

自己表現活動とスピーチ活動を通して豊かな表現力を育成する

～思考力・判断力・表現力に視点をあてて～

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はじめに

平成15年3月、文部科学省より「英語が使える日本人」の育成のための行動計画が示され、中学校における学習指導要領の改善が図られた。そして平成20年3月に小学校学習指導要領の改訂が告示され、新学習指導要領では「外国語活動」を実施することとなった。島根大学教育学部附属小学校でも5・6年生で週1時間の英語活動を行っている。そして、幼小中一貫教育を本格実施したばかりではあるが、中学校の英語教育と小学校における外国語活動との連携の必要性をますます感じている。その中で、教科である中学校の英語と活動である小学校の外国語活動の違いを考察するとともに、共通に育てていきたい力について協議を繰り返し、一貫して育てたい力を整理してきた。そこで、豊かな表現力の育成をめざして思考力・判断力・表現力に視点をあてた自己表現活動と中学校から始めるスピーチ活動を柱として系統立ったカリキュラムを再検討し、新たな年間指導計画を作成し、実践を行った。その取り組みについて考察したい。

1. 外国語活動・英語科における思考力・判断力・表現力とは

本研究を進めるにあたり、小学校英語活動と中学校英語科で一貫して育てたい力を思考力・判断力・表現力の面から見つめ直すこととした。そこで、思考力・判断力・表現力を小学校英語活動と中学校英語科では以下の通り捉えた。

思考力：伝えようとする事柄について、文法的なルールに則って考えることができること

判断力：場面、状況、相手の表情等に応じて言語材料を選択し、使い分けることができること

表現力：思考・判断を通して言葉として相手に伝えることができること

思考力とは、何か伝えようとする事柄を既習の文法的なルールに当てはめ、そのルールに従って考える力とした。これには、普段からの教師的的確な文法指導とそれによる生徒の文法理解の定着つまり、基礎・基本の習得が重要となってくる。外国語活動では文法的な指導は行われないので、ここでの文法的なルールとは様々な英語表現やそれらを使う上での約束事を意味している。

次に、判断力とは思考の段階で出てきたいくつかの単語や表現のリストの中から適切なものを選択し、使い分けることができる力とした。つまり、伝える相手の表情や状況等のさまざまな要因を考慮し、その時点で一番適切であろうと思われる単語や表現を選び出す力である。

最後に表現力とは、思考・判断の段階を通して実際に書いたり、話したりすることである。これには、顔の表情や声のトーン、ボディランゲージ、話す態度など自分の意見や気持ちを伝えるときに必要な話し方もこの表現力に含まれると考える。

2. 研究の仮説（小学校英語活動の実践「Let's go shopping」より）

中学校の英語科教員が小学6年生に「Let's go shopping」という売り手と買い手に分かれて買い物をする活動を行った。ここでのやりとりが成立するためには、第一に値段を尋ねたり、それに答えたりしなければならない。その際、その言葉の意味も思い出しながら考える必要がある。第二には、売り手と買い手の間で様々な駆け引きが起こる。そのときお互いがどんな言葉を使えばよいのかを考え、言葉を選択しながら話さなければならない。さらに、これまで学習してきた言葉でない言葉を使

わなければならない状況も考えられる。そのときは、どうしたらよいか自分なりに考えることが必要になる。第三にはこのように考えたり選択したりしながら買い手は売り手に自分の欲しいものを伝えていかなければならない。また、売り手は買い手の気持ちをくみながら商品を売っていく必要が生じる場合もある。このように、買い物を通して、英語でもやりとりを感覚的に理解しながら、その意味を考えることで思考力が育成できる。そして、実際に買い物をする場面では、新たな言葉の必要性に迫られ、場面に応じた言葉の使い分けが迫られる。これは、新たな言葉を考えようとする思考力とこの場合にはどの言葉を使ったらよいかという判断力の育成へとつながる。そして、買い手は商品を買うために売り手に自分の考えを伝えなければならず表現する機会が必然的に訪れる。また、いろいろな店で買い物をしていくうちに、「こんなときはどう言ったらいいのだろう。」という新たな疑問が自然とわいてくる。これは、自分の買いたい商品を何とか手に入れたために、必死に思考力と判断力を行き来させる活動である。

児童： How much is this?

教師： It's 40 bibit. *bibitとは附属小の中だけで通用するお金のこと

児童： ……? (手持ちのお金より高く買えない)

手を横に振り買わないことを意思表示する。

教師： OK.

上の会話は、持っているお金よりも高く買えず、どうしてよいか迷った時のものである。英語でどう言ったらいいのかわからないので、買わないことを手を横に振ることで売り手である教師に伝えた。これは、外国語活動において身体を使ってでも何とか自分の言いたいことを相手に伝えようとすることの大切さに気付かせるいい機会であった。「手を横に振ったから、買わないことがよく分かったよ」という教師の価値付けが、悩んだ末その行動をとった児童に自信をつけさせた。また、このことを最後の振り返りで全体に紹介することで、身振り手振りの大切さや必要性を子どもたちに伝えることができた。

また、買いたい品を買うことができない状況の中で次のような会話もあった。ここでは、hairbrush (ヘアブラシ) を買いたいのだが、その商品が店にないのである。子どもたちは店の商品を見ながら、さすがに困った様子であった。

教師： May I help you?

児童： ……? (店の商品を見渡す)



すると、さまざまな行動をとる児童が現れた。

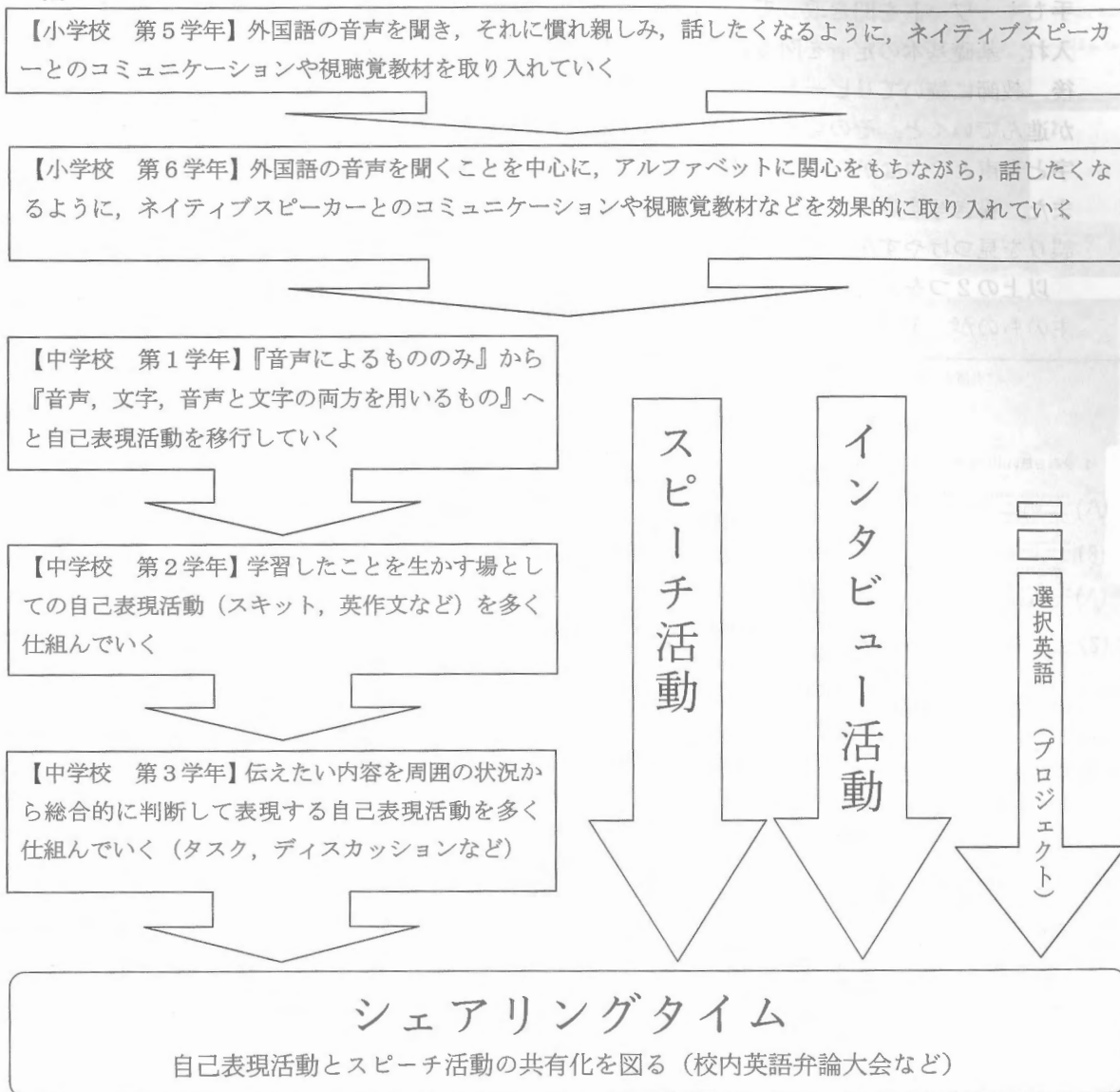
- ①そのまま行ってしまう児童
- ②Shopping Listを教師に見せ、hairbrushを指さす児童
- ③"brush"と言いながら髪をとく真似をする児童

ここでも、自分の思いを何とか伝えようとする児童の姿があった。しかし、①については自分の思いを英語で相手に伝えることには限りはあるものの、コミュニケーションの素地を養う小学校英語活動においては課題が残る。豊かな表現力を育成するためにはこの課題を追求することが必要であるように思う。

思考力・判断力・表現力に視点をあてた自己表現活動を行う中で、場面に応じて、どの英語を使うとよいかという判断力が自分のものとなって発揮でき、そして、自分自身で判断して表現した言葉が相手にぴったり伝わり、相手からそれに関する何らかの答えが返ってきたとき、コミュニケーションをとることの楽しさや喜びを感じることができるのではないか。そして、その楽しさや喜びの経験

