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平 成 12 年 度

教育研究員研究報告書

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【日本語抄録】
A．グループワークによるスピーキング指導の工夫

　平成 11 年に告示された高等学校学習指導要領の外国語科の基本方針の１つである「外国語による実践的コミュニケーション能力の育成」を図るためには、生徒の自己表現能力を高めねばならない。そのための手段として、我々 A グループは、絵を使ってグループ活動をすることによってより効果的に生徒同士のコミュニケーションや表現の意欲が高まるのではないかと考えた。

　あるストーリーに沿った一連の絵を 7 人の教師が協同して描いた。その共通の教材をもとに、生徒の英語の能力や学習動機の異なった 7 校で、それぞれに応じた工夫をしながら実際に授業を行った。

　その結果、活動の内容、発言の頻度やレベル、表現の多様さ等において学校間にかなりの差異がみられたが、共通して言えることは、通常の一斉授業の形態よりも生徒の参加意識や理解度が高まり、自己表現や生徒同士のコミュニケーションが増えたことである。そして何よりも生徒達が活動を楽しんでやっている様子が見られた。

　グループ活動による話しやすい雰囲気と絵という扱いやすい教材に加えて、教師自ら描いた絵によって生徒達の好奇心や表現意欲がさらに刺激されたのではないかと思われる。

　今後ともさらなる工夫と研究が必要であるが、生徒の表現意欲やコミュニケーション活動を高めるための一つの可能性を示し得たと確信している。

B．自己表現につながるリーディング指導の工夫

　リーディングの授業において、以前より「訳読中心方式」の弊害が指摘されてきたが、未だにこの方式から脱却できないでいることが少なくない。逐語的に訳す作業を繰り返すのみで、テキスト全体の内容をつかむところまで至っていない。本来リーディング授業の目的は、テキストを読んで理解し、新たな刺激を得ることであろう。今の時代を考えても、インターネットや電子メールが活用され、一定量の文章の内容を素早く把握し、情報を取捨選択する能力が求められている。当然授業においても、テキストの内容を把握し、自分はそれにどう反応するかまで考えさせる必要があるのではないか。さらにその反応を他者に伝えることで、リーディング活動も一連の自己表現活動の一部としてみなすことができる。そこで、「英文の大意を把握すれば、自己表現につながる」という仮説をたて、これまでより早く大意を把握する方法を研究した。従来の授業スタイルであるボトムアップ方式では、結果としてテキスト全体を把握するのに時間がかかってしまっているため、より早い段階で大意把握を目指すトップダウン方式を取り入れた授業を導入し、生徒の読解力の向上を検証した。末梢的な訳にとらわれなくても大意把握ができることに気付くことで、生徒たちの間から積極的に授業に取り組む姿勢が現れ、テキストに対する自分の考えを持ち始めていることがわかった。それを英語で他者に伝える点については引き続き研究が必要であるが、大意が把握できればリーディング活動においても自己表現への積極的な姿勢を作り出すことが可能であると確認できた。

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Group A

A study on devising effective speaking activities through group work using pictures

Prologue

The Education Department's New Course of Study was announced in 1999 with the new guidelines strongly emphasizing the "development of practical communicative competence." At this time, we began reviewing the literature related to second language education, and then determining which educational approach was most appropriate for metropolitan high schools.

As foreign language teachers our goals are basically the same; i.e. to arouse the students' interest, and encourage them to express themselves in the target foreign language. Despite our best efforts and intentions, however, the reality in the classroom is a tough and complicated situation. Although there are some highly motivated students, we are increasingly faced with large numbers of unmotivated students. In this context designing educational materials that fulfil the needs of individual students is difficult.

In the course of our research seminars we tried to develop class activities that could accommodate all intellectual levels. One such group work activity based on picture cards seemed to be effective in achieving our goals, and could be quite a versatile technique that teachers may adapt according to their needs.

The advantages of group work are well documented in the ESL literature; a) it gives students greater opportunities to speak; b) it generates greater interaction; c) it tends to create a comfortable and friendly atmosphere in the class; d) it gives students a good incentive to be positive and creative. The use of pictures also has many advantages in the classroom context; they abound with information that is easy to grasp; they stimulate the students' curiosity; and they make the students feel like chatting about what is going on when their classmates make picture story presentations.

Below is a brief outline of one possible group work activity using pictures.

1. Aim of study

The aim of this study is to demonstrate that group work using pictures is effective in encouraging students to express themselves in English positively. Self-expression is indispensable for communication although it isn't easy for some students even in Japanese, still less in English. Thus in this paper, we define "self-expression" as all kinds of verbal activities in the target language.

In the following chapters, we would like to show how we designed the lessons in our experiments according to students' proficiency levels in English. We will also show how the students performed the group work. Consequently we will clarify what is important to encourage students to express themselves in English positively.

2. Hypotheses

Group work using pictures would promote the students' interaction and self expression

The reasons for adopting the format of group work using pictures are :

It gives

① more emotional security than in the whole class activity

② more opportunities to interact or speak out among the students

③ environment which is more likely to elicit creativity

④ more chances to arouse interest and motivation of the students

In addition , using pictures gives

⑤ considerable information to be easily extracted

And it is

⑥ easier to guess the content or imagine the story

⑦ psychologically easier to approach the task

Recognizing the advantages of group work using pictures as mentioned above , members of our study group worked together drawing a set of pictures depicting a story to be used in a controlled experiment in each school, as their academic levels vary widely. The goal of this experiment was to determine the effectiveness and values of group work using pictures.

3. Approach (common procedure of the class)

Teachers

① explain the usefulness of group work.

② instruct the procedure to the class.

③ divide the class into several groups.(4 to 8 members in one group)

④ let the students choose a leader, a recorder, and presenters —

A leader must try to lead the discussion and make a story.

A recorder must record all the words that all the members in a group

utter in English.

Each group must make a presentation to the class.

⑤ pass out nine hand-made cards (they represent highlights of the story- the big match) and some work sheets.

⑥ let the students guess and talk about each of the cards in a group freely. (In the first stage, they can use both Japanese and English. Then, a recorder must record all the speeches that the members of a group make in English.)

⑦ let them make a story in English.

⑧ let each group make a presentation to the class.

⑨ record the students' activities with video.

