平成 8 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

平成８年度
教育研究員名簿（英語）

班	研　究　主　題	学区	所　　属　　名	氏　　名
A	リスニング活動に於いて積極的に聞こうとする態度を養う指導の工夫	3	都立四谷商業高等学校	鈴　木　正　之
		6	都立農産高等学校（定時制）	中　人　　　薫
		6	都立墨田川高等学校	長谷川　清　隆
		8	都立東大和高等学校	栃　倉　和　則
		9	都立東村山西高等学校	朝　倉　喜美枝
		9	都立清瀬高等学校	杉　浦　　　昭
B	コミュニケーション能力を高めるための指導の工夫－特にスピーキングにおいて	1	都立羽田高等学校	八百板　智　子
		3	都立大泉北高等学校	栗　原　敦　子
		3	都立豊多摩高等学校	村　本　直　美
		6	都立小松川高等学校（定時制）	磯　崎　さゆり
		9	都立小金井工業高等学校	乙　幡　博　之
		10	都立府中高等学校	藤　丸　俊　宏

担当

教育庁指導部高等学校教育指導課指導主事　　　小　林　三代次

日本語抄録

A．リスニング活動において積極的に聞こうとする態度を養う指導の工夫

　リスニングに対する生徒の積極的な態度を育成することは如何にして可能か。この問題に対してA班は、リスニングに先だって何らかの情報が与えられれば効果的な聞き取りが可能になるのではないかと考え、二項対立的な性質の情報の有効性を比較することにより、生徒の能力に即した効果的なリスニング指導を模索した。

　我々の第一の仮説は、「リスニングに先だって与えられた二種類の情報のうち、習熟度の高い生徒はテキストの蓋然的状況を述べたものをより活用する」。第二の仮説は、「習熟度の低い生徒は語句の個別的な意味を説明したものをより活用する」というものである。

　実験は都立高校6校の380名の生徒を対象として行われた。予め文法・読解の25題の筆記試験を課し、その結果で習熟度・人数のほぼ均等な二集団を作り、さらにその各々を習熟度によって人数のほぼ均等な集団に二分した。最初に作った二つの大集団に前述の異なった情報を日本語の文書で与え、次に難易度やテープスピードを考慮した150語程度の同じ対話を二度聞かせた。その後内容やバランスを考慮した5題25点満点の理解度テストを行った。

　その結果、本論のグラフ等からも確認できるように、前述の二つの仮説は立証されたと我々は考える。

　リスニングの過程は実際にはこのように明確に二分されるのではなく、むしろ相補的なものだといえるだろう。実際の指導に於いては、この結果を考慮しつつ、生徒の習熟度に即した方法をとることが望ましいと思われる。

B．コミュニケーション能力を高めるための指導の工夫 ── 特にスピーキングにおいて

　学習指導要領には、外国語科の目標として、「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。」とうたわれている。コミュニケーションとは、話し手が聞き手に、ある情報、ニュース、感情等を伝えることによって、両者の間でメッセージの交換がなされることである。

　だが、現状を見ると、多くの場合、その目標は達成されていないのではないか、というのが我々の見解であった。その原因を探っていく中で、音読の声が非常に小さい、オーラルコミュニケーションの授業がなかなか活発にならない、英問英答ではYES，NOだけで終わってしまうというようなこと、すなわち、生徒が英語の発話自体に抵抗を感じていることが問題視されるようになった。

　そこで我々B班はこれを解消するために、スピーキングの分野、とりわけ音読、暗唱、スピーチに光を当て、それらが活発なコミュニケーションにつながる必要不可欠な基礎的活動と判断し、その効果的な指導法を研究していくことにした。研究にあたっては、我々の実践が日々の授業で十分に可能で、かつ、継続的に行われることができるものでなくてはならないと考えた。その上でいくつかの実践例を挙げ、その効果をフィードバックしながら検証してみた。

　結果として、明らかに生徒の意識に変化が見られ、こうした活動に、より積極的に取り組もうとする姿勢が生まれた。我々もその重要性を再認識することになった。しかしながら、これはあくまでも第一段階であり、さらにコミュニカティブな活動を目指し、継続して研究をしていく必要がある。

CONTENTS

Group A

A STUDY ON FOSTERING STUDENTS' POSITIVE ATTITUDE
TOWARDS LISTENING IN ENGLISH

1. Introduction

1. 1. Introducing Listening

What is listening? How is it possible to foster students' positive attitude towards listening as well as to develop their ability for it? And on what basis should our study of exploring ways to the students' successful listening start off?

This chapter is to look over the theoretical backgrounds of our hypothesis by contrasting 'binary approaches' to conceptualizing the feature of methodology in teaching listening, both of which represent what is in fact a continuum; therefore teaching practice in the language classroom will fall in between the two extremes and require a combination of the two.

1. 1. 1. Purpose or Function: interaction vs. transaction

We listen for a purpose. In real life, we have a definite non-linguistic reason for doing so. Not only as a way of exercising language skills, activities in teaching listening comprehension should reflect non-linguistic purposes or functions, such as 'interactional' or human oriented and 'transactional' or information oriented. Interaction is concerned with establishment and maintenance of social relationships. The information is heard as the speaker's intention to get the listener to think something or do something such as in daily conversations. Transaction is concerned with transmitting information. The information is heard as statements of fact or opinion such as in listening to news broadcasts.

Non-linguistic purposes have to be consciously superimposed in the form of a task so that students know what to expect before listening. The discourse should be presented to the students in the context of the task which puts them in the position of native listeners. This kind of preparatory work is generally described as 'pre-listening activities. '

1. 1. 2. Kinds of information: inferential vs. factual

As ordinary human beings in everyday life, we constantly encounter partial, underspecified, or lack of information. A native listener recognizes this, and, when it matters, by noting 'facts' or information that has been explicitly stated in discourse, he or she can build up his or her understanding of the overall meaning by 'inferring' or filling in missing information. A competent listener 'knows' a good deal more than is actually said in a message, therefore it is frequently the case that a lot of the content that he or she understands from discourse is not

actually stated at all.

