

高等学校

平成 14 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14年度
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【日本語抄録】

A. スピーキング活動に活かすリーディング指導と評価の工夫

学習指導要領は、英語Ⅰ・Ⅱにおいて4技能を総合的に関連づけた指導を展開することを求めている。しかし都立高校の英語教員を対象にアンケートを行ったところ、特に「話す」活動が十分に行われていないことがわかった。そこで、Aグループは、「読む」活動を工夫して「話す」意欲、技能の向上に結びつく指導法を研究した。具体的には、Harmerの5段階指導法に基づいて、6段階の指導法を発案し、全ての段階で「話す」活動を盛り込む実践をした。最初にLead-in, Lexical, Preliminaryの3段階でそれぞれ、テキストの内容に対する動機付け、語彙知識の注入及び強化、文法や構文の要点学習といった準備を行い、続いてReading段階ではタスク学習を、Feedback段階ではタスクの結果を生徒に返すことで補足、定着を行った。そして最後のSpeaking段階で、それまでの活動の総括として、各段階における基礎的な活動を取り入れた「話す」活動を課した。

併せて、自己評価カードを作成し、生徒の目標意識の顕在化と自己評価力の向上および教員の指導の改善を図った。このカードをReading, Feedback, Speakingのステージ終了後に生徒に配り、各ステージで教師はコメントを返した。それに従って生徒は次回の目標を立て、教師側は生徒のコメントを基に指導のあり方についての問題点を把握し、速やかに改善を図れるようにした。

その結果、生徒に従前以上の動機付けをし、読む活動の学習成果を活かしてより積極的に「話す」活動をさせることができることを確認した。この6段階指導と自己評価カードは各学校の状況に合わせて改良していくことでより完成度が増す。われわれはこれにより、平生の授業において無理なく実施できる、「読む」活動を「話す」活動につなげる一つの方策を示すことができたと考える。

B 実践的コミュニケーション能力を育成する文法指導と評価の工夫

従来の高校の英語学習は、文法の理解に重点を置いたドリル練習やテキストの訳読に終わることが多く、日本人の英語によるコミュニケーション能力、特に「話す・聞く」技能が低い一因であると批判されてきた。その一方で、いかなる言語も文法規則に基づいて構成されているので、文法知識はコミュニケーションに不可欠である、という指摘もある。

この現状を鑑みてBグループは、文法指導を行う中で、どのような工夫をすれば、コミュニケーション能力の育成に役立てることができるかを課題とした。

我々はまず英語でコミュニケーションを行う際に必要度の高い文法項目は何であるかに着目し、都立高校の英語教員に、日常会話レベルの「話す・聞く」活動を行う上で特に役立ち重要度が高い文法項目は何であると思われるか、というアンケート調査を実施した。この結果に基づき、最終的に「文の種類」・「受動態」・「不定詞」の3項目に絞り、その指導法と各指導段階における適切なコミュニケーション活動を立案、検証し、生徒の自己評価で成果を確認した。

その結果、3つの文法項目における、導入、規則の教え込み、パターンプラクティス、コミュニケーションより成る指導段階のうち、最初の3段階では生徒の活発な活動を引き出せた。最後のコミュニケーション段階では、話す活動、とりわけ生徒が文法知識を「話す」技能に転用しながら英語を発するという点においては依然工夫の余地があるが、生徒の学習意欲を高めることができたと考える。

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SPEAKING ACTIVITIES INTRODUCED INTO READING ACTIVITIES

1. Introduction

1.1 Background

The Course of Study says that classes of English I and II shall integrate activities of reading, writing, listening, and speaking systematically. Looking back on our own and colleagues' classes, however, we suspected that in most classes of E. I & II (short for English I and II) much less emphasis was placed on speaking than on the other three skills. And we often wondered how we should lead our students to speak out their own ideas and opinions on the rich contents of the textbooks of E. I & II, which select various topics, e.g. global issues such as environmental pollution, gender, cross-cultural understanding, etc. First, we tried to get information on what teachers are doing in real classrooms in order to find what we can do more to encourage students to speak.

1.2 Questionnaire

We sent questionnaire forms on E I & II to high school English teachers in Tokyo and obtained 97 valid replies. Here are the responses to the questionnaire.

Table 1 Responses to the Questionnaire

<p>1. About the four basic skills 1-1 Q : Which of the four basic skills do you find the easiest to instruct in ? A: Reading 63 (75.9 %) Writing 7 (8.4 %) Speaking 3 (3.6 %) Listening 10 (12.0%)</p> <p>1-2 Q : Which of the four basic skills do you find the most difficult to instruct in ? A: Reading 4 (4.9%) Writing 30 (37.0%) Speaking 43 (53.1%) Listening 4 (4.9%)</p> <p>1-3 Q : What percentage of the given time do you devote to each of the four basic skills in the English I and II classes? A: Reading 54% Writing 19.9% Speaking 11.9% Listening 15.4%</p> <p>1-4 Q : In reference to 1-3 above, why do you choose to devote more time to a particular skill than to the other three? (You can choose more than one) A: Students ask for it 21 For the entrance exams... 32 Know how to teach..... 23 Obeying the school's plan..... 24 Others..... 11</p>	<p>1-5 Q: Why do you choose to spare less time for a particular skill than for the other three ? (You can choose more than one) A: Time is spent on other skills .. 42 Don't know how to teach..... 11 No time for preparation..... 5 Difficult to evaluate..... 6 Sts think it unnecessary for entrance exams..... 9</p> <p>1-6 Q : Do you evaluate speaking in the exams or classes of E. I & II ? A: Yes..... 13 (18.3%) No..... 58 (81.7%)</p> <p>1-7 Q: If desirable conditions were provided to you, what percentage of the given time would you devote to each of the four basic skills in the English I and II classes ? A: Reading 35.6% Writing 21.1% Speaking 20.8% Listening 21.3%</p> <p>1-8 Q : In reference to 1-7 above, why would you choose to devote more time to a particular skill than to the other three ? A: 27 Written comments were given. Some of them are referred to in the text.</p> <p>2. About speaking in E. I & II 2-1 Q : Do you instruct in speaking in your E. I & II classes at all ? A: Yes..... 38 (55.9 %) No..... 30 (44.1%)</p>	<p>2-2 A question to those who chose "Yes." in 2-1 above : Q : To what extent do you introduce speaking activities in your E. I & II classes ? A : Greeting at best..... 12 Simple but useful expressions... 19 Q & A on the contents..... 29 Making remarks on the contents.... 5 Sharing remarks on the contents... .. 2</p> <p>2-3 A : Do you want your E. I & II classes more speaking -centered ? Yes indeed..... 12 (17.6%) Probably yes..... 24 (35.3%) So so..... 16 (23.5%) Not so much..... 14 (20.6%) Not at all..... 2 (2.9 %)</p> <p>2-4 A question to those who chose "Yes indeed" or "Probably yes" in 2-3: Q : Why do you want your E. I & II classes more speaking -centered ? A: 25 Written comments were given. Some of them are referred to in the text.</p> <p>2-5 A question to those who chose "Not so much" or "Not at all" in 2-3: Q : Why don't you want your E. I & II classes more speaking-centered ? A: Doing enough so far..... 3 (8.8%) Difficult in instruction & activities... 9 (26.4%) Difficult in assessment..... 7 (20.1%) Unnecessary for entrance exams... 5 (14.7%) No consensus between teachers.... 1 (2.9%) Little time for instruction..... 9 (26.4%)</p>
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It seems that teachers tend not to spend enough time for speaking, mainly because they find speaking skill is the most difficult to instruct in the classes of E. I & II. Some say they don't know how to teach speaking skill. And others say it takes much time to prepare for speaking activities. In addition, some of the teachers answer it is difficult to evaluate speaking skill. Not only they do not spend appropriate time on speaking, but also it doesn't seem they can afford to have an eye on relating reading activities to speaking, for only 7 out of the 97 teachers require their students to comment on or discuss what they read.