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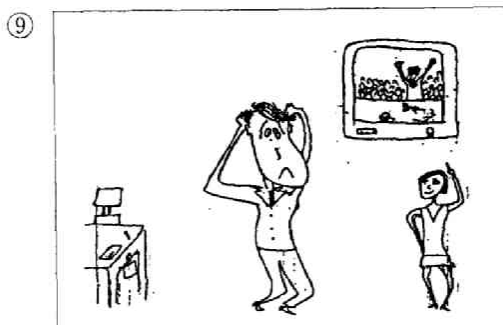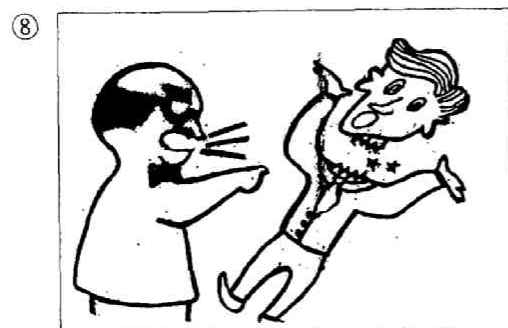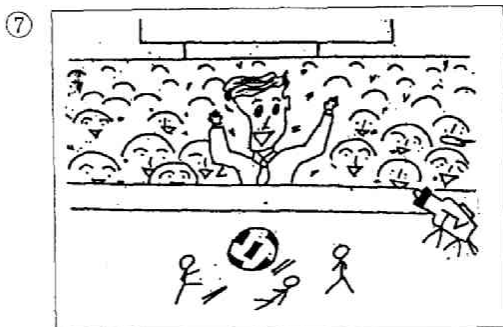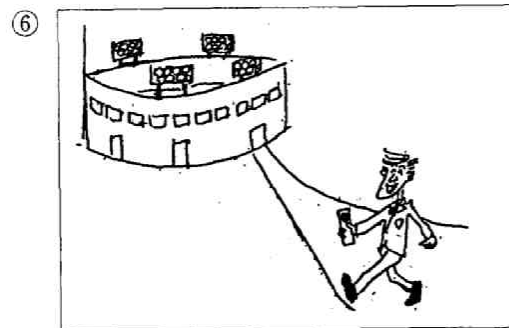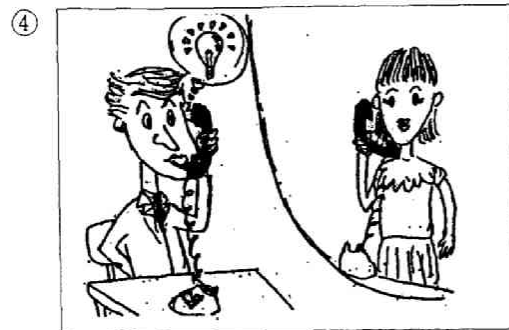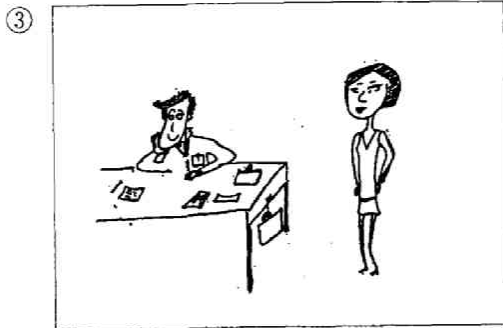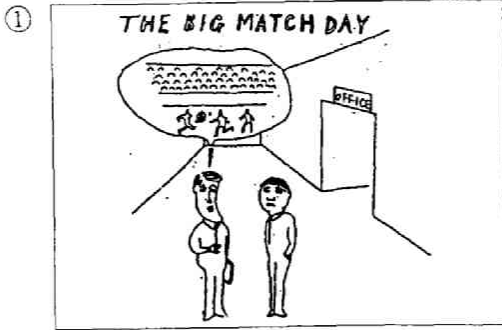
4. The practice at each school

(1) School A

These are some ideas that the students at School A thought of:

- They would like to go back to the way they did things in Elementary School.
- It is interesting to talk to someone whom they seldom talk to.
- Working in groups is more interesting than the typical Japanese teaching method where only the teachers speak without student input.
- They remember grammar and idioms well.
- They wish they could have more opportunities to write and speak English together.

To conclude, they enjoyed talking to one another and exchanging their ideas about the pictures and the story. They found it more interesting to compose English sentences by their own expression and in a cooperative way than to translate Japanese into English in the textbook. They enjoyed watching the presentation of other groups.

Through the students' comment, I think education is not only teaching knowledge to students but also raising the ability to think for themselves ; encouraging the ability to put their knowledge into daily practice . Self—expression could be a clue to solve the education problems

(2) School B

Our students' proficiency level in English is not high. More than 60% of the freshmen cannot even write the alphabet correctly. Their motivation is not high, either.

Considering this situation, the experiment should be carried out step by step. Thus I designed 9 lessons in total so that the students could have sufficient practice. The teaching plan is as follows;

1. Warm up - 3 lessons : Guessing and Explaining pictures/photos (individual→in pair)
2. Story making - 3 lessons : Discussing and making a story based on a worksheet in groups
3. Presentation & follow up - 3 lessons : Presenting to the whole class after practice

At the story making stage, I prepared a worksheet with a few of simple wh-questions for each pictures (e.g. Who is this woman?   What is she doing?) These questions had been presented during the warm up. After teachers' model performance, each group discussed their answers more positively than I had expected.   Much more interaction occurred in this activity than usual. Some students used a dictionary on their own initiative. As a result, they could successfully make a story. Of course, during the activity, the Native English and Other Language-Speaking Assistants and/or Advisors (hereinafter referred to as Assistants) and I helped the students when they had some trouble with vocabulary or grammar.

On the whole, the students seemed to enjoy the activity. They seemed to have a real feeling of accomplishment. More than 90% of them answered they participated more positively than usual in the questionnaire.   To my surprise, more than a quarter of the students answered they could remember and memorize some English expressions or grammar included in the task. This group work created a favorable atmosphere for the students to learn and made them highly motivated.

(3)　School　C

For this particular project, I asked the assistant English Teacher who works with me to create a story based on the nine pictures we drew up. He then told his story to the class. Afterward, the students were able to use his story as a model to help them to create their own. They were also able to use his words and body language to assist them. The enthusiasm he used in telling his story stimulated the students' interest. The pictures also provided clues that the groups were able to use to assist themselves in writing their stories. After the groups presented their stories to the rest of the class, I handed out the script of the Assistant's story and had them memorize and practice the important words and phrases.

My Assistant and I did not correct the students' English because the purpose of this project was to give them the chance to experience fun and pleasure in creating their own stories by using English and then presenting them to the class. At School C, it is very important for the students to learn and understand the basics of English and to be able to use what they have learned in fun and creative ways.

