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主催：千葉大学 言語教育センター



【開会の挨拶】

- 13:00-13:05 古在豊樹 (千葉大学学長)
- 13:05-13:10 崎津 格 (言語教育センター・センター長)

【基調講演】

- 13:10-14:20 「外国語教育—理想と現実の狭間で」
講演者：木田光春 (文部科学省初等中等教育局
教育課程課教科調査官)

【授業研究】

- 14:30-15:20 「理学部1年生の“Science Interpreter Project”」
発表者：三浦幸子 (千葉大学 英語非常勤講師)

【指導法研究】・・・ワークショップ

- 15:30-16:10 1) Overview TOEIC Speaking and Writing Test
(新TOEICテストの指導法)
発表者：Grant Trew (Oxford University Press)
- 16:15-16:55 2) Extensive Reading: Why it is Important and
Practical Suggestions on Running a Programme
(Graded Readersを使った効果的な多読指導法)
発表者：Daniel Stewart (開成中学・高等学校：
多読プログラムディレクター)

【パネルム】・・・授業法改善のための意見交換会

- 17:00-17:30

【閉会の挨拶】

- 17:30-17:35 椎名紀久子 (言語教育センター・副センター長)

【懇親会】

- 17:35-18:30 自然科学研究科大会議室 (茶菓：無料)

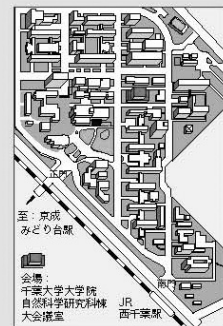
第4回 外国語シンポジウム

外国語教育：



授業改善へのヒント

- 開催日時 2006年12月16日(土)
13:00~17:35 (受付 12:30~)
- 場 所 千葉大学自然科学研究科棟大会議室
- 対 象 千葉大学外国語教育専任教員、非常勤講師、
千葉大学教員、言語教育に関心のある学生、
小・中・高校・大学教員、市民の方々など
- 参加費 無 料
- 申込方法 椎名紀久子 (kshiina@faculty.chiba-u.jp)
または非常勤講師控室 (D号館) 申込箱まで



主催：千葉大学 言語教育センター
第4回 外国語シンポジウム
外国語教育：授業改善へのヒント

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【プログラム】

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基調講演

- 13:10-14:20 「外国語教育 ー理想と現実の狭間で」
講演者 太田光春(文部科学省初等中等教育局教育課程課教科調査官)

授業研究

- 14:30-15:20 「理学部1年生の“Science Interpreter Project”」
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懇親会

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講演者と発表者のプロフィール

基調講演 (Keynote Address)

太田光春 (文部科学省・初等中等教育局・教育課程課・教科調査官)

Mr. Ota taught English at three different senior high schools from 1979 to 2000 before becoming an English Teachers' Research Consultant at Aichi Prefecture Education Centre from 2001 to 2003, concurrently holding a post as the English Teachers' Consultant at Aichi Board of Education. At the education centre, he was principally involved in teacher training, helping in the organization of seminars for teachers in Aichi prefecture. In 2004, he moved to MEXT as a senior curriculum specialist for foreign language education. As a senior curriculum specialist, he is responsible for the Upper Secondary Course of Study for Foreign Languages and Evaluation Guidelines as well as other aspects of foreign language education. He gives advice and guidance on English education to English teachers' consultants in each prefecture.

授業研究 (Research on English Instruction)

三浦幸子 (千葉大学英語科目非常勤講師)

中学校高等学校で専任教諭として13年間勤務。千葉大における指導歴4年。平成4年に英国レディング大学(University of Reading)で MA TEFL取得。専門は英語教育。特に Speaking と国際理解教育を中心に取り組んでいる。中高勤務時代からスピーチ指導に力を入れ、平成12年に指導した生徒の1人が国際理解教育英語弁論大会で全国優勝を果たす。ELEC同友会英語教育学会常任理事。同学会実践研究部会で平成13年に出版した共著『スピーチ指導ビデオ アクティブスピーチ』で語学教育研究所より「2001年度外国語教育研究奨励賞」受賞。大修館月刊『英語教育』誌上連載「授業のここにフォーカス」の企画・編集委員。文部科学省検定教科書高校英語World Trek I, II (桐原書店)執筆。

指導法研究 (Workshop for Pedagogy)

Grant Trew (オックスフォード出版・コンサルタント)

Grant Trew has been working in the field of EFL for nearly 20 years as a teacher, trainer and materials developer in the UK, the Middle East and Japan. He has a particular interest in the field of Language assessment and has designed both large scale oral and written test instruments for a number of institutions. He is an ETS trained item writer for the TOEIC test and has been an oral examiner for the Cambridge Main Suite exams. He is the author of the "Tactics for TOEIC: Speaking and Writing Tests" for Oxford University Press.

Daniel Stewart (開成中学・高等学校：多読プログラムディレクター)

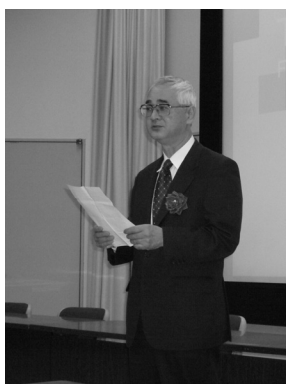
Mr. Stewart has set up and run extensive reading programmes at the junior high, senior high and university levels. His M.A. dissertation concerned the use of dictionaries in extensive reading. Before becoming a full time teacher at Kaisei, he was a researcher at Tokyo Gakugei University.

第4回 外国語シンポジウム 報告

椎名 紀久子

外国語シンポジウム・コーディネイタ

2006年4月、千葉大学言語教育センターが新たに発足した。1994年に外国語センターが設置されて以来2度の改組を経て今日に至るが、一貫して千葉大学における外国語教育の司令塔としてその役割を果たしてきた。そのなかで、「外国語シンポジウム」はセンターがその時々で外国語教育における重要課題と認識した問題点を、全学の教員、非常勤講師、学生、時には一般市民をも交えて熱く討論する集いとして開かれてきた。2006年12月16日に開催されたシンポジウムはその第4回目にあたる。「千葉大生の国際人化プロジェクト」の一貫として、学長裁量経費を得て実現した。シンポジウムのテーマを「外国語教育：授業改善へのヒント」とし、これまでも増してFaculty Development (FD)を前面に強く打ち出した。なぜなら、急速に進展するグローバル化社会にあって、学習者のレベル、興味、学習観があまりにも多様化したために、外国語教育の重要性がかくも声高に唱えられながら、指導者の技が学習者のそれらに対応しきれなくなっているからである。学習者中心、自律学習、協調作業、教えない指導、といった新世代の教育方法を象徴するキーワードが飛び交っているが、いざその実践となると、教授者中心で知識伝授型の教育を受けてきた指導者たちの頭の切り替えは必ずしも容易ではない。そこで本シンポジウムでは、「基調講演」、「授業研究」、「指導法研究」、「授業法改善のための意見交換会」の4部構成で、これらの諸問題の解決に向けて指導者研修を行うことにした。