Simply coping with a foreign language takes up so much of students' information processing capacity that they do not perform normal inferencing in the classroom, which they make unconsciously and automatically as competent listeners in their own language. As the uncertainty in the foreign language will obviously be greater, we need to help the students become better able to process 'clues' - to be able to utilize information and to infer appropriately and thus attain reasonable interpretation. They may quite fail to make inferences in the language because they feel that somehow they should only interpret the language that is actually used. It would be a mistake to spend a great deal of time in every class in paying detailed attention to the process of interpretation. It does not matter whether or not they understand all the details of what was said. All that matters is that, in the context of the task, they are able to build up enough reasonable interpretation.

1. 1. 3. Reciprocal processing: bottom-up vs. top-down

Fluent listening depends on the use of 'bottom-up' and 'top-down' processing of information. Bottom-up is a model for speech perception process, which assumes that we perceive speech by building up stages, beginning with the phonemic segments of words and gradually working up to the larger units such as utterance. In top-down processing, as soon as someone begins to speak, the co-operative listener actively marshalls previous knowledge in working out what the speaker is saying, and is trying to narrow down expectations of what he or she is likely to say next. The extent to which one processing or the other dominates reflects the degree of familiarity a listener has with socio-cultural background, situational context and co-text in which listening occurs, and the language he or she is listening to.

The kind of exercises and activities used in teaching listening comprehension should reflect these different processes involved in listening. As students are going to be particularly reliant on bottom-up processing in the early stages of learning the target language, bottom-up listening is often more appropriate for students at basic level language proficiency, although the ability of bottom-up listening is required at all levels of listening. And only later, when their linguistic competence has developed, can they work out the meaning of utterance from the top-down.

1. 2. Hypothesis

The initial hypothesis for our experiment is that, given knowledge of discourse previous to listening in a classroom setting, advanced-level students in language proficiency make more efficient use of 'contextual clues' to make inferences in top-down processing for global or overall understanding of the message rather than of 'lexical' ones to deal with facts in bottom-up

processing for local or detailed understanding. The second is that, with the same knowledge, basic-level students make more efficient use of lexical clues rather than of contextual ones.

2. Methods

2. 1. Students

The experiment was carried out in six Tokyo Metropolitan high schools. The six schools were four general course schools and two vocational course schools. The total number of students involved in the experiment was 380; 272 1st graders, 78 2nd graders, and 30 4th graders. (*4th graders were night-time course school students.)

Prior to the experiment, students of each school were given the same English proficiency test, which consisted of 25 questions about English vocabulary, grammar, and reading comprehension, and the perfect score was 25. In the experiment, which aimed at comparing the effect of pre-listening clues, two 'equal' groups were needed. So, in each school students were carefully divided into two groups (Group 1 and Group 2) on the basis of the scores of the test. Both groups could be said to be statistically the same for the following reasons;

Reason 1: Group 1 had almost as many students as Group 2.

Reason 2: The mean and the standard deviation for each group were about the same.
(See Table 1)

	the Number of Students	Mean	Standard Deviation	Table 1
Group 1	1 9 1	1 7. 0	5. 1 8	→ 'contextual'group
Group 2	1 8 9	1 7. 0	5. 0 5	→ 'lexical'group

In this report, we call Group 1 'contextual' group, Group 2 'lexical' group. With the scores of the English proficiency test, both groups were furthermore divided into two groups, that is, four groups were made. (See Table 2)

advanced-level 'contextual' group (100 students) scores in the test : 25~18 mean : 21. 0	advanced-level 'lexical' group (101 students) scores in the test : 25~18 mean : 20. 9	
basic-level 'contextual' group (91 students) scores in the test : 17~0 mean : 12. 7	basic-level 'lexical' group (88 students) scores in the test : 17~0 mean : 12. 5	Table 2

2. 2. Listening Test

2. 2. 1. Outline of the test

We conducted the test as follows (What is shown here is just the outline of the procedure. The details are described in 2. 3.):

a) The pre-listening clues were given. (The clues given to the students each time must be one of the two kinds we prepared.)

b) The pre-recorded text was listened to twice.

c) The comprehension test was given to assess the students' understanding.

2. 2. 2. Text

We carefully took a lot of factors into consideration in choosing the text. To begin with, we decided that the total number of the words in the text should be around 150. If the text had fewer words, it would not be able to include meaningful content or stories. Thus the comprehension test might be full of specific questions asking only about particular words and/or expressions. If the text had more than 150 words, most basic-level students would easily get so bored that they would not participate in the experiment.

Under the condition of around 150 words for the text, we thought a dialogue would be better than a monologue or any conversation among more than two people. If the text was a monologue, it would likely be monotonous and lengthy. Once students got lost, it would be difficult for them to keep focused on the text; they would easily give up. In the case of a dialogue, we thought, they would get back to the content with more ease even when they were once lost. And if the text was a conversation among more than two people, the content would be too complicated for many of the students to follow.

We tried listening to a great number of ready-made tapes to pick the most appropriate text, considering we didn't have time to make an original text and tape. Through this activity, we found out that those ready-made texts were roughly classified into two types, according to the contents. The first was the kind of text in which various new facts were intentionally, and 'unnaturally', designed so that comprehension tests asking about those facts could be easily made. In this kind of text, a story of the text tends to be ignored. The second was a design which contained a certain story with a punch line at its end, which cannot be understood unless the whole text is comprehended. We decided on the latter kind because we could test the students' inferential ability as well as comprehension of specific facts in the text.

The text was chosen on the basis of whether or not they fulfilled other criteria as follows:
a) It must not be too difficult for the students in terms of vocabulary, grammar, and syntax, etc.
b) The script on the tape must not be read too fast for the students.

c) The recorded voices must sound clear when the tape is played in the classroom.

This is the manner in which we decided on the text, which was a dialogue between a young man and a young woman talking on the phone. (Copy of the text appears in the appendix.) Here, we have to admit that it is not realistic at all for us to overhear a telephone conversation between a young couple. For all the unreality of the text we still believe that our choice of the text was satisfactory.

2. 2. 3. Pre-listening clues

As we mentioned in '1. Introduction', we prepared two sets of pre-listening clues; 'contextual clues' and 'lexical clues'.

