平　成　9　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9年度
教育研究員名簿（英語）

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【日本語抄録】

A. 表現力を高めるための指導と評価の工夫

平成9年度都立高等学校入学選抜学力検査外国語（英語）に、与えられた題目について自分の意見を自由に英語で書くという英作文の問題が出題された。この問題は、生徒の英語による表現力を総合的に評価することを意図したものである。

しかし、依然として、文法事項は知っていてもコミュニケーションの手段として英語を活用できないという状況があることから、A班は、自分の考えなどを英語で積極的に表現する能力を高めるための効果的な指導と適切な評価方法について研究することにした。

まず、指導の実態を把握するために英語の各科目における授業内容の分析・考察を行った。その結果、コミュニケーション能力を育成するための活動には、①生徒からの答えが初めから予測可能な活動（display活動）、②生徒からの答えの予測が難しい活動（referential活動）の2つがあり、これらが密接に関連していることに注目した。そこで、A班は、referential活動を増やすことで、授業で習った文法事項を主体的に利用し、積極的にコミュニケーションを図るための表現力を伸ばすことができるという仮説を立てた。

都立高等学校6校での検証授業を通じて、スピーキングとライティングの2つの領域で生徒の表現力に伸長が見られ、referential活動を日常の授業内活動に一層多く組み込むことにより、効果的に生徒の表現力を伸ばすことができることを確認した。

B. 読解力を養うための効果的なリスニング指導の工夫

従来の文法訳読中心の授業は、英語を日本語に置き換えて理解するという点では有効であるが、TOEFL等の国際的な基準で英語力が問われた場合には、満足のいく成果をあげているとは言えない。平成9年度都立高等学校入学選抜からリスニングテストが導入されたことからも分かるように、一層コミュニカティブな能力の育成が求められている。

そこで、B班は、読解活動に積極的にリスニング活動を取り入れることにより、コミュニケーション能力を高めるための読解力を育成することができるという仮説を立て、読解活動に有効なリスニング活動の在り方について研究した。

都立高等学校5校の生徒にアンケート調査を実施したところ、50％以上の生徒が英語を聞き取って理解することに興味・関心を示した。この結果を踏まえて読解力について準備段階から第4段階までの定義付けを行い、各段階に有効なリスニング指導を実施した。また、リスニングと読解力に関するアンケート調査を都立高等学校7校で実施し、生徒が読解力養成のためにリスニング活動を重要と考えていることが分かった。さらに、文法訳読を行わないリスニング指導中心の読解授業クラスと、文法訳読中心の読解授業クラスについて都立高等学校3校で比較研究し、データ収集を行った。

これらを基に数次にわたる授業実践・検証授業の結果、リスニング活動は、読解力養成において文法訳読式に優る効果をあげるとともに、生徒に積極的な学習への動機付けを与えるという点で有効であることを確認した。

CONTENTS

Group A

A STUDY ON CLASSROOM ACTIVITIES AND EVALUATION SYSTEMS FOR THE PURPOSE OF DEVELOPING PRODUCTIVE SKILLS IN ENGLISH

1. Introduction

In spite of six diligent years of studying English in junior and senior high school, Japanese are still criticized for poor communicative ability. Internationalization, however, requires us to develop the ability to make ourselves understood in English, the primary international language.

Taking this into account, The Course of Study begun in 1994 emphasizes the fostering of a positive attitude towards communication in a foreign language. Additionally, this year Tokyo metropolitan high schools made an attempt to evaluate students' ability to express themselves in writing in their entrance examinations, as some national universities do.

Great efforts have been made to develop communicative abilities, but the surveys of the past reveal that neither students nor teachers are really satisfied with the current teaching methods.

Our research seeks effective and practical approaches.

① To develop students' ability to express themselves - a fundamental aspect of communication

② To make evaluations that encourage students, motivate them, and facilitate learning

In order to develop students' ability to express themselves, it is essential to stress their productive skills, i.e., writing skill and speaking skill.

We will try to propose a better approach to overcome the difficulties that teachers have faced in teaching and evaluating these productive skills.

2. Effective Activities

2.1. Communicative Language Teaching

What is necessary for classes which emphasize "communication"? In the communicative approach, suggested features of communication language teaching are as follows:

① Emphasis on learning to communicate through interaction in the target language

② The introduction of authentic texts into the learning situation

③ Providing opportunities for learners to focus not only on language but also on the learning process itself

④ Enhancement of the learner's own personal experiences as important contributing elements to classroom learning

⑤ Attempts to link classroom language learning with language activation outside the classroom

(Nunan 1991)

2.2. Referential and Display Activity

As quoted in the previous section, the communicative approach emphasizes authentic texts and the learner's own personal experiences as important elements of classroom learning. Referential activities provide chances to use these elements.

Referential activities derive from "display" and "referential" questions in classroom research. "Display" questions are not real ones, but those being used only for language practice, e.g., "Is this a pen?" "Yes, it's a pen." On the other hand "referential" questions ask for information which is not known to the teacher in advance, e.g., "What did you do this weekend?"

This view can be applied to classroom activities. Display activities emphasize the product of language learning. The activities are designed just to have students display the knowledge or information which they have learned. In those activities the result of the activity, the language to be used, and the content to be expressed are predictable. They do not require the student's ideas or imagination, i.e., they are controlled tasks. Pattern practice or playing a skit in the textbook is activity of this kind.

On the other hand, referential activities emphasize the process of language learning. These activities enable learners to experience communication in the target language. They are designed not to test the student's linguistic knowledge of function or use, but to stimulate the development of the language system itself through communication. As a result, the language, content, and results from activities of this type are unpredictable. The students are free to choose what to express and how to express it. "Plus-one-dialog" and "Show & Tell" are examples of this kind of activity.

We reviewed classroom activities from this point of view. In the following chart we arranged each activity according to the degree of predictability.

