

A STUDY FOR  
AN ENJOYABLE ENGLISH CLASS  
AND  
THE TEACHING OF SPOKEN ENGLISH

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by  
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January 25, 1985

A  
STUDY FOR  
AN ENJOYABLE  
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"To make a boring English class is a serious crime."

— Takashi Sato —

# Preface

"I don't like English so much, but I'm really enjoying your class. And I think I've come to like English more than I used to." When I heard this from a student of mine, I was kind of surprised but felt satisfied with teaching English....

The above statement is that of a friend of the author's, who is a senior high school English teacher. And it made the very beginning for the author to think of writing this thesis. The statement shows the student's awareness of pleasure of learning English and the teacher's fulfillment of teaching English, and it also implies a relationship of mutual trust between the student and the teacher. An sincere hope that the author himself will experience the same thing made him start the thesis actually.

But more fundamental beginning of the idea goes back to the author's senior high school age. Because the high school was what they call 'a cramming school for entrance examination', the classes of English which was (and is even now) regarded as the most important subject for the entrance examination were presented in a manner of a grammar-translation method which placed great importance

on the strict grammar of English. No living language existed in the English classes, so nothing interesting or attractive could not be found in those days. Being disappointed at, and finding out no fun in, the English class, the author lost interest in learning English. And his grade on English got lower and lower as the time proceeded.

With much more opportunities to learn English freely in the university, however, he has had a growing interest in English and has found pleasure of learning English. At the same time, there occurred a question that the pleasure might have been obtained in the high school age and a strong distrust against the English teaching at the high school. And at last the contents of the thesis were determined by the author's hope that his future students will find out their own pleasure of learning English not feeling the same distrust.

In the following text of the thesis, various ideas on the teaching of English will be discussed with some actual proofs. There will be viewpoints of teachers, students, and sometimes societies so that practical discussions on the learning of English can be done. A question may be discussed sometimes from a standpoint of a learning theory or sometimes on the basis of a experiment or a survey conducted on students. Discussions and arguments have been done as objectively as possible, but, because of its characteristic of a personal thesis, some of them may be

subjective.

However, the only thing that the author would like to refer to before going into the text is that this thesis is not written as 'a thesis for a graduation thesis'. It is a complete survey of the author's five-year studies (including one-year overseas studies) on the teaching of English. And it is constructed on the assumption that the author will be able to make the best of it when he becomes a senior high school English teacher.

Finally, the author wishes to thank most warmly the persons and teachers in the field, who have contributed to the development of his thinking through discussion and the important experiments. Special thanks must, however, go to Shinichi Senuma, Toru Mimura, and Hiroaki Asuka for their kind collaboration and careful advice to the experiments, and the best thanks to Masuyoshi Watanabe for his five-year instruction and advice as the author's respectable instructor at the university.

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## Part One:

# New Aspects of English Teaching

In recent years, English teaching at school has been strongly criticized and regarded as 'a subject at which most students are disappointed.' Moreover, it is even said to be the worst subject that makes the students hate studying itself as well as mathematics. Can we say that the English teaching in Japan has got into hell? The answer may be both yes and no. 'No' would represent that English teachers have succeeded in giving their students a large number of grammatical knowledge which would enable them pass any English tests on paper. G. H. Mundell, the University of Nebraska at Omaha, noted that "the Japanese have very good linguistic background, and they did pretty good in my class in the past years."<sup>1</sup> In his statement, the term 'linguistic background' might as well be paraphrased to 'grammatical knowledge', for he also knew that the Japanese had little oral proficiency of English. 'No' would point out that the English teachers have achieved little progress in making their students acquire sufficient oral skill of English, so the criticism has been focused on this point. The emphasis of the criticism against the English teaching will be unavoidable

as far as people think that language learning should be interesting and <sup>gives</sup> an unknown but attractive future.

From this viewpoint, the English teaching in Japan must open its eye, and it must try to find out a new aspect with respect to the educational objective which is concerned with student satisfaction of learning.

In Chapter 1, it will be discussed what kind of crucial problems exist in the English teaching. Chapter 2 will be spent to discuss motivation. And Chapter 3 through Chapter 5 will be devoted to consider teaching of spoken English.

## CHAPTER I :

## PROBLEMS OF ENGLISH TEACHING

## A. Considerable Problems

'Yutori no kyoiku' is not the only word that has occurred in our mind to consider educational problems after World War II. Even though the teaching of English has obtained its important role in education, certain criticism is unavoidable. The learning of English has brought a great number of knowledge on the foreign language, but it has also forced its learners spend a large amount of energy only to master some skills by which they could pass puzzle-like written tests of English. In spite of the energy spent, few of the learners have acquired a communication skill of English while most of them have lost their interest in continuing the foreign-language learning. So it is very important for us, English teachers, to consider what the learning of English means for students, most of whom feel uncertainty and difficulty about it.

An English teacher would take it for granted that the learning of English must have been enjoyable to all students, and he can not help it because the learning of English has always captured his interest with little doubt of it. But this is a very risky idea. The English teacher must constantly investigate what the English learning means for the students.

Students usually have different opinions toward the

English learning from the English teachers, and the opinions are so serious that no English teacher can ignore them any more. Here are reports which will give us a very important idea of knowing students' views on the matter. Hiroyoshi Hatori and Shoichi Matsuhata asked junior high school students if they like the English learning, and submit the result as follows: <sup>2</sup>

Q: Do you like to learn English?

Answer To Choose	Percent Naming
Yes	35.2 %
No	31.4 %
Neither Yes nor No	33.4 %

Surveyed on 1851(M:941/F:910) students

It is apparent from the table that only 35 percent of the students asked are well disposed toward English. If it is taken pessimistically, it can be interpreted as the existence of 65 percent of the students who are not interested in learning English. The result of the survey should be taken seriously by all English teachers, for some two thirds of the students have already lost interest in English only after the two-year learning. Hatori and Matsuhata also report 10 percent increase of those who like English has been made for the past ten years, still important is the majority who do not like it.

Another reliable study was done by Eigo Futokuisha Domei in terms of student's interest toward the English

learning.<sup>3</sup> They report that among the students asked 24.3 percent are those who think English is interesting in comparison with other subjects taught at school, 32.4 percent think it is uninteresting, and 40 percent find nothing particular in the learning of English. From this report, it will be said that only one fourth of the students are interested in English while the rest are not.

The two reports make it clear that the existence of the students who have lost their interest in English is not a problem to be dealt with by an English teacher but is a problem to be discussed among all English teachers and those who are concerned with the teaching of English. Of course many English teachers have long pointed out the necessity of syllabuses which include definite ideas of arousing student's interest so as to have effective lessons. Eiji Saito says that "even though the necessity of a practical lesson is linguistically proved, its effects will be no more than nothing without respect to the student's psychology."<sup>4</sup> And the same opinion has been emphasized by Akihiro Fujii,<sup>5</sup> Takashi Sato,<sup>6</sup> Reiko Nagatsuka,<sup>7</sup> and so forth. Therefore, the first thing to be done will be to make clear the reasons why the students lose their interest in English. Then it will lead us to some fine ways that should be able to solve the problems.

## B. Reasons Of The Problems

According to the report of Hatori and Matsuhata, most of the students find that the main reason that made them away from English is that "it is too difficult to learn and is beyond my ability." It is probably accurate to say that their analysis is true, for nobody feels comfortable if he always faces something difficult or impossible to understand.

On any occasion, some people can not keep up with a certain thing, and it is not strange at all. But the number of the students who have gavin up enjoying themselves with English is too much to be regarded as normal. Now we must consider what caused the problems immediately.

### 1. Methodological reasons

#### a. Grammar-translation method

Since English obtained its position as 'the' foreign language in school curriculum, the teaching of English has long depended on so called 'grammar-translation method' to a large extent. The grammar-translation method is a very useful way to give students linguistical and cultural information from a foreign language, but it potentially has a very crucial aspect that it may lead the students to very difficult, hard materials. Because the method concentrates on minute grammar and intellectual content of a textbook, it often pushes up the material beyond the students' ability. In fact, many students feel that the



materials which have importance on English grammar are very difficult,<sup>8</sup> so they have lost their interest in the learning of English. Moreover, the students may never produce in sounds what they really want to say, for they just read and translate a material given in the class and they gradually become a 'receiver', not a 'producer'.

In addition, the grammar-translation method likes to have a teacher make puzzle-like written tests which generally consist of questions of translation and of filling out blank spaces but which often neglect communicative reactions of English.

And the biggest factor that causes teachers rush to the grammar-translation method would be due to their idea that they do not have to prepare anything beforehand if they adopt the method. As a result, there comes a situation where only one student who is translating a material is really participating the class and the others are sleeping. For everything is left to the students so that the teacher may find something to have a comment on. The other students, therefore, can not find anything interesting in the English class.

#### b. Communicative methods

Reflecting on the points questioned on the grammar-translation method, the English teachers came to pay more attention to communicative ways that give the students as many opportunities to speak English as possible.

Such methods are Direct Method, Natural Method, Oral Method and so on. The remarkable difference between these methods and the grammar-translation method, according to Yuzaburo Okakura, is that the former has great importance on 1) early oral-aural practice, 2) sentence reading and paragraph reading, 3) inductive grammar, and 4) teaching of cultural background.<sup>9</sup> But these new methods also have some crucial problems; that is, these methods are not so applicable to the Japanese schools unless something is done in order to adjust them to considerable situations in the Japanese schools. As for Natural Method, it is even said by a critic that "if it is adopted without any consideration to the Japanese high schools, it will be an 'unnatural method'."<sup>10</sup> H. E. Paymer's Oral Method were well applied in early twentieth century. It concentrates on, what he calls, 'language as speech', and places particular importance on habitual language activities. But there was an inevitable question; there were few teachers who could put the method into practice because most teachers themselves had little proficiency of English to achieve its instructional objectives. And with other instructional difficulties, Oral Method came to have some compromise plans with the grammar-translation method.

### c. Oral Approach

After World War II, there appeared C. C. Fries' Oral

Approach, which he describes, "is more than a method and more than a set of methods. It is, first, a special goal to be achieved in the first stage of language learning, and, second, a special set of materials that must be mastered in the first stage."<sup>11</sup> An outstanding point of Oral Approach will be that Fries wants to emphasize, what he calls, 'path' which includes everything needed to achieve the goal so he avoids using the word 'method' for his instruction theory.

His theory is based on so called American Structural Linguistics, and has special characteristics of using 'pattern practices', which means oral repetition of a basic pattern for mastering structures of a language. As in his words, he also emphasizes 'the first stage of language learning'. He explains that "for the Japanese school system this 'first stage' in teaching English would cover the three years of the lower secondary school." So he concentrates on the complete mastery of the junior high school level of English.

To achieve the goal, he presents two important things to be mastered: phonetic system and word order. He says that "the aim, at first, is not stress the teaching of a great many different words, but rather to emphasize the thorough mastery of a selected range of the most important basic structures, using a definitely limited but sufficient vocabulary based upon the environment in which the language is being learned."<sup>12</sup>

Because of these outstanding ideas of the theory, Oral Approach has been generally accepted. But there is a trap in the theory; not a few of the English teachers who adopt the theory have little understanding of the true nature of the theory so that students are ceaselessly forced to do the pattern practice, which is usually boring to do long. So it should be said that adopting Oral Approach would bring many difficulties to a teacher of an ordinary high school.

In addition to the above teaching methods, there are some new ones like Silent Method. But they, like the other methods, have certain problems which are difficult to solve immediately. The point is, however, that the English teacher wants to look for useful points, from any methods, which are suitable for his own way of teaching English. And he needs to find out the best way that really corresponds to his students.

## 2. Learner's reasons

It is impossible for a teacher to consider effects of his teaching without learner's standpoints. Feedback from his students will let him know whether his instruction is proper and effective or not. For this point, A. K. Fathman states that "the success that one has in learning a second language may be influenced by many variables, including differences in environmental surroundings and

individual characteristics of the learner."<sup>13</sup> So grasping typical characteristics of the students will be an important key to the understanding of the problems that would affect successful language learning.

It will be approved by anybody that there are people who can adjust themselves to new circumstances very easily. Some people may get into a new district where a different dialect or language is spoken. These people are very sensitive to a new language, and they can easily put themselves in it. They will be sensitive to sounds, intonation, structures, way of speaking, of a new language. From a psychological point of view, Masaru Ogasawara reports that the learning attitude of a student who can not keep up with a class can be largely influenced by his 1) character and psychology, 2) ability, 3) desire, 4) sociality, and 5) domestic environment.<sup>14</sup> His learning attitude can be influenced by things that he has and that surround him. And according to Akihiro Fujii and Masatoshi oka, the typical characteristics of the unstable underachievers are loneliness, sensitiveness, and impulse.<sup>15</sup> These characteristics are considered to affect the English learning, and they should be paid much attention to for effective learning of English.

More important is, however, the fact that English is not the only subject for students to learn; they have ten subjects at junior high school and more than ten at senior high school. They don't have enough time and energy to

save just for English. And they may want to have more time not to study but to play freely or to do nothing. So, time which will be spent to study is very limited. However the teacher of each subject may encourage students to study his own subject hard, and he may insist on the importance of studying the subject. Some teachers may say that "you must study English at least two hours a day." This is out of the question. A teacher knows the importance of his subject, so he tends to take it for granted that his students will think the same way. But it is impossible for students to devote themselves just to one subject although they know its importance and pleasure.

Then, here is a question that has been neglected to discuss with regard to the true nature of student's learning behavior. Suppose a situation in which the students approve the importance and necessity of the English learning and their English teacher is absent from a class. How many students are going to study during the period? The answer will generally converge to none. We must consider what 'studying at school' means for students before discussing what to teach. Students potentially think that "who is going to study unless forced to?" This has not been statistically proved yet, but will be circumstantially approved. For instance, when a teacher says that "there is no class today," students will burst into great joy and show a happy smile.

This means that the students do not want to study at heart and want to escape from the mental anguish of studying. Of course there may be some students who always look forward to having an English class. But it is impossible to say that English is positively learned by all students even though they have approved its importance and necessity.

### 3. Instructional reasons

#### a. Teaching materials and devices

"The contents of English textbooks are really boring and would never arouse student's interest" has been said referring to the poor contents of the English textbooks. And students have requested that "the materials be more interesting and enjoyable" best next to "the class be more understandable."<sup>16</sup>

However the authors and editors of the textbooks should not be criticized so much, for it is very difficult to make a fashionable textbook with limited vocabulary and sentence structures. They have tried to make a fine one in the limited conditions, and they have succeeded in making linguistically well-organized textbooks. If something is critically mentioned, it will be the lack of their 'modernity' which may get students involved in themselves. There have been many trials to answer this question among the textbook authors and editors. For example, Total English (Shubun Shuppan) has currently

adopted the story of Shakespeare's Romeo and Juliet with some fine photographs of its movie version (which was released in 1968 and are still popular among the young), and Everyday English (Chukyo Shuppan) uses some new pictures of a popular girl singer for better motivation to reading the story of Tomb of a Chrysanthemum. This kind of trials will cover the point temporarily.

Because the vocabulary and sentence structures used in a textbook is legally restricted, nothing more seems to be expected to the regularly provided textbooks. Then, what kind of teaching materials are available in the school English teaching? This question will be thoroughly discussed in the next chapter.

When teaching English, use of teaching devices will be an important question as well as the teaching materials. One of the teaching devices is a tape recorder. Using a tape recorder has long been regarded as the only way that can make a realistic situation for learning English. Its merits are 1) portability and easiness, 2) possibility to listen to a native English speaker, 3) repetitious playing, and 4) variety of materials.<sup>17</sup> The tape recorder still has an important role in an English class where the students have few or no opportunities to listen to a native speaker. It brings the accurate pronunciation and intonation of English which may not be precisely presented by Japanese English teachers. The students will find out a way of pronouncing difficult words by



imitating the native speaker on the tape.

But, with the advance of technology, the only device has made its role smaller in the English teaching. Our country has become so called an information-oriented society in which students can get variety of information on English. TV commercials are now overflowing with English words and people from English-speaking countries so that the tape recorder can no more meet all the needs of the students. Then, new teaching devices called 'audio-visual aids' have appeared in education. They are a overhead projector(OHP), video tape recorder(VTR), movie, etc. Merits and effective use of these audio-visual aids will be discussed in the next chapter.

#### b. Teacher's personality and qualification

It is sometimes said that a scholar who constructed a fine teaching method is not always a good teacher. In other words, successful learning finally depends on the way of an individual teacher regardless of the method that he adopts. In this sense, Robert D. Cole states that the biggest factor that a teacher fails successful instruction of English is due to the teacher's personality and instructional attitude.<sup>18</sup> It is a very important factor for the successful learning of English whether the English teacher has an effective class or not. The following table shows important roles of a teacher in the English learning:<sup>19</sup>

Q: Why do you like to learn English ?

