平 成 13 年 度

# 教 育 研 究 員 研 究 報 告 書

外 国 語

東 京 都 教 職 員 研 修 セ ン タ ー

# 平 成 13 年 度

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【日本語抄録】

A　英語の授業におけるコミュニケーション活動を活性化させるための指導の工夫

　　平成６年度学習指導要領からオーラルコミュニケーションが導入されたが、都立高校数校の英語教員にアンケート調査を実施したところ、実践的コミュニケーション能力の育成に関して充分満足できる成果が上がっていないという結果が出た。そこでＡグループは教員生徒双方に対する調査結果の分析に基づき原因を探り、英語の授業について次の点を考察することが重要であると考えた。
　　①活動を通じて、英語で積極的にコミュニケーションする態度が育まれ、学習者が技能の向上を実感できること。
　　②学習者ができるだけ多く「英語を聞き、話す」機会を与えられること。
　　③評価の在り方を再考すること。
　　我々はこれらを考慮した授業実践を、計画、実践、観察・省察のサイクルで授業改善を図るアクションリサーチの手法に基づいて進め、授業毎に教員が指導の自己評価を行い、適宜指導法や指導内容を修正改善した。
　　このことにより、生徒の実態に即した適切な指導が可能となり、結果として授業における実践的コミュニケーション能力の育成を期した諸活動が活発に行われるようになった。大部分の生徒が、行われた活動により、コミュニケーションの楽しさを体験し、英語を話す機会が増したことにより、英語学習への関心が高まった。また、自己評価の実施により、生徒、教員の双方とも授業に対する意識が高まったことが認められた。


B　音声利用によるリーディング指導の工夫

　　近年の通信技術の発達により、多量の文字情報をより速くより正確に読む力が一層求められるようになった。また、現行の学習指導要領には、「聞くこと、話すこと、及び書くこととも有機的に関連付けた活動を行うことにより、読むことの指導の効果を高めるよう工夫するものとする。」とある。
　　このことを踏まえてＢグループでは、読むことと他の技能とを関連付けつつ、多量の情報を効率よく処理できるようになるための読解指導を研究したいと考えた。そして、リーディングとリスニングのプロセスが似ていることに着目し、音声の不可逆性を利用して、戻り読みをさせない読解指導を試み、都立高校４校で10回にわたる訓練を実施した。
　　その結果、生徒の多くが、この訓練によって読解力の向上を実感し、英語を読む楽しさを味わったということが確認できた。長文読解に対する抵抗感がなくなったという生徒もいた。また、生徒自身が自分の現在の英語読解力を認識し、今後の英語学習への意欲、関心が高められたということを、訓練後に実施したアンケートの結果は示している。
　　訓練に用いる英文、出題形式、チャンクごとのポーズの設定時間など、更なる工夫の余地はあるが、本研究は、普段の授業のなかで無理なく実施できるリーディング指導のひとつのアイディアを提示できたのではないかと考える。

# CONTENTS

Group A

<div align="center">

AN ACTION RESEARCH PROJECT

ON REFERENTIAL ACTIVITIES AND REFLECTIVE TEACHING

</div>

## 1. Introduction

There has long been a critique that the six years of English teaching in secondary education seemingly cannot bear fruit in terms of communicative skills. During the past several years, the former Ministry of Education has introduced the aural-oral communication-oriented English teaching syllabuses into high schools in order to improve the learners' practical English ability.

The 2001 report on improvement of English teaching from the Ministry of Education, Culture, Sports, Science and Technology poses a problem, saying that "It is likely that what is really taught in class has been focused mostly on grammar-translation and lecture style, although in the Course of Study more emphasis has been placed on the improvement of basic and practical skills of the language."

A similar concern comes from some of the English teachers on the shop floor. According to a questionnaire we gave to English teachers from different high schools in Tokyo, 28 teachers out of 38 strongly disagreed or disagreed to the item, "Do you think that the students sufficiently have improved their language skills after the ongoing syllabus *Oral Communication* was introduced?" To the question "What do you think is the reason for your disagreement?" the participants point out that the students don't feel a desperate need for communicating in English mainly because Japan is an EFL country where they can do without it, and that they seem to show very limited interest in making use of English as a means of communication. Even if any doubt remains about the limited number of the participants, it is clear that from the viewpoint of English teachers it is the students' needs and motives that will affect their improvement and ability.

We also surveyed the opinions of approximately three hundred students in a variety of English classes in six public high schools. Question 2 in Table 1 shows that merely 40% of the students enjoy their English lessons. And Question 4 obviously tells us that they have little opportunity to practically use the target language during class. It seems that we teachers in English are requested to give them more interesting lessons and more opportunity to use English. These two findings will be a key factor in affecting their motivation.

The paper given by the research group A of 1997 recommended the introduction of referential activities that lead to motivating students and proposed modified assessment sheets. Taking this into consideration, we have listed three factors that we plan to introduce into the classroom activities.

<div align="center">2</div>

1. To incorporate the activities that encourage our students to participate actively, that let them obtain valuable information, and that let them feel involved in the activities and feel an improvement

2. To reconsider the assessment of what our students do during class

3. To expose our students to English aurally and orally

## 2. Purpose of this Study

The purpose of this paper is to explore a little further the dynamics of what is really taught and how it is taught in the classroom. Firstly, we will introduce some of the referential activities that can fulfill condition No.1 as mentioned above. These activities should be interactively linked to what each of the classes cover. Secondly, we will reflect upon each lesson by evaluating it based on some questionnaires to our students and to ourselves and reconsider the plan of the following lesson

## 3. Method

We will apply action research to our paper: it is a type of research, we understand, that encourages teachers to conduct a survey for a deeper understanding of their teaching and the students' learning in the classroom, and to find alternatives so as to put them into practice. The following flow chart is the prototype of action research.

$$\boxed{\text{Planning}} \longrightarrow \boxed{\text{Action}} \longrightarrow \boxed{\text{Observation}} \longrightarrow \boxed{\text{Reflection}}$$

## 4. Planning

At the first stage, we conducted the aforementioned preliminary questionnaire. The analysis reads as follows.

### 4.1. Analysis of Preliminary Questionnaire

**Q2: Are the English lessons interesting?**

If the lesson has an active and good atmosphere and more of the students understand what is taught, they will enjoy the lesson. And if we make use of audio-visuals or introduce some kinds of games in addition to the usual lesson, the students will have more fun.