How can we relate reading, the main skill enhanced in E I & II, to speaking in order to give students as many opportunities to speak their own ideas or opinions as possible in the limited time of real classes?

2. Purpose of the Study

- 1) This study aims to propose ways to relate reading activities to speaking which guarantee students opportunities to express their own ideas or opinions.
- 2) This study aims to seek ways of students' self-assessment that motivate students toward reading and speaking activities.

3. Hypothesis and Theories

3.1 Hypothesis

- 1) Students are more motivated to get involved in speaking their own ideas when the speaking activities are introduced into reading activities in as many opportunities as possible.
- 2) Students are more motivated to get involved in speaking-oriented reading activities when some appropriate way of self-assessment is introduced in the classes.

3.2 Theories Underlying the Hypothesis

3.2.1 Integration of Skills

Widdowson (1978) suggested the need for tasks that integrate receptive and productive behavior. He proposed exercises that shift learners' interpreting "from its receptive realization as reading to its productive realization as writing." He calls the shift "Gradual Approximation Procedure."

Harmer (1995) noted that in real life situations one can not speak without listening in conversation and that normally one uses different skills when dealing with one topic and devised exercises that relate receptive and productive activities.

Freebody, P. and Duke, A. (1990) advanced the "four related roles" that successful readers go through. They mentioned successful readers should analyze the text. Therefore students need to learn how to make "critical reading" as a "text analyst."

Their assumptions suggest that we should facilitate students to produce their own opinions on the text. This suggestion is what we intend to adapt into the speaking-oriented reading activities.

3.2.2 Top-down and Bottom-up Processing

To help the "Gradual Approximation" take place in students, we adopted Midorikawa's "top-down" and "bottom-up" processing (2000). For the reading activity, we incorporated both the top-down and bottom-up questions into the task, so that students can first skim with the top-down questions, next scan

with the bottom-up ones and finally get back to the top-down questions to comprehend the text aurally and orally.

3.2.3 Vocabulary Learning

Nation (1995) implied that guessing the meaning of unknown words would be possible when the ratio of unknown words falls to less than 5 or 6 % on each page. Yashima (2000) revealed that for Japanese high school students to guess unknown words, the ratio has to be less than one thirty-fifth in the text. These latest studies suggest the limitation of guessing strategies. According to these studies, we thought it's better to fix an independent stage for the lexical learning necessary for fluent reading in the procedure of speaking-oriented reading activities as mentioned below.

3.2.4 Our Own Methodological Principles

We propose a six-stage procedure of the classroom activities so as to orient our students from reading to speaking, referring mainly to Widdowson for theoretical rationales and Harmer for practical classroom schemes. We took the idea of "Gradual Approximation" from Widdowson (cf. 3.2.1.) by substituting "speaking" for "writing". And we also adopted Harmer's "five basic stages" (Harmer, 1995), adding "Speaking stage" to them. We thought it desirable for some kind of speaking activity to be introduced into every one of the stages in order to realize this shift from reading to speaking.

- 1) Lead-in stage: This stage aims to get students interested in the specific topic and motivated to read. Teachers help students to activate what they already know and relate it to what they are going to read. Visual aids, music or songs, newspaper articles or websites can be used.
- 2) Lexical stage: This stage aims to minimize the anxiety students might feel about encountering unknown words. Action, pictures, comparison, enumeration, paraphrasing or simplification are exploited.
- 3) Preliminary stage: This stage also aims to get students prepared for reading with a brief introduction of grammatical features included in the text and of "key points for reading and speaking," some formulae to be used to express their own ideas, e.g. basic word order "S+V," often used expressions such as "I think...," "I (don't) agree...," "because...," etc.
- 4) Reading stage: In this stage, the teachers ask some questions on the text so that students can skim and scan the text. In order to do it, teachers prepare the reading task, which includes top-down and bottom-up questions. Since our aim is to relate reading activities to speaking, we should interact with the students as orally in English as possible. We tried to carry out at least top-down task orally whatever difficulties we may have in interacting in English. By the bottom-up task, students are expected to comprehend the text in detail. In addition students read silently or aloud with the help of the teacher or an audiotape. Activity of recognizing subject and verb of each sentence helps students speak English in the right word order of "S+V."
- 5) Feedback stage: This stage aims to deepen the comprehension of the text by looking back on what the students have done in the previous stage. At first the teacher asks all the questions in the reading task orally this time, and then moves to referential questions that gradually encourage the students to produce their own opinions related to what they have read.
- 6) Speaking stage: This stage aims to provide students with opportunities to speak their ideas or opinions.

Before speaking, the students confirm "key points." They are also instructed to include in their speech the three constituents, i.e. "a fact", "personal opinion," and "supporting argument." While speaking, they are allowed to steal a look at a memorandum but reading aloud the whole script should be discouraged.

4. Method for Hypothesis Testing

We devised a self-assessment sheet (Figure 1) so as to make students aware of the short-term goals at each stage and more motivated toward speaking-oriented reading activities. We thought the effect of the introduction of small speaking activities into each stage of 1~5 on speaking performance in the final stage would be examined with the help of the self-assessment sheet.

Figure 1 Self-assessment Sheet

自己評価カード *生徒はふと枠内を記入のこと

Class No. Name					1	2	3	4	5
分野	項目	目標	評価	コメント					
Reading 「読む」活動	Q1)「読む」活動中につまづいた時、あなたはどれくらい読もうと努力しましたか?	3 4 5	1 2 3 4 5		読もうとするのを諦めてしまった。	わからない点はあと回しにして、先生が来るのを待った。	わからない点は何か知っている単語や熟語をつけて最後まで読み続けた。	分からないところを文脈から推測し、文の主旨をつかもうと最後まで読み続けた。	分からないところを文脈から推測し、文の主旨から細部まで理解しようとして最後まで読み続けた。
	Q2)「読む」活動に入る前に得た知識がどれだけ役に立ちましたか?	3 4 5	1 2 3 4 5		全然利用できなかった。	少しは利用したが、あまり意識しないで取り組んだ。	半分くらいは参考になり利用した。	参考になることが多く、おおいに利用した。	全部を逐一参考にし、それを元に取り組んだ。
	Q3)どれだけ本文の内容を読みとれたと思いますか?	3 4 5	1 2 3 4 5		全然理解できていなかった。	少しは理解できたが、まだ理解できていないことが多い。	半分くらいは理解できたと思う。	文章の内容がほとんど理解できたと思う。	すべて理解できたと思う。
	Q4)どれだけプリントを仕上げられたと思いますか?	3 4 5	1 2 3 4 5		ほとんど出来ていないと思う。	2~4割ほどしかできていないと思う。	5~6割くらいは出来たと思う。	7~8割くらいは出来たと思う。	ほとんど全部出来たと思う。
Feedback 答え合わせ	Q5)先生の説明や色々な情報から、分らなかったことがどれくらい理解できましたか?	3 4 5	1 2 3 4 5		いまだに理解できなかった。	2~4割ほどしか理解できなかった。	5~6割くらいは理解できた。	7~8割くらい理解できた。	すべて理解できた。
Speaking 「話す」活動 その①	Q6)「話す」活動中につまづいた時、あなたはどれくらい話そうと努力しましたか?	3 4 5	1 2 3 4 5		すぐ話すのを諦め、話すのをやめた。	とりあえず黙って先生の指示を待った。	何とか知っている英単語や熟語をならべた。	スピーキング・リーディングのキーポイントを利用し、単語や熟語を交えて話してみた。	スピーキング・リーディングのキーポイントや別の言い方を利用して切り抜け、発話をとぎらせなかった。
	Q7)各時間の話す活動がどれだけスピーキングの発表に役立ちましたか?	3 4 5	1 2 3 4 5		まったく役に立たず、発表も苦労した。	少しは役に立ったと思うが、英語を話すことにまだ慣れてはいないので、話そうとすることがあまりいかなかった。	話す活動のおかげで、英語を話すことに少し慣れ、以前よりは抵抗なく、話そうとすることが半分くらい言えた。	話す活動のおかげで英語を話すことになりに慣れ、話そうとすることをほぼ言えた。	話す活動のおかげで英語を話すことに十分に慣れ、話そうとすることはすべて言えた。
ここからは3段階で目標・評価を記して下さい。					1	2	3	活用できた項目	
Speaking 「話す」活動 その②	Q8)スピーキング・リーディングのキーポイントは、(発表で)活用できましたか?	2 3	1 2 3		授業で身に付かず、活用できなかった。	授業で身に付けるよう、活用するよう意識し、1項目は活用できた。	授業で身につけていたので、かなりの程度(2項目以上)活用できた。	()SV ()I (don't) think ..., because... ()I (don't) agree with it, because...	
	Q9)授業であつた、単語や内容に関する情報をどれだけ積極的に活用しましたか?	2 3	1 2 3		全然活用しなかった。	活用するよう努力し、少しだけ活用できた。	(授業で身につけていたので)、積極的に活用できた。	語彙情報 内容情報	
Teachers' Comment									

