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平成 7 年 度

# 教育研究員研究報告書

外国語（英語）

東京都教育委員会

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A. 積極的にコミュニケーションを図ろうとする態度を育てるリーディング指導の工夫

新学習指導要領では英語各科目共通の目標として、「積極的にコミュニケーションを図ろうとする態度を育てること」が掲げられている。A班はリーディングの指導に焦点を当て、読み手が自分の意思で目的をもって文章の内容を読み取り、それについて自分の考えを表現しようとする態度を育てることを主題として研究を行った。研究に先立って、リーディングについての意識調査を実施した結果、大多数の生徒は日本語に訳すことが英語の文章の内容を理解することであると考えていることが判明した。

これを受けて、第一に文章の概要や要点、書き手の意図を読み取ろうとする態度を育てることを目的とし、和訳に頼らずに文章の内容についての理解を深める言語活動を取り入れた授業を行ったクラス（C1）と訳読式の授業を行ったクラス（C2）の両方に同じテストを実施して、その理解度を比較した。これは英語を理解しようとする態度の差は理解する能力の差にも現れると考えたからである。第二に、内容を読み取って、それについて自分の考えを表現しようとする態度を育てることを目的とし、C1クラスにおいては自分の考えを表現する言語活動を授業に取り入れた。

上記の実験授業を行ったクラスに対し前回と同じ意識調査を再度実施した結果、若干の意識の変化が見られたが、必ずしも十分な成果が得られたとは言えない。今回の研究を通して、日々の授業の中で継続的に積極的な態度を育てていくことが有効であることを確認した。

B. 英語を書くことによって積極的にコミュニケーションを図ろうとする態度を育てる授業の工夫

外国語教育の目標の1つに「外国語で積極的にコミュニケーションを図ろうとする態度を育てる」ことが掲げられている。B班は、英語を書くプロセスに焦点を当てて、どうすれば生徒達に積極的にコミュニケーションを図ろうとする態度を育てることができるかという研究を行った。

研究に先立って以下の点に留意した。

- 生徒が書きたいと思うテーマ、あるいはこれなら書けるというテーマを設定すること。
- 書こうとする内容を整理し、まとめる方法を提示すること。
- 誰に情報を伝えるのかということをはっきりとすること。
- 読み手の反応が得られるようにすること。
- 読み手の反応に応じて書き直し、より良いものにしていく機会を与えること。

以上の点を取り入れた授業を行うことによって、生徒が英語を書こうという意欲をもち始め、英語を書くことによって積極的にコミュニケーションを図ろうとする態度をもち始めたという事実を確認した。

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## Group A

### A STUDY ON DEVELOPING STUDENTS' POSITIVE ATTITUDES TOWARD COMMUNICATION THROUGH READING

#### 1. Reason for This Study

Developing the ability to read comprehensively is an objective of foreign language education in Japan. The final goal of reading is (1) direct comprehension of a text without translating into Japanese and (2) to grasp a writer's intentions from the written text and to express one's own ideas about what the writer meant in the passage.

Let's consider the students' thought about 'reading.' Prior to this research we conducted a questionnaire in the English classes (the result is on pp. 9-10), and it clearly shows that most of the students think of reading comprehension as sentence-to-sentence translation into Japanese rather than understanding the main content. Moreover, it's obvious that they won't be able to express their own ideas in English about the passage they've read. As for the lesson itself, there is still a tendency to have students translate word for word, and to give grammatical explanations. Furthermore we often find that students don't understand the conceptual content and meaning that the writer expressed through the instrumentality of the written language, even after translating the sentences into Japanese.

Thus, it is required that we understand what impedes the students' reading comprehension and how reading should be carried out. We should improve upon the method of teaching, and so this is the motivating factor behind this study.

#### 2. Aim for This Study

The new course of study that was officially announced in May, 1989 gives more prominence to the communicative aspect of foreign language teaching than the previous ones, and adds to the development to communicate in English as an overall objective. The ideal way of teaching reading skills is no exception. For example in the READING section the objective is "to further develop students' ability to understand a written text and to cultivate a positive attitude toward understanding English." The READING language activities are divided into the following categories: (a) to understand the main points and the outlines of cohesive passages, (b) to grasp the content of passages selectively, according to the purpose of reading, (c) to express in speech or in writing one's thoughts about a passage one has read.

What is immediately apparent from the items listed above is that in the new course of study, reading as an intellectual activity is considered to be an interaction between a reader and a writer through the instrumentality of a text. Reading is regarded as a form of 'communication.'

The new course of study, as we have seen, gives weight to the cultivation of students' positive attitude toward reading as well as the development of their reading ability. Nevertheless, a great deal of effort has been made in Japan's Education of English, emphasizing the development of students' ability to read. Until now numerous attempts have been made by researchers to elucidate how students' positive attitude toward reading has improved, but studies are insufficient at this time. This paper is written with the aim of showing how to motivate students to gain an understanding of the content of a text and to grasp the writer's intention residing in the text, its outline or main points, and furthermore discussing how to foster the students' attitude to try to express their opinions based on the content of the text. In order to attain the purpose mentioned above, we set up experimental classes and conducted tentative lessons, where we gave the students various tasks based on the language activities for READING stated in the New Course of Study rather than having them translate the text into Japanese.

### **3.1. Ways of Our Study**

Our experimental lessons were put into practice, using half of the classes we had (Classes I), while the Grammar-Translation method was used on the other half (Classes II).

After we finished the lesson, we tested all the students in both Classes I and II. This was to determine whether or not there were any differences in the comprehension between Classes I and II.