はじめに古在豊樹学長が挨拶され、嶋津格言語教育センター長が開会の辞を述べた。続いて行われた文部科学省の太田光春教科調査官による「基調講演」では、「外国語教育 一理想と現実の狭間で」と題して、今求められている英語の指導方法と高校の英語教育のそれとに大きな乖離がある現状が報告された。高校では依然として大学受験を主目的にした

文法訳読式の読解偏重の指導が中心であること、学習者中心のコミュニケーションな活動が少なく、英語教師が授業中に発する音声英語のインプット量が絶対的に少ないなどの現状が紹介された。高校卒業時の英語力をいかに実社会の求めるそれに近づけるかが大学における英語教育の課題であるとしたら、学習者の自律性重視、英語による多量のインプット（聞かせる・読ませる）とアウトプット（書かせる・話させる）の増大を図る指導法の研修と環境整備（良質な教材、教室やIT機器の整備）が急務であると確信した。



「授業研究」では、三浦幸子氏（千葉大学・英語非常勤講師）が「理学部1年生の“Science Interpreter Project”」と題し、学生6名の参加を得て授業の一部を再現した。専門分野の内容を英語で調査しわかりやすく説明する力、それを聞いて理解し書きとめる力、質問する力、解説する力、最後にレポートにまとめる力を求めるこの授業では、プロジェクト達成のプロセスで、学生自らが4技能を駆使せざるをえないように仕組まれている。必ずしも英語力が高い学生ばかりではないなかで、指導者の適切な助言のもとに学生同士が生き生きと切磋琢磨し合って主体的に学びの共同体を作り上げ、ビデオ視聴を通して振り返りを行う一連の授業展開は今求められている指導法を具現化した大変示唆に富むものであった。学生たちが披露してくれた英語力はその指導の成果を物語る高いレベルであったことを申し添えたい。

「指導法研究1」（ワークショップ1）では、“Overview TOEIC Speaking and Writing Test”と題して、Oxford University Press ELT Consultant（オックスフォード大学出版の英語教育コンサルタント）である Grant Trew 氏が新方式の TOEIC (Test of English for International Communication) について、事例を交えながら、会場の参加者を巻き込むかたちで解説した。実際のコミュニケーションに近い状況を想定して作成された新テストの出現により、小手先のテスト対策は通用せず、これまで以上に真の英語力が測られることとなった。千葉大学で実施されているレベル別（英語Ⅰ、Ⅱ、CALL英語、中級、上級）、目的別（学術情報、国際情報、文芸情報）の英語科目を計画的に履修し、CALL英語や外国語図書室で多読教材を使って自学自習するなどの、日頃の弛みない英語学習への努力が高得点に結びつく結果になると思われる。

「指導法研究2」（ワークショップ2）では、“Extensive Reading: Why it is Important

and Practical Suggestions on Running a Programme”と題して、開成中学・高等学校の多読プログラムディレクターである Daniel Stewart 氏から、レベル別多読教材 (Graded Readers) による速読・多読の指導法、評価方法、教材管理方法について研修を受けた。読解力養成には精読だけでなく多量のリーディング教材を楽しみながら速読する必要があることから、千葉大学言語教育センターでは平成 18 年度の学長裁量経費で、英語、ドイツ語、フランス語、中国語の多読教材を購入し、19 年度より学生に貸し出しを開始する。この研修はその意味でも非常に有意義な内容であった。多読教材を多数出展し、参加者にサンプルを提供して下さったオックスフォード大学出版の田口さんにもこの場を借りて感謝の意を表したい。

最後に「フォーラム」の時間帯を設け、シンポジウムの講師を囲んで、言語教育センターの専任教員や他学部の教員、非常勤講師、一般参加者（主に高校の英語教員）による質疑応答と授業法改善のための意見交換を行った。日頃、英語教育に携わる教員や非常勤講師が一同に会する機会がないことから、本フォーラムにより、日頃抱えている英語教育上の問題点などについても自由に話し合うことができ、平成 19 年度に向けて新たな気持ちで出発する準備ができたと思われる。19 年度からあらたに 2 名の外国人教員が加わり、随時学生からの英語学習に関する相談に応じられる体制も整った。今後もこのような FD を主眼とした研修会を開催し、外国語のカリキュラムの改善、教材 (CALL 教材、読解教材、音声教材) の開発と整備、学習環境の整備拡充により、外国語教育の一層の充実を図っていく予定である。



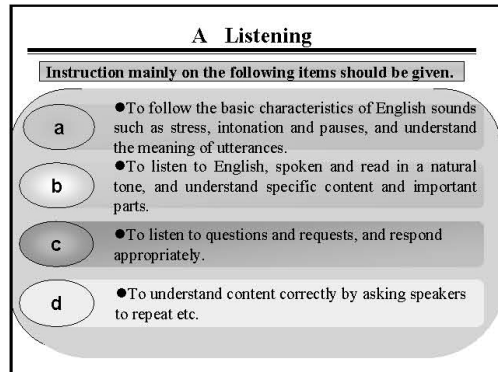
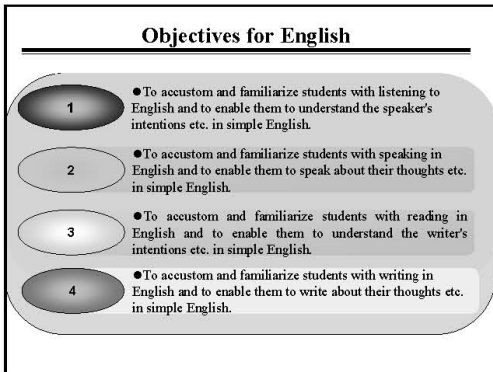
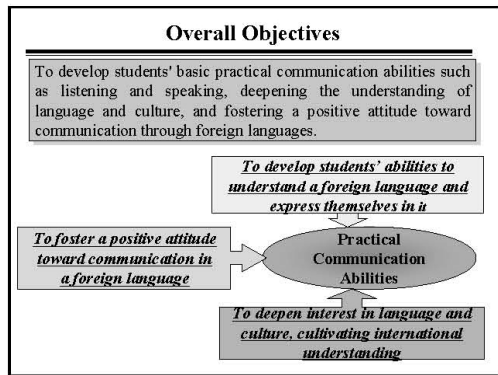
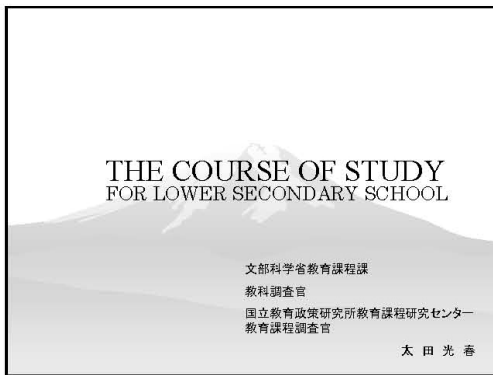
【基調講演】

外国語教育－理想と現実の狭間で

太田 光春

文部科学省初等中等教育局

教育課程課教科調査官



B Speaking

Instruction mainly on the following items should be given.