Table 2 Brief Activities of each school % means the time ratio

	School A		School B		School C		School D		School E	
	%	Material	%	Material	%	Material	%	Material	%	Material
Lead-in	4.3	1) Oral interaction on quizzes regarding the Internet 2) "GETTING READY" (p60)	22.2	1) Statistics from website and articles from papers to be referred to. 2) Questions regarding the topic. 3) READY A&B (p34,35)	9.5	1) Oral interaction on quizzes about Japanese adventurers. 2) Guessing game by asking Yes-No questions (countries).	15.0	1) Visual aids on earthquake warnings 2) Some referential articles. 3) Imagination quiz and guessing game 4) "Introduction" (p61)	10.0	1) Questionnaire and talk in English with regard to "gender issues" 2) Sharing peers' remarks printed in a handout.
Lexical	24.3	1) Study of new words and review words. 2) Pronunciation practice. 3) Pair work of some words. 4) Word Search game.	22.2	1) Pronunciation and meaning of new words. 2) Small vocabulary quiz attaching some necessary review words.	19.0	1) Understanding of new words by paraphrasing. 2) Pronunciation practice and word study. 3) Small vocabulary quiz and feedback.	10.0	1) Worksheet on new words or phrases. 2) Pronunciation. 3) Sentence-making activity in pairs.	20.0	1) Word search from given Japanese words. 2) Meaning guess game by listening to simple exemplar sentences containing them.
Preliminary	14.3	1) Confirmation of following reading and speaking activity. 2) GRAMMAR FOCUS with EXERCISES(p66). 3) Reading and Speaking Key Points	11.1	1) Confirmation of reading activity and speech to follow this stage. 2) Grammatical study of the lesson (i.e., passive voice) to be done through fill-in-the-blanks practice.	9.5	1) Confirmation of following reading activity and following speaking activity 2) Grammatical explanation of lesson (past perfect form)	25.0	1) Confirmation of following reading and speaking activity. 2) Study of necessary grammar with pattern practice 3) Reading	10.0	1) Study of target grammatical feature. 2) Students are asked to choose one picture that fits the given passive or active sentence.
Reading	28.6	1) Oral top-down quiz. 2) Silent reading. 3) CD listening. 4) Chorus reading 5) Bottom-up quiz. 6) Pair work on answer check of reading task. 7) S and V check	11.1	1) Top-down questions. 2) Silent reading through text. 3) Chorus reading along with tape 4) Detailed quizzes on reading task	20.6	1) Oral general quizzes (skimming; top-down). 2) Silent reading through text. 3) Chorus reading. 4) Detailed quizzes on reading task (scanning; bottom-up)	20.0	1) Oral General quizzes (skimming; top-down) 2) Silent reading through the text. 3) Chorus reading 4) "Exercise" section of textbook and detailed quizzes (bottom-up).	35.0	1) Recognition of subjects and verbs in sentences. 2) Recognition of prepositions and noun phrases. 3) Silent reading. 4) Reading aloud. 5) Information gap activity.
Feedback	14.3	1) Oral bottom-up quizzes on reading task. 2) Final understanding of contents 3) Oral optional quizzes.	11.1	1) Answer check (replies in English) 2) Optional quizzes that can be a key or a hint to the theme of their speech to be given	27.0	1) Pair activity of task: Q&A 2) Answer check. 3) Optional quizzes. 4) Study of "key points".	10.0	1) Understanding of contents 2) Understanding of demonstrative pronoun in key sentences. 3) Oral optional quizzes.	5.0	1) Answer check of questions in previous stage. 2) Referential quiz on the topic.
Speaking	14.3	1) Confirmation of three basic constituents. 2) Review of key words or phrases and the Key Points. 3) Speech and interaction. 4) Classroom agreement.	22.2	1) Speaking key points 2) Confirmation of three basic constituents. 3) Speech 4) Recognition of similarities or differences of opinions.	14.3	1) Confirmation of three basic constituents. 2) Speech without looking at written sentences.	20.0	1) Preparation of questions on text. 2) "Quasi-teacher activity." 3) Presentation of opinions.	20.0	1) Confirmation of three basic constituents. 2) Speech. 3) Other students listen and take notes.
L	Late beginners		Novices		Late beginners		Intermediate		Late beginners	
Mo	Not high		Not high		Not high		Relatively high		Not high	
Ma	Expository		Expository		Expository		Expository		Expository	

*L: Students' English level

Mo: Students' motivation toward English

Ma: the kind of the material

5. Procedure of the Speaking-oriented Reading Activities

The 5 members of Group A carried out the 6-stage procedure in individual schools. The self-assessment sheet was handed out in Reading, Feedback, and Speaking stages for the students to fill in. A 5-point scale was applied to each set of a short-term goal and self-assessment except for the last two sets in Speaking stage, where we thought a 3-point scale measurement was enough. At each stage the students make a short-term goal before tackling with the task, assess how well they have done the task, and then make set of the goal for the next stage. Collecting the sheet at the end of each stage, the teacher gives it back with a comment and teacher's own assessment in order to help the students to set the next goal.

6. Features of Each School

6.1 School A

A) Situation

In school A, I usually set up the grammar-focused weeks and the textbook-focused weeks for English II. Each set of weeks comes alternately so that students can concentrate on one matter. Therefore, before I started Lesson 8, five consecutive school hours (two weeks) had been given to the grammar lessons. And then I proceeded with Lesson 8 for 7 school hours (three weeks).

B) Activities in each stage

In Lead-in Stage: 1) Answering two questions; "When did the Internet start?" and "Where did it start?"

In Lexical stage: 2) Guessing meaning of 21 new and 30 review words with the help of the teacher's action, presenting pictures, or paraphrasing.

3) Checking the Meaning in pairs.

In Preliminary stage: Study of the "key points for reading and speaking".

In Reading Stage: 4) Answering oral top-down questions; "What are people in the picture doing?" and "Does the writer say the Internet is dangerous or fun?"

5) Listening CD and reading aloud in chorus followed by 10-minute silent reading.

6) Answering the Bottom-up Quiz which includes the textbook questions in pairs.

7) Recognizing subjects and verbs to confirm "S + V" structure.

In Feedback stage: 8) Oral T- S checking answers in the reading task using the "key points".

9) Answering referential Quizzes orally to enable students to express more opinions.