Reasons	Number Naming
1. My English teacher is good.	136
2. My grade on English is good.	112
3. The class is easy to understand.	90
4. I am interested in foreign languages.	79
5. Learning English is enjoyable.	60
6. Learning at cramming school makes it easy to understand.	34
7. I want to be able to speak English.	30
8. English programs on radio & TV are interesting.	18
9. I like foreign songs.	18
10. I am interested in foreign countries.	15

The best reason why the students have come to like the English learning is that "my English teacher is good." This can be paraphrased to "I like my English teacher." Looking at the reasons of No.1, 2, and 5, one will see that the way of an English teacher could affect student's interest in the learning of English. The students come to like English because they like their English teacher, or because the English class is easy to understand, or because learning English is enjoyable.

The result of the survey also suggests that the English teacher must make students feel learning English can be enjoyable, with his ceaseless efforts to do so.

Some of the reasons listed above are from the original interests of the students in English; still, the English teacher should be aware that most reasons the majority of the students come to like English are attributed to his own way of teaching English.

Then it will be useful for having an effective and fruitful English class to consider what kind of English teachers are to be needed and what kind are not.

Toshikazu Horiguchi points out that English teachers who are disqualified from teaching English are 1) those who do not like children or are indifferent to them, 2) those who would not try to make progress in giving better English classes, and 3) those who have relatively gloomy personality.<sup>20</sup> And from another point of view, Masahiro Ikeda mentions as disqualified English teachers 1) those whose instruction goes one-way from teacher to student, 2) those whose class is really boring, and 3) those who rarely use English in the class.<sup>21</sup> Therefore teachers who would not make efforts to get the students involved in learning English will be considered disqualified from teaching English.

From the points mentioned above, factors which may cause a successful English class will be characterized. A good class usually has fine rhythm, positive response of students, understandable explanation, etc.; that is, the class is not totally mannered. Above all, the teacher teaches English very enthusiastically in such a class.

The interrelationship between the teacher and the students is also an important factor that makes the class go well and that accomplishes its objectives very well. And the interrelationship may determine the success of further learning of English.

Recently it has been reported that many English teachers themselves feel a certain lowering of their abilities to teach English. The following table indicates self-analysis of some teacher's ability lowerings:<sup>22</sup>

Items of lowering	Percent Naming	
	JHS	SHS
Lack of technical knowledge and English proficiency	31 %	51 %
Instructional mannerism	48	20
Mixture of the above two	15	18
Essntial question against teaching English	4	7
Others	2	4

JHS: junior high school English teachers

SHS: senior high school English teachers

The junior high school English teachers feel that their instructions tend to become chronically stereotyped because of a easygoing way of thinking toward the teaching of English and because of so many school affairs to be dealt with. They are distressed to have been put themselves in a situation where they unconsciously made the students lose interest in English. The senior high school English teachers emphasize lack of their technical

knowledge and English proficiency most. They sometimes get perplexed when they are required to present the correct answer of a difficult question, and they are afraid of speaking wrong English. Another important thing is unsettled questions to teaching English itself; both junior and senior high school English teachers point out unnatural situations for communicative teaching, educational levels to be achieved, poor learning habits of students, etc.

Therefore, to settle these questions, the English teachers have urged the necessity of better technical abilities of their own and the establishment of human relations between teacher and student.

#### 4. Other reasons

There will be some crucial problems that both teachers and students can not eliminate to make the English learning successful, for the problems circumstantially exist all the time. One of them is what they call 'English for entrance examination', which has long troubled the desired English learning. It can be defined as "a way of learning English just to pass an entrance examination".<sup>23</sup> From this point of view, it will be probably accurate to say that English has been regarded as an instrumental subject in our country for a long time. People have thought that English is the most important subject for entrance examination so that the English teachers can not help

placing great importance on this aspect of English. The teacher must finish a whole textbook every year because the questions of an entrance examination usually cover the whole contents of the textbooks learned at school. the demand to finish the textbooks thoroughly makes the English teacher go fast on to a new material even though the students have not fully mastered the currently learned material. And then the number of students who can not keep up with the class shall increase gradually but certainly.

Another important question is concerned with the Japanese culture which reflects shyness and hesitation in acting positively and asking questions in the class. As is common with most Asian people, the Japanese have certain bias against asking questions in the class and using a foreign language in an inappropriate situation. A class is sometimes held on the assumption that students have already studied its material beforehand, and they are supposed to know a little about it. So asking questions, especially easy ones, is often regarded as 'stupid'. Besides using a foreign language outside the classroom may be taken for showing off one's superiority on the language learning. It is really difficult for students to acquire fully what they have just studied. These cultural barriers block smooth acquisition of English.

### C. Challenges To The Problems

As discussed before, there are so many crucial problems that should affect the successful learning of English. Here the point will be focused on methodological arguments and student's interest, and some ideas for solving the problems will be presented.

#### 1. Arguments on method

In the previous section of this chapter, we have chronologically seen several teaching methods that were and/or are adopted in Japan. Each method has its own superior points which may not be replaced by other methods. In fact, some of the methods are practiced at many schools, and a lot of successful results have been reported. Looking at a class thoroughly presented with any of the methods, however, anyone will see that the students in the class are always 'forced to study' in accordance with practices the teacher desires them to do. In such a class there is no positive participation of the students but rather reluctantly agreed attendance. In the class everything is presented in perfectly programmed manners in which the teacher wants to give the materials as successfully as possible. And interest and expectation of the students are easily neglected. Eiji Saito points out this tiresome of the class entirely depending on the practice, claiming that "doing a pattern practice for a while, both the teacher and the students come to get bored

with it." And he continues, "language learning and language teaching should be exciting."<sup>24</sup> We can not argue any more from a viewpoint of an individual method. Each method can not be established without the students' desire to learn. If a teacher pushes on ahead with a method without regard to the true expectation of students, he will be said to be disqualified from teaching English. The importance is how the teacher puts his original ideas of the English teaching in his class so as to avoid making the students feel bored with learning English.

## 2. Arousing student's interest

Recently many teachers, regardless of their subject, have reported that they can not even have a normal class because students would not participate the class. "The students won't listen to me and they won't study the subject at all...." The same annoyance has been heard from many teachers of any subject. From the survey on the student's interest in the learning of English, it seems that one of the main reasons is to lose interest in the subject and to have a distrust of the teacher.

Students are so sensitive to what they are directly concerned with that they tend to escape from what they feel is uncomfortable. When such phenomenon is seen in a class, the teacher generally has a one-way lecture giving a high level of detailed grammar. He is not looking at the student's face, and he ignores, or tries to ignore,



whether the students are enjoying themselves in the class or not. In this sense, the following is noted in You and Your Students: "arouse interest; stimulate the yearning to learn; open the student's mind a little wider. To do these things, the instructor himself must feel and exhibit enthusiasm for the subject."<sup>25</sup> So it is quite important that the teacher pay special attention to what the students are interested in. And arousing student's interest is the most important task of the teacher before he presents what he really intends to teach.

## CHAPTER II :

## MOTIVATION

In the previous chapter, we found out the problems surrounding the teaching of English, and we have come to the conclusion that arousing student's interest is the most fundamental topic to be considered. In this chapter, therefore, importance and effects of arousing student's interest will be discussed in terms of the degree to which the class is presented in a student-centered manner. The word 'motivation' will be used as a synonym of 'arousing interest' here.

## A. Importance Of Motivation

## 1. Motivating the students

Teachers who have devoted themselves to studying their own subject without any doubt of it tend to think that students will also be able to achieve a desired scholastic performance if they study as hard as possible. As progress the mass media that bring a variety of information, however, the students have come to have a different standard of value from that which used to be; they have a lot of opportunities to choose only what could be suitable for themselves. And they no more accept the importance of studying hard which might have been strong motive of learning before.

Some English teachers try to motivate the students by

discussing how important the learning of English would be. They may explain to the students that English is an international language in which each of the students will communicate with people of other countries or that English is a very systematized language which may give a new idea of observing Japanese objectively. These utterances may be effective to some students who are always interested in English and who want to have an occupation in the field of international business. But most students will not pay attention to the importance and necessity of English, and they will ask "who needs English in Japan?" So the English teacher "has no way but arousing interest to motivate the learners who have no sense of necessity or duty of learning English."<sup>26</sup>

As told above, there are many students who think that they have nothing to do with English. So the English teacher must consider what fundamentally make the students away not only from English but also from participating the English class

## 2. Student-centered class

Yoshikazu Ito says that in a good English class the students are very positive, look vivid, have many opportunities to speak, etc., and that in a poor English class the students are passive, look bored, the teacher speaks one-sidedly, etc.<sup>27</sup> His observation gives an important clue that would help us seek possible conditions

of a good English class. A good English class will generally be held in a student-centered manner contrary to most teaching methods with which the teacher gives all materials to learn. Because the Japanese are generally accustomed to the passive learning, it may be difficult, but not impossible, to have a student-centered class. Even if the teacher tries to have the students act positively, they may not participate the class. It is supposed that in such a class the teacher is forcing the students to act positively with materials which do not arouse student's interest in an inappropriate situation. But if the teacher constantly offers a situation where the students have many opportunities to make the most of their ideas and opinions, they will certainly want to participate the class. For "they have a real interest and desire in learning English by using freely their whole senses, by thinking in their whole bodies, and by enjoying a reasoning!"<sup>28</sup>

### 3. Seasonings of the class

The above arguments do not mean that the current textbooks and teaching methods are inappropriate. The textbooks are well-organized so that it is easy for the Japanese students to learn English systematically, and the methods are based on the linguistically proved theories. Here the point should be focused on the degree to which the teacher would vary his class.

This is just like a seasoning for a meal. It is a

matter of course that one gets tired of a meal if the same one is served every day. One usually wants to have it varied constantly. The same idea can be applied to the English teaching if seasonings are served appropriately. The seasonings will be very useful to keep the student's attention to learning English, or at least, to participating the English class. And they will feel that learning English can be quite interesting. Varying a class will also make the teacher feel fulfillment of teaching English. He must prepare very well the materials he is going to present, and he must consider how he makes them effective. As a result, the teacher's enthusiasm will be reflected on both himself and the students greatly.

#### B. Process Of Motivation

##### 1. Awareness of student's interest

If a teacher wants to make students active and to have a class varied, he must know what the students really expect from the class. This is not an easy task, for the students themselves are not always aware of what they really want. So the teacher had better give them an opportunity to hand in a piece of paper on which they can tell what they would expect from the class. And then they will also be aware that the teacher is trying to give them certain opportunities to take an active part in the class. The following table, presented by Hatori and Matsuhata, is an example to investigate what the students

expect the English teacher to do in the class:<sup>29</sup>

Q: What do you want the English teacher to do in the class ?

Items Expected	Number Naming	
	A	B
To exercise listening skill	129	51
To teach how to pronounce good English	34	132
To have more enjoyable content	33	107
To use supplementary materials	33	30
To use TV or radio programs	26	34

A: Students who like English

B: Students who do not like English

The best one of group A is different from that of group B. This means that those who like English tend to demand relatively higher level of language learning than those who do not like English. And most students of group B seem not to be satisfied with the current English class; they want the class to be more interesting and enjoyable from the bottom of their heart. From the whole table, however, it can be seen that many students, regardless of the groups, are greatly interested in spoken language of English. They feel inferior in the abilities of both listening and speaking English, and they want to get them higher "to talk with foreigners during overseas traveling" or "to make the best of their English in future business" (see the table on the next page).<sup>30</sup> On one hand, the table suggests that the area of spoken English has been neglected

in the English teaching. Because the student's primary purpose of learning English is to obtain sufficient abilities to communicate in English, more importance should be placed on the learning of spoken English.

Q: For what do you study English ?

Purpose of Learning English	Number Naming	
	A	B
To talk with foreigners during overseas traveling	302	315
To make the best of the ability of English in future business	146	180
To do good in tests and entrance examinations	65	222
Because it is a required subject	23	32
Because it is an international language	35	20

The importance of listening and speaking in the learning of English will be discussed later.

## 2. Devising teaching materials

The more the teacher tries to vary a class, the less the current textbooks and other materials will cover the content of the class. The provided textbooks may not cover changeable colloquial expressions of English, and supplementary readers and tapes may not even match the whole demands of the students. So it is important for teachers to put in the class other teaching materials which should arouse student's interest and which should be suitable for the ability of the students.

The materials may be classified into two major types in terms of their makers: one is individually selected commercial materials, the other is self-made materials. The former includes novels, tales, poems, newspapers, magazines, comics, records, slides, movies, etc. The latter includes self-made prints, slides, video tapes, movies, etc.

Both types of the materials are very useful to supplement the student's needs which may not be dealt with by the provided materials. "Fairy tales have relatively short, easy sentences and small vocabulary, so you can enjoy conversational expression easily with one. Compared with fairy tales, comics are a little bit difficult, but you can see in one the way of thinking, humor, customs, of the people who use the language," says Anton Wicky, an NTV's well-known assistant who have acquired Japanese.<sup>31</sup> And Takao<sup>k</sup> Shiozawa emphasizes the effectiveness of self-made prints for explaining and exercising the grammar and usage of English.<sup>32</sup>

### 3. Placement of supplementary materials

It is likely that an English teacher uses his own teaching materials throughout a class without using any of the provided. He might think that the materials would get the students absorbed in themselves. But strong criticism should be casted on the case, for individually selected materials are basically supplementary, and should



not be main. Pushing them throughout the class on his own judgement is just his self-satisfied way, and it also can be illegal. Besides he forgets that there are many students who want to learn English with the provided textbooks. He should not neglect the big need of the students.

Then the supplementary materials can be placed partially in some first, middle, or last period of a class. If they are used in the first, they will be contributive to arousing student's interest in the coming contents of the class. If in the middle, they will be of good reconcentration on the class. If in the last, they will be applicable to the consolidation of the class. Chances to use the supplementary materials may vary from class to class, depending on the situation. Sometimes a teacher may use one in relatively large part of a class, and sometimes he may not feel that he needs one. Or he may want one to be used regularly in the class. The point is, however, how the teacher would use one purposefully, not negligently, in order to make the class fruitful.

Another important argument is concerned with the difference of individual interests. Because the interest of a student differs largely or little from that of others, the supplementary materials should be from any areas. They may be from art, science, technology, literature, school life, etc. To select appropriate materials, therefore, the English teacher must always have an eye to

what may be useful to be used in the class.

And it is also important that the materials used in the class are within the student's ability. If the selected material is beyond the ability, the students may not have an interest in it. This means that the selected material makes no difference from the already provided materials. Therefore the supplementary materials should be within the student's ability "so they can feel fulfillment of understanding it."<sup>33</sup>

#### C. Devices For Motivation (Audio-Visual Aids)

With the progress of technology, audio-visual aids have come to be used easily at school. VTR and LL are set at many schools so that the students can have many opportunities to get a variety of information with them at any time. So it is strongly expected that the English teachers know the effectiveness of the audio-visual aids and try to make the best of them.

The audio-visual aids include tape recorders, record players, TVs, VTRs, movies, slides, and so forth. And blackboards can be classified into the group. From a functional point of view, the importance of using the audio-visual aids mainly lies in their strong impact on sense organs which may not be stimulated just by reading written language. For instance, a slide of an object projected in the class may bring its concrete image to the students who have never seen it, and it may make them indirect

experience on it. In other words, the students may have the first experience of looking at it. And the visual information will be connected with the meaning of the given word or situation, keeping it tightly in memory. The same thing will be said for any other devices. Devices which can project animate images, such as VTR and movie, will match with more complicated situations. When an communicative situation is desired for learning some conversational expressions, a recorded TV program may be useful in the class. The program helps the teacher give the students an realistic situation or even desied exercises, both of which may not be available in a school English class.

More important is the aspect that the audio-visual aids can handle as fashionable materials as possible. For example, if a teacher uses a record of a currently popular singer, he may want to use it to arouse student's interest, for the popular record is known to most students. The effect of using popular songs is often beyond the teacher's expectation. In fact, there are many students who came to like English by singing English songs.<sup>34</sup> This accounts for the recent popularity among English teachers who like to use songs in the English class, especially in that of senior high school.

We have known the importance of motivation and have discussed the process of it. The conditions of a class

before teaching intended materials have become a big question in the teaching of English. In short, the point will be "how you make it interesting."<sup>35</sup>

## CHAPTER III :

## TEACHING OF SPOKEN ENGLISH

In this chapter, the important role of teaching spoken English will be discussed, and some effective ideas of teaching it will be presented.