(CHART 1)   CLASSIFICATION OF DAILY CLASSROOM ACTIVITIES

(Predictable) Display Activities ← → (Unpredictable) Referential Activities ↓

ENGLISH I · II READING	·Q & A ·Repeating ·Summary ·Making up sentences ·Dramatization ·Making up questions by students				
WRITING	·Exercises ·Translation ·Recitation of basic phrases ·Information gap ·Interpretation of pictures ·Story making ·Plus one composition ·5-sentence composition ·Paraphrase Writing ·Writing on a given topic ·Writing on a free topic				
ORAL COMMUNICATION A · B · C	·Repeating ·Pair practice ·Pattern practice ·Q & A ·Interview ·Show & Tell ·Information gap ·Retelling ·Role play ·Recitation ·Speech ·Debate ·Discussion				

2.3. Preliminary Investigation

In order to investigate the reality of classroom activities, we conducted a survey based on the items in CHART 1 on the previous page. Thanks to responses from 40 teachers of six high schools, we have been able to formulate the following chart.

(CHART 2)   **WHAT KIND OF CLASSROOM ACTIVITIES ARE WE OFTEN APT TO OMIT?**

	ENGLISH I · II READING		WRITING		ORAL COMMUNICATION A · B · C	
	ACTIVITY	%	ACTIVITY	%	ACTIVITY	%
Display Activities (Predictable)	Questions and Answers	0.0	Exercises in the textbook	0.0	Repeating new material	0.0
	Repeating new material	3.7	Translation into English	0.0	Pair practice of a dialog	0.0
↑	Summary of a story	3.7	Recitation of basic phrases	11.1	Questions and Answers	3.7
	Making sentences based on new features	33.3	Interpretation of pictures, e.g., Information gap	33.3	Interpretation of pictures (Show & Tell)	22.2
↓	Dramatization of a story	40.7	Story making	33.3	Retelling using one's own words	33.3
Referential Activities	Making questions by students	44.4	Plus one composition	44.4	Recitation of a story /speech	37.0

(Unpredictable)   (Based on the research of 40 teachers from six high schools)

Although there are enough referential activities already suggested in EFL/ESL studies, the above survey shows that such activities are rarely introduced into the classroom. Some teachers say that display activities are basic practice to learn a language. Others say that display activities are easy to handle; it just takes a little time to carry them out.

One of the main reasons why referential activities are often neglected is that it is difficult to evaluate students' performance. Almost all the teachers agree that referential activities are advanced level practices or just supplementary lessons, that referential activities are difficult to try, and that it takes a lot of time to evaluate them. If referential activities are introduced into the classroom, they should be tested and evaluated properly. This means the answers from students are unpredictable to some extent. Although many researches have been conducted recently, the teachers find it difficult to evaluate students' productive skills using speaking tests and compositions.

3. Hypothesis

By introducing more referential activities into the classroom, students become more skilled at productive activities in real communication. Appropriate evaluating systems will make it easier for teachers to introduce these kinds of activities.

4. Evaluation

The following are two important points in evaluating students' productive skills (Nishida, 1993).

① To evaluate communicative competence, not linguistic competence

② To evaluate quantity; how much students can write or speak within a limited time using the language and expressions they can manage

As we described in the former section, one of the reasons teachers tend to avoid communicative activities is that they are difficult to evaluate. In order to solve this problem, we made a new type of evaluation sheet, with above the two points in mind.

4.1. Writing Evaluation

We took the next four steps to complete the evaluation sheet.

(1) Deciding the type of scoring

There are two traditional types - "Holistic Scoring" and "Analytic Scoring" - and one new type - "Multitrait Scoring" (Heinle & Heinle). Multitrait scoring is the best for beginners.

Multitrait scoring resembles analytic scoring, but in the former, the traits are not fixed. Teachers can choose or change them slightly.

In our evaluation sheet, "Display-based activities" can be used as any trait. (This trait is explained below.) Moreover, all five traits (see the evaluation sheet printed at the end of this section) need not be used every time.

(2) Selecting as many traits as possible from former studies and rearranging them

① Content	A. Comprehensibility	
	B. Quality (relevance of the theme)	
	C. Originality	
	D. Impression (sense of humor, interest, empathy)	
② Quantity	A. Total number of words and sentences	
	B. Amount of information	
③ Fluency	A. Logicality	a. Essay level.................Organization
		b. Paragraph level...........Development
	B. Cohesion	a. Link words
		b. Parallelism, coordination, subordination
	C. Vocabulary	a. Denotation
		b. Collocation

④　Accuracy　　　　A. Mechanics

　　　　　　　　　　　　B. Grammar and structure

(3) Adding a trait - "Display-based activities" - to the above four

　　We have one hypothetical theory of how students' communicative ability can be developed.

　　　　　Increase in basic linguistic competence through display activities

　　　　　　　　　　　　　　　　　　+

　　　　　Referential activities in this area

　　　　　　　　　　　　　　　　　　=

　　　　　Increase in communicative competence in this area

　　　　　(The accumulation of these types of activities leads to ideal communicative competence.)

Suppose a class is progressing as follows.

　　①　Students are learning the usage of "need not + have + p.p."　　……… (Display activities)

　　②　The teacher tells them to write a "Five-sentence composition" using "need not + have + p.p."

　　　　Example: I got up at 6:00 yesterday.　I had to go to school.　But it was too early.

　　　　　　　　I need not have gotten up so early.　I could have slept 30 more minutes.

　　　　　　　　　　　　　　　　　　　　　　　　　……… (Referential activities)

　　The teacher wants to evaluate this "Five-sentence composition" from the viewpoint of whether the student uses "need not + have + p.p." form correctly and effectively.　This is a specific trait which is necessary only this time.　The teacher can evaluate this trait as "Display-based activity".

(4) Deciding the weight of each scale

　　The scales must have a positive backwash effect, so the weight of a scale should depend on how important each trait is for high school students.

　　In the first section of this chapter, we pointed out that the following are the two targets we must always remember.