At the same time, we presented a questionnaire which had the same items as before (See pp. 9-10) in Classes I. This was for analyzing whether or not there were any differences in students' attitudes toward expressing their opinions before, while and after we put our new lessons into practice.

### **3.2. Details of Our Experimental Lesson Plans**

In accordance with our objectives mentioned in the second chapter, we planned and conducted lessons. Regarding the ways of having students grasp the outline, main points and purpose, we referred to and considered previous studies and reports.

We propose mainly the lesson plans which show how students had their own

opinions of a discourse and how the students expressed (wrote or spoke about) them. We tried never to translate a discourse into Japanese throughout the entire time of these lessons.

### 3.2.1. Lessons for Understanding the Outline, Main Points and Content of a Discourse

#### (1) Before Reading

Students are given questions about textbook pictures or are verbally directed to textbook words which are often heard in Japanese daily life, in order to have students guess what the passage is about, the type of characters that appear and where and when events occur.

#### (2) While Reading

We each made handouts including the following tasks:

##### ① Q & A

The number of questions asked is at most three or four in a section. These should be easy with students answering only by quoting a sentence or phrase in a discourse.

##### ② Completion of a list, chart or dialogue (See Figure 1, 2)

A discourse flow chart-type table, or a short dialogue is given to students to fill out with suitable words, phrases or sentences.

Lesson 6 "Silent Language" Handout ①  
(p.59 last ~ p.61. 1.2)  
各パラグラフ(段落)の Topic Sentence を書き込み、この部分の構造を整理しよう。

(例)ウェーターを呼ぶ時に指を鳴らす

{

}

forming a ring with the fingers

{

日...

米...

crossing one's forefingers

{

in many countries...

Chinese.....

Figure 1

本文の内容を筆者 Bob と母親 Mom の対話に書き換えた。次の空欄を埋めよ。

Mom: You came home very early, didn't you ?

Bob: Yes. I walked right after school because \_\_\_\_\_ tomorrow.

Mom: Then you'll have to stay up late studying for several days.

Bob: \_\_\_\_\_ have caught up with me.

It's \_\_\_\_\_.

Mom: What tests do you have tomorrow ?

Bob: \_\_\_\_\_ and \_\_\_\_\_. I'll spend \_\_\_\_\_.

Mom: How about History ?

Bob: I won't even bother with History because \_\_\_\_\_ and I think I'll do my best on that one anyway.

Mom: I wish you good luck.

Figure 2





### 3.2.2. Lessons for Students' Opinions and Expressing Them to Others

All the teachers know the importance of having students write or speak about their own opinions about a discourse, though we don't exactly know how. Here we propose four ways depending upon the kind of reading materials.

- (1) Role Playing (See Figure 4): for reading materials such as commentaries, historical articles or novels

First, this activity is useful for students to understand the characters' and the writer's thoughts and patterns of acting, and secondly, to establish their own opinions about them.

Figure 4

#### Procedure

- 1) Divide a class into groups and have each group decide which character they will play. The number of groups depends on the number of characters.
- 2) Have each group write questions about the other groups' characters.
- 3) Have each group present these questions.
- 4) Have the group questioned present their answers based on the thoughts or patterns of acting of the character they play.

" Question & Answer in Role Playing "

★ Now, we will do "Role playing". The following are the roles you will play. Choose any of them your group members like.

1. Narrator    2. Knight (in the Middle Ages)  
3. Member of the Turnpike Trust    4. Driver of an American wagon

Your Group plays No. \_\_\_\_\_

★ Write one question to two groups each in English such as an example below.

ex. : Our group wants to ask a "Knight" group.  
      "Why do you want to ride on the left of the road?"  
      Our Group wants to ask a "Member of the Turnpike Trust" group.  
      "What are toll gates?"

• Our group wants to ask a ..... group.  
   ".....?"

★ Present your group's questions and listen to other groups' questions. If the question is to your group "role", write it down below.

Group No. _____	Questions
.....	.....
.....	.....
.....	.....

★ Try to think and find out your group's answer(thought) to the other groups' questions so that it matches the content of the passage.

①.....  
②.....  
③.....

★ Present your group's answer to the class as follows.  
"Our group answers to Group .....  
....."

- (2) Writing Experiences: for materials such as a diary and memoir
- This type of reading material is relatively easy for students to make their own opinions because they have had similar experiences or quite different ones and can compare. Thus in this activity, direct instructions are given:

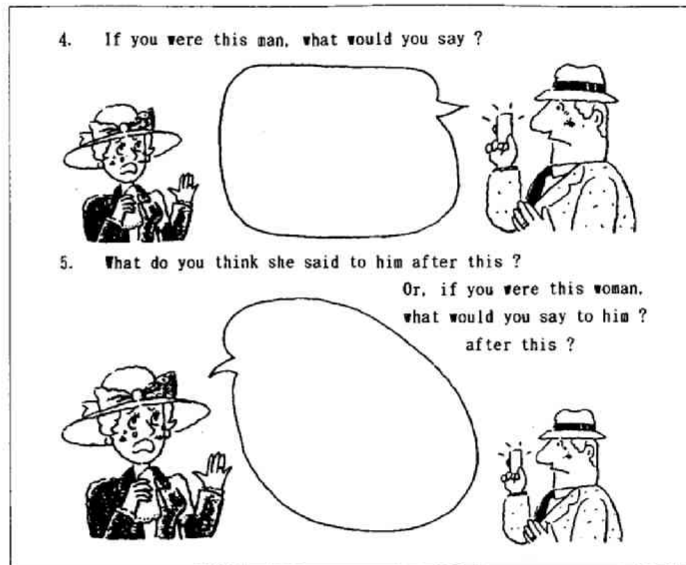
"What do you think of his/her behavior?" or  
"If you were he/she, what would you do? Why?"