**Q3: Can you make progress in your ability to communicate during lessons?**

The result means that 75% of the students "expect" much of English lessons. We often hear the students say, "We don't like grammar but we'd like to speak English." It is a somewhat narrow idea, but most of them think of speaking English only as a means of communication.
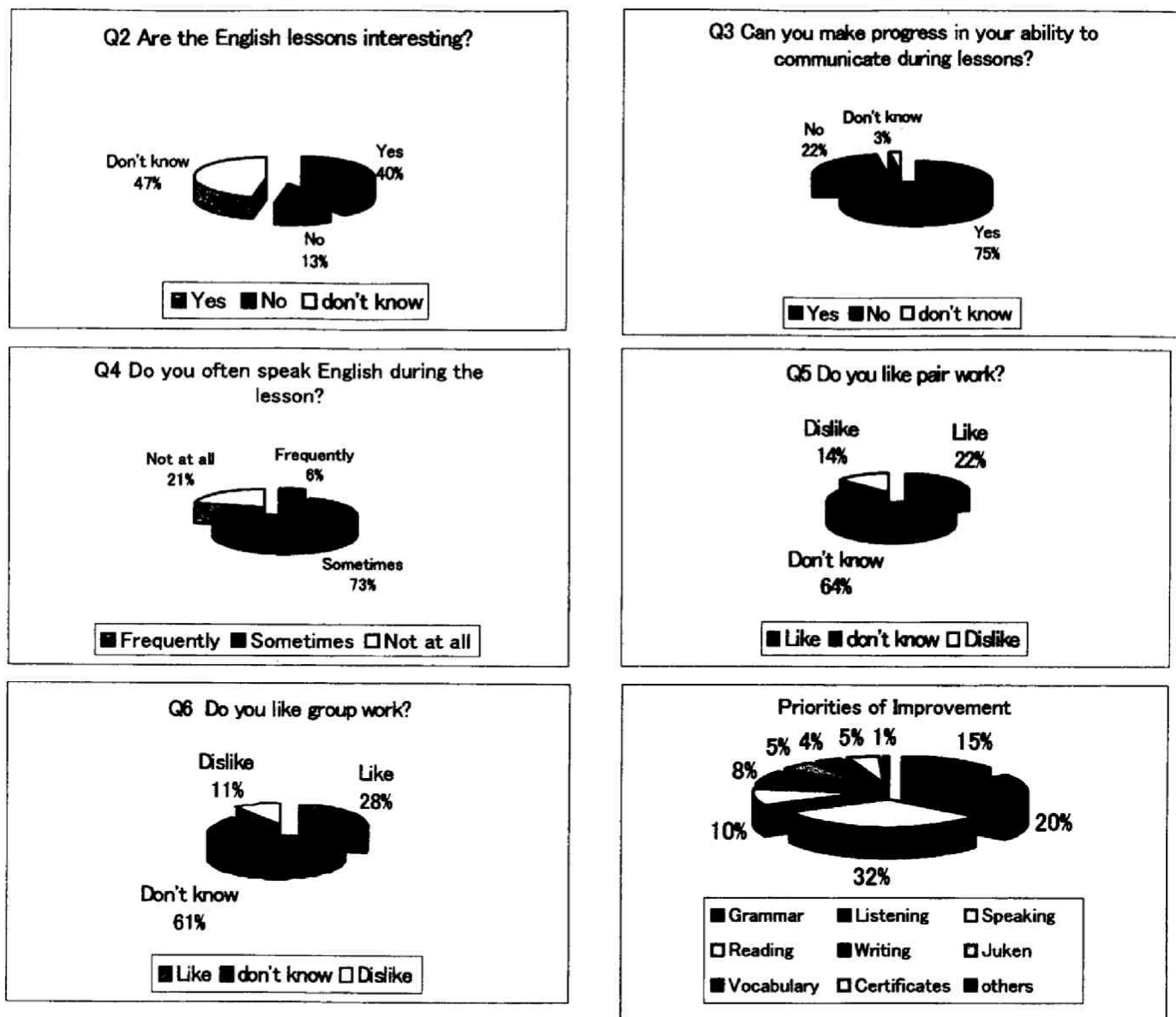
# Table 1

### Q2 Are the English lessons interesting?

Don't know 47%
Yes 40%
No 13%

■ Yes ■ No □ don't know

### Q3 Can you make progress in your ability to communicate during lessons?

No 22%
Don't know 3%
Yes 75%

■ Yes ■ No □ don't know

### Q4 Do you often speak English during the lesson?

Not at all 21%
Frequently 6%
Sometimes 73%

■ Frequently ■ Sometimes □ Not at all

### Q5 Do you like pair work?

Dislike 14%
Like 22%
Don't know 64%

■ Like ■ don't know □ Dislike

### Q6 Do you like group work?

Dislike 11%
Like 28%
Don't know 61%

■ Like ■ don't know □ Dislike

### Priorities of Improvement

5% 4% 5% 1% 15%
8%
10% 20%
32%

■ Grammar    ■ Listening    □ Speaking
□ Reading    ■ Writing    □ Juken
■ Vocabulary    □ Certificates    ■ others

# Table 2

## Referential Activities

Easy ————————————→ Difficult

|  | 1st step | 2nd step | 3rd step |
|---|---|---|---|
| Individual | Question & Answer | Complete Dialogue (Fill in the Blanks) | Show & Tell Speech |
| Pair work | Roll Play Information Gap | Small Talk (Balloons) | Task-based Activity |
| Group work | Karuta Sugoroku |  | Story Making Discussion Debate |

**Q4: Do you often speak English during the lesson?**

Some students seem to consider speaking English to be speaking with the AET, others to be saying "present" in roll call. We hope students will have more chances to speak English during class in order to exchange some ideas or information, and the number of students who speak English very little will decrease.

**Q5: Do you like pair work?**

Among the students who answered "neither" (66%), some students have never done pair work before. If they had many hours of English lessons during junior high school, they seem to check the answer "yes". We expect such students will change their answer to "like" after doing more activities.

**Q6: Do you like group work?**

This is almost the same result as in Question 5. It depends on the kind of activity, whether we make pairs or groups. Also some students like pair work but not group work, and vice versa. It is necessary for teachers to decide the members of pairs or groups so as to let them talk with many different classmates.

### 4.2. Procedure

Firstly, we classified some referential activities according to the level of difficulty and the type of the work. (Table 2) Then we selected some activities that are interesting for the students and effective for the improvement of students' communication skills. Furthermore, during the activities the teachers endeavored to speak as much English as possible in order to motivate the students to speak English. Sometimes we allowed ourselves to give oversimplified and affected speech, what is called *Teacher Talk*.

## 5. Action

Activities        Karuta, Sugoroku, Balloons, Task-based Activities

### 5.1    Karuta

Organization: group of four or five students
Preparation:   cards for each group
Time: 15-20 minutes (It depends on the situation)

This is played in the same way as Japanese Karuta and the cards can be changed according to the students' knowledge of English. For example, if you teach the "past participle modification" in your class, you can use picture cards. You should use simple English to explain how to play because your students can understand the Japanese version. You decide which card counts 3 points and so on. When there are only 4 cards left on the table, the students have to put their hands on their heads. This makes them more excited. They are required to listen to English carefully, which can be a good training for improving their communicative ability.

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. Through this activity, the lesson becomes more fun than ordinary lessons in which teachers normally speak to the students in one way conversation flow while students have little opportunity to speak.

## 5.2. English Sugoroku

Organization: groups of 3 or 4
Preparation: A die, counters for each group, and the copies of Sugoroku
Time: 15-20 minutes (It depends on the situation)

The aim of this activity is to have the students feel free to keep talking in English. Some conditions are necessary to achieve the aims. 1) Sugoroku must be fun, because it is a popular game for children. 2) The rules must be simple enough for the students to follow.

In reference to the "during-class situation", it is necessary to change the contents of some topics to make it easier for the students. At the same time the phrases in the box placed at the center of each counter should be more comparable to real life situations.

In this activity the students are not expected to speak perfect English. You may change how to play the game to some extent according to the level of students. For instance, it may be acceptable for the 2nd year students to use just simple words. After they get used to this activity, then you may instruct them to make full sentences.

