypothesis that best explains this is that "in the video-based curriculum, students gained valuable practice in the specific skill of making sense of oral material 'on-line' without understanding every word or grammatical usage--a skill not normally practiced in the foreign language classroom." Does this mean that video is effective to enhance overall listening comprehension, but not so effective in learning vocabulary and structure?

According to Tanaka (1990), 83 percent of all information is absorbed visually, 11 percent is absorbed by auditory means, and the rest is absorbed by other means such as touch, smell, etc. It is also said that the visual sensor always takes dominance over the auditory sensor. Therefore, it is no wonder that video can have such a great impact on students. However, this does not necessarily mean that video is a productive tool for language learning (Pysock, 1991). When students watch video, language is observed in whole, and not in part. Therefore, students may not pay attention to all vocabulary at a local level, but to meaning in context at a global level.

On the other hand, Visscher (1990) believes that if language can be seen as a whole and associated in its context, it can be easily memorized by students. This mnemonic way of learning is

said to be much more powerful than straight memorization. Therefore, we'd like to reinvent the wheel and challenge the results gained by Secules et al. We assume that video is effective in learning vocabulary, because it gives visual information which may help students to guess the meaning of words from context.

The skill of guessing the meaning of unknown words from context is generally regarded as a reading strategy. Smith (1988) argues that "reading always involves a combination of visual and non-visual information," and that reading is an interaction between the reader and a text. Clarke and Nation (1980) suggest that guessing involves considering and interpreting the surrounding text and predicting and seeking confirmation of the prediction. We assume that the skill of guessing unknown words in reading can be applied to video watching. There has been very little research on the relationship between visual information provided by video, and the skill of guessing the meaning of unknown words from context. We'd like to explore whether visual information from video enhances students' abilities to guess unknown words.

It is also said that whereas advanced students generally use visual cues to confirm and supplement what they catch through listening, lower-level students use aural cues to confirm and supplement what they catch through watching. Does this mean that the effect of visual information differs according to students' proficiency level in English?

We assume that the effect of visual information may differ according to students' skill levels at guessing the meanings of unknown words from context. To test our assumptions, we designed two experiments. Experiment I compared two groups, the students of higher English proficiency and the students of lower English proficiency, to see whether the ability to infer the meanings of unknown words with visual information depends on the students' English proficiency level. Experiment II involved giving a pre-test and a post-test to the groups, to see how visual information influenced their abilities to guess unknown words. Finally, we'd like to suggest some applications of our project to teaching. We believe that language labs can provide students with visual information which helps them in learning a foreign language.

### **3. Hypotheses**

Hypothesis 1 : The ability to infer the meanings of unknown words with visual information depends on the students' English proficiency level.

Hypothesis 2 : Visual information enhances the ability to infer the meanings of unknown words.

Experiment I was designed to test Hypothesis 1 and Experiment II was designed to test Hypothesis 2.

## 4.1. Experiment I

### 4.1.1. Procedure

Experiment I was carried out in two Tokyo Metropolitan high schools: School A and School B. Experiment I involved 138 second year students in School A and 130 in School B. In School A, the top 68 students according to the total scores of term exams formed the Higher Group and the bottom 70 students according to the total scores of term exams formed the Lower Group. In School B, the top 70 students according to the total scores of term exams formed the Higher Group and the bottom 60 students according to the total scores of term exams formed the Lower Group. The average scores and standard deviation for each group are given in Table 2-5. In order to confirm that the Higher Groups and the Lower Groups were significantly different, a test of significance was performed based on the total scores of term exams conducted at each school. The results revealed a significant difference between them. ( $t=13.6$ ,  $p<.0001$  at School A.  $t=12.1$ ,  $p<.0001$  at School B) Then, we randomly divided each of the two Higher Groups and each of the two Lower Groups in two and made four control groups (without visual information) and four experimental groups (with visual information).

We used a written text about a kind of gun and a special protective jacket. It was 224 words long and included six 'nonsense' words. It was modified from the transcript of a video so that students would know all the words in the text except for the nonsense words. The meanings of *fire* and *fiber* were given in Japanese, because the students had not learned them yet. We minimized the number of unknown words or sentences so that the only parameters would be the six nonsense words. Table 1 lists the six nonsense words with their parts of speech, designated meanings, kind of context clues provided by the text, and whether they were clearly shown in the video or not. Liu Na and Nation (1985) found that the easiest words to guess in a written text were verbs, the second were nouns, and the third were adverbs and the most difficult were adjectives. Students' ability to guess the meanings of unknown words may depend on parts of speech.

The video we used for this experiment was taken from Unit 1 of Television English 1 BBC English (1985). We used the video with the sound off and used only the visual information it provided. It describes a gun, and its impact, and how special fibers in a bullet-proof jacket protect a human body.

In Experiment I, we showed the video about the text twice, taking three and a half minutes each time, to the students of the experimental groups. It was shown without sound in order to focus on the visual effect alone. Then, we gave them 10 minutes to read the text, infer the meanings of the six nonsense words and choose the equivalent Japanese meanings from a list of 25 Japanese words. The list contained three detractors for each correct answer. In the video, the fiber looked strong and soft and the plasticine was also clearly shown. It was assumed that if students saw them, they would be able to match the meanings of *devisain* (strong), *febute* (soft), and *rexil*



(plasticine) with the meanings in Japanese given in the list. In the control groups, the students were given the same sheets and asked to complete the task, as in the experimental groups but without watching the video. The following is the worksheet the students were asked to work on.

"The gun, called the Colt Trooper, will \*fire a bullet at over 1,600 kilometers an hour. It can punch through a car door 250 meters away. If the bullet can punch through a metal can, what will happen to the human body?

