



TOEFL®教育者セミナー 2003 夏 報告書  
『アカデミック・ライティングとその指導法』

高等学校における Criterion<sup>SM</sup> を利用した事例発表集

国際教育交換協議会（CIEE）日本代表部

TOEFL 事業部



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## 【発表者紹介】

### <高等学校におけるアカデミック・ライティング指導法>



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1994年4月より 山梨県の県立高等学校の教諭として勤務をはじめる

2000年4月より 山梨県立甲府第一高校 勤務 現在に至る

## Academic writing using Criterion<sup>SM</sup>

(Criterion<sup>SM</sup>を利用したアカデミック・ライティング指導について)

私立 智辯学園和歌山高等学校 教員 レベッカ・ベンワ (Rebecca Benoit) 氏

Since adopting Criterion, our essay scores on Japanese university entrance practice exams have been significantly higher than the national average. We attribute this to the timely and detailed feedback Criterion offers us.

Our students once waited weeks for teachers to return essays, but now get scoring, access to model essays and feedback analysis in less than 30 seconds. This allows teachers to circulate in class, giving students advice when they most need it on essay coherence, drafting and revising.

Furthermore, the error analysis feature lets us know what areas we need to review in our grammar lessons and the Instructor Topic feature allows students to practice past exam questions. Although these don't generate a score, students can view essays by other students in class and revise their essays based on the feedback analysis. Criterion's flexibility allows us to assign double the number of essays we did before and helps our students' writing improve substantially.

本校では、ETS 開発のオンラインによるライティング自動評価ツールである Criterion<sup>TM</sup> を導入して以来、大学入試に関わる模擬試験等で大幅に全国平均を上回る結果をあげています。Criterion 導入により、以前は英作文提出から採点、返却までにかかっていた多くの時間が短縮され、およそ 30 秒程度でフィードバックが得られるようになりました。これは、教師にとっても多くの利点があり、文章作成中に生徒の質問を受けたり、アドバイスができるようになるなど授業体系が大きく変わり、英作文に不可欠な論理的文章校正についての指導が随時可能になりました。

更に、Criterion の機能として、「エラー分析」があります。これは、文法の授業や出題問題について見直す際に有効な分析データを算出します。大学入試過去問題など Criterion に搭載されていない出題問題については、スコアが計算されませんが Criterion の基本機能であるフィードバックによりアカデミック・ライティングの細かい指導が可能です。Criterion の柔軟なシステムは、以前よりもかなり多くの自由英作文課題を出題でき、生徒のライティング技能向上に大きく貢献しています。

## 大学入試問題における自由英作文出題の傾向とCriterion<sup>SM</sup>

2003 年度の日本国内における主な国公立、私立大学のうち、約 70%の大学が大学入試に自由英作文を課しています。これは、1987 年の 17 校と比較するとかなりの増加であり、それだけ自由英作文が重視されるようになったということが分かります。これに伴い、高等学校におけるアカデミック・ライティングも強化される必要があり、智辯学園では大学入試対策としてアカデミック・ライティング強化を図っています。(図 1・2 参照)

### University Entrance Exams

<b>1987:</b>	<b>2003:</b>
<b>(18%)</b>	<b>(70%)</b>
<b>17/95</b>	<b>60+/95</b>

(図) 1

### (図 2) COMPARISON OF Criterion prompts and past JUEEE FEC questions

Criterion 出題問題と大学入試における自由英作文出題問題の比較

Criterion <sup>SM</sup>	Japanese University Entrance Exams with FEC similar to Criterion <sup>SM</sup>
TV programming choice	
Experience or books	大阪 1998 & 立命館 1999
Money on technology	立命館 1999 & 神戸市外大 1993
Playing vs. winning	静岡県 1997 & 関西学園 2000
Change in your school	広島 1996
Environmental damage	横浜 2000
Changes (21st century)	関西学院(総合政策学部)1999 & 1996, 神戸市外大 1994
Change in your hometown	神戸市外'99/長崎'98/大阪市'95/2000/立命館'99
Reasons for university	甲南 1999
Plans after graduation	長崎'97 & '99, 弘前 2000, 東京都立科学技術 '95
Dress code (enforcing)	東北 2000
Longer school year	立命館'96 & 愛媛 2000
Pet care letter	大阪'93 & 横浜 2000
Being an adult	長崎 2000
Games	大阪'98
Images of beauty	長崎'98
Rebellion	広島'98
Community Service	滋賀 1999
	東京工業 1996

