The Art of Teaching Speaking

Chapter 2 Research on the Teaching of Conversation Part 3 (pp.47−57)

○ Designing an Effective Task

・Three factors influence the effectiveness of speaking activity in ESL/EFL classroom (Doughty & Pica,1986; Pica & Doughty, 1985a,b)

1. one-way (一方向) vs. two-way (双方向): whether there is need to exchange information

2. existence of time to plan: whether learners are given time to plan what they might say in the task

3. open-ended vs. restricted (=closed): with several possible solutions, or restricted to one or a finite set of answers

■ The Flow of Information: <u>One-Way</u> versus <u>Two-Way</u> Tasks

・　One-way task: The information flows in one direction only (i.e., one student has all the information; the other student gets the information).

・　Two-way task: The information must be exchanged by all involved students in order for the task to succeed (i.e., jigsaw task).

・　Two-way tasks result in more negotiation of meaning (Doughty & Pica, 1986).

・　Most one-way tasks can easily be modified so that they become two-way tasks.

■ Stretching Interlanguage: <u>Planned</u> versus <u>Unplanned</u> Tasks

・The advantage of planned task: Activities that include a planning phase promote more successful student output and put all students on equal footing.

・In fact, Long (1989) found that planning is important because learners tend to produce language that is more complex and more target-like.

・Teachers should set clear minimum and maximum length requirement.

■ The Solution to the Task: <u>Open</u> versus <u>Closed</u> Tasks

・ An open task has several possible solutions (i.e, divergent task). [ex. free discussion]

・ A closed task has one or a finite set of possible solutions (i.e., convergent task). [ex. letters to advice columns in newspapers]

・ Closed tasks generate more negotiation work than open tasks do.

→Activity with a finite solution affects <u>adult participants</u>' interactions and language.

→Closed tasks facilitate topic and language recycling, more feedback from the other participants, more incorporation of feedback, and more rephrasing of language in <u>students</u> activity.

○ An Example of Effective Speaking Activities

・Students produce more talking when the task include the three features: <u>two-way interaction</u>, <u>student planning</u>, and a <u>closed task</u>.

■ An task example: You Can Be the Judge −Who is the Real Owner? (Folse and Ivone, 2002)
In this task...

・All students in a small group have to speak much in order to contribute the best decision and solve the task. [two-way]

・ There is a planning stage in which students are required to write out their ideas [planned].

・ There is only one judge's decision in the real world. [closed].

○ Conclusion

・ Chances that student have conversations are needed.

・ Teachers should consider the three factors in any speaking fluency activity.

Discussion Points

① **In Japanese JHS and HS, what type of task is used often? What type do you think is the most suitable for students?**

② **The author emphasizes advantages of a <u>planned</u> task. For what purpose and to what student do you design _unplanned task_?**

【討議】

　本セクションでは、効果的なスピーキング・タスクをデザインする上で、注意すべき3つの要因が述べられている。その要因とは、① 情報の流れが一方向か双方向か、② 発話のプランニングの時間の有無、③ 決められた正答の有無 (open-ended or closed-ended)、である。授業では、これら3つの要因についてどのような特徴を持つスピーキング・タスクが日本で英語を学習する生徒にとって効果的であるのかが議論された。

[1] どのような型を持つスピーキング・タスクが中学校・高校の生徒にとって効果的か？

　中学校では、まず初期段階は生徒同士(あるいは教師−生徒) でやりとりを続けるには、知識と経験が足りないため、一方向タスクが必要であるという意見が出された。一方向タスクで知識や手続きをある程度学んだ後に、readiness を整え、生徒自身が自信を持って双方向タスクに臨んでいくことが理想的であると考えられる。また双方向タスクに取り組む際には、即時的なやりとりをできる生徒は限られるため、発話生徒発話のプランニングの時間は設ける方が良いであろう。また、生徒は言語知識・運用能力は限られるため、ある程度ターゲットとなる言語項目の習得をねらいやすい closed-ended task が有効であるという意見が多くの同意を得た。このような、タスクの例としては、一方向タスクとして self introduction を行った後、質問・応答の手続きを学び、双方向タスクとして self introduction と Q＆A を行うなどのタスクが提案された。

