



学生のニーズに応える実験授業

メタデータ	言語: English 出版者: 北海道教育大学 公開日: 2012-11-07 キーワード: 作成者: 森永, 正治 メールアドレス: 所属:
URL	https://doi.org/10.32150/00004234

MEETING THE STUDENTS' NEEDS

— An Experimental Report —

Masaharu MORINAGA

1. Introduction

A Japan Association of College English Teachers (JACET) research group conducted a detailed survey of what's called 'general English at college.' The results of the 1984 survey were reported the following year under the title of 'General Survey of English Language Teaching at Colleges and Universities in Japan - Students' View -'. The survey reported that 10,381 students majoring in the social sciences, humanities, technology, and English at national, prefectural, and private four-year universities and two-year junior colleges responded to 100 questions.

It was a very interesting and stimulating report, and it was quite natural that I asked myself: What about my students? The report mentioned that there was a big gap between the students' and the teachers' TEFL goals, e.g. 60.1% of the students held as a goal international communication, while 47.0% of the teachers had the same aim. While 11.2% of the students felt that TEFL training was useful for specialized courses in technical and other subjects, 36.2% of the teachers believed it was useful for these.

What do my students want to study English for? What are their needs? How can I meet those needs in my classes?

This paper is a brief experimental report of my trial to meet my students' needs in my three classes for the first semester of 1993.

2. Classes and the Students' Needs

The number of classes for this experiment was three: Freshman 1D & 1E, and Sophomore 2A. Class 1D consisted of 72 students, 67 girls & 5 boys, majoring in nutritional physiology, nursing, school health and hygiene, and natural sciences. Eight of them were seniors repeating the course. Class 1E consisted of 72 students, 34 girls & 38 boys, majoring in kindergarten teachers course, life-long sports, and life and health. Twelve students were repeating the course. Class 2A consisted of a mammoth 95 students, 28 girls & 67 boys, majoring in philosophy, Japanese, English, history, geography, politics, economics and other fields. 27 students were repeating the course.

The students were asked in the first class of the year what aspects of English they

most wanted to learn. They could write their wishes and hopes freely.

The students in 1D responded as follows.

I want to learn English conversation,	60 students
I want to enjoy English movies and songs,	5 students
I want to read easy and interesting books,	5 students
I want to improve my writing skill,	1 student
I leave everything to my teacher,	1 student

The students in 1E responded as follows.

I want to learn English conversation,	61 students
I want to watch English movies,	4 students
I'd like to read interesting books,	3 students
I will build my vocabulary,	2 students
I will review English grammar,	1 student
I am not interested at all in English,	1 student

The students in 2A responded as follows.

I want to learn English conversation,	55 students
I want to enjoy English movies and songs,	22 students
I want to read interesting books,	13 students
I want to perform a drama in English,	2 students
I want to study nothing in particular,	3 students

To sum up, from among 239 students, 176 students (74%) wanted most to learn English conversation, 31 students (13%) wanted to enjoy English movies and songs, 21 students (9%) wanted to read books, and seven students (3%) mentioned other things. Five students (2%) showed no particular interest in English study.

With this result, I could not help determining the goals of my classes to meet the students' needs, though there may be pros and cons about almost blindly accepting their needs.

In their desire to learn English conversation, they mentioned the following, for example.

- * I want to learn practical English.
- * I want to understand what foreigners say.
- * I want to master daily English conversation.
- * I want to learn useful English.
- * I want to speak to foreigners without fear.
- * I want to enjoy speaking.
- * I want to introduce Japan in English to foreigners.
- * My dream is to communicate freely in English.
- * I will improve my hearing and speaking abilities.

MEETING THE STUDENTS' NEED

* Please invite many foreigners to our class.

Finally I decided on the plans for my three classes and showed the plans to the students. "For the first semester, we'll practice English conversation in groups on some topics, and we'll also do some listening practice and enjoy singing. For the second semester, we will discuss after the summer vacation whether to continue English conversation or switch to other activities." The students looked happy and our classes started, based for the first time on the students' needs.

3. Topics and Methodology

The topics chosen for the three classes were as follows.