## A. Spoken English

What is 'spoken English'? It is sometimes distinguished from 'written English', and sometimes called 'colloquial English'. It will not be proper to regard it as an independent form of English, it has so many common elements in structure with written English even if the two are separated. The only difference, if any, will be that the former includes more types of information media, such as sound, intonation, pitch, speed, and so forth while the latter does not have any of them but visual letters of information. Wilga M. Rivers refers to spoken English in terms of conversational speech as follows: "conversational speech is characterized by the frequent repetition of well-worn expressions(cliches), by tags and formulas now empty of precise denotation, by expletives and explanations which give the speaker time to recognize his thoughts and select the form in which he wishes to express them, by pauses and changes in structure as an utterance proceeds."<sup>36</sup> So if spoken English is especially referred to, being distinguished from written English, everything that occurs

and changes in a proceeding utterance should be emphasized rather than the definite structural differences between the two.

The same idea can be in teaching spoken English. Some English teachers think that teaching spoken English means teaching a kind of English which is usually spoken when two people meet: "How are you?" "When did you come to America?" "Do you like sushi?". These English teachers, sometimes called a 'conversationalist', often evaluate it is good enough if the students can read and recite a given sentence or paragraph with some desired fluency and good pronunciation. But Masao Kunihiro criticizes such an idea, stating that "many English teachers think that English conversation is just like 'chy-chy-pah-pah'(just to repeat what is given)."<sup>37</sup> He also points out that no heart or emotion exists in such a conversation. When spoken English is viewed in this light, the teaching of spoken English can be defined as "to help students develop their abilities to understand spoken expressions of English and to use them practically in an appropriate situation."

#### B. Demand For Spoken English

Recently, with the increasing communication with foreign countries, people have had a growing interest in acquiring practical English. And the demand has given birth to many schools of English conversation. Those

who rush into such a school are usually disappointed at the English class of public school, losing a hope that they will be a good English speaker.

According to Eigo Futokuisha Domei, 87 percent of the target students sincerely hope to be a good English speaker, inspite that most of them have lost interest in studying English.<sup>38</sup> This report proves that most students want to be able to speak English well and that they want the English teacher to give them a clue to it.

The report also suggests that the teaching of spoken English(or conversational English) has been long neglected in the public school education. Most cases are supposed to be due to the teacher's light attention to it or his poor English proficiency to carry out a conversational class. The indifference to, and the escape from, the teaching of spoken English have caused an English class to be uninteresting to the students, for the teacher's attitudes toward spoken English do not match the student's need at all. With the astonishingly increasing demand of the students for spoken English, however, the English teacher can no more ignore the importance and necessity of teaching it. He must plan to put it in his English class to meet the demand immediately.

Another important point here is that the teaching of spoken English will arouse student's interest in learning English. As the students want to be able to speak English well, more opportunities to speak English in the class

will encourage them to study it. Moreover, the teaching of spoken English will vary an English class which tends to be mannered and will make it more enjoyable than the tiresome repetition of written language learning.

### C. Teaching Of Spoken English

#### 1. Ideas and considerations

When language learning is being done, certain environmental conditions surrounding the students play a very important role in the class. Suppose an English teacher is starting an English class with the routine beginning also done in a class of other subjects: "Kiritsu!" "Rei!" "Chakuseki!". Who expects that an English class is about to begin in such a situation? And few might expect that the teacher would try to speak English as much as in a radio or TV program of English. The beginning may have already had the students lose their desire and motive to learn it. So it is important for an English teacher to have careful considerations to establishing suitable circumstances for the English learning. It should be especially cared for in the teaching of English because the environmental conditions have much importance on making a natural situation in which the students speak English with the least uncertainty and difficulty. No students may like to speak English in a class where the teacher does not speak English in the natural manner.

One of the ideal beginnings that will cast the



students into English is to start the class just like done in an English-speaking country; the teacher may want to say "hellow, how are you doing?" without having the students stand up, or he may want just to start the class without saying anything particular. This will be the most natural beginning of an English class, especially of a class in which spoken English is regarded as an important part.

The considerations to the environmental conditions should be kept throughout the entire program of an English class. If the teacher neglects the considerations after a while, his enthusiastic efforts of making a proper situation at the first stage of the class will be nothing at all. The students will lose opportunities to speak out in English, and they will be accustomed to hesitating to speak out. Therefore it is a basic preparation to make a situation where it is easy for the students to speak English with a light heart.

When spoken English is taught in a class, students' abilities to listen and to speak should be developed interrelatedly. Some English teachers seem to pay special attention to either listening or speaking, and they don't establish interrelated practices of the two. But each of the two can not be developed without the other. A student can not answer if he doesn't understand what is being asked, and he can not understand what is being asked if he does not have real proficiency enough to use

it practically. When the teacher gives an exercise of speaking, he wants to develop it up to the recognition level of listening at the normal speed. And when he gives an exercise of listening, he wants to develop it up to the production level.

## 2. Instructional difficulties

There may be certain instructional difficulties for teaching spoken English other than the lack of the considerations and of the interrelated learning discussed above. To achieve a certain objective of learning spoken English, the English teacher must be very proficient in English so that he can communicate in it with ease.

Unless the teacher is qualified as a good English speaker, the students will not be learning English confidently, and the class will not be going smoothly to the objective, either.

Then it occurs to us what fluency an English teacher must have to carry out a plan of teaching spoken English. It is generally said that a teacher must be proficient in his subject far above his students. He must know about the subject much more than the students, and if he is a language teacher, he must speak the language fluently without difficulties. But most English teachers have far less command of English than needed. Some English teachers can not even speak English at the level of the junior high school's second grade. It is almost

impossible for these teachers to have a class in which spoken English is regarded as an important part. So the English teacher must have a good command English with which he explains any grammatical points appropriately throughout a class. As a practical matter, many English teachers may want to explain the grammar in the native language for the sake of students who want it to be detailed. The English teacher, however, must have the proficiency of English enough to cope with any kind of situations. Before he starts a class, he must evaluate his ability to speak English, and he must try to develop his command of English if it is not sufficient enough.

Here we have a fundamental question we have asked for a long time; it is whether or not the students will acquire the English proficiency competent to communicate smoothly just by exercising in a class. Yoshio Ogawa asserts that it is impossible to acquire a sufficient command of English in a few hours of exercises a week.<sup>39</sup> In fact, the English teachers themselves have already experienced the same case; few of them have acquired a good command of English only in the English classes at school.

Then, what would the English teacher do to have the students develop their abilities to communicate in English? One of the considerable ways is to give as many opportunities of making a speech in the class as possible. This is mainly due to the fact that students who have studied

in a English-speaking country have acquired a remarkably better command of English than students who have not. In an English-speaking country, most classes are presented as a seminar rather than as a lecture, and the students are expected to give their opinions in the classes. So the Japanese students there who have not even accustomed to participating in a discussion are forced to speak in a class whether they like or not. Then they come to have difficulties in expressing themselves in English, and they try to overcome the inferiority of speaking English. As a result, their command of English gets developed so that it is much easier for them to speak English than before. The same effects can be expected in a school English class here. They will be discussed as an application of speech later in Chapter V.

## CHAPTER IV :

## TEACHING OF LISTENING

## A. Importance Of Listening

"Hearing is a physiological activity, involving the vibration of sound waves on our eardrums. Listening involves paying close attention to, and making sense of, what we hear."<sup>40</sup> This note differentiates appropriately the two words, hearing and listening, and it also tells us what we usually pay much attention to in the teaching of English is 'listening', not 'hearing' which we usually use to express an exercise of listening. Of course most exercises at the first stage of learning English may be those of hearing, for the exercises mainly consist of the discrimination of sounds. As the class proceeds, however, understanding what is being heard becomes more important instead. So the word 'listening' will be used here for expressing an aspect of learning English, corresponding to speaking, reading, and writing.

Developing students' listening ability is very important in the teaching of English. For the students regard it as the most desired ability; that is, they think it to be the weakest skill, too. Wilga M. Rivers points out the question as to a practical situation, saying that "the greatest difficulty for a traveller in a foreign country is not primarily that he cannot make himself

understood," and she continues that "his first difficulty, and on that leads to considerable emotional tension and embarrassment, is that he can not understand what is being said to him and around him."<sup>41</sup> As a conversation is an interpersonal activity, one can not reply without understanding what has been said. The importance of the listening ability is also emphasized as follows:

"Essential to all interaction is the ability to understand what others are saying. Even in the native language many people are poor listeners, whether through weak powers of concentration, egocentrism, or short auditory memory. Yet it has been estimated that of the time adults spend in communication activities 45 per cent is devoted to listening, only 30 per cent to speaking, 16 per cent to reading, and a mere 9 per cent to writing."<sup>42</sup> Therefore developing the listening ability of the students is of primary importance if the communication aim is to be achieved.

In spite of its importance, the teaching of listening has been long neglected. This will be mainly because the English teachers do not understand the importance really. And these teachers think that speaking is an active skill and listening is a passive skill which will be developed by hearing a large amount of English. Understanding the true meaning of listening, however, they will see that listening is far from a passive skill. When spoken English is taught, much attention has been usually paid to the teaching of speaking while little attention to that of

listening. As Rivers says, one's primary difficulty in communication usually comes from the poor ability to understand what others are saying. It will be also true that the ability to express oneself in English can not be fully developed unless the difficulty in listening is overcome.

The little attention to, and the small exercises of, the listening comprehension reflect the poor listening ability of the students. It is often said that listening is a very difficult skill for the Japanese students to be developed. And this is a natural result caused by the negligence in the teaching of listening.

## B. Listening Comprehension

### 1. Listening comprehension of Japanese students

It is indispensable for a teacher to know the student's level of the listening comprehension when he tries to develop the student's ability to listen. Data can be obtained by giving a dictation test proper to the students. And the data should be interpreted immediately to know typical errors and individual difficulties. Morio Kawano reports his experiments made on junior high school students as follows: The average junior high school students, even if they are in the third grade, have very limited understanding in listening. The grammatical unit that the students can understand is limited to the minimum meaningful one, that is, a word or a short phrase, and

they cannot understand longer units meaning the whole content of a sentence or a paragraph.<sup>43</sup>

The following table shows the result of a survey in which students tried to understand English conversations at ordinary speed. The target students are average senior high school students and university students who are going to be an English teacher, and the materials for listening are from two American popular movies, Return of the Jedi and E.T. (see Appendix for referring to the whole questions)

Questions		Percent Filled		MDW
		SHS	US	SHS&US
A	1 The Emperor (has)(been) (expecting)(you).	0(0)	17(34)	been, expecting
	2 (Come)(with)(me).	30(47)	62(73)	with
	3 If (that)(is)(your)(destiny).	0(0)	11(29)	destiny
B	1 (But)(it)(was)(too)(late)	0(0)	46(54)	was,late
	2 (He)(is)(alive)	0(0)	50(67)	alive
	3 spaceship (covered)(with) (lights)	2(22)	47(92)	lights
	4 (I)(just)(wanted)(to)(say)	0(0)	9(18)	just
	5 (I)(think)(of)(E.T.)	2(45)	81(94)	of

A: Return of the Jedi (recorded from the motion picture, 110 words per minute)

B: E.T. (a story record for children, 105 words per minute)

SHS: Students in the first grade of senior high school

US: University students who are going to be an English teacher

MDW: Most difficult word to distinguish



(For interpreting the table)

The parenthesized words are the correct answers to be filled.

The parenthesized numbers indicate the percentage of the correct answers including one word missed.

Spelling mistakes and katakana are allowed.

As shown on the table, the senior high school students have very limited listening comprehension of spoken English. If an utterance is made at ordinally speed, the number of words with which they can keep up is two or three, which is at the same level desired to junior high students at the early stage of learning English. The result tells that they have little ability of English as to listening and that it is almost impossible for average senior high school students to communicate with native English speakers.

The university students show better understanding in the listening test. They can pick up about a half of the words, and the difficulty mostly lies in some weak words, such as 'been', 'your', 'just', and 'of'. So they may not have trouble in communicating with native speakers as to listening.

## 2. Important factors of listening comprehension

Both the Kawano's report and the above survey tell that the learning of listening has been achieved far less than its educational objective. So something has to be done immediately in order to develop the listening

comprehension of the students.

Before seeking for effective ways of developing the listening comprehension, however, we will have to consider some important factors that could affect it. Kazuyuki Watanabe presents <sup>u</sup>for crucial factors affecting one's listening comprehension: phonetic abilities, vocabulary, grammatical knowledge, and background knowledge.<sup>44</sup>

1) phonetic abilities:

This is the most basic ability in listening. If a student cannot connect a certain sound or a string of sounds with the corresponding image or written form, it will be impossible for him to understand what it is. The abilities work on discrimination of sounds, sound changes, and rhythm of an utterance.

2) vocabulary:

When a student does not know the meaning of a key word of a sentence, he may not understand the meaning of the whole sentence. In spoken English, vocabulary may not be so important if the topic is something familiar to him. But it is a crucial factor if the conversation stands on a certain technical matter. And the listener may not understand the whole conversation if he is short of vocabulary which is indispensable to understand the key point of the conversation.

3) grammatical knowledge

Even if each word in a sentence is distinguished, the meaning of the sentence can not be understood without the

grammatical knowledge, especially that of syntax. The lack of the grammatical knowledge can be seen in the answers of the survey for the listening comprehension; for example, "I thing a E.T." for "I think of E.T." If the students who answered it had known that verbs(predicates) come after subjects, he could have put 'think' instead of 'thing'. And if he had known that proper words do not take 'a' before them, he would not have put it there.

#### 4) background knowledge

Even in a conversation held in the native language, unfamiliar topics sometimes make no sense.. In a foreign language, therefore, knowing about the topic will have great influence on understanding the conversation. A student who has a little low listening ability but who is familiar with the topic of a conversation may understand it better than a student who has a better listening ability but who is unfamiliar with the topic.

In addition to these factors, listener's memory and speed of an utterance will be of great importance to the listening comprehension.

Kunihiko Ogawa regards the memory as one of the most important factors in listening.<sup>44</sup> To understand a whole proceeding utterance well, a listener needs to remember the previous part of the utterance which has just been heard. If he has quite poor memory of a string of sounds, he will not understand its whole meaning. This idea is proved by the fact that the longer a sentence gets the less

the listener can understand it; for instance, in the previous survey on the listening comprehension, most senior high school students have remarkable difficulty in understanding the sentences consisting of four words or more. This is supposed to be due to the lack of their memory.

And Takaya Machida reports that some considerable effects of speed in the listening comprehension.<sup>45</sup> He states that the listening comprehension on English gets 5 percent lower if the speed ratio of an utterance goes 1.0 up to 1.5 while that on Japanese gets higher to the contrary. Generally speaking, the listeners seem to have much difficulty to keep up with an utterance of English if it is spoken at relatively high speed.

### C. Developing Listening Comprehension

When a student has difficulty in listening to spoken English, one or more factors just discussed above are supposed to affect it. Developing the listening skill therefore depends on how the teacher helps the student get rid of them.

As long as taught at public school, English should be placed as part of the objectives to be achieved in the school curriculum, and it should be suitable for the actual conditions of Japanese high school students. From this point of view, the teaching of listening which is thoroughly done at a college or a vocational school

will not be available here.

### 1. Aural perception

Aural perception, the ability to distinguish what is heard by a meaningful unit, is the most fundamental skill that has to be developed from the early stage of learning English, and it is the most important element affecting one's listening comprehension.

To carry out a training of the aural perception, we must find out sounds of which the Japanese have difficulty to distinguish the difference and/or which they are not able to pronounce correctly. Then we want to turn into the training for overcoming the difficulty of the students. Sumio Tsuchiya presents the following table including several pairs of sounds on which the Japanese students seem to have crucial difficulty:<sup>46</sup>

Vowels: /i:/ - /i/, /i/ - /e/, /e/ - /ei/,  
 /e/ - /æ/, /æ/ - /a/, /ʌ/ - /a/,  
 /ʌ/ - /æ/, /ə:/ - /a:/, /ou/ - /ɔ:/  
 /u:/ - /u/, etc.

Consonants: /l/ - /r/, /f/ - /h/, /b/ - /v/,  
 /s/ - /θ/, /z/ - /ð/, /m/ - /n/,  
 /n/ - /ŋ/, etc.

The first step of the training is to give pairs of words which include any of the above pairs and each of which is phonetically characterized by the difference between two sounds. These pairs are called a 'minimal pair'.