　　①　To evaluate communicative competence

　　②　To evaluate quantity

　　Taking these into consideration,　we concluded that "Content" and "Quantity" are the traits to be evaluated with more focus than others.　"Fluency" and "Accuracy" are not so important as the other three for beginners.

　　The following on the next page is the evaluation sheet we completed.

WRITING EVALUATION SHEET

DATE: _____ CLASS: _____ NO.: _____ NAME:_____

TOTAL SCORE _____	VERY POOR	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
1. CONTENT	1	3	6	9	12	15

    A: COMPREHENSIBILITY   B: QUALITY ----- Relevance on the theme

    C: ORIGINALITY   D: IMPRESSION ----- Sense of humor, interest, empathy, etc.

2. QUANTITY	1	3	6	9	12	15

    A: TOTAL NUMBER OF WORDS / SENTENCES   B: AMOUNT OF INFORMATION

3. DISPLAY-BASED ACTIVITIES	0	2	4	6	8	10
4. FLUENCY	0	1	2	3	4	5

    A: LOGICALITY: ① ESSAY: Organization ----- 〈introduction + body + conclusion〉

                   ② PARAGRAPH: Development ----- 〈topic + supporting details〉

    B: COHESION: ① LINK WORDS ----- Connectors, substitution, etc.

                 ② PARALLELISM, COORDINATION, SUBORDINATION

    C: VOCABULARY: ① DENOTATION   ② COLLOCATION

5. ACCURACY	0	1	2	3	4	5

    A: MECHANICS: ① SPELLING   ② PUNCTUATION

    B: GRAMMAR & STRUCTURE: ① WORD ORDER ② TENSE ③ PRONOUNS

                         ④ JOINTS ----- Conjunctions, relatives, etc.

4.2. Speaking Evaluation

In EFL/ESL studies of holistic and analytic approaches, some speaking scoring systems have already been established and put into practice. It is necessary to adjust them to the needs of Japanese high schools. Scoring should be not only valid and reliable but also be easy enough for daily use at schools.

In order to propose a scoring system, we need to specify proficiency descriptions. The descriptions were decided on as follows:

(1) Descriptions should be suitable to assess the level of ability of high school students. Proficiency of organization is a description necessary in evaluating higher levels of ability.

(2) Descriptions should differentiate abilities at the same high school. Holistic descriptions are too broad to clarify differences in individual ability. It is useful to find whether the students can communicate in English using what they have learned at school, such as grammatical accuracy, or fluency. The students' attitude toward communication should also be taken into consideration.

(3) Descriptions should be able to be assessed from the limited data available from classroom performance. If they became too analytic, an excessive amount of time would be needed for collecting and analyzing the data from the classroom.

(4) The scoring system should be easy and handy to use.

Our suggestions for traits of evaluation are as follows:

① Accuracy : How accurately the student follows the grammatical rules.

② Fluency : How fluently the student's speech flows. This includes the appropriate accent and pronunciation.

③ Content : How well the content is organized. Highly evaluated when the content is comprehensive, interesting, and logical.

④ Comprehension : How well the student understands the partner or the examiner. (only assessed when the task is an interactive one such as role play)

⑤ Non-verbal delivery : How well the student uses non-verbal elements, e.g., facial expressions, eye contact, gestures, and posture; not to be rated when the assessment is based on recordings.

⑥ Strategic communication ability : How effectively the student uses compensatory abilities such as rephrasing, asking for clarification, etc. (this trait is beyond the scale: rated only when the student uses it)

The following is the evaluation sheet we completed.

SPEAKING EVALUATION SHEET

DATE: _____ CLASS: _____ NO.: _____ NAME:_____

TOTAL SCORE _____

	VERY POOR	POOR	FAIR	GOOD	EXCELLENT
1. ACCURACY:	1	2	3	4	5
2. FLUENCY:	1	2	3	4	5
3. CONTENT:	1	2	3	4	5
4. COMPREHENSION:	1	2	3		
5. NON-VERBAL DELIVERY:	1	2	3	4	5

	NO CHANCE TO USE	SOMETIMES	EFFECTIVELY USED
6. STRATEGIC COMMUNICATION ABILITY:	0	1	2

Elicitation techniques of speaking ability usually take a lot of time. For example, interviewing 40 students takes considerable time and effort. One solution is to record each student in language laboratory.

5. Classroom Researches

5.1. How to Design Referential Activities

It is not difficult to introduce referential activities into daily classes. All we have to do is include students' experience, ideas, and imagination. We are not suggesting the elimination of all display activities. On the contrary, it is effective to add one more activity by slightly changing of daily display activities. As for speaking exercises, it is good to start by having students make up an original skit. As for writing exercises, it is useful to have them think and write original sentences using the target linguistic forms, or write some sentences that continue the passage in a textbook.

5.2. Classroom Rsesarches in Writing

During the months of September and October 1997, we conducted classroom researches by adding referential activities in writing to regular classes. School A, B and C got their students to write compositions on a given title, e.g., "Summer Vacation," "My Friend," "Birthday Present." In both School A and B, the students were given twenty minutes to write in class, after performing display activities. On the other hand, students in School C were required to write the assignment at home.

After giving the same kind of activities two or three times to the students of these three high schools, we evaluated their writing abilities using the scoring system proposed above.

5.3. Classroom Researches in Speaking

Likewise during the same period, for the students of School D and School E we increased the opportunities for students to express their own ideas in speaking classes. "Plus-one-dialog" and "Role play" were often introduced into classes.

In one "Role play" activity, students were asked to play a role in a particular situation and keep talking in pairs. They were required to get into their roles and carry on a conversation in pairs. There was no particular script to follow. A certain situation was given. For example, after learning a model dialog at "a potluck party," students were given the role of host or guest at a party. In the case of "job hunting," they were given the role of employer or applicant.

Their performances were recorded on tape. Listening to the recordings, we evaluated speaking abilities of the students of both high schools three times using the scoring system proposed above.

