

「日本人若手英語教員米国派遣事業」研修報告  
コミュニケーションな活動を通しての文法習得

佐藤愛子

【抄録】 英語学習指導要領が大きく変わり、コミュニケーション能力の育成により重点が置かれるようになった。それを受け、英語教員の英語指導力および英語によるコミュニケーション能力の充実を目標とし、文部科学省および外務省による「日本人若手英語教員米国派遣事業」が行われた。米国大学における移民や留学生対象の第二言語としての英語教育は、日本の英語教育と大きく異なり、より実践的であり、今回の事業はこれを学ぶいい機会となった。日本の中高校生への英語教育は入試制度に対応することと、実践的な英会話能力のバランスが今後の課題となるだろう。

【キーワード】 TEFL TESL 第2言語習得 学習指導要領 中学英語 コミュニケーション

1. INTRODUCTION

It's been said that Japanese people have a poor skill of communication in English. Especially when it comes to oral communication, which includes listening and speaking, only a few percentages of people are able to express themselves comfortably enough. Because of the needs of the English communication skills in business, teaching communicative skills was added to the new curriculum. It matches what students and their parents want, so it could be said that the curriculum is well organized with many kinds of activities. However, when students look at the entrance examination for high school or university, here is still a big problem; they need to show how much they know English form or function, rather than how much they can communicate with it. Definitely many students are more eager to get the accurate knowledge of English. It looks what students want and what students need are going to opposite side to each other.

In this paper, I'd like to show how teachers can

make communicative activities which give students chances to learn and acquire grammar effectively. I hope that will help students to get both accuracy and fluency. These activities can meet what students want and what they need, so that hopefully the students might find the class more meaningful and worth spending time.

2. Second Language Learning Theories

One of the most well-known hypotheses of second language is introduced by Krashen in 1982. He showed five hypothesis; the acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. The definition of each hypothesis and how Japanese students would be described in them are shown in the table. Also, since the goal of this paper is to find a practical way to think about activities, the four strands (Nation, 2011) was tried to be matched to each hypothesis to see how the theory and practice could be relevant.

Table) Five hypotheses of second language learning and four strands

Hypotheses	Definition correspondance to four strands	English class in Japan
The acquisition-Learning distinction	Acquisition : subconscious, how child get first laugrage. likely to focus on fluency. Four strands-Fluency. Learning : conscious, likely to focus on form. Four strands-Accuracy	Depend largely on "Learning".
The natural order hypothesis	A certain structure is easier to acquire than others. Readiness is important.	Based on curriculum (closely authentic)
The monitor hypothesis	The balance between accuracy and fluency is important. The rule could be used when they have enough time to slow down to focus on form.	Ss are mostly monitor-users, and apt to check their form very frequently
The input hypothesis	How Ts move from one stage <i>i</i> to stage ( <i>i+1</i> ) A little beyond TL gives a good learning. Four strands- meaning focused Input	Ts follow the Course book designed Grammatically sequenced.
The affective filter hypothesis	How learners intake the TL. Filters are motivation, self-confidence, and anxiety. Four strands-Fluency when the filter is taken off.	Ss haveas high filter and try not to make mistakes

TL = Target Language, Ss = Students, Ts = teachers

In teaching English in classrooms, the acquisition-learning distinction hypothesis shows the needs for natural communication with a situation that fulfills authentic purpose. And from the natural order hypothesis and the input hypothesis, teachability or readiness seems to be pretty important. They show that meaning-focused input with a little beyond leveled task would be helpful and meaning ful for learners. This could lead learners to lower the affective filters, since an easy and safe activity can be the good place to try the TL for learners.

### 3. Accuracy and Fluency

Why do we have to teach both accuracy and fluency in spite the goal is to communicate with someone, which is more about fluency? Children acquire language, while adults learn it. Up to a point, the acquisition of a grammar can occur naturally and inevitably, if learners go through proper opportunity for hearing and using the Second Language. Once one learned an accurate grammar, s/he can come back to the form and check their language, which is mentioned as self-monitor using. To foster a person a good language learner, starting with grammar could be one way. So classes need to handle both with form (accuracy) and message (fluency) focusing activity.

