

# 語いと英語教育(16)

A : Teacher Talk (1)

B : 日常の授業で活用できる言語機能とその言語形式  
- 意志・感情等にかかわる機能の言語形式の  
Registerに対するNative SpeakersのComments -

1993年 2月18日

本研究に携わった研究員

長 勝彦 (墨田区立両国中学校)	野口 弘子 (多摩市立東愛宕中学校)
鬼山由美子 (江戸川区立南葛西中学校)	備里川正人 (足立区立第十四中学校)
原田 博子 (足立区立第十四中学校)	北原 延晃 (杉並区立和田中学校)
日臺 滋之 (杉並区立中瀬中学校)	鶴田 峰子 (台東区立下谷中学校)
二宮 正男 (狛江市立狛江第一中学校)	三浦 邦彦 (足立区立第三中学校)
横山 牧子 (立川市立立川第二中学校)	市川きみ子 (渋谷区立原宿中学校)
吉岡千恵子 (大田区立大森第三中学校)	阿久津仁史 (三鷹市立第四中学校)
古川 泰子 (北区立桜田中学校)	福井 洋子 (中野区立中央中学校)
滝之入道隆 (中央区立佃中学校)	杉本 薫 (墨田区立両国中学校)
米田 隆 (板橋区立板橋第四中学校)	石井 亨 (墨田区立錦糸中学校)
伊東 一 (足立区立西新井中学校)	

(所属校は発表時のものです)

目 次

. あいさつ	
. 昨年度までの研究経過	
. TEACHER TALK	
( 1 ) 研究テーマ設定の理由	193
( 2 ) 本年度の研究経過	193
( 3 ) Language use when shifting students	195
. 日常の授業で活用できる言語機能とその言語形式	
- 意志・感情等にかかわる機能の言語形式のRegisterに対する Native SpeakersのComments -	
( 1 ) QUESTIONNAIR ON REGISTER	197
( 2 ) General Comments	
( 3 ) Comments	198
( 4 ) Not usedとコメントされた項目	200
( 5 ) Rudeとコメントされた項目	201
( 6 ) Old-fashionedとコメントされた項目	202
. 参考文献	
Teaching Plan of English	
. 編集後記	

目次は発表時のもので、ページの示されていない項目は。このダイジェスト版では省略されています。

あいさつ

- 省略 -

研究経過

- 省略 -

TEACHER TALK

### (1) 研究テーマ設定の理由

『語彙と英語教育(10)』(東京都中学校英語教育研究会研究部1987年)では、「B . 授業の中でどのように語彙をふやすか」の視点に立って、Bingo、Guess Work、Pair Work、Skit の実践が取り上げられている。Teacher Talk の中でも、語彙、文型、文法事項を提示したり、recycle させることにより、語彙、文法事項の定着を図ることも可能に思われる。

Teacher Talk は、『語彙と英語教育(10)~(14)』(1987年~1991年)で調査した言語機能とその言語形式ともかかわりがあり、その延長線上の研究であるともいえる。

『語彙と英語教育(11)』(1988年)の「B . C L T (Communicative Language Teaching) と Communicative Functions について」では、各学年別に、どのような種類の言語機能がどのような種類の言語形式で表されているのかを分類整理してある。これは、各学年ごとに使用する Teacher Talk の種類を選定するのに役立つばかりでなく、段階的に語彙、表現をふやしていくことに役立つと思われる。

さらに、Teacher Talk は、『語彙と英語教育(15)』(1992年)で調査した「日常の授業で活用できる言語機能とその言語形式 - 意志・感情等にかかわる機能の言語形式の Register について - 」ともかかわりがあり、その延長線上の研究であるともいえる。

Teacher Talk を言語機能の様々な場面に応じて適切に使い、教師と生徒が相互にやりとりする授業を日常的に作っていくことにより、コミュニケーション能力をも高めることに役立つと思われる。

このような観点から、研究部は本年度より Teacher Talk についての研究を進めていく予定である。

### (2) 本年度の研究経過

本年は Teacher Talk についての研究の初年度である。まず、1992年度の研究部の二宮正男氏の公開授業や、研究部員の日常の授業をVTRに録画したものから Teacher Talk に焦点を当てて、表現を拾い出した。次に英語で指示を与えた方が効果的であると思われる Teacher Talk にはどのようなものがあるのか、さらにどのように Teacher Talk を使うことが適切であるのかについて研究を進めた。