6. Analysis of the Results

6.1. Quantitative Analysis

6.1.1. Analysis of Writing

The average score of each evaluation is shown below. (Converted to a maximum scale of 100 points)

	1st time	2nd time	3rd time
School A	3.7 / 100	13.2 / 100	40.7 / 100
School B	44.6 / 100	51.8 / 100	-----
School C	75.4 / 100	75.7 / 100	91.7 / 100

On the whole, students got higher scores as they got used to the writing activity. This was especially true of the traits of "Content" and "Quantity," These two categories may be easier to improve than others. On the other hand, the scores for "Fluency" and "Accuracy" went up only slightly. This is probably because these two traits are harder to develop quickly.

6.1.2. Analysis of Speaking

The average score of each evaluation is shown below. (Converted to a maximum scale of 100 points)

	1st time	2nd time	3rd time
School D	59.4 / 100	67.8 / 100	78.9 / 100
School E	63.5 / 100	70.0 / 100	76.1 / 100

As students got used to "Role play," their scores got higher for the most part, especially in the traits of "Fluency" and "Non-verbal delivery." The score for "Content" is closely related to the amount the students spoke. The students' speech increased, and succeeded in passing on more information in English as the time went by. This growth in quantity resulted in raising the scores for "Content." From the viewpoint of "Comprehension," all the students obtained high scores every time. This is probably because there was little difference in the vocabulary they knew.

6.1.3. Post Survey

After some referential activities in writing or speaking were completed, we sent out a questionnaire to the students of six high schools to learn how they felt about writing or speaking in English. A total of 216 students cooperated in this survey. The results are as follows:

Q1. Do you think you got used to writing or speaking better in English than before?

a: Yes 40%   b: No 17%   c: Neither yes nor no 43%

Q2. Do you know your weak points in writing or speaking in English now?

a: Yes 59%   b: No 14%   c: Neither yes nor no 27%

Q3. Do you have more desire to write or speak freely in English than before?

a: Yes 35%   b: No 27%   c: Neither yes nor no 38%

Q4. Do you have more fun writing or speaking in English than before?

a: Yes 34%   b: No 22%   c: Neither yes nor no 42%

Q5. Do you think writing or speaking freely in English is useful to improve your ability to write or speak about your own ideas in English?

a: Yes 84%   b: No 15%   c: Neither yes nor no 1%

As the above survey shows, most students recognized the necessity of writing or speaking in English. They seemed to have a positive attitude toward referential activities. Moreover, the majority of them discovered their weaknesses when they saw their evaluation sheets. However, there were many students

who could not answer yes or no. This is probably because the duration of the research was too short for some of them to judge the development of their abilities.

6.2. Qualitative Analysis

6.2.1 Analysis of Writing

Although some students were not sure whether they had improved or not, the teachers learned that their students came to show much improvement and showed a positive attitude toward writing. It is true that those who lacked basic linguistic abilities had difficulty writing, but we believe that if they continue doing this kind of referential activity, they will be able to express themselves in the end.

The main aim of writing composition is, of course, to improve language skills, but we were impressed not only with their progress but also with the considerable information we obtained from reading the students' compositions. We obtained much information about the students, such as their hobbies, interests, and the way they spend their free time. This was very valuable in helping us to understand the students themselves.

6.2.2 Analysis of Speaking

The students' attitude toward referential activities is quite different from that toward display activities. The students were more motivated. Although their grammar is often incorrect, they actively referred to their previous knowledge in order to express what they wanted. Especially when the topic was familiar to the students, they became excited about talking in English. For example, when they were asked to talk about what they did during the school festival they attended, they kept talking excitedly more than ever.

Referential activities also played an important role for mutual understanding among the students. They had the opportunity to listen to their classmates' ideas and learn more about them. The more they got to know each other, the more they helped and cooperated in pair work and group work. Good relationships among the students facilitated learning.

"Role play" as an elicitation technique does not take so long to evaluate. However, there still remains a problem with reliability. In a pair-practice activity, the performance of a student can be affected by that of his/her partner. This was often observed throughout our research. In order to avoid this problem, we had the students change partners each time.

7. Conslusion

Although there are enough referential activities already suggested in EFL/ESL studies and teachers agree that they are effective for developing students' productive skills, such activities are rarely introduced. One of the reasons why teachers tend to neglect these activities is the lack of applicable evaluation systems. When they teach their students through referential activities, they should evaluate their abilities using proper scales for referential activities. However, teachers have not yet found appropriate standards.

In this research, we propose a new type of evaluation system for writing and speaking. Using these scales, we evaluated students' referential activities several times, and reached the following conclusions:

① By introducing referential activities, students' productive skills improved.

② Referential activities can be found anywhere, and can be created anyway. With a little more effort by teachers, much better referential activities can be developed.

③ The evaluation sheets we made are easy to use and applicable in daily classes, because the selected traits fit fairly the students' level of English.

Through this research, not only students, but the teachers also greatly changed. We found a new way of looking at our classes, and determined to try hard to prepare better referential activities. We strongly believe that referential activities are the key to leading our students toward an internationalized society as good communicators in English.

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　　　　るための指導の工夫 ― 特にスピーキングにおいて

A STUDY ON DEVISING EFFECTIVE LISTENING ACTIVITIES
FOR IMPROVING READING COMPREHENSION ABILITY

1. Introduction

In Tokyo metropolitan high schools, English education is now changing. Three of these changes pertain to this study. First, the subject of Oral Communication A (O.C.A.) has been taught since 1994. In O.C.A. the expansion of communicative competence in English is emphasized. Second, listening comprehension tests were introduced in the entrance examinations of Tokyo metropolitan high schools this year. Third, team teaching in English classes is now popular among Tokyo metropolitan high schools. However, it can't be denied that in English classes, grammar-translation methods are still often used.

According to the questionnaires about listening which were administered in five Tokyo metropolitan high schools in 1997, about 50% of the students are interested in listening to English. Moreover, some of them would also like to read English newspapers without using dictionaries.