- (1) Class 1D : "Let's Talk About Asahikawa!"
 - 1) History of Asahikawa
 - 2) Geography of Asahikawa
 - 3) Ways to/from Asahikawa
 - 4) Four Seasons in Asahikawa
 - 5) Plants & Animals in Asahikawa
 - 6) Industry of Asahikawa
 - 7) Sports of Asahikawa
 - 8) Education in Asahikawa
 - 9) Cultural Aspects of Asahikawa
 - 10) Famous Places in Asahikawa
 - 11) Annual Events of Asahikawa
 - 12) 3 - 6 Spots in Asahikawa

- (2) Class 1E : "Let's Talk About Hokkaido!"
 - 1) History of Hokkaido
 - 2) Geography of Hokkaido.
 - 3) Ways to/from Hokkaido
 - 4) Four Seasons in Hokkaido
 - 5) Plants & Animals in Hokkaido
 - 6) Industry of Hokkaido
 - 7) Sports in Hokkaido
 - 8) Education in Hokkaido
 - 9) Culture and People in Hokkaido
 - 10) Scenic Places in Hokkaido
 - 11) Annual Events of Hokkaido
 - 12) Famous Foods of Hokkaido

- (3) Class 2A : "Let's Talk About Kyokkyodai (Our University)!"
 - 1) History of Kyokkyodai
 - 2) Entrance to Kyokkyodai
 - 3) School Rules
 - 4) Curriculum & Annual Schedule
 - 5) Tuition & Scholarship
 - 6) Student Life — Seminars
 - 7) Student Life — Dorm, etc.
 - 8) Club Activities
 - 9) Staff
 - 10) School Buildings & Facilities
 - 11) College Events
 - 12) Student Teaching
 - 13) Cafeteria & Co-op
 - 14) Part-time Jobs
 - 15) A Typical Kyokkyodaisei's Day

In each class, the students were divided into groups of five or six members

(sometimes seven in Class 2A). Each group was given one of the topics, on a 'first come, first served' principle. Thus each group had its own topic.

First each group picked up a leader and discussed what to do. The schedule for each group was as follows.

- (1) Check basic vocabulary to talk about each topic. two periods
- (2) Find out useful expressions to help you speak. two periods
- (3) Write a brief explanation of each topic. two periods
- (4) Make up dialogues in three situations on each topic. two periods
- (5) Enjoy practicing dialogue in each group. one period
- (6) Presentations of each group. three periods
- (7) Final examination. one period

60 minutes were allotted to the group activities in each period, and for the rest of 30 minutes, the students practiced listening comprehension using tapes and fill-in-the-blanks exercises of songs such as "If We Hold On Together," "Imagine," "Mary Jane," "Icy Rain," and so on.

During the group activities, the instructor (I) moved around the room answering questions and asking how the students were doing. Thus they interacted with peers in each group and with me. Some groups changed their location to the library or the lawn with my permission and continued their given projects. Moreover, some groups visited schools, museums, zoo, and so on, or met people concerned with their topic and interviewed them on their free days, to complete their projects. The students tackled each job very enthusiastically.

4. Results — (1) Explanations

After collecting each group's explanation, the instructor typed all of them and printed them for the students. Before the demonstration/presentation periods scheduled later, we read aloud each group's masterpiece and tried to grasp the general image of Asahikawa, Hokkaido, and Kyokkyodai, respectively. As to the explanation of each topic, here is one of the best examples from each class as it was originally written by each group. The students' efforts and cooperation in each group should be highly praised, though there were some truants, as is often the case.

(1) Class 1D : "Education in Asahikawa" Group

The educational policy of Asahikawa is that the citizens have the view: school is the place for the cultivation of life-long study. Based on this policy, the children and students are desired to grow up with the will of studying by themselves and to be generous and strong persons. We want the education in Asahikawa to be propelled in this direction and develop the people's eagerness for studying, thinking, decision making and ex-

pressing.

There are 43 kindergartens, 59 elementary schools, 34 junior high schools, 17 senior high schools, seven universities and colleges, one school for the deaf and one school for the blind. There are four elementary-junior high joint schools in the outskirts of the city where there are less people living.

(the investigation of "Juku" or cram schools, omitted)

What about the education for the handicapped children? Let us look at the school for the deaf, for example. At the school, they hold an athletic meet and a cultural festival as main events of a year. The former is held chiefly for building up their bodies, and they learn how to act quickly and positively, while the latter emphasizes music for the benefits of their hearing ability. They perform operettas and they master an autonomy of creating by themselves. We can understand these things very naturally.

Since this class is mainly for those students who want to be school nurses after graduation, let's take up the topic of 'two school nurses at one school' system. One elementary school in Asahikawa, Ryoun, introduced this system experimentally this last spring. This school has 1038 children and it's a mammoth school. A good point of the new system is that the load of one school nurse is lessened. But there is also a problem. In this case, one nurse is in the position of 'sub school nurse', and her position is a little complicated. We should consider the merits and demerits of the system in detail.