The special jacket, made of special \*fibers, (1) maleks you from this gun. This fiber is made by man and it is very (2) devisain. It is also so (3) febute that you can push your fingers through it. We can make a kind of cloth from these fibers, and we put them together to make a special panel.

The special panel, made from these fibers, (4) cofends a bullet and it is thinner than a ten pence coin. Though this panel (4) cofends a bullet, the human body will get the great shock of the impact --- about 400 kilograms.

When we put the little pillow (air is inside) between the panel and the body, the impact of the bullet becomes very weak.

We will try an experiment. We can't use a human body. We will use (5) rexil. Let's have a look. Well, it hasn't given much damage in the panel. As for the (5) rexil, hardly a mark. But as for the bullet, it has made a big mark on that. So, I think, wearing one of these, we can walk tall, and we are (6) agget."

\*fire (弾を) 発射する \*fiber 繊維

【問】 1～6の単語の意味を最も適切に表現していると思う日本語を、下のア～ノから選んで記号で答えなさい。

Guess the meaning of 6 words in the passage and match them with Japanese below.

1. maleks ( )      2. devisain ( )      3. febute ( )  
4. cofend ( )      5. rexil ( )      6. agget ( )

- |         |           |         |         |        |
|---------|-----------|---------|---------|--------|
| ア. 吸収する | イ. 破壊する   | ウ. きめ細か | エ. 引き離す | オ. 不注意 |
| カ. 貫通する | キ. 止める    | ク. 滑らか  | ケ. 大きい  | コ. 軽い  |
| サ. 強い   | シ. 水溶液    | ス. 遠ざける | セ. ねんど  | ソ. 細い  |
| タ. 分散する | チ. 柔らか    | ツ. 守る   | テ. 太い   | ト. 不安  |
| ナ. 緊張   | ニ. コンクリート | ヌ. 安全   | ネ. 犯罪   | ノ. 紙   |

Table 1 The 6 Nonsense Words To Be Guessed

Nonsense Word	Part of Speech	Designated Meaning	Context Clues Provided by the Text	Clearly Shown in the Video?
W1 maleks	verb	protects	local	no
W2 devisain	adjective	strong	local	yes
W3 febute	adjective	soft	local	yes
W4 cofends	verb	stops	local	no
W5 rexil	noun	plasticine	local	yes
W6 agget	adjective	safe	global	no

We calculated the total number of correct answers and made a statistical test of the significance of the average scores of each group.

#### 4.1.2. Results of Experiment I

According to the results shown in Table 2-5, the students of the experimental groups at the higher English level inferred the meanings of nonsense words better than the students of the control groups at the higher English level, while there was no significant difference between the students at the lower English level. We think this supports Hypothesis 1.

Table 2 The Higher Group of School A

V.I.	W1	W2	W3	W4	W5	W6	TOTAL	Term scores
w AVG	0.91	0.21	0.60	0.26	0.51	0.83	3.20	AVG=236
N=38 STD	0.28	0.32	0.49	0.44	0.50	0.38	1.19	STD=36
w/o AVG	0.77	0.31	0.23	0.11	0.31	0.51	2.26	AVG=236
N=30 STD	0.42	0.46	0.42	0.32	0.46	0.50	1.34	STD=36
t	1.64	1.06	3.39*	1.49	0.74	3.01*	3.10*	

Table 3 The Lower Group of School A

V.I.	W1	W2	W3	W4	W5	W6	TOTAL	Term scores
w AVG	0.69	0.13	0.49	0.18	0.44	0.62	2.82	AVG=137
N=35 STD	0.46	0.33	0.49	0.38	0.49	0.49	0.97	STD=25
w/o AVG	0.59	0.24	0.41	0.21	0.31	0.45	2.21	AVG=135
N=35 STD	0.49	0.43	0.49	0.41	0.46	0.50	1.54	STD=21
t	0.86	1.14	0.66	0.31	1.11	1.40	1.87	

Table 4 The Higher Group of School B

V.I.	W1	W2	W3	W4	W5	W6	TOTAL	Term scores
w AVG	0.91	0.37	0.80	0.34	0.49	0.97	3.80	AVG=140
N=35 STD	0.28	0.48	0.40	0.47	0.50	0.17	1.24	STD=21
w/o AVG	0.80	0.26	0.69	0.23	0.43	0.51	2.91	AVG=137
N=35 STD	0.40	0.44	0.46	0.42	0.49	0.50	1.27	STD=22
t	1.33	1.00	1.07	0.78	0.51	5.15*	3.00*	

Table 5 The Lower Group of School B

V.I.	W1	W2	W3	W4	W5	W6	TOTAL	Term scores
w AVG	0.94	0.29	0.65	0.32	0.52	0.84	3.55	AVG=79
N=30 STD	0.25	0.45	0.48	0.47	0.50	0.32	1.21	STD=19
w/o AVG	0.84	0.45	0.65	0.32	0.39	0.65	3.29	AVG=78
N=30 STD	0.37	0.50	0.48	0.47	0.49	0.48	1.35	STD=18
t	1.23	0.96	0.00	0.00	1.02	1.72	0.77	

\*Significant  $p < .01$  one-tailed. V.I.= Visual Information

## 4.2. Experiment II

### 4.2.1. Procedure

Experiment II involved 80 third year students of mixed levels in School C. The text and the video were the same as Experiment I. The difference between Experiment I and II was that in Experiment II we used a pre-test and a post-test. We also provided students with a Japanese glossary of the words in the text which we thought were beyond their vocabulary level. Therefore, they were able to know the meaning of all the words in the text except for the nonsense words. Another difference was that instead of asking students to infer and choose the meanings of the nonsense words from the list, we provided four choices of meaning in Japanese for each nonsense word. In other words, they were able to infer the meaning of each nonsense word from four choices. This may have made the students feel more comfortable at guessing nonsense words.