There is a close relationship between reading and listening because both of them require the students to understand English directly. Translating English into Japanese takes a lot of time and makes it impossible for the students to understand English rapidly. In reading classes grammar-translation methods are often used and the students become good at translating English into Japanese. On the contrary, they become poor at understanding English without using translation and become weak in reading English quickly. In addition, students in Japan aren't used to listening to English directly and can't communicate in English well.

Look at the table below which lists the average marks of the Test of English as a Foreign Language (TOEFL). It shows that Japan gets the lowest total mark in listening, expression and reading. There seem to be limitations in the grammar-translation methods.
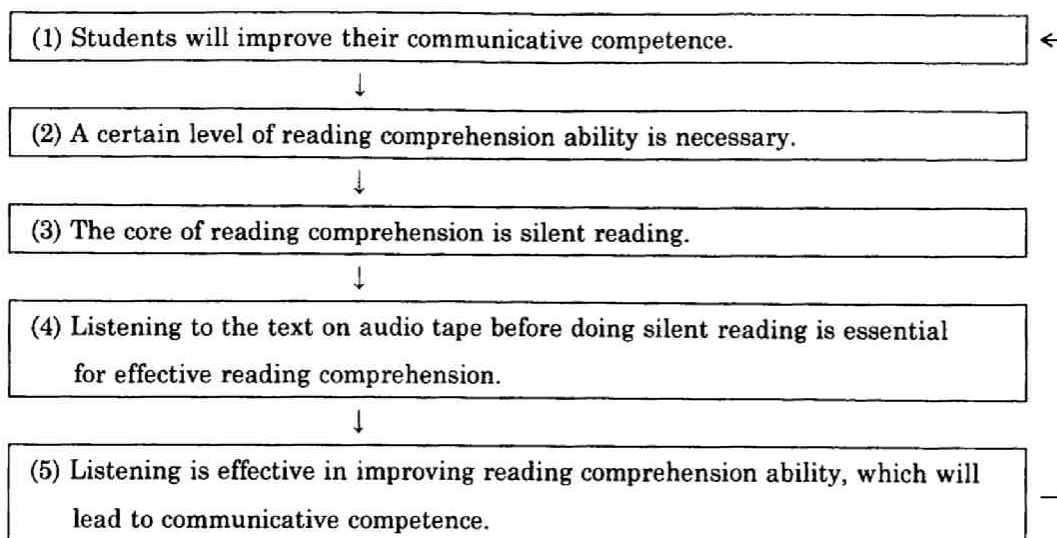
★ The Average Marks of TOEFL　1991 ～ 1993

Country	Examinees	Listening	Expression	Reading	The Average Total
China	151,561	51	56	54	540
Korea	110,232	48	51	52	504
Japan	260,513	49	50	48	490

2. Aim of This Study

The aim of this study is to support the idea that reading ability improves when combined with listening exercises. Some English teachers think that grammar-translation methods are not always effective in improving students' communicative competence. If listening comprehension abilities are emphasized, it is believed that students will acquire greater communicative competence.

This study will attempt to support the idea that to develop reading ability, students should first understand English sentences quickly through listening.

3. Hypothesis

(1) Students will improve their communicative competence.
↓
(2) A certain level of reading comprehension ability is necessary.
↓
(3) The core of reading comprehension is silent reading.
↓
(4) Listening to the text on audio tape before doing silent reading is essential for effective reading comprehension.
↓
(5) Listening is effective in improving reading comprehension ability, which will lead to communicative competence.

3.1. Five Steps of Reading Comprehension Ability

We suggest that reading comprehension ability consists of the following five steps.

(1) Preparatory Step: Students infer the textbook material through various listening activities.

(2) The First Step: Students understand the main information or facts from the textbook material.

(3) The Second Step: Students summarize what they have understood in the first step.

(4) The Third Step: Students express their opinions on the textbook material.

(5) The Fourth Step: Students discuss the textbook material related topics.

3.2. Effectiveness of Listening Activities

We have hypothesized how listening comprehension activities are effective in each step.

(1) The Effectiveness in the Preparatory Step: Students can acquire background information on the material effectively through listening to the audio tape before reading the text.

(2) The Effectiveness in the First Step: Students can understand the meaning of each sentence, phrase by phrase, simply through listening, from the beginning to the end.

(3) The Effectiveness in the Second Step: After the listening comprehension activities, students can read more quickly than before and will understand the material more effectively.

(4),(5) The Effectiveness in the Third or Fourth Step: Students can understand what the writer says between the lines through pronunciation, pitch, stress and tone. They can also express their opinions and discuss the content with other students more easily.

4. Experiments

4.1. Examples of Activities

The following are the examples of listening activities which are considered effective for reading comprehension. Through these activities, the students can acquire some background on the text content they will read. They will then predict the text content using this background information. After completing the initial activities, they confirm their predictions through reading activities. In short, they infer through listening activities and verify their inferences through reading activities.

By repeating this inference-verification process, they can understand the whole meaning of the text content. To complete this process effectively, the activities, which are done in small steps, such as paragraph listening and reading, phrase reading and so on, are useful. Teaching styles, such as team-teaching, pair works, group works, classes with computers and so on, must also be devised.

4.1.1. Activities in the Preparatory Step

It is important to introduce unfamiliar words and phrases before listening activities.

Example 1(team-teaching): *(Showing a photograph of the Atomic Bomb Dome in Hiroshima)*

(JET: Japanese English Teacher,   ALT: Assistant Language Teacher,   S: Student)
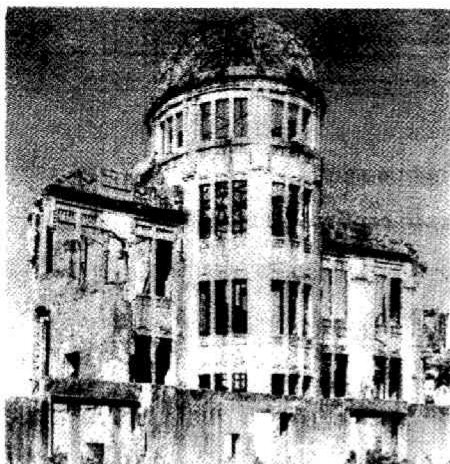
JET: Have you ever been to Hiroshima, ALT?