## 5.3. Balloons

Organization: pairs
Preparation: pencils, work sheets, counters for each pair, and a stopwatch
Time: 15-20 minutes (It depends on the situation.)

This activity gives students more chances to speak English. Students work in pairs and talk about a topic of general interest, such as music or sports. You give them 5 minutes to interview their partners. Every time they get new information, they can draw one balloon, in which they can write information in English or Japanese, on their work sheets.

There is a rule that students should collect as much information as they can, and the students who get the most information are the winners. After the pairs have finished a 5-minute interview, they count the number of balloons they have made. Because of this competitive style, students try to ask more questions in order to collect more information. They also enjoy making balloons in their own ways.

## 5.4. Task-based Activity

> Organization: pairs or groups
>
> Preparation: work sheets, and pencils
>
> Time: 15-20 minutes

In task-based activities, messages are interactively conveyed to fulfill a goal. Takashima characterizes the task-based activity as the following: 1) message-focused 2) completion 3) negotiation of meaning 4) information gap 5) of interest 6) comparison of structure. (Takashima, 2000)

Teachers have students complete the set of activities consisting of three: grammar focus, communication activity, and task-based activity.


## 6. Observation and Reflection

### 6.1. School A

Our students' knowledge of English is quite limited and their motivation for English study is not so high, either. We have therefore had difficulty in making them speak even a single word in English. Predictably, they didn't communicate with each other well in the first lesson, "Karuta". After the lesson, I filled in the "self-evaluation" sheet and thought that the students were puzzled by my instructions and were a little bit nervous. So I decided to speak more clearly in plain English and to use popular English music as back ground music during class in order to relieve the tension they felt and to encourage a more positive attitude to communicating with each other. This worked very well. Day by day they gradually began to speak English, although in a shy voice.

The results are as follows: To the question "Do you often speak English during the lesson?" 11% had answered "often" before the activities, but 46% answered "often" after. The number of students who answered "like" to the question "Do you like pair work?" also increased from 24% to 44%. On the other hand, the number of those who answered "don't like" to the same question didn't change at all, regrettably. It was also a pity that only 29% of the students answered "Yes" to the question "Are these lessons useful for your future?" Considering these results, I think I should try to clear up why not a few students feel these lessons are useless and to change or transform the activities to some extent. As a whole, however, they seemed to enjoy the activities. In our school there are some students who take little interest in English lessons, but nobody looked bored after the activities were introduced. I think student-centered activities caused this outcome.

Certainly the affective filter (Krashen, 1988) has been gotten rid of. If we continue with these activities furthermore, with which we can make our lessons more fun, giving our students more opportunity to speak English, I believe we will be able to make our students more motivated and to improve their communicative ability.

"Self-evaluation" surely has changed my attitude toward lessons. Now I would like to endeavor to be more considerate of those students who don't feel they have made progress in communicating in English.

## 6.2. School B

In my school, OCA class is divided into two according to the students' name order. Having the small class provides my students with more opportunities to speak in English . Further effective ways, however, should always be taken into consideration to make them feel free to speak in English. In my class, "Karuta", "Sugoroku" and "Balloons" have been introduced to motivate them to speak more in English. To the questionnaire, 69% answered, "I don't think English is necessary for my future," and "I don't know." However, 81% respondents replied they felt communication class would be useful in their future. In general, they show more interest in speaking English compared to reading and writing. In pair and group activities, they were positive in speaking even though they made some mistakes in grammar. Those who answered they spoke English very much during the activity remained only 12%, but there were 84% who felt they just managed to speak English. In reference to the final questionnaire, one-fourth of the respondents mentioned they felt.

## 6.3. School C

**2.Did you have a positive or good feeling about the activity?**

In my self-evaluation after last two activities, the percentage of positive responses matched the students' evaluation. Every class seemed to have one or two students who wouldn't take part in the pair activities. I think these students simply don't like to make pairs with other students.

**4.What do you think about the level of the activities?**

Soon after "Baloons" was introduced, some students told me that they didn't know what questions to ask even in Japanese. So in the next period, I showed them many examples of questions and told them to answer just in one word in English. In this way, more students use English in a relaxed mood.

**5.What do you think about your teacher's speaking?**

Compared with the previous two activities, the instructions for the "Task-based" activity were twice as difficult in the second pair activity as in the first pair activity. However students found the explanation easier to understand since they better understood what was required of them to do. There were some reasons for this. Firstly, the students became more used to the activities. Secondly, I found a way of speaking which is easy for them to understand. For example, I spoke very clearly and slowly in the standard classes and used more difficult English expressions in the advanced class. Sometimes, I spoke only in

English. Then I learned I must wait some moments before explaining some expressions or instructions in Japanese.

**7.Did you feel the atmosphere to speak English easily in the lesson?**

In "Karuta", students had little chance to speak English. They only told me the score they've got in the game. In the activity " Balloons ", which is a pair work activity, students proceeded to speak more and more English, while in the "Task-based" activity, some pairs took a long time to begin speaking English. However they tried to form long sentences rather than one-word responses.

## 6.4. School D

The pre-and-post questionnaires show that 76% of the students enjoyed the activities and participated positively. Students were also interested in pair and group work more than before and wanted to do various activities more.

Introducing the activities produced a good effect on the classes. However, I thought that the students soon became accustomed to the activities after having taken part in them. At first, the students who had wanted to use English started to participate actively and even tried to speak English out of the classrooms. Furthermore, the students who showed no interest initially began to enjoy group work progressively and as a result the overall student interest and motivation was raised. Consequently, they were asking more and more questions, such as, "How do you say that in English?"

Even though I usually look back after each lesson to do a self-evaluation mentally, I found it was more practical and beneficial to write down and log the lessons' progress for the purpose of future self-evaluations and class-improvements. This, I believe, will give me a better chance to improve my future lessons. Also, through these activities I realized that the more the teachers' involvements and enthusiasm, the better the students' responses, positivity and activeness would be toward the lessons.

Finally, I believe our work has shown that the students and I were both encouraged to become more positive regarding our future English lessons and regarding our attitudes towards teaching and learning and our relationship.

## 6.5. School E

I observed how the students reacted through some activities in two different types of classes, OCA and English I. There were some differences between the two, however, 80% of the students answered they enjoyed the activities and 67% answered they took part in them actively.

In "Karuta", I used some basic English expressions which were very helpful for students such as, "Please speak more slowly" or "How do you say it in English?" I also made students read out the sentences after they picked up the cards, which gave them some

opportunity to speak English. In "Sugoroku", I found the students tried to express themselves by using simple English words and enjoyed speaking up in English. In "Balloons", I gave them three minutes to interview their partners' favorite music. The second time they played, they were able to create even more balloons by interviewing their partners' favorite foods and sports.

"Is the English lesson interesting?"

After applying these activities to the usual lesson plan, the answer "Yes" increased from 30% to 66%, which means doing different types of activities really works to the interest of the students.

One of the students said the activities were fun but she would like to do different kinds of activities every time. So we need to use a variety of different and interesting activities, moreover, we have to be more flexible according to the classes or students. "Self-evaluation" after each lesson was essential in order to improve and organize the next lesson.