- a ●To become familiar with the basic characteristics of English sounds such as stress, intonation and pauses, and pronounce English sounds correctly.
- b ●To speak correctly about one's thoughts and feelings to the listener.
- c ●To carry on a dialogue and to exchange views regarding what has been listened to or read.
- d ●To speak extensively by utilizing various techniques such as using linking words etc.

C Reading

Instruction mainly on the following items should be given.

- a ●To distinguish between different letters and symbols, and read correctly.
- b ●To read silently, thinking about the content written, and to read out aloud so that the meaning of the content is expressed.
- c ●To read and understand the general outline and pick out the important parts of stories, descriptive texts, etc.
- d ●To understand the writer's intentions in messages, letters, etc. and respond appropriately.

D Writing

Instruction mainly on the following items should be given.

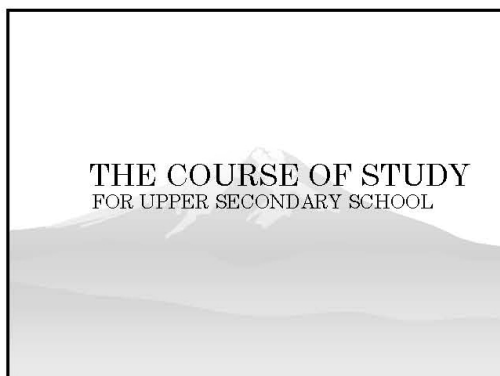
- a ●To distinguish between different letters and symbols, and write correctly with due attention to the spaces between words etc.
- b ●To take notes and write impressions, opinions, etc. about what has been listened to or read.
- c ●To write correctly about one's thoughts and feelings to the reader.
- d ●To write messages, letters, etc. that correctly transmit the writer's intentions to the reader.

Contents

Language Activities

The following language activities should be conducted over three years in order to develop students' abilities to understand and express themselves in English.

- Listening
- Speaking
- Reading
- Writing



Overall Objectives

To develop students' practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

Subjects	
1	●Aural/Oral Communication I
2	●Aural/Oral Communication II
3	●English I
4	●English II
5	●Reading
6	●Writing

Aural/Oral Communication I

To develop students' basic abilities to understand and convey information, ideas, etc. by listening to or speaking English, and to foster a positive attitude toward communication through dealing with everyday topics.

Aural/Oral Communication II

To further develop students' abilities to organize, present and discuss information, ideas, etc. in English, and to foster a positive attitude toward communication through dealing with a wide variety of topics.

English I

To develop students' basic abilities to understand what they listen to or read and to convey information, ideas, etc. by speaking or writing in English, and to foster a positive attitude toward communication through dealing with everyday topics.

English II

To further develop students' abilities to understand what they listen to or read and to convey information, ideas, etc. by speaking or writing in English, and to foster a positive attitude toward communication through dealing with a wide variety of topics.

Reading

To further develop students' abilities to understand information, the writer's intentions, etc. by reading English, and to foster a positive attitude toward communicating by utilizing these abilities.

Writing

To further develop students' abilities to write down information, ideas, etc. in English in accordance with the situation and the purpose, and to foster a positive attitude toward communicating by utilizing these abilities.

Perspectives of evaluation and their main points

Interest, willingness and a positive attitude toward communicating in a foreign language

To have an interest in communication, to participate actively in language activities and to try to engage in communication

Evaluation criteria

To have an interest in communication

To participate actively in language activities

To try to continue communication by utilizing various techniques

Perspectives of evaluation and their main points

Ability to express oneself (meaningfully and to make oneself understood) in a foreign language

To express what one wants to convey such as one's own ideas and feelings by speaking and writing in a target language

Evaluation criteria for Speaking

To be able to speak accurately about one's thoughts and feelings in simple English

To be able to speak in simple English in a way appropriate to the situation and condition

Perspectives of evaluation and their main points

Ability to express oneself in a foreign language

To express what one wants to convey such as one's own ideas and feelings by speaking and writing in a target language

Evaluation criteria for Writing

To be able to write accurately about one's thoughts and feelings in simple English

To be able to write in simple English in a way appropriate to the situation and purpose

Perspectives of evaluation and their main points

Ability to understand a foreign language

To understand what is conveyed such as the speaker's or writer's intentions and specific contents by listening to and reading a target language

Evaluation criteria for Listening

To be able to listen to and understand accurately information in simple English

To be able to listen to simple English in a way appropriate to the situation and condition

Perspectives of evaluation and their main points

Ability to understand a foreign language

To understand what is conveyed such as the speaker's or writer's intentions and specific contents by listening to and reading a target language

Evaluation criteria for Reading

To understand what is conveyed such as the writer's intentions and specific contents

Perspectives of evaluation and their main points

Knowledge and understanding of language and culture

To acquire knowledge of the language and its use, and to understand the culture behind the language through the learning of a target language

Evaluation criteria for Knowledge & Understanding

To have acquired a basic knowledge of the language and its use

To understand the culture dealt with

What are the Realities?

- ◆ There are teachers who pay attention to entrance examinations rather than to communication abilities.
- ◆ There are teachers who just tell students to do this or that and evaluate students without helping them improve skills or teaching them how to improve skills.

What are the Realities?

- ◆ There are teachers who believe learned knowledge of grammar is useful even in speaking.
- ◆ There are teachers who are ignorant of the fact that English classes should be student-centered, principally composed of communication activities.

What are the Realities?

- ◆ There are teachers who believe it is necessary to translate every English word into Japanese for understanding.
- ◆ There are teachers who disregard the fact that students lack exposure to English, which is essential in becoming a good speaker of English.

What are the Realities?

- ◆ Only 1.1 percent of teachers conduct their classes principally in English.
- ◆ Only 8.4 percent of teachers use English in about half of their class periods.
- ◆ Nearly 90 percent of teachers use Japanese as the medium of instruction.

What are the Realities?

- ◆ There are teachers who try to avoid team-teaching.
- ◆ There are teachers who just take advantage of ALTs.
- ◆ There are teachers who can't make good use of ALTs.

What is expected of teachers

To have a sense of mission and do your best to

- ◆ have students realize English is a common international language and a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.
- ◆ have students realize how fun it is to be able to use English as a means of communication.
- ◆ have students realize it is highly likely that they will acquire a good command of English through your teaching.