ALT: No, I haven't, but I am interested in Hiroshima.

JET: Have you ever been to Hiroshima, S1?

S1: Yes, I have. I went there in my junior high school days.

JET: Did you? So do you know what this is?

S1: Yes, I do. But I can't explain it in English.

JET: All right. Do you know what this is, ALT?

ALT: Yes, I do. This is the Atomic Bomb Dome.

JET: That's right. I think everyone knows what happened in Hiroshima in 1945.

ALT: Please predict the content of this text, everyone.

"Go. English! I "(TOKYO SHOSEKI)

Example 2:

1)Introduction of the phrase 'voluntary work' (T: Teacher,   S: Student)

 T: What did you do during the summer vacation, S1?

 S1: ボランティア活動をしました。

 T: You did voluntary work. There are many kinds. What kind of voluntary work did you do?

 S1: 幼稚園で子供の面倒を見ました。

 T: I see. So you looked after the small children at a kindergarten. Did you get paid?

 S1: No.

 T: O.K. So you looked after the small children at a kindergarten without getting paid. This is a kind of voluntary work. Then give me another example of voluntary work, S2.

S2: お年寄りや病気の人に食事を運ぶボランティア。

T: Yes. It is bringing in meals to old or sick people without getting paid.

(A teacher writes the students' answers on the blackboard.)

2) Oral introduction and interaction including introduction of new words (See FIGURE 1)

New words: voluntary, middle-aged, housewife, wheel, volunteer, chat

T: You can see a woman on your worksheet. Her name is Margaret Fletcher. How old do you think she is, S3? Please guess.

S3: Forty?

T: O.K. How about you, S4?

S4: Fifty?

T: Yes. She is maybe in her forties or her fifties. She may be forty-one, forty-five, fifty-three or fifty-seven. Anyway she is a middle-aged woman. She lives in Britain. She is a housewife. She has no job, but she is doing "meals on wheels." It is a kind of voluntary work. What kind of voluntary work is it?

[FIGURE 1]

S5: *(Looking at the blackboard)* To bring in meals to sick or old people?

T: You think so? Then let's listen to and read the textbooks to confirm your answer.

4.1.2. Activities in the First Step

[FIGURE 2]

[FIGURE 3]

- 16 -

(1) The teacher prepares the worksheets.

(2) Students listen to the audio tape twice.

    * First listening --- whole passage

    * Second listening --- phrase by phrase

(3) Students complete the worksheets.

(4) The teacher and students interact to check the answers.

Example 3:

1) Listening (See FIGURE 2)

2) Phrase reading: The students do silent reading, phrase by phrase with FIGURE 3.

4.1.3. Activities in the Second Step

(1) With the answers from the worksheets, the teacher has students summarize.

(2) Students read their summaries.

(3) The teacher makes some comments about their summaries.

Example 4:

> -- WORKSHEET --   Answer the questions in full sentences.
>
> (1) 1.   When did Rumi and her parents move to the island?
>
>   2.   Why did they move there?
>
>   :

<Example of a student's summary>

    Rumi's parents went to Hiroshima on the morning of August 5, 1945. They said, "We would come back after staying overnight", but they didn't come back next day, the atomic bomb was dropped on Hiroshima. Rumi and her uncle went to Hiroshima to find her parents anywhere. Finally, they returned to the island.

4.1.4. Activities in the Third Step

Based on the summaries, students freely express their own opinions or feelings in English.

Example 5:

    <Example of a student's assignment>

    When I read this story, I got angry with the fact that a little girl had to finish her life at the age of only three. Now in Japan, there is little case that a little girl's parents never come back, though they promised her. What is worse, the girl and her uncle became seriously ill some time after they went to Hiroshima to look for her parents. I can't help hating the war that leads common people to the cruel destiny. I as well as my parents have no experience of war, but we have to read such hard stories and talk together about them. I wish the war never break out and all the internal wars which take place somewhere in the world even now come to end.

4.1.5. Activities in the Fourth Step

Students exchange their own opinions.

<u>Example 6:</u>

<Example of a student's speech>

I'll talk about Tourists and Souvenirs. Frankly speaking, I am opposed to her opinion, because she tells us Japanese tourists who go abroad for visiting famous places and go shopping to buy the name-brand souvenirs. When I read it, I felt disagreeable, because it seemed as if they were very bad. Of course, if they think that country which Japanese tourists visit is only worth visiting famous places and buying name-brand goods not interested in another places and brand, they hold very narrow mind and lack in originalities. There are a lot of places and brand as well as famous place and name-brand. But it's only natural that everyone wants to go to famous places and buy the name-brand souvenirs. The feelings which they want to buy were moved to actions. They are excellent originalities.

<Example of the interaction>

T: What do you think about her speech?

S1: I agree with her, because if we shop in a foreign country, we can buy things cheaper. So we don't have to be criticized.

S2: Besides, we buy the same name-brand souvenirs because of our taste. I think it is one of individualities perfectly.

S3: Maybe Japanese personality is weaker than Americans, but it doesn't mean no personality.

S4: But l heard Japanese tourists' buses always drop in a souvenir shop. So shop assistants hide real name-brand souvenirs and they put fake goods instead of real goods.

S5: Anyway, let's think about the travelers' purpose again. I think there are two main purposes. One is to make friends and the other is to refresh ourselves.

4.1.6. An Example of the Whole Lesson

1) Review of new words and important phrases: (5 minutes)

2) Division of sentences: (5 minutes)

3) Listening: (5 minutes)

4) Taking notes on worksheets (FIGURE 4): To have them write down all the words they could recognize in the flow of the sentences. (10 minutes)

5) Confirming and predicting: To predict the content through the students' answers. (15 minutes)

6) Silent reading: (5 minutes)

7) Fast reading: (5 minutes)

When students click the "slow" or "rapid" button on the computer screen (FIGURE 5), English sentences, which are divided into phrases, will appear one by one. Each phrase will stay on the screen for 4 seconds, (a teacher can change the time according to the students' ability), and then the next phrase will appear after the former one disappears. Students are forced to

read the English sentences from the beginning to the end, without backtracking, and compre-hend its whole meaning. A teacher can change the pace of the lesson depending on the stu-dents' comprehension.