を積み重ねていくことが豊かな表現力の育成につながるのではないかと考えた。そこで、この小学校英語活動での自己表現活動をなめらかに中学校の英語へと移行し、系統だった自己表現活動と中学校で始めるスピーチ活動、また選択教科などを柱とすれば豊かな表現力を育成できるのではないかと考え、小学校の英語活動と中学校の英語のカリキュラムを再検討した。(図1)

図1



3. 研究の実際

(1) 中学校1年生の自己表現活動の実践事例

それぞれの小学校によって、外国語活動における指導は様々であるが、本格的に文字を学ぶのは中学校1年生である。小学校でコミュニケーションをとることの楽しさや喜びを感じることができた生徒も少なくはない。そこで、中学校1年生の段階では、はじめて同じクラスになった仲間とのかかわりを大切にしながら、音声からのパターンプラクティスやコミュニケーション活動を続けてきた。その際に大切にしていたことは、次の2つであ



る。まず一つ目は、しっかりと練習時間をとること。飽きさせないように、ピクチャーカードを用いたり、リズムで覚えるように8ビートを活用したり、また、ALTの協力を得たりした。しっかりと練習をすると、自分が何を伝えたいのか分かり、どの部分を相手に聞いてもらわなければいけないのかを工夫するようになってきた。このことが、1年生の後半からのスピーチ活動にも生かされ、キーワードは強く長く発音し、相手により伝わるような意識が高まった。また、聞き手もキーワードを聞き取って、内容を理解するよう心掛けさせた。二つ目に、音読や暗唱に力を入れ、基礎基本の定着を図ること。その文や表現はどんな場面で使うのか、また意味を理解した後、教師に続いてリピートをし、何回も繰り返し音読することで文や表現を覚えていった。学習が進んでいくと、その覚えた文（文章）や表現を書き写させた。そうすることで、音読の際に文字と音声とのつながりを意識するようになってきたり、内容を考えながら音読していくようになった。また、書き写す際には、自分が覚えていたであろう文と文字にした時の文とを比較をし、文法の誤りを見つけやすかったり、内容を思い出しながら書くようになっていった。

以上の2つを大切にしながら、基礎基本の定着を図り、自己表現活動につなげていった。その主のものが、1分間チャットとスピーチ活動である。

1分間チャット What do you do after school?	1分間チャット What do you do after school?
Class () No () Name()	Class () No () Name()
1. 会話を思い出して書いてみよう。(誰が言ったかも記入すること)	1. 会話を思い出して書いてみよう。(誰が言ったかも記入すること)
(A) <u>What do you do after school?</u>	(A) <u>What do you do after school?</u>
(B) <u>I go home.</u>	(B) <u>I play games.</u>
(A) <u>How about you?</u>	(A) <u>Oh, really?</u>
(B) <u>I need raining books. I practice violin.</u>	(B) <u>Yes. How about you?</u>
(A) <u>Ok. What ^{is your} is your favorite raining books?</u> (1)	(A) <u>Games ^{are} is Ok, but I prefer TV.</u>
(B) <u>I like BLEACH.</u>	(B) <u>What ^{is your} is your favorite TV program?</u>
<u>Do you like raining books, too?</u> (2)	(A) <u>I like news ^{are} is seven. (?) (3) News Seven?</u>
(A) <u>I see. → Yes, I do. or No I don't.</u> (4)	(B) <u>News Seven is Ok, but I prefer News Zero.</u>
振り返り 1分間 英語で会話することを繰り返してはいいので、話をしつづけたし、時間が長く感じました。そこから、この文章を上手に書くことが、この文章を上手に会話ができる。また自分自身、この文章を上手に書いてはいいので、この文章を上手に会話ができる。また自分自身、この文章を上手に書いてはいいので、この文章を上手に会話ができる。	振り返り まさか自分が、何が言いたかできた。昔、時々は、この文章を上手に会話ができる。また自分自身、この文章を上手に会話ができる。また自分自身、この文章を上手に会話ができる。また自分自身、この文章を上手に会話ができる。

同じトピックで、相手を変えて3回行った。1回目では、「思ったより会話が続かなかった。次は、相手の発言に合った質問や答えを言うようにしたい。」や「質問に答えるだけでなく、逆に質問をしたら会話が続かなと思いました。」などの生徒の振り返りがあり、基本文は覚えているのに、それをどこで使えばいいのか分からなかったり、相手の反応によって自分の言うことを変えていかなければならないことに戸惑う生徒も多くいたように感じる。その一方で、「実際に人と英語で話すのは難しく頭を使いました。日本語だと自然にスツと言えることがなかなか出ず、1分間で会話できる内容はとても少ないですが、英語で話している感じが新鮮で楽しかったです。」というように、仲間との英語を通じたかかわりを楽しんでいる様子もうかがえた。

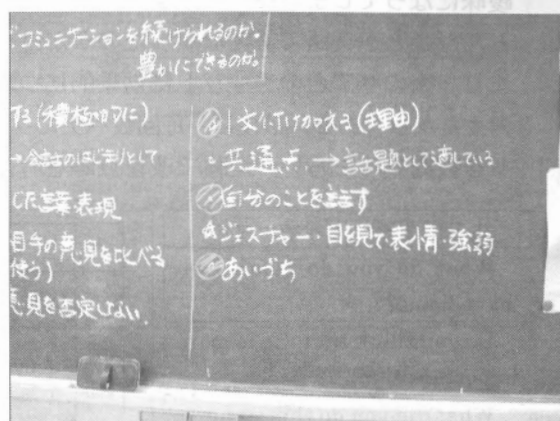
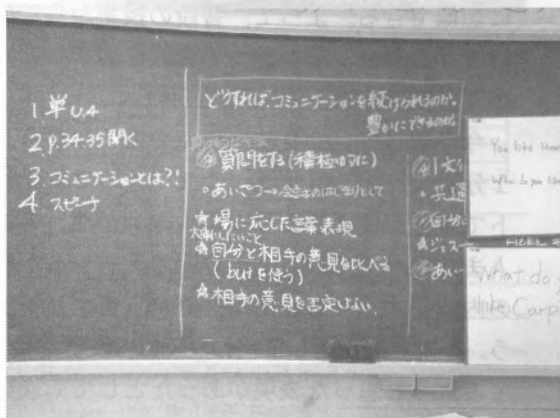
(2) 中学校1年生で始めるスピーチ活動より

中学1年生の1学期の後半からスピーチ活動を始めた。はじめるにあたって、教科書の会話の流れを参考にしながら、どうしたらコミュニケーションは続くのかについて考えた。私たちは、

普段何気なく会話をしている。しかしながら、会話が続いて盛り上がる場合と、そうでない場合がある。生徒には、自分たちの生活を振り返らせながら、コミュニケーションについて考えさせた。

右の写真をまとめてみると、次のようになる。

- コミュニケーションを続けるためには主に話し手に関すること
- ・ 1文付け加える（理由など）
 - ・ 自分のことを話す。（新しい情報を提供する。）
- 主に聞き手に関すること
- ・ 質問をする。
 - ・ あいづちをうつ。
- 両者に関すること
- ・ 会話の始まりとして、あいさつをする。
 - ・ 場に応じた言葉や表現を使う。
 - ・ 自分と相手の意見を比べる。（Butを使う。）
 - ・ 相手の意見を否定しない。
 - ・ 自分と相手の共通点について話をする。
 - ・ 伝えたい部分は強調する。
- 非言語に関すること
- ・ ジェスチャーを用いる。
 - ・ 目を見て話す。
 - ・ 内容にあった表情をする。



どの意見もコミュニケーションを続けるためには大切な要素であるが、その中でも、話し手は自分の伝えたいことを相手に理解してもらうために①音量②スピード③目線を意識させた。また、聞き手としては、相手の伝えようとしていることをさらに理解し、会話を深めるためにも①メモをとること②質問をすることを大切に、今後のスピーチ活動をしていくことにした。

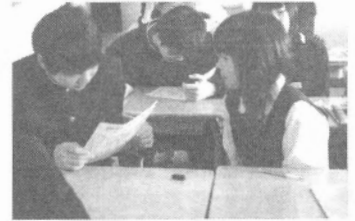
(3) 中学校2年生の自己表現活動の実践事例

豊かな表現力の育成には大きく次の3つのことが大切だと考える。一つ目は、生徒たちにしつかりとした基礎・基本を身につけさせること。当たり前のことであるがなかなか身につかないのがこの基礎・基本の部分でもある。そこで、2年生では昨年度よりその時に学習している文型を使った例文の音読練習、または英作文テストを毎時間授業のはじめに継続して実施してきた。文法の構造を理解させ、慣れさせ、そして、それらが実際にどのような場面でのどのように使用されているのかを多くの例文を使って練習し、それらをひとつずつ自分たちが使える段階まで持っていこうと試みた。二つ目は、今までに学習をしたことを実際に使ったり、聞いたりする機会を多く与えること。そのため、1分間チャットやスピーチ活動を毎時間取り入れ、継続して行ってきた。また、毎学期にスピーキングテストを実施したり、あるテーマについて自分の意見を英語で書く活動を定期的に行ってきた。文法指導だけの授業や学習したての文法事項を使ってのインタビュー活動をして終わりというような授業ではなく、今まで学習したことを使ってある程度まとまりのある英文を書く活動（スキット作りや条件英作文等）や子どもたちがお互いに英語を使って質問し合う活動、そして、それらを発表する活動（スピーチ、インタビュー、発表会等）を積極的に取り入れていき、学習したことを活用していく必要があると思われる。三つ目は、友達とのかかわりである。個人の努力だけに頼っていても効果は少ない。練習を一緒にしたり、自分の

スピーチを聴いてくれたりする友達の存在が重要である。例えば、自分ひとりでは1つしか思い浮かばない表現でも友達とのかかわり合いを通して使える表現が何倍にもなっていくことは簡単に想像できる。よって、普段の授業からこのようなかかわり合いを意図的に作っていき、豊かなコミュニケーション能力の育成をめざして実践を行ってきた。

