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【日本語抄録】

A. オーラル・コミュニケーションにおいて、よりコミュニケーション活動を展開するための指導の工夫

平成6年度にオーラル・コミュニケーションが各学校に導入されて以来、生徒のコミュニケーション能力はどの程度伸長してきたであろうか。科目の指導に当たって、授業の中で生徒が英語を操れる能力(fluency)を重視し指導しているにもかかわらず、実際に生徒のfluencyが向上したと考える教員はごく少数である。その原因を考えてみる時、コミュニケーション能力の構成要素として、①文法的に正しく言語を操る能力、②社会言語にかかわる能力、③談話能力、④方略的能力の4つが挙げられるが、限られた授業時間中では①の文法力の指導にとどまる場合が多く、他の事項に十分な指導が行き届かなかつたり、教員が指導方法を十分に把握していない等の課題が指摘されている。

そこでAグループは、上記のコミュニケーション能力の4要素を踏まえ、生徒の自己表現を促す活動をより多く取り入れることによって、生徒の言語活動が一層コミュニケーションになるという仮説を設定し研究を進めた。都立高等学校6校でreferential活動を土台にした検証授業を実施し、ジェスチャーや言い換えなどの方略、学習内容に関連する社会的・文化的背景、生徒による自己・相互評価について指導の工夫・焦点化を図った。

その結果、生徒は授業の中で自分の意見や心情を英語で述べる機会が増えるとともに学習への意欲が高まり、より積極的な自己表現ができるようになってきたことを確認した。

B. コミュニケーション能力を育成するための文法指導の工夫

コミュニケーション能力を育成するための文法指導とは、受信する内容や情報を正確に理解し、最も適切な形で発信することができる能力を伸長するものでなければならない。文法項目が非明示的であるコミュニケーション活動に生徒が積極的に取り組み、必要な文法項目を適切に用いて自発的にコミュニケーション能力を伸長していくことが重要である。

そこでBグループは、①Task-basedなコミュニケーション活動を中心とした指導、②「文法の意識化」を念頭に置いた文法指導、③生徒の習熟度や学習環境に応じた指導、④多様な指導形態、⑤各授業の中で繰り返し学習することによる文法項目の定着、の各点に留意しながら、生徒がコミュニケーション活動に積極的に参加することを重視した検証授業を実施した。

その結果、生徒のコミュニケーション活動がより活発化したこと、生徒が当該の文法項目に着目し主体的に文法を学ぶ姿勢を積極的に示したこと、生徒の英語への関心や学習意欲が高まったこと等、指導の効果が確認できた。また、生徒がコミュニケーション活動を重視した問題解決型のタスクに取り組むことによって自ら文法規則の重要性に気づくことを目指す帰納的な指導法と、文法体系に基づいた教員主導の演繹的な指導法を、指導目標、文法項目、生徒の発達段階等に配慮しながら適切に使い分けることが重要であること、取り扱われる文法項目が体系的に配列されていなくとも、各項目がカリキュラムの中ですべて有機的につながっていることを生徒に気づかせるよう、全日制3年間、定時制4年間のシラバスを作ることが重要であることを確認した。

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A STUDY ON DEVELOPING MORE COMMUNICATIVE ACTIVITIES IN ORAL COMMUNICATION A

1. Introduction

Have the students improved their communicative competence since the subject "Oral Communication" started in 1994? Looking for the answer to this question, we made a survey of actual classes and the students' communicative competence. The following is the result of the survey.

To the question "In the Oral Communication classes, which aim should be more important?"; 0% of JETs (Japanese English Teachers) answered accuracy, while 79% answered fluency and 21% both. All of the JETs think that fluency should be the aim. To the question "In YOUR Oral Communication classes, which aim is more important?"; 4% answered accuracy, while 90% fluency. Also in the actual classes, most of the JETs think fluency is important. On the other hand, however, asked "which of the communicative competence have the students improved in?"; only 16% of the JETs answered fluency, while 84% answered stating other factors, such as accuracy and appropriateness. We will discuss the cause of this gap between the ideal and the fact in the following chapter.

2. Aim of This Study

2.1. Definition of Communicative Competence

Communicative competence consists of grammatical competence, sociolinguistic competence, discourse competence and strategic competence (Canale, 1983). This study, based on this idea, will be focused on the concept of "more communicative," which is defined in the following section.

2.2. What is "more communicative"?

We define "more communicative" in Oral Communication class as follows.

1. The students have their own clear aim to communicate.
2. They have their own desire to communicate.
3. They are trying to express themselves more.
4. Consequently, more oral interaction is occurring.

But the fact is that the self-expression activities are not conducted as often as we expected in the actual classrooms.

The following is from the survey we mentioned above. To the question "What activity is the best for the students to improve their communicative competence?"; self-expression is the most popular answer with 65% of the teachers, the second is role play with 30%. To the question "What activity is most frequently used in the classroom?", however; 59% answer role play, while only 23% answer self-expression. This shows that many of the JETs think self-expression important, but have not introduced it yet in the classroom activities. This is the cause of the gap between the ideal and the fact.

Then, why is self-expression effective for the students to improve their communicative competence? Among the communication activities in classrooms, self-expressing is the one that encourages students to have their own aim and desire to communicate.

The aim of this study is to investigate more effective ways to make our classroom activities "more communicative." Among various activities based on self-expression, we will look into referential activities, communication strategies, social factors in communication and evaluation by students in the following chapters.

3. Hypothesis

The activities based on students' self-expression can make the students' activities more communicative.

4. Experiments in Class

4.1. Referential Activities

(1) What are Referential Activities?

There are two basic aspects of referential activities. One aspect is that students try to transfer information to other students with their limited vocabulary to convey their opinions in the course of a task. Ways of transmission of the information is varied according to the students' abilities and creativities. The task should involve communicative language use in which the students' attention is focused on meanings rather than linguistic forms. Therefore, even if the teacher shows students predetermined linguistic forms when he introduces the task, he should not force the students to use these forms. If students don't know how to convey their opinions, the teacher, as a helper, should show students communication strategies; such as repetition, topic avoidance, message replacement, mime, gesture, and appeal for assistance.

The other aspect of referential activities is that even the teacher doesn't foresee how students' communication is going on, and what direction the communication is going towards. It is natural that since the activities are based on the students' self-expression, the teacher cannot know the result of the activities beforehand. We think that the procedure of the task should be more emphasized than the actual result.

(2) Aims of the Experiments in Class

We introduced discussion activities as an experiment in the class in order to make the activities of the students more communicative .