Examples of the minimal pairs can be presented as follows:

(Contrast on /i:/ - /i/)

/i:t/ - /it/,    /bi:t/ - /bit/,    /fi:t/ - /fit/,  
/li:v/ - /liv/,    /si:t/ - /sit/,    /pi:k/ - /pik/

The teacher gives these minimal pairs to the students to develop their ability to distinguish the words. Then he starts an application of the training; that is, he has the students pronounce these words. If they pronounce the words correctly in consideration of the distinctive features of the words, it can be said that the students have got enough aural perception at the word level.

The next step is a training at a level of longer units, such as a phrase or a sentence. This time the teacher must take into special consideration intonation and sound changes.

Intonation is one of the most difficult areas in teaching English, for a large amount of listening to native speakers is necessary to acquire its sensitive rise and fall. To give a proper exercise of intonation to the students, the teacher also needs to imitate model speakers perfectly so that he can give repetitious model speaking. The students are supposed to listen to the teacher's model speaking as much as possible to get a strong impact on their listening sense. Then they will learn the typical intonation pattern of English.

Sound changes include weakening, elision, and assimilation, and they can be given as follows:<sup>47</sup>

/si:hʌðəlbi/.....see how they'll be (weakening)

/aimædʒən/.....I imagine (elision)

/gubpen/.....good pen (assimilation)

A word pronounced in a connected speech is often heard a little differently from that pronounced individually. If a listener is not accustomed to these sound changes, he may not understand what the utterance means. So the teacher must give a special exercise on the sound changes in order not only to let the students know about the sound changes as knowledge but also to have them accustomed to listening to the phrases including the typical sound changes in English utterances. The ability to distinguish a string of sounds will be an important factor to catch a whole proceeding utterance in a practical situation.

## 2. Auditory comprehension

If the aural perception has been developed, then, a large amount of spoken English should be given to the students. For the students may be bored to listen to English at the phrase or sentence level, and they may want to listen to the whole passage of a short story.

And also to develop the listening ability, the students should be given as much spoken English as possible in an English class. There are two considerable ways on this matter: One is to increase the amount of English that the teacher speak in the class, and the other is to use supplementary materials with audio-visual aids.

In an ordinary school English class, the amount of English spoken by the teacher is very limited. It may be limited to the model reading of a textbook, and the other activities of the class are entirely done in Japanese. In such a class, more English should be spoken by the teacher. That the teacher speaks English as much as possible in appropriate situations will give the students many opportunities to listen to spoken English, and it will also make them feel that they are learning 'living' English which may not be acquired from written forms of English.

Using supplementary materials with audio-visual aids is another effective way to give a good exercise of listening to a lot of English. The materials may be found in stories, interviews, dialogues, speeches, songs, movies, and so forth (the materials, however, should match the interest and readiness of the students; otherwise, they would not pay any attention to the materials). And the variety of the materials will give a fresh impact to the students, arouse their interest in listening to English. The constant use of these supplementary materials throughout a curriculum will remarkably increase the amount of English to which the students listen in the limited circumstances.

In this way the students will experience a large amount of, and a variety of, spoken English, and they will acquire the typical expressions which are practically



spoken in any situations.

Then, the discussion will go on to the next question, the teaching of speaking.

CHAPTER V :  
TEACHING OF SPEAKING

A. Importance Of Speaking

From a linguistical point of view, language can be defined: "Human language is a system of vocal-auditory communication, interacting with the experiences of its users, employing conversational signs composed of arbitrary patterned sound units and assembled according to set rules."<sup>48</sup> This definition of language tells us that the true nature of language is originally attributed to speaking. Speaking is the most fundamental means on which people have long depended to convey their thoughts, feelings, emotions, and so on. They have never lived without speaking to others. Sometimes a speech of a dictator made people rush into war, and sometimes a lovely whisper made a happy couple. Speaking has played a tremendous role in people's life.

Now, as more opportunities to go abroad are expected, the English-speaking ability has come to be emphasized as one of the educational objectives, and it is even regarded as the most important skill that the prospective Japanese civilians need to have. Reflecting the social demand, the interest and desire which students have for learning English at school have turned into the learning of more practical English.

Looking at the current teaching of English at school, however, we must say that the important task is hardly accomplished. And the most part is devoted to the teaching of grammar. Rivers points out that "students come to the study of a foreign language in high school with the strong conviction that 'language' means 'something spoken'. They are often discouraged and lose interest when they find that foreign language study is just like other school subject: 'learning a whole lot of stuff from a book', and that being able to speak the language is some far-distant goal, attainable only after years of uninteresting and uninspiring labor."<sup>49</sup> To meet the demand of the students, therefore, the English teachers must pay more attention to the teaching of speaking English.

## B. Speaking Ability

### 1. Speaking ability of Japanese students

The abilities of English vary from area to area, and most importantly, from student to student. It is a very important preparatory study for an English teacher to investigate the current English-speaking ability of his students when he plans to develop it. Data can hardly be obtained unless a speaking test is given to the students. But certain observational evaluation on the speaking ability may be reported by English teachers or specialists who have been concerned with it. Shigeo Imamura states

that "no matter how they feel about it, they do study English, most of them at least six years through secondary education. A high percentage of them go on to college and take two more years of English. Those in certain fields study an additional years, a total of ten years. And yet, most of them are unable to communicate in English even at a very elementary level!"<sup>50</sup>

And the following result of a survey may be typical self-evaluation of senior high school and university students on their speaking ability:

Q: What do you think is your English-speaking ability?

(SHS)...surveyed on 88 students

Average 16 %	Inferior 84 %
-----------------	------------------

Superior 0 %

(US)...surveyed on 54 students

Average 31 %	Inferior 66 %
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Superior 3 %

As shown above, most students, whether senior high school students or university students, think that their speaking ability is relatively, or maybe considerably, lower than their expectation to it.

From both types of evaluation, observational evaluation and self-evaluation, it is probably accurate to say that most Japanese students have very poor speaking ability of

English.

## 2. Important factors of speaking ability

Because we have found that so many students have much difficulty in speaking English, we must consider important factors which could affect the speaking ability of the students. The factors can be divided into instructional factors, environmental factors, cultural factors, and psychological factors.

### a. Instructional factors

It can be said that instructional factors play one of the most important roles in the progress of one's speaking ability. Especially the way of teaching English that a student receives has tremendous influence on his speaking ability. "He will be greatly hindered in his progress, and may even retain a permanent disability in communication, if the teaching he has received has forced him into a translating frame of mind where he seeks one-to-one equivalences between the foreign language and his native language, ..." <sup>51</sup> says Rivers, pointing out an evil influence of a translation-centered class on the progress of one's speaking ability. In fact, the translating frame of mind on the basis of one-to-one equivalences between English and Japanese is seen in the learning attitudes of many high school students, and they never read English without translating it, word for word, into Japanese according to

the syntax of Japanese.

Another important instructional factor, as told before, the lack of the teacher's speaking ability competent enough to give instruction of speaking. Who will be able to develop the speaking ability if the teacher does not have a good command of English? Some English teachers say that an exercise of speaking is just waste of time and never meets the student's need for entrance examination. But this utterance is supposed to be an excuse of them for being incompetent to speak English. A good command of English is necessary to the English teacher if he tries to have an appropriate situation for speaking English in a class and to develop the speaking ability of the students.

#### b. Environmental factors

Environmental factors in the teaching of speaking are very crucial questions which may or may not be solved just by enthusiastic efforts of the English teacher. There are two aspects here to be considered: One is the necessity of speaking English outside the classroom, and the other is opportunities to communicate with native English speakers.

Once students go out of the classroom, they, in a usual case, do not have to speak English any more. And sometimes speaking English outside the classroom is even regarded as showing off one's superior ability to speak

English. Even if effective instruction and exercises are given in a class, the speaking ability of the students may not be developed for the sake of the invironmental barriers.

Communicating with a native speker is another important question both for the reason of having experience in conveying one's thought practically in English to a native speaker and for the reason of motivation. Eigo Futokuisha Domei, in their survey introduced before, reports that among the high school students 70 percent have not had any oppportunity to communicate with a native English speaker. Because most English teachers in Japan are a Japanese who usually uses the same native language as students', the teacher can understand easily what a student intends to say in English. But it may not be understood by a native speaker because of a certain difference between English and Japanese. Therefore the students need to communicate directly with a native English speaker to make sure if their English is understandable. And communicating with a native speaker is also effective for motivating the students to learn English. In fact, there are many students who have come to like English since they had a conversation with a native speaker. So communicating with a native speaker plays a very important role in the progress of the student's speaking ability.

#### c. Cultural factors

This is one of the crucial questions that the Japanese

English teachers have tried to solve yet they haven't thoroughly. Cultural differences (or barriers) between the English-speaking people and the Japanese are especially influential on the learning of speaking, for one's positiveness in speaking can be largely affected by the cultural basis in which the one lives. "The Japanese generally feel very uncomfortable speaking in the presence of other people." says Yasuo Kanayama, pointing out a typical characteristic of the Japanese.<sup>52</sup> Even if a student has a potential ability to speak English well, he may not be able to develop the ability any further for this reason. And also Ronald Taylor states from a standpoint of a foreigner that "many Japanese students learn enough vocabulary to be able to communicate, but experience terrible embarrassment because their syllables are not understood by foreigners."<sup>53</sup> As he says, the Japanese seem to be relatively poor at making themselves understood. So the first step here will be how the teacher helps the students get rid of the embarrassment of speaking in the presence of other people.

#### d. Psychological factors

Some of the psychological factors may have been derived from the cultural factors just discussed above. One's positiveness or embarrassment usually lies in the one's psychology. Some students always feel interesting to speak out in English, some students, on the contrary,



always hesitate to speak English for fear of terrible embarrassment (most students, unfortunately, belong to the latter). Rivers says that "certain psychological factors which enter into interpersonal communication are highly relevant to the process of developing conversational abilities in the foreign language within the artificial limits of classroom. Spontaneous verbal expression is not solely the product of knowledge of and skill in using a language code."<sup>54</sup>

According to Anton Wicky, the Japanese students can be roughly classified into three major groups in terms of the attitude toward speaking English:<sup>55</sup>

Type A ... Students who tend to seek for as appropriate a word as possible to speak neatly. They usually have soft voice

Type B ... Students who try to speak English just as to speak Japanese, without regard to the grammar. They usually have a nice conversation with a native English speaker.

Type C ... Students who are just afraid of speaking English. They usually run away when spoken to by a foreigner.

He says that those who belong to Type B can master spoken English best of all. His analysis gives us an important key to cope with individual psychology in speaking English. Finding out the psychological factors of each student will be very helpful to develop the speaking ability of the student.

### C. Developing Speaking Ability

#### 1. Considerations in teaching of speaking

When an English teacher plans to develop the speaking ability of students, as in the case of the listening comprehension, he must aim to have a class adaptable to the school curriculum. Some English teachers misunderstand the placement of teaching spoken English, and they throw away the textbooks just to have a rough English conversation in the class. From a viewpoint of the educational objectives of English, however, the teaching of English should be done interrelatedly with the other skills of English.

To develop the speaking ability of the students effectively, the English teacher, if his class has been short of spoken English, must recognize that he needs much more English spoken by both himself and the students. English spoken by the teacher is absolutely necessary here because the students need to listen to him speaking English as frequently as possible to grasp the correct pronunciation and intonation and characteristic expressions of spoken English. More importantly, students should feel free to express themselves more in English, for they "will not learn to speak fluently merely by hearing speech, although this is important in familiarizing them with the acceptable forms of the code. The teacher will need to give the students many opportunities to practice the speaking skill."

## 2. Attention to characteristics of spoken English

When the learning of spoken English is offered in a class, linguistic characteristics of spoken English should be understood by students. Because the students have been accustomed to learning written forms of English, they can merely understand and produce typical spoken expressions.

As for the pronunciation of English, it has to be practiced following the practices in listening. The students learn the linguistic features of English sounds by listening to them being pronounced by appropriate speakers, then they try to manipulate the sounds practically in a given situation or in a free speech. And the exercises should be repeated constantly until they acquire their own way to pronounce the sounds correctly.

At a level of speaking in a conversational situation, the current English textbooks may not match the learning of spoken English because the contents of the textbooks usually do not include conversational expressions which are considered 'ungrammatical' or 'inappropriate' for English to be taught at school. But certain additional expressions of spoken English will be necessary to practice the speaking skill fruitfully. "Much of foreign language learned at school is acquired from books. Even where conversations and dialogues appear, they are often unrepresentative of authentic speech. Tapes and records attempt to bring the oral dialogue into the classroom but

some of these are no more than stilted oral recitations of written forms of language", say Wilga M. Rivers and Mary S. Temperley, pointing out the difference between the spoken language and the conversational written language.<sup>57</sup>

If an English teacher gives an exercise of spoken English to students, therefore, he must be aware of the linguistical features which differentiate the two and must put the former in a class as communication language.

### 3. Exercise with audio-visual aids

In spite of their effectiveness and usefulness in the teaching of listening, the audio-visual aids are merely regarded as useful for the teaching of speaking.

The most important characteristic of the audio-visual aids in the teaching of English is that they can offer a variety of spoken language which may not be available in the provided textbooks. Materials can be selected from speeches, interviews, news reports, songs, movies, etc. Students will learn a variety of living language with the corresponding sounds, and sometimes with the corresponding pictures. Those which have come to be used frequently in senior high school are songs and movies because many students have started getting interested in them. From an instructional point of view, songs and movies are also important; fresh, poetic expression can be seen in a song, and practical conversations can be seen in a movie. Movies also offer visual effects to make a practical

situation for a dialogue.

Questions on the teaching of spoken English with the audio-visual aids will be discussed fully in the next part.

#### 4. Developing speaking ability by speech

Speech has been long regarded as an important communicative interaction that could develop the speaking ability of students. In fact, many English teachers have placed it in the English class as one of the ways to exercise the speaking skill. Therefore we are going to consider and confirm the true nature of speech which is attainable in the English class.

Stephen E. Lucas says that "a speech is a remarkable thing. It isn't literature or drama or conversation, although it has something in common with all three. Instead, it is a unique combination of elements --- the words a speaker says, the way a speaker says them, and the special chemistry between speaker and audience."<sup>58</sup> Speech seems to have something attractive that gets into one's spirit, and, for this reason, it can be the educational objective of English.

If a student has acquired a certain skill on pronunciation, vocabulary, and syntax, the next important step for him will be that he becomes to be able to express what he really intends to say. In this sense, Yuji Nishikawa states that "to be able to express one's joy, sadness, anger, thoughtfulness, and furthermore, what one

thinks, is an important goal of language learning."<sup>59</sup>

In other words, students must not only master a material given in a class but also develop his own ability to use it in free circumstances. When selecting learning activities, we must remember that our goal is to help the students be able to communicate freely in English.

From a standpoint of learners, speech is also an important activity. First, students, especially those at the early stage of the English learning, have a strong desire to use English expression which has been learned, and they will satisfy themselves by making a speech. Second, students can make themselves understood by making a speech. Knowledge and interest vary from student to student, and speech will help mutual understanding among the students.

Topics for speech must be such that all students have in common. Or, at an advanced level, topics may be selective for the purpose of making a relaxed atmosphere. Spontaneous expression in a foreign language can be developed only in an atmosphere where students feel at ease with the teacher and with each other. Eiji Saito, referring to some popular topics for speech, says that "from my long experience, it can be said that 'yokozuna' topic which is popular among the students is 'my family' or 'my favorite singer'. This is merely affected by their age."<sup>60</sup>

When giving an opportunity of speech, however, the

English teacher has certain things to pay close attention to. One is that the degree of interest in making a speech varies largely from student to student. Some students are talkative, others are shy or taciturn. Those who belong to the latter may not like to making a speech in front of others mainly because of stage fright. In fact, many students, including those who belong to the former, become frightened at the idea of atanding up before a group to make a speech (see the table below).

Greatest Fear	Percent Naming
1. Speaking before a group	41 %
2. Heights	32
3. Insects and bugs	22
4. Financial problems	22
5. Deep water	22

A survey conducted in 1973 asked 3000 Americans to list their greatest fears<sup>61</sup>

So the English teacher must make a proper atmosphere for the students to deal with the stage fright if he plans to adopt speech in an English class. And sometimes the student's nervousness in making a speech may be due to being afraid that his speech will be corrected by the teacher on grammatical errors. Because the purpose of adopting speech in the English class is to give the students many opportunities to speak English freely, students' speeches should not be overcorrected by the

teacher unless others have trouble in understanding them.

In this way, the teaching of spoken English has been discussed in terms of its importance and effectiveness on the educational objectives of the English learning.