## 6.6. School F

It is easy to understand that game-like, task-based activities, or activities with a competitive angle are a sure way to motivate students and liven up our classrooms. Throughout the series of activities most of the students seemed to have participated actively. According to the activity questionnaires, most of the students were interested, enjoyed themselves and wanted to do more. In addition, by giving a variety of interesting topics and activities, students will be more motivated and interested, and they are more likely to practice more. Apparently it is good for teachers to promote some activities like these, but it is not easy to handle them to the point that teachers can always think of what to do in terms of how to interactively connect these activities with the current goals of the text or course.

Over a couple of months I videotaped my classes, kept a journal, and used the self-evaluation sheet on which to reflect upon each of my classes. I have found this routine very helpful indeed especially when I reflected upon what I actually did, how it was taught, what my students did, how they responded in the classroom, etc. This encouraged me to spend a lot more time than before thinking of and planning what to do and how to do next. Furthermore, I noticed that in due course my focus on how to teach and what to teach shifted to that on how the students performed and how I interacted with them. This student-centered view can help to improve my teaching in many ways.

## Self- Evaluation Questions

1. 1. Did you finish what you had planned to do?           Yes          No
2. Students Participation                                  100%   70%   50%   20%
3. Were you clear in the presentation?                     Yes          No
4. Did your students listen to you carefully?              Yes          No
5. Did your students speak English?                        A       B      C
6. Was your material or handouts appropriate?              Yes          No
7. Did you help your students in the right time?           Yes          No
8. Were you able to control your students during the activity?   Yes      No
9. Did the activity disturb the rest of the class time?    Yes          No
10. Anything else to note?

### Figure 1

**Prior Questionnaire**
**Figure 1.1**
**Is the English lesson interesting?**

| Yes | No | Don't know |
|-----|-----|-----------|
| 37% | 17% | 46% |

→

**Post Questionnaire**

| Yes | No | Don't know |
|-----|-----|-----------|
| 60% | 7% | 33% |

**Figure 1.2**
**How often do you speak in class?**

| Often | Sometimes | Not at all |
|-------|-----------|-----------|
| 7% | 73% | 20% |

→

| Often | Sometimes | Not at all |
|-------|-----------|-----------|
| 13% | 67% | 21% |

**Figure 2.1**
**Did you feel less nervous or embarrassed after the activities?**

| Yes | No | Don't know |
|-----|-----|-----------|
| 29% | 34% | 37% |

**Figure 2.2**
**Do you think your teacher is enthusiastic?**

| Yes | No | Don't know |
|-----|-----|-----------|
| 81% | 4% | 15% |

Figure2.1 and Figure 2.2 are included in the post questionnaire.

## 7. Conclusion

Research Group A has conducted an action research to fulfill the aim of promoting referential activities. Our group has put it into practice by way of audio recording, videotaping, and the self-evaluation sheet. This has been informative and helpful for the teachers. We have admitted that the routine work of observation and reflection enabled us to see what has remained unseen in the students' performance and to view our own way of teaching from different perspectives. Additionally, the self-evaluation sheet helped us to come up with some ideas and generate new alternatives.

The term of the research covered merely several months. Nevertheless, there was a

remarkable improvement in our students' attitudes toward class. As compared to the prior questionnaire, the post counterpart shows there is an increase in the students' interest by 23%. ( Figure 1.1 ). This means that the students held a good opinion of the teachers. Figure1.2 shows that more students used English more frequently.

Through a process of trial and error during the classes our focus on teaching shifted to student-centered. Reflectively, we noticed that we became more aware of the students' responses in class. Consequently, we positively tried some alternatives in the hope of their improvement. Figure 2.1 indicates that our research helped 29% of the students to become less embarrassed or nervous about speaking English than before.

The students assessed the teachers' class performance in some criteria. In *enthusiasm*, (Figure2.2) for instance, most of the students accepted the teachers' enthusiasm, which reflected our endeavor.

We agree that the action research including self-evaluation have brought us to a deeper understanding of the dynamics of what is really taught and how it is taught. Besides, we feel that this reflective research is just a beginning to create effective teaching for improving students' communicative ability.


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# A STUDY ON DEVELOPING READING ABILITIES
# THROUGH LINKING TO LISTENING

## 1. Introduction

Have our daily lessons been sufficient in improving the reading abilities of students? The recent dramatic development of information technology requires us to have greater abilities in reading: the ability to process a large quantity of information and respond with our own ideas as quickly as possible. There is an urgent need for teachers to search for how these kinds of abilities could be developed effectively for students in class.

A grammar-translation method, in many cases, is applied with high school students so that teachers can assess how accurately the students understand reading materials. Generally in grammar-translation classes, teachers expect their students to prepare for the text to some extent, and such expectations tend to lead to intensive reading. Intensive reading is of course one of the meaningful methods to teach English, but on the other hand, it limits the number of lines that students can read in class. What we assumed that students needed right now was to gain the competence to read through a lengthy passage at one time and be able to extract the gist.

Research Group B has attempted to find a new method for reading lessons that would help students acquire such competence. Is it effective to let students practice reading through a passage without stopping or repeating? And if it is, what kind of method can be used?

Reading itself is communication by means of letters, and to teach reading separately from other skills is one of many well-known methods and also important. In this study, however, we focused attention on the words in *the New Course of Study* published in 1999 by the former Ministry of Education, which states:

> *"Teachers should plan their classes in order to enhance the effectiveness of training for better reading through activities systematically integrated with listening, speaking and writing."*

Taking note of these words, we attempted to suggest a teaching method of reading, particularly linked with listening. This was because we considered that the listening process would be significantly similar to the reading process. Thus, we have initiated this study on a method that closely and reciprocally links listening to reading.
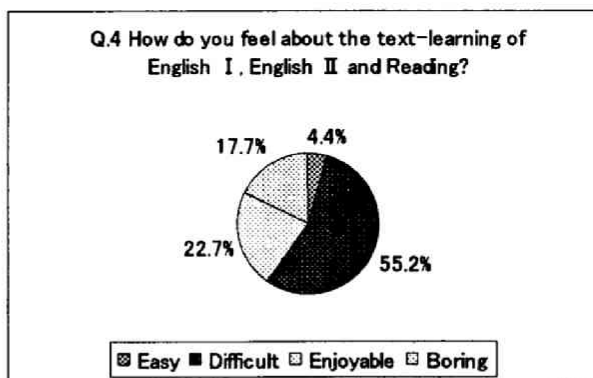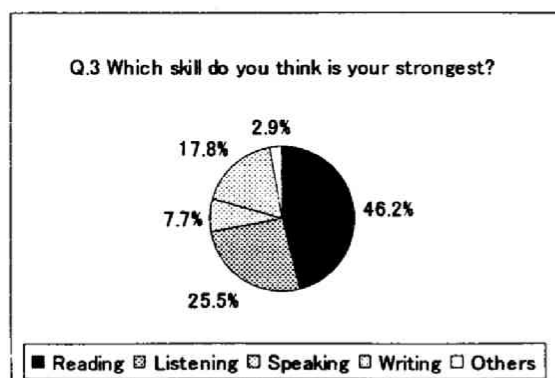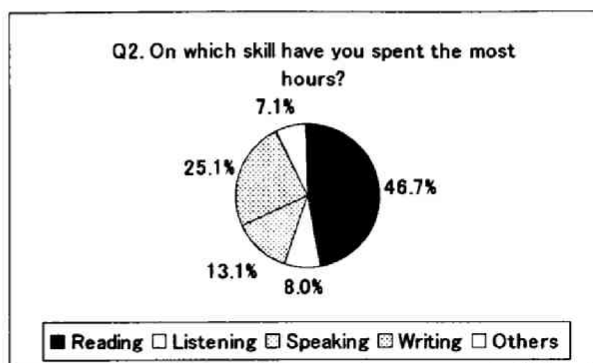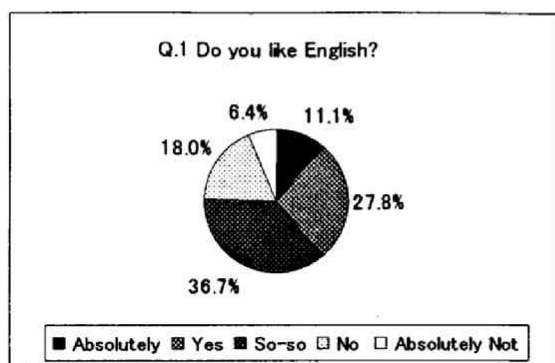
## 2. Preliminary Survey