① 1分間チャット

今学習している文法に焦点を当てながら、あるテーマについて1分間ペアで自由に会話をしていくのであるが、その前にそのチャットで生徒が使える表現や教師が使ってほしい表現の練習を個人またはペアで行う。1分間のチャットが終わると、先程の会話の内容をすべて思い出し、それらをプリントに書き出す作業を行う。ただ英語を話して終わりでは、友達が使っていて次自分が使ってみようと思った表現があったとしても次の授業までにそれらは曖昧になってしまい使えなくなってしまう。また、その時自分はどんなことが英語で言えなかったのかがはっきりとしてくる。つまり、次のペアとのチャットに効果的につなげることができると考えたからである。最後に、毎回数ペアにクラス全体の前でチャットを披露してもらい、全体で改善点等を考え、共通理解を図っている。



表現の練習をペアで確認している場面



ペアでチャットをしている場面

1分間チャットのテーマ例	人	人	人
What do you do before you leave home?	会話	What do you do before you leave home?	What do you do before you leave home?
Do you think that ○ is more important than △ ?	を思	○ I have breakfast before I leave home.	○ I have breakfast before I leave home.
What did you do this summer vacation?	い出	How about you?	How about you?
If you go abroad, where do you want to go?	そう	○ me, too.	○ Me, too.
What do you have to do at home?	(笑) 出	Do you take a bath before you leave home?	What do you do before you get home?
		○ No, I don't. But anyway, what do	○ I'm on the bike. How about you?
			○ I practice volleyball along
			○ Well, I practice volleyball

②スピーチ活動

1年生時より毎時間一人ずつではあるが順番にクラスの前でスピーチ活動を行っている。2年生からは司会も順番に生徒が務め、英語で進行をしている。テーマは特に指定せず、生徒は自由なテーマで英語で発表し、その後で他の生徒からの質問に答えるというシンプルな形で進めてきた。ただし、生徒は、あるテーマについて英語で書いてくる(資料①)と教師にスペルや文法等の間違いないかチェックしてもらい、それが終わると、教師の前でスピーチのリハーサルを行い、そこで話す声の大きさやスピード等を確認してもらい、本番に臨んでいる。また、スピーチが終わると質問やコメントを発表する時間を設けているのだが、全員の意見や質問を取り上げる時間がないので、全員に下のようなメッセージカード(資料②)を配り、英語で質問やコメントを書いてもらっている。これはメッセージを書いている本人の英語の練習のためということもあるが、それだけではなく、それを受け取る生徒(スピーチをした生徒)のためでもある。つまり、受け取った生徒はさまざまな表現をクラスの友達から手に入れることができるからである。友達とのかかわりで使える表現を何倍にも増やすことができるのである。



スピーチの様子

(資料①)

英語スピーチ原稿用紙

Title: My dream ^{nightmare} class: _____ name: _____

English	Japanese
appear for a short time	おぼとけ
the next moment	次の瞬間
run away	逃げる
nightmare	悪夢

I will talk about my nightmare.
 one day, there was a box in the road.
 I opened the box.
 There was a pretty dog in the box
 but, the dog became a scary ghost at
 the moment.
 I ran away.
 but, this ghost ran faster than me.
 I got up when I said "help me."
 Thank you please.

- ★ セルフチェック！欄（セルフチェック）
- 原稿を見ずに、前を向いて音読する。
- 教室内に聞こえる大きさの声で読める。
- 早口すぎず、適度な間をとりながら読める。

★ スピーチの2日前までに先生とリハーサルを行いましょう。

英語スピーチ原稿用紙

Title: About my favorite singers class: _____ name: _____

English	Japanese
be composed of ~	～で成り立っている。
particularly	とくに
be moved	感動する
be active	活躍する
cheer in the future	今後

Do you know "Arashi" ?
 "Arashi" is a group of the Japanese pop singers.
 They're my favorite singers.
 The group is composed of five persons.
 Their names are "Ono", "Sakurai", "Aiba", "Ninomiya" and "Matsumoto".
 They are very cool and funny.
 Their songs are very nice.
 I like their songs, particularly one of the songs "Kazamideri."
 I went to Arashi's concert with my family last year.
 It was very wonderful.

- ★ セルフチェック！欄（セルフチェック）
- 原稿を見ずに、前を向いて音読する。
- 教室内に聞こえる大きさの声で読める。
- 早口すぎず、適度な間をとりながら読める。

(資料②)

Message Card

 学年 組 番

date: March 19th speaker: Mr.

あなたのスピーチは・・・ (聞きやすく、わかりやすければ○をつけましょう)

声の大きさ	
話す速さ	○
表情、目線	
身振り、手振り、態度	

message~
 More speak clearly, please.
 I like Korea, too.
 It's very interesting and exciting.

Message Card

 学年 組 番

date: March 19th speaker: Mr.

あなたのスピーチは・・・ (聞きやすく、わかりやすければ○をつけましょう)

声の大きさ	○
話す速さ	○
表情、目線	○
身振り、手振り、態度	○

message~
 先生は中国語を話せるの
 中がたのびます。(先生)
 I think English is very important for us.
 Do you think Chinese is important, too?

(4) ALTの視点からの自己表現活動事例

This Report outlines several activities and pedagogical environments that were engaged this year for learning English in our school (Fuzoku Junior Highschool, Matsue).

The activities/environments presented here are:

- Common conversation
- Expression development
- Listening Comprehension
- Reading with understanding
- Contextual understanding and argumentation
- Show and tell
- Visual watching movie
- Speech context
- Speaking test
- Creative writing- Found poems

Research and presentations

Story translation

Learning with music

Making an add

[For a list of activities per level of class, please see the last section of this Report].

1. Common conversation

What it is: One of the most frequent activities present throughout all English learning contexts is the development of "common conversation" abilities. By "common conversation" we mean the ability to communicate on common everyday topics of real life. Such topics may be: different forms of greetings and response to greetings, directions and orientation in space and time, daily schedules and plans, daily activities in school and home, club activities, family, talking about favorite things, communicating about health issues, food, sports, TV programs, exams, school subjects, routine questions and answers in school and home contexts, ordering in a restaurant, movies, books, etc.

Advantages and purpose: Unlike more sophisticated academic learning performance, common conversation requires a mastery of only a sufficient basic vocabulary from memory, a quick comprehension of your conversation partner and adequate spontaneous responses. Familiar topics have the advantage that they usually require a more limited, basic vocabulary. The words and phrases commonly used and expectable are rolled with higher frequency and thus they are easier to ground in the working memory. Since the vocabulary is limited, once the base of necessary words is acquired, students can focus on phonetic comprehension, on formulating responses starting from standard basic phrases, and on formulating appropriate questions and answers. As the vocabulary of a topic becomes better grounded in their minds, students gain adequate fluency in using common phrases.

The main purposes for common conversation activities are: developing a base vocabulary of everyday topics, grounding words and phrases in working memory, gaining the ability to form basic phrases in English and spontaneity in communicating, as well as forming students' intuition in comprehending spoken language.

Unfolding of the activity: Common conversation has been an ongoing activity engaged as a tool for teaching in all circumstances of interacting with students: regular English class, English Elective class, hallway and yard occasional interactions, English club. However, we staged common conversation differently, depending on the circumstances. In some exchange of common conversational phrases, some physical prompts could also be used to convey the message.

In English classes, common conversation exercises unfolded in several ways.

First, we often used common conversation as a target-driven activity. In this case, we wanted students to retain to memory and use the vocabulary acquired in their regular lessons. Most of this vocabulary came from the textbooks and other materials used. The target of this activity is for students to be able to use their lesson vocabulary to make simple phrases and handle basic communication with these phrases. For example, in lessons that teach about directions, geography of a certain space, time and hour, weather, food, shopping, family, etc, we gave students a worksheet that required them to choose the appropriate words, formulate some questions and some answers using their lesson vocabulary, and followed their writing on their worksheet with an oral conversation. The ALT engaged

students in a "common conversation" that started from what students composed in their worksheet. The ALT then extends the conversation beyond their worksheet text by adding some probing questions, and by telling students some new phrases related to the respective topics. Students are thus being kept within the target vocabulary, but they have to handle new developments of communication.

Here are some brief examples:

Example 1: When the target vocabulary is related to house, family and pets, the ALT would solicit certain details and descriptions of what the student initially said on the topic. Student: "I have a dog home. I love my dog. I go everyday with the dog out"

ALT: "What kind of dog?" "What color is it?" "Is it a male dog or a female?"
"What does your dog eat?" "Does it bite?"

Example 2: Student: "I like music. I play piano."

ALT: "What composer do you like most?" "What is your favorite piano piece?" "How did you choose to learn piano? Why not play the violin instead?"

Student response: Most students managed to find a few words to answer the questions and continue the conversation. Their job was to make the ALT understand what they mean to say, even if they did not have enough vocabulary to make complete correct phrases. This exercise was very important in preparing students for spontaneous reactions and for the idea of working through key words that manage to communicate their main message.

Second, we used common conversation for forming spontaneity in communication and for developing phonetic abilities and working memory solicitation.

For these purposes, we staged common conversation that unfolded strictly orally. Students are not given the time to write down anything, but as the conversation goes around, most of them have a few moments to gather some thoughts in their minds before they are reached for an answer.

The ALT would go around in class and engage freely different students in a spontaneous and friendly exchange of words.

A question like "Tell me something you like," would be followed up with some spontaneous questions about what the student said she likes.

After a number of students had brief conversations about what they like, the ALT switches the question spontaneously to "Tell me something you are/are not good at doing." Similar follow-ups keep conversation going.

Then, after a number of students responded to what they are or not good at, the ALT switches the question spontaneously and without warning: "Tell me something HE/SHE (pointing to a classmate) is good (or not) at doing?"

These un-warned switches usually entail some amusement and take off the edge of tension.

Students feel more relaxed in answering and the ALT encourages them to look for key words to convey their message, and not focus only on forming correct phrases. Then, the ALT would help them form an intelligible phrase with those key words.

Third, we use common conversation to extend their word and phrases vocabulary.

In any kind of conversation, the ALT introduces new words and phrases related to the topic. These are still simple, basic words and phrases, but they have not been previously learned in textbooks-based contexts. In addition to these new words, the ALT will also

explain the meanings and uses of some standard and basic expressions that use words previously known, but have meanings that have not been previously studied.