(4)　School　D

I told students that they were to speak English as often as possible. In fact, students spoke English only when they asked for hints. The English phrases they used in class were given by the native assistant - " How do you say ⋯ in English?" and "How do you spell ⋯ in English?"

Both the plot and some pictures were confusing, so we gave them some hints in English and Japanese. Some students consulted their dictionaries to write an English script, but most of them were at a complete loss until we gave them some help. Some hit upon right words, but they had difficulty in making complete sentences.

I failed to achieve the main objective, but students chatted lively in Japanese as if they were enjoying a guessing game. Even low-motivated ones joined the activity positively and made a great contribution. Though the scripts they wrote included some grammatical mistakes and semantic confusions, most students enjoyed themselves and their presentations were successful. Our method generated a relaxing atmosphere and gave them greater opportunities to speak (only in Japanese) than in a whole-class lesson. Perhaps pictures made a good starting point for verbal interaction.

(5)　School　E

In the 2 times that I performed this picture-lesson at School E, I had the following results.

#1　Most of the students were much more active and motivated than usual. This fact is echoed in their questionnaire responses.

#2　During the lesson the superior groups ignored the order numbers on the pictures and made their own original script. I noticed that these groups also tended to argue and chat a great deal about the activity in their native language.

#3　The story-making process began with the students chatting about matters both related and unrelated to the activity. Their looking at the pictures and chatting about them seemed to function well as a warm-up. During this time they also became encouraged to use the target

language as they began to think about how to explain the pictures in English..

#4   In the next stage the students began to use English spontaneously. They also began researching new vocabulary in their dictionaries and checking their expressions with their teachers.

*In my opinion allowing the students to work on the task in their native language was important to the success of this activity. It enabled them to use their own initiative to create a story and express themselves in English. I think this process empowers the students and gives them confidence to research a topic and then speak in the target language.

(6)   School   F

Because the students' proficiency level in English and motivation in this class are not so high , I gave up the idea of giving them free time to discuss the story.   It was clear that they would have been at a loss as to what to do even if they had been given instructions and probably would have done nothing.   With this in mind I prepared the worksheet for the students so that they would find it easy to complete hopefully while discussing the questions with each other.   In addition each student was assigned a specific question to ask so that the activity would go smoothly and everyone was involved.

The result was mixed, they completed the worksheet but some of them did so unfortunately without discussion, though others did benefit from the lesson's intention.   As a whole they seemed to enjoy the pictures and worked better than in the usual classroom activity in which students are bored and more reluctant to study.   The next problem is how to encourage them to verbally interact more with each other even in task based activities.

(7)   School   G

Learning level of class: Upper-intermediate   Other factors: Highly motivated but hesitant to speak out.   Here are two additional designs we made to promote interaction of the students.

① Creating the atmosphere of group competition.

The experiment was introduced as a kind of "game" to encourage students to speak out.   Also, 700 red and white plastic tags were prepared in advance by the instructor.   Then the students were given the following instructions:

The Rules of the "Tag Taking Group Tournament"

   a. Every time a student speaks one sentence in English, he or she gets one white tag. (1 point)

   b. Where the sentence is a long one with conjunctions, the student gets one red tag. (2 points)

② Combining group work with the practice of structural or functional items

Our initial concern was that it might be difficult to make group work a meaningful practice if it was just a free conversation with no new grammatical items or phrases to practice.   In this experiment, we provided students with some grammatical items and saw if group work could be used for the practice of those items.

Structural items: complex sentence   "I think that...."   "Do you think that....?"
Functional items: giving and asking for opinions.   "What do you think of.....?"

"I agree / don't agree with you."

Students reacted positively to tag-taking, and it was clear that the atmosphere of group cooperation encouraged even shy students to speak out. As for the second design, students were often seen to use the recommended new structural or functional items during the group discussion in real communication, and this showed that the use of group work is not limited to the teaching of oral communication class.

5. Questionnaire

In order to see how students felt about this group work, we conducted a survey using a questionnaire form with the questions below. In total, 414 high school students from 7 different high schools completed the form. The types of the high school and class the informants belong to are as follows:

Table 1. Type of High School and Class of Informants

School	A	B	C	D	E	F	G	Total
Type of School	Ordinary	Technical	Ordinary	Ordinary	Compre-hensive	Ordinary	Ordinary	
Average Proficiency	Interme-Diate	Beginners	Beginners	Beginners	Interme-diate	Beginners	Interme-diate	
Age	16-17	17-18	17-18	17-18	15-16 17-18	17-18	15-16	
Class Type	English II Compul-Sory Writing	OCA Compul-sory	Writing Compul-sory	OCB Elective	English I Compul-sory French Elective	OCA Elective	English I Compul-sory	
Group Size	4-8	4-5	6	3-4	6	4	5-7	
Time Spent	2-3 Lessons	9 lessons	4 lessons	2 lessons	1 lesson	1 lesson	1 lesson	
Group Work Experience	None	None	Some	None	Much	None	None	
Class Size	40	19	22	5-7	25 6	12	40	
Students Surveyed	186	34	22	12	31	12	117	414

As Table 1 shows, the conditions under which the experiments were conducted were slightly different from school to school. The results of the questionnaire are presented in the next four figures.

Q1 Do you think you participated in today's class more actively than you usually do in regular classes?

Total Students Surveyed; 414

a: Yes.

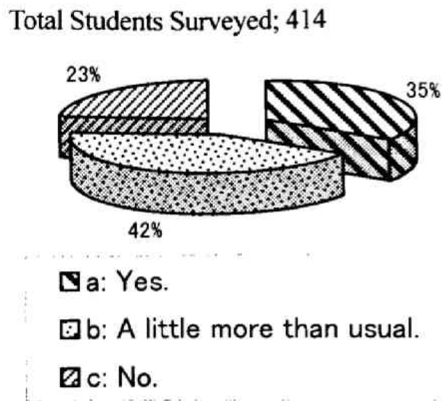b: A little more than usual.

c: No.

