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研究課題名(和文) 大学生の英語教育における自己素材開発のメソッド—理論と実践

研究課題名(英文) Awareness Raising Strategies for Students in Communication Classes: Theory and Practice

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研究成果の概要(和文)：自分の英会話を録音し、会話発展の傾向を自ら検討・分析させるという本研究で開発した教育方法によって以下のような傾向が確かめられた。学生たちの英語会話力は学期前半、スムーズな英会話を維持するのに困難を示した。しかし第10週以降は英会話のスムーズな維持と話題展開において急速な向上を示すようになった。また、知らない英単語についても辞書や日本語に頼らず、英語によって推測する能力の向上を見せた。この方法はとくに第一学期において大きな成果を上げた。

研究成果の概要(英文)：While students has some problems trying to maintain a reasonably fluent conversation in English during the first half of the semester, after around week ten there was a perceptible change in how long students were able to maintain a conversation almost entirely in English and follow topic change within the conversational exchanges. From the recorded transcripts, students also demonstrated an ability to work out the meaning of an unknown word in Japanese by discussing and guessing the meaning in English without using a dictionary. The recording activities were most effective in the first semester when students were meeting for the first time and were unfamiliar with awareness raising strategies.

研究分野：第二言語習得論

キーワード：第二言語教育 会話分析 聴解戦略 話題開発

1. 研究開始当初の背景

The original research was inspired by observations of learners in communication classes, who seemed able to engage in communication about a set topic, but who could not carry the dialogue over into a more conversational register, either by providing signs that they were actively engaged with what their interlocutor was saying through appropriate backchannel responses, or could not, or may have thought it inappropriate in a classroom setting, to allow the kind of topic drift that engagement in a natural conversation would generate. Dialogues were often formulaic with a general tendency for interactions to be in a question/answer format with no topic development

The subject of this style of learner interaction was of particular interest to me personally because based on difficulties I often experienced myself as a teenager, with maintaining conversations as part of social discourse, I could empathise with the students being so focused on formulating questions that they were not actively listening to the answers they were receiving. This led me to consider whether or not what I was witnessing was purely a lack of linguistic resources on the part of the students or if there was something more fundamental going on. After all, as a native English speaker, any difficulties I had had in the past with social discourse could not be said to be because of any lack of English ability, but rather, due to the fact that good conversation is a skill which takes practice; practice in actively listening to what an interlocutor is saying, constantly monitoring the discourse and,

most importantly, displaying an interest in what a speaker is saying rather than worrying what question to ask next to hold the conversation together. While not pretending to know if this was what was really going on in my conversation classes, I began to consider if it was worthwhile taking a different approach to how I taught conversation based on how I myself had learned to listen.

After a period of trial and error, and with the assistance of student feedback I began to formulate a teaching methodology with the use of digital recorders that centred on an active listening strategy with guidance on how to respond to an interlocutor real-time and not falling back on sets of prepared questions. Part of this process also involved reassuring learners that if a conversation does not go well in any particular instance, it might not necessarily be their fault in terms of a lack of linguistic ability, but that rather, that native speakers of any language can have difficulty conversing if they have no common points of interest with the speaker with whom they are talking and that this might be something that they will experience from time to time in class due to the random assignment of students into groups and pairs. My basic stance was to assume that students had the basic linguistic skills to interact in a normal question/answer dialogue, but that they lacked the skills and experience to pull topics out of the dialogue they created and to follow through into a more conversational register, the characteristics of which involve listening, responding

and following up on what is heard.

2 . 研究の目的

This study represents ongoing research which presents findings suggesting that conversation as a core class activity can be a productive means of helping improve communicative fluency. This is particularly the case if the teaching is focused on building on student's interlanguage and centered on awareness-raising activities which place emphasis on learning how to actively listen and respond to an interlocutor in a way that gives greater potential for more fluent topic development to arise.