　高校では、以上のような双方向・プランニング時間あり・closed-ended タスクを行いつつも、即時的なやりとりや open な解答を求めるタスクを徐々に取り入れて行くべきであると話し合われた。このようなタスクの一つとして、ディベートが挙げられるだろう。

[2] unplanned task (発話のプランニングの時間が設けられないタスク) はどのような目的で必要か？

　planed task は発話のためのプランニングを設けることで、英語が不得意な生徒も含めて全ての生徒がやりとりに参加できるという利点と、生徒が文法的・音韻的・内容的側面により注意を払えるという利点を持つ。

　一方、unplanned task は、現実世界でのコミュニケーションの大半を占める即時的なやりとりに近い点で、より"authentic"な特徴を持つ。このような即時的なやりとりを求められることで、生徒はより"authentic"なコミュニケーションへの態度を育むとともに、このようなやりとりに有効な、より簡易な語や文を右続する力や、社会言語学的能力を

伸ばすことができる。また、unplanned task を課すことは、生徒のより real な状況での、スピーキング能力を測定することに貢献すると考えられる。

【考察】
　まず、教師はタスクを作成する際に (あるいは、デザインしたタスクについて)、タスクの特徴を正確に把握しておく必要があるだろう。上記の 3 つの以外にも、目標とする言語項目の有無や、タスク遂行に求められる認知処理 (e.g., 比較, 分類, 照合) など、把握すべきタスクの特徴の観点がいくつか存在する (松村, 2012)。そのため、その一つのタスク、あるいは一連のタスクの流れを通して、そのタスクの完遂によって、生徒がどのような第二言語運用の能力を育むのかを明らかにしておく必要があるだろう。

　次に、教師はそれらのタスクをどう配置していくかを検討すべきであろう。討議でも意見が出たように、どのタスクがどのタスクの readiness となるのかはそれぞれのタスクの成功に大きく関わる。生徒の成長に沿うように、単純なタスクから複雑なタスクへ (Robinson, 2011)、 負荷の小さいタスクから負荷の大きいものへ、といったようなタスクの配列が基本的に適切であると考えられる。

　タスクの作成においては経験に頼る点ももちろんあるだろうが、「良さそうな」一つ一つのタスクの作成から、明確に〇〇に貢献するタスクの配列、が臨まれる。

※参考
Robinson, P. (2011). Task-based language learning: A review of issues. *Language Learning, 61*, 1-36.
松村昌紀. (2012). 『タスクを活用した英語授業のデザイン』. 東京: 大修館.

Chapter 3 What Does a Conversation Class Look Like? (pp. 58-65)

報告者：K.S.

・It is important for teachers to have a good picture of what a conversation class look like.

　　But, there is no answer because conversation classes will vary by country, student proficiency level,

　　and the nature of a given group. (e.g., Class for beginning-level Moroccan students at a language institute vs. intermediate-level mixed nationality students at a community college in California)

　→ Teachers need to consider these variables even if the same textbook is used.

Teaching Conversation in Japan Adults; Language School

Conversation school in Maebashi

Keith Folse

・Most of the class time was spent on speaking and listening activities not on grammar rules.

・Students' interest was U.S. culture and what American daily life is

　→ topics comparing the two cultures engaged the students than topics such as clothing or language feature such as present perfect verb tense.

・Teacher needs to take control and make things happen

　ex) Should we work in pairs or in groups? (= waste of time!)

　　→ Okay, let's get in pairs for this activity.

☆One piece of advice

　・Inexperienced teachers tend to get frustrated in a situation where students don't answer teachers' question like "What is your favorite food?"

　But open question is difficult for students to answer immediately.

　　→ Teachers should allow students, especially persistently quiet Japanese students, enough time to consider and then respond. **Be Patient!**

The issues for Reflection

1. Japanese students can be very quiet, which is likely to be unnerving to a teacher who is trying to get them to speak and even more so to a teacher who does not have much experience with reticent groups.