Figure 1. Participation in Group Work: (Percentage in Total)
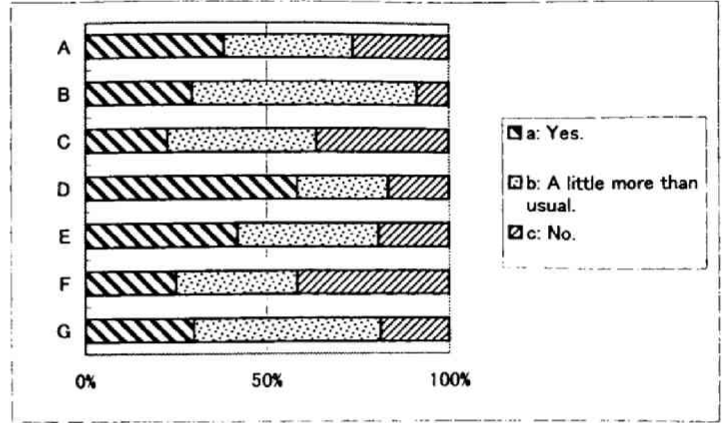
Figure 2. Participation in Group Work : (Percentage in Each School)

Q2 To those who chose a or b in Q1:   In what way do you feel you participated more in today's class?

(multiple choices possible)

a: Grasping the outline of the story.

b: Expressing yourself in Japanese.

c: Understanding what other members of your group are saying in English.

d: Expressing yourself in English.

e: Recalling the vocabulary you learned before, or learning new words.

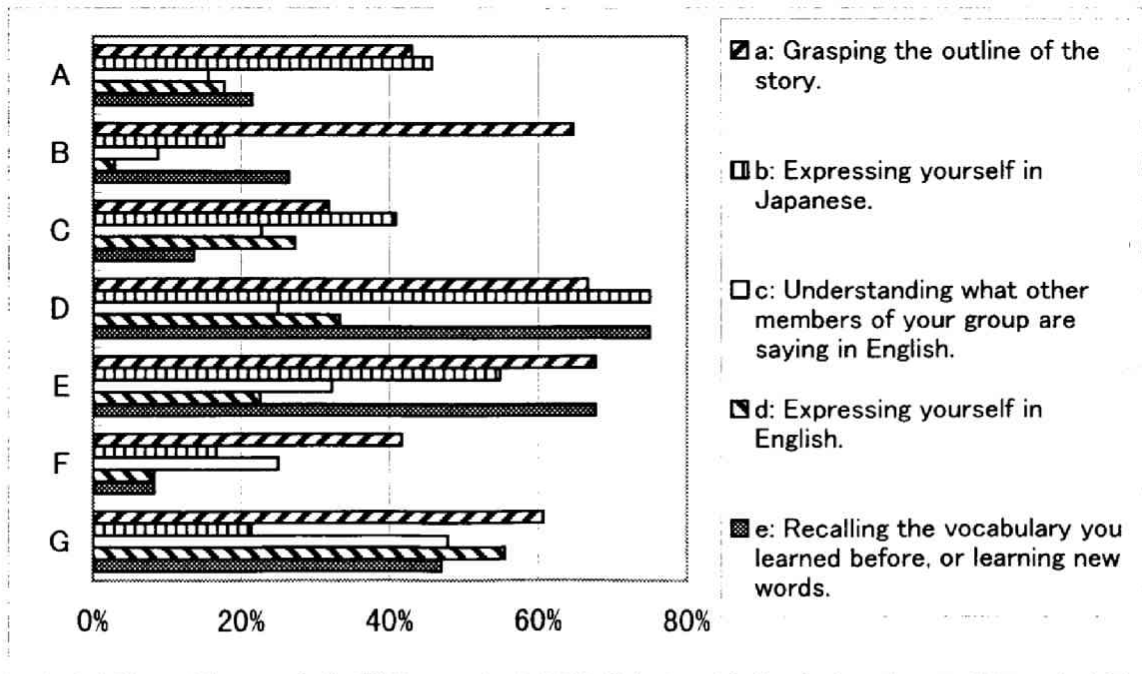Figure 3. Participation in Group Work Compared with Regular Classes

Q3 To those who chose *c* in Q1: What do you think is the reason for your not having been able to participate actively in today's class?   (multiple choices possible)

a: The pictures were not clear enough to guess the outline of the story.

b: Didn't understand the English other members of your group were speaking.

c: Tried to say something but for some reason couldn't.

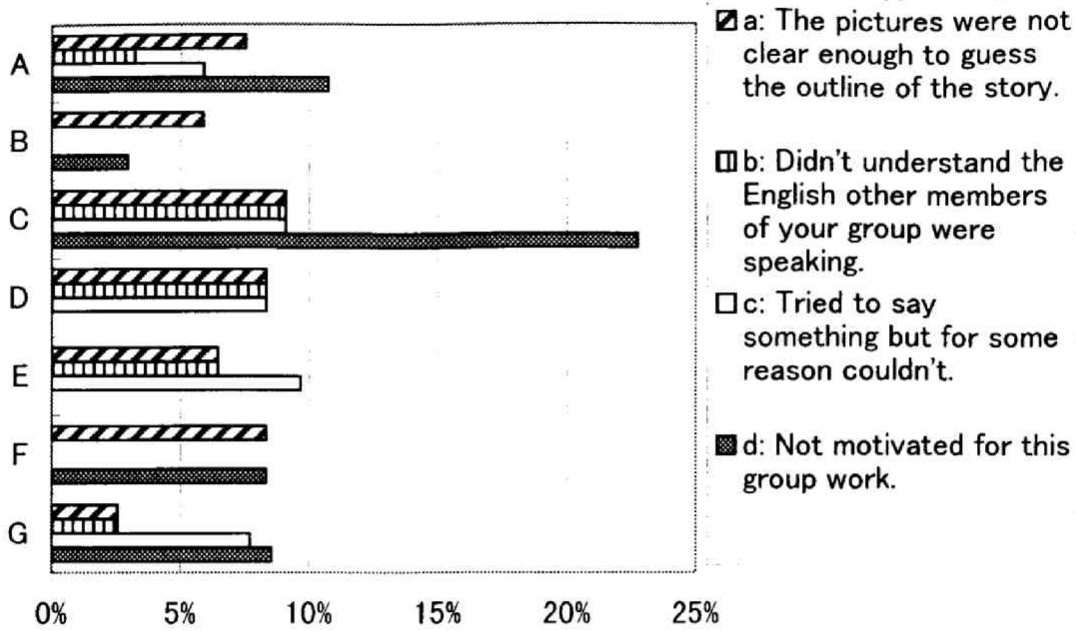d: Not motivated for this group work.

Figure 4. Negative Factors which Prevented Full Participation

Students' comments about the group work "Big Match"

* Positive comments

....Was fun, because the pictures can be interpreted in many ways. I enjoyed listening to the presentations of other groups.   Each group had a different story.