今年度は、Teacher Talk の中でも、生徒を動かす時に適切であると思われる表現を中心に、次のような学習形態の観点からまとめてみた。

1. Whole Class into Fixed Pairs
- 1R. Reverse of 1
2. Whole Class into Changing Pairs
- 2R. Reverse of 2
3. Fixed Pairs into Changing Pairs
4. Whole Class into Small Groups
- 4R. Reverse of 4
5. Pairs into Groups
- 5R. Reverse of 5
6. Whole Class into Chain Work
7. Whole Class to Performance
- 7R. Performance Back to Whole Class
8. Whole Class Activities

Drilling Stage ( Pair Work/Group Work に移る前の練習段階の使用言語 )

Open Pair Work を含む

Distributing / Collecting handouts

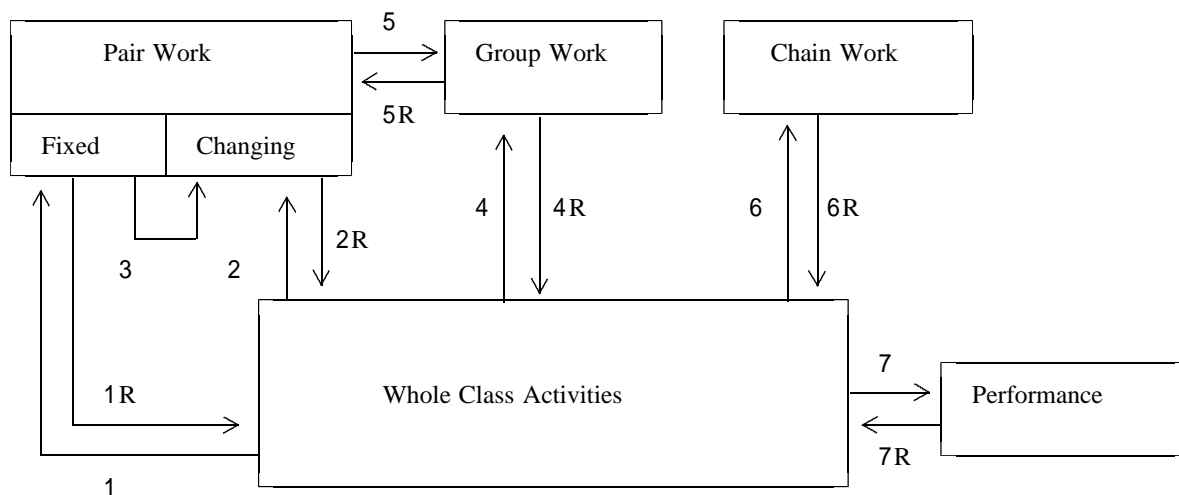
To check who finished his/her own individual work

Asking about results ( of a certain activity )

Miscellaneous

9. Drawing Attention
10. Disciplinary
11. Miscellaneous
12. Karaoke

学習の関連図



(3)Language used when shifting students

NOTE: The following expressions are written in 'imperative form' due to space. 'Imperative form' could be replaced with 'Please, ~', 'Will/Can you ~?', or 'I want/would like you to ~' in real classroom situation.

**1 Whole Class into Fixed Pairs**

We are going to do some pair practice. (2)

Next activity is / will be fixed pair work. (1)

Make pairs ./Make usual pairs. (1)

Get/Put your desks together : front to front. (1)

I'll be your partner. (in case the number of the students is odd.) (1)

Let's/We'll begin the fixed pair work. (1)

Practice in groups.

Find a partner.

Stand up and make pairs with your neighbour.

Turn your desks around.

Turn round face to face.

Turn round and face the next person to you.

Find your partner around you.

Practice with your partner. (1)

Who is single? (休みの生徒がいたとき、近くの人を指して) Practice with them. All right? (1)

We are going to work/play in pairs.

Boys, you make pairs with girls and girls, you make pairs with boys. (1)

Boy-boy/Girl-girl pairs, please. (1)

Find someone (whom) you haven't make pair with yet. (3)

Let's practice reading in pairs.

**1R Reverse of 1**

Put your desks back. (1)

Get back to your right position. (2)

Turn your body towards me/the board. (2)

(Go) back to your (own) seats. (1)

Stop -ing. (1, 2)

Let's finish ~.

Go back to your original places.

Come/Walk towards me.

Sit down on your seat.

Time's up. (2)

**2 Whole Class into Changing Pairs**

Now get/stand up, walk around the room and ask questions (to as many friends as you can). (2) or (3)

Try to collect as much information as possible. (3)

Talk to your friends and try to collect as much information as possible. (3)

Let's begin/start the interview. (1)

Do it with your friends.

Now you know how to talk. Go and get pieces of information. (2)

Ask questions to three boys and two girls. (1)

Don't stick to each other, boys/girls. (2)

Boy-boy/Girl-girl pairs will get one point, boy-girl pairs two points.