1. To put students in a situation where they must talk together to find a solution through the problem solving activities in the desert dilemma.
2. To encourage students to be more communicative through interactions based on students' self-expression.
3. To make students understand the importance of self-expression and the importance of having their own opinions by trying to reach an agreement.

Teaching procedure of the experiments in class

The task is that students choose seven most important items on the list in order to survive.

1. Teachers explain a situation and the students' role in it . The students are told to read the passage.
2. The class is divided into two groups, A and B.
3. Each group follows the instructions and finds out how to survive this situation in the desert.
Teachers also join the groups to suggest or check how the task is going on.
4. After each group's discussion is over, one student in each group writes down seven items on the blackboard.
5. Teachers point out one student as a chairperson.

Each group member tries to persuade the other group to get an agreement.

Teaching Material

Students are given a complex situation and told to find a means of survival.

All the students are told to read the following passage.

"It was two o'clock in the afternoon on the 30th of October. You were traveling in a school excursion to Europe. Suddenly the engine of your airplane broke down, and crashed in the middle of the Sahara desert in Africa. The pilot was dead and the airplane was completely burnt out. The airplane had no radio, and you thought that you were about 100 kilometers away from a small town, because the pilot told you that you were 120 kilometers south of the small town just before the crash. You know that daytime temperature of the Sahara can reach 43 °C and night time temperature reach - 5 °C. You are dressed in light clothes. The area is flat and sandy as far as you can see.

The following is a list of items that came out of the crashed airplane.

Flashlight with four batteries , Jack knife , pilot's map of the area, Two bottles of alcohol
Large plastic poncho , Compass , One pocket mirror , Pistol
One red and white parachute , Bottle of 1000 salt tablets , One liter of water per person
Book of edible desert animals , One pair of sunglasses per person , One overcoat per person

The task is to choose the seven most important items on the list in order to survive ."

(Jeremy, 1991)

The discussion was performed on the basis of problem solving activities which put students into a certain situation where they had to negotiate to solve a problem and reach an agreement. The students were required to give their own opinions which were based on their self-expression. That was the key point to start referential activities. In this phase, fluency was the first priority, then came accuracy.

(3) Analysis of Experiments on Referential Activities

The above communicative outcome table shows that negotiated solutions are desirable for the referential activities. This desert dilemma activities showed that in order to reach negotiated solutions, students had to find out what were the problems in the desert , and what was the conflicting point of the negotiation. In the course of finding a solution, they gave several opinions to persuade other students. The necessity of their self-expression stimulated their strong desire to communicate. The most important thing was whether the topic could stimulate interest or not.

Since the activities didn't require the students to use predetermined linguistic forms, they could concentrate meanings. When they were faced with the difficulty of conveying their opinions, they tried to use communication strategies. Teachers allowed the students to use Japanese if they couldn't possibly find appropriate words. That lessened the students' affective filter.

As a result, they became more communicative. Now we can say that referential activities, which require the students' self-expression, make the students' activities more communicative.

4.2. Communication Strategies

(1) What are Communication Strategies?

Communication Strategies (CS) are the communicative skills that help students overcome their difficulties by using a series of alternative ways of communicating their messages. Typical examples of the communication strategies are as follows; request for repetition, clarification request, confirmation check, borrowing, paraphrase, mime etc.

We can develop students' fluency by getting them to practice communication strategies in classroom activities.

The survey mentioned above shows that 91% of JETs think it necessary to instruct communication strategies to the students, but only 15% actually do in class. The reason they don't instruct the communication strategies is that they don't know how to do it.

(2) Evaluating Points on Communication Strategies

Evaluating points on CS are as follows (Hirano,1993);

- ① To try not to be silent for long period of time.
- ② To try to continue communicating with a partner, specifically;
 - 1)By saying unfamiliar words in different ways.
 - 2)By getting the help of a partner when one can't express a word suitably.
 - 3)By giving more information to a partner.
 - 4)By confirming one's understandings.
 - 5)By asking a partner to repeat or explain when he/she doesn't understand.
 - 6)By responding to what a partner said.
 - 7)By using nonverbal methods like gestures and facial expressions.
- ③ To try to be willing to ask and answer questions.
- ④ To try to look at a partner when interacting.

(3) Experiments in Class

The followings are the experiments on CS we did in class.

Procedure

- ① Beforehand, we prepared handouts on CS and an evaluation sheet based on the points Hirano suggests.

(See Figure 1 & 2)

Figure 1

コミュニケーションに困ったとき
こんなのもあるよ！ 『Let's communicate more!』

- Case 1. 相手の言っていることが分からないとき
 ◦ What did you say? (なんて言ったの)
 Once again, please (もう一度言って)
 Sorry, I don't understand. (ごめん、分からない)
 What do you mean? (どういう意味)
 What does ~ mean? (~はどういう意味)
- Case 2. 相手の言ったことが、理解できたかどうか確認したいとき
 ◦ You mean _____? (~という意味?)
 (正しければ) Yes, that's right./Right.
 (間違っていたら) Sorry, that's not right.
 Ex. A: You mean you need my help? (私の助けが欲しいということ?)
 B: Yes, that's right.
- Case 3. 自分の伝えなかったことが相手に理解されたかどうかを確かめたいとき
 ◦ Do you understand? (分かった?)
 You know what I mean? (私の言っている意味、分かった?)
 (分かったなら) I see.
- Case 4. 自分の伝えたいことが相手に理解されていないので、自分の言ったことを繰り返すとき
 ◦ I mean, (つまりその.....)
 ~, for example, ... (例えば...)
 In other words, ... (言い換えれば...)
- Case 5. 言葉に詰まったとき
 ◦ Let me see, ... / Let's see, ... (ええと)
 Tell, um, ...
 ♪相手と話すときには沈黙(サイレンス)をつくらないようにしよう。
 自分にとっては考えている間なのですが、相手にとっては空白の時間、
 不安の時間なのです。

- Case 6. 自分の伝えたいことが英語でどう表現するか分からないとき
 ◦ 別の語句や表現方法で言い換えよう

I keep a pet in a glass bowl. It is green and very cute.
 I bought it two years ago. We say it lives many many years.
 I hope so. (みどり亀をペットで代用している)

- Case 7. どうしても単語が思い浮かばないとき
 ◦ 思い切って日本語で表現してしまおう (でも、あとで英語でなんでいるの
 辞書できちんと調べておこう)

♪例えば、
 • Last Sunday, I went skiing at Naeba.
 The snow on the ゲレンデ was very good.
 (slope)
 • I rode on a ブランコ in the park.
 (swing)

- Case 8. もうどうしても表現方法が分からないとき
 ◦ 身ぶり手ぶり (Gesture)、視線 (eye contact)、顔の表情 (☺☹)
 などで言いたいことを表現してみよう

♪相手と話すときには、相手の目を見ながら話すことはとても大切です。
 相手が自分の言っていることを聞いているか、理解しているかを確認
 するために相手の目を見るのです。相手の目を見るとはいっても、
 じろじろ見たり、じーっと見たりはしないこと。

☆ 聞き上手 (Good Listener) になろう!