(3) Conversation Making (See Figure 5): for materials with substantial dialogue

Procedure

Figure 5

- 1) Put blanks in dialogue parts.
- 2) Have students write their own words, giving such instructions as "If you were this man, what would you say?" or "What do you think she said to him after this?"



(4) Categorizing Sentences or Paragraphs (See Figure 6)

This activity is an expanded version of "After Reading Activities."

(See 3.2.1.(4))

Lesson 5 *Let's try to express what you're thinking !*

Class \_\_\_\_\_ No. \_\_\_\_\_ Your name \_\_\_\_\_

★ 1. Classify the sentences or paragraphs by any category below, and write, or outline the paragraphs (Japanese is OK).  
You can write as many sentences or paragraphs as you want, and Japanese is OK.  
(本文全体の内容を文章あるいは段落ごとに、分類してみよう。下のカテゴリーの中から自分が持った意見と同じものを選び、それに該当する文章または段落を書こう。段落の場合はその概要を記入すればよい。あてはまるものがあれば、いくつ記入してもよい。日本語での記入も可。)

I agree .... / I don't agree .... / I have never known .... / I already knew .... / It is important for me ....  
It is not important for me .... / I'm interested .... / I'm not interested .... / I was impressed most .... /  
I really understand that ... / I don't understand that ...  
その他自分自身の category でもよい ( )

カテゴリー		Why do you think so ?	Write your comments about your friend's opinion.  <div style="text-align: right;">(Your name )</div>
カテゴリー		Why do you think so ?	Write your comments about your friend's opinion.  <div style="text-align: right;">(Your name )</div>

★ 2. Write why you think or feel this way ? Write in the right blanks. (You can answer in Japanese.)  
★ 3. We will pass this handout among your friends. After reading what your friends have written, write your own comments to your friends. (Japanese is OK.)

Figure 6

## Procedure

1) To give students many items such as:

I was most impressed by ...

I think it is very important that ...

I don't think it is important that ...

I really understand that .../ I don't understand that ...

I agree that .../ I don't agree that ...

At this stage category items are only listed. The students can think for themselves which items are the closest to their own impressions and can choose any category they like.

2) To have students find and write out sentences and paragraphs suitable to the category items they chose.

3) To have students write what they think. This may be a little bit difficult for some students, so they can write in Japanese.

4) To have students exchange their handouts.

5) To have students read what their classmates wrote and write their own comments.

※ Between 3) and 4), we can add another activity to have some of the students read aloud what they wrote. This helps students get accustomed to stating what they think in their mind, and in front of others.

※ When doing this activity, group work is highly recommended. Students feel more relaxed in such types of working. A relaxing atmosphere is very important in order to have them express themselves.

### 3.2.3. Analysis Testing

As stated before, we gave the students a test consisting of three parts:

- ① True or False questions
- ② Fill-in-the-Blanks questions  
(given a choice of answers)
- ③ Flow chart-type table with questions (See Figure 7)

The following is a basic structure of the whole passage in Lesson 5. Which sentence or phrase should be put in each blank? Answer with number.

Title : The Growth of Roads

§ 1	The first good road in Europe	1st paragraph	( )
		2nd paragraph	( )
§ 2	( )	1st paragraph	The situation of roads and traveling in the Middle Ages
		2nd paragraph	( )
§ 3	( )	1st paragraph	The improvement of roads in Europe
		2nd paragraph	( )
		3rd paragraph	( )

1. The improvement of roads in Europe and the situation of America.
2. How the custom of riding on the left of the road began.
3. How and why the Romans built the first good roads.
4. A period of confusion.
5. The system of turnpike roads.
6. How the custom of riding on the left began up in America.
7. Three features of the Roman roads.

Figure 7

#### 4.1. Comprehension Test Results

The following is the comprehension test averages for both experimental and non-experimental classes.

	School A	School B	School C	School D	School E	Average
Classes I	77.8	33.9	65.3	85.0	62.3	64.9
Classes II	75.6	35.5	61.0	82.0	60.1	62.8