The contextual clues presented the students with the rough idea of what the two people were talking about, and what they should be careful about in listening to the text. Reading the clues, the students should begin inferring the content of the text. In order for them to understand the clues fully, Japanese language was to be used on presentation.

The lexical clues were the list of words and phrases in the text which seemed rather difficult for the students to understand, therefore they were given with the meanings in Japanese. (Copies of both contextual and lexical clues appear in the appendix.)

When we made these two kinds of clues, we ensured that the clues should not be direct hints for any questions of the comprehension test. Otherwise the students could answer the questions as a result of understanding the text by reading clues, rather than the listening activity itself. For example, in the text we used, the fact that the two people were talking on the phone was a crucial clue when the students try to infer the excluded last part of the text. Thus we decided that we should not include any clues on that part in either set of pre-listening clues.

Although there was no objective criterion, we had to consider the balance in the amount of clues between the two sets of pre-listening clues. We are still uncertain whether the clues we made were well balanced in quantity. However, we could correct the gap of the amount of the clues later when we analyzed the means of both groups.

We chose to give both kinds of clues on printed sheets rather than by tape, so that the students would be able to refer to the clues when they listened to the text (first time only). They would otherwise forget the clues easily, and the effect of the clues might have been lessened.

2. 2. 4. Comprehension test

When we made up the comprehension test, we decided to design it as follows:

a) The test should be written in Japanese, so that we can see whether the students really understand the text. If written in English, some students might have difficulties

understanding the questions even though they have understood what they listened to. In addition, some students may infer the answers by searching for the same words and phrases that they have just heard even without understanding their meanings.

b) Since the test should be objective, all the questions should be multiple-choice questions to facilitate us marking the test using the same criterion in each school.

c) The questions should be a mixture of factual questions and inferential questions. Since this test is not one for testing the students' memory, we must avoid asking questions only about specific facts.

d) The test should include a question which makes the students infer the excluded punch line of the text. This type of question can test the students' comprehension of the whole text.

e) Any questions or any choices in answers should not be hints for other questions.

f) Questions and answers should not be too long and complicated. Otherwise, the possibility of the students' misunderstanding of what is written (even in Japanese) will increase. (However, this was difficult to follow in reality.)

----Considering these conditions, we made a comprehension test of five questions, each one worth five points; there are 25 total points. (Copy of the comprehension test appears in the appendix.)

2. 3. Experiment
2. 3. 1. Procedure of the experiment

Listening tests with different clues were given to each of the two groups which were made in 2. 1. The steps were as follows:

1. Let the students read the clues on each sheet (30 seconds).
2. First listening (the students can see the clues).
3. Second listening (the students cannot see the clues).
4. Comprehension test (3 minutes).

* The students were allowed to take notes while listening.

* Students were given a 15-second break between step 2 and step 3.

* The steps of our experiment are illustrated below:
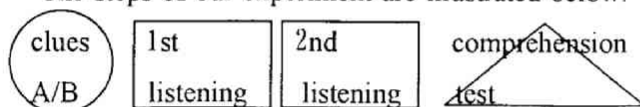
* Here, the A clues refer to the contextual clues, and B to the lexical ones.

* A listening test with the same procedure was carried out for a rehearsal prior to the actual experimentation.

We find this procedure to be the most effective method of experimentation, because students are given the clues prior to listening. Therefore students can listen more effectively during the first and second listening periods.

2. 3. 2. Other combinations considered

Many combinations were taken into consideration prior to the experimentation. Here are two examples:

a) (clues A/B) | 1st listening | comprehension test ◁ (clues B/A) | 2nd listening | comprehension test ◁
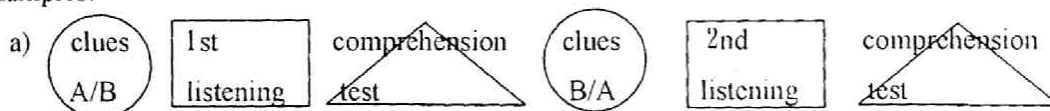
This procedure needs two comprehension tests, because the first set of clues and the second set of clues are different. Therefore, it is difficult to assess on which clues the answers are based. Students might answer only after listening to the tape for the second time or they might also use the first comprehension test as another set of clues.

b) | 1st listening | (clues A/B) | 2nd listening | comprehension test ◁
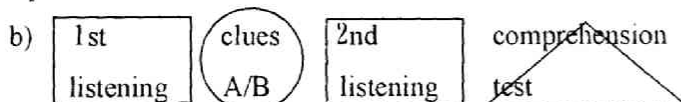
The students are given the first listening without a set of clues. After clues are given, students only have one listening on which they can base their answers. We think it important that students should be given pre-listening clues, therefore we believe this method is less effective.

3. Results and Analyses

Our two hypotheses are that advanced-level students make more efficient use of contextual clues, and that basic-level students make more efficient use of lexical clues.

In order to verify these hypotheses, the work below was done.

First, the means of the comprehension test for both contextual group and lexical group were calculated. (3. 1. 1.)

Next, based on the students' level, each of two groups was furthermore divided into two groups, that is, four groups were made. Then the four means of comprehension test were calculated. (3. 1. 2.)

Lastly, in order to see how advanced-level students and basic-level students differ, the means of two advanced-level groups were compared and that of two basic-level groups were compared. (3. 2.)

3. 1. Results

3. 1. 1. Data - 1

mean of 'contextual' group : 14. 0

mean of 'lexical' group   : 12. 5

In fact, two groups had the remainder in the score because the pre-listening clues were different.

$$14. 0 - 12. 5 = 1. 5 --- A$$

This was used in the correction in 3. 2.