For example, students have the opportunity to learn expressions like "catch a ride," "run-up," "run around," "U-turn," "turn up," "turn in," "look up," "look into," "ask away," "sleep in," "cross over," "save face," "How's it going?" "a happening place," "sticks and stones...", "buses run regularly," etc.

Difficulties: Although words like "common" and "everyday topics" may suggest a certain easiness in language performance and a relatively low level of language mastery, however, the ability to uphold a common conversation is one of the most soliciting efforts in the first years of language learning. We encountered two main difficulties in this activity: First, because the words of use are too common and everyday used in one's life, the first reaction is to use the words of one own's native language to designate common things, rather than the words of a foreign language. Thus, some conscientious effort is required from the students to find and use their English words. This effort was easier to come about when students interact with a foreigner -like the non-Japanese ALT, rather than when they interact with a native Japanese.

Second difficulty is the use of "false friend" words- words that seem to mean something but in fact they mean something else in English, phrases that change meaning by lapsing or adding of a word, and phrases that reflect a direct translation from Japanese into English. For example, a phrase like "She swims in fall," was intended to mean "She swims in the water falls." As uttered, the meaning of the phrase can be quite confusing with "She swims in Fall" ("She swims in Autumn"). Other often encountered examples are phrases like "I like chicken" instead of "I like chickens." Phrases that laps subject or predicate, translated directly from Japanese, can also be confusing in a conversation.

To address some of these confusions, we started putting together a list of common misconceptions and address them one by one with the whole class.

Accomplishments: Common conversation requires a sustained effort and exercise in order to bare fruit. Accomplishments may not be readily visible with the first few exercises. However, perseverance and patience have paid off. Students show now easiness with unlocking basic vocabulary and using it, a better phonetic comprehension, and, most importantly, they learned how to engage their intuition in comprehending and answering. They are now more comfortable in looking for key words as clues to their comprehension and to conveying their message. New words and phrases do not deter them from communication. They are also more aware about the meaning of a phrase and how it changes with the use of singular/plural of a key word, and how the message changes with the use of an article.

Teacher actions: To facilitate this activity, the ALT puts together a list of use-phrases, verbs and words common to certain topics. Printed materials, pictures, films and presentations may support well this activity. As the activity is on-going, the ALT and the class teacher address some common issues of phrasing and meaning with the whole class. The common conversation exercise is an opportunity to explain about the use of key words in conveying meaning. One of the most important targets of this activity is helping students understand the standard expressions and their meanings, and how they are used and how they change with certain changes in the grammar of the words used.

2. Expression development

In this pedagogical frame, we discourage students from learning English as a mindless grammar structure, and instead we encourage them to learn English as a live language with meanings constructed by real, everyday uses of words and phrases. We emphasize for students the intelligence of language and construction of meanings that significantly supports the learning of grammar as well.

This is an on-going pedagogical target that unfolds throughout all English lesson activities: common conversation activities, student writing activities and students' projects and presentations.

As presented in the Common conversation section of this report, we are striving to develop not only a vocabulary and a grammatically correct phrasing, but also the comprehension of meaning and uses of expressions.

For developing expression use and understanding, we engaged students in different ways:

A. Learning Standard expressions: First, we brought forth to students some expressions commonly used with an established meaning, like: "I see" (for "I understand"), "give me a break," "keep an eye out for...", "lend me your ear," etc.

These expressions can be taught in the same regime as words are taught: they can be looked up and "translated" from a dictionary of expressions with (relatively) standardized meaning. Teachers and ALT will present these expressions as they relate appropriately to a topic at hand, and they may direct students in the use of phrase-based dictionaries or offer students the meaning of the expression.

The purpose is not to give students too extensive a vocabulary of standard expressions, but to make students aware that a phrase, an expression, can have meaning altogether different from the meanings conveyed by the words in them - a metaphorical meaning. For example "lend me your ear" has a meaning of its own: "listen to me." This meaning is constructed in the use of language, and cannot be understood through a word-by-word translation.

We suggest students to pay attention to such expressions. Upon hearing them, they may look them up in dictionaries or ask someone for the specific meaning as they occur in real life interactions and conversations.

B. Meaning that changes by the grammar of key words: A second purpose in the development of expressions activities is explaining to students how an expression changes meaning on the basis of changing the grammar of a word: for example, by using singular or plural of a noun in a phrase, by using or not [certain] articles, by using a certain time of the verb, etc.

This is a particularly important issue, as most students at this stage are unaware of the changes in meaning and tend to think that using the word in its most basic, unarticulated singular form is sufficient to convey the one meaning intended.

Some examples are:

Example 1: "Mary has brains," meaning Mary is very smart.

"Mary has a brain" meaning Mary is capable to do things; Mary has a will of her own; Mary has sufficient intelligence to handle this.

"Mary has brain" meaning usually that there is a brain inside Mary's head.

"I like chicken" meaning I like to eat chicken.

"I like chickens" meaning I like the babies of hens- the chickens.

Example 2: A common phrase used by students in their common conversations and short speeches: "*Why don't you have a dog?*". This phrase usually is meant as "You should have a dog (pet), too, why don't you?"

We explained to students two possible meanings of the phrase as uttered by students: "Why don't you have a dog (why don't you get a dog pet)?" or "Why don't you have a hot-dog?"

Close alternatives used by students: "Would you like dog?" We explained the possible meaning for this phrase as: "Would you like to have/serve/eat some dog dish?" (similar to "Would you like beef?") The dropping of article "a" from "a dog" may shift the meaning of this phrase from dog as pet to dog as food.

We emphasized the distinction between "have/like dog" (noun used in the singular form, without article) and "have/like a dog" and helped students draft the sentence: "Would you like a dog?" meaning "Would you like to have a dog as a pet?". Alternative argotic meaning was also presented to students : "Would you like to eat a hot-dog?"

Another form of this sentence often used by students in the initial phase of communication: "Do you like a dog?" This slightly confusing phrase may be intended as either "[Would] you like [to have] a dog [as a pet]?" or into: "Do you like dogs?" meaning "Do you like dogs-the animals-in general?"

We used this phrase to teach students the difference between "dogs" and "a dog" "Do you like *dogs*" (the plural "dogs" without article indicates the general liking of the canine species) or "do you like *a dog*" meaning do you like a [particular, specific kind of] dog.

Thus, starting from students' own misconceptions and their own intuitions in forming sentences, we extracted a cluster of phrases which we presented to help students understand the use of singular/plural and articles and how these give different meanings to phrases in communication:

"Do you like dogs?"

"Would you like dog?"

"Would you like a dog?" (Would you like to buy/receive a dog?)

"Do you like [a, this,the] dog?"

"Why don't you have a dog?"

Example 3: "Be careful with cars" may mean "Be aware of traffic," "Be careful in traffic" (as the plural "cars" without a definite article usually indicates "traffic").

"Be careful with [your, this, the] car "may rather mean "Be careful, protect the car" or "Be careful, this car seems it may break down."

Student phrase: "You can swim in the fall" can have the meaning "You can swim in the waterfall" or "You can swim in Autumn.[Fall]" The latter is slightly more confusing in oral conversations, as one cannot then make whether the "fall" would or would not have capitalized F to indicate the season.

C. Correct grammar of an expression is not enough to make meaning. There are cases of expressions that are grammatically correct, but they are not appropriate from the point of view of meaning and logic.

For example, we often hear students say things like: "My house is in front of the sea." However, the sea does not have a front . The house (the building) does. So it is not

appropriate to say that something is "in front of the sea." Instead, the meaningful phrase here should be "The sea is in front of my house."

The teacher cannot exhaust all the cases possible of expressions, but as the occasions arrive, the teacher does make students aware of the importance of meaning changing and the logic by which a phrase goes, which does not depend on a correct grammar only:

Pedagogical support: All these explanations of meaning outlined above and all the phrase/expression work should be strongly supported by students' reading and being exposed to original and live English text-written or oral, spoken English in natural environments, movies, books, etc. When students see or hear live English, their awareness about expressions and their meaning will draw their attention. From reading, writing and listening to English, they will retain more standard expressions, and may see how sentences receive meaning or change it with the use of singular/plural or articles of a noun. We are also enticing students to not just form phrases grammatically, but pay attention and think through the logic of what the phrase says.

This is an excellent exercise for both comprehension and thinking abilities. Working through the meaning of expressions develops students' cognitive intelligence in the same way mathematical reasoning does.

3. Listening Comprehension

Activities: We had various settings for developing students' listening comprehension skills:

A. **Developing intuitive comprehension:** ALT-based listening/comprehension: We systematically exposed students to listening to the ALT expositions and speaking. The ALT made several presentations in the form show-and-tell. The ALT also spoke to the class whilst explaining something, or simply told the class a short story or anecdote. Every exposure to spoken language was followed by different ways to probe students' understanding:

In some cases (like show-and-tell) students were asked questions from the ALT's exposition. In other cases students were required a translation into Japanese.

In other cases we probed students' understanding by asking them to do/follow the exposition with some action. For example, in the Elective classes, the ALT explained a certain project. Students were to perform certain actions. This required them to comprehend the explanations the ALT gave. No explanations were given in Japanese.

The ALT supports her English exposition with visual aids and with some English writing on the board, as necessary. Students consult dictionaries and often each other.

Occasionally the ALT ask students to translate into Japanese some key words only, thus inviting students to develop an intuition of a full phrase or a full text based on some key words.

This is a particularly interesting and useful exercise: students are engaged to develop language intuition, to learn language naturally, in a way more like a baby developing own mother tongue. As the baby grows and interacts with the environment, the baby will not readily understand the meaning of every word in a phrase, but instead will key in essential words and develop an intuition of what is being said. In time, the cognitive structures will form to absorb the whole structure of a phrase.

B. **Listening for phonetics** (see the "learning with Music/songs" activity for more details). In this case students are exposed to short sequences of native English speaking. The purpose here is for students to learn to distinguish the words phonetically. We are not emphasizing

here translations and/or comprehensions of all these words.

C. Complete comprehension of a text: As part of their English examination, students were exposed to short dialogues and then asked questions on the basis of those dialogues. They needed to comprehend all the words of the dialogue in order to be able to respond. This is an activity that brings together both their phonetic listening and their knowledge of English vocabulary, as well as a quick processing of the text they heard.