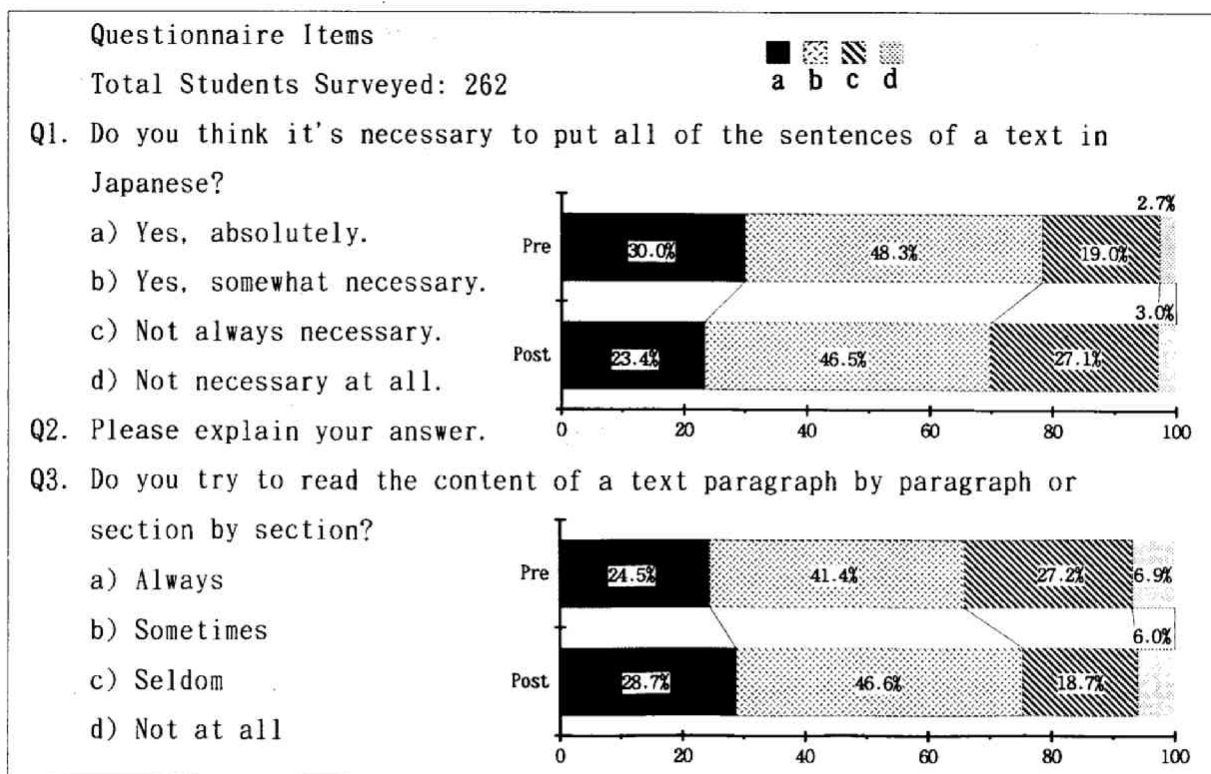
Results show that the average marks of Classes I are higher than those of Classes II except at School B. Our experimental lessons improved reading comprehension.

The texts used in our lessons were different from school to school, and thus the difference in the comprehension tests. The low scores at School B may be because the school's comprehension test was too difficult due to the following factors:

- (1) A choice of answers wasn't given in the Fill-in-the-Blanks questions at School B.
- (2) The reading material from the text used at School B was made up of sections written by different writers.

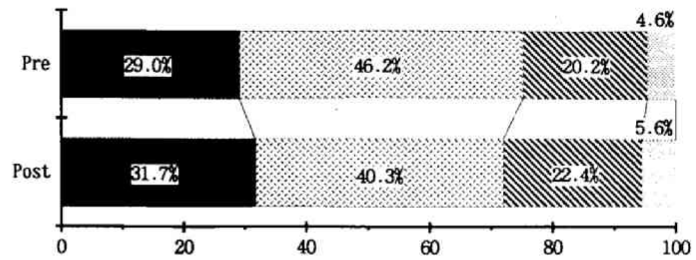
#### 4.2. Reading Questionnaire Analysis

The same questionnaire was sent to Classes I before and after experimental lessons. The results are as follows:



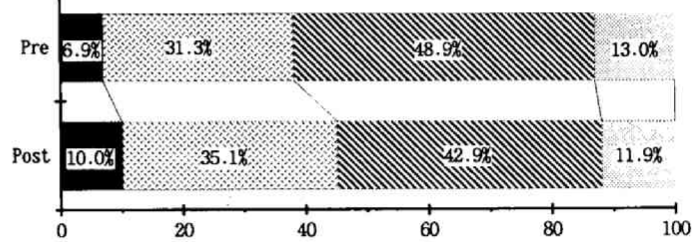
Q4. Do you try to grasp the outline or the main points of the content of a text?

- a) Always
- b) Sometimes
- c) Seldom
- d) Not at all



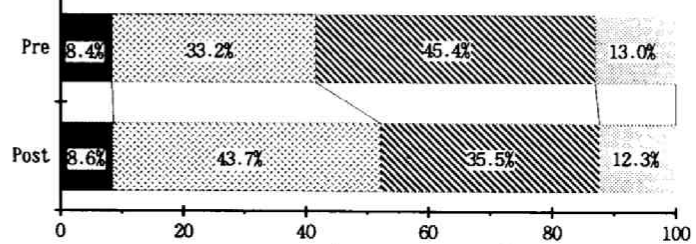
Q5. Do you consciously consider what a writer wants to say when you are reading the content of a text?

- a) Always
- b) Sometimes
- c) Seldom
- d) Not at all



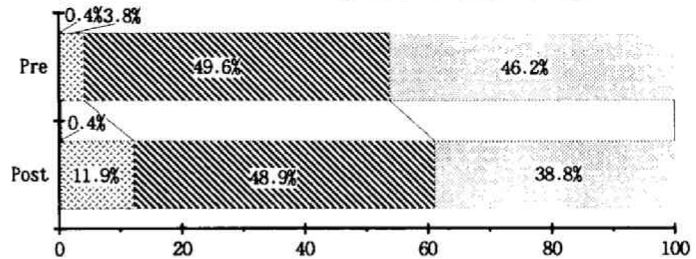
Q6. Do you have your own ideas or impressions about the content of a text?

- a) Always
- b) Sometimes
- c) Seldom
- d) Not at all



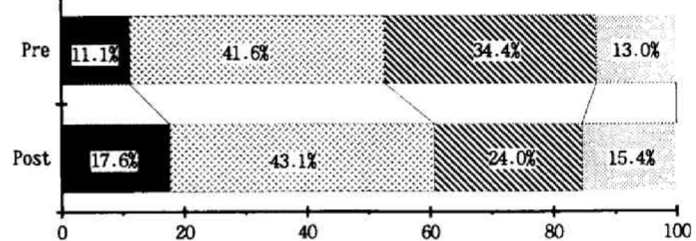
Q7. Do you want to speak or write your own ideas or opinions about the content of a text?