3. 1. 2. Data - 2

mean of advanced-level students in 'contextual' group : 16. 0 --- α_1

mean of basic-level students in 'contextual' group   : 11. 7 --- β_1

mean of advanced-level students in 'lexical' group   : 14. 2 --- γ_1

mean of basic-level students in 'lexical' group   : 10. 6 --- δ'_1

(See Table 3)   Table 3

advanced-level ' contextual ' group α_1 =16. 0	advanced-level ' lexical ' group γ_1 =14. 2
basic-level ' contextual ' group β_1 =11. 7	basic-level ' lexical ' group δ_1 =10. 6

3. 2. Analyses

3. 2. 1. Analysis - 1

First, as the mean of 'contextual' group was primarily higher than that of 'lexical' group, α_1 was corrected with A.

$$\alpha_1 - A = 16. 0 - 1. 5 = 14. 5 --- \alpha_2$$

Next, on the first hypothesis that advanced-level students make more efficient use of contextual clues, α_2 and γ_1 were compared.
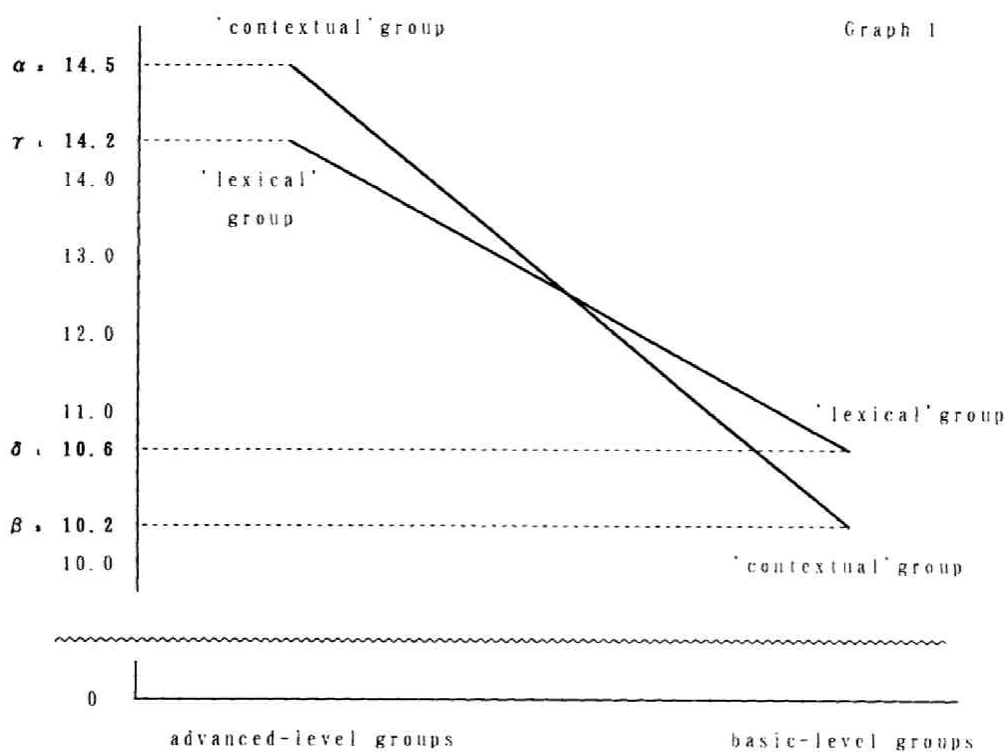
$$\alpha_2 > \gamma_1$$

3. 2. 2. Analysis - 2

First, as the mean of 'contextual' group was primarily higher than that of 'lexical' group, β_1 was corrected with A.

$$\beta_1 - A = 11.7 - 1.5 = 10.2 \cdots \beta_2$$

Next, on the second hypothesis that basic-level students make more efficient use of lexical clues, δ_1 and β_2 were compared.

$$\delta_1 > \beta_2 \quad \text{(See Graph 1)}$$

Graph 1

4. Conclusion and Discussion

4. 1. Conclusion

We can say that our two hypotheses were verified:

1) Advanced-level students make more efficient use of contextual clues.

2) Basic-level students make more efficient use of lexical clues.

The result suggests a way to foster students' positive attitude towards listening.

4. 2. Discussion

4. 2. 1. For further study

We concluded our study as mentioned above. However, a lot of alternatives still remain. The following factors could be taken into consideration for varying results, contrary to our findings.

a) Students: private senior high school students, junior high school students,

university students, etc.

: the number of the students

: subdivided classes/levels

b) Materials: text; story, research, directions, etc.

: the total number of the words in a text

: speech deliverance

: level of the difficulty of the text

c) Clues: the number of the clues

: clues in Japanese or in English

: written or recorded clues

d) Comprehension tests: in Japanese or in English

: true or false questions

: filling in blanks

e) Procedure: when the clues are given

: whether students can read clues while listening or not

: how many times the script should be listened to

4. 2. 2. For classes

Clues to be given must reflect the level of students, as follows:

1) To make use of our study in one-shot classes, it's desirable to mix up both kinds of clues according to the level of students.

2) To make each class contribute to the overall learning goals set for the year, we can change clues from the lexical ones to contextual ones as the level of the students develops.

5. References

Anderson, A. , and Lynch, T. 1988. *Listening.* Oxford: Oxford University Press

Brown, G. , and Yule, G. 1983. *Discourse Analysis.* Cambridge: Cambridge University Press

Brown, G. , and Yule, G. 1984. *Teaching the Spoken Language.* Cambridge: Cambridge University Press

Brown, G. 1990. *Listening to Spoken English (2nd ed.).* New York: Longman

Hatch, E. , and Lazaraton, A. 1991. *The Research manual - Design and Statistics for Applied Linguistics.* Boston: Heinle & Heinle Publishers

Krashen, S. and Terrell, T. 1983. *The Natural Approach: Language Acquisition in the Classroom.* Oxford: Pergamon Press