Uh-huh./ Yeah. (ええ、うん、はい) I see. (なるほど)
 Oh, really? (へー、ほんと?) No way. (まさか。絶対だめ)
 Oh, no! (あらまあ!) That's news to me. (初耳です)
 No kidding (うそー!) Is it?/Did you? (ほんと?)
 I can't believe it. (信じられない!) That's great! (すごい。いいですね)
 That's too bad. (かわいそう)
 Good for you. (よかったね)

Figure 2

コミュニケーション・ストラテジーを身に付けるための
自己評価

年 組 番 名 前

評価項目/DATE	/	/	/	/	/	/	/	/	/	/	/	/
友人や先生とのコミュニケーションの中で、												
1 長い沈黙をおかない												
2 コミュニケーションに詰ったとき、別の言葉で 言い換えようとする												
3 聞き手に援助を求めて適切な語句を引き出そうとする												
4 新しい情報を追加しようとする												
5 自分の理解が正しいかどうか確認しようとする												
6 相手の言葉が理解できないとき、説明を求めたり、 聞き返そうとする												
7 あいづちを打とうとする												
8 ジェスチャーや顔の表情など、非言語手段を効果的に 使用したり、理解しようとする												
9 自分から進んで発言しようとする												
10 相手と視線を合わせようとする												
11 自分の言いたいことが相手に伝わった												

•できた…A •まあまあできた…B •できなかった…C

- ② We explained CS and got the students to practice CS in some of the fluency activities in the classroom.
- ③ At the beginning of each class, the ALT(or JET) asked the students referential questions as a warming-up activity.
- ④ At the end of each class, the students evaluated themselves by using the above sheet(Figure 2).
The JET also evaluated the students, focusing on CS, or how they interacted with each other.
- ⑤ Before we introduced CS into class, we first got the students to do fluency work in order to compare the classroom situations before and after introducing Communication Strategies.

1st & 2nd period: At the beginning of the class, the ALT(orJET) asked the students some referential questions like "What did you do this weekend?".

To get the students to do a Show & Tell activity.

At the end of the class, the students evaluated themselves by using the above sheet.

3rd period: To explain CS by using a handout. We gave the students some models in the form of a short dialogue. For example,

<p>ALT: It's a beautiful day today! JET: What did you say? ALT: I said it's a beautiful day today! JET: Sorry, I don't understand. ALT: I mean it's nice today. JET: What does "nice" mean? ALT: It means that things look good! JET: You mean the weather? ALT: Yes, that's right.</p>

After the demonstration by JET & ALT, the students practiced the dialogues, first of all by chorus and then in pairs.

4th- 10th period: At the beginning of the class, the ALT(or JET) asked the students some referential questions such as " What is your plan for this weekend?"
To get the students to do some fluency activities. At the end of each class, the students evaluated themselves.

Fluency activities

4th-6th period: Guessing game in pairs.

7th period: Picture-drawing game in pairs.

8th period: Explaining Sazae-san comics in pairs.

9th period: Interview test- Guessing game (in pairs)

10th period: Interview test- Explaining pictures (individual)

(4) Analysis of Experiments on Communication Strategies

We made the following analysis of Communication Strategies by watching the students' classroom activities on video and conducting a questionnaire after the above experiments.

1) Observation of experiments in class

Communication Strategies helped to make classroom activities more interactive. The strategies worked well as cues that enabled the students to continue communicating their messages, which eventually resulted in an increase in the amount of the students' talking time in fluency activities.

In the above experiments of the 1st and 2nd period, the students were initially less interactive with each other in the Show and Tell activities prior to the introduction of the strategies. Their conversation didn't last very long. There were long gaps of silence, with very little expansion of their statements.

After the introduction of the strategies, the students got more positive toward communication in the Guessing game and Picture-drawing game. The students began to use as many strategies as they could. As the students spent more time practicing the strategies in the fluency work, they became more and more productive in speech. However, for some students, especially of elementary level, the total amount of Japanese and incorrect English also increased.

2) Effects of self-evaluation on Communication Strategies

Mostly the students evaluated themselves correctly in each class. By doing so, they got the opportunities to think deeply about how much they were involved in communicative activities in each class. More importantly, this self-evaluation was of great help to the students in acquiring the basic communication skills by examining which strategies they had and hadn't used yet in class.

3) Result of some questionnaire

① What strategies did you use most?

Mime was the most frequently used strategy. Confirmation check and repetition came next. This result suggests that non-verbal methods like gestures are the easiest and most efficient ones for the students to express what they want to say. As for the confirmation check and the repetition, the students got to use them more naturally as they spent more time on the practice.

② What strategies did you use least and why?

Paraphrase was used least. Most students said it was too difficult for them to try. There were many students who couldn't say unfamiliar words in different ways because of lack of vocabulary. In such situations, most of the students expressed unfamiliar words in Japanese only when they couldn't do so by using gestures.

③ What changes occurred in classroom activities before and after CS introduction?

50% of the students found it more enjoyable to communicate in English. 43% felt that their ability of self-expression had improved.

④ Do you think CS are effective for you to communicate with others?

All the students answered "Yes" to this question. They think of Communication Strategies as an effective means of communication.

The results of the questionnaire obviously show that, by getting the students to practice Communication Strategies in fluency activities, we can really motivate the students to interact more with one another in the English classroom. We're sure these experiments gave students a chance to learn how to make the best use of the little they know about expressing themselves.

4.3. Social Factors in Communication

(1) What are "Social Factors in Communication"?

Sociolinguistic competence consists of following a variety of social rules, such as respecting interpersonal space, using eye-contact, gestures and prosodic features, etc. in a given situation. "When these rules are followed, behavior is said to be normal: failure to follow rules constitutes deviant behavior." (Gumperz and Hymes, 1972) Hymes calls these rules cultural grammar, and points out that "they are regarded as measurable by measures which are independent of communication processes." (*ibid.*) Here, in this study, we call them social factors in communication so that JETs will accept this term more easily.