What is expected of teachers

To have a sense of mission and do your best to

- ◆ organize the classroom as a setting for communication and communicative activities.
- ◆ to facilitate the communication process between all participants in the classroom
- ◆ to contextualize the teaching points through situational practice

To Make a Long Story Short

- ◆ Give students an insight into learning strategies.
- ◆ Teach students communication strategies to help them overcome communication difficulties.
- ◆ Provide students with regular experiences of success.
- ◆ Provide students with opportunities to try out what they have learned.
- ◆ Help deepen students' intercultural understanding.

*If you are skeptical or diffident of
what you are doing in class,*

*please remember the overall objectives for foreign
language education written in the Courses of Study*

*In the words of Yoda, the great Jedi master:
"Do or do not. There is no try."*

*Judy Garland put it, "Always be a first-rate
version of yourself, instead of a second-rate
version of somebody else."*

Happy Teaching!

I wish you the best of luck!

【授業研究】

理学部 1 年生の “Science Interpreter Project”

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千葉大学で授業を担当し今年度で 4 年目となるが、1 年生の授業は一貫して理学部が対象であった。学生たちの知的好奇心を高めつつ英語技術を伸ばすことを念頭にこれまで試行錯誤してきた結果、現在では、学生たちによる口頭発表（英語によるプレゼンテーション）と質疑応答を授業に取り入れ、この活動全体を “Science Interpreter Project” を名づけて指導を行っている。本発表では、実際に 6 名の学生に参加してもらい、会場で授業の一部を再現したうえで、指導の全体像について紹介した。

1. “Science Interpreter Project” のねらいと背景

本発表で紹介した活動は、簡単に言うと「学生たちが自分たちの分野、つまり science に何かしら関連している話題を選んで、担当教官のような専門外の者でも理解できるようにかみくだいて英語で説明する」ことを目的とした口頭発表（以下「プレゼンテーション」）とそれに関する質疑応答である。この活動の目的、また、発案と計画していくにあたってどのような背景があったかを以下に記したい。

(1) 目的

第一の目的は、上述のように自分の分野に関する情報を社会と結びつけて考え、専門外の人々に分かりやすく伝えることである。英語技能に関しては、「聞く」「話す」「読む」「書く」の 4 技能すべてを統合して伸ばすことをねらいとしている。具体的には、プレゼンテーションの準備段階で十分「英語で読む」ことが必要であり、それをもとに発表原稿を作成し（「英語で書く」）、発表時には話し手は「英語で話し」、聞き手の学生たちは「英語を聞く」とともに「書く（ノート・テイキング）」作業があり、その後の質疑応答では話し手も聞き手も「聞く」「話す」ことを行うわけである。さらにプレゼンテーション後、各発表者は教官と聞き手からのフィードバックと質問をもとにより詳しい調査を行い（「英語で読む」）、最終的にレポートにまとめて（「英語で書く」）教官に提出することとなる。

(2) 背景

この活動を発案するにあたっては、多くの偶然が重なっている。まずは、Science Interpreter という名称についてであるが、読売新聞の情報誌「PEOPLE」（2005 年 10 月 24 日）に掲載されていた日本科学未来館で展示物を科学的な知識をふまえて来訪者に説明する「インタープリター」という職からヒントを得た。また、今年の後期授業開始直前に International Herald Tribune Asahi Shimbun に掲載された記事に、自分が考えて

いたことを裏付けてくれるような記述を見つけ、授業開始時にリーディング教材として活用した。結果的に、学生たちにとっていい動機付けとなったと考えられる。その記述の一部は以下のとおりである。

Researchers are now required to evaluate the social effects of their research and explain them to the public in plain language. (Tateo Arimoto, *Time for scientists to put their house in order*. Sep. 28, 2006)

次に、千葉大学普遍教育ガイダンスに記されている担当授業「英語 I R」の学習目的別授業形態は「学術情報」である。すなわち、「専門家が一般の知識人を読者や視聴者に想定して、それぞれの専門分野で話題になっていることを平明に記述あるいは講演した著作物やビデオを用いて学習することに主眼をおく」学習形態である。科学の分野に関しての著作物等はどんな教材を用いても、その著しい発展速度に情報が遅れがちになってしまい、教材選択が難しいと感じている。また、理学部は5学科専攻学生の混成クラスなので、教材によっては一部の専攻学生の専門に偏る傾向があり、公平とは言えない。そこで、「専門家」を個々の学生に、読者や視聴者となる「一般の知識人」を他学生と担当教官である自分に置き換え、学生が主体的に発信する活動を計画することも適切ではないかと考えたわけである。さらには、自分自身がこれまでの教歴の中で重点をおいて行ってきたスピーチやプレゼンテーションの指導方法を、現在の対象学生相手に焼きなおすことによって活かせるのではないかと考えた。実際に、始業時にとったアンケート調査(担当者作成のもの)によると、英語による本格的なスピーチやプレゼンテーションなどの学習経験のある者はほとんどなく、人前で自己表現することに関しては重要だとは感じながらも自信がないと回答する学生が大部分であったため、試みる必要性を感じたこともこの活動の計画に大きく影響している。

2. 授業の中での位置づけ

この3年間は、前期に Listening & Speaking, 後期に Reading の授業を担当させていただいている。これまで試行錯誤で取り組んできた活動を、今年度は一年間で以下のように設定した。

前期計画：1) 4～6月：Listening / Shadowing / Discussion & Communication Strategies

2) 7月：Listening / Debate & Communication Strategies

*News English を使用し、Think in English と paraphrasing の練習を行う

後期計画：1) 10～12月：Reading Skills / “Science Interpreter Project”

2) 1～2月：Extensive Reading / Summary & Opinion Writing

*News Watching を使用し、Shadowing と paraphrasing の練習を行う

後期にプレゼンテーション (“Science Interpreter Project”) を計画しているのは、前期か

ら音声指導や **Communication Strategies** 等の練習を行い、発話に慣れ自信をつけることと、相手（聞き手）を意識した発話を促すためである。なお、誤解のないように、授業は、学生主体のプレゼンテーションで終始するのではなく、教師主導の活動とバランスをとるように計画している点を記しておきたい。

3. 指導手順

この発表で紹介した“**Science Interpreter Project**”の指導過程は以下のとおりである。

1 時間目：授業説明＋課題（上述の新聞記事）

2 時間目：課題確認＋“**Science Interpreter Project**”の説明

- (1) 自作ハンドアウト（A 3 両面 4 枚）を配付し、次の各項目について詳細を説明する
 - ① 目的 ② 評価の基準 ③ 構成の仕方 ④ 準備の仕方
 - ⑤ 台本例 ⑥ 表現例 ⑦ 質疑応答例 ⑧ 参考となる文献、サイト
- (2) 発表例の提示：評価の基準と合わせながら、良い例と悪い例を示す。良い例に関しては当初は担当者が編集委員の一人として作成した「アクティブスピーチ ビデオ」に収録された見本を見せていたが、今年度は昨年度の理学部 1 年の授業時に録画した学生たちの発表を見本として示した。
- (3) 発表順決定：発表計画表を示し、原則としてくじ引きで順番を決めた。最初の 2 週間については自薦をすすめたところ、前期履修者の中から積極的に名乗り出てくれた学生が多く、たいへん有難かった。