In order to grasp the present situation and thoughts of our students, we took a preliminary survey of a total of 823 students from 4 different high schools. Some of the results are shown below.
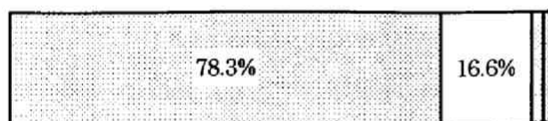
Table 1. Types of High Schools and Classes Surveyed

| School | A | B | C | D | Total |
|---|---|---|---|---|---|
| Type of School | General, Full-time | General, Full-time | General, Full-time | General, Full-time | |
| Grade | 1st | 1st | 1st, 3rd | 1st | |
| Class Type | English I | English I | English I, Reading | English I | |
| Students Surveyed | 162 | 273 | 190 | 198 | 823 |

Figure 1. Results of the Questionnaires



Q.1 Do you like English?

6.4%  11.1%
18.0%
27.8%
36.7%

■ Absolutely ▨ Yes ■ So-so ▣ No □ Absolutely Not

Q2. On which skill have you spent the most hours?

7.1%
25.1%
46.7%
13.1%  8.0%

■ Reading □ Listening □ Speaking ▨ Writing □ Others

Q.3 Which skill do you think is your strongest?

2.9%
17.8%
7.7%
46.2%
25.5%

■ Reading ▨ Listening □ Speaking □ Writing □ Others

Q.4 How do you feel about the text-learning of English I, English II and Reading?

17.7%  4.4%
22.7%
55.2%

▨ Easy ■ Difficult ▣ Enjoyable ▨ Boring

Q5: Do you want to grasp English passages accurately?

| 78.3% | 16.6% | |

Q6: Do you want to comprehend English passages faster?

| 81.4% | 14.1% | |
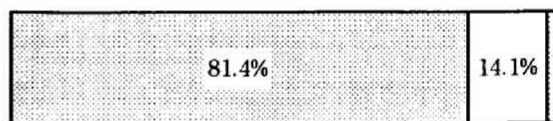
Q7: Do you want to comprehend English passages without translating?

| 73.8% | 17.3% | |
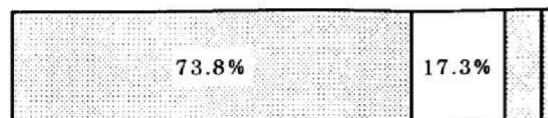
Q8: Do you want to read English passages without being nervous?

| 79.1% | 13% | |
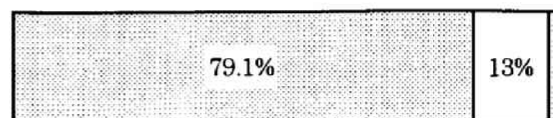
*from the bar on the left: Yes, Partially, Not so much, Not at all

As the above charts show, 40% of the students answered that they liked English and about 25% did not.  This tells us that three fourths of the students in these four schools do not show a negative attitude towards learning English.  Also, almost half of the students indicated reading as the skill on which they had spent the most hours, and also regarded it as their strongest skill.  On the other hand, over half of the students feel that it is difficult to study the textbooks in senior high schools.  This may be related to the fact that there is a large gap between what they studied in junior high schools and what they are studying in senior high schools.  Some students say that there are many new words and both longer and more complicated sentences in senior high school textbooks.  Others say that the contents of the textbooks are too serious and difficult.

In spite of having those feelings, most of our students still have a strong desire to improve their competence in reading longer and more complicated passages, and feel the necessity to acquire higher reading abilities, mainly in order to pass the entrance examinations of universities.  Recently, the entrance examinations of universities require examinees to read a large amount of passages within a limited time.

## 3. Aim of This Study

We would like to provide the following opportunities to students in this study:

- To read various reading materials without translating into Japanese
- To become aware of their current ability
- To develop the ability to efficiently understand reading materials that are completely new to them
- To have confidence in their reading skills.

Thus, we will demonstrate that the presenting of reading materials with listening tapes that have artificially-placed pauses between chunks leads to the end result of motivating students to learn English.

## 4. What Is an Effective Way to Develop 'Reading Abilities'?

## 4.1. What Are 'Reading Abilities' in This Study?

There are various interpretations of the words 'reading abilities': i.e. ability to read materials quickly, to understand them deeply, to skim or scan them, etc.  When we talk about 'reading abilities' in this paper, however, they mean the following abilities:

1. to read lengthy passages at one time without stopping or repeating,
2. to understand lengthy passages without translating into Japanese,
3. to read lengthy passages according to the input order of chunks, and
4. to grasp the main points of lengthy passages.

## 4.2. Why Do We Use Tapes?

Hadley (2000) states that both listening and reading skills can "be characterized as problem-solving activities involving the formation of hypotheses, the drawing of inferences, and the resolution of ambiguities and uncertainties in the input order to assign meaning." She also mentions that "the goals and some of the global processes in listening and reading comprehension are often similar," though "the nature of the input (speech or writing) and the way in which that input is processed are quite different." Moreover, Narita (1998) indicates that both reading and listening are 'active' and 'positive' activities, not passive ones.

Their ideas on the similarities between reading and listening gave us the hint to start thinking of linking reading and listening activities in order to improve our students' competence in reading.

Additionally, we would like to refer to subvocalization. Rayner and Pollatsek (1989) conclude from their experimental data that subvocalization is 'a normal part of natural silent reading.' If our students can subvocalize English words naturally as they see them, they can go through them smoothly. Even though there are some words in the texts that the students do not know how to pronounce, the voice on the tape may assist the students in phonological coding. In addition, the voice on the tape will guide those students who cannot read lengthy passages at one time by themselves. Accordingly, we resolved to utilize tapes in our teaching method.

## 4.3. Why Do We Think Chunking Is Important?

Chunking is "the division of utterances into parts, as part of the process of learning or comprehension," and "the different parts of the utterance are called chunks." (Richards et al., 50)

Some experts emphasize the importance and effectiveness of 'chunking reading' for Japanese students. Nakajima (2000) suggests that 'chunking reading' would be helpful to junior high school students who have difficulty in reading lengthy passages. Also, Narita points out the significance of understanding passages according to the input order of chunks.