Lynch, T. 1983. *Study Listening.* Cambridge: Cambridge University Press

Richards, J. C. 1990. *The Language Teaching Matrix.* Cambridge: Cambridge University
    Press
Riverse, W. and Temperley, E. 1984. *Teaching Foreign-Language Skills.* Chicago:Chicago
    University Press
Rost, M. 1990. *Listening in Language Learning.* New York: Longman
Rost, M. 1991. *Listening in Action.* : Prentice Hall International (UK)
Rost, M. 1994. *Introducing Listening.* London: Penguin Group
Underwood, M. 1989. *Teaching Listening.* New York: Longman
Ur, P. 1984. *Teaching Listening Comprehension.* Cambridge: Cambridge University Press
池野良男. 1994. 「"Ｔｏｐ-ｄｏｗｎ　Ｐｒｏｃｅｓｓ"を用いた聴解力の養成」
        『ＳＴＥＰ　ＢＵＬＬＥＴＩＮ（Vol. 6）』東京：日本英語検定協会
清川英男. 1990. 『英語教育研究入門－データに基づく研究の進め方』東京：大修館書店
清川英男. 1994～5. 「英語教師のためのデータの見方・出し方・使い方」
        『現代英語教育（第31巻第1号～第32巻第12号）』東京：研究社出版
小池生夫（編）. 1993. 『英語のヒアリングとその指導』東京：大修館書店
小池生夫（監）ＳＬＡ研究会（編）. 1994. 『第二言語習得研究に基づく最新の英語教育』
        東京：大修館書店
斎藤栄二. 1996. 『英文和訳から直読直解への指導－明日から使える教室技術』
        東京：研究社出版
杉山直之. 1995. 「積極的な言語活動としての「聞くこと」の能力を高める指導の工夫」
        『平成7年度　東京都教員研究生［外国語］報告書』
        東京：東京都立教育研究所教科研究部外国語研究室
竹蓋幸夫. 1984. 『ヒアリングの行動科学－実践的指導と評価への道標』東京：研究社出版
竹蓋幸夫. 1989. 『ヒアリングの指導システム－効果的な指導と評価の方法』東京：研究社出版
竹蓋幸夫. 1995. 「オーラル・コミュニケーションＢの指導法と評価」
        『英語教育事典'95』東京：アルク
田崎清忠（編）. 1995. 『現代英語教授法総覧』東京：大修館書店
田中章夫. Ｒｏｇｅｒ　Ｎｏｒｔｈｒｉｄｇｅ. 1993. 『アクティブ・リスニング』東京：成美堂
津田塾大学言語文化研究所読解研究グループ. 1992. 『学習中心の英語読解指導』
        東京：大修館書店
天満美智子. 1991. 『英文読解のストラテジー』東京：大修館書店
平敷美恵子. 1995. 「英語の聞く力を伸ばす指導法－スキーマ理論にもとづいた3ステップ指導
        法」『ＳＴＥＰ　ＢＵＬＬＥＴＩＮ（Vol. 7）』東京：日本英語検定協会
渡辺時夫（編）. 1996. 『新しい読みの指導－目的を持ったリーディング』東京：三省堂
渡辺浩行. 1994. 『リスニングの指導（英語教師の四十八手・第七巻）』東京：研究社出版
和田　稔（監）. 1992. 『高等学校学習指導要領（英訳版）』東京：開隆堂出版
『英語教育（第42巻13号）特集・これからのリスニング指導を考える』東京：大修館書店
『英語教育（第45巻4号）特集・「聴き取り能力」を高める指導』東京：大修館書店
『現代英語教育（第33巻第8号）特集・英語教育「文章読本」』東京：研究社出版
『平成7年度　研究報告書「英語の理解力を高める指導と評価－「聞くこと」の力を伸ばす指導
        法の改善」』東京：東京都立教育研究所　教科研究部　外国語研究室

Group B
A STUDY ON DEVELOPING STUDENTS' ABILITY TO COMMUNICATE IN ENGLISH
--WITH SPECIAL REFERENCE TO SPEAKING

I. Introduction

Since the New Course of Study was officially announced in 1989, the main objective of foreign language education has been to foster a positive attitude towards communication in a foreign language. Following the concept of the New Course of Study, our group has attempted to develop the ability of students to communicate in English, especially the ability of speaking in English, through various ways.

But in reality, we find that our attempts are not easy when we think about how classes are going on. We have a lot of difficulties in encouraging students to ‘speak’ in English. Though students wish to speak English, many of them will not speak out or they feel it difficult to do so.

For example: Some students hesitate to pronounce English words themselves,

hesitate to read English sentences aloud,

read without any intonations,

read in a small voice.

Others will not speak out even though they can, because they have nothing special to say.

These attitudes mentioned above are all negative ones. We think that the attitudes themselves impede communication in English. We would like to find out what factors cause those attitudes and to search for effective ways through experimental lessons so that we can turn them into positive ones.

II. Aims and Ways of Our Study

We assume that the following are the main factors keeping students from ‘speaking’ in English.

1 Psychological aspects such as the anxiety of failure, embarrassment, shyness, fear of standing out and so on.

2 Practical aspects

1)Lack of opportunity — Students do not have enough chances to express their ideas in front of others.

2)Lack of practice — Students seem to have little confidence in ‘speaking’ activities because of insufficient practice. That may lead to their reluctance toward verbal activities.

In this paper, we define ‘speaking’ as all kinds of verbal activities in English. Among

speaking activities, we emphasize reading aloud, pronunciation practice, making a speech, recitation, drama, skits and so on. Therefore, we think that reading aloud and pronunciation practice can be also regarded as ' speaking ' because they are fundamental elements of communication.

Our goals are as follows:

1)In order to communicate in English with confidence, students should learn how to pronounce precisely, read sentences correctly with accurate intonation and read aloud so that everyone in the class can hear them.

2)Students should be able to express their ideas with emotion in English.

3)Students should recognize the importance of communication and open up to speak more freely.

III. Experimental Lessons

We made various teaching plans to find effective ways of cultivating students' abilities in English regarding speech.

1 Reading aloud and Recitation

1 − 1 Significance of reading aloud and recitation

1)Students can learn English sentence structures and expressions.

2)Students can enhance their own speaking ability using them in/out of class.

3)Students who lack in speaking ability can gain confidence by pronouncing, reading, reciting English properly. And if they can make themselves understood in English to their AET's, or if they are rewarded by the compliments of their JTE's, their confidence will be a further motivation to practice harder.

4)Generally we tend to have one-way lectures, making them passive. By reading aloud altogether in class, they can feel that they are taking part in the activity, attaining a sense of achievement.

5)Despite the large class-size and limitation of time, we can give them more opportunity to speak in English and to get used to English sound.

6)Being conscious of phrase groups, reading aloud and reciting, students can get used to English structures and come to comprehend the content of the discourse directly.

So we regard reading aloud and recitation as important factors to promote their speaking skills.

1 − 2 Pre-survey

We would like to know how students feel in reading aloud and recitation. If their attitudes are not positive, we should know what lies behind them. 258 students from six schools cooperated this survey.