In the next part, there will be presented some practical ways to accomplish the ideas of teaching spoken English and to have an enjoyable English class.



## Part Two:

# Ideas For An Enjoyable English Class

It has been thoroughly discussed that there are many crucial problems surrounding the teaching of English. It will be proper to say that the problems are due not only to the teaching of English itself but also to the whole school education. With careful considerations to the process of the English learning in Japan, however, most of the problems seem to be attributed to the nature of the English teaching which has long neglected the expectation and needs of students. In other words, the English teachers have not paid so much attention to what the students really want to learn, and they have always forced the students into the uninteresting, uninspiring, time-consuming learning of English.

The answer which has been reached on this matter is therefore how the English teachers will make the students get interested in learning English and, more basically, in participating the English class positively. To accomplish the purpose, the teaching of spoken English has become one of the important tasks of the English teacher.

From this point of view, an English class must involve the learning of spoken English more, and it must be that which arouses students' interest in the English learning and in that which is related directly or indirectly to it.

In this part, some considerable ways that would enable an English teacher to carry out a vivid English class will be discussed. They are English conversation, songs, movies, and foreign-culture introduction, and each of them will be given one chapter in which to be discussed thoroughly.

## CHAPTER VI :

## ENGLISH CONVERSATION

## A. Demand For English Conversation

As discussed in the previous part, the English proficiency, especially that in speaking, has come to be desired very strongly from a standpoint of both the social needs and the student's demand. English conversation, usually called 'ei-kaiwa' in Japanese, has got great popularity since the end of World War II, and it has been paid close attention to as people started to go abroad. To meet the big expectation, some English teachers have started to adopt conversational English in their classes and have tried to develop the listening and speaking abilities of students enthusiastically.

In spite of the strong voice for English conversation, it has not been statistically estimated so often how many of the students really want it to be taught at school.

A brief survey on this matter is shown below:<sup>62</sup>

Q: Among hearing(listening), speaking, reading, and writing, what skill do you like to develop best?

Skills	Percent Naming	
	1st Choice	2nd Choice
Hearling(listening)	6 %	15 %
Speaking	52	29
Reading	20	25
Writing	22	31

As indicated on the table, some 80 percent of the students (on the first choice and the second choice altogether) want to develop the speaking ability, and this means that most students want more practical conversational English to be taught at school.

And here is another survey in which a question was casted on the speaking ability that students think is sufficient to communicate well in English:

Q: When you hear somebody saying "he is very good at speaking English", what would you imagine for 'his' speaking ability?

Answer To Choose	Percent Naming	
	SHS	US
1 He speaks English well just like a native speaker.	38 %	24 %
2 He enjoys communicating without regard to pronuciation or grammar.	41	70
3 He speaks slowly seeking for appropriate words and paying attention to pronunciation.	15	3
4 He manages to communicate but his pronunciation and grammar are quite rough.	6	3

SHS: 79 senior high school students

US: 36 university students

From the above table, it can be said that there are more students who think that being good at speaking English is enjoying communicating without regard to pronunciation or grammar than students who think that it is speaking English well just like a native speaker. Especially this

tendency is seen among the university students. The result also reflects the following survey on the goal to which the students want to develop the speaking ability:

Q: When developing your speaking ability, what is your realistic goal? Choose one from the items of the previous question.

Item To Choose	Percent Naming	
	SHS	US
(1)	38 %	39 %
(2)	38	53
(3)	22	3
(4)	2	5

Compared with the result of the previous question, it will be said that the image that the students have toward being good at speaking English almost agrees with their realistic goal of developing the speaking ability.

Considering the results of the surveys on the matter of developing the speaking ability, we see that the English teachers should adopt a exercise of conversational English immediately. And the exercise will also satisfy the demand of the students for being able to speak English well.

## B. Speaking Ability

### 1. Speaking ability on conversational expression

As told in the teaching of speaking before, most students think that their speaking ability is very weak

compared with the other skills. And it is also seen in their strong desire of developing the speaking skill. But these answers on the speaking ability are quite sensuous and are not based on scientific surveys. To investigate the real speaking ability of students, the English teacher will have to give a speaking test.

It is not so easy for a teacher to carry out a speaking test, for it takes him relatively long time to have a personal interview for a speaking test. And the speaking test may be subjective even if presented objectively. To save time and to make it objective in evaluation, it will be better for the teacher to give a speaking test in written forms. In this case the test should be carried out in certain short time because it must keep the instantaneousness of utterance making which one faces when constructing a sentence in mind.

And when making questions, the teacher must make it clear what kind of spoken expression is supposed to be replied by the students. With consideration to the difficulties the Japanese generally have in communication with a native English speaker, it will be said that they are not even able to make a reply for some simple questions like "would you open the window?" or "you didn't come here yesterday, did you?" As an affirmative answer for the first question most students will just say "yes" or "yes, I would", both of which are correct but are the replies produced mechanically by the structural feature of "would

you ....?" However the expected answer may be "sure", "of course", "I'm glad to", "why not!", etc., depending on the person's emotion and the situation. And the students usually do not know the simple expressions which may vary from person to person.

If an English teacher has average high school students, the speaking test will be to demand answers for very simple expressions. The following question is an example:

Q: Fill out each of the following blanks underlined, with appropriate words which correspond to the Japanese sentence below.

(1) A: I'm sorry I'm late.

B: \_\_\_\_\_  
別に かまいませんよ

(3) A: The phone is ringing.

B: \_\_\_\_\_  
私か ですか

(2) A: I went to Kyoto yesterday.

B: \_\_\_\_\_  
ええ. そうですか

(4) A: Good-bye!

B: \_\_\_\_\_  
じゃあ. またね

The following are some expected answers for the above question and the percentage of the students who answered them or something acceptable:

Expected Answers	Percent Naming	
	SHS	US
(1) That's all right. No problem.	6 %	97 %
(2) Oh, did you? Really?	2	81
(3) I'll get it. I'll answer it.	2	75

(4) See you later. Eye-bye!	25 %	100 %
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The above table shows that few senior high school students can command even very simple expressions of English. These expressions (That's all right, Oh did you?, I'll get it, See you later) are those which occur most frequently in everyday conversations. And without these expressions, an English conversation will not proceed at all. So it is indispensable to teach this kind of everyday expressions first if the English teacher wants to adopt English conversation in a class.

## 2. Difficulties in speaking

Then, what causes the students to make it difficult to speak English? There should be certain things which prevent them from speaking English. The following table indicates the difficulties that the students feel when speaking English:

Answer To Choose	Percent Naming	
	SHS	US
1 I don't have anything to say.	27 %	14 %
2 I don't know how to express it.	56	81
3 I don't have enough vocabulary.	18	50
4 I am afraid of making mistakes.	16	19
5 I just get confused when thinking of speaking English.	39	19

(see Appendix for referring to the whole questions)



The biggest difficulty, for both the senior high school and university students, is that they don't know how to express in English what they intend to say. In other words, they have not acquired the structural features of English fully although the structure of an utterance is very simple so that it is learned at the early stage of learning English. They usually think in Japanese what they are going to say, then they try to translate it into English, but they can't for lack of being accustomed to the typical structural features of English. Vocabulary is also a big factor which affects one's speaking ability. If a student doesn't know the word 'problem', "No problem" will never occur in his mind for the answer to "I'm sorry I'm late."

And certain psychological factors seem to play an important role on expressing in English here. The answers of 4 and 5 show possible influence of psychological factors. Being afraid of making mistakes in speaking English can be regarded as a common psychological behavior of many Japanese, and, surprisingly, about 40 percent of the senior high school students say that they just get confused when thinking of speaking English. As Anton Wicky says, these students will run away if talked to by a foreigner. Speaking English seems a great fear for them, so the English teacher will never accomplish the development of the students' speaking ability without get rid of the psychological disturbance.

### C. English Conversation In Class

#### 1. Adoption of English conversation

The necessity of teaching spoken English has been emphasized, and now we must consider how to deal with it in an English class.

Adopting English conversation in a class is not an easy task; it will take much time and may disturb the teaching of other skills and/or of textbooks, but it may not bring sufficient effects in spite of the time and energy spent. Therefore it is important for a teacher who is going to adopt English conversation not to have serious disturbance to other areas of the English learning.

There are two ways to increase the amount of English spoken by students in a class. One is that the teacher spends certain length of time every class in having an exercise of English conversation. In this case, the teacher will present materials which include dialogues, speeches, etc., and he may use them as a T-P(teacher-pupil) exercise or may develop them to a P-P(pupil-pupil) exercise. Or he may not supply any materials but offer some topics that the students will discuss freely. The other is that the teacher does not allow the students to speak Japanese at all during an entire class. This way will increase the time the students spend in speaking English for certain, and it will make the students accustomed to expressing themselves in English. But it also implies possibility of decreasing students' positive

participation in the class. So it is not proper at the first stage of starting a conversational class.

## 2. Teaching materials for English conversation

Teaching materials will be necessary for a conversational English class unless the teacher takes a free-talking style. The materials can be seen in the textbooks of NHK's radio and TV programs of English conversation and in other written and recorded materials which include conversational expressions; they are dramas, movies, commercial films, and so forth.

NHK's textbooks include a lot of important conversational expressions which are usually easy to learn in an appropriate situation; most of them are those which are learned at junior high school so that few people may feel it difficult to learn them. And they also offer some application exercises for each representative sentence and some pronunciation exercises. If the teacher uses them, he can present a variety of language exercises in relatively short time. Another important merit of using NHK's textbooks is that the students can review a material at home if they like to. If a student listens to the radio program or watch the TV program, he will be able to acquire the material more tightly.

Some English teachers may prefer individually selected materials for English conversation, for flexibility of language teaching is available in using these materials.

Conversational expressions may be found in written materials such as books, magazines, comics, etc., and in recorded materials such as dramas, movies, commercial films, etc. If an English teacher wants to vary the exercise of English conversation, he must always pay attention to anything that can be a teaching material for English conversation and must edit the selected materials in order.

#### D. Instructional Difficulties

The speaking ability of the English teacher will be the most important question in the teaching of spoken English, especially if he carries out a class for English conversation. Although fine teaching materials are used, they will not be effective without the teacher's good command of English which will make the best of them. Some English teachers use English only when they read a conversational passage of a material, and they use Japanese for the rest of the material even if it is for exercising the speaking skill. As a result, every idea or explanation is done in Japanese, so no student will feel like learning conversational English. And the conversational material will no more mean anything in terms of having an appropriate situation for speaking English. Not all the English teachers who are not a native English speaker are supposed to speak English well just like a native speaker. But they will be expected to to their best so as to have

circumstances where both the teacher and the student feel at ease speaking English freely. And if the English teacher does not have a good command of English, he must develop it, especially the speaking skill, enough to be able to convey whatever he intends to say in English.

The fine materials and the teachers good command of English, however, may not always make it possible to have an active conversational class. A certain level of the speaking skill will be necessary for the students to participate the class. This question will be a very matter that the English teachers have felt difficult to overcome. As indicated on the tables showing the listening and speaking abilities of the students, they are at a quite elementary level whereas the abilities to solve questions of written tests are considerably advanced. So the teacher may have difficulty in making the students active in a conversational situation. Rivers points out necessity of the teacher's careful consideration to the students' weakness in speaking English, stating that the English teacher "needs to show great restraint in his own contributions to the conversation or discussion, patience with the students' attempts to use the new tool, and respect for the fact that, although they are limited in their powers of expression, they are not really the immature persons this limitation might make them appear to be."<sup>63</sup> Understanding well the students' weak powers in speaking English, the English teacher has to be thoughtful

of their efforts in the class and has to be patient with mistakes that they make.

Taking all these matters into consideration, the most important key to have an active conversational English class will depend on how the English teacher deal<sup>s</sup> with the question of making an atmosphere in which the students will feel easy and comfortable to communicate freely in English.

## CHAPTER VII :

## SONGS

## A. Effects Of Songs

English songs once were used only at an early stage of the English learning in order to make students feel that they have started learning English. And therefore songs used in the English class were usually restricted to some traditional songs such as 'ABC Song', 'My Bonny', 'Good Morning To You', and so on, and most of them were unable to arouse interest of students in learning English. Recently, many English teachers have found fine aspects of using English songs again, so they place the English songs as part of important teaching materials in the English class. Some English teachers even adopt them as main materials of the English teaching.

In teaching English with songs, some considerable effects will be expected. The use of songs for developing the listening comprehension is one of them. If a teacher carries out the use of songs every class, students will get increasing amount of time to listen to English. So they will become accustomed to typical linguistic features of English; that is, they will acquire structures, pronunciation, intonation, and rhythm, of English by listening to a lot of English songs.

As for words used in the songs, the students will

learn a variety of words and phrases through English songs. Because current English songs can be divided into two major groups: those which consist of literary expression and those of colloquial expression, the students will learn grammar and usage of English which may not be available in the learning of English through written textbooks. For example, Mikiko Terashima, a senior high school teacher, practically uses English songs to teach grammar and phonetics of English.<sup>64</sup> She says that certain effects can be expected by using English songs as main teaching materials, especially at high school of a relatively low level.

Another important aspect of using songs is that words and phrases learned with melody will be remembered longer than those learned just by mechanical exercises. Terashima states that the students "remember what they sang although they forget all the others." And Agnes Chan, a Hong Kong singer who has been contributive to the matter of Cambodian refugees, also refers to this point, saying that "I would encourage them to sing. Because singing is fun and even if we forget poems we've learned and other textbooks we've learned, we can sometimes remember the songs." and she continues "singing is a very good way for remembering or memorizing. Since the Japanese like to sing, I think it's a good way of learning English."<sup>65</sup> As she says, singing English songs will be a good way to have the students remember or memorize words and phrases



expressed in the songs.

And the use of songs is also helpful to arouse interest of students. As many students, especially of senior high school, start getting interested in English songs, they will show active participation in a class where they can enjoy some English songs. One of the reasons that many English teachers like to introduce English songs to their class is supposed to be due to this aspect. Yoshio Ogawa reports that some students actually became to love learning English translating what is sung in their favorite American songs,<sup>66</sup> and Eiji Saito says that some of his students were always looking forward to the time of singing an English song.<sup>67</sup>

As discussed above, songs have become one of the most important teaching materials of English.

#### B. Listening Comprehension On Songs

If an English teacher plans to use an English song as a teaching material, he will have to investigate how much his students can understand what is sung in the song. It is not even easy for most English teachers to grasp the content of an English song perfectly by listening to the song only once, so it is expected that the students will have much difficulty in understanding it. The English teacher, therefore, must investigate the listening comprehension of the students on English songs before he actually uses them in a class. And he must determine

at what level he would make use of the songs.

The following questions were given to senior high school and university students in order to investigate their listening comprehension on English songs. The songs used here are "Hello"(Lionel Richie) and "To All The Girls I've Loved Before"(Julio Igleisias & Willie Nelson), both of which are American hit songs. The reasons why they were chosen are that they are relatively slow ( $\text{♩} = 60$  and  $80$  per minute) so the listening comprehension could not be affected so much by the speed of the songs and that they are very popular not only in America but also in Japan so many students may get interested in them.

The Results:

(See Appendix for referring to the whole questions)

Questions	Percent Filled		MDW
	SHS	US	
1 (a)(thousand)(times)	0(28)	47(94)	a
A 2 (you)(are)(looking)(for)	9(70)	69(97)	are
3 (I)(want)(to)(tell)(you)	1( 9)	83(92)	I, want
1 (they)(came)(along)	0( 0)	33(72)	along
B 2 (For)(helping)(me)(to) (grow)	0( 0)	0( 0)	For, helping grow
3 (I)(tried)(to)(stay)	0( 0)	6(44)	tried

A: Hello ( $\text{♩} = 60$ , 70 words per minute)

B: To All The Girls I've Loved Before ( $\text{♩} = 84$ , 82 wpm)

SHS: 88 senior high school students

US: 54 university students

MDW: Most difficult words to distinguish

(For interpreting the table)

The parenthesized words are the correct answers to be filled.

The parenthesized numbers indicate the percentage of of the correct answers including one word missed.

(Conditions)

Each song was heard twice.

25 - 30 seconds were given to answer each question.

Spelling mistakes and katakana were allowed

As shown on the table, it is very difficult for average senior high school students to catch what is sung in the English songs. As for the university students, they show better understanding of the songs, especially of song A. Song B seems to be very difficult for both students to understand mainly because it echoes considerably. And it will be said, as expected, that comprehending an English song is a hard task for students who have not had their listening skill trained. Possible ways to deal with the difficulty in using English songs will be discussed later.