Since we also considered 'chunking reading' to be significant and effective for our students, we adopted the 'chunking reading' method as a means of training for better understanding of lengthy English passages. In order to introduce this 'chunking reading' to the students, we devised a way to put some artificially-placed pauses between chunks on a tape. We made the students write down slashes when they noticed pauses on a tape. Slash-writing while listening to tapes with pauses between chunks requires the students to follow the voice they are listening to. It also makes them aware of chunks.

Some students claim that they cannot answer the questions in the test after reading a lengthy passage, even though they understand each sentence in the passage. L2 (second

language) readers cannot process information efficiently because the capacity of the working memory in L2 reading is smaller than that in L1 (first language) reading. As a solution to this, it has been proposed that the cognitive burden in class should be reduced. Presenting reading materials with listening tapes that have pauses between chunks can lessen cognitive burden. Moreover, it may stimulate phonological working memory, which is said to be essential to improve decoding skill.

## 5. Hypothesis

It would be effective and useful in developing the students' reading abilities to have students read through lengthy passages according to the input order of chunks while listening to tapes, which have artificially-placed pauses between chunks.

## 6. Experiments in Class

### 6.1. Procedure

(1) 10-Minute Training Tests

We conducted 10-minute training tests, ten times, in two different ways. One was the Tape-Listening method, which we would like to propose in this paper. In this method, students read through the materials while listening to tapes with artificially-placed pauses between chunks. The other was the Silent-Reading method, in which students simply read through the materials with slashes between chunks. The texts and the questions were the same in both groups.

| Teacher | Students |
|---|---|
| <Tape-Listening Group> | |
| *The teacher prints an English text on one side of the worksheet and five questions on the other side. | |
| *Before the test, the teacher should tell students about the following procedure: | |
| 1 Hand the worksheet out to students with the text side up. | *The students should not look at the question side, the back side of the sheet. |
| 2 Tell the students to get ready for the examination and start the tape. | 3 Write slashes on the text when they notice pauses on the tape, and grasp the meaning of the text while listening and writing slashes. |
| | 4 Listen to the tape again checking the slashes they put down, and try to understand the text more deeply. |
| 5 Have the students answer the five questions printed on the back side of the sheet, after the tape is finished. | *The students should not read the text again. |
| 6 Have students stop answering the questions when time is up. | *They should answer the questions within a certain time period. (90 sec. for Text No. 1, 80 sec. for No. 2-4, and 70 sec. for No. 5-10.) |
| 7 Write the correct answers on the blackboard. | 8 Check their own answers and write their score on the sheet. |
| 9 Collect the worksheet. | |

| Teacher | Students |
|---|---|
| **\<Silent-Reading Group\>** | |
| \*The teacher prints an English text with slashes between chunks on one side of the worksheet and five questions on the other side (the same as the Tape-Listening Group). | |
| 1 Hand the worksheet out to the students with the text side up. | \* The students should not look at the question side, the back side of the sheet. |
| | 2 Read the text silently. |
| | \* Reading time should be as long as that of the Tape-Listening Group, i.e. the recorded time of Text No.1 is 2'13", so the students of this group have 4'26" to read it. |
| 3 Have the students answer the five questions printed on the back side of the sheet. | \* The students should not read the text again. |
| 4 The next procedures are the same as 6-9 for the Tape-Listening Group. | |

(2) Comprehension Tests

We conducted two comprehension tests before and after the series of 10-minute training tests. Both tests were conducted in the same way. The number of text words for the pre-training test was 353, while that for the post-training test was 378. The procedure for the pre-training test / the post-training test was as follows.

| Teacher | Students |
|---|---|
| 1 Explain the procedure of the comprehension test. | |
| 2 Give the students the worksheet with the text side up. | \*The students should not look at the question side, the back side of the sheet. |
| 3 Have the students start reading the text. | 4 Try to grasp the meaning of the text. Read the text only once. |
| 5 Indicate the time on the blackboard every 10 seconds (120 sec. up through 600 sec.). | 6 Look at the blackboard when finished reading the text, and record the time indicated on the blackboard as their own 'reading time.' |
| 7 Have the students answer the ten questions printed on the back of the sheet. | |
| | 8 Go through all the questions without reading the text again. |
| \*Procedures from 4 to 8 should be done within 15 minutes. | 9 May go back to the text if the students still have time after answering 10 questions. If they get a different answer, they should write the new answer separately. |
| 10 Have the students stop answering the questions when time is up. | |
| 11 Write the correct answers on the blackboard. | 12 Check their own answers and write their score on the sheet. |
| 13 Collect the worksheet right after the students finish writing their own scores. | |

## 6.2. Samples

### (1) A Sample 10-Minute Training Test

≪第8回≫

I love to read and I love books. In high school I had a part-time job in a public library near my house in Toronto. Many of my friends worked in restaurants or in banks and they made more money than I did, but I was happy to work in a place I loved. I helped people find books they were looking for.

Some people say students should not have part-time jobs because they won't have time to study. I don't agree. A part-time job teaches young people about the real world. I was lucky to have a job where I could work and study at the same time.

I worked at the library with some friends from my high school. When we were not busy, we were able to read books. In fact, our boss encouraged us to read. She thought it was important for us to learn about many kinds of books and subjects. I first became interested in rain forests when I read a book about the environment. And now I am working to protect the rain forests. I often think about my friends and our time together in those days. It was the best job a student could have.

第8回

Q1. この英文の主題は何ですか。
a. アルバイトをすることのよし悪し b. 趣味としての読書
c. 図書館でのアルバイト体験 d. 環境問題

Q2. 筆者の高校時代のアルバイト先はどこでしたか。
a. レストラン b. 銀行
c. 書店 d. 図書館

Q3. 学生時代のアルバイトについての筆者の意見は次のうちのどれですか。
a. 勉強をする時間が無くなる
b. 現実の世界を知ることができる
c. お金を手に入れられ、いろいろな機会を与えられる
d. たくさんの人々と知り合える

Q4. アルバイト先の上司の考えは次のうちのどれですか。
a. 学生はいろいろな種類の本や話題について知っておくべきだ
b. 学生は興味のある分野をひとつ決めて、その分野の本を徹底的に読むべきだ
c. 学生は環境問題に関係ある本をもっと読むべきだ
d. 学生はお金をもらっているのだから、仕事中に本を読んではいけない

Q5. 筆者は現在どのような運動に関わっていますか。
a. 熱帯雨林保護
b. リサイクルの推進
c. 地雷撤去
d. 識字率の向上

年　組　番　氏名　　　　　　　 ／ 5

### (2) A Sample Comprehension Test

＊下の英文を読んで、自分が読むのにかかった時間を書きなさい。
(＊のついた語句は下に脚注があります。)

When you see someone who is not loved by anyone, how do you feel? Mother Teresa* saw many poor, sick and dying people. She thought the most important thing for these people was love. She always thought about it. She started the "Missionaries of Charity*," and gave hope to people around the world. And in 1979, she won the Nobel Peace Prize, and with it, $190,000. She used the money to buy food for many poor people.

Mother Teresa was a nun* and was a principal of a big school. In those days, she saw many poor, sick and dying people with no food to eat because of war. One day, she felt that God wanted her to help the people in the poorest areas. So, in 1948, she left her school to help these people. She was alone and she did not have any money.