3 . 研究の方法

The students who were at the center of this study were approximately 50-50 male/female Liberal Arts majors who took elective communications skills classes over a 15 week semester. In any given year, class numbers were around 25-30 students. The students' English ability was around the intermediate level. In the first class of the semester in April, students were randomly assigned into pairs and given digital recorder with instructions to make a five-minute recording of their conversation. As they had never met before, the first conversation theme was to find out about each other and to see to what extent they could develop a fluent conversation out of initial questions people would generally ask upon a first meeting. When the recording was finished, students were asked to rewind their recording and transcribe their

conversation by themselves. This was intended to let students become aware of their own conversational style and to follow how it looked in written form. The transcript was collected and retained until the second recording period. For the following 12 weeks the class were given advice and awareness raising tasks on topic development such as using backchannel responses and appropriate follow-up questions and how to listen and respond to a speaker. In all cases, students were encouraged to create conversations which related to their own lives such as 'a happy childhood memory', 'a funny embarrassing moment', 'a recurring dream' or 'a first love' etc. and asked to follow any topic that came up within the course of the discourse, regardless of where it led. Where students did not know a word in English they were allowed to use the Japanese word so long as their conversational structure remained in English. They were also encouraged to change topics if the conversation theme changed while they were speaking. In week 14 students made a second recording in the same pairs as in the first recording in April and asked to transcribe their new conversation. After transcribing their new recording, their first recording transcript was returned and they were asked to compare them both to find out whether they noticed any difference in their conversational structure and interaction skills based on the awareness raising activities we had practice during the semester. Both transcripts were collected for analysis and students asked to provide feedback on any differences they noticed

in their conversational exchanges.

4 . 研究成果

While students has some problems trying to maintain a reasonably fluent conversation in English during the first half of the semester, after around week ten there was a perceptible change in how long students were able to maintain a conversation almost entirely in English and follow topic change within the conversational exchanges. From the recorded transcripts, students also demonstrated an ability to work out the meaning of an unknown word in Japanese by discussing and guessing the meaning in English without using a dictionary. The recording activities were most effective in the first semester when students were meeting for the first time and were unfamiliar with awareness raising strategies.

The study has proved the initial assumption that as a complimentary exercise for language learning in the communication class, improvements in fluency can be achieved purely by focusing student awareness on conversation strategies such as active listening, making backchannel responses and follow-up questions as well as allowing the freedom for topic change. Furthermore, students in the communication class who enrolled in other English language classes such as writing, were able to carry on this English language fluency into a different skills environment when asked to do problem-solving activities in English.

However, having tried the same process of recording with higher-level students, it is apparent that making recordings is not as effective as with intermediate students. This is likely to be due to the fact that higher-level students have managed to successfully internalize effective communication strategies, introduce appropriate back channel responses and follow topic change in conversational strategies. It is therefore important to consider how the recording process can be adapted to suit the needs of higher level students such as helping to improve the length and speed of utterances in their second language as well as create a greater awareness of turn-taking and holding the floor. This idea will be further developed and improved upon for future research on conversational development. In the meanwhile, making before and after recordings and transcripts of intermediate students has become a regular and effective part of the researcher's teaching strategy.

5 . 主な発表論文等

(研究代表者、研究分担者及び連携研究者には下線)

[学会発表](計4件)

Milne, Alan George, "Communication Strategies in the Classroom". Workshop on different perspectives for teaching communication (招待講演)。Aston University, UK. 2014年10月06日-2014年10月06日

Milne, Alan George, "Teaching Communication Strategies." 60th TEFLIN International Conference, Indonesia. University of Indonesia. 2013年08月27日-2013年08月29日

Milne, Alan George, "Music as a Means to Vocabulary Acquisition." JALT Fukuoka Conference and Educational Material Expo.

西南学院大学（福岡県・福岡市） 2012 年 10
月 28 日 - 2012 年 10 月 29 日

Milne, Alan George, “From
Communication to Conversation.” Asia
TEFL International Conference , Gurgaon,
Delhi, India 2012 年 10 月 4 日 - 2012 年 10
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6 . 研究組織

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