

# “Thinking and Talking in English”

## について

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### は じ め に

私共が勤務している北陸学院短期大学英語科は設立十年になります。その間、Directed Conversationの教材に用いた本は、数十種類にもなりました。どれも私共の学生の現状には一長一短で毎年頭を悩ませました。そこで、二年前から何とか学生に興味を持たせながら会話力を養えるようにと考えて、一年間試験的にThinking and Talking in English を用いてみた所、学生達は楽しんで講義を聞き、反応を示すようになりました。

反応を引き起すことが会話の訓練に重要なことは、周知の事実でありますので、特に素材には学生の身近な問題を拾い上げたつもりです。又、Discussion も Composition も共に、Communication の手段であることにのみ重心をおき、語法の正確さということは二の次にしました。学生が自分の意志を英語で相手に伝えるということのために、自分の持つあらゆる単語、pattern を用いて試みるようにしております。勿論、それで“よし”とするわけではありませんが、しかし、会話習得の目的の一つを達成するために、日本人の一つの特徴である“間違ったら どうしようか”という—これは特に女子学生に多く見られる傾向であります—消極性を克服する—手段であると思ひ、あえて間違いを無視しているわけです。しかし、これは学習の単なる一段階にすぎません。

以上のようなことを、踏まえて用いた結果、それなりの効果はあったと思います。教室での使い方などは、次に記してありますので、各校の実状に合った種々な使い方が考へられると思いますが、私共の用い方を参考までに述べておきました。

## ABOUT THIS COURSE

### AIMS

To train the student in the ability to hear and understand a lecture presented in English without translating into Japanese.

To enable the student to build up his ability in using English orally communicating in English without using Japanese.

To train the student in organizing his thoughts and writing a short composition which expresses his ideas in English.

### DESCRIPTION

**STUDY PRESENTATION** The materials presented in these sections are based on topics that are of interest to university students. The Study Presentation should always be presented first through the ear. These passages should be listened to without looking at the textbook and students should be encouraged to take notes in English. The notes the students take will be filled in each time the lecture is repeated. About 35 minutes should be allowed for just listening, understanding and taking notes without referring to the textbook.

Then the next 10 minutes are used for the Comprehension Quiz. In other words, the students never see the Study Presentation materials until they have understood as much as possible through their ears and have completed the Comprehension Quiz. Then for the first time they should open their books and read the passage.

This method is difficult at first, but as time passes, the students' ability to understand will increase and this will bring them great satisfaction.

**COMPREHENSION QUIZ** This exam takes only a few minutes and tests the comprehension of the materials presented. In order to answer the questions, students may look at the notes they took, but must *not* look at their textbooks.

**DISCUSSION QUESTIONS** The basic words and phrases which have been learned in the lesson are put to use, but this time in a very natural, conversational situation.

For discussion, divide the classroom into groups of six and have the students remain in these groups for at least six discussion sessions before changing members. Each time, have the students select a leader for that day, and then change the leader the next class session so that every student in the group has a chance to be leader.

The leader should see that all students in the group give their ideas or some kind of comment on the first question before proceeding to the next question. Feel free to select the questions that interest the group and concentrate on them, but don't let one student do all the talking. Everyone should talk about all the questions as this will help the students express themselves in English.

Make good use of the question, "Why?" in getting students to answer in more detail. In any case, be sure only English is used and always go beyond the simple "Yes," and "No" answers. We want to hear the reasons why you agree or disagree.

The classroom will be very lively and noisy during this discussion as many groups will be formed in one room. However, this is good, because all students are actively using English and responding with their answers in a natural situation.

It is suggested that the teacher circulate from group to group listening to and joining in the discussions.

**COMPOSITION POSSIBILITIES** With this build-up ability to understand and use English, the student is now ready to collect his thoughts and write his own English composition. The various questions included within one topic will serve as a guide to the organization of the composition.

## **STUDY PRESENTATION**

### **SCHOOL LIFE**

How thrilling it is when a student enters university. A new path has opened in his life and there are all kinds of possibilities that lie ahead. But, what happens after that is up to the student himself.

Over the past years, we have observed many students as they have come in and out of the classroom, and we have noticed that the attitudes the students had toward their school life resulted in very different patterns of life. These patterns of life boil down to about four basic types. Let's examine each one.

Jiro was a big, healthy, jolly fellow. During high school, he did nothing but study for university entrance exams because there was a special department in a special university that he wanted to enter. This had been his dream since junior high school days and so in high school, he planned his time carefully. Each day after coming home from school, he would sleep for a few hours, then eat supper and begin to study for the night. Catching an hour or two more sleep in the early morning, he got up and went to school for another

day. There was no time for friends, and no time to play, relax or enter club activities.

Then the great day came and he was now enrolled in his favorite university. His dream had come true. At last he had time to stop and think, and so he decided that for the next four years he would make up for lost time during "the grey years" of high school day. He would have fun, do as little studying as possible and attend the minimal number of class hours required for each course. He could always take a re-examination on a course if he failed the first exam, so why worry? A person could graduate from university even though his grades were low and the important thing was to graduate.

Jiro started planning all the things he would do and all the trips he would take during the four years he could get a student reduction on a train ticket. He now had four good years in which to have a wonderful time and do everything he had always wanted to do.

Junko was a very serious looking student. During high school, she did her best to always get good grades and so in university, the dream of getting the best grades possible was equally strong. When teachers made class assignments, Junko very carefully did exactly as the teachers suggested and studied as well as she could. When the assignment was completed, she stopped studying. In other words, she studied and read exactly what was assigned and no more. Getting a good grade for a course brought her great joy, but Junko never knew the joy of studying and learning new ideas for her own personal enrichment.