And if you talk to me, you'll get three points. And if you get some information from Mr. Hall, you'll have four points. If you talked with 'Today's Lucky Student', you'll be given six bonus points! (1)

Make pairs with students who live near your house. (2)

who went to the same elementary school as you.

who belongs to/in the the same club as you. (2)

who was born in the same month as you. (2)

## **2R Reverse of 2**

Go back to your own seats. (1)

Stop the activity and go back to your own seats. (1)

Come back, students.

Time's up.

## **3 Fixed Pairs into Changing Pairs**

Work in usual pairs and then get/stand up and change your partners. (1)

When you finish with your usual partner, you can get/stand up, walk around the room and ask questions. (1)

When you finish, ask questions to as many friends as you can. (3)

Turn round your desk and face the next person to you.

When you get one point, you can stand up and talk with your neighbour.

- 以下省略 -

- ・ 日常の授業で活用できる言語機能とその言語形式  
 - 意志・感情等にかかわる機能の言語形式の Register に対する  
 Native Speaker の Comments -

## (1) QUESTIONNAIRE ON REGISTER

July 20, 1991

The Association of Tokyo Metropolitan Junior High School Teachers of English

Dear madams and Sirs :

We have been working for three years compiling language functions junior highschool students can use in their language-learning classes . So far we have categorized into some thirty language function-forms all the sentences that appear in the textbooks used in Japan . What we have to consider next is to inform students of appropriate use of each of the function-forms suitable to the occasion , i . e . what function-forms are to be used in the formal , neutral , and informal situations .

We would be grateful if you would cooperate with us . We are sure that this survey will contribute much both to our English teaching and to the students' learning . Your answers will be treated most carefully and confidentially .

Katsuhiko Osa  
 (Chief Director)

Questionnaire A :

Please answer each of the following questions by checking an appropriate item of items or writing .

1. Nationality :

- (1) the U.S.      (2) U.K.      (3) Canada      (4) Australia  
 (5) New Zealand      (6) Ireland      (7) Other (                      )

2. Place of birth : e . g . Buffalo , New York

(                      ,                      )

3. The main place where you were brought up : e . g . New York City , New York

(                      ,                      )

4. Sex :

1. male      2. female

5. Age :

1. 15 ~ 20      2. 21 ~ 30      3. 31 ~ 40      4. 41 ~ 50      5. 51 ~

Questionnaire B :

To answer the questionnaire B ;

Mark the appropriate box with a tick in the space provided under the columns marked ' F ' (Formal) ,

‘ N ’ (Neutral), ‘ I ’ (Informal) .

Write some comments ( your opinions ) on the far right, if you have any .

N . B .

While filling out this questionnaire , please try to grade each sentence or expression as though you were in the student's position . Please note that a number of other sentences and expressions were eliminated earlier in the presurvey .

(2)General Comments

- 省略 -

(3)Comments

**1 Expressing & finding intellectual attitudes**

**(1) Expressing & asking for ideas, opinions, agreement, or certainty**

I think that a division into appropriate for  
written vs spoken communication is more im-  
portant in English than formal vs informal .

Without a complete sentence all is rather am-  
biguous .

US M 41-50

(AET) Aus . F 21-30

P . 10

1. Perhaps ~ .

“ maybe ” could be substituted for “ Perhaps ” for  
a more informal tone .

US F 15-20

Indecision .

UK M 15-20

Depends on situation .

UK F 15-20

Depends on usage .

UK M 15-20

Often a formal question .

UK M 41-50

Some difficulty in classifying . ‘ Perhaps . ’

UK F 15-20

Eventually classed as F because considered  
the I equivalent = maybe .

Non-committal .

Can . in UK F 15-20

1 ~ 4 These are difficult to grade . Depending  
on context , intonation and subject .

(AET) Aus . M 31-40

1 ~ 5 How can I tell it is formal or not by the  
first few words?

(AET) Aus . M 21-30

1 ~ 5 Each situation depends as on a "case by  
case basis" .