....Usually I feel nervous when Mr. Brown (Assistant) calls on me and asks me to answer in English. But today I felt more relaxed because it was a small group and with my friends. I enjoyed talking with my friends and making a story.   I was surprised at the imagination of my friends.....

....Was nice because we were able to make our own original story. I enjoyed the process of making a story with my friends.   Also the hand-written pictures by the teachers were cute. I laughed.

....Was shocked because I couldn't recall the vocabulary that I thought I already knew. I think this is a good practice for increasing vocabulary.

.... Was inspired by some of the members of my group who were so good at speaking.   It was nice to be able to hear my friends speaking English.   I'd like to do this kind of group work again.

*Negative comments: reasons for not having been able to participate fully

....There wasn't enough time for discussion.   Also there were too many pictures and I got confused.

....Was too difficult to put my idea into English and make sentences.

....I wish you had been more careful when you organized groups. The atmosphere of my group was not good, and I didn't feel like speaking out.

Analysis of the questionnaire

As Figure 1 shows, 77 % of the informants answered they participated "actively," or "a little more than usual." Asked the reason for their evaluation, 52% of the students gave "Grasping the outline of the story". Besides, 37% said they "expressed themselves in Japanese," and 28% said they "expressed themselves in English" in group discussions. Considering how difficult it is to have students speak out in the whole class setting, all these results make it clear that whichever the language the students might have used, there was much more interaction and self-expression than usual, and this result strongly supported our initial hypothesis that group work with using pictures would be effective to stimulate students' discussion and elicit their own point of view. Here are some other points that the table and figures above indicate:

*Preparedness for group work is the key to successful group work activities. Students who are accustomed to group work can make the best use of the group work activity to improve their conversational skills and vocabulary.
(as indicated in Figure 2   School E in which group work activity is conducted on regular basis in class)

*A step by step preparation with a proper amount of time enables even the beginners level students to fully participate in the discussion. (Figure 2   School B which spent 9 lessons in total for preparation and experiment) By dividing the material into small sections and presenting the students with an amount that they can easily handle at a time, students can get vocabulary and expressions that they use in group discussion which is generally thought to be the practice of higher levels.

*The use of the target language increases as the students' proficiency of the language improves.
The frequency of the use of English by participants as a means of self-expression is related to their proficiency. (see Figure 3   School G) Although most of the students of the 7 high schools surveyed answered they "expressed themselves more than they do in regular classes," Figure 3 shows that students of higher proficiency tend to express themselves in English from the start and show a higher frequency of use of the target language, while students with relatively lower proficiency tend to talk first in Japanese and later translate their ideas into English in the group presentation stage.

*Group work provides opportunities for students to learn new vocabulary or expressions in a real communicative situation. (indicated in Figure 3   Schools D, E, and G which showed high percentage in *e*) The results of our experiment obtained show that the more the students use the target language, the more they have a chance to learn vocabulary and structures from among themselves or by consulting dictionaries. This shows that group work is effective to have them see for themselves the value and use

of what they are learning.

*Pictures can facilitate the students' understanding of the material. As Figure 3 shows, "Grasping the outline of the story" scored high in almost every high school. (52%) This indicates that many students felt that they were able to grasp the content better through pictures (non-verbal aids) and group discussion stimulated by visual aids.

In addition, what the students' comments tell about the group work using pictures is as follows:

*Group work using pictures can effectively initiate the thinking process of students at different levels of proficiency and motivation.
*Group work provides the students with an environment within which they can communicate easily and freely.
*Pictures can be interpreted in many ways, and their "open-endedness" provides a fertile source of speculation. They are invaluable in evoking personal responses, especially on an imaginative level. They need not be an expensive ready-made one. Even the simplest "handmade aid" with a "human touch" can be appealing to the students.
*Pictures (non-verbal materials) are often more easy to handle for students than verbal materials especially at the presentation stage.

6. Conclusion

In this study, students with different levels of English proficiency and motivation took part. By being taught through group work and with visual aids, students in each type of classes showed more interest during class and were able to express themselves much more than the students who were taught in whole-class situations without visual aids.

The students in the higher level classes were able to create stories by using the pictures without additional verbal or written clues. Whereas, the students in the lower level classes needed additional clues in order to create their stories. Also, the lower level students had to write their stories in Japanese first and then translate them into English.

In conclusion, teaching methods that include group work and visual aids create a class atmosphere that allows the students to learn and use English in fun and creative ways. By using techniques that allowed the students to help each other in a group environment, individual students were able to feel safe enough to express themselves in English with confidence.

7. Epilogue

We have tried to show a possible solution to the problems of tough and complicated educational situation of today. The scopes of our research are limited, and the result is far from being satisfactory. We should be much obliged if any reader would express frank criticism to our study of group work. At

least we have been sincere in our classrooms, and the teaching experiences have led us to a conclusion that our attitudes are the most important factor in successful classroom interaction. Teachers' action, such as drawing clumsy pictures, would induce students' reaction. A modest conclusion as it is, we believe the most important - if you want your students to develop self-initiated attitudes to express themselves in English, you have to develop your positive attitudes to express yourself. We have been faithful to one conviction - every teacher hopes to improve the quality of his teaching.

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Group B

# Getting the general idea of a passage leads to a positive attitude

1. Introduction

The objectives of the foreign language course in *The Course of Study for Upper Secondary Schools in 1999* are:

(1) To develop students' abilities for communicative activities.

(2) To improve students' practical communicative abilities to understand information or the other party's intention and to express their own opinions.

Up to now, these objectives have been for oral communication courses, and most of the Listening and Speaking classes have been based on them. They, however, are not only for such communicative ones. The Course of Study also says that the objectives of Reading courses are:

(1) To further improve students' abilities to understand some information or the author's intention.

(2) To develop students' positive attitude for communicative activities, taking advantage of the improvement of (1).