Yumi had no special reason for entering university. All her friends were going to university and so she did, too. The department she was in and the subjects she was studying held no special interest for her either, and her daily life was quite routine. However, Yumi felt that after graduation from university, life would become interesting. Therefore, these years in university would be just like an extension of high school "grey years". Besides, her parents had insisted she enter university and it looked like these four years would just have to be endured.

As a result, Yumi felt no special rebellion against university life and at the same time felt no special interest or pleasure. Club activities were a waste of time and in class, she could always sleep. Yumi figured that what she missed in the lectures she could later copy from someone's notebook, and if she failed the test, she could take a re-examination. So with no special enjoyment of or interest in school life, and at the same time with no special opposition to going to school, Yumi stayed in the university for four years and graduated.

Hiroshi was not able to enter the university of his choice in spite of the many hours he had spent with his nose in a book during high school. Instead, he had to be satisfied with his second choice in a school. As classes began, Hiroshi had to make a decision. Would he go through the next four years

wishing he could be in another university? Would he mope over the fact that he was in his second choice of schools? Or would he accept what he had and start looking ahead to see how he could make the best of his years in this school?

Hiroshi decided on the latter. Therefore, beside his regular class work, he became quite interested in the underlying spirit on which his school was founded, as this unique spirit had a vital influence on the course instruction.

He also joined a club in which he felt he could really participate and gain wider experience and knowledge. This club gave him the chance to share ideas with other students and many times they talked together into the wee hours of the night.

Although this university was Hiroshi's second choice of schools, he made the most of the situation, and because of this, found that life was very meaningful.

These have been four hypothetical situations but the thing we want to learn is that no matter where the student is, he himself will determine whether his four years in school are good or bad.

### COMPREHENSION QUIZ

Circle the *one* answer that *best* expresses the view given in the study presentation.

1. When a student enters a university, he finds
  - a. student life is boring.
  - b. student life is exciting.
  - c. his courses are interesting.
  - d. a new path is open with all kinds of possibilities.
  - e. his path is set and it can't be changed.
2. Whether university years are good or bad is determined by
  - a. the type of teachers.
  - b. the student himself.
  - c. whether this is his first or second choice university.
  - d. the student activities and clubs.
  - e. the department he is in.
3. Jiro's problem was
  - a. he was too intelligent and didn't need to study.
  - b. his dream had come true and now he had no purpose.
  - c. he wanted to get low grades.
  - d. he didn't want to study but only have fun.
  - e. he didn't like his classes.
4. During this four years in university, Jiro decided to
  - a. attend as few classes as possible
  - b. join three clubs.
  - c. get good grades.
  - d. find a girl friend.
  - e. do special research as he was very intelligent.
5. During Junko's four years in university, she decided to
  - a. be different from the way she was in high school.
  - b. have a good time.
  - c. read as many books as possible.
  - d. get new ideas and knowledge.
  - e. get the best grades possible.
6. Junko was
  - a. a happy girl.
  - b. a funny girl.
  - c. a serious looking girl.
  - d. a fat girl.
  - e. a real nice, sweet girl.

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7. Yumi entered university because
  - a. she liked to study.
  - b. she wanted to become a teacher.
  - c. she wanted to find a husband.
  - d. she was interested in club activities.
  - e. her parents insisted.
8. Hiroshi entered
  - a. the university of his dream.
  - b. his second choice in a university.
  - c. the department he wanted.
  - d. the department he wanted but not the university he wanted.
  - e. none of the schools he wanted.
9. Hiroshi's dream was
  - a. to travel and have fun.
  - b. to get good grades.
  - c. to mope around.
  - d. to make the best of his school life.
  - e. to attend as few classes as possible.

### DISCUSSION QUESTIONS

Using English only, discuss the following questions in your small groups.

1. Of the four types of students presented, which one are you? Explain why you think you are like that.
2. Explain your purpose in coming to university. What do you expect to get out of school life.... if anything. Why? Has your idea changed since entering this school?
3. Have you entered a club? Why have you done so or not done so? What made you choose that club instead of another?
4. Have you read any interesting books recently? Tell us about them. Is there something else you are doing for your own personal enrichment? Tell us about it.
5. Are you satisfied with student life? Explain your answer.
6. Is there another kind of life style that you think is better than what has been suggested in this lesson? Tell us about it.
7. "The student himself will determine whether his four years in school are good or bad." Do you agree with this statement? Why? We don't like to admit that the fault is with 'us, do we? Do you agree? Why do we always blame the school or blame the teacher etc.? Why don't we ever admit that we ourselves are wrong, too? In Japan there is a "haji no sekai". Is this the same or different from the above feeling?

## COMPOSITION POSSIBILITIES

Write a composition about any of the following topics. The various questions included will serve as a guide in organizing your ideas.

### 1. The Underlying spirit Upon Which My School Was Founded.

What is the underlying spirit.. the objective.. the purpose upon which your university was founded? Check details and write a paper explaining the thinking of the people who were the founders. Why did they feel this was important? What has been the result of its influence in your school?

What meaning does this underlying spirit hold today in the life of the school? Why? Why has it changed or why is it still as strong as it was? Etc.

After you have set forth a good presentation of the original purpose of the school, then present your reaction to it and explain why.

### 2. The Re-examination System

Re-examinations are given after term examinations have been failed. Do you think this system is good or bad? Explain your reasons carefully. Are re-examinations some thing recent or does their history go far back into the years? See what you can find out about the beginning of such a system and the reasons.

この教科書は全部で十二章から成っております。各章若い学生の日常話題にしていることを、拾い上げてあります。