What we have seen so far is just a part of the whole education in Asahikawa. But we could see that it has been and is changing and improving. So, as the students of Asahikawa Campus, we should pay attention to the future changes of education in the city and in the country.

(2) Class 1E : "Industry of Hokkaido" Group

First we examined agriculture. The number of farms is 102,000 in Hokkaido, and the population of the farmers has decreased to about 430,000 during the past 30 years. Chief agricultural products, e.g. rice, wheat, beans, potatoes and beets are almost top in Japan. Vegetables like onions, sweet corns, pumpkins and carrots are also famous. On the dairy farming fields, the number of cows that give us milk is 820,000. The milk produced occupies 37% of all in Japan and the beef is 11.2%. We can say that Hokkaido is the center of Japanese agriculture.

Second, Hokkaido has relations to today's industries and the city of Asahikawa, for example, is designated to a part of special modern high technology project areas.

Third, fisheries of Hokkaido occupy one fourth of all the fishery products of Japan. Today it is important for the fisheries to grow and cultivate the resources artificially. For example, scallops are cultivated in Oshima and Abashiri, and sea-urchin's 'seeds' are released in Nemuro and Shiribeshi. This change from the old style of fishing to the new style of cultivation can be said to be a better change in the fisheries in this age.

Fourth, Hokkaido once flourished with mines, and there were a lot of them, e.g. Yubari, Mitsui, Sunagawa, Hokutan, Shinyachi, Horonai, Mitsubishi, Nandai, and so

on. All of them, however, are closed now. Today Yubari is famous for melons, which are very delicious but are too expensive for people to buy and eat. Yubari melons are processed into sherbets and jellies, and they are on markets across the country. We hope they will find their way into the foreign markets too.

Well, Hokkaido is famous for pulp and paper industries, too. For example, Tomakomai, Shiraoi, and Asahikawa are famous pulp producing cities. Ojiseishi and Daishowaseishi are the most famous pulp and paper producing enterprises in Tomakomai. But the air is dirty and smells awful in these cities. And the paper industry causes forests destruction. Industrial development has resulted in the spread of environmental disruption, but, without paper, our life would have been inconvenient. We owe a lot to paper in our bathrooms. Hokkaido pulp and paper can be said to be the pride of the paper industry.

(3) Class 2A : "Part-time Jobs" Group

Most of the students at this college have part-time jobs in order to be affluent. We, Group M, conducted a questionnaire about what kinds of part-time jobs the students in this class 2A have and got the results below.

- Best 3 -

[MEN]

[WOMEN]

1. tutors

1. tutors

2. lecturers at juku schools

2. waitresses

3. clerks at convenience stores

3. cashiers at supermarkets

Tutor is greater than any other part-time job in Kyokkyodai students. There are several ways to get this job: introduction by an acquaintance, students office, or tutor center. A lot of students are tutoring junior high students in various subjects. The teaching time is generally two hours a day and two days a week. The average hourly wage is 1,500 yen. The merits of tutoring is that we can change the schedule rather easily and that we feel close to the children.

In Asahikawa, there are many private juku schools for the junior high students. Lecturers at juku schools teach the children for the entrance exams for senior high schools. They work at the wage of 2,000 to 2,500 yen by the hour, higher than the tutor's. Moreover, during the vacations, the special programs are held, so their income becomes higher. But they have no time for playing as much as they like because they must spend a lot of time on their assignments at the juku schools. Some of them seem to want more free time.

Some girls work at cafeterias and restaurants. They take the orders from the customers and serve foods and drinks cooked and prepared for them. Moreover, they must wash the dishes or cups and clean the kitchens. Their income is low for their hard work.

As for convenience stores and supermarkets, the payment by the hour is 500-600 yen. During the night time the payment by the hour rises a little. The days for working

will be decided by your hope. The job at the checkout counter is very easy, because you have only to read barcodes of goods and type the received money. If you mistype, you have to type again (so-called 'regi-minus') and send in wrong receipt and present correct receipt to the chief later. The busiest day in a year is the 'Take Stock Day', when they have to check all the goods in the shop.

Explanation above is about the best three of the results we got. But there are some interesting part-time jobs in the rest of the results, so we are going to introduce them to you. Firstly, some students help with the farming. The beginners will be embarrassed but the experienced ones are very much welcomed. Secondly, the carrier is also popular. The job needs great physical power and they are tired out after the job, but they can get the money paid as soon as they finish the day's job.

Of course there were many explanations which were almost incomprehensible because of the grammatical mistakes and spelling errors. I had to check all of them with the group members, but it was a good chance of knowing each other.