That is to say, Reading activities are regarded not only as mere reading activities but also communicative ones. Our Reading classes must be communicative. Furthermore, in the present society, where the internet and E-mails are rapidly spreading, the ability to read a large amount of information with a considerable speed and to grasp its main idea is becoming more and more important. Then, what is communication by reading activities? When we read something, we try to understand the contents. Understanding what the passages or information says produce our own ideas and opinions, we tell others what we think about them, and a communication is formed and completed. Accordingly, bringing the focus into Reading courses, we have decided to study the teaching methods of Reading classes that lead students to improve communicative abilities.
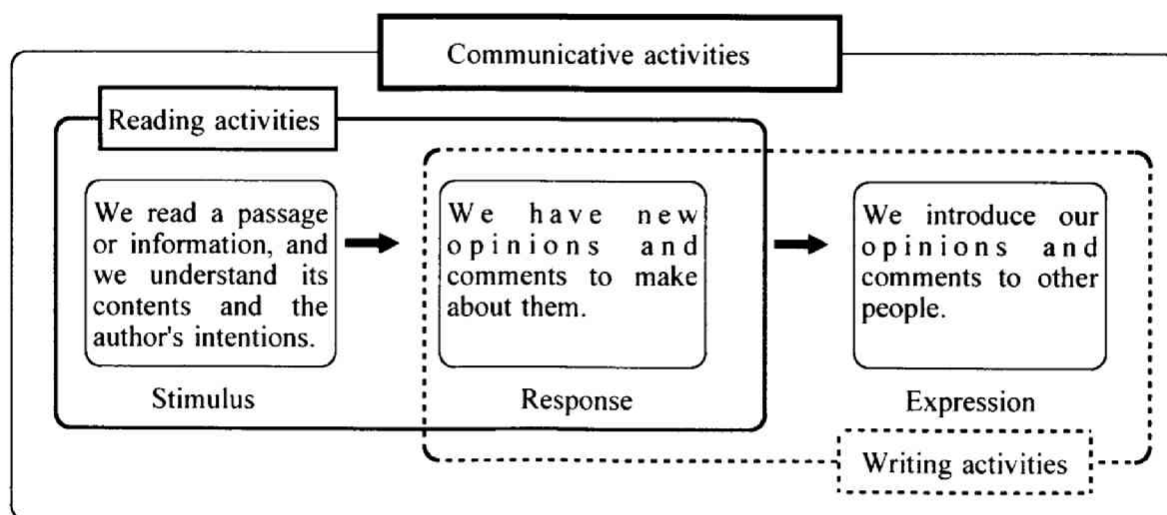
As shown in the illustration above, stimulus provided by a passage and understanding it produces response (= our own ideas and opinions). By telling other people such response, communication is

formed. From the communicative point of view, not only Reading courses but also Writing courses are also important, because in Writing courses we often make students write about their ideas or opinions. So these two courses should be tied together. As illustrated above, Reading courses can be defined as a subject to make students understand what a passage says and to make them produce their own ideas and opinions.

2. Aim of Study

In most of our classes, however, we have just been translating the sentences of a passage one by one. The students cannot always understand what the passage says, so they sometimes make quite strange Japanese sentences. Most of teachers must have had an experience like this: When a teacher translates the sentence "My father died when I was only seven years old." as "父が死んだのは私がまだ７歳の時だった", students ask some questions such as:

Is the translation "私がまだ７歳の時、父が死んだ" right?

Don't we have to translate the word "my"?

Which is a better translation for the word "only", "ほんの" or "まだ"?

As the students only stick to very detailed points, they don't try to understand the content of the passage. It is as if they cannot see the forest for trees. In order to understand what the passage says and what the writer wants to say, it must be necessary to get the general ideas of the passage before sticking to some detailed points. We think of this attitude as an important element to develop students' communicative abilities.

There are two ways to process text: top-down processing and bottom up processing. Top-down processing is "ways of reading texts which attend to global meaning and are activated largely by existing knowledge of the world rather than the specific linguistics features of the text" (Wallace 1992, p.147). Bottom-up processing is "ways of reading texts which attend to linguistic forms at the level of words or sentences" (Wallace 1992, p.145). Our traditional way of teaching can be classified as the bottom-up processing.

In bottom-up processing, the understanding of the students is: word - phrase - clause - sentence - paragraph - text. At the first stage of reading, students concentrate their attention on learning new words and phrases. If there are some words and phrases that they don't know, they look up the meaning in their dictionaries. The students' purpose of the reading activities is to choose the right Japanese meaning from many meanings. Such activities are repeated. It takes a lot of time to understand what the passage says. Many of the students are interested in just one Japanese meaning as a right answer.

On the other hand, in top-down processing, we make students read the whole passage and get the general ideas first. As they understand the general ideas, they can guess some difficult words or phrases and they can have their own ideas or opinions much earlier than bottom-up processing. We hypothesize that the top-down processing is the first step to self-expression. So, using some teaching methods of the top-down processing, we want to research their effects.

3. Hypothesis

Understanding the outline leads students to express their opinions.

4. Experiments in Class and Evaluation by Students

We propose a model teaching plan and material according to the objectives above.

(1)Class: Reading Class   78 students at High School A

Reading Class   40 students at High School B

Composition Class   39 students at High School C

Composition Class   40 students at High School D

(2)Material: Oxford University Press : *Advanced steps to understanding* ;Story 9

(3)Aim of This Period:

① To have the students understand the outline of the text.

② To have the students summarize the text.

③ To have the students express what they think and how they feel about the text.

④ To familiarize them with new words and phrases.

(4)Procedure:

① Warm up

② Reading the text repeatedly (more than five times)

③ Vocabulary presentation

④ True-False Questions

⑤ Wh-Questions

⑥ Summarizing the text in English

⑦ Expressing their opinions in English

⑧ Explaining the grammatical points

⑨ The model Japanese translation of the text

Handout

Text Reading *9*
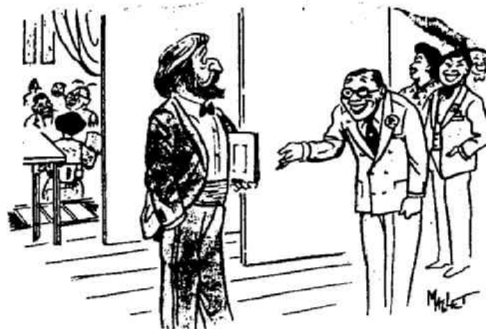
A famous writer who was visiting Japan was invited to give a lecture at a university to a large group of students. As most of them could not understand spoken English, he had to

have an interpreter.

During his lecture he told an amusing story which went on for rather a long time. At last he stopped to allow the interpreter to translate it into Japanese, and was very surprised when the man did this in a few seconds, after which all the students laughed loudly.

After the lecture, the writer thanked the interpreter for his good work and then said to him, 'Now please tell me how you translated that long story of mine into such a short Japanese one.'

'I didn't tell the story at all,' the interpreter answered with a smile.