(AET) Can . M 31-40

1 ~ 5 In informal situations Americans use more

(AET) US M 21-30

direct language .	
1 ~ P. 12-2 These are too ambiguous!	UK M 15-20
2. ~ , I think .	
A bit awkward .	US M 15-20
Bad English	UK F 21-30
An opinion .	UK M 15-20
Usually an opinion	UK M 41-50
'I think ~ 'may be more natural .	(AET) UK F 21-30
Personal .	UK M 15-20
Personalises a statement making it informal .	UK F 15-20
Very uncertain .	(AET) Can . M 31-40
Unsure of opinion .	UK F 21-30
2 ~ 4 No other way of expressing there-here to use them .	UK F 15-20
3. ~ perhaps .	
Usually an opinion .	UK M 41-50
Indecision	UK M 15-20
Unnatural .	UK F 21-30
Rarely used .	(AET) Can . F 21-30
Unsure of the usage .	(AET) Can . M 21-30
Depends on usage .	UK M 15-20
Less natural than 'Perhaps ~ ' .	(AET) UK F 21-30
Suggestive but not assertive .	UK F 15-20
Very uncertain .	(AET) Can . M 31-40
'Perhaps' is not often used at the end of an expression .	(AET) Can . M 21-30
Not sure if they're right .	UK F 21-30
4. I believe ~ .	
Often a formal statement .	UK M 41-50
Opinion can be ignored .	UK M 15-20
More forceful .	UK F 15-20
Stating what they think .	UK F 21-30
Business/interview situation .	(AET) Aus . F 21-30
5. I am afraid ~ .	
I fear ~ .	US F 15-20
Often a formal statement .	UK M 41-50
Wouldn't use .	UK M 15-20
Context and intonation changes style .	UK F 21-30
Apologetic .	UK F 21-30
- 以下省略 -	

(4) Not used とコメントされた項目

**1 Expressing & finding intellectual attitudes**

**(6) Seeking, giving, & withholding permission**

- 3. Yes, please.
- 6. I'm sorry you can't.

**(7) Offering to do something, & reacting to it**

- 9. I can ~.

**(8) Offering something, & reacting to it**

- 13. This is for you.

**(1) Expressing & inquiring about liking, disliking, interest, or lack of interest**

- 1. It is fun.
- 3. How interesting!
- 6. It is not fun.

**(2) Expressing pleasure, displeasure, satisfaction, or dissatisfaction**

- 2. Wonderful.
- 4. I made it.
- 6. We did it.

**(4) Expressing & inquiring about desire or lack of desire**

- 7. Yes, please.
- 13. I want ~.

**(5) Expressing & responding to apology**

- 7. That's too bad.

**(6) Expressing & responding to gratitude**

- 15. It's my pleasure.

**(7) Expressing sympathy or carefulness**

- 4. That's too bad.

**(8) Expressing feelings**

- 8. I am happy.
- 13. I feel blue.

**(11) Expressing surprise**

- 6. Oh, dear!
- 9. That/It is (really) surprising.

**3 Getting things done**

**(1) Making suggestions, & reacting to it**

- 13. Yes, let's.
- 2. O.K, let's.

3. Shall we ~ ?

6. No, let's not.

**(3)Inviting others to do something, & reacting to it**

7. Imperative + please.

**(4)Advising others to do or not to do something, & reacting to it**

4. You may not ~ .

**4 Socializing**

**(2)Leave taking**

3. So long.

4. See you again.

**(6)Telephone conversation**

3. This is ~ speaking.

(5) Rude とコメントされた項目

**2 Expressing & finding out emotional attitudes**

**(1)Expressing & inquiring about liking, disliking, interest, or lack of interest**

8. I am not interested in ~ .

**(2)Expressing pleasure, displeasure, satisfaction, or dissatisfaction**

1. I don't like it.

2. It isn't fun.

**(3)Expressing compliments, praises, approval, appreciation or admiration**

11. Thanks.

**(4)Expressing & inquiring about desire or lack of desire**

13. I want ~ .

4. I don't want to ~ .

**(7)Expressing sympathy or carefulness**

1. Poor ~ .

2. What's the matter (with you)?

6. What's wrong with you?

7. You don't look well.

**3 Getting things done**

**(3)Inviting others to do something, & reacting to it**

5. Imperative.

**(4)Advising others to do or not to do something, & reacting to it**

17. You must ~ .

3. You must not ~ .

7. I'm sorry I can't.

**(5) Directing others to do or not to do something, & reacting to it**

9. You must ~ .

(6) Old-fashioned とコメントされた項目

**2 Expressing & finding out emotional attitudes**

**(1) Expressing & inquiring about liking, disliking, interest, or lack of interest**

3. How interesting!

**(6) Expressing & responding to gratitude**

18. It's kind of you (to ~) .

**(8) Expressing feelings**

13. I feel blue .

**(11) Expressing surprise**

6. Oh, dear!

**3 Getting things done**

**(3) Inviting others to do something, & reacting to it**

10. Won't you ~ ?

**4 Socializing**

**(1) Greeting people**

2. How have you been?

**(2) Leave taking**

3. So long .

4. See you again .

. 参考文献

- 省略 -

資料 Teaching Plan of English

Wada Junior High School, Suginami Ward, Tokyo

Instructor : Nobuaki Kitahara

- 省略 -