- a) Always
- b) Sometimes
- c) Seldom
- d) Not at all



Q8. Do you read aloud in a manner appropriate to the content of a text?

- a) Always
- b) Sometimes
- c) Seldom
- d) Not at all



Q9. Write your opinions about READING if you have any.

In order to evaluate changes in the students' attitudes, we compared the percentages from answers a) and b) in each question of the questionnaire before and after the experimental lessons.

There are intended changes to the answers to Questions 3, 5, 6, 7 and 8. In each lesson, activities expressing opinions were used, instead of translating every sentence, as well as exercises for comprehending paragraphs. While doing this, the students naturally tried to grasp the content of the text. In addition, listening to other students' opinions deepened their comprehension and encouraged them to express their own opinions. Even among the students who didn't want to express their own opinions about the content of the text, some thought it was important to do so and agreed they would try to from now on. As well as these tasks, we gave a lot of reading time in class. Admittedly these kinds of tasks and a lot of reading time encouraged students' to express their own opinions. The students communicate about the other students through these activities as well as about the writer.

On the other hand, there is a decrease in the number of the students who understood the content of the whole text, as seen in the answers to Question 4. As a result of giving them various tasks in every period, we may have spent too much time on each section of the text and didn't push our students on. Instead, we should have had more tasks after they had read the whole text through so that they could try to grasp the full meaning. Besides, we may have needed to urge our students to take more reading time at home rather than in class.

Question 1 answers show there is a decrease in the number of the students who think translation is necessary. As stated above, through various tasks many students found it possible to understand the text without translation. However, others found it necessary to translate every sentence in order to prepare for examinations. They seem to regard direct translation as the main means of comprehension. Changing students' overreliance on translation with only a few experimental lessons won't be easy, but it would be possible with gradual daily lessons.

##### **5. Conclusion and Points for Further Study**

In this study, we have discussed ways to foster students' attitude toward communicating in English. We conducted experimental lessons, paying close attention to fostering the students' positive attitudes about speaking or writing their own ideas in English. Thus our conclusion is:

- (1) To give various tasks and more reading time encourages students to grasp a paragraph or two. However, spending too much time on a text may discourage students.

- (2) It is up to teachers, not students, to decide whether all of the sentences are translated into Japanese. Depending on a teacher's preference, the grammar-translation method of learning English may continue to be used despite the obvious improvements in learning what this study reveals.
- (3) Students should be taught that English is not just an examination goal but also a means of communication.
- (4) We should improve upon the teaching method provided with several factors which determine success in comprehending texts.

As a result, many students tried more positively to grasp the content of written discourse and speak or write their ideas about it in English than before, even if we had only an experimental lesson. Further investigation of this teaching method is requested along with continuous guidance for the whole year of teaching.

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Group B

A STUDY ON ENCOURAGING STUDENTS TO WRITE IN ENGLISH  
AS A MEANS OF COMMUNICATION

**I Introduction**

One of the objectives of foreign language education is to develop students' positive attitudes toward communication in a foreign language. This objective has been set up on the basis of the new concept of learning, which is one of the fundamental ideas of the New Course of Study. In the traditional concept of learning, the knowledge and the skills acquired through learning are emphasized. In the new concept of learning, on the other hand, the process of learning is stressed as well as knowledge and skills. In learning English, a great emphasis must be placed on the process of developing students' positive attitudes toward communication in English and their willingness to do so. With the focus on the process of writing in English, we have researched how to develop students' positive attitudes toward communication.

What makes students feel it difficult to write in English? How can we take away the barrier in their ways? Our research has started from these questions. If we can get the proper answers to these questions, we will be successful in developing students' positive attitudes toward communication through writing in English. In order to find out effective ways to develop students' willingness to write in English and develop their positive attitudes toward communication through writing in English, we have made a survey on how students feel about writing in English and analyzed its results. Next, on this analysis, we have made a hypothesis. And on this hypothesis we have conducted some experiments and, by analyzing their results, reached a conclusion.

**II Pre-survey**

We did a survey of students' attitudes toward writing in English to find out the problems contained in present activities. The number of students who cooperated this survey was 294 from 8 high schools.

**QUESTIONNAIRE**

1. What kind of opportunity to write in English do you have?
  - a. to translate Japanese into English 74%
  - b. to write in English based on a certain theme 27%
  - c. to write letters overseas 14%
  - d. to keep a diary 3%
  - e. others 23%
2. What do you think is important when you translate Japanese into English?