5. Results — (2) Demonstrations of the dialogues

After finishing writing the explanation/description of each topic, the members of each group went on to dialogue practices of their own devising. This was what most of the students wanted to do in the beginning. The study of basic vocabulary, useful expressions and explanation during the past several periods was intended to be the base for their conversation activities. Each group was told to make up three dialogues, with each conversation partner speaking at least three times.

After practicing and memorizing well enough, each pair demonstrated in front of the whole class, which not only enjoyed the presentation but also checked four stand-points: who the speakers were, what the situation was, what key words they used, and the general impression of the pair's demonstration. The demonstrations were videotaped for the instructor to check later in detail.

Here again, one demonstration from each class will be introduced to show how much they worked on their job.

(1) Class 1D : A Pair From the "Sports in Asahikawa" Group

Yoshiko: There is a famous baseball park in Asahikawa, isn't there?

Waka: Yes. It is called Stalhin Stadium.

Yoshiko: Where does the name come from?

Waka: Stalhin was a Russian baseball player, and he was a pitcher in the Yomiuri Giants. He lived in Asahikawa for some time many years ago.

Yoshiko: I see. I have just remembered that there was a game at the Stadium the other day. What was it?

Waka: It was a game between the Yokohama and the Yakult. I enjoyed the game.
Yoshiko: How was the game?
Waka: The Yakult won.
Yoshiko: Were you happy? By the way, how many people came to the game?
Waka: I don't know. A lot of people were there. Everyone cheered very hard.
I was overwhelmed by the mood around me.
Yoshiko: Oh, I would like to go once.
Waka: Yes, let's go. Nothing is better than watching a ball game with cool drinks in hand.

(2) Class 1E : A Pair From the "Annual Events in Hokkaido" Group

Harry: When does Sapporo Snow Festival take place?
Chikako: On February 11 to 15, I think.
Harry: What is it like?
Chikako: Well, many snow statues and images are built and made by many people, and they are lighted up at night. Many shows or contests are held on the snow stage.
Harry: How large are the snow statues?
Chikako: Some are very huge and more than 15 meters high and 100 meters wide.
Harry: How large! I can't imagine how they can build such huge statues with snow. I want to see them. Can you go with me?
Chikako: OK. I'll be happy to. Sapporo is my home town, so I can show you around.
Harry: That's great. Oh, I can't wait.

(3) Class 2A : A Pair From the "A Typical Kyokkyodaisei's Day" Group

Tomoya: We have finished all the lectures for today, haven't we?
Masato: Yes. We had many lectures today. I feel very very tired.
Tomoya: Well, are you free tonight? Do you have a date?
Masato: No, no. I have a part-time job tonight. I don't feel I want to go, though.
Tomoya: I see. I plan to go out for drinking tonight, because I have no classes tomorrow. Will you go with me?
Masato: Sorry, but I will finish my job at ten.
Tomoya: That's OK. I have nothing to do tonight, so I can go out any time.
Masato: Hmm... May I call you at ten, then?
Tomoya: Good. I will be waiting for your phone. See you later.
Masato: Bye-bye.

Most of the pairs demonstrated their dialogues very well with some gestures and good feeling. The students seemed to enjoy speaking English. Here are some of the students' comments on their group work and presentations.

MEETING THE STUDENTS' NEED

- * Though I wrote I wanted to learn English conversation, I didn't expect it was this hard. But I did enjoy this class. The members of my group were kind, and told me many things (I'm from Yamagata). I learned a lot from the Culture Group, especially about the Ainu people and Hokkaido dialects.
- * My vocabulary and grammar are very poor, but I think I could understand what conversation is like. It was very difficult to express my ideas in English. I want to practice hard to go abroad.
- * I didn't imagine this style of class was possible, but I really enjoyed writing about our topic and talking with my partner. My imagination was enlarged, and I learned a lot that we couldn't learn from the ordinary textbook study.
- * I realized that in conversation courage and experience are more important than vocabulary and grammar. I suffered from a terrible stage fright, though my words were as easy as junior high school level.
- * I enjoyed making our own dialogues very much. I would like to pay more attention to the speed and intonation next time. English conversation came very close to me thanks to my friends.
- * I found out the most important thing in conversation is our will and mind to communicate to others. Even if grammatically correct, we cannot make ourselves understood if our voice is small and we mumble our words.
- * To get interested in anything is important. First I was not interested in my topic, but gradually I became interested in it. Once I got interested, I think I can go on talking in spite of my mistakes and errors. I learned a good thing.
(This comment was made by a student identified by the questionnaire in the beginning of the course as one of the least motivated.)
- * I had an idea that English conversation was very difficult, but through this class of group activities, I found that it could be fun. I enjoyed my classmates's gestures and I want to imitate them. If I study English at all, I want to speak it. This class was useful in this sense.
- * I think almost all the students in this class enjoyed this class. The group work was very good to practice conversation, and I am satisfied with our results.
- * Next time let's write an English conversation book of our own and sell the copies all over the world, and with the "inzei" (royalty) let's have compa.

