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Chapter 2　Research on the Teaching of Conversation

・What do good conversation teachers need?

--- teachers' language ability < knowledge of students' culture, first languages, material design etc.

・Chapter 2 presents research findings that will help you plan your speaking class.

Six Key Terms in Research on Second Language Speaking

1.　Fluency（流暢さ）　　vs.　2.　Accuracy（正確さ）

・Fluency：the amount of language produced in the task

　Accuracy：the linguistic correctness of what is said in the task

・In a speaking class more emphasis should be put on fluency than accuracy because the number one goal in a speaking class is to get each student to talk as much as possible.

3.　Interlanguage（中間言語）

・Interlanguage：the "language" that is in between the native language and the target language

・Corder(1981) pointed out that second language learners' errors follows a fairly predictable pattern in which these errors are thought to be a normal and necessary part of the language acquisition.

・The potential goal of our speaking class is that learners stretch their interlanguage.

4. Comprehensible Input（理解可能なインプット）

・ "Comprehensible Input"：the hypothesis proposed by Krashen(1985) that the sole necessary ingredient for second language attainment is comprehensible input, which is referred to as i +1, where i represents the learner's level and the + 1 represents language that is just beyond the learner's grasp.

・An effective speaking activity should encourage learners to aim for the +1 in i +1, without the +1, the learner is simply maintaining his/her own interlanguage.(★ discussion point 1)

・**Suggestions to help make native English more comprehensible for ESL/EFL learners**

(1)Pronounce words more clearly (, especially with lower level learners)

　　　e.g. ---avoid assimilating words (/duyawana/→*Do you want to*)

(2)Be aware of common ESL student mispronunciations based on interference from either a student's native language or English spelling.

　　　e.g.---Spanish speakers tend to pronounce /e/ in front of English words that begins with *s* + consonant.(school→*eschool**, speak→*espeak**)

　　　(★discussion point 2)

(3)Be aware of grammatical structures that are either confusing or unknown to your learners.---Some grammatical structures are quite difficult for the learners in the beginner level.　(See Appendix C)

(4)Monitor vocabulary usage---It is important to know which words are understood by which students at which level.

　　　・Research studies on corpora have had a tremendous impact on ESL/EFL learners.

　　　・Phrasal verbs make English difficult for ESL/EFL learners to understand. So teachers have to realize how often they use phrasal verbs and limit the use of phrasal verbs and other idioms.

(5)Avoid paraphrasing in your second attempt at explaining something and wait until the third attempt.

Discussion Points

★1.　In Japanese JHS and SHS, students' level of speaking English varies in one class (because most schools don't divide classes according to the students' levels.)　How can teachers set *"i"* level for the class lesson when they plan tasks or activities in order to give comprehensible input to enhance their speaking ability with +1.

★2. How are Japanese speakers of English influenced by their native language Japanese?　What kind of mispronunciations can be made?　Give some examples.

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[まとめ]

- Chapter 2 は Speaking 指導に関する研究について書かれています。
- 第二言語習得における Speaking 指導をするうえで重要な 6 つのキーワードのうち最初の 4 つについて発表しました。
- Fluency（流暢さ）と Accuracy（正確さ）については、Speaking の授業では、とにかくたくさん話させることが重要で Accuracy よりも Fluency に重点を置くべきです。
- Interlanguage（中間言語）とは学習者の母国語と学習者が習得しようとしている言語の中間にある言語のことを指し、授業ではこの学習者の Interlanguage を伸ばすことを目指します。
- Comprehensible Input（理解可能なインプット）とは、Krashen の仮説で、「理解可能なインプットを与えることによってのみ学習者の第二言語習得が進む」というものです。学習者の現時点でのレベルを i で表し、今のレベルを少しだけ超えた言語のインプットを+1 で表すとき、第二言語習得を効果的に進めるためには i+1 が必要だとされています。
- 授業内で学習者に与えるインプットをより理解可能なものにするための 5 つの提案がされています。
  ①はっきり発音すること
  ②学習者の母語や英語の綴りが原因で起こる学習者の発音の間違いに気づいておくこと
  ③学習者にとってどの文法項目が難しく、どの項目が易しいか把握しておくこと
  ④学習者にとってどのような語句が難しく、どのような語句易しいか把握しておくこと
  ⑤学習者が 1 度聞いただけでは理解できなかった場合、すぐにパラフレーズせず、もう一度同じことを言ってあげること

[先生のコメント]

- idiom と phrasal verb の違い : phrasal verb は動詞を含むものである。例えば take を含む phrasal verb には次のようなものがある。
- Take after (somebody)
- Take apart
- Take back
- Take down
- Take in
- Take off

- ➢ Take on
- ➢ Take out
- ➢ Take over
- ➢ Take up
- ● idiom の中には使用頻度のさほど高くないものもたくさんあるので、使用頻度の高い phrasal verb を優先して教えたほうがよい。
- ● phrasal verb は学習者にとって習得が難しいものである。しかし、phrasal verb は使用頻度が高いので必ず指導しなければならない。