'I just said, "The honourable lecturer has just told a funny story. You will all laugh, please." '

T-F Questions

1. The famous writer spoke Japanese well.   (   )

2. He told the students a long funny story.   (   )

3. The interpreter took rather a long time to tell the story.   (   )

4. The interpreter told the students a different funny story.   (   )

5. The students did not understand the lecturer's funny story at all.   (   )

6. The students laughed because the interpreter told them to.   (   )

WH-Questions

1. What did the writer do in this story?

2. Why did the need an interpreter?

3. What did the interpreter do after his speech?

4. Why was the writer surprised then?

5. What did the students do?

6. What did the writer say to the interpreter?

7. And what did the interpreter answer?

SUMMARY *in English*

Your Opinion *in English* :*You can use your dictionary*

Words & Phrases

	推測の意味（Guess the meanings）	辞書の意味（Write the correct meanings）
1.invite		
2.lecture		
3.interpreter		
4.amusing story		
5.go on		
6.allow 〜 to...		
7.translate		
8.loudly		
9.honourable		
10.funny story		

(5)Details of procedure

Here, we will show the details of the teaching procedure above.

① Warm up

The aim of this stage is to encourage students to read the text written in English. In the textbook, every story has a drawing concerning the content of it. So, first they see the drawing and then try to predict the content of Story 9.

② Reading the text repeatedly （more than five times）

The aim of this stage is to grasp the outline of the text. For this purpose, students have to read the text many times, at least five times. It is not necessary for them to understand the text accurately, but important to have them make predictions.

③ Vocabulary presentation

The aim of this stage is to have students guess the meanings of new vocabulary without consulting dictionaries. First, students guess the meaning of ten given words by reading repeatedly. Then the teacher shows the students the appropriate meanings. They check their prediction abilities. In top-down processing, as shown in the previous chapter, this stage should be the last one. However their prediction abilities has not been enough yet, so we have to give them this at an early stage as some clues to get the outline. It depends on students' level that which words are given or how many words are given.

④ True-False Questions

The aim of this stage is to have students get some clues to understand the content of the text. The teacher gives an explanation as the need arises.

⑤ Wh-Questions

The aim of this stage is to have students find some clues to grasp the content of the text more precisely and practice writing answers in English. It is permitted to answer in one word or a few words so as to have students use the English language more easily. The teacher advises how to

answer as the need arises.

⑥ Summarizing the text in English

The aim of this stage is to grasp the outline of the text exactly by using the T-F questions, the Wh-questions and their answers, and so on. Grammatical errors will be overlooked to some extent.

⑦ Expressing their opinions in English

The aim of this stage is to have students improve their attitude to express their opinions and comments about the text, so grammatical mistakes and unusual expressions are overlooked. It is also allowed to express in one sentence or a few sentences so as to be familiar with expressing their own opinions in English more easily.

⑧ Explaining of the grammatical points

The teacher explains 'Relative pronouns' and a 'Passive sentence'.

⑨ The model Japanese translation of the text

The teacher hands out the model Japanese translation of the text at the end of class.

(6)Examples of Students' Answers

① Students' Summaries　(There are some grammatical mistakes but they are not corrected.)

STUDENT A: A famous writer visited Japan to give a lecture at university. And he had to have an interpreter. During his lecture he told an amusing story for a long time. However the interpreter didn't translate, but most of students laughed loudly. The writer surprised. The interpreter said "You will all laugh, please."


STUDENT B: A famous writer give a lecture in Japan and told an amusing story for a long time. The interpreter translated his story after his speech in a few seconds. Because he said students that "The honourable lecturer has just told funny story. You will all laugh, please.

②Students' Opinions　(There are some grammatical mistakes but they are not corrected.)

　　1.I thought this interpreter is cunning.

　　2.I think the interpreter was clever.

　　3.This story is very useless.

　　4.I think this interpreter wasn't useful.

　　5.The interpreter is very impolite. He isn't a right interpreter.

　　6.I think that this story is interesting.

　　7.I wonder if the interpreter understood his story at all.

　　8.I think that this interpreter is irresponsible man.

　　9.I think the writer is miserable. Because students was not understand his story, and the interpreter was too terrible.

　　10.The interpreter is wonderful.

　　11.This story is very funny, but I think the interpreter is bad.

(7)Evaluation by Students

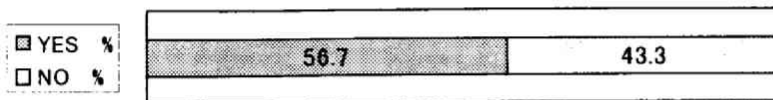Q1. Can you explain the content of the text?

YES %	NO %
85.2	14.8
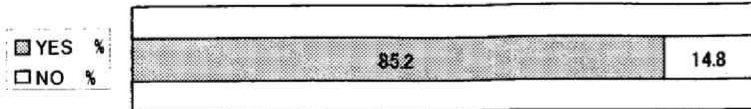
Q2. Is it easier to get the outline of the text than before?

YES %	NO %
79.5	20.5
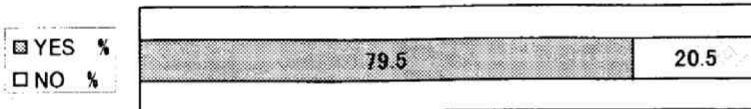
Q3. Do you have your own opinion about the text?

YES %	NO %
56.7	43.3

Q4. Do you think this procedure in class is useful?

YES %	NO %
98.0	2.0
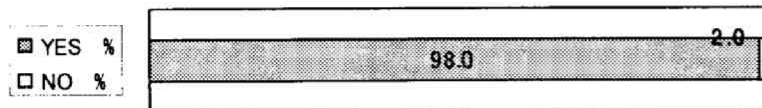
Q5. Do you think you can read the text better than usual?

YES %	NO %
93.0	7.0
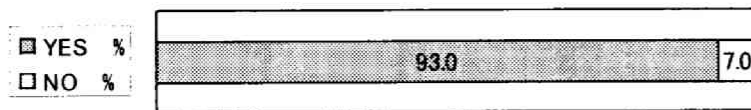
Q6. Is it easier to get the outline when you summarize the text for yourself?

YES %	NO %
75.0	25.0
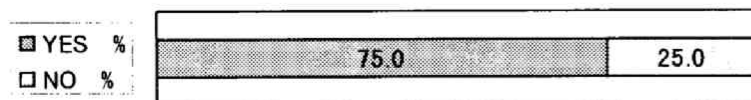
Q7. How many words could you guess right?

1 to 3 WORDS %	4 to 6 WORDS %	7 to 10 WORDS %
35	48	17
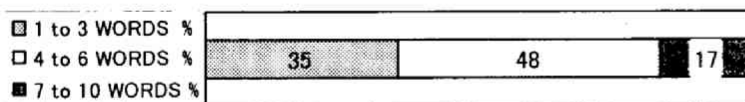
Q8. Do you need detailed and grammatical explanations of the text?

