

Presenting vocabulary

これから紹介する指導技術 (teaching techniques)

- 教授法: approach – method – technique
- 文法訳読式 (grammar translation method)
 - アプローチ: ラテン語・難解語の翻訳、学術的な知識伝達、思考訓練
- 直接教授法 (direct method)
 - アプローチ: 子供の言語習得の知見、習慣形成理論
 - 言語の主なる媒体は「話すこと・聞くこと (oral skills)」

Workbook activity 1

1 Introduction

Here are some techniques for teaching new words.

- Say the word clearly and write it on the board.
- Get the class to repeat the word in chorus.
- Translate the word into the students' own language.
- Ask students to translate the word.
- Draw a picture to show what the word means.
- Give an English example to show how the word is used.
- Ask questions using the new word.

Which are the most useful techniques?
Can you think of any other techniques you could use?

導入方法にはメリット vs デメリットがある

- Demonstration 1:
 - 母語に訳す → 最も簡単・明瞭
 - 英語の文になったものを見ないと、どう使われるのかわからない
→ Example が必要
 - 単語をただリピートするだけだと、形式(form)だけ強調することになる
- Demonstration 2:
 - いきなり訳を与えるのではなく、例文を見せてから意味を考えさせる
 - 英語を注意して聞く → それ自体が練習になる
 - 意味を聞けば、理解度の確認になる
 - 自然な英語のやりとりの一場面になる

次の単語はどのように提示するのが効果的か？

watch window elbow

Showing meaning visually

T: Look --- this is a watch (時計を指す).
A watch. A watch

Ss: A watch.

T: What is it? (時計を指す)

Ss: A watch.

次の単語はどのように提示するのが効果的か？

tree tractor cow

By showing a picture

- 黒板に絵を描く

- レッスンの前に用意しておく

次の単語はどのように提示するのが効果的か？

sneeze dig stumble

By miming, using actions, and facial expressions

T: Look (sneezeのジェスチャー) Atchoo!
I just sneezed. Sneeze. Sneeze.
Can you say it?

Ss: Sneeze.

T: Again.

Ss: Sneeze.

T: Great. What does it mean in Japanese?

意味を示すやさしい例文で導入する

- Building:
 - Houses are buildings. This school is also a building. In big cities there are many buildings --- There are hotels, and offices, and movie theaters. They are all buildings.
- Lazy:
 - Some people work hard. Other people don't work hard. They are lazy. For example, I have a brother. He is very lazy. He gets up late, and then he does nothing all day. I say to him, "Don't be so lazy! Do some work!"

例文で示す効果

- 単語の意味の複雑な説明をする必要はない
- その単語の意味がよくわかる例文を提示する
 - Houses are buildings. / I have a brother. He is lazy.
- 良い例文は意味を明確に示す
 - My brother is lazy. (×) → lazyの意味がわからない
 - He gets up late and then does nothing all day. 補足する
- 例文は特に抽象的な単語を示すのに効果的

2 Giving examples

- The examples beside the six words below are not enough to make the meaning of the words clear. *Add* one or two sentences to each one, so that the meaning of the word is shown clearly.
 - market* You can buy food at the market.
 - clothes* In the morning we put on our clothes.
 - noisy* Students are often very noisy.
 - look for* I'm looking for my pen.
 - visit* Last weekend I visited my uncle.
 - happiness* He was full of happiness.
 - impossible* Your plan is quite impossible.
- What *other* techniques could you use (pictures, mime, etc.) to make the meaning of each word clearer?

自分で2語選んで例文を1, 2付け加えて、皆の前でプレゼンする

複数の方法を結合する (combining different techniques)

- DEMO : smile

3 Combining different techniques

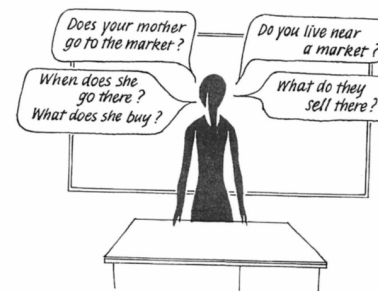
Look at these words. Decide exactly how you would present each one. If possible, think of a *variety* of techniques.

laugh absent cheese cold apron wall

- どれが1つ選んで、複数の導入の方法を組み合わせしてみる
- 英語だけで導入する

4 Using a new word

- A. The teacher has just presented the word 'market'. Now she is asking questions using the new word. What is the purpose of this?



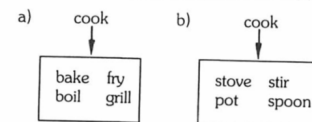
- B. Think of two or three questions you could ask the class, using these words.
to cook lion holiday magazine windy

Using a new word

- 質問をする理由:
 - 生徒が導入した単語が理解できているかを質問で確認する
 - 単語の使い方についてもっと例文を追加する
 - 教室全体を巻き込んで、新しい単語で英語を使う機会を設ける
 - 関連するほかの単語を使う機会を設ける

5 Vocabulary expansion

1. Look at these sets of words. How are the words in each box related to 'cook'?



2. Imagine you are teaching the words below.
Think of four or five other related words that you could teach at the same time.
- thief
 - carpet
 - customs officer
 - many

語彙の拡張のしかた

(a) cook --- bake/ fry/ boil/ grill
同義語 (synonym)、同じタイプ (調理の仕方)
文法的には同じ品詞 (paradigmatic)

(b) Cook --- stove/ stir/ pot/ spoon
文脈 --- cooking の話をしてしている時に出てくる単語
関連語 (related words)
文法的には一緒に使う単語 (syntagmatic)

Active vs. passive vocabulary

- Active [Productive] vocabulary:
 - Words which students will need to understand and also use themselves
 - 知っていて使えないといけない単語
 - 発信語彙 (productive vocabulary)
- Passive [Receptive] vocabulary:
 - Words which we want students to understand, but they will not need to use them.
 - 意味だけ知っていればよい単語 (自分では使わない)
 - 認識語彙 (receptive vocabulary)

課題

- Vocabulary の導入をテーマに、ミニ教案を作成
- 提出日 : 来週授業の最初
- ワープロ : A4
- 自分が実際に使う英語、生徒が答える英語をすべて書き出して作ってみること