4. Reading with understanding:

Activity: In English electives for the 3rd grade, students were invited to read a book in English. The book was divided into chapters and each student had to bring his/her chapter and be prepared to tell their colleagues in Japanese a brief account of that chapter.

In class reading, around the table, allowed the ALT to correct their pronunciation. Students would sit in a circle and each student would read a phrase in turn. At the end of a full paragraph, students are first asked "what it meant." The ALT will not give them a full translation, but instead will help their intuition of meaning, not word-by-word accurate translation but instead a general understanding of the whole paragraph ideas. Students try to translate by using their intuition and some key words which they look up in the dictionary. At the end of the chapter, the person in charge will give them a brief account.

The purpose of the in-class reading is to have them exercise their skill in pronouncing English and their intuitive understanding of longer text.

The books used are usually some of the important literature pieces.

So far we used: "The Little Prince" (Antoine de Saint Exupery), "Harry Potter" (JFK Rowling), "A world full of flowers" (Trina Von Paulus), and some Native American legends (myths of genesis, myths of time and legends related to stars, moon and sun).

The books are always chosen by a few criteria:

- They have to be books with some educative power. The ALT often stops to emphasize and discuss issues of culture and even philosophical/scientific ideas in a paragraph, page or chapter that is read in class.
- Language of books should be simple enough to be accessible to children intuition, yet at the same time sufficiently rich to teach as many expressions as possible and to extend the vocabulary
- The texts should not be conceived as school/pedagogical texts for English learning. These have to be real pieces of literature
- They have to be fun and pertinent to interesting aspects of culture foreign to Japanese.
- They have to teach not only language, but some interesting ideas, either philosophical, or about desirable values, or interesting, fascinating imagination
- The books have to be very suggestive of rich, beautiful images.

Reading of real literature for beginning English learners is an activity that has to be paired with very vivid imagery that the words should suggest. As the reader does not know many words, the intuitive understanding is facilitated by a good imagery.

Learning by reading should not be about the learning of language, but mainly about thinking of ideas conveyed by the text. This is live English: we do not teach the language, but we teach ideas, culture, thinking, reasoning, esthetics-language alive in real use.

5. Contextual understanding and argumentation

Activities that pertain to contextual understanding and argumentation were used at all levels of class and both in regular as well as in English Elective classes. The purpose of these activities is to have students understand and use language in a context.

Used as a group activity in Elective class, argumentation was intended to develop their reasoning and argumentation skills, their ability to convey their logic in English, and to use resources of all sorts, including each other as resource. The 3rd year students in English Elective class were divided in groups and given several topics, of which to choose one for the group and prepare an argument of agreement or disagreement.

Such topics were:

"Some people say that watching TV is not good for children. We should limit or even take out any TV watching for children younger than 15-16 years old. Do you agree with this or not? Why or why not?"

"Some people say we should not keep animals in zoos. We should close down zoos and let animals free in their natural environment. Do you agree with this or not? Why?"

"Some people say that we should not have boys and girls together in a class in school. Instead we should have boys and girls in separate classes and/or separate schools. They say that both girls and boys learn better and have more confidence in school and in themselves when they are not in a mix-gender class. What do you think about this? Explain your opinion."

This is a pedagogical enterprise that requires more work in the future. However, in as much as we tried it out with the 3rd year Electives class, students brought about some interesting arguments in support of their view. Collectively they managed to conceive an answer in English, using dictionaries and each other as resource. However, this activity did not have enough time to help students make their answer into an argument. Their answer was more of a primary form of explanation/justification of their agreement or disagreement.

In regular classes and in lower level class Electives (2nd grade English Elective class), instead of giving students a topic and making it a group activity, we invited students to make very small justifications about something, mostly in the form of questions.

For example the 2nd grade regular English had an activity that required them to answer a question like: "What is more important: to have time or money?"; "What is more important: family or friends?" and so on.

Students gave a short answer, and then were asked "Why?" They would then give a short justification to their own answer.

In the future, argumentation activities will be used to teach students to express a supported perspective on some issue in a manner more akin to a western, respectively English-style argument. In other words, the ALT will use this context to teach students how to structure an argument, and to teach them some parts of an English-style of argument which are different from the Japanese style of constructing an argument.

6. Show and tell activities

Show and tell activities are in the category of "Listening-comprehension." However, the ALT uses show-and-tell to develop a particular kind of listening-

comprehension: students are to understand [new] ideas and gain new knowledge in a general cultural subject, not only comprehend phonetics and recognize English words. Comprehension in this case takes the form of thinking about a particular idea or topic, supported by a certain esthetics and imagery.

This is not the kind of activity in which students "pick out" certain information from listening to a text, and then respond to a questionnaire that confirms that they got the required information. Instead, students think through and appreciate aspects of nature and science, cultures, and exceptional situations. **This is an opportunity to gain new knowledge about a topic of general culture. Language (English language in this case) is only a means to gain that knowledge.**

Here the purpose is to teach them English live, by eliciting their interest in the content. Thus the learning of language comes with the excitement with the ideas and information presented. By using substantial, interesting content and rich imagery, language learning depends on the esthetics (beauty) of the knowledge that is being communicated.

Show and tell activities used this year:

"The Petrified Forest National Park" in Arizona

"The Havasupai Indian reservation in the Grand Canyon"

"Oki Islands"

"Calendar Festivals around the World"

"Fashion around the world"

How the activity unfolds: Students are shown a presentation (images), usually using a computer (a power point slide show).

Students are engaged in an introductory conversation. The show-and-tell is an authentic mini-lecture on that topic. Some additional explanations are offered using the board for writing and the images, as appropriate

As with any mini-lecture, students are invited to ask their questions.

After the ALT finishes the presentation, the teacher of the class and the ALT may ask students questions to probe what students understood. Further, students may be engaged in a conversation about the ideas and knowledge presented.

The accomplishments of this activity: Students gain new knowledge and engage in live English, in using language to discuss ideas and information of general interest and culture. Vocabulary is being extended with new words and expressions. Also, students gain some vocabulary specific to that particular topic.

7. Visuals: Watching a movie, watching a video clip

What is done: Students watch whole movies or shorter video clips in English, with Japanese subtitles. The Japanese subtitles are meant to facilitate understanding. Free translation and vocabulary challenge are not the purpose of this activity.

The purpose is to give students exposure to language through means of real life, movie-spoken language. Students are not solicited to comprehend every word here. Instead, they are being exposed to movie fast-paced speaking for the purpose to:

-get students used to English accent and authentic pronouncing words

-get students to extract certain words/expressions that enhance their vocabulary

-help students understand how stressing a phrase or certain words give meaning and enhances communication; what are the phonetic stress and rhythms like in English, as they

are very different from Japanese phonetics.

Students may be required to make a quick note of some the expressions they retain from the video clip and/or from a movie.

The activity was mostly appropriate for 2nd grade English Electives. This is a very good form of exposing them to spoken language in order to have them gain and retain a memory of sound- the sound of English words. With respect to stressing words in phrases: questions, affirmations, etc, students can appreciate how a certain stress on a part of a phrase constructs meaning and comprehension:

See for example the famous phrase: "Woman without her man is nothing." This phrase changes meaning depending on how you punctuate it:

"Woman: without her, man is nothing" or:

"Woman, without her man, is nothing"

Similarly, in the movie or video dialogue, students may note how different parts of a phrase stressed up or down may change the meaning of the message.

Movie and clip watching should be connected to discussions and listening-comprehension activities as well as to enhancing their vocabulary.

This is usually an extremely fun activity that may motivate students to learn more English.

8. Speech contest

This has been a whole-school activity.

All students were required to write a short speech (a few minutes). This speech is to be an original composition.

The first draft was corrected by the ALT with some explanations and some alternative phrasing where necessary.

Students re-write the speech according to the feedback from the ALT and from the English teacher.

Then, all students present their speech. They are to memorize the speech.

The best speeches are being selected for the next phase, on the basis of their content and enunciation.

The ALT worked with every student selected past the whole class phase, helping them prepare for the next phase of the competition. They were trained on their accents and gained knowledge in both speaking and expression refinement. The ALT worked with them on some refining of their expression and writing.

This is a good opportunity to help them refine their creative writing, learn new words and expressions, but also to fine-tune their accent and pronouncing certain sounds that are difficult for Japanese , like "r","th", "c", "z", "j" etc.

9. Speaking test

This is an activity that has been worked with all level classes. Students produced a short speech. Their first draft was corrected by teacher and ALT. Then they produce a final, corrected version.

One by one, students present their short speech to the ALT. The ALT asks a few questions and engages student in a short conversation related to the subject presented.

The purpose of this activity is similar to the Common conversation. See common conversation for more detail.

10. Creative writing and found poems

The purposes of these activities are multiple:

First, creative abilities are encouraged.

Second, students use the dictionary to create text in English, thus enhancing their English vocabulary.

Third, as most students think initially in Japanese and then struggle to translate their thought in English, they come to appreciate the difficulty of translating thought, creative thought and esthetic expression, from one language to another.

Fourth, as many expressions cannot be translated exactly and word-by-word, students learn to synthesize the gist of their message in Japanese that can be translated in English.

Fifth, they learn how to refine the English expressions used to translate their initial thought from Japanese, so as the English text would sound more beautiful, and the message is conveyed as closely as possible.

For students in their first years of English, creative writing is a creative work both in terms of translating from Japanese into English to convey the ideas, and the phrasing/-rephrasing in English to give a certain beauty to the final text.

How it was applied in regular English classes: Creative writing tasks are one-two pages long writing, usually done in class (occasionally students may finish home and turn it in later). They are supported by worksheets that have, in the bottom of their page, a space for the new vocabulary that they used in their text. Often this side shows their intent in Japanese and their attempt at English translation using the dictionary. The ALT corrected both their finalized text, as well as some of their attempts to English translation from the "new vocabulary" section of the page.

We had several creative writing tasks:

3rd grade creative writing topics:

"The most beautiful/interesting site of Matsue"

"What impressed me most in my trip to Okinawa"

"Dialogue at dinner"

"Gem poems"

2nd grade: "Weekend diary"

"My dream for the future"

"About myself" (mini-speech delivered to the class)

1st grade: "Who/what is this?"