[ディスカッション・ポイント]
1 教室内には様々なレベルの学習者がいるが、クラスの i レベルをどのように設定し+1 を与えることができるか。
＊以下のような意見が出ました。
- ➢ テストを行ってレベルを見る。
- ➢ 平均値を i とする。
- ➢ レベルの低い生徒に合わせる。
- ➢ 時にはレベルの高い生徒に合わせた活動を用意することも必要。
- ➢ レベルの低い生徒に合わせた活動から始め、終わった生徒がより高いレベルの活動に取り組めるよう準備する。
- ➢ 平均レベルから始め、レベルの高い生徒がほかの生徒を助けるようにする。
- ➢ 習熟度別にグループを分ける。
- ➢ レベルの異なる生徒を一つのグループ内に入れるようにし、活動の役割ごとに自分のレベルにあった役割を選べるようにする。
＊先生のコメント：教師は常に生徒を観察しなければならない。

2 日本語母語話者が英語を学ぶとき、日本語の影響によりどんな発音の間違いが起こるか。例を挙げよ。
＊この点については時間がなく授業で取り扱わなかったため、私の考えた例を書きます。
- ➢ r と l の発音の区別がつかない。例えば wrong / long や right / light など。区別して発音することも難しいし、区別して聞き取ることも難しい。
  （私は、生徒に「r でラリルレロを言ってみよう。次は、l でラリルレロを言ってみよう。」というのをよくやっています。そもそも r と l が違う発音だということもよくわかっていない生徒には効果があると思います。）
- ➢ 子音で終わる発音をするのが難しく、母音を付加してしまう。（例：cut→cut<u>o</u> ）また、最後の子音（cut の t など）は聞き取りづらい。

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5. Negotiation of Meaning　（意味の交渉）

- Negotiation of meaning : the process to repair conversation when miscommunication between
  speakers arises.
- The speakers attempt to successfully convey information one another to reach mutual comprehension through restating, clarifying, and confirming information in conversation.
- An effective discussion activity should have an element of confusion that causes breakdown in communication. Speakers need to negotiate until meaning is clear. One example activity from text book is "find the differences". Leaners have a slightly different version of the same picture and find the differences. It is useful to use differences in opinion, answer and picture. They provide learners something that they have to talk and push learners to practice language as much as possible.
- In addition to practicing target languages, vocabulary abilities are also reinforced through interaction.

6. Pushed Output　（強制アウトプット）

- Swain（1985, 1995, 2005）promotes the value of pushed output in addition to comprehensive input.
- Compared with output, pushed output requires learners to struggle more as they have to say something that they want to say but do not necessarily know how to say. Students have to dip more deeply to express notions that they would normally avoid expressing in English.
- Leaners use their output as a means to test their hypotheses about their language in communicative situation.
- In this process, learners modify their interlanguage utterances to express exactly what they want to say and carry out restructuring that impacts or pushes their interlanugage.
- Teachers need to know learners' current i in the $i + 1$ formula to pre-teach any phrase that students may use.

Moving from General Topic to Specific Task

- Choosing a topic is the first order to plan a specific task.
- It is important to be familiar with the features of effective speaking activities in general and with an array of common activity types to develop tasks that emanate from topics.
- A conversation class function on tasks, not topics. From the example of "now talk to each other" pseudo-task, many teachers misunderstand that deciding a topic is making a task. Teacher need to think what specific action their students have to do in an activity.

e.g. Three types of communicative activity about holiday

①explaining to a new EFL teacher about customs associated certain holidays.

②discussing the holidays in the teacher's host country that are different from those in most of students' countries.

③comparing holidays that are same both, for example Christmas, in the host country and students' countries

- In ③, the similarities and differences is the specific topic. Once teachers decide the specific topic, they can create specific tasks. For example from ③, a teacher makes students get into groups and discuss about similarities and differences with the list that is written words related to Christmas.

Designing an Effective Task

- The three main design factors influence the ultimate effectiveness of the activity are
1. whether the task is a *one-way* task or a *two-way* task
2. whether learners have time to plan what to say in the task
3. whether the solution to the task is *open-ended*, or *restricted* to one or a finite set of answers

Discussion Points

1. Pushed output doesn't correspond to input hypothesis. Do you agree or not on that pushed output is more important factor for learners than input to improve their communication abilities?

Swain suggests that output can play major role in second language acquisition. Leaners need both input and output. But pushed output leads interaction between speakers.

I think pushed output is important but I need to be careful to push students output English.　If they are not ready to speak, teachers shouldn't push student speak.　Last year one of my student came to me after the class and said that he was not comfortable in English class since I always had communication tasks.　From this experience, I decided to give a lot of pattern practice first and then checked student could use the target sentence and looked confident to use it.　It is important to observe students carefully before having student speak English.

2.　What factors should teachers teach to have students negotiate successfully in activities?

　Teachers need to think several things to have student negotiate successfully.　In chapter one, we learned about the language for the task and the language in the task.　They are the important elements.　But teachers don't teach the language needed for the task in many cases. Students cannot negotiate each other and use their native language to accomplish the task.　Teacher should pre-teach vocabularies and expression before they let students discuss.

　In Japan, teachers need to create good atmosphere when students do communication activities.　Because Japanese students often hesitate say their opinion and speak English in a classroom. Teachers create good atmosphere and encourage students to get involved in communication activities.　They also need to give communication opportunities regularly so that students get used to communicating in English.