Then, how do the students evaluate their listening comprehension on English song? The following table shows a representative answer to it:

Q: When you listen to an English song for the first time, how much do you understand it?

Answer To Choose	Percent Naming	
	SHS	US
Perfectly or almost	0 %	3 %
About a half	3	8
A little bit	66	78

Not at all	31	11
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From the table, it can be said that few students think that they have sufficient ability to understand English songs. Especially, 97 percent of the senior high school students say that they understand no more than a little bit of an English song. The result suggests that the English teacher must take into consideration the students' poor ability to understand English songs and that he must present songs which are appropriate to the level of the students if he really plans to develop the students' listening comprehension on them.

#### C. Motivation By Songs

It is very important for an English teacher to know whether or not his students are interested in listening to English songs in the class. The use of songs will not be effective if the students are not interested in it. For interest in, and expectation to, learning English with songs may vary from student to student although the teacher uses the songs to exercise the students' listening skill or to arouse their interest in learning English. Here are two questions on this matter casted to senior high school students who have been given English songs in the English class:

Q: What have the English songs in the class been for you? Check whatever is true of you.

Answer To Choose	Percent Naming
1 Useful to train the listening skill.	14 %
2 Useful to learn pronunciation and intonation.	11
3 Good for knowing foreign culture.	5
4 They made the class more enjoyable than before.	40
5 Time to escape from the tension of learning.	48
6 Nothing attractive.	13

Q: Do you want English songs to be used in the class from now on, too?

Yes: 93 %

No: 7

The result of the first question indicates that few students think that songs in the class are useful to learn English. This will be due to the way of the teacher, who would not use the English songs to exercise the students' listening skill but would use them to let the students know pleasure of listening to English songs. Instead, some 40 percent of the students note that the use of songs made the class more enjoyable than before, and this will be regarded as a great success from an instructional point of view.

And here is another important question asked to the senior high school and university students:

Q: Do you want to be able to understand an English song without reading its words?

	SHS	US
Yes:	86 %	97 %
No:	14	3

Because the target university students are those who are majoring in English, the result on them shows relatively higher percentage for 'yes' than that on the senior high school students. So the result on the latter will be representative here. Still so many students want to be able to understand English songs without reading the words. Therefore, adopting English songs and giving exercises on them will be very effective not only to arouse students' interest in learning English but also to meet their natural demand for good listening comprehension.

#### D. Placement Of Songs

##### 1. Possible ways to use songs

The way to use English songs in an English class will finally depend on the individual teacher, but he will take the alternative of the following distinct ways: One is to use a song just for making the students have a little fun of it or for arousing interest of the students in learning English, and the other is to use a song as a teaching material.

If an English teacher thinks that the use of English songs is to give the students pleasure of learning English

rather than to have them realize its difficulty, he may not want to use them so much to develop the students' listening skill. Because many students have great difficulty in understanding English songs, they will show strong rejection against being forced just to work hard on the songs. In this case it is important for the teacher not to force the students to rush into perfect understanding of a song. And he would rather give them an idea to grasp a rich atmosphere that the English song has.

There is more positive use of English songs in a class; that is, the English teacher has the students learn the contents of songs. He may expect that the students will learn grammar and usage of English from the songs. Mikiko Terashima is one of the teachers who adopt a song as a teaching material enthusiastically.<sup>68</sup> Her class is represented by an application of using English songs; it consists of rhythm reading, recitation test, rapid writing, and content and grammar learning with prints. She carries out these every class for the purpose of making the students confident of progressing in the English learning.

And other teachers may want to develop the use of songs up to the teaching of foreign culture. It is likely that an English song will reflect an current social or cultural aspect of an English-speaking country, so the use of songs may be helpful in giving students a clue to know about foreign culture.

## 2. Selection of songs

Not all songs are effective to arouse interest of students or appropriate to learn English. It is very important for an English teacher to select songs which are suitable for what he intends to do.

One of good ways is to ask song books. A song book gathers a lot of songs so useful songs may be found very easily. Interesting English Songs (published by Sanyusha) and English Songs (Seishinsha) are some of them. These English song books generally include songs which will be applicable to language learning and/or songs which will arouse interest of students. Another way is that the English teacher collects songs by himself. Radio, TV, cable program, and record are full of English songs, so it is very easy to get some.

To use a good song in the class, however, the teacher must evaluate the validity of the songs he has collected. Some English teachers tend to take easy-going attitude toward using songs chosen by students and to use any songs that the students demand. But the teacher should consider if the songs will be appropriate to be used in the class.

Of course it is also important for the teacher to pay attention to songs which are popular among the students. Especially, if he wants to give the students pleasure of listening to English songs or to arouse their interest in learning English, finding out what songs are popular among the students will be an important preparatory task.



The following table lists some of the currently popular English songs among the senior high school and university students:

--- Popular Song Best 5 --- as of Nov. 1984

SHS	US
1 Footloose (K.Loggins)	1 Honesty (B.Joel)
2 I Just Called To Say I Love You (S.Wonder)	2 Just The Way You Are (B.Joel)
3 Yesterday (Beatles)	3 Hard To Say I'm Sorry (Chicago)
4 Hero (B.Tilor)	4 Scaborough Fair (S&G)
5 Let It Be (Beatles)	5 Yesterday (Beatles)

SHS: Data from 45 senior high school students

US: Data from 32 university students

Except "Footloose" and "Hero", all the songs nominated above are those which came up to the top of the song hit charts in '60s, '70, or early '80s. The students seem to prefer the songs which would eternally move them to the songs which might get temporary popularity. And big popularity gathers to the followin three singers: Billy Joel (8 songs nominated), The Beatles or its individual members (6), and Simon & Garfunkel (4). Songs of these singers have not only beautiful melody but also fine words, so they are considered appropriate to be used in an English class. Considering students' selection of English songs, the English teachers will have to select good English songs which will be helpful in making an enjoyable class.

As selecting good English songs is not an easy task,

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the English teachers must have an eye to any kinds of songs regardless of their nationality, category, and singer but with careful consideration to their validity as a song to be used in an English class.

## CHAPTER VIII :

## MOVIES

"Gone with the Wind", "West Side Story", "The Sound of Music", "Star Wars", "E.T.",.... Movies have brought us a lot of pleasure since late 19th century. The English teachers therefore might have tried to use movies in their English class in order to make the students experience a variety of English learning. But the matter of cost and equipment made it almost impossible in the past. With the current technological progress, however, movies have come to be used very easily even at public school, and the number of teachers who use movies in an English class is considerably increasing.

But the true nature of using movies seems not to have been understood fully by the English teachers, so immediate discussion will be necessary on the matter of using movies. Movies which will be discussed here are those projected from a movie projector or, more generally, a VTR.

## A. Effects Of Movies

If a movie is used in an English class, certain educational effects should be expected. And considering the effects will be the first step that the English teacher has to take before he carries it out.

One of the important effects of using movies in a

class is its distinct feature of supplying audio-visual information which can rarely be given by other teaching devices. When a passage is given just on a textbook, the language involves only the surface meaning of itself. No heart or emotion will not be conveyed to its reader. Then, if it is accompanied with the corresponding spoken language, its implied meaning will be caught by the listener(reader). Usually, spoken language is given with a tape recorder, record player, or radio, but the implied meaning of the utterance may not be sent fully to the listener although it is with the spoken language conveyed by these devices. Now, if it is accompanied with a certain visual image, especially an animating image, what will be expected? The receiver will connect the visual image with the spoken language, and he will experience a language interaction which is very similar to that which he does in an everyday situation. He will also find some body languages which are typically seen among English-speaking people; some are those also seen among the Japanese, and some are not. The English teacher will have to keep in mind that understanding the body language is a very important aspect of the English learning.

The effects of using movies are not restricted to the learning of English; movies also help an English teacher introduce foreign culture. A movie is generally produced as a story,<sup>so</sup> it usually involves a certain cultural aspect of a country or an opinion of its director or producer.

And even if the teacher does not refer to anything about the movie, students will see some cultural matters in it. Movies are therefore an important medium to understand foreign culture.

Movies also can be used to motivate students. Being a high school student, most of the students start getting interested in foreign movies. They have come to have more opportunities to see foreign movies, and they hope to be able to understand a movie without looking at subtitles. An English teacher says that "many junior high school students have a very simple hope that they will talk to a foreigner in English. Being a senior high school student, however, they come to hope sincerely that they will be able to understand a foreign movie without subtitles."<sup>69</sup> From a standpoint of meeting the demand of the students, the use of movies will be very effective in teaching English.

#### B. Comprehension On Movies

How much do students understand a foreign movie without subtitles? This will be a very question about which the English teachers have been worried when using movies in an English class, for most of the teachers have found it very difficult even for themselves to understand a foreign movie without subtitles. So the English teacher must investigate how much his students can understand a nonsubtitle foreign movie (which is restricted to those whose language is English here) before he carries out a

plan of using movies as a teaching material. The ability to understand foreign movies can be simply investigated by showing a movie to students and giving some questions on it.

A survey done on this matter. An American movie, "The Twilight Zone"(released in 1983), was shown to junior and senior high school students, and several questions about both the content and the words of the movie were given to them. The movie, of course with no subtitles, originally consists of four separate stories (each story is approximately 25 minutes long), and the one that was shown is the second story (directed by Steven Spielberg), which is about a hope to live in among the old.

The outline of the movie (not given to the students):

There is an old man called Mr. Bloom, who has given the old a hope to live in by using a magic. He comes to the Sunny Vale Rest Home and tries to give a hope to the residents there. He promises to make them feel like children, then he uses a magic to make them become children when they are playing a game. But the old who are now children find out that they want to be their own true age, trying to keep fresh young minds. Mr. Bloom uses a magic again to make them old, and the residents of the Sunny Vale become very happy to find a hope to live in.

The questions and the results:

(See Appendix for referring to the whole questions)

Surveyed on 49 junior high school students

86 senior high school students

(1) What is the name of the game that the old were playing?

Answer To Choose	Percent Naming	
	JHS	SHS
1 Boru-nage	0 %	1 %
2 Oikakekko	2	0
3 Kankeri	98	99
4 Kakurembo	0	0

Correct answer: No.3

The old people are playing a game just like 'kankeri' in Japanese. If the students know the game 'kankeri', it will be quite easy to name the correct answer.

(2) What did they call the game in the movie?

Answer To Choose	Percent Naming	
	JHS	SHS
1 Hit-the-ball	0 %	.7 %
2 The-can-kicking	10	14
3 Kick-and-run	10	35
4 Kick-the-can	47	30
5 (Uncertain)	33	14

Correct answer: No.4

The word 'kick-the-can' is heard at least five times in the movie as in "my game is kick-the-can", "another day, another summer, another game of kick-the-can", "ha, ha, ha, kick-the-can!", and so forth. However, because these utterances are heard before the students notice the game

of 'kankeri', it may be difficult for them to grasp what it is.

(3) Why did the old who had become children want to be old again?

Answer To Choose	Percent Naming	
	JHS	SHS
1 Because they must work hard again.	0 %	0 %
2 Because they must face things they hate to see again.	65	26
3 Because they get younger than their children.	0	16
4 Because they must get separated.	18	24
5 (Uncertain)	17	34

Correct answer: No.2

One of the old says, "I'm not going to school again!", and another says, "I remember the night my father died. I don't want to lose all my people that I loved again." So No.2 is the correct answer.

(4) What did Mr. Bloom say, following "after you go to bed, maybe you feel a little old, folks. You wake up in your nice old bodies, but have" ?

Answer To Choose	Percent Naming	
	JHS	SHS
1 Good, kind heart	0 %	6 %
2 Old, but strong mind	0	4
3 Rich, bright heart	0	2



4 Fresh, young mind	88	77
5 (Uncertain)	12	11

Correct answer: No.4

The phrase "fresh, young mind" is also said by some of the old four times continuously right after the Mr. Bloom's utterance. And the phrase is uttered so slowly (about 60 words per minute) and stressed so much that it seems to be very impressive to the students.

(5) The following utterance of Mr. Bloom's is supposed to an important key that would lead you to the theme of the story. Put an appropriate word in the blank space.

"The day we stop playing is the day we start getting ( )."

Answer	Percent Naming	
	JHS	SHS
(old)	37 %	19 %

To answer this question, the students will need two abilities: the ability to understand the content of the movie and the ability to understand the meaning of the questioned sentence. If a student does not understand the content of the movie fully, it will be very difficult for him to put 'old' in the blank space; if he does not understand the meaning of the questioned sentence, it will be almost impossible for him to put the correct answer. Therefore it is very difficult to determine which ability

causes the result of this question here.

Broadly speaking, the students could catch the main points of the movie well, still there is no doubt that they have much difficulty in understanding each word or dialogue of the movie.

(Reference)

The higher percentage of the correct answers shown on JHS side is mainly due to the fact that the target junior high school students are mostly excellent enough to be ranked at the top of all the junior high schools in the prefecture while the target senior high school students are around an average.

Then, how do the students evaluate their comprehension on the movie? Here are two questions on understanding its content and words:

Q: How much did you understand the content of the movie?

Answer To Choose	Percent Naming	
	JHS	SHS
1 Perfectly or almost	4 %	0 %
2 More than a half	43	31
3 A little bit	43	47
4 Not at all	10	22

Q: How much did you understand the words of the movie?

Answer To Choose	Percent Naming	
	JHS	SHS
1 Perfectly or almost	0 %	0 %
2 More than a half	2	2
3 About a half	10	4
4 A little bit	50	40
5 Not at all	38	54

These results correspond very well to those of the comprehension test; the understanding of the content is far better than that of the words. Especially, some ninety percent of the students say that they understood a little or not at all. And the results suggest how the students would see a foreign movie. In fact about ninety percent of the students answer that they depend entirely on subtitles when seeing a foreign movie (see Appendix). Understanding foreign movies seems quite hard for most Japanese students, so the point will be focused on how the English teacher deals with the difficulty of the students' comprehension.

### C. Motivation By Movies

If students do not want movies to be used as learning materials, movies will not be an effective device to motivate the students. So the English teacher must

investigate whether or not the students really want them to be used.

First, he will have to know the degree to which the students are interested in seeing movies itself, for some students will like it and some will feel it uncomfortable. To know students' interest in seeing movies is a very important condition before adopting a movie in a class. Here is a survey on this matter:

Q: How do you like seeing movies?

Answer To Choose	Percent Naming	
	JHS	SHS
1 I love it.	51 %	25 %
2 I like it.	43	49
3 Average.	6	24
4 I don't like it.	0	2

As shown above, most students are interested in seeing movies. If the English teacher can make the best of the students' interest, therefore, it will be an excellent motive of the students for learning English or participating an English class positively.

And it is expected from the above statistics that many students would like a movie to be shown in an English class and would like to learn something from it. The following table shows how many of the students would agree to the idea of using movies in an English class:

Q: How do you think about an idea that movies will be used to train the listening skill and to introduce foreign culture?

Answer To Choose	Percent Naming	
	JHS	SHS
1 I strongly agree to the idea.	64 %	60 %
2 I agree to the idea.	28	31
3 I have no idea on it.	6	9
4 I disagree to the idea.	2	0

The table indicates that more than 90 percent of the students agree to the idea of using movies in the class as teaching materials and that they expect the movies to bring many opportunities to listen to real English. A junior high school student says, "I love movies. They give us real English that is related directly to the life of people who speak it." And another says, "English is generally regarded as a school subject on which we are going to get a good grade, and we may never know its wonderfulness. But if we see a movie in which we can hear English accompanied with fine performance, we will find a fine aspect of English." Most students have a great expectation that they will learn from a movie something different from that which they have learned in the classes before.

Therefore, using foreign movies in the class will be effective in motivating students who have been bored with even participating an English class.

#### D. Placement Of Movies

##### 1. Application after showing a movie

Although so many students want to see foreign movies in an English class, the English teacher should not use them just to give the students leisure to enjoy themselves as at a movie theater. Otherwise, the students would regard the English class as time to escape from the tension of learning, and desired educational objectives will not be achieved. When a teacher uses a movie in a class, he must find out its possible usage in order to make the best of its potentiality as a teaching material.

One of the possible ways is to use a movie for training students' listening skill. And this way can be divided into two kinds of giving questions about a movie: to grasp the outline of a movie and to catch individual words of the movie. Because students mostly have much difficulty in understanding individual words of a movie, it will be more effective to try to make the students understand the outline of the movie at an early stage of adopting movies in the class. At this stage, the English teacher will give the students some hints on a movie before showing it, and he will make them write down the outline after showing it to make sure if they could understand it. And he will try to make them catch individual words of a movie after showing enough number of movies. He will give questions about some of the words in the movie to investigate the development of the students' listening

comprehension.