In Speaking Stage: 10) Quick review of content with Q&A activity in the beginning.

11) Speaking students' ideas which include one fact, his/her opinion and its reason.

12) Producing the classroom agreement.

C) Use of "key points" for reading and speaking

In School E, "S+V," "I (don't) think S+V..., because S+V..." and "I (don't) agree with ..., because S+V..." were adopted as the "key points" for reading and speaking. Through all the activities from 1) to 12), I let students use the "key points" as much as possible. Students expressed their opinions including the "key points", e.g., "I think the answer is..." or "I think "vote" means..." And after that, I asked other Students "Do you think so, too?" or "Do you agree with him/her?" for the interaction activity. Especially in Speaking stage, after all the speeches were done, I asked Students "Do you agree with his/her opinion? Why?" Thus, students kept using

the “key points” and gradually got accustomed to speaking English.

6.2 School B

A). Situation

The survey conducted in April this year revealed that most of the students, regarded themselves as poor speakers of English and disliked studying English. On the other hand, they expressed a desire to speak English more fluently. But, poor attendance and frequent tardiness sometimes discourage their will to study. Therefore, the approach adopted was two-fold:

Firstly, the classes were managed spirally to constantly review and reinforce classroom material in an effort to build confidence and ability. Secondly, a considerable amount of time was spent providing the students with the necessary background knowledge to help them understand the vocabulary in the text more easily. It was hoped that greater confidence and ability would make the students more comfortable and willing to speak.

B). Activities and findings

- 1) Questions about recycling were presented and discussed orally both in English and in Japanese in every class, which motivated them to construct their opinions at the speaking stage.
- 2) Supplemental videos and articles increased their interest in and awareness of environmental issues.
- 3) Students understand the text and make discussion on it with the following procedures.
 - a. A small vocabulary quiz was given weekly over a period of a month. The quizzes were given aurally or visually. These were proved successful for students’ vocabulary building.
 - b. An enlarged vocabulary list was presented on the board for the students to refer to at any time.
 - c. When students encountered words or ideas difficult to express in English, they were encouraged to convey the same idea in other easier words they were familiar with. This, however, was not very successful because their initial vocabulary was limited.
- 4) I had students be aware of the final task, i.e., short speech, to keep them focused on the overall objective. More than half of them made some speeches at the final stage using the key point: “I think that S (should) V.” To establish a sound understanding of fundamental sentence structure, the students have been instructed for six months to make Affirmative/Negative/Interrogative sentences with a lexicon of simple everyday verbs chosen from the “Nelson Picture Dictionary.” Now many of them are able to make simple sentences with the subject “you” and “I” in past and present tenses. This kind of regular activity seems essential to support a successful speaking stage in my school.

6.3 School C

A) Situation

Most of the students are eager to copy the sentences from the text and from the chalkboard. But they tend to hesitate to express their own ideas or opinions in English. Especially they have little confidence in speaking when I ask a question in English, they only answer in a single word.

B) Activities in each stage

In Lead-in Stage, I told the students to guess the country that I had in my mind. Students asked me for some hints by “Yes-No questions.” For example, “Is it in Europe?” “Yes.” “Is it in Western Europe?” “Yes.” “Is it France?” “No.” “Is it England?” “Yes.” They became interested in the activity and the text.

In Lexical Stage, I told the students to guess the word that I explained in English. And I gave them a small vocabulary quiz for confirmation.

In Preliminary Stage, at first, I explained grammatical points to students. And I asked them to make sentences using the points. Secondly, I told them to check the subjects, the verbs, and the conjunctions when they read the text. At last, I told students to say the reason when they had their own opinions.

In Reading Stage, I gave students a reading task. The reading task contained two types of quizzes, detailed quizzes and optional quizzes. Answering the detailed quizzes formed a summary of the text. Optional quizzes were rather referential ones such as, "Do you like adventures?" "Why do you like adventures?" "What will you do in the future?" Answering these optional quizzes formed student's opinions about the theme of the text, i.e., adventure here.

In Feedback Stage, to check their understanding of the text, I asked them the same questions in the previous stage orally.

I asked the students to speak English as much as possible through these 5 stages. I found they gradually became accustomed to communicating in English with each other and with the teacher in English.

And in the final Speaking stage, students could express their opinions in English. Most of them were satisfied with their achievements.

C) Use of the "reading and speaking key points"

In school O, "S+V" and "I (don't) think..., because S+V..." were adopted as the reading and speaking "key points". I made students use the "key points" as much as possible. Therefore, they could express their opinions using those expressions.

6.4 School D

Students are attentive in class, but tend to be hesitant to speak English. But many students seem to have desire to speak English more fluently. In school D, "S+V," "I (don't) think S+V..." and "It means that ..." are adopted as the "key points" for reading and speaking.

In Lead-in stage, I showed students photos on warnings of earthquakes to arouse their interests. I asked imaginative questions, e.g., "What would you bring out of your house with you if a major earthquake hit your neighborhood?" Then I had them pair up and speak their own ideas. I also did guessing games. I asked questions, e.g. "What happened before the 1993 earthquake?"

In Lexical stage, I prepared worksheets on new words and told the students to look up the meanings of the words in advance. I asked them make some English sentences using new idioms like "according to" or "for the first time." Though the sentences they made were very simple, the students seemed to work positively showing the sentences to each other in pairs.

In Preliminary stage, I explained grammar items to help the students with reading activity. I used the "Grammar" section of the textbook and students did pattern practice on it.

In Reading stage, I asked top-down questions orally, e.g., "What is the most important sentences in each page?" I wrote bottom-up questions on the chalk board and told students answer by the use of "key points."

In Feedback stage, in addition to the confirmation of the previous stage I asked some more detailed questions including anaphoric reference of demonstrative pronouns, e.g., "What does 'that' mean?" Students are expected to use "key points" e.g., "It means..."

In Speaking stage, I told students to ask a questions on what they read and answer it in turn. Students corrected it by themselves. Students had to clarify the reason for his/her opinions. Students were encouraged to speak their own opinions.

Through those activities, I found that students were getting more willing to speak English

6.5 School E

The students are not highly motivated to study English and their proficiency level falls mostly into elementary. At every stage I tried to create opportunities for the students to utter some English words permitting grammatical deviation. I expected that a change in the standpoint from decoder to encoder would take place in the students and in turn would improve their competence as a decoder.

1) Lead-in Stage: First, the teacher orally asks a few questions related to the text such as, "What discrimination between men and women do you find around you?" Second, the students write down their personal ideas on the text in a questionnaire form. The teacher compiles the responses into a handout to share in the next class.

2) Lexical Stage: First, the students search the text for 13 familiar English words whose meanings are given respectively in Japanese. Second, they guess the meaning of a few unfamiliar words by listening to the teacher's definitions.

3) Preliminary Stage: First, the students read sentences such as, "The girl follows the dog," "The girl is followed by the dog," "The dog follows the girl" and "The dog is followed by the girl," and then choose one picture matching each sentence. Second, they speak aloud a passive sentence pretending to be one person in any one of the pictures.

4) Reading Stage: First, the students mark every subject noun phrase, matrix verb, and prepositional phrase. Second, they read the text silently, and third, aloud following a model tape. Fourth, they do pair work. One asks questions on the content whose answers are unknown to the other, giving clues. The roles change halfway.

5) Feedback Stage: The teacher asks eight questions to check and reinforce comprehension of the text.

6) Speaking Stage: The students speak their ideas on the text in front of the class. They are supposed to say at least three sets of subject and verb in such a way as "I think...because...I will..." without looking at the script.