(2) Experiments in Class

We will describe the communication activities in class in which social factors are included. We used color photocopied traveler's checks issued by American Express in the communication activity in which the students cashed the checks. Students were given the following directions for using the checks:

1. Sign the traveler's checks immediately on the top line when you purchase them.
2. Countersign the traveler's checks in the presence of the cashier when you use them.
3. You will be requested to show some form of identification.

In a given society, cashing traveler's checks is not completed only with English expression, but must be accompanied by English expression and procedures 1 through 3.

After teaching the procedures and the English expressions, the students were given fake traveler's checks and required to cash them with an ALT acting as a hotel cashier. The students were also given a bag where they found a book and a passport to use as identification. After several performances in which they could easily show their identification, the students were given a bag where they found no passport. We forced the students to act in this situation to let them experience that a violation of the procedures leads to refusal to cash the traveler's checks.

Unfortunately, no students in our class succeeded in surviving this difficult situation. We advised them that it might be best to tell the cashier that they would return to their room to get the passport and come back again.

(3) Analysis

The communication activities mentioned above allow students to have a more realistic situation, and within this situation, the students learned not only to use traveler's checks, but to see the tradition of money security underlying check cashing. By using authentic teaching materials like traveler's checks in a simulated situation, students were more involved in the communication activities, experiencing the joy and difficulty of communication. The feedback from the students is as follows; " Now I've got

some idea of how to use a traveler's check, and maybe I can use one. " " When asked to show a passport, I was very angry and about having a quarrel with the cashier because I could not find it in my bag . "

4.4. Evaluation by Students

(1) What is "Evaluation by Students"?

Here, in this study, we will mainly discuss the evaluation by students because this activity is very useful to encourage students to be actively involved in class while they are watching and listening to their friends' performances. First, we will show the general aims of evaluation in class;

- " 1. To enable the teachers to increase their own effectiveness by making adjustments in their teaching to enable certain groups of students or individuals in the class to benefit more.
2. To diagnose the student's weaknesses and difficulties.
3. To evaluate the effectiveness of the syllabus as well as the methods and materials used.
4. To motivate students. " (Heaton, 1988)

The evaluation by students consists of peer-evaluation and self-evaluation, and in the evaluation activity in class, we will put emphasis on the fourth aim mentioned above.

(2) Experiments in Class

We implemented peer-evaluation and self-evaluation along with teacher's evaluation in class. We observed and evaluated the students' communication performances. Only three students were evaluated in one period on average because of the time limit, but throughout a term all 40 students could be evaluated at least once. The result of peer- and self-evaluation was immediately shown to all of the students through the LL system(analyzer). The students push one of the buttons from five (the highest) to one (the lowest) to show their evaluation. In the evaluation here, students never evaluated the performance analytically, that is, item by item, like loudness of voice, accuracy of pronunciation, etc. (i.e., analytic evaluation), but evaluated it as a whole (i.e., holistic evaluation). At the evaluation phase soon after each performance, the performing student was informed of the teacher's comments along with evaluations by students displayed on a monitor.

(3) Analysis

"There is a strong correlation between analytic and holistic evaluation only when the evaluator is proficient in English." "Holistic evaluation is superior in terms of practicality, but one must use caution not to decrease its validity and reliability. When the evaluator is less experienced, he should make analytic evaluation."(Naito, 1995) It seems irrational that students with little proficiency in English should make holistic evaluation. The main reasons for implementing holistic evaluation in our class are as follows:

1. For immediate evaluation and feedback, the evaluation activity should be as simple as possible.
2. Every student has his own idea of being fluent, and the domain in which he wants to improve differs among students. Students tend to be less concerned with items they are not interested in. Accordingly, letting them evaluate a performance with several items weighed equally would not work well.

We are not seeking for validity and reliability, but for active student involvement in class through evaluation . Under such conditions, holistic evaluation is suitable for the students.

5. Conclusions and Recommendations for Further Study

The following is the result of a questionnaire done by the students at 6 senior high schools in Tokyo. We asked all the students the same question at the end of the first term and in the middle of the second term. And since the beginning of the second term, we have tried to introduce referential activities, such as word definitions, discussions and debates. At the same time, we have taught the necessity of communication strategies. The question is:

How often do you think you could tell your opinions to the teachers and your friends in English in Oral Communication classes?

	Quite Often	So-So	Rarely	Not at All
1st Term	2.8 %	31.0 %	40.8 %	25.4 %
2nd Term	9.9 %	69.2 %	20.8 %	0.1 %

The results show that, through these activities, students come to think that they could have more opportunities to express their own opinions and ideas in English. Obviously enough, these referential activities can increase students' desire to communicate. In addition to that, students feel less stress to speak by using communication strategies and they can express what they really want to say. It means that the classes become more communicative. Accordingly, it is important for the teachers to motivate the students to express themselves.

Finally, we would like to point out the following which may be of some help to further studies on this issue.

- (1) In order to make the classes more communicative, the teachers should introduce referential activities to these classes, and at the same time, they should also show the students the importance of communication strategies and social factors.
- (2) At the very first stage, one of the most important things is to decrease the students' affective filter. But on the other hand, students often make errors in expression in those cases. So when the students' desire to communicate becomes greater to some extent, the teachers take notice of the students' mistakes, and we believe that it will make the classes even more interactive.
- (3) It depends on the students' desire and ability which activity is the most effective. Therefore the teachers should be very sensitive to choose the most suitable one.

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Group B

Communication-Oriented Grammar Instruction

--- Grammar Instruction for Developing Ability to Communicate ---

1. Introduction

In the past 20 years, many studies and researches on foreign language education have suggested that language learning should be made up of communicative activities. In Japan, also, it was made clear that the main objective of foreign language education was to foster a positive attitude towards communication in a foreign language and the new subject "Oral Communication" was introduced when the New Course of Study was officially announced in 1989. Since then, understanding contents had been more emphasized than learning grammar, and grammar had been thought somewhat lightly of. These days, as a reaction to this trend, the underestimation of grammar comes to be reconsidered, and grammar instruction comes to be regarded as an important element of language learning again. By some teachers, the importance of grammar instruction in language learning is now verified, particularly under the condition that students try to acquire a foreign language but they can't master the language as naturally as they did their mother language. Furthermore, some teachers consider it effective to contrive to arrange grammar instruction into communicative activities.