First, students were given the text and they were asked to read it and guess the underlined nonsense words and choose their meanings from four choices (the pre-test). When they finished the text, we showed them the video of the text twice without sound. Then, the students were given the same text and were asked to infer the meanings of the nonsense words after having seen visual information. (the post-test). (See Appendix) We calculated the total number of correct answers and made a statistical test of the significance of the average scores of the group.

### 4.2.2. Results of Experiment II

The average score of the pre-test was 3.35 with standard deviation at 1.83, whereas the average score of the post-test was 4.30 with standard deviation at 1.29. The t-score of the total points of the test is 2.4, which is significant at  $p < .05$  one-tailed. We think this supports Hypothesis 2.

## 5. Discussion

The data from our two experiments show that visual information may help students of a higher English level to correctly infer unknown words in the text. In particular, the students were able to infer the nonsense word, *agget*, better than any of the other words. We think this is because *agget* is a word of global context. Visual comprehension is usually total and synthetic, so video may help students comprehend global context rather than local context. We also found in Experiment II that if we provided students with narrower choices, they were able to focus more and infer unknown words better. This may imply that if we provide students with background information or an advance organizer before watching the video and limit the number of possible text interpretations, they may be able to focus more and infer correctly.

However, our experiments also show that the visual information didn't seem to help students of a lower English level. Moreover, the nonsense word, *devisain*, (strong) seems to be difficult to infer from the visual information even for the students of a higher level. What does this mean? Interestingly enough, we found about 5% of all the students in Experiment I and II got higher scores without the visual information rather than with it. In other words, there were some students who did better without the visual information than with it. We interviewed such students about how they felt about the experiment. Although some said that the visual information did help, in fact, it didn't help. They made wrong guesses. They might have felt that they somehow understood, because the visual information might have helped students comprehend the global meaning of what was presented in the video. When the students were exposed to the visual information provided by the video, they might not have paid attention to every word at a local level, but to the meaning of the context at a global level. Therefore, when they were asked to infer the meanings of the unknown words, they had to switch to a totally different mode of learning. Their visual comprehension was holistic or total, but their task was asking them to be analytical.

Furthermore, some students mentioned that the visual information confused them, because what they saw in the video was different from what they had expected to see. The schema provided by the text before watching the video was not consistent with the schema given by the visual information. Some of these students got confused and they even changed their correct answers to incorrect ones. We might say visual information may hinder the understanding of a text, if the visual information fails to provide sufficient clues for information processing.

These findings, that visual information may confuse and even hinder the understanding of students, have important implications for our teaching with video. First, visual information may be

useful if it is given prior to aural or written information, because it may help students form schema in advance. Therefore, when video is used in the classroom, instead of giving visual and aural information at the same time, limiting the presentation to visual information only at first may be beneficial. Silent video viewing may play an important role in helping students to understand the context, and this context may enhance ability to guess meanings of words students listen to after the silent viewing.

Second, we tend to assume that video is useful, because it can give visual and aural information at the same time. So we may fall in a trap and overuse video to the point of hindering comprehension. Rubin (1991) argues that "video can serve as a haven to enhance listening comprehension if it is selected so that it provides sufficient clues for information processing. It is the selection that is critical, not just the use of video alone." We should keep in mind that video may hinder students' understanding, if it doesn't provide sufficient clues for information processing. It is not video that teaches students, but it is how teachers use video that makes a difference.

Therefore, silent viewing and what video we select to match the medium with the purpose may make seeing facilitate understanding. We need to keep on experimenting with various approaches to using video in the classroom.

## **6. Conclusion**

This study would have been more reliable if the list of choices given in Japanese which the students chose from, had been more carefully prepared. The subtle differences in the meanings given in Japanese seemed to be another variable that affected the process of guessing unknown words. The nonsense word, *devisain*, (strong), seemed to be especially confusing to both control and experimental groups.

Despite the limitations mentioned above, this study has educational implications. We have tried to answer the following question: Does seeing facilitate understanding? We have found that visual information may enhance students' ability to infer unknown words, especially for students of a higher level of English. We have also found that there is a complex process involved in taking in visual information, because visual information may sometimes hinder students' understanding if it is not consistent with the schema students already have.

With more and more videos now being used in language labs, we need to know what kind of visual input is most effective. For the definition of comprehensible input, we need to do more research on the kinds of visual and aural information that enhance understanding.

The primary goal of language labs has been to develop the listening skills of students, but now many language labs in Tokyo are equipped with various kinds of facilities to present visual information: VCR (Videocassette Recorder), LDP (Laser Disk Player), OHC (Overhead Camera),

Response Analyzer, big screen TV, etc. With more attention paid to the important role visual information plays in the language lab, we may be able to construct a better learning environment for our students.

## **7. Examples of Video Teaching Techniques**

We concluded that visual information sometimes helps and sometimes doesn't. Further research is needed to find ways to present visual information that are helpful for students. Examples of video teaching techniques are as follows:

First, showing freeze-frame of video and asking students to predict the content may help prepare students for what they see next.

Second, silent viewing of video may prepare students to have a general understanding of the gist of the video. We have found when students first watch the video without sound, they seem to concentrate on the visual images more and activate their background information.