Questionnaire

1)Do you practice pronunciation of new words aloud?

    a Yes 47 %   b No 53 %

2)Do you read aloud in chorus reading?

    a Yes 40 %   b No 60 %

3)Do you read aloud in individual reading?

    a Yes 48 %   b No 52 %

4)Do you recite aloud in/out of class?

    a Yes 27 %   b No 73 %

5)(to those who answer No to each question)

Please choose your reasons among the following.

    a I feel shy about reading aloud or reciting.

    b I feel it troublesome or tiresome to read aloud or recite.

    c I have no confidence in this activity because I do not know or am not sure of pronouncing some words.

    d Others

	a	b	c	d
about Q1	13 %	43 %	42 %	2 %
Q2	17 %	37 %	43 %	3 %
Q3	10 %	19 %	67 %	4 %
Q4	19 %	32 %	46 %	3 %

The result of the pre-survey shows that students have little confidence in how to pronounce words or how to read sentences.   That is why our students read in a small voice, what is worse, hardly read.   It is needless to say that they should practice reading aloud as a fundamental stage, which leads to the next stage, that is, to convey their ideas.   Moreover, it is also necessary for them to practice reciting so that they can read, grasping the content of written discourse. What we should do is to get rid of their anxiety and fear of making mistakes by making them feel confident in reading aloud and reciting.   We assume that if we succeed in doing it, their attitudes toward speaking must be improved gradually.

1 − 3 **Lesson Plans for Reading Aloud and Recitation**

  We paid special attention to the following points.

1)To attach greater importance on pronunciation practice of words

If necessary, we allow students to note down how to pronounce in Japanese in their textbooks or handouts.

2)To give them some handouts for preparation in advance

On the handouts, we divided each sentence into some parts by the phrase groups and

marked the stresses.　　And then we instructed them to try to read aloud and comprehend the outline and/or main points of the content of written discourse directly by the phrase group.　　We assume that it might be easier for students to accept this way, which will be helpful to the activity of recitation.　　(See Figure 1)

3)To introduce recitation as a way of review

Students should prepare for reciting one or two sentences which they have already understood from the previous lesson.　　In advance, they are assigned the part they should recite.　　After their recitation they should answer the questions about the content of what they recited.

Figure 1

"Áustria,"/ Géorg sáid/ in téars,/ "you are nót déad./ You will líve ón / in our héarts."/ We all wépt. / The líttle gírls didn't understánd/what it was all abóut,/ but their yóung héarts/ félt the sórrow of the hóur./ "Lísten!" said Wérner,/ ópening a wíndow,/ and ín cáme/the sóund of mány bélls./ Fáther Wásner,/who háppened to be with us,/cálled a príest fríend of his,/ and we léarned/that the Názis were márching into Sálzburg./A mán with a gún/ was wátching / the rínging of the bélls/ in évery chúrch.	Georg; a German name on; 動作の継続を示す。 live on; 生き続ける it; 状況のit the hour; その時 関係代名詞の非制限用法（文法事項） priest; 神父 watch; 監視する(seeより強い)

Procedure

1)Recitation and Q&A (as review)

　　　　　e. g.　　S: student,　　J: JTE

J : Now close your textbook and notebook.　　S1, please recite your assignment.

S1: "Austria," Georg said in tears, "you are not dead." You will live on in our hearts.

J : Good.　　Where did Georg say "Austria will live on"?

S1: In their hearts.

J : That's right.　　Next student, please.

S2: We all /wi:pt/.　　The little girls didn't understand what it was all about, but their young hearts uh...

J : その時の悲しみを感じていた、ということだ。

S2: Ah... fe, felt the sorrow of the hour!

J : Congratulations!　　Will you pronounce the word /wépt/, not /wi:pt/?

S2: Wept.

J : O. K.　　That's perfect.　　Next, I have a question.　　What did their young hearts feel?

S2: The sorrow of the hour.

J : Great.

2)Pronunciation practice of the new words

    1 Model reading by a JTE or tape

    2 Checking the meaning of each word

    3 Chorus reading

    4 Individual reading

    As we mentioned above, students can note pronunciation of words in Japanese according to their level of achievement.

3)Listening to a JTE's model reading by the phrase group and making sure of it.

4)Grasping the content, studying important grammar and expressions.

5)Consolidating their comprehension.

    We adopt chorus reading and individual reading again as consolidation. Students are assigned one sentence and read aloud in turn in such a manner as to demonstrate an understanding of a sentence or a series of sentences. If possible, every student should take part in this activity. They should listen carefully to the others' reading.

    A JTE should pay attention to their pronunciation, intonation, the volume of their voice, and give them some advice to foster their positive attitude.

6)Assignment

    Students memorize the one sentence that each of them read aloud in the lesson.

1 – 4 Post-survey

Questionnaire

    1)Do you have more confidence in pronouncing words?

        a Yes 65 %   b No 35 %

    2)Do you feel your pronunciation improved?

        a Yes 62 %   b No 38 %

    3)Do you pronounce words aloud when you practice?

        a Yes 85 %   b No 15 %

    4)Do you have more confidence in reading aloud?

        a Yes 69 %   b No 31 %

    5)Do you feel your reading aloud improved?

        a Yes 67 %   b No 33 %

    6)Do you read aloud when you practice?

        a Yes 86 %   b No 14 %

    7)Do you feel it easier to practice reciting?

        a Yes 64 %   b No 36 %

    8)Do you read aloud when you practice reciting?

        a Yes 86 %   b No 14 %

    9)Do you feel it easier to understand the content when you read by the phrase group?

a Yes 82 %　　b No　18 %

10)Can you understand the content, reading aloud?

a Yes　51 %　　b No　49 %

Students came to speak out and read correctly through various verbal training in class. (More than 80 percent of the students read aloud.) Thanks to the training, about 70 percent of students became more confident and made progress in speaking skill. Students were able to read more easily with emphasis on stress and phrase groups, which also helped them read aloud.

They recognized the necessity of such activities as reading aloud, pronunciation practice and recitation. They also thought that the lessons with verbal training were more desirable than the one-way lectures where grammar and reading comprehension are made much of. We feared that such activities might be troublesome and boring for students. In fact, few students made negative remarks in post-survey.