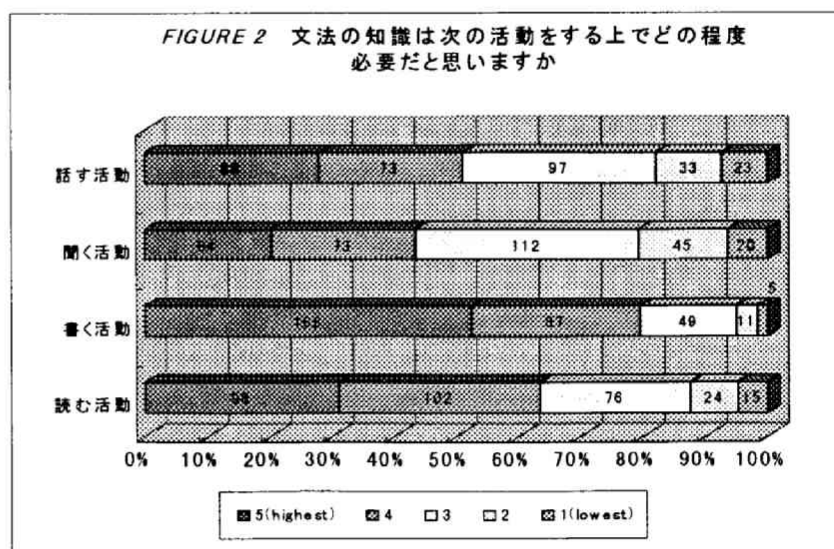
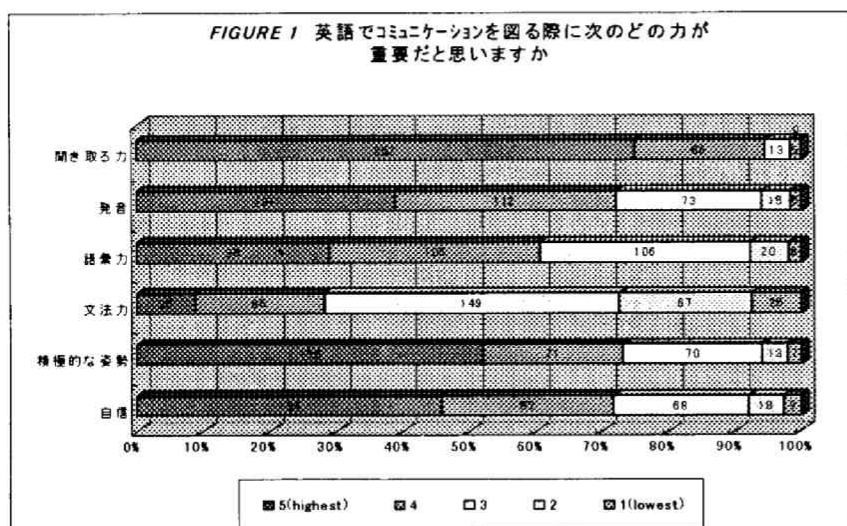
It is needless to say that students need ability to understand situations and express their own intentions and feelings. In order to develop such ability, they should make use of grammar as "support". In order to develop their confidence and motivation they need grammar as "support". Because many students are reluctant to speak with a native speaker in English class since they are not confident in their knowledge of grammar and vocabulary. We can expect that grammar instruction contributes greatly to accuracy of their communication and to speeding up making ability to communicate stick. That is, we should not think that communicative activities are incompatible with grammar instruction but reconsider them from a grammatical point of view and make up communicative English classes.

2. Present Situation in Grammar Instruction

In order to investigate students' awareness of how useful grammar is in communication, we conducted a survey. Data were collected from about 300 students in 6 different high schools. (see FIGURE 1 & 2) According to the survey, it appears that students feel that the grammar is less useful when communicating in English.

When the New Course of Study, whose aim was to develop ability to communicate, was officially announced in 1989, the subject of grammar was abolished and students have learned grammar in English I and English II. On the other hand, some teachers have deeply rooted recognition that grammar should be taught deductively, thinking of acquiring language grammar as most important in order to master the language, and expecting that non-natives can acquire ability to communicate more

quickly and more accurately by learning grammar. Even though grammar instruction is very effective, we should not have classes conducted by the Grammar-Translation Method again while we aim at developing students' ability to communicate, the ultimate purpose of English education. That's because the traditional method of grammar instruction was said to have some problems; (1) using grammatical terms too much, (2) lacking in consideration for current usage, (3) making too much emphasis on inflection, (4) explaining by formula and mechanical explanation. In the past, students sometimes could not acquire implicit knowledge of grammar in learning grammar, so they could not make use of grammatical knowledge which had been acquired in English classes as an effective means to communicate. It is likely that after taking such English classes they regard grammar as boring and dull. They might have some doubt whether grammar is effective and lose motivation to learn English. Moreover, in high schools, all subjects (English I, English II, Reading, Writing, Oral Communication) are not linked together. That is, it is very difficult to teach grammar systematically through three or four years because, among the subjects, grammar instruction is independent of each other.



3. Points Concerning Grammar Instruction

In senior high schools, English teachers must emphasize the communicative activities, such as "Listening activities", "Speaking activities", "Reading activities" and "Writing activities". Through such activities, students can acquire the ability as readers or listeners to take correctly the information and the content they would like to inform. Students can also acquire the ability as speakers or writers to give correctly and successfully the information and the content they would like to inform, using the most appropriate forms and structures for the situation. So, we should have students do communicative activities under situations as communicative and realistic as possible.

We have to make a thorough plan on English grammar instruction, considering stages of the students' development in order to maneuver the communicative activities in classes such as "English I", "English II", "Oral Communication", "Reading" and "Writing". Johnson and Morrow (1981) showed us how to make the ideal syllabus and said, "While the syllabus itself is based on grammar features, functions and conceptions, which learners need, can be presented systematically when grammar features are introduced." We aim at having students acquire knowledge of grammar features through communicative activities. We also think it very important to let students enjoy such activities.

We will make teaching plans toward this aim, considering the following points.

3.1. Task-based Communicative Activities

The traditional grammar instruction has often been structure-centered and deductive. But few students can put up with the instruction while many students get to dislike English for the reason that such instruction seems difficult to understand and boring and useless. Therefore we suggest we should teach not only structure of language but function of language. That is to say, we should not teach only language form deductively too much, but teach function of language inductively, considering language performance, by letting students work on task-based communicative activities. Then students get to have more interest in English grammar.

3.2. Grammar-consciousness-raising Activities

The concept of grammar-consciousness-raising has been paid more attention from the viewpoint of grammar instruction for communication. In communication-oriented grammar instruction we should not teach grammar features themselves only in a deductive way. We should have students discover grammatical rules by themselves in an inductive way.