3 時間目：質疑応答の仕方の確認と指導 / 発表計画表提出

発表日時を各自に確認のうえ、発表計画表を提出させ、相談がある場合は書かせ、それを個人指導に役立てることができた。

5～20 時間目：プレゼンテーション＋質疑応答

- (1) **Speakers**：1 人（約 5 分程度）またはペア（8～10 分程度）で、一時間の授業内に 2 組または 3 組が発表する。
- (2) **Listeners**：①発表を聞きながら、担当教官が用意した **note-taking sheet** に発表内容の要点を書き込む。
②発表後、英語で質問をする。
③**note-taking sheet** に質問、発表のよい点、改善点を書き込み、教官に提出する。

プレゼンテーション終了後：

- (1) 教官は **note-taking sheet** を確認し、束にして、教官による評価（**evaluation sheet** に各評価項目について 5 段階で評価し、アドバイス等

を記したもの)とともに発表者に渡す。

- (2) 各発表者は、教官からの **evaluation sheet** と他学生たちからの **feedback** や質問をもとにさらなるリサーチを行い、発表内容をレポートにまとめ提出する。(1月締め切り)

4. 評価方法

該当授業「英語 I R」における評価方法は以下のとおりである。

- (1) 後期「英語 I R」授業全体の内訳
- ①News Watching (20%)
 - ②Science Interpreter Project (25%)
 - ③Reading & Writing Homework (20%)
 - ④Final Assignment (15%)
 - ⑤Participation & Contribution (20%)
- (2) “Science Interpreter Project” (25%)の評価
- ①Oral Presentation (10%)
 - ②Note-taking sheet (5%)
 - ③Report (10%)
 - ④Asking questions → 上記⑤Contribution として評価

5. 考察

プレゼンテーションのような学生主体の活動を取り入れることで悩むことは、満足のいかない発表がある場合に、自分の指導がまだまだ不十分であって、発表段階に持つていくには時期尚早だったのではないかという点である。特に音声面で継続的な指導の必要性を強く感じている。発表回数に関しても、履修人数や他活動との関連で、1人に1度の機会しか与えられていない。2年生以上の授業でもプレゼンテーションを行わせることがあるが、経験のある学生が上達を見せていることから、複数回の発表機会を与えることが理想と考えられる。まだまだ改善点は多いが、やる意義も多く感じている。4技能を統合して知識の注入だけでなく、「使う」指導ができる点、また、各自が自分で発表テーマを選ぶため、無意識に個性も発揮できるし、質疑応答を通して、クリティカルに考えて意見交換をし、互いに伸ばしあえているという効果もある。相互発見と理解、また最終的には個々の学生の自己実現(Self-actualization)につながるという点でも意味ある活動だと感じるので、今後も改良しつつよりより指導につなげていきたいと思っている。最後に、学生の1人がレポートに追記してくれた感想を紹介したい。

I had not learned listening and speaking English before I entered the university because it wasn't needed in entrance exams. I was uneasy at first class but I

wanted to be able to listen and speak English. Recently, I get used to do these. Thanks to you, I have been able to do aggressive challenges. I couldn't do those in preparation for entrance exams. Although a mistake is to be feared of course, I have learned English without fearing too much. If there were only strict competitions such as entrance examination, I would have not been able to say my opinion in English in the class. Thank you for your tolerant attitude.

(英文は原文のまま)

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【指導法研究】

An overview of the TOEIC Speaking and Writing tests

Grant Trew
Oxford University Press

The addition of the new Speaking and Writing tests to the TOEIC program to measure productive English skills will open a doorway for Japanese business people to improve the skills that are becoming increasingly important in global business

Naotomi Umezawa
Managing Director of IIBC
(ETS's representative in Japan)

Since its introduction in 1979 the Test of English for International Communication (TOEIC) has developed into the de facto standard measure of English proficiency in Japan. Until now this test has featured a multiple choice format focused on assessing reading and listening Skills. Starting in January of 2007 a new set of test components will be introduced to assess the English production. This paper will give an overview of the new TOEIC Speaking and Writing components.

General summary

The TOEIC Speaking and Writing Tests will be introduced initially in Japan in Osaka, Tokyo and Nagoya with other test centers opening up at a later date. It is completely independent from the current TOEIC Listening and Reading components and can be taken separately.

The test is computer based, meaning that test takers will respond to written and listening stimulus from a computer. Their answers in the speaking section are spoken into a microphone and recorded, while on the written section, all answers are typed and stored on the computer hard drive. Test takers are not allowed to take notes on any section of the test. Responses to both the speaking and writing components are scored by ETS-trained raters through the ETS Online Scoring Network.

The tests aim to assess spoken or written English as it is used in international workplace contexts. Although the test (in common with the current TOEIC Listening and Reading test) is aimed at ‘workplace’ English, it is not restricted to office or business situations, and may include contexts ranging from shoe sellers to artists or construction sites. The test has been designed to assess, and be accessible to, test takers from elementary to advanced ability and there are no restrictions on who may take it.

The TOEIC Speaking Test

The first component is the Speaking test. This consists of 11 questions and takes approximately 20 minutes to complete. The test is built around a series of “claims” which define the aims of the test and are the focus around which the tasks are designed. The first claim for the speaking test is:

Speaking Claim 1:

The test taker can generate language intelligible to native and proficient non-native English speakers.

The first 3 questions in the speaking test support this claim. It aims to be accessible to lower level test takers.

Questions 1 and 2 (Read a text aloud) feature of a text passage, e.g.

All right everyone, we've come to the end of our tour of the downtown area, and we're about to enter the public gardens, where we'll take a short break. There's a café here, where you can rest, get something to drink, and look over the schedule for the rest of the day. Let me know if you have any questions.

Test takers are given 45 seconds to read silently, then 45 seconds to read the passage aloud into the microphone.

Question 3 (Describe a picture) features picture of a common everyday scene, e.g.



N.b. Actual test pictures are in color

Test takers are given 30 seconds to study the picture and prepare their response, then 45 seconds to speak.

Questions 1 and 2 are evaluated on the following:

- pronunciation
- intonation and stress

Question 3 also includes a focus on:

- grammar
- vocabulary
- cohesion

Although these initial questions are accessible to lower ability speakers they also serve to reveal a lot about speakers all levels of ability.

Speaking Claim 2:

The test taker can select appropriate language to carry out routine social and occupational interactions (such as giving and receiving directions, asking for and giving information, asking for and giving clarification, making purchases, greetings and introductions, etc.)

The next 6 questions in the test aim to support this claim. It is focused on assessing, and being accessible to intermediate level test takers.

In **Questions 4-6 (Respond to questions)** the test taker is asked to imagine they are taking part in a market research telephone interview, e.g.