"My favorite thing..."

To enhance their creative interest, to honor their effort and also to have them learn from each other, the ALT **created a found poem** out of the writings of every class on every topic.

A **found poem** is a text formed by extracting passages from multiple texts or from a whole book. These passages may be extracted based on different criteria: they may be passages referring to the same theme or idea, or they may be passages using the same words, or just passages that express essential ideas. These passages extracted (or extracts) would be put together. Together they make the "found poem" of the book or of the choice of written work. Why "found poem": "Found" because the extracts are found/discovered by the eye of the reader inside the initial texts; "poem" because the new text formed reads like

a poem in itself. So it is the poem that gives the essential gist of the initial text(s).

The ALT extracted from students one or two phrases that communicated the gist of their text in the most beautiful way. The found poem of a class on a topic aligned all these chosen passages from all the students. What resulted was a very rich found poem. For example, both on the topics of Matsue and Okinawa, the found poems give a great deal of information and shows how diverse and complex the experiences of a place can be within the same collective that went in the same trip. In addition to showing students a great map of their collective artistry and interests, a found poem is a great way to have students learn from each other new expressions and new words, as well as new perspectives and ideas on the topic at hand. All the words in the found poem belong to students themselves. No addition or change was made by the ALT.

The ALT made a power point presentation for the found poems, enhanced with music and images, and presented the found poems to the classes. Students took delight in recognizing their own segments, and were amazed to read those of others.

This was one of the most successful activities. After the first found poem was made, the next creative writing produced even better, more complex texts. Students put in a great deal of effort the second time, and their artistic mastery and effort was particularly visible. The motivation for writing and their interest in the task was evidently much greater once they could see that their writing can shine in a found poem.

We had two found poems for 3rd grade ("Matsue" and "My Okinawa") and two found poems for the 2nd grade "Weekend diary" and "My dream."

How is creative writing applied in English Electives: The use of imagination, writing stories

Students were required to write several pieces, slightly different in nature:

- a story of their own invention
- an imagined dialogue (which they were also asked to read to their colleagues)
- "a story's end": to finish a given story-that is, to write their own (imagined) end to a story whose end was removed from the text given to students.

The creativity and their potential proved to be impressive. Each of the above creative writing tasks had a slightly different kind of solicitation:

Creative story was by far the most elaborate and great effort. Students had to make the whole text themselves. The stories ranged anywhere between half a page and three pages long. They also were written in different manners and styles, which in itself is a great accomplishment given that the writers were in their 2nd year only.

The *imagined dialogue* task was similar to a common conversation task. See that section for details.

The *story end* was the most pleasantly surprising of their work: although the end of the story was usually a shorter vignette, however, the task required comprehension of the rest of the story, thinking through and invention of a possible ending- in English. Most of the vignettes turned out to be little gems of thought. Their mastery of English expression could be followed in development throughout all these texts.

11. Story translation

The task: In the English Elective courses students were asked to do a translation of a story.

The stories chosen were 4-8 pages long and they were real pieces of literature written in American English.

Students were grouped by two or four, depending on how long the story was. They were asked to read the story in English. Using the dictionary they were required to comprehend enough of the story to be able to tell the story in Japanese to their colleagues. The task was not to translate accurately the whole story, word-by-word in Japanese. Instead, they were required to manage the text so as to re-tell the main ideas to their colleagues.

Each group had a different story.

The purpose: To learn comprehension of a longer text by means of finding what are the most important ideas and how to tell these to other people who do not know the story.

What was accomplished: Students noted the difficulties of translating from one language to another. They managed to understand how to synthesize and what to synthesize from a longer text, so as to render the main part of the story. They learned new vocabulary in the process. As with any story task, the stories were chosen not only for the English language, but also for the ideas and cultural experience that they offer.

12. Research and presentations

The task: In English Elective class, students of 3rd grade were required to do a small research project of their own. On the basis of their research, they were expected to make a presentation to the whole class. The topic was free to their choice.

The process: Students could form groups based on their interests, and propose a topic as a group, or do their own, individual research.

They were required to make a research plan.

This plan was amended by the teachers of the class. Students re-thought their plan on the basis of suggestions. When some agreement has been reached, students proceeded to gather their data.

They used different resources: The Internet, books, library resources, media, music CDs, posters, photos and their own traveling and observations, discussions with specialists, etc.

After they gathered their data, they made a draft presentation on which they had feedback and discussions with their teachers.

The final product was a presentation (spoken in English) to the whole class. The text of their presentation (in English) was turned to their teachers.

The themes:

Rakugo: An attempt to translating a piece of Rakugo from Japanese into English

Music: A favorite musician or singer (Ellen Garden, etc)

Presenting Japanese Pop Scene (including translations of songs from Japanese into English)

History: A history of our school

Biology: Plants and Insects in our school yard

Investigation: Several interview-based projects investigated teachers, teacher-students and the principals of their school on different topics of interest for students.

Literature: Favorite writers and their books and biographies

Travel: Sweden, Australia

Accomplishments and draw-backs: Research projects are in general exciting for students

and give them a great opportunity to make use of diverse resources and of English live. However, this enterprise was in the very beginning. Thus, although the plans were greater than needed, the final product, with few exceptions, was rather weak. There were some very interesting learning experiences: The Rakugo and the translation of songs from Japanese to English for example, where students talked a little about their difficulties in translation between the two languages, was a great insight in language learning for them. However, working with free-style projects require a good control over the final product, resources used and data collected. Some limitation of the number of projects and some direction in collecting their data would be necessary.

In the process of making their presentations, students learn much grammar and new vocabulary, as expected.

13. Learning with music

This is a very promising activity and learning environment, on condition that appropriate technical base may be ensured.

The task: We used known songs of English language to help students form phonetic comprehension and also, using the emotions of the music, to understand the text at least partially. Music is a particularly powerful mean to convey language, poetry and rhythm.

The unfolding: The song used was "Why Worry" of Dire Straits. Students were asked to first close their eyes and listen to the song. Their first task was to try to figure out the words phonetically, even though they were not expected to comprehend the meaning of words yet.

After they listened with their eyes closed, they were presented the song again, but on a screen the lyrics of the song rolled in the beat of the music. As they were listening to the song, they could also see the words of the lyrics.

What was accomplished: It was a great revelation to students when they realized what the words were and how the words parted. A third listening to the song without words already had them able to make a great part of those words out of the song. A translation in Japanese was offered.

The combination of music, text and translation make a great vehicle for English words to be confined to their memory. It is well known that people often retain songs in a foreign language before they know anything of that language, and that the words retained from songs, once they are translated and meaning known, are the words easiest to remember from a foreign language.

The combination of music and words in English, in this order, will also make students aware of their phonetic errors. Awareness does not substitute knowledge of correct phonetics, but it is a high step up in getting used to a different phonetics than one own's.

14. Making an add

Who: English Electives 2nd grade

The task: Students were required to make an advertisement (a commercial, or an "add") on a topic of their choice. They were required to make a scenario of an add: Topic (subject), Text, Images, Sound and Logo. They worked in groups to conceive the add in their imagination. Their scenarios had to convey exactly when and how to combine and time the text, image, sound and logo.

The support: Students were shown in class a number of commercial adds. The ALT

commented on all parts of an add, with examples from the adds that were exemplified in class. Once students made their scenario, the teacher helped them to put together some sounds and some images (as per their scenario). Whilst the adds could not come like in a professional making, however, they came out surprisingly well and were presented as power-point shows to the whole class.

The purpose: This is a task that is fun, and it contributes to a particular way to develop English expression: The text of an add is simple enough, does not require a sophisticated knowledge of English in itself, but the negotiating of a whole scenario requires a sizable effort and contributes to understanding one of the most commonly present type of communication: the advertisement.

This is not a development of vocabulary or phrasing, but much rather a cultural development of expression in a modern-day environment.

Also, making an add helps students to contract, to restrain, to synthesize the quintessential of an idea. For example: "What would be essential to say-so as other people would go for it-if I want to make an add for my favorite soccer team? Or imagine a compelling add for miso soup. This may seem easy, but in fact it is often much more difficult to express something significant in very few, well chosen, essential words. As experience shows, it is often easier to make a long text on a given topic, then a short compelling one. Students were asked to experiment with their mastery of English expression to convince an audience about something of their choice.

The accomplishment: The task was in general very successful: students easily made a scenario and an appropriate text. However, this task would be inefficient and disappointing if students are asked only to produce some advertisement scenario. Instead, the teacher should teach students about some cultural aspects related to advertising by using the support materials (advertisements) presented for helping students in the opening of the task.