7. Analysis and Discussion of the Self-assessment Sheet

As we mentioned above, at the end of Reading, Feedback and Speaking stages, students filled in the self-assessment sheet (Figure 1). And we formed Table 3 to observe the results of self-assessment by students and Table 4 to see the assessment from the teachers' side. Since we focused on how the reading activities result in motivating students to speak their own ideas, we concentrated on the analysis of the activities in Speaking stage (Table 4). "Q" stands for questions, "S" stands for school, and "N" for the numbers of students who participated in the activities in the classes. The total number of students of the 5 schools dropped to about half in Speaking stage. We observed as many students as possible in each school within the limited time of our research. This caused the gap of the numbers of the targeted students in Reading, Feedback and Speaking stages. In order to examine how speaking activities introduced into reading activities motivated students to perform in Speaking stage, we mainly discussed the result of assessment in Speaking stage (Q6~Q9).

Table 3 Results of Self-Assessment by Students

Q.	Q 1						Q 2						Q 3						Q 4						Q 5					
	A	B	C	D	E	Sum	A	B	C	D	E	Sum	A	B	C	D	E	Sum	A	B	C	D	E	Sum	A	B	C	D	E	Sum
N	41	25	15	60	7	148	41	25	15	60	7	148	41	25	15	60	7	148	41	23	9	59	7	139	41	20	13	60	7	141
1	0	6	0	4	0	10	0	9	0	2	1	12	0	10	0	3	1	14	2	10	0	2	1	15	1	5	0	2	0	8
2	8	6	5	12	0	31	5	7	4	18	1	35	7	8	4	19	2	40	7	6	4	12	3	32	5	6	3	4	3	21
3	14	7	6	22	3	52	24	4	7	25	5	65	21	3	7	22	3	56	14	4	2	18	1	39	17	3	6	18	0	44
4	12	2	3	18	4	39	9	4	3	12	0	28	11	3	3	13	1	31	12	3	3	23	0	41	10	4	3	28	2	47
5	8	4	1	2	0	15	3	1	1	3	0	8	2	1	1	3	0	7	6	0	0	4	2	12	8	2	1	8	2	21

Q.	Q 6						Q 7						Q 8						Q 9					
	A	B	C	D	E	Sum	A	B	C	D	E	Sum	A	B	C	D	E	Sum	A	B	C	D	E	Sum
N	30	17	13	10	7	77	30	12	13	10	7	72	30	14	9	10	7	70	30	14	9	10	7	70
1	0	1	0	1	0	2	0	1	2	1	1	5	1	3	0	0	0	4	0	4	0	0	1	5
2	0	5	5	3	1	14	4	5	4	2	0	15	16	9	6	7	5	43	11	9	5	7	2	34
3	12	7	5	4	4	32	13	5	4	5	4	31	13	2	3	3	2	23	19	1	4	3	4	31
4	11	4	2	2	2	21	11	1	3	2	1	18												
5	7	0	1	0	0	8	2	0	0	0	1	3												

Table 4 Results of Teachers' Assessment in Speaking Stage

Q.	Q 6						Q 7						Q 8						Q 9					
	A	B	C	D	E	Sum	A	B	C	D	E	Sum	A	B	C	D	E	Sum	A	B	C	D	E	Sum
N	30	17	13	10	7	77	30	12	13	10	7	72	30	14	9	10	7	70	30	14	9	10	7	70
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	2	0	0	2	1	6	0	2	1	10	1	6	0	2	1	10
3	3	7	5	6	2	23	1	10	4	7	3	25	29	8	9	8	6	60	29	8	9	8	6	60
4	22	10	5	4	5	46	24	2	4	3	2	35												
5	5	0	3	0	0	8	5	0	3	0	2	10												

We focused on the assessment of Speaking stage (Q6 to Q9 in Table 3 & 4) to see how the reading plus speaking activities of the preceding stages motivate students to speak their own ideas. We can see the differences between the self assessment by students and the teachers' assessment.

At a glance, we can clearly say that the teachers' assessment is much higher than the self-assessment by students. We recorded only a few students who marked higher scores than we did.

When we regard the score from 3 to 5 in Question 6 and 7 and the scores 2 and 3 in Question 8 and 9 as better than good enough, the Table 3 shows 15.6 % of the students felt negative about their own performance as a whole, while the teachers assessed that most of the students met the requirements in speaking. Why did the students regard themselves as passive or unsuccessful speakers of English? This is probably because they were not confident or content with their performance or because they felt shy to mark 4 or 5. But still we can see that more than 70% of them said the speaking practice in each stage was useful for their performance. And we can say from the scores in Q8 and Q9 that most of the students felt their final speaking performance successful. As is roughly mentioned above, most of the students were regarded as successful speakers, different from the self-assessment. In Q6 and Q7, 98% of the students were assessed good enough or very good and in Q8 and Q9, 86% of the students were very good and the rest good enough. From these results, we believe introduction of speaking activities with the use of "key points" into reading activities works well enough for students to get motivated in speaking.

In school A, a few students who were not highly motivated commented that they could have the most positive

and active time in speaking activities. They marked a good point in Speaking stage. Comparatively, students used “I think...” sentences at each stage more frequently than “I agree...” sentences. Hence, 27 Students out of 30 used “I think S+V” sentences. What we observed here shows the importance of the introduction of speaking practice into each stage. As for the result of the end-term exam, in spite of the fact that the teacher didn’t adopt the grammar translation method, students’ scores didn’t get worse and some were even higher. In school B, as for a goal, some students hesitated to mark from 3 to 5, saying, “I am not good enough to mark 3 or higher. I would rather mark 1 or 2.” But they could gradually mark 3, 4 or 5 as their goal. They said, “Why don’t we aim at higher points?” In Speaking stage, some students were still hesitant to speak up, but finally, they tried to find how to perform asking the teacher afterwards. Through Speaking stage, it could be seen that some students re-read the textbook for preparation. In school C some students who marked a good score in Reading stage tended to mark a good score in Speaking stage. And in the final exam on the second term, most of the students got higher score than before. We believe they gained confidence about English through the activities. In school D, instead of simple speaking, student-to-student interaction was introduced from the beginning, and some students felt embarrassed or shy to speak to his or her classmate in public. That is why most of the students did the activity more dispassionately and calmly, although they proceeded greatly with the activity. In school E, a few delivered their own viewpoints that teachers are likely to overlook and another few had excellent articulation without any additional vowels. This shows some students were well motivated to try to speak out unique opinions or to use native-like pronunciation.

All these findings implied that most of the students were getting more motivated gradually through all the stages.

8. Conclusion

As the questionnaire shows, speaking is thought to be the most difficult skill to teach and to assess and also difficult is to think of effective ways to integrate reading activities with speaking in E. I & II. But, as the Course of Study advocates, teachers need to try it so that students can develop “practical communicative competence.” In the 6-stage procedure for E. I or II, we provided students as many opportunities as possible to have them practice “speaking in English”. And many of them got more motivated and had good success in speaking. Of course we believe we had a lot of things to rearrange, such as the self-assessment sheet, according to the schools or the students. The 6-stage procedure we advanced to motivate students to get involved in speaking is not completed yet. But what we can say is that the students became more positive toward speaking activities. In that respect, we can surely conclude that our hypothesis was supported.

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Group B

GRAMMAR INSTRUCTION FOR DEVELOPING COMMUNICATIVE COMPETENCE

1. Introduction

English teaching at senior high school has so far been focusing on increasing grammatical knowledge, getting used to pattern practice, and translating English sentences into Japanese. This grammar-translation oriented tendency has been criticized as one of the reasons Japanese are poor in communicative competence, especially speaking and listening abilities. The Course of Study (1999) says that one of main purposes of English teaching is to develop an attitude to try to communicate in English positively. Also, the report on improvement of English teaching from the Ministry of Education, Culture, Sports, Science and Technology(2001) pointed out the importance of enhancing desire and positive attitude for communication and communicative competence in English teaching.