Imagine that a US marketing firm is doing research in your country. You have agreed to participate in a telephone interview about vacations.

Questions 4 and 5 feature simple questions to which a fairly short answer is expected, e.g.

What did you do on your last vacation?

For these questions the test taker has 15 seconds to record their response. Question 6 requires a slightly more complex answers and allows 30 seconds for the response, e.g.

What do you think is a good way for a family to spend a vacation and why?

Questions 7-9 (Respond to questions using information provided) are based around a schedule or agenda such as the following:

Green Valley Tours

6-hour Green Valley Tour, available for small or large groups.
Tour-bus (\$95 per person) or Mini-bus (\$125 per person).

9:30	Pick up (available from any Green Valley hotel location)
10:30	Arrive Green Valley Inn
10:30–12:30	Tour of Green Valley (including the Fine Arts Museum)
12:30	Picnic lunch at scenic Harwood Estate*
1:30	Depart for historic Freemark Abbey
2:00–3:30	Tour of Freemark Abbey
3:30	Return

* \$25 extra for picnic lunch

Test takers are allowed 30 seconds to read the agenda before the questions begin, then will hear three questions from customers who have lost the agenda or otherwise don't have access to the information.

E.g.

Hello, I'm calling about the Green Valley Tours advertisement I saw in this weeks Business news. Could you possibly tell me the price of the Mini-bus tour?

This is an integrated (Reading/Listening/Reading skills) task in which the test taker must listen to the question (it is not printed on the screen), consult the agenda to find the required information, then give their response. In addition to the assessment factors noted for the preceding questions, the following elements are evaluated:

- relevance of content
- completeness of content

Questions 4-9 are aimed at practical skills that test takers might be expected to have to deal with in an actual workplace situation.

Speaking Claim 3:

The test taker can create connected, sustained discourse appropriate to the typical workplace.

The final two questions on the test support this claim and are aimed at advanced test takers.

Question 10 (Propose a solution) is in the form of a voice mail from a person who has a problem, e.g.

*Hi, this is John Lord in apartment 16. Listen, I've just noticed that the water in my apartment doesn't seem to be working. I just turned on the tap, and a little bit came out, but now it's stopped. Now I need to take a shower, and I've got to ummm.. wash my clothes and things, and I need water to cook. And I will definitely need it tomorrow before I go to work. This is really a problem, and I'd appreciate it if you could call me back and let me know what you are going to do about this. I really need this to be taken care of today. Thanks a lot.
This is John Lord in apartment 16.*

The recordings feature quite lengthy and natural examples of language, including hesitations, and false starts. The test taker must listen to the

recording (it is not printed on the screen), then they are given 30 seconds to prepare a response and 60 seconds to record their answer.

In addition to possessing all of the points previously assessed, test takers in this part are required to display some creativity in the formation of their responses. Situations will always feature a number of obvious solutions, however, and although the response must clearly address the question, the assessment focuses primarily on the language ability the test taker displays.

Question 11 (Express an opinion) features a topic question to which test takers must produce a clear, well organized, and supported opinion response. E.g.

Some people prefer to fix or build things by themselves. Other people prefer to pay others to do these types of things. Which way do you prefer, and why?

Use specific reasons and details to support your answer.

Test takers are allowed 15 seconds to plan their response then 60 seconds to record their answer.

The final two questions require an understanding of organization and the conventions of English spoken discourse which makes them ideal for assessing test takers at the more advanced levels, although lower level test takers are likely to find these tasks extremely challenging.

The TOEIC Writing Test

The writing test features 8 questions and takes roughly one hour to complete. All answers are typed into the computer and test takers are provided with simple word processor functions that include cut, paste, undo, and redo. Additionally, there is a time clock, and where appropriate, a word count function (both of which may be hidden if desired). As with the Speaking component, the tasks in the Writing section center around 3 claims.

Writing Claim 1:

The test taker can produce well-formed sentences.

Questions 1-5 (Write a sentence based on a picture) support this claim and are aimed at elementary level test takers.

For each question, test takers see a picture followed by 2 words, e.g.



hold / basket

The test taker must make a single sentence related to the picture that uses both of the words. The words may be either content words (e.g. nouns, verbs, etc) or function words (e.g. prepositions, conjunctions, etc) with some of the words (e.g. subordinating conjunctions such as; because, although, unless, etc) requiring the construction of multi-clause sentences.

To complete all five questions, test takers are allowed eight minutes in total and test takers are assessed on:

- grammar
- relevance of the sentences to the pictures

Although this question type only requires test takers to write 5 sentences in total, the range of different types of words that can be used means that this question can in fact be quite challenging and reveal quite a lot about the language abilities of the test taker.

Writing Claim 2:

The test taker can produce multi-sentence-length text to convey straightforward information, questions, instructions, narratives, etc.

Questions 6 and 7 (Respond to a written request) support this claim and are aimed at intermediate level test takers.

For each question, test takers are given an email and task set, e.g.

<p>Directions: Read the e-mail.</p>
<p>FROM: M. Eaton, Spring Valley Travel TO: J. Moore – European Adventure Tours SUBJECT: Opening for overseas tour guide SENT: August 26, 2:54 P.M.</p> <p>Thank you for your interest in the position of tour guide.</p> <p>I am attaching an application form for the position. Please let me know if you have any questions about the application or the job itself.</p>
<p>Directions: Respond to the e-mail as if you are J. Moore. In your e-mail, ask TWO questions and make ONE request.</p>

They must read and understand the email and task expectations then write a response email that meets the noted requirements and are given 10 minutes to complete each question. They are evaluated on:

- quality and variety of the sentences
- vocabulary
- organization

The tasks can require test takers to perform a variety of functions including asking for or giving information, explanations or instructions, making requests/complaints, etc.

As with the speaking task aimed at intermediate ability, these questions also focus on practical skills common in the workplace.

Writing Claim 3:

The test taker can produce multi-paragraph-length text to express complex ideas, using, as appropriate, reasons, evidence, and extended explanations.

Question 8 (Write an opinion essay) supports this claim and is aimed at high level test takers.

For this question, test takers are given an essay question very similar to the type given in the speaking test, e.g.

Some people enjoy jobs that include traveling a lot and meeting new people. Others like to work in a fixed location with the same group of coworkers. What is your preference? Explain why.

Test takers are allowed 30 minutes to plan and write the essay and the responses are scored on:

- degree of supported with reasons and/or examples
- grammar
- vocabulary
- organization

In addition to the quite sophisticated linguistic requirements inherent in this type of question, the tight time limit is likely to make this a very challenging task. A key aspect of producing a well formed and appropriately organized essay within the allotted time will be the ability to quickly draft a clear outline, a skill which many Japanese language learners lack.

Overall impressions of the tests

Designing an instrument to assess oral and written communicative ability over such a broad range of ability, while keeping it within a form that is both logistically and economically feasible is clearly a challenging task.