This is a list of main activities that contributed to the development of expression and communication in English (**per level of English class**):

For details on each activity, please see the appropriate section of this Report

First year (Ichi-nen):

- Expression development activities
- Listening-Comprehension activities
- Common conversation
- Show and tell
- Speech context
- Speaking test
- Creative writing

Second year (ni-nen):

- Expression development
- Listening Comprehension
- Reading with understanding
- Contextual understanding and argumentation
- Common conversation
- Show and tell
- Visual watching movie

Speech context
Speaking test
Creative Writing- Found poems
Story writing
Story translation
Making an add

Third year (san-nen)

Expression development
Listening Comprehension
Common conversation
Show and tell
Visuals- movie watching
Speech context
Speaking test
Creative Writing- Found poems

Elective classes:

Expression development
Listening Comprehension
Reading with understanding
Contextual understanding and argumentation
Common conversation
Show and tell
Visuals- movie watching
Speech context
Speaking test
Learning with music
Creative Writing- Found poems
Research and presentations
Story writing
Story translation
Making an add

(5) 中学校3年生の自己表現活動の実践事例 Unit3 Our Sister in Nepal (NEW HORIZON3)

3年生の生徒はドリル練習やパンプラクティス、単語テストなどの繰り返し学習の際、友達と暗唱を確認し合ったり、間違えた文を何度も練習して満点が取れるまでチャレンジし続けるなど、言語材料の知識の習得に熱心に取り組んでいる。修学旅行を終えて「修学旅行の思い出」をテーマに書く活動を行ったとき、A子は沖縄と松江を比べて、自分の持っている知識からOkinawa is more beautiful than Matsue.と表現した。そしてA子はその原稿で流暢な英語のスピーチを行った。しかし、友達から首里城と松江城はどちらが美しいと思うかと質問されたとき、A子はI think ……で言葉が出なくなった。そして教師に「Shuri castle がMatsue castleよりきれいだ」って英語で何て言うのですかと質問してきた。つまり、自分が伝えたいことの言語知識を持っていながらも、自然な会話のやりとりの中で、それを表現することができなかったのである。またこのようなことは他の多くの生徒にも言えることで、定期テストにおいて知識を問うの問題の正解率の方が表現力を問う問題の正解率を上回っていることから何える。言語に関する知識を

持っていてもその知識を活用する段階で必要となる思考力・判断力が十分に育成できていないのではないかと子どもをとらえた。

そこで、その場に合った表現を自らが思考・判断し、相手に自分の思いが伝わったときの喜びを感じ、さらなる表現への意識付けにつながるようにと、タスク活動を取り入れた。タスク活動とは「言語知識を静的なものから動的なものへと変える触媒的なもの」であり、構造シラバスを基本として構成されている検定教科書を用いた指導を前提として、学習者が使用する言語形式を主体的に選択し、相手との自然なコミュニケーションを通して、与えられた課題を遂行する、原則として対話形式の活動や発表を指すものである。(高島英幸：実践的コミュニケーション能力のための英語のタスク活動と文法指導とある。) 学習文法である現在完了形と他の既習の文法項目を比較し、選択してその場面に合った表現を自分自身で判断して使う活動で、思考力・判断力・表現力に視点をあてた活動であると考えられる。この活動はある程度の決まりはあるものの、自由に自分の思いを伝えあい、2人で会話を進めて課題を解決しなければならない。その時に、相手の反応を見て受け入れたり、自分の主張を通したりと状況を判断して言葉を選択し、使い分けることが大切であり、相手意識が必要不可欠である。自分の思いを独りよがりでは表現するのではなく、相手と自分を意識しながら、思考・判断したうえで表現する。そして相手が表現したことについて、さらに思考・判断し、また自分が表現するというスパイラル構造が2人の中で生まれる。しかも、課題を解決するという共通の目標があり、2人には会話を通して協調性も生まれてくる。本単元ではペアでの活動としたが、グループの活動や学級全体の活動へと広げていけば、スパイラル構造も複雑化し、他者の視点がさらに多く入ることで、判断の助けとなり、また疑問も生まれてくる。その中で思考力・判断力・表現力もさらに育成できるのではないかと考える。

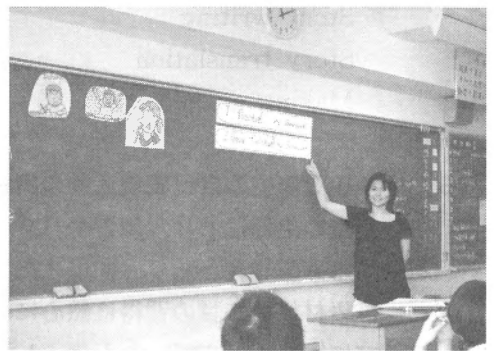
①活動の実際

i 本時の学習のめあてを知る

「場面に応じて、適切な文法項目を使い分けて、会話してみよう」という本時のめあてを3つの部分に分けて黒板に提示するとともに、本時のスケジュールもホワイトボードで提示した。そうすることで本時の学習のポイントも明確になり、生徒は1時間の見通しを立てて学習することができ、集中力もより高まるのではないかと考えた。

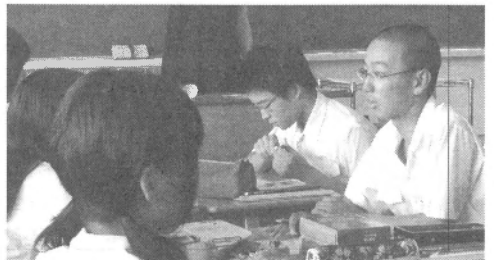
ii 現在完了形と過去形の違いとその使用場面を確認しよう

視覚的に場面を想起できるよう絵を用いて現在完了形と過去形の違いを確認した。その際に、話し手の気持ちに焦点を当て、気持ちが現在につながっている現在完了形から提示し、話者の気持ちを表現した。そして一連の場面に絵を追加していき、そのときの話者の気持ちを現在完了形と比較しながら表現して過去形へとつなげていった。時間の経過と共に話者の気持ちも変わり、その気持ちの変化が英語でも現在完了形と過去形の違いとなって表現されるということを自然につかめたようである。



iii タスク活動

ペアになり(1)待ちあわせをする(2)観る映画を決める(3)映画を観る時刻を決めるという3つの場面で会話を進めた。この活動では「謝罪する」「苦情を言う」「質問する」「説明する」「誘う」「賛成・反対する」などの要素が含まれており、現在完



了形と既習の文法構造を比較し、使い分ける必要がある。また、ペアで情報量に差が出るように状況を設定した。それぞれの場面の生徒の会話の一例を挙げる。

(1) 待ちあわせ場面の会話

A : I lost my watch. So I'm late.

B : I was waiting for you for ten minutes.

(2) 観る映画を決める場面の会話

A : I want to see Ponyo or Spiderman. Which movie do you want to see?

B : I saw Ponyo with my brother last week. So I want to see Spiderman. Is it OK?

A : Yes. Let's go.

(3) 映画を観る時刻を決める

A : I know the starting time, but I don't have a watch. Do you have a watch?

B : Yes. It's one fifteen. I bought this watch in SATY.

これらの会話をまずは紙に書かずに言葉だけでペアでやりとりをした。実際の生活場面により近づけるためである。書く活動ではある程度時間的余裕があり、自分が伝えたいことを文法構造を選択しながら表現できるものである。しかし、実際のコミュニケーションでは話す場面が多く、瞬時に思考・判断という作業を頭の中で行い、自分の言いたいことを適切に伝えなければならないのである。そして相手の目を見て、つなぎ言葉を用いたりコミュニケーションに必要なことにも注意して会話を進めるよう促した。生徒は自分が伝えたいことがあってもそれを英語で表現できないもどかしさを感じながらも、何とか自分の言いたいことを伝え合い、2人で会話を進めて「何時にどの映画をみるのか」という課題を解決することができた。

iv 発表し合う

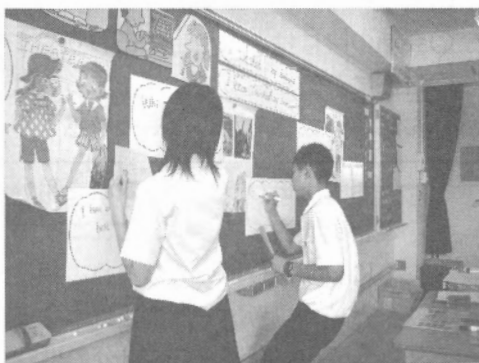
話すことだけで課題を解決し終わったペアから今度は活動中に自分たちが発話した表現をワークシートに記入した。そして幾つかのペアがその表現を黒板に書いてロールプレイをして発表した。

そしてその発表をもとに以下のように全体にフィードバックを与えた。

(1) の場面

○待ちあわせに遅れてきたAはまず、I'm sorry. と言うのがコミュニケーションティブである。

○時計をなくして困っているAの気持ちを表現する場合にはI have lost my watch. と現在完了形を用いる。



○「10分も待ったよ。」と文句を言う場合にはBは過去形ではなく現在完了形のI have waited for ten minutes. を用いる必要がある。

(2) の場面 ○過去の事実と現在の気持ちを適切に表現できている。

(3) の場面 ○時計を買ったことについて過去形を使っているが、現在完了形を使うとその時計を自慢したい気持ちも表現できる。

v 適切な表現を用いてもう一度、タスク活動を行う

話者の気持ちに焦点を当て、場面に応じた表現について全体にフィードバックを与えたが、そのままでは知識としてのインプットに終わってしまい、その表現を活用する力にはつながらないと考え、改めて適切な表現を用いてもう一度タスク活動を行った。子どもたちには1度目の会話よりも多少余裕が見られ、相手を意識して表現できていたようにも思うが、今度は逆に新鮮味に欠け、話す意欲は低下したようにも思えた。同じ活動を2度行うのではなく、別の形でインプットした表現をアウトプットへつなげる工夫が必要だったのではと感じた。

② 成果と課題

- 場面に応じてとなると、普段の筆記ではスラスラ書けるのに、今日は少しとまどいました。頭の中で文章を組み立てるのに若干時間がかかるので、その部分を今後克服したいと思います。(A. K)
- 自分の中にある言葉の引き出し、文章の引き出しからどれを取り出して、どのようにつなげればいいのかとても考えさせられました。(N. J)

これはタスク活動の振り返りである。A. Kは言語に関する知識はあるのだが、頭の中での思考・判断の過程について自分の課題を見つけている。また、N. Jも思考・判断・表現を引き出しという言葉に置き換えて表現し、振り返りをしている。このようにタスク活動を通して自分の伝えたいことを表現するまでの思考・判断を子ども自身が意識し、その必要性も感じる事ができたのではないだろうか。また、友達とのかかわりについても次のような振り返りをしている子どもがいた。

- なかなか英語だと言いたいことが言えなくて大変でしたが、途切れ途切れでも相手がきちんと理解してくれてとてもうれしかった。(K. I)
- 相手の言っていることを考えて、文のつながりを考えることが大切だと思いました。(M. T)
- 会話の時にはより相手に伝わりやすい表現を使うと楽しくなると思いました。(K. N)
- 自然に英語を使って会話をするのはちょっと難しいと思った。でも意味が通じ合ったときはなんだか達成感みたいなものを感じることができたと思う。(H. T)

相手に伝わりやすい表現を用いようとしていたり、相手の言っていることを理解しようとしていたり相手意識を持ってコミュニケーションを図ろうとする中で、そのためには自分は何をどのように伝えたらいいのだろうか、相手の言っていることに対してどのように反応したらいいのだろうかという思考・判断の根底となる視点が芽生えたのではないだろうか。また、意思疎通ができたときの喜びがさらに自分の思いを伝えたいという主体性にもつながるのではないかと感じた。

今後の課題としてタスク活動などのアウトプットの活動をさらに充実させ、より実際の言語使用場面に近い形の言語活動を多く取り入れる必要がある。また、アウトプットさせるためには言語材料の効率的なインプットも必要であり、ドリルやエクササイズなどのインプットの活動を工夫し、基礎、基本の習得もさらに確実なものにしなければならない。

(6) ALTとのスピーキングテスト

各学期の終わりにALTとのスピーキングテストを行っている。ALTと1対1での会話の時間を設定し、自分の思いを主体的に伝える場としている。自己表現活動やスピーチ活動と並行して行うことで、それらの活動で得た表現や知識を自分のものとし、自分の言葉として使ってみる良い機会となっている。

2年生のスピーキングテストの原稿より

1, Hello, I'm going to talk about my future. I think that I want to be a doctor. Because I want to help sick people and I want to be a doctor like my father. My father cares gently for patients. I want to be a gentle doctor like my father. This is stethoscope. I got it from my father. If I will be a doctor, I want to use this. So I will study hard. That's all. Thank you.