In grammar-consciousness-raising activities, students work on grammar-consciousness-raising and problem-solving tasks to learn grammar features independently through discovering and realizing grammatical rules by themselves. "Form-focused instruction" in which a certain grammar feature is introduced in the context in order that students can discover a grammatical rule independently is one of the effective means for raising grammar consciousness.

3.3. Grammar Instruction Based on Students' Needs and Stages of Development

When we make a teaching plan, we should take students' stages of development and students' environment into account. It is almost ineffective to teach grammar deductively to the students who have not reached the stage of thinking logically. That is, it is not useful to teach grammar features

through explaining them by indicating example sentences and using grammatical terms to the students who have difficulty in understanding abstract ideas or general ideas. Instead, it is effective to give those students enough chances to listen to and read a lot of words and sentences accessible to them. And when we teach English in class, we should think it more important to teach ways of understanding content and let them accomplish tasks and let them express themselves than to instruct rules of language deductively and logically. After giving students enough input of language, we should teach grammatical rules systematically. On the other hand, it is possible and useful to instruct grammar features deductively through explaining them by indicating example sentences and using grammatical terms to the students who can think logically and understand abstract and general ideas. Those students can realize grammatical rules by themselves. And then it is more effective to give these students opportunities to express themselves positively using the grammatical rules they acquire.

3.4. Various Means of Presenting Grammar Features

When we instruct grammar features effectively, a variety of activities below should be done. And many of them should be communicative. We would like to make grammatical structures clear through the variety and recycle grammar features periodically considering students' needs and development. The grammar instructions should be presented clearly in simple and non-technical words. Teachers should use simple grammatical words, and avoid using confusing linguistic words. And we can use boxes, examples, illustrations, charts, and tables whenever possible.

We suggest some examples as a variety of useful techniques and resources for grammar instruction; listening and responding, telling stories, participating in dramatic activities and role-plays and simulation, describing pictures, realia (i.e. real things) show and tell presentation, graphics, singing songs, recitation, playing games, presentation, speech writing, essay writing, discussion, debate, using multi-media, using authentic materials, participating in problem-solving activities and text-based exercises and activities.

3.5. "Spiral" Grammar Instruction

When we instruct grammar features mainly by using implicit communication-oriented and problem-solving tasks, it is difficult to decide an order of presenting grammar features. Moreover, in order to instruct grammar features useful for communication as a pragmatic tool, it is necessary to instruct them repeatedly in different classes, in different ways and in different stages of development through the program of three or four years.

4. Model Teaching Plans

4.1. A Model Teaching Plan of "English II" - Variation 1 -

Aim of lesson: To teach "formal it"

Learner Characteristics: 24 third graders in a full-time high school

Focus: To have students use "formal it" willingly. Practice of "It ~ to ..." has already been covered. Tasks range from the meaning-focused to the inductive and the explicit.

(1) Procedure

At the beginning of the lesson, the teacher gives the students the brief background information of the theme of the text and introduces some difficult words and phrases to them. The students are given questions about the content of the text in Japanese.

Next, the teacher lets the students understand "formal it".

(Work Sheet)

<p>〇〇文法を直讀した練習〇〇</p>	<p>【1・2組用】</p>	<p>Q 5. 次の①~⑤それぞれについて、あなた自身はどう思いますか。a, bのいずれかを選択しなさい。そして右の枝分かれ図を、自分の選択したaまたはbの方向にどんどんたどっていきなさい。あなたはA~Hのいずれに達しましたか？</p>
<p>Are Portable Phones Dangerous?</p>		<p>① It is (a. heartwarming b. disgusting) to see a couple deep in love.</p>
<p>Q 1. 次の各文の () 内に適切な語をそれぞれ入れなさい。</p>		<p>② It is (a. fun b. painful) to play a trick on a teacher.</p>
<p>(1) A: Where is Tom's dog? B: () is in the garden.</p>		<p>③ It is (a. pleasing b. irritating) to hear friends' success.</p>
<p>(2) All of us want peace. () is more precious than anything else.</p>		<p>④ It is (a. exciting b. depressing) to watch a documentary film on a war.</p>
<p>P o i n t s ① () はすぐ直前に出てきた単数名詞の代わりをする。</p>		<p>⑤ It is (a. thrilling b. boring) to walk alone in a dark tunnel without a flashlight.</p>
<p>Q 2. 次の各文の i t は何を指していますか。それぞれ文中より抜き出しなさい。</p>		<p>⑥ It is (a. delightful b. frustrating) to fill the room with lots of dried flowers.</p>
<p>(1) Yoshiko is pretty. She knows i t .</p>		<p>Q 6. 次の各文をそれぞれ和訳しなさい。</p>
<p>(2) Taro tried to move the stone, but he found i t impossible.</p>		<p>(1) It was pleasant to camp by the river.</p>
<p>[ヒント] find+O+C「OがCだとわかる」</p>		<p>(2) It was exciting to travel by air.</p>
<p>P o i n t s ② 直前の () や () の内容を指す。 いつも直前の1つの単数名詞を指すわけではない。</p>		<p>(3) It is natural that the singer is popular among young people.</p>
<p>Q 3. 次の各文の I t は何を指していますか。それぞれ文中より抜き出しなさい。</p>		<p>(4) It is strange that you do not know his name.</p>
<p>(1) I t is dangerous to hitchhike in some countries.</p>		<p>Q 7. 「It ~ to ...」 「It ~ that ...」を用いた英文をそれぞれ作りなさい。</p>
<p>(2) I t is true that Saruganeseki hitchhiked from Hong Kong to London.</p>		<p>「It ~ to ...」</p>
<p>P o i n t s ③ 先に () があり、後の () 以下や () 以下の内容を指す。</p>		<p>「It ~ that ...」</p>
<p>Q 4. 右の文章中の下線部 (1) (2) の I t (i t) は何を指していますか。それぞれ抜き出しなさい。</p>		<p>()</p>

Q 1 T: Fill in each blank.
 S 1: Tom's dog and peace.
 T: That's right.
 Can you use any other words?

S 2: It?

T: Good.

Q 2 T: What does each "it" refer to?

S 1: The answer to (1) is
 "Yoshiko is pretty."

S 2: The answer to (2) is
 "Taro tried to move the stone."

T: The answer to (2) is
 "to move the stone."

Q 3, Q 4 T: What does each "it" refer to?
 Think about the difference between Q 2
 and Q 3, Q 4.

Q 5 T: Follow the direction.
 You can find out your own personality.

Q 6, Q 7 T: Let's review the use of "It ~ to ...",
 "It ~ that ...". After that, express your own
 feelings.