While the importance has to be emphasized, however, explicit grammar instruction also takes an important role in language teaching. As Takashima (2000) mentioned, grammatical knowledge is useful for communicative competence. So it is necessary to think how we can teach grammar so as to develop students' communicative competence. The purpose of this research is to develop effective ways of grammar instruction and evaluation in order to enhance speaking and listening abilities.

Considering the situation of grammar teaching abroad, in the mid-1980s, explicit teaching of grammar within communicative language teaching was beginning to be emphasized, as advocated by Halliday and others. This way of teaching rejected the idea that a language is acquired naturally as long as teachers are providing the necessary input. This approach focused on teaching grammar by setting situations where targeted grammar items are used. In Japan, the Course of Study(1994) also mentioned that students should practice sending and receiving information in various situations during English classes.

Focusing on this tendency, we decided to consider how to teach grammar in communicative ways in order to improve speaking and listening abilities. Specifically, we made devices to simplify the explanation of targeted grammar items, developed listening or speaking tasks using the grammar items, and set up a check sheet for students to evaluate themselves.

2. Hypothesis

Taking the approach to enhance students' communicative ability advocated in the Course of Study(1999) into account, we set up a hypothesis as follows :

If we introduce communicative activities in which a proper situation where targeted grammar items are used is set up and in which students can be either senders or receivers of information when we teach grammar, it would help students activate grammatical knowledge to speak in English and this would enhance students' desire and positive attitude for communication.

3. Teaching Procedure

What we did first in carrying out our research was to decide which grammar item we should deal with. So we sent out a questionnaire to English teachers at some high schools, asking what grammar item they think indispensable when communicating in English. As a result we singled out three grammar items as

our object of research, i.e. 1) basic word order, negative and interrogative sentence, 2) passive, 3) infinitive.

We studied how we can help students acquire a good command of English, how we can foster or develop their desire to communicate positively in English when we teach grammar in the classroom. In doing so, we secured enough time for communicative activities by simplifying our explanation. For we thought giving as many communicative activities as possible would help students activate their grammatical knowledge to speak in English and would enhance students' desire and positive attitude for communication.

Evaluation was done through a self-evaluation questionnaire after exercises. There are two reasons for this. One is that we wanted to see the eagerness or desire of students and the other is that we wanted to clarify the essence of a lesson and help students realize how well they grasped by having them set their goals.

The practical teaching procedure for each grammar item is shown below.

In teaching every one of the grammar items, we expected the students to send and receive their ideas or information on the basis of grammatical knowledge.

3.1. Basic English Word Order, Negative and Interrogative Sentence

3.1.1. Basic Word Order

Introduction and Explanation

1. The teacher explains that 'S+V' is the basic word order of English.
2. Students are shown how to change Japanese into English by using sentences like "Kanojo wa Tokyo ni sunde-iru." ("She lives in Tokyo."), "Kanojo wa kono gakkou no gakusei-da." ("She is a student at this school."), "Koen no kaede no ha wa akai." ("The leaves of a maple tree in the park are red")
3. The teacher writes some Japanese on the blackboard and calls some students to change them orally into English.
4. The teacher stresses again that the basic sentence pattern is S+V, writing the following points in boxes on the blackboard.

Basic word order of English is 'S + V + other elements.'

Basic word order of Japanese is 'S + other elements + V.'

5. The teacher takes three – five examples from a textbook and instructs students to change them into English.

Practice

1. The teacher instructs students to practice making English sentences by themselves on the basis of information given in picture cards.
 - 1) Students are properly given a word sheet listing as many words as possible so that their activities may not be crippled for lack of vocabulary.
 - 2) Activities are conducted orally in English as far as possible depending on the students' English proficiency.
2. The teacher gives students quizzes that have something to do with the picture cards: the teacher

describes in English a person, an object or a landscape that is on a picture card and students guess what it is.

- 1) To prevent irregular utterances, an answer sheet is passed out in advance and the answers are checked by students themselves afterwards.
- 2) Since it is an easy task for high school students, the number of the quizzes will be adjusted depending on their proficiency in order to prevent being monotonous.
- 3) The task can be a pair work between students themselves instead of being carried out between the teacher and students.

3.1.2. Negative and Interrogative Sentence

Introduction and Explanation

1. The teacher explains how to make negative and interrogative sentence.
2. The teacher calls on students to have them change Japanese into English orally.
3. An example is given in boxes on the blackboard as when basic word order is explained.
4. The teacher takes three – five examples from a textbook and instruct students to change them into English.

Practice

1. The teacher instructs students to practice making English sentences by themselves on the basis of information given in picture cards.
 - 1) This is a practice to check negative sentences, in which the teacher orally describes a picture and the students answer whether it is true or not. They are instructed to answer in full sentences. The teacher sometimes gives them wrong information on purpose.

Exercise for All Three Grammar Items of Basic Word Order, Interrogative and Negative Sentence

1. Guessing in 5 minutes

- 1) A student imagines and writes down his/her favourite thing; person or place on a card, and his/her partner guesses what it is.
- 2) It can be carried out by pair work or by one student giving questions to the whole class.
- 3) No restriction is imposed, but a direct question is prohibited.
- 4) The aim of this activity is told to the students beforehand lest their interest should be focused only on the quizzes themselves.
- 5) The teacher passes out a word list lest their activities should be crippled because of their lack of vocabulary.
- 6) The teacher properly corrects their grammatical errors such as word order, third person singular '-s' and so on, but slight ones can be overlooked.

3.2. Passive

Introduction

1. The teacher shows students a picture card and explains the situation orally.

e.g. (When you show a picture of Mickey kissing Minnie)

Mickey kissed Minnie → Minnie was kissed by Mickey.

(When you show a picture of a football player kicking a ball)

A football player kicked a ball → A ball was kicked by a football player.

2. The teacher explains when and how passive is used.

Explanation (S + V + O)

1. An active sentence takes the form that the subject acts on the object.

A sentence which does not have an object cannot be converted into passive.

2. The object of an active sentence is converted to become the subject. An active sentence is changed into a passive voice in order to describe what happened to the object. (Mostly, it describes what was done to the object).

3. The verb of a sentence is converted to the form of 'be + past participle (p.p).'

4. The form which the verb 'be' should take is decided by considering the subject's person, number and the tense. Therefore, 'be' takes the form of *am, are, is, was* or *were*, depending on what the subject is.

5. The other elements and modifiers which are in the active sentence are not changed

6. The subject in an active sentence is generally converted to the form of 'by ~.'

Sometimes it is not presented because the focus is moved to the receiver of an action.

e.g. My bag was stolen on the train (by someone).

Practice

1. The teacher calls some students and has them change active sentences to passive in public using magnetic cards.

2. The teacher passes out a paper listing active sentences; telling students to change each sentence orally into passive after having students make sure of the meaning and check the past participle of the verb in each sentence.

Exercise

1. Students make passive sentences by making what the teacher indicates in the picture cards the subject.

The answers are either active or passive depending on whether they are natural as English.

2. The teacher will describe a person, an object or a place by using passive in English, and students guess what it is.

3.3. Infinitive

Introduction and Explanation

1. The explanation of the structure and the meaning of infinitive

Infinitive means 'the root form of a verb' or 'to + the root form of a verb' that has the same function as noun, adjective or adverb while maintaining the character of verb; it is followed by the complement or the object and has both tense and mood, but does not have an inflection affected by person or number

of the subject while becoming a noun, an adjective or an adverb. This is why it is called 'infinitive.'

2. The explanation of the basic use of infinitive

Noun use [～ suru-koto]: the infinitive that functions as subject, complement or object like a noun.
e.g.) Hikaru likes to sing.

Adjective use [～suru] [～suru-tameno]: the infinitive that modifies a noun or a pronoun like an adjective. It is usually placed just after a noun or a pronoun.

e.g.) I'm hungry. I want something to eat.