For further study, we would like to point out the following.

1)In order to make up for the lack of opportunity to listen to English in class, we may as well let students have model-reading tape and they can practice listening at home.

2)As one way to motivate students, it seems effective to let them come to teachers on their own initiative, at a recess or after school, for reading aloud or reciting sentences.

3)As for the final goals, we would like to let students by themselves comprehend the outline of written discourse by being conscious of phrase groups, and also let them express their feelings about the content in English.

1 − 5　Variations

1 −5−1　Variation 1　(English Ⅱ B　for the fourth-year students)

We appealed to students' emotions, by using audio-visuals. We assumed that videos and music help to soothe students' hesitation and uneasiness about speaking out in English. So we used a part of ‘ Ghost ’ and its main theme ‘ Unchained Melody ’ .

Procedure

1)We showed the scene on video twice without letting students see the lines.

Turning off the lights is suggested at this first stage.

2)We let students practice reading, keeping some points in mind.

The points mentioned were clear pronunciation, proper intonation, and the voice as loud as possible.

3)After playing the video again, we divided students into groups of three.

In a group, students acted as the characters in the scene: Sam (the hero), Molly (the hero's wife), or Oda Mae (the psychic), and practiced their roles with ‘ Unchained Melody ’ .

4)We played the video the last time and then started students' group presentation.

What was successful in this experiment was the material we used and group presentation.

Students were more interested in reading the screenplay than reading usual materials, and they seemed to enjoy speaking the same words as the characters. Reading in a group might be useful for students to speak out. Individual shyness was lessened in this way. Group work helped students positively participate in reading practice. Students stimulated each other to try to perform their lines better than others. Besides, reading with emotion required more time and effort to be accomplished. Students were still diffident in their ways of reading, and were too conscious of its accuracy. This time the video was effective to help them understand how to express feelings in English.

1 − 5 − 2 Variation 2 (English Ⅱ for the second-year students)

In order to make students willing to participate in reading-aloud activities, we set up the reading-aloud test when the whole parts for one lesson were finished. The material, which consisted of five parts, was from the textbook.

Procedure

1)Each student chose one part from five.

2)On finishing his/her reading, we commented on a good point.

3)We evaluated with A / B. ' A ' means that he/she was able to read through without help.

' B ' means that he/she needed some help to read through.

Students looked happy to hear the comments, and it seemed to be important to motivate them by pointing out their good points. It also seemed that the test itself motivated students to join both word-pronouncing and sentence-reading activities, because the number of students who participated in reading activities increased just after they knew that they would have the test on reading aloud. It seemed that students became eager to do so in order to prepare for it.

2 Speech

To foster the communicative attitude of students, it is effective to do a comprehensive activity such as making a speech. But in reality, we have little opportunity to let students express their ideas, and students hate announcing them in front of others. If we can do this tough activity well, we assume that students might

　　1)get over problems in psychological aspects,

　　2)gain confidence in communicating in English,

　　3)heighten their interest in further communicative activities.

Based on these assumptions, we attempted the following activities in OCA, OCC and English I.

2 − 1 Five-sentence Speech

We put our lesson plans into practice for the first-year and the third-year students in OCA and OCC.

Procedure

1)Teach students what speech is.

2)Let students decide their topics for their speeches.

3)Let students write five-sentence scripts. (See Figure 2, 3 as examples)

4)Have students submit their scripts.

5)Correct their scripts. (by JTE's and AET's, if necessary)

6)Let students know what they should pay attention to, when they make speeches.

7)Let students make their speeches one by one in front of other students.

(Teachers evaluate their speeches.)

8)Send out questionnaires. (See Figure 4, 5)

Notes; 1 Students can choose any favorite topic because a single topic makes them bored.

2 It might be difficult for students to write longer scripts because it would discourage them.

3 When students make speeches, teachers record them on video so that they can gain a sense of achievement.

According to the results of the questionnaires, most students said that they got nervous and embarrassed during their speeches. Some students showed interests in making speeches. Some said that it was difficult to make speeches in front of others, but it might be good practice for them to have self-confidence in speaking English. Others said that it was a very exciting activity. We found that there was a certain difference between the first-year and the third-year students. Many of the first-year students are more willing to join this activity and enjoy it more than third-year students. Some of the third-year students showed strong opposition against

(A student is making a speech in class.)

making speeches because they were afraid of disgracing themselves in public and felt it bothered to do so. We were impressed with some of the third-year students' words, " We don't understand why we have to do this kind of activity." This clearly stands for the difference between the two. While the first-year students can accept making speeches as one of the language activities, the third-year students cannot.

Why cannot they accept it? We think that they have been waiting for teachers' directions since they began studying. As a result, they do not study positively. However, this kind of activity can keep students doing something in English.

Next we would like to explain about recording the speeches on video. Watching the video, many students said that they hated watching themselves on it. But actually, some of them

enjoyed watching the video. Some found that they made speeches in a small voice, others were pleased that they were able to do better than they had expected. We succeeded in giving them a sense of achievement and an opportunity to think their own speeches over.

2 − 2 Variations

Here we pick up two activities, which we regard as a kind of speech activity, because they are the same in purpose and different only in ways.

2 − 2 − 1 Variation 1 (Expressing themselves in English Ⅰ)

We think it very important to express their ideas about main points of the content of the textbook. Given this opportunity, they heighten their interest in communicating in English. This time we made this attempt for the third-year students.

Procedure

1)In the first term

In English Ⅰ textbook, the teacher taught students important sentence structures, key words and grammar. Then the teacher asked them some questions about the content in Japanese so that they could understand it without translation. Next, the teacher instructed them to summarize the content in Japanese, because these steps are important towards expressing their ideas in English. After that, the teacher instructed them to announce their summary in front of others.

2)In the second term (1)

As students got used to summarizing the content in Japanese, the teacher told them to express their opinions in English based on the content. Because they did not know how to express them, the teacher presented the following samples.

Do you like baseball?　　　Yes, I do, because_____

　　　　　　　　　　　　No, I don't, because_____

Are you interested in volunteering?