First, she started a school in one of the poorest areas because she knew the most important thing for a better life was learning to read and write. She did not have any desks, chairs, pens or paper, so she wrote on the ground. The school started with a few children and it grew quickly.

Second, she was able to begin the Missionaries of Charity. The number of members in it increased. All of them were poor because she thought that they must be poor to understand the poor people. Mother Teresa and the other members helped many poor, sick and dying people. Today, there are over 300 Missionaries of Charity houses around the world. Mother Teresa told people to be kind to the people around them. Sometimes people asked, "What can I do to help?" She always answered, "Begin at home by saying something good to your child, or to your husband or to your wife. Begin by helping someone in your community, at work or at school."

Mother Teresa died on September 5, 1997. She was 87 years old. Once, she was asked about the future of the Missionaries of Charity without her. She answered, "God will find someone better to help the poor people."

(353 words)

＊Mother Teresa : マザー・テレサ〔人名〕
Missionaries of Charity : 神の愛の宣教者会　　nun : 修道女

＊あなたが上の英文を読むのにかかった時間を書きなさい。

Reading time ＿＿＿＿＿＿＿＿

正解数　　＿＿＿＿＿＿＿＿

年　組　番　＿＿＿＿＿＿＿

＊英文の内容にあうように、空所に入るべき適当な語句を a〜d から選び答えなさい。

1. Mother Teresa thought the most important thing for poor, sick and dying people was ＿＿＿＿＿.
a. money b. hope c. a hospital d. love

2. Mother Teresa spent the money which she got with the prize ＿＿＿＿＿ for poor people.
a. to build a school b. to build a hospital c. to buy medicine d. to buy food

3. Mother Teresa left a big school in 1948 ＿＿＿＿＿.
a. because of war
b. because she decided to help poor people
c. because she didn't have any money
d. because she didn't like her school

4. Mother Teresa thought the best way to be a better life was ＿＿＿＿＿.
a. to believe in God b. to have a lot of money
c. to be able to read and write d. to be kind to poor people

5. At her new school Mother Teresa wrote everything on the ground ＿＿＿＿＿.
a. because she had a few student
b. because she could write there very quickly
c. because she liked to write there
d. because she didn't have pens or paper

6. The members of the Missionaries of Charity should be ＿＿＿＿＿.
a. rich b. poor c. sick d. alone

7. Mother Teresa began the Missionaries of Charity ＿＿＿＿＿.
a. to win the Nobel Peace Prize
b. to start a school
c. to take care of sick and dying people
d. to buy food for people around the world

8. More than three hundred ＿＿＿＿＿ have been built around the world.
a. Missionaries of Charity houses
b. Missionaries of Charity schools
c. Missionaries of Charity hospitals
d. Missionaries of Charity hotels

9. Mother Teresa told people to be kind to ＿＿＿＿＿.
a. their family b. the members of the Missionaries of Charity
c. themselves d. God

10. Mother Teresa thought ＿＿＿＿＿ would find someone better to help the poor people in the future.
a. she b. God c. someone
d. the members of the Missionaries of Charity

## 6.3. Analysis of the Experiments

### Table 2.   Results of the Comprehension Tests

| 【SCHOOL A】 | | PRE-TRAINING | | | | | POST-TRAINING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | Reading Time | WPM | Score-1 | Score-2 | RE | Reading Time | WPM | Score-1 | Score-2 | RE |
| Silent-Reading Group | 41 | 240.51 | 93.43 | · | 7.03 | · | 259.50 | 96.11 | 6.25 | 7.45 | 60.07 |
| Tape-Listening Group | 41 | 239.00 | 98.18 | · | 8.13 | · | 241.95 | 101.13 | 7.05 | 7.83 | 71.30 |
| Tape-Listening Group | 41 | 260.75 | 85.97 | · | 7.95 | · | 256.10 | 93.25 | 7.10 | 7.95 | 66.21 |

| 【SCHOOL B】 | | PRE-TRAINING | | | | | POST-TRAINING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | Reading Time | WPM | Score-1 | Score-2 | RE | Reading Time | WPM | Score-1 | Score-2 | RE |
| Control Group | 161 | 296.76 | 77.24 | 6.69 | 7.49 | 51.67 | 254.66 | 96.63 | 7.28 | 8.03 | 70.35 |
| Silent-Reading Group | 40 | 301.88 | 70.16 | 7.63 | 8.50 | 53.53 | 250.94 | 95.70 | 8.00 | 8.56 | 76.56 |
| Tape-Listening Group | 40 | 314.59 | 67.33 | 7.27 | 7.95 | 48.95 | 241.35 | 99.98 | 7.32 | 8.03 | 73.19 |
| Tape-Listening Group | 41 | 282.05 | 75.09 | 7.05 | 8.00 | 52.94 | 242.82 | 101.72 | 7.41 | 8.64 | 75.37 |

| 【SCHOOL C】 | | PRE-TRAINING | | | | | POST-TRAINING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | Reading Time | WPM | Score-1 | Score-2 | RE | Reading Time | WPM | Score-1 | Score-2 | RE |
| Silent-Reading Group | 40 | 302.63 | 76.26 | · | 6.87 | · | 307.88 | 76.89 | 5.79 | 6.15 | 44.52 |
| Tape-Listening Group | 38 | 289.21 | 74.19 | · | 6.97 | · | 306.33 | 81.62 | 6.23 | 6.47 | 50.85 |
| Tape-Listening Group | 41 | 296.67 | 71.39 | · | 5.46 | · | 304.32 | 79.56 | 5.27 | 5.68 | 42.61 |

| 【SCHOOL D】 | | PRE-TRAINING | | | | | POST-TRAINING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | Reading Time | WPM | Score-1 | Score-2 | RE | Reading Time | WPM | Score-1 | Score-2 | RE |
| Silent-Reading Group | 41 | 316.34 | 70.12 | · | 7.76 | · | 262.20 | 87.13 | 6.83 | 6.85 | 59.51 |
| Tape-Listening Group | 40 | 291.50 | 77.10 | · | 7.48 | · | 271.25 | 81.83 | 7.33 | 7.43 | 59.98 |
| Tape-Listening Group | 41 | 331.95 | 65.65 | · | 6.95 | · | 275.12 | 80.31 | 7.28 | 7.30 | 58.47 |