Adverb use [～suru-tameni]: the infinitive that modifies a verb, an adjective, an adverb or the sentence itself. It expresses the purpose, the reason, the cause and so on.

e.g.1) the purpose: He went home to watch a soccer game on TV.

2) the cause of feelings: I am very glad to see you.

3) the reason for a judgement: She must be rich to buy the expensive coat.

Practice

1. To become accustomed to adjective use

1) The teacher explains a person or an object and students guess what it is. It can be done either by having students raise their hands or by making some groups and have them compete for the best mark. The teacher gives them as many sentences as possible.

e.g.1) You need to have this one especially when you study English. This is a book to check meanings of words and phrases.

2) This is a place to get on a train.

3) This is a person to make you study at school.

When the activities shown above are finished, the teacher projects the sentences such as those mentioned above with an Overhead Projector (OHP) and has students repeat after the ALT. These activities are done at the beginning, and the remaining time is used for checking the answers of an exercise or reading and translation.

2. To become accustomed to noun and adverb use

1) The teacher explains a person or an object and students guess what it is. The teacher gives them sentences longer than those given in the last class.

e.g.1) My job is to rule a country. Recently I went to North Korea to make diplomatic ties between Japan and North Korea. (*Prime Minister Jun-ichiro Koizumi*)

2) I am an animal. I am dancing in a famous amusement park to entertain people. (*Mickey Mouse*)

3) My job is to play soccer. I moved from Japan to Italy to work as a professional player. My dream is to win the World Cup four years from now. (*Hidetoshi Nakata*)

When the activities are finished, the teacher projects the sentences such as those mentioned above with an OHP and has students repeat after the ALT.

3. To become accustomed to various meanings of adverb use

1) The teacher asks students some questions in English as shown below and requires them to answer

orally in English after their writing a story dictated by the ALT.

e.g. Recently I heard a news report that many young girls are getting cosmetic surgery on their faces. I was surprised to hear it. The girls who wanted to take the surgery on were not ugly at all, but rather cute on TV. I could not understand why they wanted to do such a thing.

1. Do you agree or disagree with their behaviour? Why?
2. Why was I surprised?

4. Analysis

In this research, we referred to the study on how to make an effective use of process-based evaluation in order to motivate students to study English more (2001, Tokyo Metropolitan Board of Education), and adopted the assessment plan of the study. The aim of the assessment was to heighten the students' motivation to communicate in English. In addition, by setting their own goals and judging their achievement, the students could confirm the kind of abilities they needed for communicating in English. Assessment sheets for each grammatical item we made are shown on the next page.

There were two points that we focused on in this assessment. One point was to make the students set their own goals, while the other was to have them evaluate whether or not they achieved their goals. After the classes, the students evaluated themselves by choosing a number in order to rate their success in the activity. The students also wrote their thoughts on a comment sheet following the activities. The result of the assessment is shown under the assessment sheets on the next page.

Theme : Infinitive									
Assessing Points		Your Goal	Your Point	Your Comment	1	2	3	4	5
1	単独の文における不定詞の様々な形と意味が理解できる (説明は理解できましたか、etc.)	3,4,5	1,2,3,4,5		全く理解できなかった	あまり理解できなかった。	形か意味は定着した。	ほぼ理解できた。	完全に理解できた。
2	不定詞を用いた表現を書くことができる (プリントや教科書の練習問題はできましたか、etc.)	3,4,5	1,2,3,4,5		全くできず、自分の誤りを指摘されても訂正できなかった。	あまりできなかったが、自分の誤りは指摘されて気が付いた。	間違えたところもあったが、自分の誤りにはすぐに気がついた。	7~8割は正解した。	9割以上正解した。
3	コンテキスト (一定量の英文を読む活動・聴く活動) の中で不定詞を認識し正しく解釈できる。 (中間テストで力がついたかどうか確認します。)	3,4,5	1,2,3,4,5		できなかった	あまりよくできなかった	ふつう	よくできた	かなりよくできた
4	不定詞を用いた表現を作り、話すことに活用できる。 (不定詞を用いてスピーチできましたか?)	3,4,5	1,2,3,4,5		できなかった	あまりよくできなかった	ふつう	よくできた	かなりよくできた
Teacher's Comment									

<Questions for Basic Sentence Structure, Negative and interrogative Sentence and Passive>

Theme : Basic Sentence Structure and Negative and Interrogative Sentence

Q1 平叙文の主要素であるSとVの語順を理解し、英語を話す時に応用できる。

Q2 否定文の形と意味が理解できる (説明は理解できましたか、 etc.)

Q3 疑問文の形と意味が理解できる (説明は理解できましたか、 etc.)

Q4 平叙文 (肯定文) を否定文にする (書き換える) ことができる。

Q5 平叙文 (肯定文) を回答に応じた疑問文にする (書き換える) ことができる。

Q6 疑問文を使って、インタビューや単独の質問等をして情報を収集することができる。

Theme: Passive

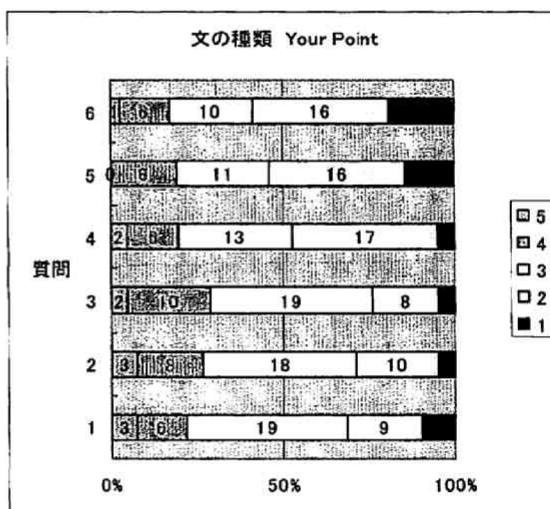
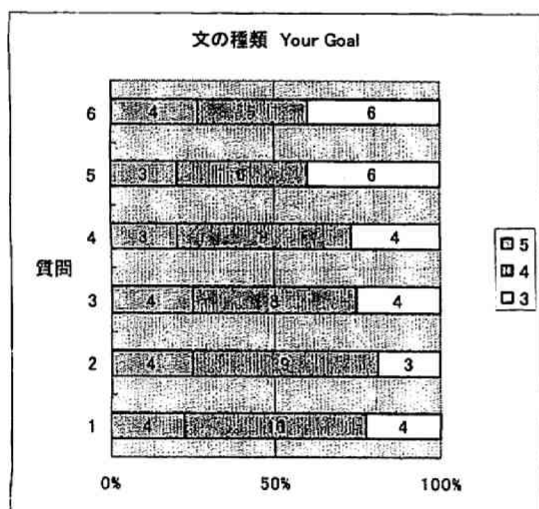
Q1 受動態の形と意味が理解できる (説明は理解できましたか、 etc.)

Q2 能動態の文を受動態に、受動態の文を能動態に転換できる (プリントや教科書の練習問題はできましたか、 etc.)