　　　　　　　　　　　　Yes, I am, because_____

　　　　　　　　　　　　No, I am not, because_____

Each student must answer Yes or No, and then express the reason.

3)In the second term (2)

　The teacher told students to do the following things.

　1 To announce their opinions in front of others

　2 To fill out the questionnaires

This activity was very hard for many students who had gotten used to the grammar-translation lesson. Because they had not gotten used to expressing their own opinions in both Japanese and English, it took much time to formulate their opinions in spite of the teacher's assistance. Although many of them are not good at English, they are usually

outspoken and outgoing.　　Thanks to the teacher's assistance,　they did not hesitate to announce their opinions in English in front of others.

　　According to the questionnaires,　there are both positive and negative aspects for students. On the negative side,　this attempt was the first time for the third-year students,　and some of them did not understand the importance of expressing and conveying their ideas to others. On the positive side,　some of them understood its importance and showed willingness to do this attempt.　　They said that,　although they found this activity difficult,　they would like to have the opportunity to express themselves again.

2−2−2　Variation 2　（Making the news shows）

　　As one of the speech activities,　we made the news shows in OCC.

Procedure

1)Let students practice some patterns of announcing.

2)Explain what the news show would be like.

3)Divide students into small groups.

4)Let them decide their roles in their groups.　(an anchorperson and reporters)

5)Let each group write the scripts for the shows.

　　Their shows must contain　'headline news',　'the weather forecast' and 'the news about something happy'.　　And imaginary news can be allowed.

6)Let an AET correct their scripts.

7)Let students practice their scripts and decide details for their shows.

　　(e. g.　music and photographs)

8)Make the news shows.　(recorded on video)

9)Send out questionnaires.　(See Figure 6)

　　This activity was so hard to carry out both for a Japanese teacher and students.　　Students had to write their own scripts,　play news reporters on the video and attempted to make their programs as real ones.　　And the teacher had to play a director,　a cameraperson,　and even a reporter in some students' programs.

　　When the teacher shared hardships with students,　a sense of unity was born.　　As a result, the atmosphere of the class changed.　　It eased students' hesitation,　embarrassment and shyness. And the more difficult the activity was,　the stronger sense of achievement we had.　　These two senses gave students confidence in speaking in English.

　　In the questionnaires,　students said that it was very high level and tough activity,　but that they had enjoyed themselves.　　Surprisingly,　some students recognized the teacher's efforts and praised them.

IV. Conclusion

We have been looking for the effective ways to foster students' communicative attitudes in English. Our experimental lessons can be applied to various classes of English. We found the following factors which were able to change students' attitudes into positive ones.

1)Encouraging students to speak out

2)Giving students a sense of achievement

Students can get a sense of achievement by doing difficult activities or getting teachers' compliments.

3)Giving students verbal training

Verbal training lessened students' hesitation to speak out. Though these are not remarkable activities, teachers should spare more time for these activities in every class.

4)Introducing speech activity to lessons

Though it requires much time and energy to let students make a speech, teachers should not hesitate to introduce speech activity to lessons.

5)Believing in students

Students did better than we had expected. Teachers should believe in students' speaking capacity, because students have strong desire to express themselves.

Through these ' speaking ' activities, students came to realize how important verbal aspects were. They realized that English is a living language, not just one subject at school. Teachers need to recognize the necessity and significance of verbal activities.

Although daily conversation is emphasized in textbooks of OCA, we believe it desirable to introduce verbal activities, especially speech, to the first-year students. These kinds of activities cultivate the fundamental elements of speaking, which will foster students' positive attitudes toward communication.
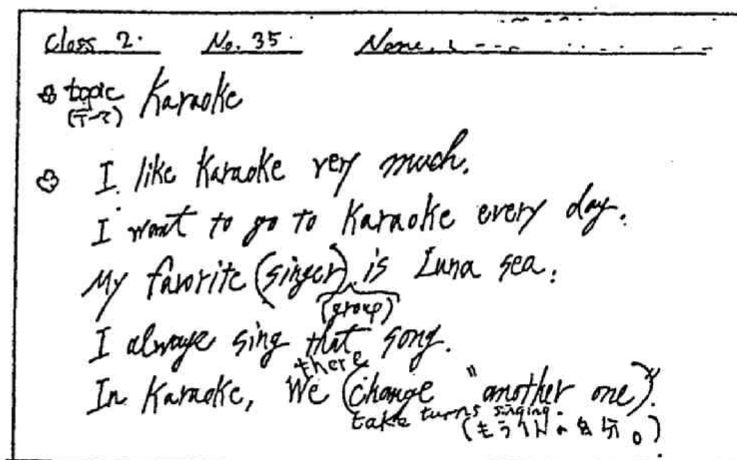
Figure 2

Figure 3

My speech is called
O-157

O-157, is a dangerous virus. If. old people
or children catch this virus we may be die.
Japanese people are afraid of it/and take
precautions/because doctors can't cure it.
The best way to protect ourselves/from that virus.
is not to eat raw food.

Thank you

Figure 4

(handwritten Japanese questionnaire responses)

Figure 5

(handwritten Japanese questionnaire responses)

Figure 6

(handwritten Japanese responses)

V. REFERENCES:

青木　昭六（1990）　　『英語授業実践例辞典』（大修館書店）

近江　　誠（1988）　　『頭と心と体を使う英語の学び方』　（研究社出版）

近江　　誠（1996）　　『英語コミュニケーションの理論と実際　スピーチ学からの提言』
（研究社出版）

海木　幸登（1995）　　『英語の授業づくりをたのしむ』（授業づくりの発想編）
（三友社出版）

『楽しい英語授業　3号　「音読の力」を育てる指導』　　（明治図書）

小菅　敦子、和也（1995）『英語教師の四十八手　スピーキングの指導』　（研究社出版）

望月昭彦、山田登（1996）『私の英語授業』　（大修館書店）

和田　　稔（監）（1992）『高等学校学習指導要領（英訳版）』　　（開隆堂出版）

東京都教育庁指導部　『平成７年度　高等学校教育開発指導資料集　外国語（英語）』

東京都教育委員会　『昭和６３年度　教育研究員報告書　外国語（英語）』

McKernan, John：　The Writer's HANDBOOK（Harcourt Brace College, 1991）