Third, writing down all the words that describe people, things, places, actions, and feelings in the video during the silent viewing may help them to correctly predict what kind of vocabulary they will listen to in the video. If we make this task a group task in which Student A writes words which identify people, and Student B writes words which identify places, and let the group share the vocabulary in advance, they may be able to prepare themselves for words connected to the content of the video. Moreover, group cooperation may reduce students' anxiety, making listening comprehension of the oral text less overloading and threatening. The other way of taking notes on the video is asking students to write words according to parts of speech. In other words, students are asked to write down verbs, nouns, adjectives, or adverbs that they expect to hear in the video. This activity incorporates meaning and grammar, which reinforce each other for better understanding.

Fourth, students are asked to watch the video with sound and circle the words they wrote that they actually hear. This activity may help students to confirm their prediction, and some students may find their understanding of the video with only visual information is different from their understanding of it when they listen and pay attention to small details.

Fifth, students are asked to make three wh-questions or yes-no questions about what they saw in the video, and exchange their questions with their neighbors and write answers for the questions of their neighbors. Since students are already provided with the vocabulary in making questions, they may be able to generate questions with their own words. In traditional listening class, it is almost always the teacher who gives questions. However, this activity demands that students use their active vocabulary.

We have actually tried these activities in language labs. Students seemed to be able to glean whatever information they get from the visual images and connected the content of the video with

their active vocabulary. For evaluation of their understanding, we asked them to write a summary of the video in two or three lines based on what they saw.

When we watch TV news or movies, we usually take in whatever information we want to get and tend to ignore what is irrelevant. Therefore, we believe that total understanding of the video is unrealistic and thus, unnecessary in the classroom. However, some students expressed their desire to know everything in the video. We used a caption decoder and showed the written text on the screen at the end of the class so that they were able to read the caption and listen to how the language was used in the video. Some students said that the caption helped them to confirm what they heard. Caption may be another powerful tool as visual information in language labs. Yet further research is necessary to test the effectiveness of what students see in language labs. We suggest that you experiment these techniques to find what works best for your students.

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## **Group B**

### **A STUDY ON DEVELOPING THE STUDENTS' ABILITY TO EXPRESS THEMSELVES**

#### **- Incorporating the New Concept of Learning into the English Class -**

#### **1 A REASON FOR THIS STUDY**

In April 1994, the New Course of Study for Upper Secondary Schools became effective. What distinguishes the New Course of Study from previous Courses of Study is that it demonstrates the necessity of a new concept of learning. What, then, is this new concept of learning?

Conventionally, memory and accuracy have been highly esteemed in Japanese education system. And with this traditional approach to learning, we might have achieved rapid economic growth. However, the world has changed drastically and the next century may require new people with the ability to think for themselves and to express themselves. Therefore, it is time that we, teachers think what we can do to help students to develop their ability to express themselves. Instead of emphasizing memory and accuracy, we should place the emphasis on the qualities of thinking, expression and judgment in the New Course of Study. Moreover, the students' willingness, interest and positive attitude should be regarded as the motive power behind studying. This will shape the new concept of learning.

First of all, we need to face reality : in spite of the fact that students spend six years learning English, most of them find it difficult to express themselves in English. Some of them are afraid of making mistakes. What has prevented the students from developing their English-speaking ability ? We must try to understand the reasons for this lack of English-speaking ability.

Secondly, we should try to understand the new concept of learning and introduce into the English class. We should emphasize not only reading comprehension and grammatical accuracy but also speaking and listening. A student's English ability should be measured in terms of his/her communication ability. Through English communication activities, we should be able to elicit their interest and positive attitude from the students. We believe that careful preparation for English classes will make it possible for students to voice their opinions and have the ability to discuss them.

Consequently we decided to place the focus on the activities of speech, discussion and debate. "To help students develop abilities to organize and express their ideas and discuss them" is one of the objectives of Oral Communication C. We think this is an important objective of English education today. To this end, we need to discover what kind of activities are the more effective by trying out several different types of lessons in English classes.



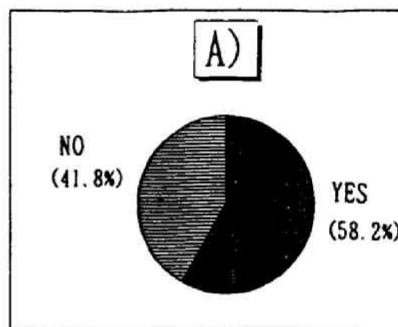
## 2 A SURVEY OF ENGLISH CLASSES

### 2.1 ENGLISH CLASSES QUESTIONNAIRE

Do students want to talk with a native speaker in English? If they do, what topics do they want to talk about? Or if they do not, why don't they want to talk? We conducted a survey of students in all years to examine these questions.

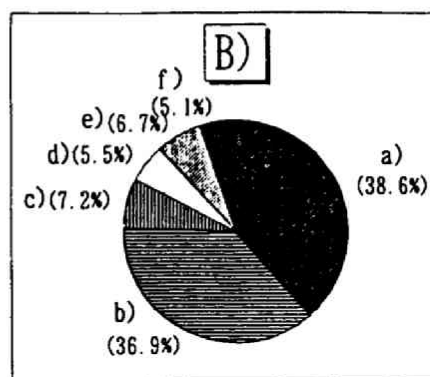
Total students surveyed ; 666

A) Do you want to talk with a native English speaker?



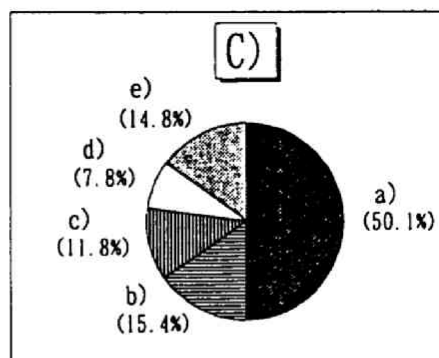
B) Only students who answered Yes to Question A answered the following question : When you talk with a native English speaker, what topics do you want to talk about?