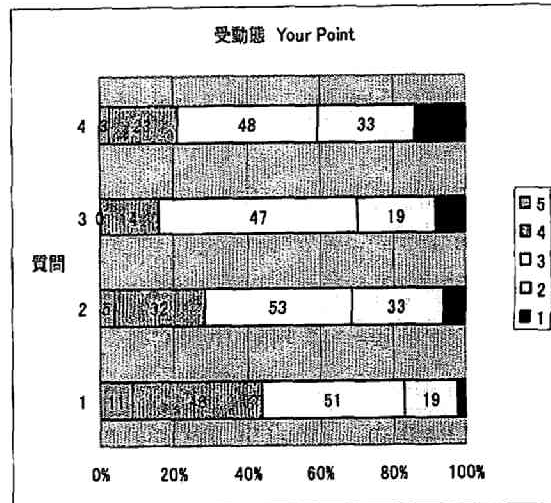
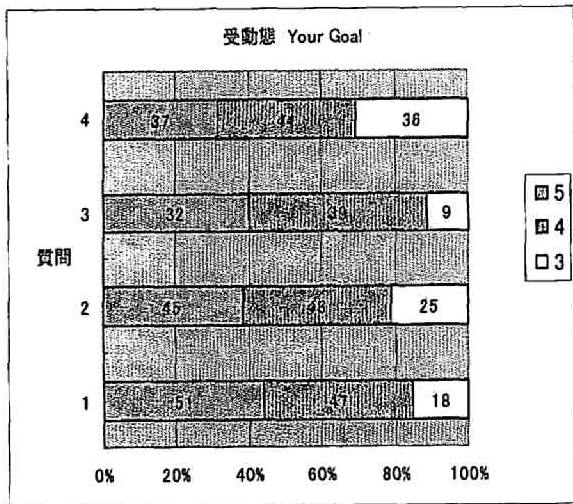
Q3 コンテキスト (一定量の英文を読む活動・聴く活動) の中で受動態の文を識別し正しく解釈できる。(中間テストで力がついたかどうか確認します。)

Q4 受動態を使った表現を作り、話すことに活用できる。(用意された写真や絵を基に受動態を用いてスピーチできましたか?)

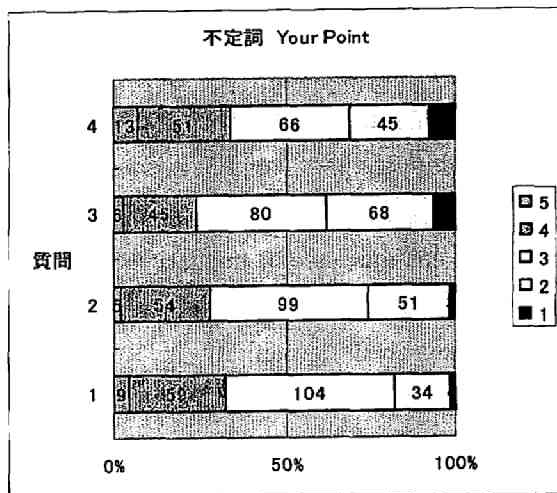
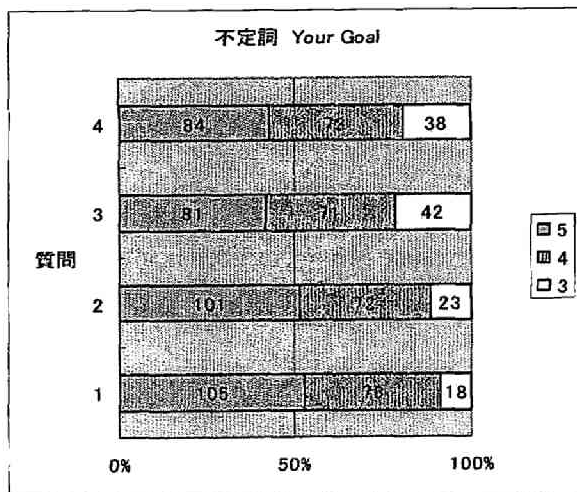
文の種類	質問						文の種類	質問					
Your Goal	1	2	3	4	5	6	Your Point	1	2	3	4	5	6
5	4	4	4	3	3	4	5	3	3	2	2	0	1
4	10	9	8	8	6	5	4	6	8	10	6	8	6
3	4	3	4	4	6	6	3	19	18	19	13	11	10
total	18	16	16	15	15	15	2	9	10	8	17	16	16
							1	4	2	2	2	6	8
							total	41	41	41	40	41	41



受動態	質問				受動態	質問			
Your Goal	1	2	3	4	Your Point	1	2	3	4
5	51	45	32	37	5	11	5	0	3
4	47	48	39	44	4	46	32	14	23
3	18	25	9	36	3	51	53	47	48
total	116	118	80	117	2	19	33	19	33
					1	3	8	7	17
					total	130	131	87	124



不定詞	質問				不定詞	質問			
Your Goal	1	2	3	4	Your Point	1	2	3	4
5	105	101	81	84	5	9	5	6	13
4	76	72	71	73	4	59	54	45	51
3	18	23	42	38	3	104	99	80	66
total	199	196	194	195	2	34	51	68	45
					1	4	3	14	14
					total	210	212	213	189



The students' comments were as follows:

-Comments on the comprehension & exercise section: (Basic Sentence Structure and Negative and Interrogative Sentence; Q1-Q5, Passive; Q1-Q3, Infinitive; Q1-Q3)

- * I know I need to understand the grammatical rules, but it is too much for me.
- * I do not understand at all. They are too many idioms to remember. I am completely confused.
- * It is difficult for me to remember all the idioms, so I do not understand English.
- * I need a textbook to check the expression that I want to say.
- * I could understand the teacher's explanation.
- * I understand most of the expressions that I was taught.
- * I understand the basic grammar rules in the class.
- * I did well.
- * I felt that the more practice I did, the more I could improve my English.

-Comments on the communication section: (Basic Sentence Structure and Negative and Interrogative Sentence; Q6, Passive; Q4, Infinitive; Q4)

- * I can write English a little, but still, I do not think I can communicate in English.
- * It is impossible for me to speak in English.
- * It is difficult for me to speak English.
- * I need more chances to speak English.
- * I tried to speak, but I could not because I did not know some words, but I could understand the grammar.
- * I speak English by intuition, not thinking about grammar.
- * I understand what the speakers say, but I cannot express myself in English freely.
- * I need some time before I say something.
- * I want to say something, but I cannot.
- * Sometimes I was confused because I did not know what to say.
- * Maybe I will be able to speak in English.
- * It was easy to remember expressions in this class.
- * I think I made some improvement in speaking in this activity.
- * I could not improve my listening comprehension, but I could improve my speaking ability.
- * I think I can communicate by using these grammatical points because I have practiced many times.

Other comments about this activity

- * I could not say some long sentences, but these activities are a lot of fun.
- * I want to study English in this way.
- * It was easy for me and I think we have to continue this kind of activity to improve our speaking ability.
- * I did like the question-answer games.

- * It was good to speak with friends in English for fun, not for study.
- * Using some pictures is helpful and gives me images in speaking.
- * I should have studied English in this way before this class.
- * I think these activities were effective and I want to learn more, especially working expressions.
- * If I continue this kind of practice, I will be able to speak.

Many of the students recognize the necessity and the importance of learning English grammar when they communicate. During the activities, after teaching the basic grammatical items, we allowed the students to express themselves freely. At that time, most of the students hesitated to speak because they were afraid of making mistakes and did not have the confidence in speaking even if they were excellent in writing. But, while we continued these lessons, they became accustomed, little by little, to speaking out. We found that the students' listening comprehension was improved in these activities, although their speaking ability still needed to be improved.

5. Conclusion

We gave lessons according to our hypothesis. As a result, we could see the students' positive attitude for communication. It is true that students' points in achievement are lower than we expected, but we certainly observed that the students showed great enterprise in speaking English by using the targeted grammar items. Moreover, as the students pointed out, they surely think that if they continue to study through this approach focused on English grammar they will be able to communicate in English. We also have confidence that this grammar-focused method in communication is effective, because we could see that most students tried to speak out as much as possible. In fact, we had little time to observe how much the students made improvement in speaking and listening abilities during this research. The students need more practice to get accustomed to communication in English. Therefore, if we continue this approach in teaching the other grammatical items, students will surely have more confidence to speak in English.

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