As Nation (2011) describes, form focused activity as in Language-focused Learning and message focused activity as in Fluency Development should be done one by one. Japanese and English are so different in their forms, it would be better idea to take scaffolding steps. Like it is mentioned before, English class in Japan is more likely to focus on learning strategy for accuracy. Celce-Murcia (1986) points out that students who study language usage often feel there can be only one way to say something correctly. That prevents students from comfortable communication, so teachers need to think acquisition strategy as the way to get fluency in language too. Since the amount of input is far less, and most of the case lots of exposure is the first priority in the classroom. That will let the learners know in which situation they can use the target language, and how they can say what they want to say in other ways.

### 4. Steps to plan a lesson with both accuracy and fluency

Celce-Murcia (1986) gives some steps to create an activity. Based on her strategy, a checklist for

Japanese students is made applying four strands (Nation, 2011) and five hypothesis (Krashen, 1982) as supporting idea.

#### (1) Teachers consult more than one text.

Thinking about teachability, teachers need to pick up TL which is learnable, portable and not yet acquired. Context in which the TL would be presented needs to be authentic. Ellis (2002) points out that "formal instruction may work best in promoting acquisition when it is linked with opportunities for natural communication. Also all through all the activities suggested by Celce-Murcia (1988) , familiar context is always concerned highly.

#### (2) Resolve the questions you have during the preparation.

Since students can also notice the discrepancy, that would stop the activity. Also the other usage should be checked quickly enough, so that the activity can be continued.

#### (3) Decide which language to teach.

With the context, which skill to use and what strategy to use have to be decided. Teachers have to make sure which stage students are in, and like Nation mentions, the first stage should deal with form, and then lots of input comes next. After the exposure of the new TL, we can go on to output. The fluency is supposed to come last.

#### (4) Presentation of new Target Language

The way we present new grammar can be inductive or deductive, whichever that suits the type of students.

#### (5) Focused Practice

This could be both meaningful-input and language focused learning of four strands. Ss learn the structure/form in question until they really get it, so this stage needs enough time for each student (Krashen, 1982) .

#### (6) Communicative practice

This could be meaningful output of four strands. If students have learned enough, fluency developmental activity can be also applied.

#### (7) Teacher feedback and correction

Mothers don't correct the form of their children's utterance as long as the messages are right. Although, when and what to be corrected is very important (Krashen) . When they are in stage2, feedback should be immediate while communication shouldn't be interrupted in stage3.

#### (8) More on to next communicative exercise.

Activities alternated between stage2-3 should be

repeated until teachers get satisfied with students' mastery of the structure.

## 5. Conclusion

Using five hypotheses of second language learning, four strands and some practiced activities, we look through what should be concerned about when we make activities. Since language level varies so broadly, it is not easy to find the best way to teach even one item. Therefore, to be more conscious about what we do in class, a checklist was made for making sufficient activities from the detailed strategies I mentioned above. I hope this could be a help to make activities more meaningful for students.

When we look through all the activities in Celce-Murcis, she kept analyzing the activities with authenticity, contextualization, and personalization. This is the fact which people can't learn only from textbook. That means teachers will have to exercise judgment and common sense in determining what to teach and what to accept all through the life time as long as we teach.

## 6. References

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Mext TEEL program (UC Davis)

Pre-Program (July - August)

Academic Skills Preparation, Listening and Pronunciation, Critical Thinking, American Culture, Project

First Half (September-November)

Language Laboratory, Methodology, Project Workshop, Assessment and Evaluation, Curriculum Design and Materials

Second Half (November - January)

Project workshop, Reading-Writing & Vocabulary, Teaching Listening & Speaking, Communicative Grammar, Intercultural Understanding.