2. My students were more interested in American culture than they were in the English language, something that I had almost never encountered in my earlier teaching, so I tried to use topics to pique their curiosity. Tailoring the class to their needs was very important.
3. I found it necessary to rethink my way of approaching teaching ESL/EFL. I had to put aside my earlier teacher training that emphasized the teaching of grammatical structures and make may classes as communicative

・To consider many different settings and class room environments, the best way to accomplish this is to read the first-hand accounts of other teachers who have actually taught ESL/EFL speaking in different settings, including language goals, their concepts of what a conversation class should be, and their classroom norms.

✧No matter how much training you have had from workshops or textbooks, only a real teaching situation can make you see how hard it is for all the necessary factors to come together to produce a good class.

CASE #1

Teaching Conversation in Chile

Adults; Language School

Wells Rutland

The author

 ・had taught many different nationalities, especially Latin Americans

 ・but discovered that his concepts of "Latin" did not apply to Chileans.

→ Chile may be *in* South America technically, but somehow it is not really *of* South America in following points. (assumption: noisy, outgoing, verbal → reality: punctual, quiet, polite)

 Lessons he learned are

(1) Not all Latin American cultures are so similar

(2) Chilean students tend to be a formal, quiet group

Issues for Reflection

1. Don't generalize students by their language. Chilean, Cubans, and Spaniards may speak Spanish, but culturally, they are different. Likewise, Mexicans that you taught in an ESL setting may behave differently in an EFL classroom in their own country.

2. In an ESL setting, it behooves (appropriate) you to know as much as possible about the cultural groups that you teach. Likewise, in an EFL setting, you should learn as much about the country as you can before you go there. Knowing as much as possible about your students' culture will help you gain their respect and help you be a better-prepared teacher.

CASE #2

Conversation Class in Portugal

Adults; Private Language School

Scott M. Culp

・High-intermediate or advanced class request that teachers do nothing more than set up a salon, non–guided discussion classes focusing on randomly chosen subjects.

・They do not expect the teacher to give hand-outs or write anything on the blackboard

・They wanted to talk about family life or their own day-to-day worries instead the culture of English-speaking countries.

→ Though it is easy for both teachers and students, they rehash (repeat) basic vocabulary as opposed to using richer words or expressions, and repeat certain errors in grammar and pronunciation and lack the ability to sustain longer speech.

・Open conversation had its limits: students themselves are not making improvements in their own speaking skills, which is what they are in class to achieve.

→ The author modified the class in the following manners

・Short activities to enrich vocabulary based on themes

・focus on higher-level grammar concepts when necessary

・grammar intervention after the fact on the day following its appearance in natural conversation

・Read and Retell activities

✧Conclusion

Students there thought that they can improve their skills simply by *doing* the same thing, but *doing* is not the same as *building*. This made them rethink how they study English.

→ Building skill is just as important as practicing.

Issues for Reflection

1. Choose topics that are meaningful to your students.

2. It is critical to find out your students' expectations of the daily class meetings as well as the overall course. Why are your students in your class? Scott's students wanted to do English rather than study or learn English. He sought a comfortable middle ground through activities that allowed students to talk, which is the goal of any conversation class, while at the same time forcing them to practice newly learned grammatical structures.

3. Your job is to push your students to go beyond what they can already do. Again, with early needs assessment, you would be able to gauge the approximate level of your students as well as what they are capable pf accomplishing within your course.

☆**Discussion Points**

(1) Sometimes, what students want to do doesn't correspond to what teachers want them to do.

→ How can we fill the gap between the two without lacking students' motivation? (e.g., no intervention vs. intervention)

⇒ It is important for teachers to clarify the purpose or reasons why they provide certain kind of activities or what students will be able to do in the long run if they complete them . That way students feel the necessity for studying something, even if they are not willingly to do that.

(2) In this section, the author repeatedly emphasized the importance of considering class settings (e.g., class goals, nationality, proficiency, age).

→ What do you prepare to solve this problem of diversity before and in the first class of a course?

⇒ Teachers can deal with students' diversity by preparing a variety of activities which students with different kinds of interest can be involved. Through this, teachers can identify individual students' profile by checking their activities or making portfolio.