(2) Result

The students answered Q1 easily. Some of them found it difficult to answer Q2, but they finally knew "it" does not always refer to one word. They easily answered Q3 and Q4. They understood the use of "It ~ to ...", "It ~ that ..." by looking at Q2 again. They finished Q5 immediately by looking at Q3 and Q4 again. They got excited and felt more relaxed. They wrote each answer to Q6 in a relaxing atmosphere. They reconfirmed the difference between "It ~ to ..." and "It ~ that ...". In addition they had more confidence to express their own feelings through working on Q7.

4.2. A Model Teaching Plan of "English II" - Variation 2 -

Aim of Lesson: To have students understand the usage of subordinating conjunctions such as when, after and before in cases in which a subordinate clause is located in the second half of the sentence.

Learner Characteristics: 25 third graders in a part-time high school

Focus: To have students learn the usage of subordinate clauses implicitly and inductively, using the edutainment software "Chaz's Construction Junction" of "Fisher-Price Ready for School," which was originally made for children to learn safety rules and manners.

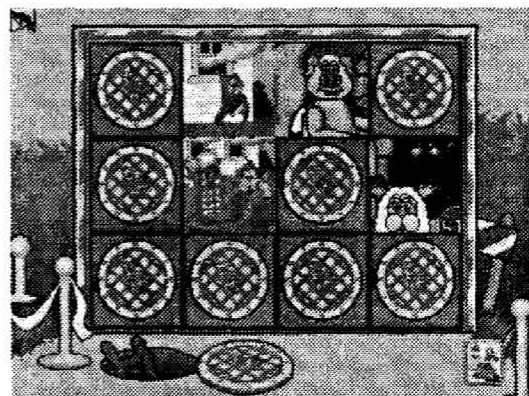
(1) Procedure

Task 1

The students play a game in which they search for a pair of blocks whose pictures and messages (a subordinate clause and main clause) fit each other.

The followings are some examples of sentences spoken when students click the blocks:













<i>(main clause)</i>	<i>(subordinate clause)</i>
<i>I call 911</i>	<i>when there is a fire</i>
<i>I'll stop and look both ways</i>	<i>before I cross the street</i>
<i>I brush my teeth</i>	<i>after I eat every meal</i>



Task 2

The students make sentences connecting two pictures, using subordinating conjunctions from the worksheet. A teacher instructs them to write sentences using pictures on the left first and then those on the right.

Go Together

 ride a bicycle	 rain
 don't walk	 use tissues
 see the sign "walk"	 go to the toilet
 hold an umbrella	 wear a helmet
 wash hands	 see the sign "don't walk"
 have a runny nose	 walk

3- () _____

(1) 左側の絵と右側の絵で、マッチするものに線を引きなさい。

(2) when や after を使って、文を作りなさい。
 (左側の絵を表す部分が文の左側、右側の絵を表す部分が文の右側に来るように)

(2) Result

There is a sentence "He went fishing even when the season was over" in the reading material "The Biggest Liar on the Mississippi" in the text "Go, English! II" published by Tokyo Shoseki. Many of my students translated this sentence as follows; 「釣りに行ったとき、その季節は終わっていました。」 before this lesson. Why did they come up with this wrong translation? It is because they did not understand English word order well as implicit knowledge, although this grammar feature had already been part of their explicit knowledge. In the grammar-translation method, students look at one sentence divided into three parts, such as "He went fishing", "even when" and "the season was over". In this lesson, the students could grasp it in two parts—a subordinate clause and main clause by connecting two pictures. After the lesson, the students understood more complicated sentences than the aforementioned example more rapidly and translated them into Japanese with increased accuracy. The following is one of the examples in the textbook: "I remained calm as I walked out of the gym and out of the school." We can say this task somehow enabled the students to learn the grammar feature. One student remarked "I learned that it is important not only to know the meaning of each word but also to master correct word order to communicate in English."

4.3. A Model Teaching Plan of "Oral Communication A"


Aim of Lesson: To have students master using and answering the Interrogative Sentence. (Especially the habitual present tense and the past tense.) To have students practice talking about their daily lives in English. To encourage conversations by using concrete, everyday topics.

Learner Characteristics: 16 second graders in a part-time high school

Focus: To have students do the task to stimulate communications in the classroom. Grammatical explanations should be to a minimum and given only after the student activities. Corrections should be avoided, thereby encouraging the students to focus on communication. However, fossilization (e.g. He have breakfast. I goed to school.) needs to be kept in check. The mood and atmosphere of the classroom should be conjunctive to learning.

(1) Procedure

- ① **Set Context.** ALT writes "Daily Schedule" on the blackboard and has the students pronounce it. The ALT then asks a few students questions, such as, "What did you do?" Meanwhile JET helps them to understand the sentences and answer them.
- ② **Listening/Speaking Only.** ALT has the students stand in a circle facing one another. He says, "Yesterday I got up and." The next student in the circle repeats the former sentence and adds an action of his own. This continues for two or three cycles, while ALT gives the students vocabulary (especially past tense verb forms) where necessary.
- ③ **Blackboard Work.** The students return to their seats. ALT writes "I wake up at seven, then I turn on the heater, then change clothes..., after that I eat breakfast," and has the students practice pronouncing the sentences. JET explains the meaning of the sentences and the words.
- ④ **Consolidation.** Students form pairs and practice the conversation from a handout. One student asks the other about his/her daily life and fills in the blanks. Then the students change partners and do the same questions, filling in the handout to the end. When all the handouts are collected, the ALT reads out the times marked in the schedules, one by one, and has students guess the student who gave that information. After these activities, an explanation of the grammar is given and the corrections are made, concerning the use of interrogative sentences and present and past tense.

	What time do you...																		
<p>wake up?</p> <p>eat breakfast?</p> <p>go to work?</p> <p>go to school?</p> <p>eat dinner?</p> <p>go to bed?</p>	<p>Name: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 50px; height: 20px;"></td><td style="width: 50px; height: 20px;"></td><td style="width: 50px; height: 20px;"></td></tr><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr><tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr></table></p>																		

(2) Result

Because we did not immediately correct the students' errors, the quantity of the students' utterances increased remarkably and their attitudes towards the lesson improved. Although no explicit grammatical explanation was given at the start of the lesson, students were careful in their applications of the target structures and used them accurately. We saw students interview each other spontaneously, before being ordered to do pair work. They seemed to have gradually acquired an improved attitude towards communication.