[FIGURE 4]

[FIGURE 5]

4.2. Experimental Lessons

4.2.1. Research Design

To examine the effectiveness of listening activities, we carried out an experiment with classes in three Tokyo metropolitan high schools. Each time it was decided among teachers to do it in the same way with each class, with the experiment being conducted during the first 20 minutes of the class.

(1) Class

To check and compare their effectiveness, two teaching methods for reading texts were adopted.

"L(Listening class)" --- To read the text without translation into Japanese, understanding English as it is, and to place much weight on listening activities.

"GT(Grammar-translation class)" --- To teach English without listening activities.

(2) Materials

Five kinds of reading materials were carefully selected after due consideration of the stu-dents' levels and abilities.

(3) Comprehension Tests

At the end of each session, the teacher gave students a comprehension test.

Example of Reading Materials: <The Color TVs>

Jim is looking out his window. He sees two men in his neighbor's driveway. The men are carrying a big color TV. They are carrying the TV to a truck. Jim opens his window. "Hey!" he says to the two men. "Are you TV repairmen?" "Yes," the men answer. "Are you going to fix that TV?" Jim asks. "Yes," the men answer again. "My TV is broken," Jim tells the men. "Can you take my TV, too?" "Sure," the men say. "We can take your TV." Jim never sees his color TV again. The two men aren't TV repairmen. They are robbers.

"Easy True Stories, A Pictures-based Beginning Reader,"(1994) Sandra Heyer, *Longman*

Example of worksheets and Comprehension Tests

Class: ( ) - ( ) No: ( ) Name: ( )
★次の文は，Jim が警察で話した内容である。語群から適切な語を選んで，下線部に書きなさい。同じ語は1度しか使えない。 When I was looking out my window, two men were carrying a 1.＿＿＿＿＿. I thought that they were 2.＿＿＿＿＿, so I asked them to take my TV. The two men put the two TVs in the 3.＿＿＿＿＿ and 4.＿＿＿＿＿ away. Now I under- stand that they were 5.＿＿＿＿＿. (語群) truck, TV, robbers, repairmen, drove

[WORKSHEET]

Class: ( ) - ( ) No: ( ) Name: ( )
1. Words : Let's pronounce the following words. 　neighbor : 隣人　　driveway : 私有車道 　repairman : 修理人　robber : 泥棒 2. Task : Listen to the tape. One word in each 　　sentence is not correct. 　　Find the word and cross it out. 　　Write the correct word. Ex. Jim is looking out his door. (1) Jim sees two trucks in his neighbor's driveway. (2) Two men are carrying a big color printer. (3) Jim asks the men, "Are you going to watch that TV?" (4) Jim tells the men, "My TV is old." (5) The men put the TVs on the truck and ran away.

[COMPREHENSION TEST]

4.2.2. Data from Comprehension Tests

The research was done over two months. This chart below shows the results.

School	Class	1	2	3	4	5
A	L1	4.7	4.3	3.7	3.6	4.8
	L2	4.6	3.9	4.0	3.7	4.5
	GT1	4.4	4.0	3.8	3.8	4.0
	GT2	4.0	4.4	3.5	3.9	4.4
B	L	4.7	4.5	4.2	4.4	4.6
	GT	4.6	4.4	4.2	4.3	4.6
C	L1	4.4	4.5	2.8	3.3	3.5
	L2	4.4	4.4	3.9	2.9	3.3
	GT	4.6	4.5	4.0	2.5	3.4

For each section, five points is perfect. Each number represents the average score of a class. Each class has about 40 students.

4.2.3. Analysis of the Experimental Lessons

Through these experimental lessons, the students in L classes showed a more positive attitude toward the lessons than that of the GT classes. It was remarkable that L classes had almost the same scores as GT classes. Judging from the data, listening activities can be effective in improving reading comprehension ability.

4.3. Analysis of Questionnaires

In order to know how the students felt about the introduction of more listening activities to the lessons, we administered two questionnaires at seven Tokyo metropolitan high schools; one in September and the other in November. In each instance, four of the items were almost the same (from Q1 to Q4) and one item, Q5, was newly added.

Q1 What makes it difficult to read English?

Q2 How do you read English?

Q3 What do you want to do during English lessons?

Q4 Do you think the listening comprehension training activities *has led* to an improvement in your reading comprehension ability?

Q5 Do you think the listening comprehension training activities *will lead* to an improvement in your reading comprehension ability?

The results are shown in the appendix, with three of the five graphs shown below. Looking at GRAPHS 1 and 2, we can find a clear distinction between the results achieved in September and those achieved in November, and can see an interesting difference between GRAPHS 2 and 3.

GRAPH 1

<Analysis>

(1) Students seem to have recognized the importance of the listening activities as well as that of words and idioms.

(2) Half of the students wanted grammatical lessons.

<Proofs>

(1) The percentage of students who wanted to study words and idioms increased by 8 points.

(2) The number of students who wanted to do the listening activities has increased by 5 points.

GRAPH 2

<Analysis>

We can assume two main reasons why the number of students who feel positive toward these types of lessons decreased from 72% to 64%.

<Proofs>

(1) Some students had found no merits in the results of these activities.

A Student's Comment: "Listening activities are not necessary."

(2) Some students were not quite sure whether they had improved.

Students' Comments:

"I'm not sure that I have understood English completely." "Because of the lack of vocabulary, I couldn't follow the activities." "Particularly in listening to English, I found it very difficult to understand."

Though the data didn't show that the attitude among students increased positively toward listening activities, there were some complementary comments among students.