*'n' means the number of students.
*WPM stands for words per minute.
*Score-1 shows the average scores after their first reading, without re-reading the text.
*Score-2 shows the average scores after re-reading the text.
* RE stands for reading efficiency.
  RE = WPM x Score-1 x 0.1
      ('Score-1 x 0.1' is the percentage of correct answers without re-reading.)
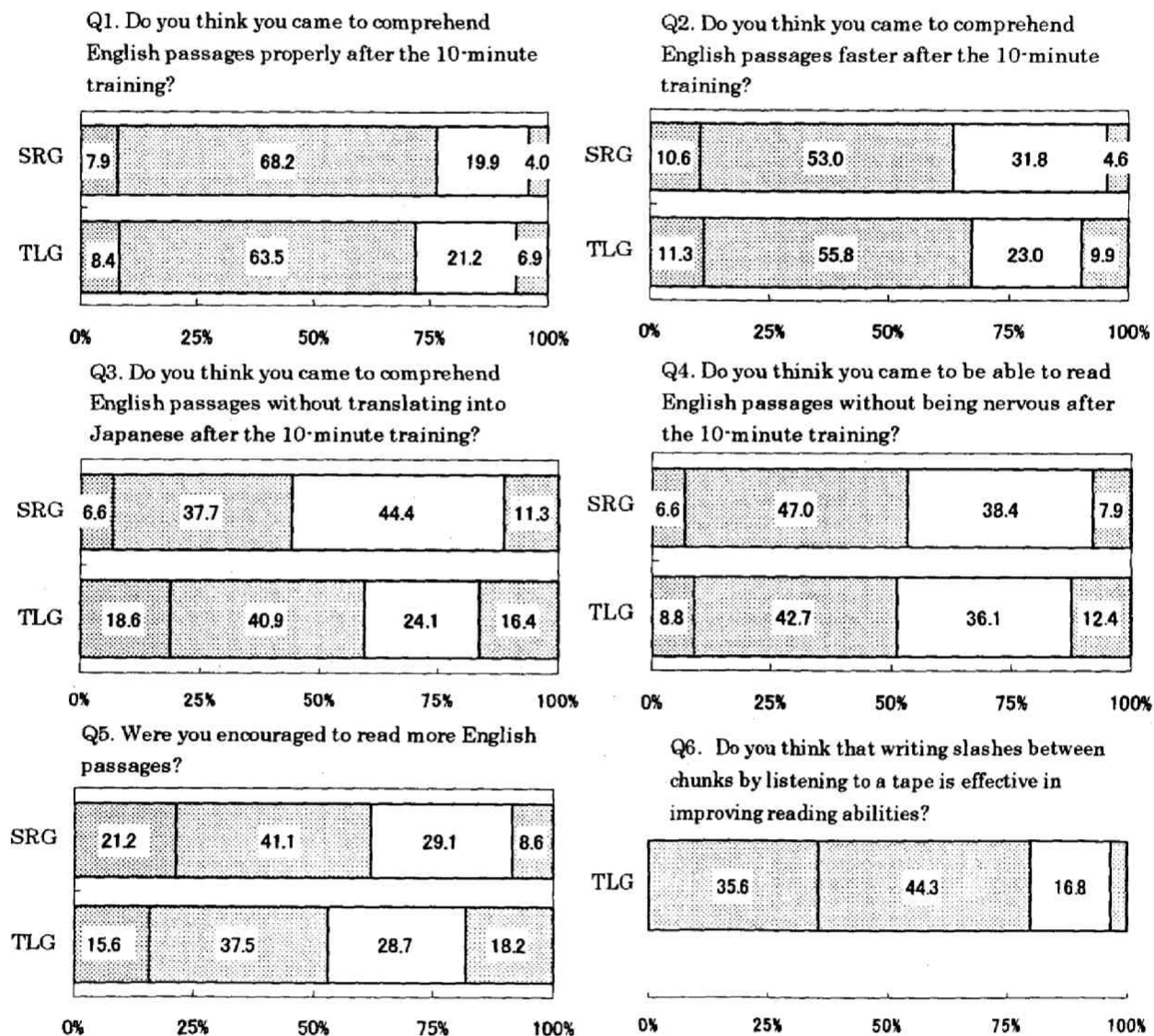
The results of two comprehension tests showed some of the following tendencies.

The average of WPM and reading efficiency (RE) in the Tape-Listening Group (TLG) was higher than those of the Silent-Reading Group (SRG).   In some schools, the SRG

students got higher WPM but lower RE. The results indicate that the TLG students can read English passages faster and comprehend the contents properly. The group that had the lowest WPM in each school had great improvements in average scores. This table shows that the 10-minute training seemed to be effective in both of these ways.

The most important factor of this method may be continuity. School D had the most unexpected results, which could be because the students had some blanks during the training.

Figure 2. Results of the Survey After the 10-Minute Training

Q1. Do you think you came to comprehend English passages properly after the 10-minute training?

| | Yes | Partially | Not so much | Not at all |
|---|---|---|---|---|
| SRG | 7.9 | 68.2 | 19.9 | 4.0 |
| TLG | 8.4 | 63.5 | 21.2 | 6.9 |

Q2. Do you think you came to comprehend English passages faster after the 10-minute training?

| | Yes | Partially | Not so much | Not at all |
|---|---|---|---|---|
| SRG | 10.6 | 53.0 | 31.8 | 4.6 |
| TLG | 11.3 | 55.8 | 23.0 | 9.9 |

Q3. Do you think you came to comprehend English passages without translating into Japanese after the 10-minute training?

| | Yes | Partially | Not so much | Not at all |
|---|---|---|---|---|
| SRG | 6.6 | 37.7 | 44.4 | 11.3 |
| TLG | 18.6 | 40.9 | 24.1 | 16.4 |

Q4. Do you think you came to be able to read English passages without being nervous after the 10-minute training?

| | Yes | Partially | Not so much | Not at all |
|---|---|---|---|---|
| SRG | 6.6 | 47.0 | 38.4 | 7.9 |
| TLG | 8.8 | 42.7 | 36.1 | 12.4 |

Q5. Were you encouraged to read more English passages?

| | Yes | Partially | Not so much | Not at all |
|---|---|---|---|---|
| SRG | 21.2 | 41.1 | 29.1 | 8.6 |
| TLG | 15.6 | 37.5 | 28.7 | 18.2 |

Q6. Do you think that writing slashes between chunks by listening to a tape is effective in improving reading abilities?

| | Yes | Partially | Not so much |
|---|---|---|---|
| TLG | 35.6 | 44.3 | 16.8 |

* from the bar on the left: Yes, Partially, Not so much, Not at all

Figure 2 shows that more than half of the students acknowledged the effect of the 10-minute training. And the most distinctive feature of these results can be seen in Q3; far more students in the TLG thought that they had become able to comprehend English passages without translating into Japanese than those in the SRG.

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## 7. Conclusion

There was not much difference in the RE between the SRG and the TLG after the 10-minute training. However, most TLG students had better results in WPM. It seems reasonable to suppose that the TLG students understood reading materials without stopping or repeating while reading, without translating into Japanese, and according to the input order of chunks. That is to say, 'reading-while-listening' does not allow students to go reread passages. Tapes control the reading speed of the students, and do not give them enough time to translate into Japanese while reading passages.

The questionnaire also indicates that most of the TLG students realized that they could read English without translating into Japanese. Moreover, they came to know the importance of paying attention to chunks by listening to the tapes which had artificially-placed pauses.

Therefore, we can deduce from the data that: it is effective and useful in developing the students' reading abilities to have students read through lengthy passages according to the input order of chunks while listening to tapes, which have artificially-placed pauses between chunks.

These experiments gave us many opportunities to consider what is the best way to develop reading abilities for each student and each school. We are convinced of the potential of developing students' RE more through some modifications to our method. For example, the quality and the quantity of English materials we use for training, the way to add pauses to the tapes, and the length of the pauses can be modified to some extent. In particular, the length of the pauses should be considered carefully.

It was obvious that most of students enjoyed studying English by our method. Some students were satisfied with the fact that they gained confidence in reading English after the training. Others commented that they became aware of their current English ability and set goals for achievement. There were also some students who made the assertion that ten times were not enough for training. There is no doubt that the most significant factor in this method is to carry out the training continuously and patiently in every class.

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