4.4. A Model Teaching Plan of "Writing"

Aim of Lesson: To have students understand pragmatic use of auxiliary verbs
Learner Characteristics: 40 second graders in a full-time high school
Focus: To have students understand that with use of auxiliary verbs, they can adjust the degree of certainty, obligation, intention, possibility of their utterances and express politeness to others

(1) Procedure:

① Grammar-consciousness-raising activities: In order to have students review basic usage of the grammar feature and raise grammar consciousness, the teacher has them listen to songs and fill in the blanks where auxiliary verbs should be put, then have them guess the meaning of the auxiliary verbs in the lyrics.

② To present the grammar feature in an implicit way: In order to have students understand the degree of certainty of auxiliary verbs, the teacher presents the grammar feature, that is, auxiliary verbs, through playing a "magic" (materials: a ball and four empty boxes)

"Here are four boxes. And one box has a ball in it and others not. Which box has a ball?"

"Box A could have a ball in it."

(Open the box) "No."

"Then Box B might have a ball in it."

(Open the box) "No."

"Then Box C may have a ball in it."

(Open the box) "No."

"Then Box D must have a ball in it."

③ To present the grammar feature in an explicit way: The teacher has students confirm the degree of certainty with the list below and examples

could might may must

(-) ← certainty → (+)

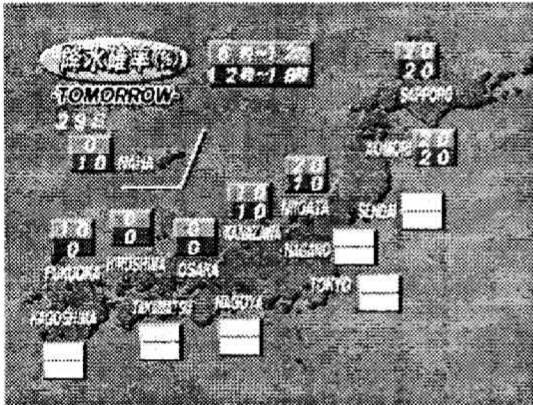
E.G.) Judging from the looks of the sky, we must have rain tomorrow.

It may rain tomorrow or it might snow.

The light over the mountains could be a UFO.

④ Task-based Communicative Activities: Making a script of a weather forecast & a pair work. One student makes a weather map filling in the blanks with figures of rain possibility, and tells his/her partner the rain possibility, using auxiliary verbs, not the figures. But, the partner writes down the

figures of the rain possibility he/she expects. After the pair work, the teacher explains that we can express the degree of certainty with auxiliary verbs and that it is not rigid certainty.



POSSIBILITY OF RAIN

NAGOYA: 90%

It must rain tomorrow morning.

TOKYO: 50%

It may rain tomorrow morning.

NAGANO: 30%

It might rain tomorrow morning.

SENDAI: 20%

It could rain tomorrow morning.

⑤ To present the grammar feature in an explicit way: In order to have students understand that auxiliary verbs can express the degree of politeness and that they should be used properly in certain situations, the teacher has students choose the appropriate expression.

Situation 1: You arrived at Narita Airport just now. And you call your brother.

(Can / Could) you pick me up at the airport?

Situation 2: You arrived at Narita Airport just now. And you call your boss.

(Can / Could) you please pick me up at the airport?

Situation 3: Your friend caught a cold. And you give him/her a piece of advice.

You (had better / should) take a good rest.

Situation 4: Your teacher caught a cold. And you give him/her a piece of advice.

(Please take a good rest. / You had better take a good rest.)

(2) Result

What I will note here may not be a result of the teaching plan. However, it is true that, to make the teaching plan above and to teach grammar features communicatively, we need various kinds of authentic contexts. A point is how efficiently we can get such contexts, or how we can save time in preparing materials.

In order to know the song containing certain grammar features, I referred to “*オーラル・コミュニケーションのためのテキスト・バンク*(p.145)” issued by Taishukan-shoten, which has a song list useful for classes. And to get TEXT files of the lyrics, I accessed the home page of lyrics server (<http://www.lyrics.ch>) on the internet, which contains more than 100,000 TEXT files of the lyrics. To know the pragmatic use of certain grammar feature, I referred to “*発想の英文法*” by ALC Press. This book has much information for Japanese teachers of English to teach grammar features communicatively.

5. Conclusion and Recommendations for Further Study

(1) Task-based Communicative Activities

Students were exposed to a lot of grammar features through listening and reading in English while tackling communication-oriented and problem-solving tasks. Coping with the pedagogic tasks, students also had opportunities to write and speak in English. Consequently they were able to have communicative activities among students and between a teacher and students. Further, the completion of the tasks brought to students a feeling of satisfaction and achievement and gave them an incentive to study English.

(2) Grammar-consciousness-raising Activities

Through grammar-consciousness-raising tasks, students paid more attention to each grammar feature. More time was given for them to participate in communication-oriented and problem-solving tasks. Surely there is room for improving these tasks. However, through them students got to discover grammatical rules themselves positively.

(3) Grammar Instruction Based on Students' Needs and Stages of Development

While the traditional grammar instruction has often been structure-centered and deductive, we tried the grammar instruction in inductive ways in our classes. Both the inductive instruction and the deductive one seemed to have some merits and demerits. We reconfirmed the students' positive attitudes in such classes by inductive instruction, though it took students a long time to discover grammatical rules by themselves. When we teach in the deductive instruction, students understand grammatical rules immediately and maintain them effectively by practices for a short period. But we wonder if students may be passive and get bored. Therefore we reached the conclusion that we should use properly both of them, two types of instructions, taking into account the objective of teaching grammar features, students' stages of development and curriculum.

(4) Various Means of Presenting Grammar Features

This time we attempted to teach the lessons with games, software, songs, a weather chart, daily schedules, etc. We should always try to be aware of social conditions, the actual situations of students and their school lives. We also need to keep studying so that we can acquire various skills and techniques. We should have students perform grammar lesson activities in pairs or groups. In these types of communicative activities, students exchange understandable input so that they have more opportunities to use the grammar features. Their interest in communicating in English should increase.

(5) "Spiral" Grammar Instruction

We had classes with aforementioned communication-oriented and problem-solving tasks. Grammar features that we teach in these lessons are not arranged systematically. Therefore, we should know which grammar feature is useful and suitable for our students. We need to plan a 3-or4-year program for teaching grammar to enable students to realize that all the grammar features are connected as a whole. After that, teachers should make a 3-year or 4-year teaching plan, considering students' grades and their stages of development in English.

When we utilize the five points above, we are sure that classes will become more active. Grammar features will become more pragmatic. Students will become more motivated to communicate in English.

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