Students' Comments:

"Listening activities after learning unfamiliar words were more effective for reading comprehension." "After the listening activities, I could understand the content only through listening to the tape of the text." "Listening activities encouraged me to follow the flow of the materials, so I could concentrate more on the materials." "I can understand sense units more easily than before."
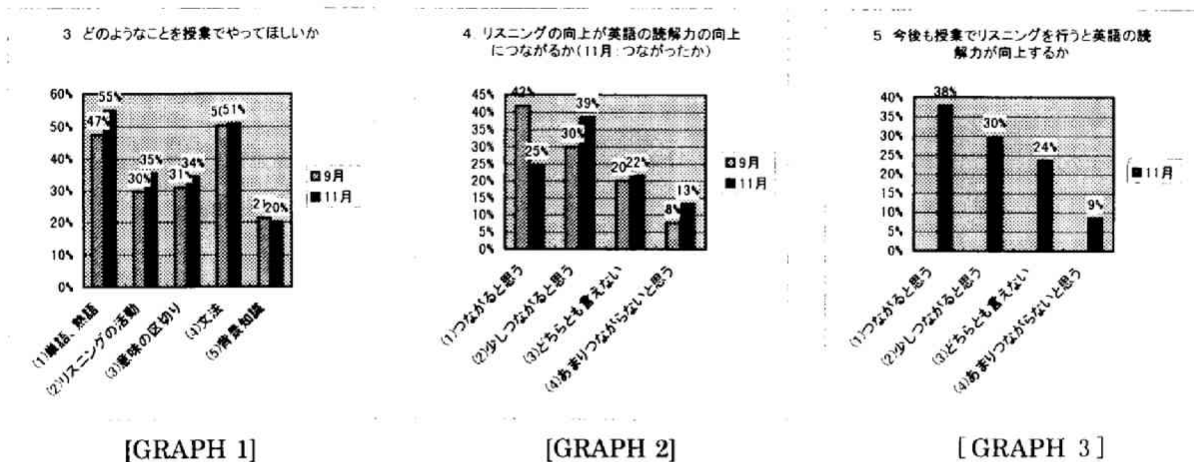
GRAPH 3

<Analysis>

They were not certain that they had acquired much English, but at the same time, they felt that these types of lessons would be helpful in acquiring English.

<Proofs>

The number of students who felt listening activities would lead to an improvement in their reading comprehension ability increased from 64% to 68%.

[GRAPH 1]　　　　　[GRAPH 2]　　　　　[GRAPH 3]

5. Conclusions and Recommendations for Further Study

The result of two months of listening comprehension activities and experimental lessons is that listening activities are as effective to support reading skill development as grammar-translation methods. Through this study, the following conclusions can be affirmed:

(1) Making a long-term plan to foster students' listening abilities

The focus of this study is on the dependent relation between listening ability and reading ability.

The aim of this study is to incorporate the listening process into reading activities so that greater reading comprehension is achieved. To make this possible, improvement of the student's listening ability is essential, and an in-depth research process is needed. Thus, a long-term plan to be implemented in the classroom is required. With this plan, the use of listening activities prior to reading comprehension activities must prove effective.

(2) Making a suitable syllabus to reach the fourth step

The five steps of reading comprehension have already been described in Chapter 3. The main objective of reading comprehension is to enable students to discuss the study materials and related topics (the fourth step). In order to achieve this aim, a suitable syllabus with which students can gradually reach the fourth step, in addition to the long-term plan mentioned above, is needed. If the long-term plan is included in the syllabus, and implemented, it would be possible for the students to do the activities in Sections 4.1.4. and 4.1.5.

(3) Giving various and gradual listening activities to students

Donn Byne says, "Oral communication is a two-way process between speaker and listener (or listeners) and involves the *productive* skill of speaking and the *receptive* skill of understanding (or listening with understanding). It is important to remember that receptive doesn't imply passive: both in listening and reading, language users are actively involved in the process of interpreting and negotiating meanings."(1986) Listening is not necessarily a passive function, it depends a great deal on the students' motivation as to whether a listening activity is done effectively or not. Besides, there is a wide gap in the listening ability among students. Therefore a teacher must devise various and gradual listening activities such as ones in Section 4.1. so that students' motivation is aroused and students can listen actively. In this way, the teacher, as the facilitator, models an effective approach to listening in the early stages. Through these activities, students will be independent listeners and readers who can listen and read effectively by themselves without the teacher's help.

(4) Further understanding with silent reading

Donn Byne says, "The first point to be noted when practising reading in the classroom is that it is a silent activity. Therefore silent reading should be encouraged in most cases"(ibid.)

A lot of listening activities help students:

· combining audio response with written words

· reading phrase by phrase

· predicting which word should come next

Through these steps, students can do silent reading effectively.

(5) Reaffirming the content through reading aloud

Christine Nuttall says, "There is no doubt that a good reading aloud shows some sort of understanding of the text ... To read aloud really well, it is first necessary to study the text carefully and

understand it fully;...."(1982)   In short, reading aloud means reading with comprehension.   Reading aloud after listening comprehension activities will lead to understanding the materials without backtracking.

(6) Taking fast reading into class

Christine Nuttall also says, "There is no doubt that reading speed and comprehension are closely linked."(ibid.)   If students can effectively use the listening process, their reading ability ought to be improved through acquiring information progressively without rereading the text unnecessarily.   To examine whether students have acquired this reading ability or not, regular practice of fast reading is useful.   In the practice of fast reading, Françoise Grellet says, "When practising faster reading systematically, the students can be encouraged to keep a record of their results, showing their progress.   This should encourage them to read more."(1981)   An improvement of the reading ability of students will also lead to an improvement in their listening ability.   Practice of fast reading will show the dependent relation between listening and reading ability such as this.

(7) Using classroom English

In order to foster the students' listening ability which is to be used in reading activities, one of the most important factors for the students is to listen to as much English as possible during the class. For this reason, teachers need to use English in class as much as possible, so that students become used to listening to English.

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