- a) Daily life: school life, friends, families etc.
- b) Hobbies: sports, movies, music etc.
- c) Human rights: AIDS, racial discrimination.
- d) Environmental Issues: pollution , waste disposal.
- e) International Issues: PKO, ethnic disputes.
- f) Additional Topics Included: history, geography, comic books.



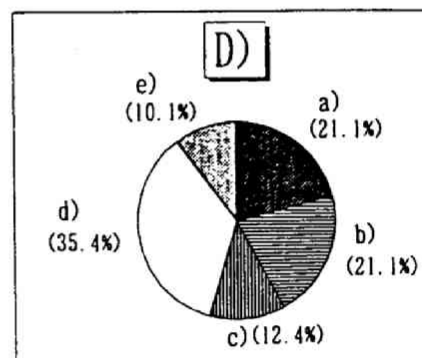
C) Only students who answered No to Question A answered the following question: Please tell me the reason why you don't want to talk with a native speaker in English?

- a) I don't have much confidence in my ability to correctly use English-vocabulary, words, grammar, phonetics.
- b) I'm shy about speaking my own thoughts and opinions in front of others.
- c) I, if anything, don't like speaking in front of others.
- d) I don't think I have to speak English. I have only to read books written in English.
- e) Additional Opinions Included:  
I hate studying English. I don't need to study English. English is difficult to learn.



D) What is the best way to foster English abilities such as speaking and/or exchanging opinions in English?

- a) Increase the number of Oral communication classes as stated above in A,B,C.
- b) Reduce class-size.
- c) Japanese English teachers should develop a greater command of conversational English.
- d) Teachers should show us English news or movies in English classes.



e)Additional opinions included:

We should take lessons at a private English school. Teachers should use only English in classes. We should get accustomed to speaking English. Senior high schools should have oblige us to go abroad as exchange students.

## **2.2 ANALYSIS OF THE QUESTIONNAIRE ON ENGLISH CLASSES**

1) Students don't have the confidence to use English.

179 of the 279 students who don't want to speak English said they don't want to speak English because they suffered from a lack of confidence in their ability to use English correctly.

2) Students are interested in foreign cultures.

196 students want to have more English classes with the AET. That is to say, they want to get to know more about foreign cultures through the AET. Almost half of the 666 students surveyed don't want to speak English. We were astounded at the results. How can we find a solution to this dilemma? With regard to the dilemma in the question, our experimental lesson plans will be shown in the next section. We will try to find out how students can be free from worries about making mistakes and to let students know that they are expected to express what they think. Material should be chosen according to the students' reading ability. We need to choose topics which are familiar to the students and let them write their ideas in plain English, before they speak out. It is also important for us to encourage students and to praise their performance.

## **3 EXPERIMENTAL LESSON PLANS**

### **3.1 SPEECH-MAKING ACTIVITIES**

(1) Aims of These Activities

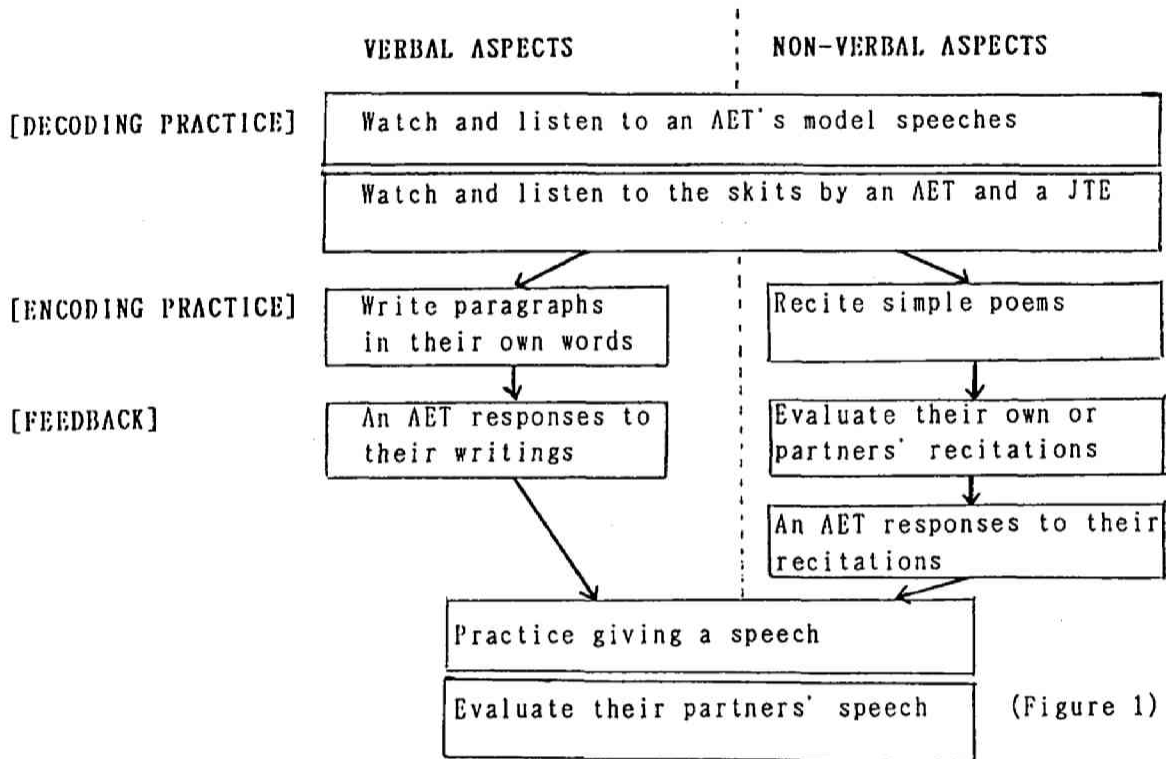
- 1) To have students get used to listening to spoken English.
- 2) To encourage students to speak out in public, especially to have a good delivery style and a natural empathy.
- 3) To encourage students to exchange freely their ideas and human warmth with the AET and their peers.