2, I'll talk about Fuchu concert. It is a recent event in my school. I'm in the Art club. So we must show our own paint work. I showed an oil painting. When I began to draw this picture, I was a freshman. Because I didn't know the painting way, I learned it from Mr. Nishikori and Mr. Watanabe. It was very difficult. But it was very interesting. I'm going to show oil paintings at next Fuchu concerts, too. That's all. Thank you for listening.

3, I'm going to talk about my family. I have one older sister and one younger brother. I think my sister and I are good friends. My sister always is kind to me. I like her. But I don't like my brother, because his tricks often annoy me. So I think I always scold him. My mother and my father are doctors. They are busy everyday. So I must help with the housework. I respect my parents. I think I cannot live if they are not in the world. I want to be good to them in the future. Thank you for listening.

※2年生は前もってALTに話したい内容をまとめ、暗記したうえでテストに臨み、ALTは生徒の話したことについていくつか質問をするという形で実施した。

※文法的に大きなミス以外はあえて訂正していない箇所もあります。

(7) シェアリングタイムの実践事例 (校内英語弁論大会より)

3学期に1年間行ってきた様々な自己表現活動やスピーチ活動との共有化を図るために、今年度から校内英語弁論大会を実施した。生徒たちは冬休みの課題としてスピーチの原稿作りに取り組み、冬休み明けにその原稿を担当教員に提出し、チェックを受ける。そして、友達同士で原稿を読み合い、教師からのアドバイスだけでなく、友達の使っている単語や表現を参考にしながら、原稿を書き直す作業を行う。その後、原稿を読む練習を行い、全員がそれぞれの学級でスピーチを行った。次に、各学級の代表数名による学年弁論大会を行い、そして、各学年からの優秀者による校内英語弁論大会を実施した。当初は小学6年生の外国語活動の総まとめとして、6年生の参加も計画をしていたのだが、行事等で予定が合わず今回は参加を見送った。しかし、1年間を通して続けてきた自己表現活動やスピーチ活動の成果を十分に確かめることができ、来年度以降も実施していく予定である。



My favorite things

I like talking with sign languages. Mr. Miyazaki taught them to me. Do you know how to express "Good morning"? You make a pillow. You get up. This is "Good morning." This is "Hello".

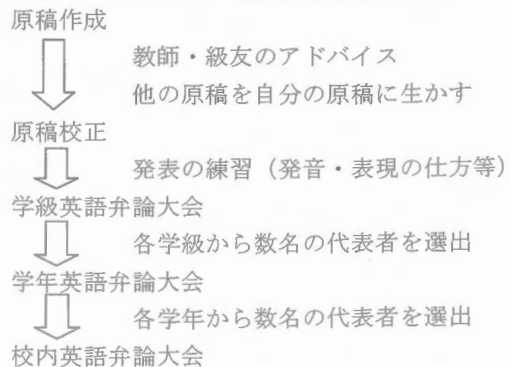
If you understand it, you can talk with many people in the world. It is wonderful to understand each other in the world.

We showed you sign language at our music concert. Do you remember our message? "Thank you for everything around us. Thank you for our lives." Everyone, why don't you talk with sign language?

(特別支援学級の生徒の原稿)

No() Name()		
1	Just Do It !!	We yelled together "Just Do It".
2	Do you have any words that you like?	And you know what? We won!!
3	I have one.	"Just Do It" is a magical phrase
4	"Just Do It".	Because we can get a power from it.
5	I found these words when I was watching DVDs.	And also we can unite with each other.
6	I really like the sound of it.	Words have power. We are motivated by words.
7	So I started to use it.	We are challenged anytime and anywhere by word.
8	Do you have any words I like those words?	It's easy to give up. But it's better to try.
9	I like alphabet stickers on my diary. You know.	Without trying we can't win. It's not being.
10	J, U, S, I, D, O, I, T.	So, what I wanna say is please Just Do It.
11	And I also use the words in my e-mail address.	
12	Then I realize that I have been using these words everyday.	
13	Whenever had a field day we competed with other 5th grade classes.	
14	We wanted to win so we made a circle.	
15	"Can you write special word for 2-3 to win?" my friend asked.	
16	Then I found the words immediately.	
17	"Just Do It" I suggested to her.	
18	The agreed and everyone agreed and laughed.	

校内英語弁論大会実施までの大まかな流れ



(2年生の原稿)

Grade (2) Class (5)	
No. () Name ()	
1 Title: Just Do It !!	We yelled together "Just Do It".
2 Do you have any words that you like?	And you know what? We won!!
3 I have one.	"Just Do It" is a magical phrase.
4 "Just Do It".	Because we can get a power from it.
5 I found these words when I was watching DVDs.	And also we can unite with each other.
6 I really like the sound of it.	Words have power. We are motivated by words.
7 So, I started to use it.	We are challenged anytime and anywhere by words.
8 Do you know how much I like those words?	It's easy to give up. But it's better to try.
9 I stick alphabet stickers on my diary san-san.	Without trying no gain will happen. Isn't that boring?
10 J, U, S, I, D, O, E, I	So, what I wanna say is please Just Do It.
11 And I also use the words in my e-mail address.	
12 Then I realize that I have been using these words every day.	
13 Whenever had a field day we competed with other 2 nd grade classes.	
14 We wanted to win so we made a circle.	
15 "Can you make special word for 2-3 to win?" my friend asked.	
16 Then I found the words immediately.	
17 "Just Do It" I suggested to her.	
18 She agreed and everyone agreed and laughed.	
	日本語
	DVDを観ている時、見つけた「Just Do It」という言葉。
	学校の場で「J, U, S, I, D, O, E, I」言葉には力があり、友達にやる気よくさせる。
	それは私の大好きな言葉で、毎日に事に挑戦させてくれるように思っています。心配を覚われないようにも好きです。
	主です。楽しんでいきましょう。
	「J, U, S, I, D, O, E, I」私はこれかろうも Just Do It の気持ちで忘れずにいきたいと思います。

(3年生の原稿)

4. 研究の成果

ここに中学3年生のある生徒が4月に自己表現活動で記述した英文と2月に校内英語弁論大会で書いたスピーチ原稿がある。

4月 修学旅行で行った沖縄について、あなたが印象に残っていることなどについて書きましょう。

We went to Iejima and we did a homestay in Iejima. Iejima is very small island. So when I climbed Mt. Gusuku, I could look out over the island from the top of the mountain. The view was very beautiful. I experienced Sanshin. Sanshin is very difficult for me. But I played satokibi batake. It was very fun. If you go Okinawa, you can enjoy.

2月 校内英語弁論大会原稿（教師が添削する前の原稿）

Hello. I will talk the thing I want to cherish. Then, what is the most important thing for people. I think there are a lot , but there are an appearance and a personality in it. When you are asked which is important for people, an appearance or a personality, what do you answer? It affect our life, why don't you think about it once? Now, I would like to speak my opinion about an appearance and a personality. I have no idea that I can tell you well because this is my first time to speak a long speech in English, but I will be glad to think about it with you. We often say "We can't judge a person by his or her appearance," is it true? What is it actually? Almost all people usually certain to judge a person by his or her appearance when we meet him or her for the first time. I think it is natural because we don't know about him or her whom we meet for the first time. On the other hand, we usually respect his or her hobby and way of thinking or the relation of family and friend. I was thinking "What is important?" then. However, what is the appearance? I think the appearance is to smile and behavior, it is not clothes or figure. We can't imitate these things easily by following others. Therefore I think the appearance is very important. Then, what should we do to make a smile and behave good? I think it means if we polish our personality, our appearance is polished, too. Maybe there are people who ask how to polish our personality. It is simple. Probably we come to smile when we feel happy. It is not a problem if it's a trivial thing. Why don't you find something to become happy? Does your face become a smile when you do it? Polish the personality, and polish the appearance. It is the thing I want to cherish the best. Thank you.

文法的な表現に注目すると、4月の英文には間違いが多く見られるが、2月の英文ではその間違いが減っている。また、見ても明らかのように、文の数もかなり増えた。これは表現したいという意欲も大きくかかっているように思う。4月の時点よりも2月の時点の方が習う英語の表現が増えたことや、書いているテーマが違うことなど、これだけで、この生徒の表現力がより豊かになったとは言いがたいが、入学時から人前で日本語でも話すことに抵抗を感じていたこの生徒が、卒業前の2月には校内英語弁論大会の弁士に選ばれ、全校生徒の前で堂々と自分の思いを表現することができた姿を見ると、意欲的に自己表現活動やスピーチ活動に取り組み、力をつけたと言えるのではないだろうか。

5. 終わりに

これまで小学校の外国語活動と中学校英語で連携を図り、思考力・判断力・表現力に視点をあてた自己表現活動とスピーチ活動を通して豊かな表現力の育成を目指して実践を行ってきた。今後もこれまでの取り組みを大切にしつつ、豊かな表現力の育成に向けた教材の工夫、カリキュラム作り等これからも実践と研究を続けていきたい。

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