- |  |                                      |
|--|--------------------------------------|
| a. to write grammatically correct sentences  | 69%                                  |
| b. to convey the meaning of Japanese sentences correctly in English                      | 57%                                  |
| c. to spell correctly  | 52%                                  |
| d. to use capital letters correctly  | 25%                                  |
| e. to translate Japanese into English word by word                                       | 21%                                  |
| f. others  | 6%                                   |
| 3. What do you do when you find difficulty writing in English?                           |                                      |
| a. to look up dictionaries and grammar books   | 85%                                  |
| b. to consult friends  | 37%                                  |
| c. to organize the idea before starting to write   | 29%                                  |
| d. to collect the expressions learned before   | 26%                                  |
| e. to ask teachers   | 22%                                  |
| f. others  | 12%                                  |
| 4. Do you think writing in English can be a means of communication?                      |                                      |
| a. yes            69%  | b. no            31%                 |
| 5. Have you communicated with others using written English?                              |                                      |
| a. yes            27%  | b. no            73%                 |
| 6. What do you think is important when you write in English as a means of communication? |                                      |
| a. to organize the content   | 71%                                  |
| b. to use easy expressions   | 58%                                  |
| c. to write in neat letters  | 51%                                  |
| d. to spell correctly  | 41%                                  |
| e. to be conscious of the readers  | 37%                                  |
| f. to write grammatically correct sentences  | 27%                                  |
| g. to use the capital letters correctly  | 14%                                  |
| h. others  | 5%                                   |
| 7. On what theme would you like to write in English?                                     |                                      |
| 1. the themes closer to your lives   | 2. social problems                   |
| a. my hobbies            47%   | a. environmental problems    46%     |
| b. my dreams in the future    34%  | b. racial problems            19%    |
| c. my friends            31%   | c. bullying                    18%   |
| d. my family            24%  | d. school rules                16%   |
| e. school life            20%  | e. marriage                    13%   |
| f. traveling            18%  | f. religion                      12% |
| g. my home town            12%   | g. economy                    3%     |
| h. others                9%  | h. others                        15% |

Question 1 shows that for 74% of the students' opportunities of writing in English is translating Japanese into English. In Question 2, their greatest concern in translation is the correctness of grammar, spelling and usage. Question 4 and 5 revealed that 69% of the students think writing in English can be a means of communication but that 73% of them have no opportunity to communicate in written English. Compared with Question 2, 71% of the students put priority on content of the writing and more than half of the students think the way to express themselves is important.

In order to find the themes on which students feel like writing in English, we set up Question 7. As for the themes closer to their lives, 47% of the students chose the theme "hobbies", 34% "dreams in future", and 31% "friends". In social problems, 46% of the students find the theme "environmental problems" interesting.

### **III Rationale and Hypotheses**

What is communicative writing? What is the best way to motivate students to express themselves in written English?

As revealed in the research, students regard writing activities as a means of communication, but they seldom have opportunities to communicate through writing in English.

There are some reasons why students hesitate to write. One is that they don't have a real audience to whom they can send their messages in written English. In fact, they have a lot of ideas or opinions, but a lack of vocabulary or ability to combine and arrange sentences keep them from using written English as a means of communication. Another reason is traditional approaches to writing. Currently too much emphasis has been put on grammatical correctness and sentence construction. In conventional classes of English composition, students have often been made to do mechanical pattern practice of translation. Topics of composition were assigned by the teacher rather inappropriately and students did not write for real readers — the only reader they could imagine was the teacher as an error-checker.

To encourage students to write more communicative English, we need to change such solitary activities as mere translation, into more interactive activities.

As Robin C. Scarcella and Ron White say, "it is necessary for students to be aware of real readers and to interact by getting feedback from them." Through a recursive process of careful drafting, structuring, revising and evaluating, we can make our ideas clearer and more explicit to the readers.

From these points of view, we have made the following hypotheses:

1. Topics should be as real to the students as possible. It might interest them and stir readiness to write their own ideas.
2. The readers should be known to the students as real people, close audiences. The students will get immediate feedback, reaction and comments from the reader, which will give them the confidence or inspiration to communicate with each other.
3. A process-focused approach to writing is listing ideas, careful drafting and self-revising with peer evaluation and response. This approach will help the students to develop their ideas into more communicative messages, and to learn an acceptable and appropriate form for expressing themselves.

#### **IV Procedure**

In order to achieve our final goal, as you see in the previous chapters, we provide a theoretical framework for the actual writing as follows. Some experimental lessons were carried out based on the following procedure.

1. **GROUP DIVISION:** Put the students into pairs or groups so that they can discuss a topic with each other.
2. **ANNOUNCEMENT OF A TOPIC:** Give them a topic based on the questionnaire (Pre-survey 7) so that they can discuss and write their ideas.
3. **BRAINSTORMING AND LISTING:** Provide the students with enough time to write down as many ideas as they can think of on the topic and have them complete a list of ideas on the worksheet in English or Japanese.
4. **MAJOR IDEAS AND MINOR ONES:** They should then try to divide the ideas above into major ones and minor ones.
5. **ADDITION OF SOME INFORMATION:** When they finish the listing activity, they can add some information to the ideas to make them clearer. Provide the students with a vocabulary list if it is necessary.
6. **CENTRAL IDEA:** The students should select one idea as a central one from the list of major ideas.
7. **TOPIC SENTENCE:** They are required to put the central idea into a sentence. The teacher monitors and discusses their writings with them in a cooperative way.
8. **CORRECTION:** The students submit their worksheet, and the teacher gives some advice on it and corrects errors if any.
9. **WRITING THE FIRST DRAFT:** They write the first draft based on the ideas they outlined in the previous stages.

10. GROUP/PEER EVALUATION: When they finish completing the first draft, it is shared and discussed with others in a group. They are required to comment on his/her work in a helpful way.
11. TEACHER EVALUATION: The teacher writes his/her comments on each work in order to encourage the students in this activity.
12. REVISING/REWRITING: The students revise their first draft referring to the comments by other writers and their teacher.
13. SHARING: When they have finished completing the final draft, the teacher selects some outstanding works and shows them to the class.

## V Experimental Lesson Plan

### A: Informative Approach

This approach is for the students who have little experience to write their own ideas in English. This "Informative Approach" enables students to list ideas of topics that they are familiar with. It takes about five class sessions. In addition, as an optional exercise, the completed copies of writing can be exchanged between schools / classes for reading and / or making and receiving additional comments.