Another way is to pick up a part of a movie to use it for teaching conversational expression of English. As the students have already seen the movie, they must have a certain image for the situation, which is very ideal to learn conversational English. Even though they are not seeing the scene when learning the expression, they will be keep up with the practical situation where the expression is being used. And they will acquire a skill to use the expression in another appropriate situation. More importantly for a teacher who would use a part of a movie as a textbook, the selected part will be very useful in teaching grammar and usage of spoken English. For example, if a teacher uses the following dialogue from "Return of the Jedi", he will be able to teach the usage of the perfect tense, of 'no longer', and of others if he likes:

D: Darth Vader            L: Luke Skywalker

D: The Emperor has been expecting you.

L: I know..., Father.

D: So, you have accepted the truth.

L: I've accepted the truth that you were once Anakin Skywalker, my father.

D: That name no longer has any meaning for me.

L: It's the name of your true self. You've only forgotten. I know there is 'good' in you. The Emperor hasn't driven it from you fully. That was why you couldn't destroy me. That's why you won't bring me to your Emperor now.

Another application after showing a movie is to mention some cultural characteristics described in the movie. As discussed before, a movie generally involves certain culture of the country to which it refers, and most students are very interested in cultural matters described in a movie. If the teacher picks up some cultural characteristics from a movie and explains them to the students, they will show great interest in the culture about which they know a little or not at all.

## 2. Selection of movies

As in the case of songs, selecting movies is an important task of a teacher to achieve the educational objectives of using movies. Movies used at school are usually those which teachers think are ethically appropriate so that those concerning sex or violence are considered inappropriate to be shown at school. This judgement will be largely approved. But the judgement is sometimes escalated into the overlimitation of using movies with which students will have fun. Among those which are usually regarded as nothing but fun, there are many good movies to teach conversational expression or foreign culture. Movies to be used in a class, therefore, should be selected from any kinds of movies which may be good to teach English.

And when a teacher selects a movie, he must consider if it is suitable for the intellectual level of his



students. If it is beyond the level, the students will find it difficult to understand and will feel uncomfortable. And they may lose interest in learning English. It is very important for the teacher to use movies which would correspond to the students' abilities and readiness.

Because it is English that is to be taught in an English class, movies used in the class tend to be partial to those whose language is English, especially American movies. But if the teacher wants to use a movie just to introduce certain cultural matters or universal characteristics of human, he may choose some from movies of any language other than English. There are so many good movies in the world; for example, Germany, France, Italy, Soviet, Yugoslavia, Israel, and so forth. The English teacher may want to choose a movie from those of these countries, not to make the students keep an eye to one society but to let them open their eyes to the whole world.

It is also important for the teacher to know what movies are popular among the students. If he uses a movie which is far away from that which will catch the students, they will not get interested in it at all. He does not always have to use movies with which the students will have fun, but he needs to pay attention to those which they might like to see. The following table indicates some of the currently popular movies among the high school students:

--- Popular Movie Best 5 ---

as of Nov. 1984

JHS	SHS
1 Star Wars	1 Star Wars
2 E.T.	2 E.T.
3 The Day After	3 Rocky
4 Superman	4 Mad Max
5 Dirty Harry	5 Footloose

"Star Wars" and "E.T." seem to have got great popularity among the young. These movies are not only interesting to see but also very useful in picking up a scene or words to exercise conversational expression, for the words spoken in the movies are very easy to understand so that little English-speaking children can grasp them. So they will be good materials to learn spoken English. The other movies except "Footloose" are those which were recently shown on TV, so their popularity may not last very long.

Although they don't come up to the table, old masterpieces like "Gone with the Wind" and "The Sound of Music" are also nominated as a popular movie. There are so many other good movies in the world. The importance is, however, how the teacher will make the best of their potentiality as a teaching material.

#### E. Instructional Difficulties

If a teacher adopts a movie in a class, he will have some instructional problems to be considered.

One of them is that it could take much time to show a movie. Sometimes a movie is longer than the class hour. Suppose a teacher uses the part of "Return of the Jedi". Students will be able to learn it just by seeing it, but the teacher will usually show the whole movie (approximately 135 minutes long) before he picks up the part. If he wants to get the content detailed, he may show the previous episodes of the series ("Star Wars" and "The Empire Strikes Back"), too. The point here will be how the teacher shows a movie without affecting the rest of the school curriculum.

There will be two possible ways to accomplish the aim of the teacher. One is to divide a movie into parts. For example, a two-hour movie can be shown in separate classes of two hours with some partial cutting. In this case, the time between the classes should be as short as possible so that students can connect the two parts. The other is to show the movie continuously after school. But it will be almost impossible to take this way, for most students have their own club activities after school. So the English teacher should not force them to participate the movie showing after school. If the teacher wants to show a movie continuously, he will have to get another hour from his colleagues who are willing to cooperate with him.

Another instructional problem is the matter of equipment. As VTR has become relatively cheaper than before many schools have set one or more VTRs. But not all classrooms have a VTR, so students will have to go to

a classroom where a VTR is set. An audio-visual room, if any, will be much better than an ordinary classroom when the teacher shows a movie. It suppresses the sound to leak, and it usually has a wide screen so the students can see a movie just like at a movie theater.

There should be other instructional problems and difficulties left to consider in using movies for the teaching of English. Still movies have tremendous potential to have an enjoyable English class.

## CHAPTER IX :

## FOREIGN-CULTURE INTRODUCTION

## A. Educational Objectives And Effects

It is often said that the learning of English does not stimulate one's intellectual interest. And this has been often regarded as one of the reasons that most students lose interest in the learning of English. In fact, many students claim in answers of the surveys that learning English is "doing with bunch of uninteresting stuff." If it is true, what can the English teachers do to resolve the situation?

One of the considerable ways is to leave exercises which students feel are boring and to present something about which they know a little or with which they are familiar. From a psychological point of view, it will be effective because students usually want to know about something unknown to them or about what they have something to do with. As a matter of fact, however, the English class has not answer the demand of the students. So giving the students as many opportunities as possible to hear and see what they want to know about will be an important task of a teacher, regardless of his majoring subject.

Introducing some cultural characteristics of foreign countries is considered one of the ways that would

Overcome the question. For students are very interested in foreign culture, especially of a country they hope to visit. They have been motivated by newspapers, magazines, TV programs, etc., all of which inform what is happening in the world. Therefore referring to some cultural matters in an English class will give a good topic which students have in common, and it will also arouse students' interest in learning English.

Unfortunately, cultural matters have rarely been discussed in the English class. Generally they have been dealt with in a class of social studies. However, even if a social studies class provides some cultural matters of foreign countries, they may not go beyond certain facts which happened in the past. In other words, it does not provide an idea to understand cultural factors behind the facts; the way of thinking, and of living, of people in the culture. So discussions on the cultural matters should be available in an English class which will be the most appropriate to consider cultural aspects of a country or of a language. And this is what the Course of Study emphasizes as one of the educational objectives in the teaching of English. Consider the following purpose of the English teaching:

To help the students acquire the basic abilities .  
to understand a foreign language and express in it,  
to have them take a growing interest in the foreign  
language and get a basic understanding of the daily  
life and the way of thinking of the people in the

foreign country.<sup>70</sup>

Knowing about foreign culture, especially that of the target foreign language is also important for students in order to understand the language from the bottom of its nature. It is generally said that the language of a people reflects its cultural characteristics. Conversely, no one can understand the language fully without deep knowledge of the culture. Yasuo Kanayama criticizes the English teaching in Japan in the light of the tendency to separate language from culture.<sup>71</sup>

Comparing foreign culture with our own culture will be done next to introducing the foreign culture. And it will make us think of our culture with an eye of objectivity. Reiko Nagatsuka refers to this aspect of foreign-culture introduction, stating that "if a person does not ever go out of his own culture at all, he will never be aware of its characteristics.... Coming into contact with foreign culture will make him aware of the characteristics. Looking at the cultural characteristics from an international viewpoint will be the first step to take for mutual understanding between cultures."<sup>72</sup>

Introducing foreign culture is, therefore, very important and even indispensable to the teaching of English.

### B. Motivation By Foreign-Culture Introduction

How will students respond to an introduction of foreign culture? Will they really get interested in it? This will be an interesting question that the English teachers may want to ascertain, for they want to know whether or not the students will be motivated by the foreign-culture introduction. It is supposed, of course, that they will be greatly interested in it.

To make the question clear, a foreign-culture introduction was done to a class of junior high school students. It mainly consists of a slide showing and its oral explanation. The target foreign culture is that of the United States, and the slides shown in the class are 108 pictures which were taken from August 1983 to June 1984 where the writer stayed in the United States.

After the pictures were shown, the following question was casted to the students to make sure if they enjoyed the slide showing:

Q: Was the slide showing interesting?

Answer To Choose	Percent Naming
1 Very interesting	87 %
2 A little interesting	13
3 Average	0
4 A little boring	0
5 Quite boring	0

Data from 39 junior high school students



Although it is supposed that success of a foreign-culture introduction largely depends on an entertaining speech of the teacher, the fact that all the students felt that the slide showing was interesting will be taken a hopeful result which could prove the fine effects of foreign-culture introduction. And the following question and result will reconfirm the effects:

Q: Did you get more interested in foreign countries than before by the slide showing?

Answer To Choose	Percent Naming
1 Much more	68 %
2 A little more	32
3 Average	0
4 A little less	0
5 Much less	0

The table indicates that all the students got more interested in foreign countries than before by the slide showing.

Then, what pictures actually made the students interested in foreign countries? It will be true that all the pictures mutually brought about the result, but it will be very helpful for a teacher to know what kind of things the recent high school students would be interested in. The following table is considered to show a certain tendency on this matter:

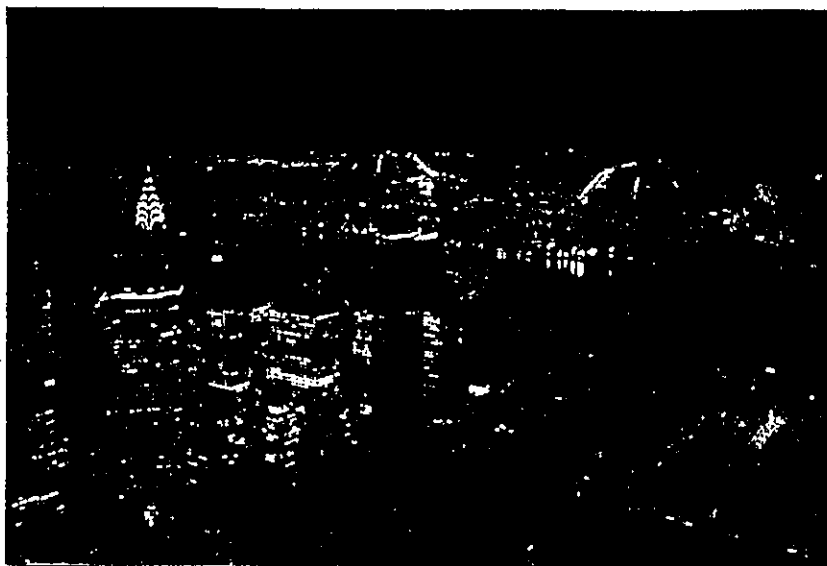
Q: What picture impressed you most?

Title Of Picture	Number .Naming
1 A Night View from the Empire State	18
2 The Setting Sun on the Horizon	5
3 A Meditating Squirrel	4
4 Decorated Houses on Christmas	3
5 Snowfall	2

(See the next page for referring to the top three pictures)

The most impressive picture is "A Night View from the Empire State" which shows beautiful scenery of New York City. It made many students sigh and note that it was "beautiful" or even "fantastic". The second one, "The Setting Sun on the Horizon", also brings beautiful scenery of nature which may not be seen in Japan. "A Meditating Squirrel" will be the best picture that delighted the students a lot with its funny feeling. Many students, especially girls, were excited to see a meditating(?) squirrel and said "he(the squirrel) is cute!".

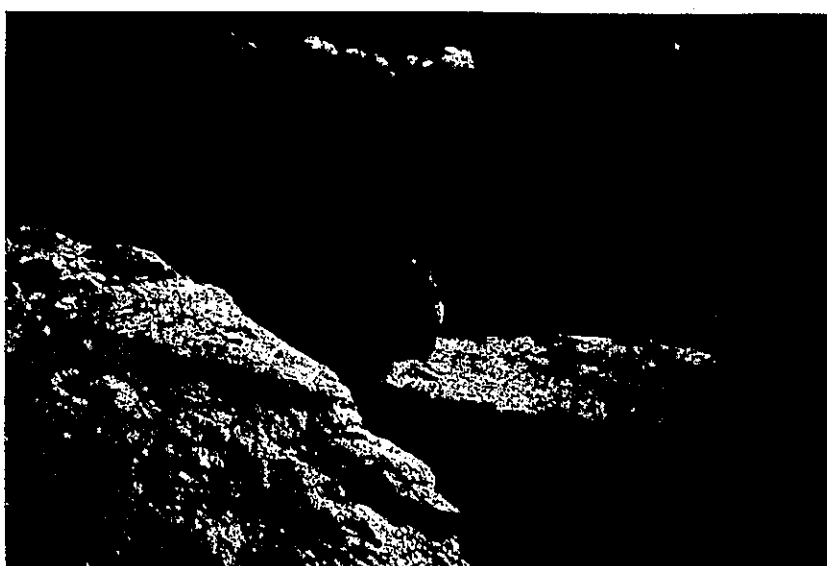
As a summary of the students' impressions to the slide showing, it will be said that the students mostly have a certain tendency to admire the beauty of nature and the wonder of gigantic scale (though this may not be true to those who live in countryside). And the tendency is also seen in the answers to the following question:



A Night View  
from the  
Empire State  
(New York)



The Setting  
Sun on the  
Horizon  
(Boys Town)



A Meditating  
Squirrel  
(Grand Canyon)

Q: If a foreign country is introduced, what do you want to know about?

Item Desired	Number Naming
1 Nature and animals	14
2 Everything	7
3 People's daily life	6
4 School life	2
5 Cities	2

Because it has become difficult in Japan to see wonderful nature and wild animals, it seems that the Japanese tend to admire them. The result of the above survey reflects the tendency.

From a viewpoint of giving information about a foreign country, it is necessary for a teacher to investigate how much his students know about the country and its culture beforehand. For the students may not show any interest in what they already know much. When introducing foreign culture, it is important for the teacher to give fresh information rather than already known one. The items on the following table are some of the explanations which helped the students understand the pictures shown at the slide showing. The numbers on the right side indicate the percentage of the students who did not know the items before the slide showing was done:

Item Explained	Percent Naming
1 O'Hare IAP(Chicago) is the busiest airport in the world.	44 %
2 A garage sale is often held in America.	59
3 American students have lunch mostly at a school cafeteria.	0
4 Sometimes it gets 30 centigrade below zero in Mid-Northern America.	41
5 There appear many decorated houses on Christmas.	54
6 New Orleans is the home of jazz.	36
7 There is another Disneyland in Florida.	36
8 Space Shuttles are launched from Kennedy Space Center in Florida.	0
9 The world's tallest building is "The Sears Tower" in Chicago.	36
10 The headquarters of the United Nations are located in New York.	0
11 The Statue of Liberty stands on "the Liberty Island".	28
12 The White House is in Washington D.C.	0
13 Harvard University is in Boston.	28
14 Niagara Falls are in Canada.	8
15 Squirrels and rabbits live even in residential areas.	51
16 There is an beautiful red bird "cardinal" in America.	72
17 It is possible to go up to Pikes Peak(4230m) by train or car.	90
18 Yellowstone is the oldest and largest national park in America.	64

School cafeteria, Space Shuttle, the United Nations, and

the White House are well known to all the students. On the contrary, the American customs, including having a garage sale and decorating a house on Christmas, is known to less than a half of them. So the teacher will have to place great importance on referring to the cultural aspect of the country.

Then it was asked whether or not the students would like to have another foreign-culture introduction like this slide showing:

Q: Do you want to have another program like this slide showing?

Answer To Choose	Percent Naming
1 Very much	87 %
2 A little	13
3 Average	0
4 Not so much	0
5 Not at all	0

The table tells us that the students strongly want to have this kind of plans which give information about foreign countries, and it also suggests that introducing foreign culture has been a neglected area of the English teaching. It is important for the English teachers to have a foreign-culture introduction in an English class.