6. Evaluation

As shown above, the trial to meet the students' needs seem to have gone unexpectedly well. The main part of the students' work was on group activities. The mixture of students of various majors promoted their friendship and they cooperated very well on their given projects. Even when the regular class was cancelled because of my absence, they voluntarily gathered and continued their study. Some of them are highly interested as

can be seen from the last comment and showed interest in trying to introduce many more things in English, including their own home towns throughout the country. They seem to understand the saying, 'where there is a will, there is a way.' They seem to have gained some confidence and self respect, which will motivate them both instrumentally and integratively in the future. I myself found out that the students are there to be motivated to learn. All I have to do is set fire to their desire to learn. I must become a torch to the students to direct their ways and help them to the utmost. I must not be a firehose to extinguish the students' wishes and hopes by simply following my own way. I was really relieved that the five students who were not interested at the beginning showed remarkable progress in their attitudes and looked happy at the end. After all, classroom interaction should be the center of each class even at the college level: the interaction among the students themselves and that between the students and the instructor.

As for native speakers, we had two Canadian women students from the University of Calgary, who did mix with the students very well. The students from both countries learned very much from each other, i.e. the Japanese students were challenged to speak in English what they had prepared so far, while the Canadian students learned a lot about the city of Asahikawa, Hokkaido and their sister university.

The final exam was to write a brief introductory essay of Asahikawa, Hokkaido, and Kyokkyodai respectively, summarizing their whole reports in about 250 words. Most of the examination papers were well written.

I wonder how much the students' overall English ability improved, but I can say that their motivation to challenge English conversation with their own will was highly elevated, which will hopefully encourage them to continue learning in the future. This experiment of mine to meet the students' needs was a thrilling and adventurous one both for the students and me.

7. Conclusion

Under my direction, the Classroom Centered Research (CCR) group of the Hokkaido Chapter of JACET, conducted a questionnaire in February - March 1993 to check student needs. Its title was "I wish I could have learned this kind of English!" The questionnaire was given to 300 seniors just before their graduation from 12 universities in Hokkaido. The details of the results were reported at the annual convention of Hokkaido Chapter, JACET on July 24, 1993. About the focus on English conversation, it turned out that while the 300 were taught textbook reading for the most part, they wanted to learn English conversation (46%) and to pursue listening comprehension / LL practice (34%).

The students' eager and earnest voices can be summarized as follows.

- (1) More opportunities and smaller class sizes!
- (2) Development of listening comprehension ability with LL or AV aids!

MEETING THE STUDENTS' NEED

- (3) Development of productive skills with the help of native speakers!
- (4) More effective and communicative writing!
- (5) Selection of teaching materials to stimulate the students mentally!

My classes were very big: 72, 72, and 95. Each class met only once a week for 90 minutes. It seems almost impossible to realize ideal classes for the students. This simple experiment of mine cannot answer fully the students' hopes.

In this age of globalism we will not be able to survive without using English, and the students know it, though they cannot show it obviously. The teachers should make all the more effort to realize the ideal TEFL in their daily classrooms.

Fortunately, our campus will change its present system of general English instruction drastically in April 1994. The class size will be much smaller, about 30 students per class, and the class will meet twice a week. As desired by the seniors just before their graduation, I would like to work harder toward the betterment of my daily English learning activities with the students, in the spirit of "Practice Makes Permanent."

Fianlly, I would like to thank all of the students in my three classes, who worked very hard, with many errors and mistakes, for the success of each class, without knowing the intention of my experiment.

(August 3, 1993)

(Associate Professor, Asahikawa Campus)

Bibliography:

- Koike, I. et al: 1983. *General Survey of English Language Teaching at Colleges and Universities in Japan (I) - Teachers' View* - JACET
- _____ : 1985. *General Survey of English Language Teaching at Colleges and Universities in Japan (II) - Students' View* - JACET
- JACET: 1993 "TEFL Toward 21st Century", *The English Teachers' Magazine*, Taishukan
- Morinaga, M. et al: 1993. "Survey of TEFL at Universities in Hokkaido"
(oral presentation made at the annual convention of Hokkaido Chapter, JACET, on July 24, 1993)