YES %	NO %
47	53
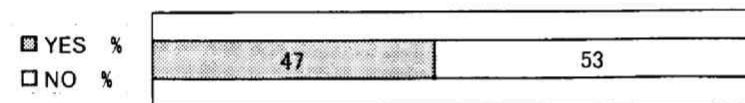
Q9. Do you need the Japanese translation which is handed out at the end of the class?

YES %	NO %
95	5
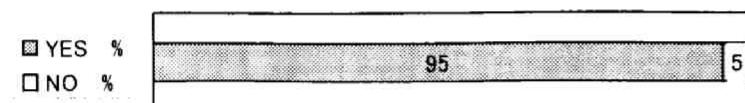
Q10. Please write down your opinion about this way of teaching.

It's more interesting than usual.　　(five students)

It's more difficult than usual.　　(two students)

I think that reading ability will be improved.　(two students)

I'm afraid that I cannot get good marks at an examination.

It is helpful so as to get ability of reading a text by myself. (two students)

All depend on a student's incentive to read.

I think I will get used to reading a long text.

I can get the whole understanding of the text more easily than usual.

ANALYSIS OF THE RESEARCH:　　The result says that most of the students at every school could catch the outline of the text more easily than before. We also find out that they had good impressions of this class and enjoyed reading the text. And moreover, some of them managed to summarize it, and tried to build up their own opinions, but the others found it difficult, especially for them to write down their opinions in English. About only half of them could do that. Anyway it is clear that most students could get a more positive attitude than before. Also, it is true that almost all the students requested the Japanese translation of it, and half of them expected our detailed explanations on grammatical points, usage in words, and so on. If they didn't get the explanation about it, they were afraid that they couldn't get a good score on a test. This makes it difficult for us to give lessons in complete top-down processing.

5. Further Experiments in Class

(1)Aim of Lesson: To have students understand a passage as a whole without translating into Japanese.

(2)Learner Characteristics: in a full-time high school 22 and 26 third graders who joined

extracurricular classes during the summer vacation

(3)Focus: To have students understand the passages of the text as a whole by using "top-down processing".

And to compare the result of this experimental class with that of the customary class.

(4)Material:

> Mr.Williams went to India for a few months, and he grew a moustache and a beard there. Then he came back to England, and he and his wife had a holiday in a hotel by the sea.
>
> After the first day, his wife said to him, 'I don't like your beard, Ted.' He shaved it off, but he did not shave his moustache.
>
> Then the next morning he said to himself, 'Now, I don't like my moustache,' he shaved that off too.
>
> Then he and his wife went down to breakfast, and all of the people at the other tables looked at them and began whispering to each other. Everybody said, 'That woman always comes down to breakfast with a different man each morning!'
>
> (Oxford Univ. Press　　L.A.Hill　*"Introductory stories for reproduction"*)

①Group A　(22 students)

　　1. Teachers pass out this passage in advance and make them prepare lessons for the class, for example, like looking up the difficult words in dictionaries, or trying to translate into Japanese.

　　2. During the class, teachers make some students translate each sentence into Japanese. If necessary, teachers make some explanations to enable to make students translate fluently. This is a typical English class in Japan.

②Group B　(26 students)

　　1. Students make no preparation for the class.

　　2. Teachers pass out the paper of the passage and a handout as followed in the beginning of the class, and make students read in a short time to understand as a whole. Teachers advise not to translate each sentence into Japanese but to understand what the passage tells as a whole.

Handout

1，時間と場所の流れを書き出そう。

　　例、　昨日の夜

　　　　次の日の朝

　　　　その晩

　　① （　　　　　　　　） 　② イギリスに戻る　　　③休暇で海へ

　　④ （　　　　　　　　） 　⑤ （　　　　　　　） 　⑥ （朝食の会場）

2，登場人物を書き出そう。

　　① （　　　　　　　） ② （　　　　　　　　　　）

　　③ （　　　　　　　）

3，パラグラフごとに大意を把握しよう。

Mr.Williams went ……(　　　　　　　　　　　　　　　　　　)

After the first ……(　　　　　　　　　　　　　　　　　　)

Then the …..(　　　　　　　　　　　　　　　　　　)

Then he and his …(　　　　　　　　　　　　　　　　　　)

---

(5)Evaluation by Students

(A) We ask all the students to answer the questions.

1. Can you explain about this passage properly?

Group A   Yes ······ 45%   No ····· 55%

Group B   Yes ······ 61%   No ······ 39%

2, There are two difficult words, "moustache" and "beard" in the passage. Can you guess the meanings of these words? In group A, did you look up the meaning of them?

Group A   looked up in a dictionary ······ 68%

                       Guessed the meaning ············ 3%

                       Did nothing ····················· 29%

Group B   Guessed the meaning ··········· 30%

                       Could not guess it ················ 70%

(B) Comments

The result above says that more students in group B could explain the passage better than group A could. Actually, when we asked them to explain the outline of this passage, group B students could do better. What is more important, many of those who, 70% of the students, answered "Could not guess it" in Group B made the meanings of the two words "moustache" and "beard" for "wig", "lashes" or "moles". They are what we have on our faces and what may change our looks. The very point of this passage is what changes our looks. They tried and managed to guess the meanings of these two words and they could nearly get the right answers. So, these mistakes seem to be rather better.

6. Conclusions and Recommendations for Further Study

As a result of having made use of the "top-down" processing, students' attitude toward reading became positive. At first they were at a loss what to do but they got used to the procedures by degrees. They came to be able to read a passage as a whole, get the general idea, and guess the meanings of some difficult sentences and words. Most students thought of this procedure as rather interesting. Above all, even those who are not good at English are delighted when they can understand the passage, since some difficult words or grammatical items do not always keep them away from understanding. The "top-down" processing is helpful to such students. After these activities, students began to express their own ideas and opinions 'in Japanese'. The positive attitudes students showed were greater than we had expected.

Though students understood the passage and had their own opinions, that did not lead them to express for themselves 'in English'. Certainly, they have acquired a more possitive attitude but their ability of expressing themselves in English is not sufficient yet. The unsettled problem is that we should draw out the students' ability to express their own opinions 'in English'. In Writing students

also tend to stick to very detailed points, such as spelling and grammar, as they did in Reading. We need to study new methods in Writing in which students can write their opinions positively, and enjoy expressing themselves. This will be a further study.

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