(2) Procedure-1 ( a yearly program) (Figure 1)

- 1) To have students watch and listen to the AET's speech at the beginning of each lesson.
- 2) To have students watch and listen to the skits performed by the AET and the JTE and each regular examination make them answer questions on the topics, the roles and the situations about them in order to acquire the concept of interaction. (Figure 2)
- 3) To have students write paragraphs in their own words on each regular examination, which introduce themselves, their families and the things they are interested in.

- 4) To have students practice reciting simple poems in public, which recall the joys and sorrows, the anger and fears, the curiosities and so on of life. (Figure 3)
- 5) To have students as well as the AET evaluate their own and their partners' recitations.
- 6) The AET and the JTE response to students' writings. (Figure 4)
- 7) To have students give their speeches in class.
- 8) To have students as well as the AET evaluate their partners' speech.

FLOW CHART: STUDENTS' ACTIVITY



SKIT NO. 4

A: Excuse me.  
 B: Yes.  
 A: Well, I left my room key in the room.  
 Will you open the door?  
 B: I see. May I have your room number?  
 A: 3486.  
 B: 3486, ma' am.  
 A: That's right.  
 B: I see. Would you wait for a moment?  
 A: Sure.  
 B: Here you go.  
 A: Thank you.

場面 (situation)  
 赤子 (子供) の 受付

TX. (役割) (roles)	話題 (topics)
B. 受付のA	鍵を部屋に忘れたまま あかなく帰ってしまった から開けてほしい。

(Figure 2)

She Comes  
 She comes.  
 I watch.  
 Her hair shines.  
 Her eyes flash.  
 I speak.  
 She stops.  
 I tremble.  
 She smiles.  
 I beg.  
 She laughs.  
 I cry.  
 She leaves.  
 I break.

Oh my watch, I hope you move slowly.  
 Because I'm late to school.  
 Oh my watch, I hope you move <sup>faster</sup> hurry.  
 Because my lesson is not <sup>over</sup> finishing.  
 Oh my watch, I hope you move slowly.  
 Because my <sup>fun</sup> happy lunch time is <sup>almost over</sup> finish?  
 Oh my watch, I hope you move <sup>faster</sup> hurry.  
 Because I don't <sup>want to go</sup> outside home.  
 Oh my watch, I am very selfishness.  
 But, from now on <sup>you are</sup> my friend.

and try - nice idea I enjoyed it.

(Figure 3)

(Figure 4)

(3) Procedure-2 ( a short-term program )

- 1) To have students prepare for topics beforehand which they want to talk about in class with the AET.
- 2) To have students write an English composition on freely chosen topics. This procedure makes students clear on what they want to express. And to have students try to write in simpler English. (Figure 5)
- 3) To have 3,4 students give a speech on their theme in each class. When they speak, the AET and the JTE should not correct students' grammatical errors too often, as this can discourage students from speaking in English.
- 4) To repeat this procedure a few times. It will encourage positive English speakers.
- 5) To give students WORK SHEETS based on a lesson in the textbook. The title of the lesson is "The Role of Women in Society" The work sheet is as follows. (Figure 6)

My summer vacation

I went to Oregon in America last summer vacation for the first time. It was a very good experience for me. I stayed in Portland for 14 days. My host family has four people and they were funny. I was laughing all the time. I gave a present to my host family on the first day. It was a No. 11. They were glad to get it. But they didn't know how to use it. I visited various places; County fair, Alpen slide, Blueberry picking... and so on. When I went to shopping with host mother, I was very surprised. Because everything is cheaper than in Japan. I was very pleased with the price. One of the most interesting things was rafting in a big river all day long. I ate lunch made by my host mother and me. I liked rafting. It's really fun! I was given a present by my host father on the last day. It was a pretty bracelet. I was very glad to get it. Whenever I see it I remember those days. I would like to go to America again, if possible.

(Figure 5)

WORK SHEET

1. Do you think women should have careers?  
Yes, I do because ~  
No, I don't because: women should be free to decide.
2. Do you think the father should be the head of the family?  
Yes, I do because the family need to have the head. The father do.  
No, I don't because ~
3. Do you think women should stay at home?  
Yes, I do because ~  
No, I don't because women should be free to decide.
4. Write freely here.  
I have impression that the true problems are elsewhere. I agree if they are free to decide whether they want a career or not. But, I hear of the recent news "Cathypse" of the families. Its cause is like "Lack of Communication", between husbands and wives, parents and children. Communication needs a lot of time. But the hard work needs a lot of time. The family is more important than working, isn't it? The family is the most important, isn't it? Why do they say "I want a career"?  
※自分の考えを述べるとき  
1. I have the impression that ~  
2. My opinion is that ~  
3. I may be wrong, but ~  
4. No, I'm afraid not, because ~  
5. Yes, I really believe so, because ~

27

(Figure 6)

To have students complete the work sheet in twenty minutes. After that the AET or the JTE asks the questions from the sheet to have students answer in English and express their ideas about the theme. The AET and the JTE should also evaluate students' speeches. This time some of the students should be able to express their ideas more freely. It is important to give the same theme to every student and have him/her make a speech on the theme.