Having had the opportunity to experience the test as a test taker, item writer and rater, however, I feel that the test is well suited to meet the stated claims. Furthermore, as an educator, I find that the types of things I would do in my class to prepare students to score well on this test are also the things that are going to develop practical speaking, writing (and also reading and listening skills) I find the majority of the task types to have a real-world payoff and face validity that I am sure learners will also find motivational.

There are some communicative elements that I feel the tests do not adequately address, mainly interactive skills such as turn-taking. I realize however, that the

testing such features would not be possible without significantly increasing the cost and difficulty of administering the test.

In spite of these possible shortcomings, I believe that the abilities the tests do assess correlate well with overall communicative competence, and feel confident that they provide an effective tool for assessing spoken and written English ability.

References and acknowledgements

All question examples are taken from:

Tactics for TOEIC: Speaking and Writing

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【指導法研究】

Extensive Reading: Why to do it and Practical Advice on Running a Programme

Daniel Stewart
Kaisei Academy

This paper is a more thorough explanation of the issues introduced by the author at the Fourth Annual Foreign Language Symposium held at the Center for Language Education, Chiba University on December 16, 2006.

What is Extensive Reading?

There are many definitions of Extensive Reading (ER). For the purpose of this paper, ER will be described thus-

Students read graded readers quickly to get massive amounts of comprehensible input in English.

The main problem some ER practitioners would have with this definition is that students read graded readers as opposed to newspaper, magazines or any other sort of reading material. While the author acknowledges the usefulness of any reading material which interests students, the contents of this paper will be confined to graded readers in order to narrow the discussion to a manageable size. Massive should be read to mean a student reads considerably more than they would normally read. In most cases that would be at least one book a week. In the Japanese education system, students often read one book in class along with their teacher and classmates over several weeks or months. In comparison, one book a week is a massive amount. It should be noted that some students would be reading a quite thin book of perhaps 30 pages while other students would be reading books which are hundreds of pages long. The key point is that each student is reading the right book for their own level.

A Typical ER Programme

Perhaps the easiest way to give readers a clear image of what ER involves is to give an example of how a typical programme works. Here a programme at Kaisei Academy, a private junior and senior high school for boys in Tokyo, will be explained.

The programme is part of the weekly English Conversation class taken by all

300 grade nine students. When a student enters the classroom, he has a graded reader with him which he has read for homework. He sits down at his desk and fills out a paper covering, among other things, the name of the book he read, its level, the number of words it contains and his opinion of it. During the 50 minute class, he will not read the book, but he will use it. For example the lesson for that conversation class might be how to convince someone of something. The teacher would give a short lesson on the language used in convincing someone to your point of view and then the student would try to convince several other students that his book was worth reading. This is a very practical lesson as at the end of class every student returns their current book and signs out a new book to be read for homework. Some of them will borrow a book they heard about from a friend earlier in the class. Every student must read at least one book a week, but in reality many students read a lot more than that.

Schools vary in the way they do ER, but the key issues are mentioned in the above programme. For example, when and where the students read the book, how they keep track of what they have read and where they borrow the books. These issues will be considered in more detail in the setting up a programme section below.

Why should you do ER?

Before explaining how to set up a programme, it is important to explain how indispensable ER is to any English language programme. ER can be seen as the glue which keeps the other parts of your programme together. A strong English programme will involve many parts. Students are often taught grammar by one teacher, reading skills by another and speaking skills by yet another. ER gives the students a chance to see how it all goes together. They can see how the language they are studying is actually used. Five aspects of why students should do ER will now be discussed to clarify what is meant by the image of ER being the glue that holds together a good programme.

Motivation

A unit in a textbook often teaches one specific grammatical point. Students spend a class or several classes covering the material and then are usually tested on it before moving on to the next unit. That next unit might not review the previous work at all. By doing ER in conjunction with their normal class study, students can see how the material they have been covering is actually used. That is already motivating, but is doubly so when students can see the direct result of

their study. As students learn more grammar they can move up a level in their extensive reading. For example, using the Oxford University Press system as can be seen on the inside back cover of Waring's ER pamphlet (Waring, 2000) we find that learning the simple past tense will help students move from the Starter level to Level One in the Oxford Bookworms Series. Other publishers have similar systems to define their levels. From five years of teaching ER, I can safely say students are quite happy when they move up a level. The feeling of accomplishment is a great motivation for them.

Comprehensible Input

Please consider the word COME. What does it mean? The *Longman Dictionary of Contemporary English* (Summers, 1992) gives 18 core meanings including six fixed phrases and almost two additional pages of phrasal verbs such as **a strange feeling came over her** or **she came up in the world**. That is just for one verb. How could a nonnative speaker learn all the material needed to learn a language through rote memorization? The volume of material is overwhelming. Students need to encounter the material again and again so they don't forget what they have learned. ER gives them the opportunity to see the material in context in a form they can comprehend.

Vocabulary Improvement

Studies suggest we need to encounter a new word 15 to 20 times in order to remember it (Waring, 2000). As we saw above, words can have different meanings and their collocates, words they are often seen with, also have to be learned. Learning a core vocabulary with each meaning of each word and its collocates by rote memorization is a tremendous task. Again, ER provides the student with the interaction with words which is needed. The research which has been done shows "the value of reading as a means of increasing vocabulary" (Nation and Coady, 1988, p. 108).

Lifetime Learning

One of the great things about ER is that students take responsibility for their own learning. They pick the book and they decide to stop reading it if they don't like it. They decide how many books they will read beyond the usual minimum of one book a week. In today's Japan where lifelong employment is becoming more rare, being able to educate oneself will be a great advantage. For many students, ER will be their first experience where they are making major

decisions in their own education rather than having a teacher tell them what to do.

Learning about other Cultures

A large number of the graded readers are fiction with stories based in other countries. By reading these stories, students will learn about other cultures effortlessly. For example, look at the following line from the graded reader *L.A. Movie* in which part of the story takes place in Buenos Aires, Argentina. "I was going to meet Rik and some of the members of the crew for dinner at ten o'clock - an early time for dinner in B.A." (Prowse, 1999, page 40). Not only will the reader learn that dinners are late in Buenos Aires, but in the same sentence they have learned that some cities around the world are known by their initials. The latter information will likely serve them well if they ever travel to Malaysia and hear someone talking about going to K.L. (Kuala Lumpur).

How to set up a programme

In this section we will consider several important issues that need to be addressed when an ER programme is being created.

When are where do students read?

The students can either read in class or out of class. Where budgets are tight and not many books are available reading the books in the classroom ensures there will be enough books in the class when students arrive. In situations where students do not usually do homework it is sometimes the only way to get students reading. For many schools though, the reading is done outside of the classroom. In this way students can read in the time and place they prefer such as in the train or in their own room. It is particularly useful for classes which don't meet often as it increases the amount of time the students are working with the language. Finally it frees up class time so the students can interact more with their teacher and each other.