Finally, what countries do the students want to know about? An answer is shown as follows:

Name of Country	Number Naming
1 U.S.A.	9
2 Switzerland	9
3 Soviet Union	3
4 Australia	3

U.S.A. and Switzerland are the countries about which the students want to know best. One of the reasons that they choose these countries is that both countries are abundant in nature. As indicated before, many students want to see the beauty of nature: beautiful scenery, a lot of wild animals, and so forth. And they also expect that they will see the people's life of the countries. To have a fruitful English class of foreign-culture introduction, therefore, the English teachers have to know very much about as many countries as possible and have to try to have the class varied not to make it partial to one society and its culture.

#### C. Placement Of Foreign-Culture Introduction

When a teacher introduces foreign culture in a class, he will take on or both of the following two ways: he will refer to certain things every time they are to be explained, and/or he will have a specific occasion to introduce them. If he takes the former, he will have to know about social and cultural background of the language he is teaching. Because things to be explained here are usually concerned

with the language itself, he must have deep knowledge on it. He may want to explain the origin of a word or its cultural, sometimes religious, background. If he takes the latter, he will have to know very well about not only the language he is teaching but also what is happening in the world. For students may expect him to bring fashionable information from the world. He may talk about the difference or similarity of the life style between the Japanese and the people he is going to refer to, or he may just answer questions the students ask.

In either way, however, the teacher must introduce what will arouse interest of the students. If he finds self-satisfaction in talking about what they don't have anything to do with, they will turn to look uncomfortable and bored immediately. So it is important for the teacher to examine what the students will get interested in although foreign-culture introduction is to let them know about a country in which they have not lived.

The next question is how the teacher collects materials for introducing foreign culture. As most of the current provided textbooks are lack of consideration to foreign culture, he will have to collect what he is going to use for himself. To collect appropriate materials, the teacher must pay much attention to those which are concerned with foreign affairs. He must look in newspapers, magazines, periodicals, etc., and he must try to watch TV programs which bring interesting



information from the world. The point is that the teacher should not cease being interested in what is happening both inside and outside our country. And he must bring information from anywhere in the world so that the students will be able to take a broad view of things.

It is another important question how the teacher presents a material effectively. It is generally said that using devices which can provide visual images is much more effective than just talking about it. One of the devices is a slide. If a teacher shows a slide to explain a certain item, he can give its very image which may not occur in students' minds by hearing about it. In fact, as in the survey of the slide showing, many students are impressed by the vivid, colorful pictures they can not see directly as long as they are in Japan. A movie, as discussed before, is another useful device for introducing foreign culture. Its distinct feature is to give animating images. If the teacher has a chance to use a movie, it will be more effective than a slide in introducing foreign culture.

It is very important for an English teacher, whatever he uses, to give a realistic image to students when introducing foreign culture. He should not forget, as the old saying goes, that seeing is believing and that a direct visual experience of a material will have the material remembered or memorized tightly in students' minds.

## Conclusion

We have faced the strong criticism against the boring and unuseful learning of English. In fact, as shown in the surveys on the student's consciousness toward learning English, many students have found that the learning of English is time-consuming and have lost interest in it. There are many crucial problems surrounding the English teaching, and they should be solved, step by step, in order to achieve the educational goals of English.

The first step that the English teacher has to take to solve the problems will be to reconfirm the true nature of the teaching of English. In other words, he must be aware why he teaches English to his students. Without his deep understanding of the English teaching, effective learning of English will not be accomplished by the students. The educational objectives of English may vary from school to school, and more basically, from teacher to teacher. But the English teacher must have his own firm idea toward the English teaching.

Then the English teacher must have the students realize the significance of learning English. This may not be dealt with by his enthusiastic speech about it, or

rather this will be achieved only by the students' unconscious fulfillment on it. To give them the feeling, the English teacher will have to make an enjoyable English class which they like to participate at ease. It is not so easy to have such a class because it is only attainable by his ceaseless efforts to accomplish it. If he throws away the will to achieve it, however, he will not ever make the students grasp the pleasure of learning English.

The teaching of spoken English is another theme that the English teacher has to discuss, for it has been far less achieved than its desired educational goal and the students' expectation. English is a living language and is always changing. So the English teacher has to keep up with the changes which occur every second among the English-speaking people. To catch a phenomenon of the changes, however, he must always pay close attention to the spoken language used in a practical situation; he must know certain spoken expressions of English which may not be available in a written textbook. Then, the English teacher will see that the language he teaches with a provided textbook is, what the linguists call, 'frozen' English, which is rarely spoken in an everyday situation and that the grammar of English loses its strict functions and rules in communication. The point here is how the English teacher deals with spoken English with respect to the grammar and usage of written English.

What an English teacher has to do first is, therefore,

to have enthusiasm to teach English as well as to develop his English proficiency. And he must always keep in mind what the students expect from him. Hearling from the students, he will find that they expect an enjoyable English class which gives them a hope to learn English. Here we have discussed English conversation, songs, movies, and foreign-culture introduction. But they are a few examples of the possible ways to have an enjoyable class, and the English teacher must have had his own idea to carry out a class of enjoyment. The importance is how the teacher gives his students everything that he has obtained in his own experience of learning English.

With the teacher's enthusiasm to seek for an enjoyable English class, the term "to make a boring English class is a serious crime" will be replaced certainly in the near future by another term "to make an enjoyable English class will open students' window to a new world".

# Appendix

- A. A Listening Comprehension Test on English Songs and Conversations, 140  
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- B. A Questionnaire Survey of Students' Listening Comprehension on English Songs, 143  
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- C. A Questionnaire Survey on Students' Speaking Ability, 143  
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# A

学校	学年	学科	性別	1	2	3	4
中・高・大			男・女				

↑ 該当のものに○

↑ 大姓のみ

↑ 二は何か書かなくても可い。

1. Hello by Lionel Richie

I've been along with you inside my mind

And in my dreams I've kissed your lips, ( ) ( ) ( ) ( ) ①

I sometimes see you pass outside my door

Hello, is it me ( ) ( ) ( ) ( ) ? ②

I can see it in your eyes

I can see it in your smile

You're all I've ever wanted, (and) my arms are open wide

'Cause you know just what to say

And you know just what to do

And ( ) ( ) ( ) ( ) ( ) ( ) ( ) so much ③

I love you

2. To All The Girls I've Loved Before

by Julio Iglesias and Willie Nelson

D.J.

And this next song sold over 113,000 copies in just one week, and is rapidly closing on selling 1 million ( ) ( ) ( ) ( ) This is mainly due to the fact that there is not an album available, but Julio Iglesias and Willie Nelson duet To All The Girls I've Loved Before of it. Still in the top ten, ten, ah, this week No. 9. Here's Willie and Julio.

W

To all the girls I've loved before

Who traveled in and out my door

I'm glad ( ) ( ) ( ) ( ) ②

I dedicate this song

To all the girls I've loved before

J

To all the girls I once caressed

And may I say I've held the best

( ) ( ) ( ) ( ) ( ) ( ) ( ) ③

I owe a lot, I know

To all the girls I've loved before

W.J

The winds of change are always blowing

And every time ( ) ( ) ( ) ( ) ( ) ( ) ( ) ④

The winds of change continued blowing

And they just carried me away

\*Recorded on May 26, 1984

KQKQ FM 98.5 Omaha, Nebraska, USA







# B

## ＜歌の聴き取りに関するアンケート＞

- あなたは、ある英語の歌を初めて聴いた時、どのくらい歌詞を聴き取れますか。
  - ほとんど聴き取れる
  - 半分くらい聴き取る
  - 少し聴き取れる
  - 全然、聴き取れない
- あなたは英語の歌を聴く時、どのように聴いていますか。
  - 歌詞の意味までしっかり調べ内容を味わいながら聴く
  - 所々、聴き取れる単語は拾うが、あとはさっさと流して聴く
  - 歌詞はさほど気にせず、曲のもつムードを味わう
  - 単にBGMとして聴いている
- あなたは英語の歌を耳で聴いただけで理解できるようになりますか。
  - ぜひなりたいたい
  - できればそうなりたい
  - 別になりたいたと思わない
- 今現在授業の一部として導入されている英語の歌はあなたにとってどのようなものですか。(あてはまるものはいくつでも)
  - リアリングの訓練になる
  - 英語の発音やイントネーションの勉強になる
  - 外国の人々の考えや文化などが歌詞から知ることができる
  - 英語の授業が明るく楽しいものになった
  - 緊迫した授業の中で、ほっと息をつ取る時間だ
  - 別にみんなの魅力もない
  - その他( )
- これからも英語の歌を授業に取り入れてほしいと思いますか。
  - 思う
  - 思わない
- あなたが特に好きな英語の歌を3曲書いて下さい(歌手名も)
 

。 。

# C

## ＜英会話に関する質問とアンケート＞

- あなたは英語を話すのが得意ですか。
  - 得意
  - ふつう
  - 不得意
- あなたが英語を話すことができる時、なにか英会話が口をついて出ないとしたら、その原因は次のうちのどれですか。(いくつもあり)
  - 言おうとしても何を言っているかわからない
  - 言おうとする内容がわからないが、それほどのよに英語に慣らないうわがわがない
  - 表現の仕方がわからないが、英単語の知識が不足している
  - 英語を話している時に発音や文法の手がかりをおぼえが飛ぶ
  - 英語を話さないと、ただで頭の中が混乱してしまう
- もし誰かが「Aさんは英会話が得意だ」と言っているのを聞いたら、あなたはAさんの英会話能力がどの程度だと思えますか。
  - 美しい発音と正しい構文で、まるで本国人のように流暢に話す
  - 発音や文法にはおぼろげですが、とにかく積極的に自分の意思を伝えようとしており、相手との対話を楽しんでいるのがわかる
  - とぎれとぎれではあるが、言いたい単語を上手に選んで、正しい発音にも努めている
  - もうどこか発音も構文もキチキチで何を言っているかわからないが、相手に立派に通じてしまっている
  - あなたは英会話がうまくなりたいてはいいですが、もともと「ほい」なら、あなたの現実的目標は聞きのア～エのうちどのどれですか。
    - はい (目標: )
    - いいえ
- 次の各対話の空らん处に日本語に合った英語を書いて下さい
  - (1) A: I'm sorry I'm late  
(おくれすみません)

B: \_\_\_\_\_  
(別にいいよ)
  - (2) A: I went to Kyoto yesterday.  
(へん、そうですか)

B: \_\_\_\_\_  
(じゃあまたね!)

# D

## 映画の理解に関する質問とアンケート

学校	学年	学科	性別	1	2	3	4	5	8
中・高・大			男・女						

↓  
お名前を記入して下さい

↓  
お名前を記入して下さい

### I. 今、御覧になった映画についてお尋ねします。

- あなたはこの映画を以前に見たことがありますか。  
ア. ある      イ. ない
- あなたはこの映画の「内容」がどのくらい理解できましたか。  
ア. ほとんどわかった  
イ. だいぶわかった  
ウ. あまりよくわからなかった  
エ. ほとんどわからなかった
- あなたはこの映画の「セリフ」がどのくらい理解できましたか。  
ア. ほとんどわかった  
イ. だいぶわかった  
ウ. 半分くらいわかった  
エ. あまりわからなかった  
オ. ほとんどわからなかった
- 次はこの映画の内容について少し細かい質問をします。

(1) 映画の中で老人たちが寮中に楽しんでいた遊びは何ですか。

- ア. ボール投げ  
イ. 盗いかつ  
ウ. カンヅリ  
エ. かくれんぼ

(2) その遊びはこの映画の中で何と呼ばれていましたか。

- ア. Hit the ball  
イ. The can kicking  
ウ. Kick and run  
エ. Kick the can  
オ. わからない

(3) 子供になってしまった老人たちが、再び老人に戻りたいと思、十分な理由は何のうちのどのどれですか。

- ア. もう一度、復讐がなければならぬから  
イ. 人生のつらからたことを再び経験しなければならぬから  
ウ. 自分の子や孫が自分より年上になってしまつから  
エ. 老人ホームの友だちと別れなければならぬから  
オ. わからない

(4) 老黒人 (Mr.ブルーム) は、子供になつた老人たちに、「あなたたちが再び老人に戻つた時、身体は老いているが……」何をもうっているだろうかと言いましたか。

- ア. good, kind heart  
イ. old, but strong mind  
ウ. rich, bright heart  
エ. fresh, young mind  
オ. わからない

(5) 次の老黒人 (Mr.ブルーム) のセリフはこの映画の「カギ」と思われるものです。空らんに入れて下さい。

The day we stop playing is the day we start getting ( ).

6. あなたが最近見た映画で特に印象に残った映画は何ですか。

題名:

その映画はどこで見ましたか

ア. 劇場 イ. テレビ ウ. その他 ( )

7. あなたが今まで見た外国映画で特に好きな映画を3つあげて下さい。

。 。 。

8. 私曰将来、映画を校業に定期的に取リ入れ、とアリーグカの向止と、外国文化の紹介などをしたいと考えています。もし、あなたが私の生徒だとしたら、このことについてどう思いますか。

- ア. ぜひやってほしい
- イ. てきればやってほしい
- ウ. どちらでもよい
- エ. あまりやってほしくない

理由:

II. この映画の内容から離れてお尋ねします。

1. あなたは映画を見るのが好きですか。

- ア. 大好き
- イ. 好き
- ウ. 好きでも嫌いでもない。
- エ. 嫌い。

2. あなたは洋画(劇場及びテレビの字幕スーパー入り)をどのくらい見えていますか。

- ア. 週に数回
- イ. 月に数回
- ウ. 月に1回
- エ. 年に数回
- オ. ほとんど見ない。

3. その時あなたはどのようにして映画を見えていますか。

- ア. 字幕には目と向付ないで全て原語で聞いている。
- イ. てきるだり原語で聞まわらないところだり字幕を見る。
- ウ. ほとんど字幕に頼りっぱなし。

4. あなたは字幕スーパーなしに映画を見られるようになりたいですか。

- ア. ぜひなりたい。
- イ. てきればなりたい。
- ウ. なりたくないと思わない。

5. アリーグの訓練として特にあなたがやっていることがありませんか。

- ア. テレビの英語講座
- イ. 映画をビデオに録画して何度も見る。
- イ. FENを聞く
- オ. 英語の歌をくり返し聞く。
- ウ. 外人とおしゃべりする
- その他 ( )

# E

## 異文化紹介に関するアンケート

学年:

性別: 男・女

1. 今回のスライド上映を見て、あなた以外の外国に対する興味は以前と比べてどうになりましたか?

- ア. かなり興味が増した。 イ. やや興味が増した。 ウ. 変わらない
- エ. やや興味が失った。 オ. 全く興味が失った。

2. 上映されたスライドの中で特に印象に残ったものをひとつあげてください(「～の写真」という風に)

3. その理由は何か?

4. 次にあげる各項目に関して、このスライド上映会で初めて知ったものの部分を○で囲んで下さい。

- ア. シカゴは世界で最も発着便の多い空港である。
- イ. アメリカでは「カレシ・セール」がひとぼんに催される。
- ウ. アメリカの生徒たちは、昼食を「スナック」で済ませることが多い。
- エ. アメリカの中部部では真冬に-30℃になることもある。
- オ. クリスマスに家の外側まで飾る習慣がある。
- カ. ニューオーリンズは「ジャズ音楽のふるさと」である。
- キ. シズニールランド(正確には「シズニールランド」)はフロリダ州にもある。
- ク. スペース・シャトルは「スペース・シャトル(コロダ)」から打ち上げられる。
- ケ. 世界一高いビルは「シアーズ・タワ」(シカゴ)である。
- コ. 園遊部は「ニューヨーク」にある。
- ク. 「自由の女神」は「リバティ・アイランド」という島の上にある。
- サ. ホリトマスは「ワシントンD.C.」にある。
- ス. ハーバード大学は「ボストン」にある。
- セ. アイアガラの道は「カナダ」にある。
- ソ. アメリカでは「佐賀地」にも「アサギ」が住んでいる。
- タ. アメリカには「カネコ」の「カネコ」という「黒い鳥」がいる。
- チ. 富士山より高い「パイクス・ピーク」の頂上へ列車で行ける。
- ツ. アメリカで最も大きく最も古い国立公園は「イエローストーン国立公園」である。

5. このスライド上映会はおもしろかったですか?

- ア. とてもおもしろかったです。 イ. おもしろかったです。 ウ. 面白い
- エ. ややつまらなかったです。 オ. とてもつまらなかったです。

6. このような外国のことを紹介する企画をこれからやってほしいと思いますか?

- ア. ぜひやってほしい。 イ. できればやってほしい。 ウ. 面白い
- エ. それほどやらないとは思わない。 オ. やってほしいとは思わない。

7. あなたはこの国のどんなことを特に知りたかったですか?

どこの国:  
どんなこと:

# Notes

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