### 3.2 A STEP TOWARD HAVING DISCUSSIONS ( a short-term program)

#### (1) Aims of This Activity

- 1) To encourage students to speak out in public and to exchange their ideas.
- 2) To encourage students to interact with each other.

\* As this model which introduces the essence of speech and discussion requires less time for preparation, teachers can practice without hesitation.

#### (2) Procedure

1) To give students certain topics such as "Cigarette advertising on TV is harmful," and "Students should wear school uniforms." Students take either side ; "Yes (affirmative)" or "No (negative)," and write the reasons on each paper (Japanese approved).

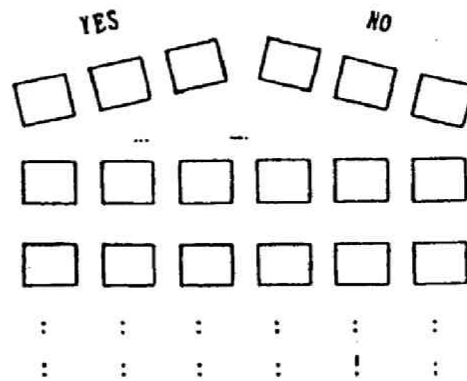
2) To choose 2 to 4 students who have given reasons suitable for presentation.

3) To give students materials such as articles and data, words and their grammatical usage.

4) To have students who make their speech write notes. (homework)

#### 5) Activities

1. Affirmative Speech
2. Negative Speech
3. Affirmative Cross-Examination
4. Negative Cross-Examination
5. Questions and Opinions by the students who listened to the speech



#### (3) Important Points

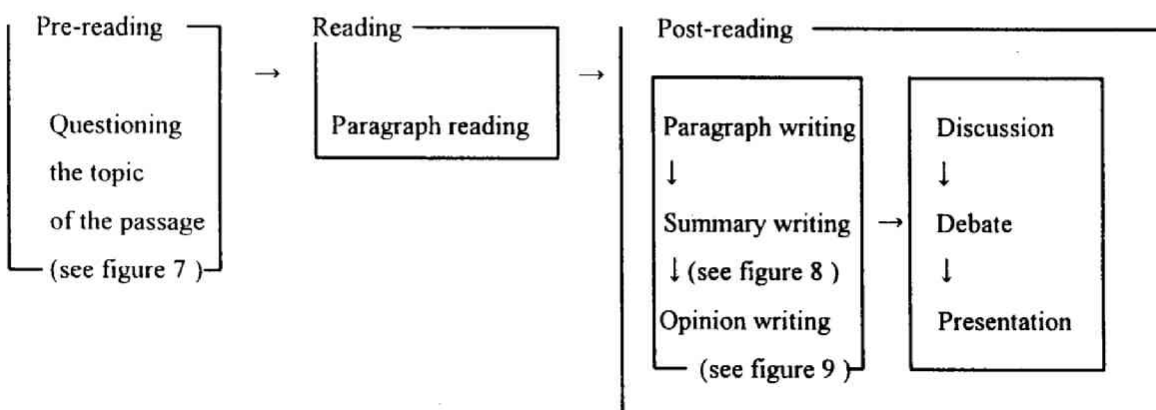
- 1) Students should make a speech without looking at the notes they have made beforehand.
- 2) Students should attempt to make their speech persuasive.
- 3) Their speech should be made in plain English. This means that every student can fully understand what is being said.
- 4) Speech techniques such as redundancy, repetition, breaks should be encouraged.
- 5) Nonverbal communication is important.
- 6) Students who listen to the speech have to make notes ( for listening comprehension) and prepare for their questions and opinions.
- 7) Students speak over a microphone. Every student needs to be able to hear and understand what the speaker says. As our questionnaire explains there are few students who can speak out in class. It is more effective to use audio apparatus such as microphone so as to reduce the pressure on them, when they speak out in public.
- 8) These activities should be exaggerated, because students can feel confident easily in doing their performances.

### 3.3 FROM READING LEVEL TO SPEAKING LEVEL

#### (1) Aims of this activity

- 1) To encourage students to understand the reading materials quickly and to organize their own opinions about them.
- 2) To encourage students to express themselves and exchange their ideas, which will improve the overall level of their English.

#### (2) Procedure



The first important thing is to use the message of the text as a starting point for discussion. And the second important thing is to suppose that you, the teachers are the facilitators in your class. Those two basic ideas created the teaching procedure above.

Pre-reading activity introduces students to situations that generate expectations or motives to learn the passage. Questions on the topic are to be made orally or in a written form as an assignment if time is limited. When students answer them in a written form, those answers are to be given to others with handouts.

In both reading and writing stages, the concept of the paragraph is a vital help for the students. They can grasp the main idea of the passage immediately with the help of paragraph reading. It will make it easier for them to organize their opinions about it as well. Writing is putting one's ideas into sentences and combining them into paragraphs.

You don't have to object if your students can't write correctly. Grammar and vocabulary will not be learned, if they can't be used. Too much emphasis on grammatical correctness interferes with the development of writing skills, or expressing their ideas. So it is efficient to give students as many opportunities to write as possible. You don't have to worry that writing activities prevent them from developing speaking skills. They can express themselves through writing, which means they have positive attitudes, not passive ones.

Teachers' attitudes in the lesson are no less important than students'. As is mentioned above,

you, the teachers are the facilitators in the class. A teacher is like a conductor of an orchestra. He can't play every instrument, but he knows what every instrument should sound like. The teacher's role is the same.

The following are the hand writings by students. They tried hard to solve the energy problems, in which they had a great deal of interest. This topic provides them with various approaches in which they can consider environmental issues, international issues or human rights.