Financing

Two types of financing are important to consider: initial and ongoing. To set up a program a fair amount of money is needed as at least two books per student are needed to have a variety of books. Equally important is having money available for subsequent years to buy additional books, replace lost books and to buy things such as library tape to protect books which have started to rip. Here

is a list of some potential costs of running a programme:

- Address Labels to label books with word count etc.(A-one labels from LAOX) 4,400 labels for 5,000 yen
- Book Cards (Any printer) 500 cards for 10,400 yen / 2,000 Cards for 14,400 yen.
- Book Carts (Brodart) US \$175 per cart / Shipping US \$184 per cart / Duty 2,000 yen per cart
- Book Pockets (Kihara) 1,000 pockets for 7,000 yen.
- Books (Various publishers) 500-700 yen for most books.
- Level Stickers (Ito-Ya) 360 stickers (6 colours x 60) 250 yen
- List of books (EPER) Excel Spreadsheet about 7,500 yen

Which books to buy

The two basic rules to remember when buying books are to buy as wide a variety of titles as possible and to have lots of low-level books. At least as the start, buy one copy of each book rather than multiple copies so students will have as wide a selection as possible from which to choose. Once you have a good selection, buying additional copies of popular books is very useful as it allows students to do pair and group work on the same book such as reading circles and creating skits.

Low level books are useful as students can learn to read quickly before moving on to books from more difficult levels. They will learn to read chunks of language rather than reading word by word. In addition, moving up a level is very motivating so it is best to start low.

Beyond the two basic rules for buying books, it is a good investment to buy the list of graded readers produced by the Edinburgh Programme for Extensive Reading(EPER). This list tells you which books are right for your students by showing you the intended age group of the audience, the level of difficulty, the genre and most importantly a ranking out of five stars for each book. Four and five star books are all worth buying. You can buy the list from the EPER website (www.ials.ed.ac.uk/eper/eperpubs.html). Their *Guide to Organising Programmes of Extensive Reading* (Hill, 1992 in Suggested Readings) which is also available at the same website has a lot of good ideas.

A level System

You will need some way for the students to quickly differentiate between the easy and difficult books. It is easy enough to put different colour stickers on the books representing different levels, but it is more difficult to decide a level for each book. While each publisher has a level system set for their own books, the different publishers do not use the same level system. So a Cambridge level 4 book might be easier or more difficult than a Penguin level 4 book. You can look at the books yourself considering the length, vocabulary and number of pictures, but the easiest route is to buy the EPER list mentioned above as they have already decided a level for all graded readers which are sold in the United Kingdom. There are some readers available in Japan which can not be bought in the UK, so if you have any of those books, you would have to determine yourself which EPER level is appropriate.

Where to keep the books

When considering where to keep the books, you must balance availability with security and convenience. The most convenient way to run a programme is to keep the books in the school library. Unfortunately, at some schools students are not willing to go to the library to pick up a homework book. If you leave the books in the classroom, they are easy for the students to access, but they are more likely to be stolen. At Kaisei our solution was to put the books on a cart and roll them into the classroom when needed. The rest of the time they are locked up in a storage room. The book cart mentioned is available from an American library supply company called Brodart (www.brodart.com) Keep in mind it takes several months to ship a cart from the United States. In addition to the book cart, the students know they can always borrow books from the author's desk. The ideal situation seems to be that of Seikei University where there is a large collection of books in the classroom and more books in the library as well.

Sign out system

Some way is needed to know the students have returned the books. This can be as simple as a notebook in which students write their name and the name of the book they are borrowing or more complex with a book card in each book. The card system has the advantage of being a clear way to see when a book has not been returned, but lost cards or cards put in the wrong book can cause problems.

Time Constraints

Keep in mind the students and teachers are already quite busy before you make the addition of ER to your programme. If at all possible, find some way to add it to your programme officially such as a new course with time allotted or you risk students not taking ER seriously.

Dictionary Use

A ban on dictionaries is often part of an ER programme despite conflicting research in this area. The most conclusive evidence is the author's own M.A. dissertation which concerned this topic. It found dictionaries can help low-level students, but that midlevel students are better off not using a dictionary (Stewart, 2005). The author feels the best advice is to tell students to use dictionaries if they wish, but to try to reach the point where they no longer need it.

Tasks

Another controversial issue is whether students should have to do some task after reading a book. While conclusive evidence has not yet been produced on this issue, many programmes have students do some sort of a task such as a book report in order to show the book was actually read. The danger is that some students might read less books so they can avoid writing reports.

Keeping records of what the students read

This could be records put down in a notebook, a chart on the wall or a collection of book reports in a file. More important than the system you use is the fact that you do something. These records can be quite encouraging for the students as they see the amount of their work pile up. In addition records can be useful in helping students get the most out of the programme as teachers can quickly scan the records to see if students are reading the correct level or to recommend books for further reading.

What level books do students read?

Students will not know what level to read without some advice from you. This can be as complex as a level test like the one for sale on the EPER website or as simple as having students open a book to a page at random and seeing how many unknown words are on the page. If there are more than five unknown words, they should try an easier level.

Evaluation

This issue came up several times at the conference at Chiba University. Basically, doing a pretest and posttest is a good way to evaluate the students as you can give a grade based on their improvement. You have to consider that their improvement might have come from another source as well if they are taking other English courses simultaneously. Therefore it is best to create your grades from several sources. The reading records can tell you the number of books a student has read, the level of difficulty of the books they have read and show any improvement. Book reports and presentations on the books are also useful ways to determine grades.

Authentic Texts

Some teachers will argue that students should read authentic texts such as Time magazine or Harry Potter. I would argue that graded readers are authentic English. They are a message passed from a writer to a reader. As students improve their reading skills they can read more difficult books. Graded readers are a step in that direction.

Final Advice

Starting an ER programme can be quite complex, but it is worth the effort. Here are a few key points you should consider. Start small, but prepare for expansion. Once you have started a programme you will see its potential, so be prepared to expand it by having a system in place from the start. Make sure you have ongoing funding arranged. Too many teachers end up running a programme with their own money to keep it going. Try to get the programme part of the curriculum. Not only will that ease the financial burden, but it will get the students to take the course more seriously. You also want to have your colleagues take the course seriously as that will make your life easier as well. Be sure to explain to them why you are doing ER. Waring's pamphlet and its Japanese translation are useful for this (Waring, 2000). Start with easy books so you will get the benefits of students moving up a level. Finally, read the books yourself. The students will see you are taking the course seriously and you will have a better relationship with them.

Contacts

- Daniel Stewart (ER / listening)
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- Edinburgh Project on Extensive Reading (EPER)
www.ials.ed.ac.uk/eper.html
- Extensive Reading Pages
www.extensivereading.net
- Booker Library Products (Japanese)
www.booker.co.jp
- Kihara Library Products (Japanese)
www.kihara-lib.co.jp
- Brodart Library Supplies (American)
www.brodart.com

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