It was carried out at four Tokyo Metropolitan high schools : an agricultural, a commercial, a night-time course school, and a day-time course school. Included in the exercise were 45 first-year students, 90 second-year students, and 76 third-year students. Exchanging comments on their works between schools was done at the agricultural school and the commercial school.

The students chose a theme from "What I like" or "People I like". These were selected according to the results of the previous questionnaire (cf. II Pre-survey). The students were encouraged to think why they like *it* or *the people* and learned how to develop his or her idea logically. The procedure was as follows:

Preparation: Put the students into pairs or groups

DAY-1(Worksheet#1): Choose a theme → Free Discussion with questions and / or Teacher's assistance → Listing → Main / Minor ideas → Topic sentence in Japanese or English → Hand in the worksheets

DAY-2(Worksheet#2): Rewrite the topic sentence in English → Exchange the worksheets and write questions and comments in Japanese → Hand in the worksheets

DAY-3(Worksheet#3): Write the first draft → Exchange it → Evaluate and comment

DAY-4(Worksheet#4): Rewrite the first draft → Exchange it and make comments  
Optional Period : Exchange their works between schools for additional comments  
DAY-5(Summarizing Period)

**B**: Persuasive Approach

The overall aim of this experiment is (1) to give the students the opportunity to regard writing not merely as a means of personal expression, but also as a dialog in written language, and to convey their viewpoint to the reader and enable the reader to see things from the writer's angle, and (2) to give them the confidence to discuss, share and write their ideas on controversial issues or events on which they are likely to have different views.

The experiment was carried out in four Tokyo Metropolitan high schools:school A, B, C and D, involving 44 first-year students, 39 second-year students and 83 third-year students. This approach is characterized by some activities such as reading the materials which have some current issues(see below), organizing ideas through \*SPRE/R approach(Michael Hoey 1983), making up the conclusion and exchanging the works among these schools.

These activities are equally interesting to all levels of learners, but they are likely to work at the intermediate level and above. We contend that this approach would be an effective and productive means of arousing the students' interest in writing. It has the following stages:

DAY-1: Preparation, 50 minutes

Group Division→Introduction of reading materials→Reading

DAY-2: Activity [1] , 50minutes

Listing→Main ideas and minor ones→Addition of some information  
→Topic sentence

DAY-3: Activity [2] , 50minutes

Analysis and organization(SPARE/R approach)→Conclusion→First draft

DAY-4: Activity [3] , 50minutes

Teacher's comment/Peer evaluation and student's comment

DAY-5: Activity [4] , 50minutes

Revision/Rewriting→Exchanging the works/letters→Feedback

## Sources of the reading materials & Topics

School	Sources of the reading materials	Topics
A	1. Sunshine English Course II (Kairyudo) 2. Only One Earth (Kirihara)	(Lesson 5) People and Environment —The Amazonian Indians— (Chapter 4) Tropical Rain Forest
B	Green Issues (Kirihara)	1. (Prologue) Our Earth's Environmental Crisis 2. (Chapter 14) Whiter Garbage?
C	Student Handbook	School Regulations
D	Japan Times	1. Nuclear Tests 2. Job-hunting

\* SPRE/R APPROACH (Michael Hoey 1983): An important way of organizing ideas, described by Michael Hoey in *On the surface of discourse* (1983), is as follows: SITUATION (What is the present situation?), PROBLEM (Is there a problem?), RESPONSE (How can the problem be dealt with?), EVALUATION (Which of the solutions is likely to be the best?). Such an ordered set of questions defines the basic ideas, thus providing a framework for the actual writing.

## VI Results and Analysis

### <Results>

After the lessons, we made another survey to the students so that we could know how effective the experiments were in encouraging the students to communicate through writing in English, and find out what problems we had yet to solve.

We surveyed 137 students with the informative approach and 160 ones with the persuasive approach. The questionnaire and the results are as follows:

**A** shows the percentage of the students taking the lessons with the informative approach; **B** shows that with the persuasive approach and 'total' shows the percentage of all the students surveyed.

POST-SURVEY

1. Were you interested in the theme?

	yes	no	neutral	
A	23	25	52	(%)
B	54	17	29	
total	40	20	40	

2. When you wrote English in class, which of these did you have trouble(s) in?

	A	B	total	
a. words and phrases	55	50	52	(%)
b. making sentences	72	63	67	
c. organizing the content	46	43	44	
d. what you wrote about	31	19	25	

3. In class, you wrote sentences in English step by step. Did each of the steps help you compose the sentences?

- a. make a list of items or images which come into your mind in Japanese
- b. divide those items or images into major ones and minor ones
- c. write a topic sentence
- d. organize your ideas according to the topic sentence
- e. write what you think in English, referring to the questions or the remarks given by your friends and the teacher
- f. have material(s) before you work on writing sentences
- g. make up your conclusion

	a			b			c			d			(%)
	yes	no	neu-tral	yes	no	neu-tral	yes	no	neu-tral	yes	no	neu-tral	
A	48	9	43	28	24	48	40	15	45	42	8	50	(%)
B	70	12	18	36	28	36	75	9	16	69	6	25	
total	60	10	30	33	26	41	59	12	29	57	7	36	

	e			f			g			(%)
	yes	no	neu-tral	yes	no	neu-tral	yes	no	neu-tral	
A	46	13	41	/	/	/	/	/	/	(%)
B	59	17	24	53	14	33	61	7	32	
total	53	15	32	/	/	/	/	/	/	

\*Steps f. and g. were applied in the persuasive approach only.