A survey about the speaking activities shows that 52.5 percent of the students have positive comments such as, "I learned what others think on this matter," "I was able to have my own idea," "I was able to learn about this issue," etc. And 25.5 percent of them have negative comments such as, "I only talked about my idea and I did not listen to others," "I was not able to express myself in English," "I don't think I was cooperative in my group." etc. And 22.5 percent of them have no answer.

LESSON 15 ENERGY SENSE MAKES FUTURE SENSE

3. What are you doing to solve these problems?

I want to try economizing energy. For example not to use the air-conditioning and heating equipment too much. I am glad that a technology will make progress and an energy-saving type of life become possible.

I can do nothing.

If I were the minister for environment, I would think very much to maintain the world peace. This is a job. Anybody and person should pay attention to surroundings and make efforts to get us nice future.

Though we can't do anything to these problems directly, our knowing these structures will make these safer.

In using electricity, I'm recycling paper, avoid from milk package. I'm not buying needless goods to don't increase trash of oil goods. And I'm not using as much as possible.

I can't do anything about it. But we should do it.

(Figure 7)

ENERGY SOURCES	ADVANTAGES	DISADVANTAGES
oil	We could get large amounts of it at low prices.	Oil may be shortage in a few years time.
coal		- Coal mines are ugly. - Its development has a serious effect on animal and plant life. - Coal itself causes many kinds of pollution.
natural gas		- The purest natural gas is limited in supply.
nuclear power station	They need very little fuel to produce large amounts of power. They don't cause air pollution.	- They are very dangerous. - To build them is too costly.
solar energy	It isn't limited.	- It can be collected only in the day. - It needs very large power station. - To build large power station is likely to cause some changes in the environment of living things.
sea	It isn't limited.	Producing energy from the sea is yet to be found.
wind	It isn't limited.	Energy from the wind satisfies only a small part of a nation's needs.
hot water, steam	It generates a quarter of the Italian electricity.	

(Figure 8)

QUESTION

What do you think is the best energy source? And why do you think so?

I think that solar energy is the best energy source. Because it is so safe and inexpensive. It has no limit for future. That is a nice point. And I think that it is the most useful. But every house having solar system is very hard. And solar energy can be collected only in the daytime.

(Figure 9)

#### 4. CONCLUSION

In this study, we have tried to develop students' positive attitude toward communication in English, and now we can affirm the following:

1. When students have more confidence to express their own ideas in English, they can communicate with each other.
2. In every kind of schools, teachers can let students feel confident enough to deliver some speeches, or have discussions.

The key to success is confidence. We have to make every effort to encourage students to express themselves in English. We know that this study is only a step to attaining our objective, but we hope that this study will surely help future researchers fulfill with their studies.

At the beginning, the survey has demonstrated to us that many students cannot, or don't try to, speak English. This may be partly due to the Japanese silence-is-golden personality ; they have not been brought up to express themselves positively in our culture. And also, a traditional evaluation system centering on memory and accuracy has partly caused this problem. As the questionnaire suggests, students are too much afraid of making mistakes, apparently because of "grammar fatigue": Leech and Svartvik (1994:3). They don't try to put their own ideas in words even though they have something to say. They have become so bound to correct and logical written English, as a result of such an evaluation system, that they cannot use spoken English freely. These two facts tell us that a lack of confidence makes their proficiency in speaking English rather poor.

From this we should conclude that we need to give the students more chances to communicate with each other, make them accustomed to speaking English, and reduce the pressure on them in order to make them feel confident. We have developed some useful methods of doing this. In the experimental lessons, we have put some writing lessons prior to letting students express their own ideas. Students first have to write about what they are trying to say; make notes of their general ideas. While writing, they can clearly understand what they want to talk about, and check their own expressions to make sure that they don't have any grammatical errors. These help students feel relaxed and free to speak. They now can concentrate on the topics of their speeches or discussions, and find it easier to express their own ideas.

Here, we have to consider how we can create a working environment in which students can speak



English more freely. There are some conditions :

1. Students should know that they are only expected to articulate their own ideas and that it does not make any differences whether the sentences are grammatically correct or not---evaluation must focus on their attitudes toward communication. Non-verbal aspects should be also focused on, as they are easier to learn in giving speeches or having discussions than verbal elements. Students need to have a new concept of learning.
2. Some useful words should be given to the students so that they can concentrate on what to say--- vocabulary is one of their hurdles which they face in speaking English.
3. Topics must be things that are interesting and familiar to the students themselves--- to express some opinions, “one's own knowledge, experience, interest, and curiosity are essential” : Yoshida (1994:51). When students have something to let others know, or have something that they want to know, they are more eager to communicate with each other.
4. When students deliver speeches in public, audio apparatus, such as a microphone, should be used--- they seem to reduce the pressure on them in speech and discussion activities.
5. Pronunciation practice must be done as much as possible---students worry too much about how to pronounce English and have become too shy to speak out.

If speeches are given and discussions held under these conditions, they will surely have an effect on the students' attitudes toward communication in English. In time, they may get accustomed to speaking English and feel more confident in using English. This can be the first step to improve their communicative competence.

As a result, students can express their own ideas when they are free from worrying about mistakes, have enough vocabulary, and are interested in the topics. In this study, we have put some writing lessons in conversation classes to get rid of some of the problems, and we have had some success. But to develop students' positive attitude toward communication in English satisfactorily, we need continuous lessons of this kind. So we have to develop a wider range of teaching skills, and “create more books full of topics which are attractive to students”: Yoshida (1994:51). And it is vitally important to establish a new evaluation system centering on students' enthusiastic attitudes toward expressing themselves.

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