4. Now that you finished your work, do you agree to the following remarks?
- I was able to write better than I had expected.
  - I learned the usages of the new words and phrases.
  - What I wanted to express came to be clearer than before.
  - I tried to write for the readers to understand without difficulty.
  - I was encouraged to write by the friends' remarks.
  - I found writing in English could be a means of communication.
  - I would like to continue to write in English.

	a			b			c			d			(%)
	yes	no	neu- tral	yes	no	neu- tral	yes	no	neu- tral	yes	no	neu- tral	
A	44	32	24	34	30	36	21	27	52	37	19	44	
B	48	27	25	44	27	29	38	29	33	56	19	25	
total	46	29	25	40	28	32	30	28	42	47	19	34	

	e			f			g			(%)
	yes	no	neu- tral	yes	no	neu- tral	yes	no	neu- tral	
A	22	38	40	38	24	38	15	47	38	
B	21	33	46	49	19	32	36	27	37	
total	21	35	44	44	21	35	26	36	38	

5. What do you like to do concerning writing English in the near future?

	A	B	total	(%)
a. write in English as often as possible, for example, in class	28	36	36	
b. write letters in English	15	24	20	
c. write notes or messages in English	16	14	15	
d. keep a diary in English	12	10	11	

6. Write anything you felt in class.

Typical remarks the students gave us are as follows:

I enjoyed the lessons.

I still find it difficult to write in English.

The time was not enough to complete the sentences.

I want to write again in some other themes.



I feel confident in expressing myself in English.

I deepened my thought about one of the social problems.

To know my friends' opinions was interesting.

#### <Analysis>

About the themes, we selected the ones which were supposed to interest the students, referring to the results of pre-survey Q9. In the persuasive approach, we judge that our selection was successful. However, in the informative approach, around 30% of the students had troubles in 'what you wrote about'. We think that is because in the former approach, we gave the students the themes 'What I like' or 'People I like'. With these themes, they could think of wide range of topics and it might have perplexed them. (see Q1 and Q2-d)

It is noticeable that 67% of the students had troubles in 'making sentences.' That means we must not neglect the way to teach the students how to make basic sentences in English. (see Q2-b)

In addition, in pre-survey Q8, 71% of the students realized the importance of 'organizing the content'; when they have actually written, around 45% of them said that they had troubles in it. (see Q2-c)

About the procedure, we judge that our way effectively helped the students write in English, because in most of the items in Q3, those who answered 'no' make up less than 16%. From the figures in Q3, we find that the students think that the following outline is effective: writing a topic sentence, organizing ideas according to the topic sentence, and making up the conclusion.

About the students' remarks and responses, we have a discussion as follows:

From the figures in Q4-g along with all the other figures in Q4, we judge that our method was instructive to the students with persuasive approach. It means that to show the students some materials beforehand and to give them a specified theme were effective for them to compose their sentences.

In most of the items in Q4, the students who said 'neutral' make up more than 30%. We applied to the students our series of study only once, if we continue to give lessons like this way, these figures are expected to go down.

From the figures in Q4-f, we have to admit that we could not let them encourage enough to write further by their friends' remarks. However, we found they enjoyed reading their friends' papers and writing their remarks on them, which is shown in Q6.

From the figures in Q4-a and d, we are convinced that we were able to make the students feel confident in writing in English, as well as to make them understand

the communicative aspect of our method.

From the figures in Q4-e, in comparison with those in pre-survey Q4 and Q5, we see that more than 70% of the students had never communicated through written English before the lessons, but that about half of them have realized that writing in English could be a means of communication. We judge that the lessons were successful in making the students realize the communicative aspect of writing in English.

## **VII Conclusion**

We had made the hypotheses before. Here is the consideration for each of them.

1. The topics: we made a survey of the topics students were most interested in and let them write about the topics based on the results of the survey. We selected two different themes; one was about their personal lives and the other was about social problems. We assumed that the personal themes would be easier for the students to write about than the social ones. But the results were not what we had expected. It took longer for those students who wrote on the personal themes to decide what they would write about. That might be because the range of the themes was so wide that they had difficulty in generating their own ideas. On the other hand, on the themes of social problems, the students were encouraged in the activity eagerly and made better writings both in quality and in quantity. This is shown in the figures of the Q4-g of the post-survey. There would be two reasons. One is that the topic itself was current and specified to discuss. The other is that they got some information and knowledge on the theme beforehand. We conclude that the theme should be not only real for the students but also easy to focus on.

2. The consciousness of the readers: as we can read in the figures of Q4-d of the post-survey, they tried to catch the message from the writers. It seems that the students have realized that writing can be a means of communication.

3. The process-focused approach: the figures of the Q3 of the post-survey show us that the students regarded almost all the process of these experimental lessons as effective. Many students said; "It was a hard work for me to write in English, but this activity was interesting to me." This remark proves that our approach works well. The students successfully wrote their ideas through this process.

From the consideration stated above, we conclude that our approach is effective to lead the students to write their own ideas and to communicate with each other positively. The students enjoyed the communicative writing activities, especially when they exchanged their works in a group, in a class, and between schools. Many students tackled the task with much more enthusiasm. And some of them said, "When I

read the excellent writings of my friends, I hope to write as well as they did.”

Our method will be more effective, if we continue this kind of activity systematically. Though we tried this activity only once, 26% of the students answered, “ I would like to continue to write in English.” We regard it as a fairly high percentage. We can expect more and more students will be encouraged to communicate through writing in further lessons in this method. Continuity is the key to a success of this method.

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