## 自由英作文の指導について

英語を指導する教員として出身国で英語教員資格を得た外国人教師がいます。しかし、自由英作文指導に関しては、彼らが必ずしもアカデミック・ライティングに興味があり、情熱があるとは限りません。リスニングやリーディングと比較すると、採点が伴うライティングには多くの時間が必要であり、JET プログラムや ALT として来日している外国人教師は、どちらかといえば避けてとおりがちな分野です。特に、JET プログラムやプライベート英語教員に見られるのは、的確なトレーニング不足や任期に満たないうちに帰国してしまうケースなどです。(図 3)

### (図 3)The JET Program (1992 – 2003): ALTs with TESL/teaching qualifications

*Being a native speaker of English does not in any way guarantee that one knows the particular difficulties facing EFL writers and the best way to coach or grade their essays. With few native speakers of English in Japan qualified to teach and assess EFL writing, Criterion can be tremendously helpful for several reasons. First, it contains a large database of writing samples and questions. Second, it provides efficient scoring and grading criteria that native speakers may have difficulty creating themselves. Finally, the feedback analysis and Writer's Handbook offers both students and teachers advice on the more important features of English essay writing.*

Year	ALTs reporting TESL/TEFL Certificate	ALTs reporting Teaching Certification	Total new ALTs
2003	201 (7%)	304 (10%)	3057
2002	178 (6%)	314 (10%)	3093
2001	115 (4%)	218 (7%)	3097
2000	80 (3%)	104 (3%)	3096
1999	196 (6%)	298 (10%)	2912
1998	224 (7%)	350 (11%)	2955
1997	224 (8%)	354 (13%)	2738
1996	183 (8%)	307 (13%)	2426
1995	168 (7%)	355 (14%)	2471
1994	144 (7%)	302 (15%)	2072
1993	136 (7%)	219 (11%)	2068
1992	236 (13%)	268 (14%)	1888

#### IMPORTANT

This data is given by ALTs on their application form. Since this information is self-reported and never verified by CLAIR/the JET Program, some applicants may report TESL/TEFL/teaching certification that they do not actually have.

Furthermore, the definition of “TESL/TEFL/teaching” certification is unclear and may include applicants who have taken a one-week course, to a full M.A./M.Ed. in TESL/TEFL (Huw Oliphant, Ministry of Education).

The data on the left represents:

“ALTs still on the Programme and do not reflect the total number of ALTs with teaching qualifications who have not renewed their contracts. In addition, the data is valid at the time of application and does not reflect the percentage of ALTs who either gain qualifications between application and acceptance, and/or who earn those qualifications during their tenure on the Programme” (Finkle, 2003).

This said, it is probably fair to say that the majority of ALTs do not have the time (since they are working full time) or interest to pursue long-distance teaching/TEFL certification while on the JET Program.

1992-1999 data provided by Norman Eaton (n-eaton@clair.or.jp) CLAIR employee. Electronic letter to Rebecca Benoit, December 9<sup>th</sup>, 1999.

2000 – 2003 data provided by Nicola Finkle (n-finkle@clair.or.jp) CLAIR employee. Electronic letter to Rebecca Benoit, July 2<sup>nd</sup>, 2003.

The author thanks Huw Oliphant of the Ministry of Education for his help in interpreting this data.

そこで日本人の英語教員が重要になってきます。しかしながら、**十分な量と効率的な指導**が不可欠なアカデミック・ライティング指導に対して、日本人英語教員の中には自信がない場合も少なくありません。また、生徒に十分な量の課題を提出するということは、教師は同じ分量の採点とコメントをして返却するということです。何度も復習を重ねることが重要だと分かっている、この繰り返しを考えると時間と労力がかかり、教員にとってはなかなか実行に移せないという事実もありました。私自身が5年前に持ったクラスでは1年間に5本の英作文を課していました。これは、他のどの学校よりも多い出題量ですがそれでも決して「十分な量」とはいえません。そこで **Criterion** を導入してからの授業カリキュラムを以下の通りに変更しました。(図4・5 参照) 結果、十分な量と効率的な指導ができる理想的な授業体系を作り出すことが可能になりました。

(図 4)

### How Chiben uses Criterion<sup>SM</sup>

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**2001 – 2003: 400 Criterion accounts**

- 高1: all 260人 typing training
- 高2: all 260人
  - write 10 TOEFL essays per year
- 高3: 100人 advanced students
  - write 15+ essays (College and other levels + “Instructor” topics)

(図 5)

### Chiben's writing curriculum

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<ul style="list-style-type: none"> <li>• writing instruction</li> <li>• Free writing (20+)</li> <li>• Story responses (5+)</li> <li>• JUEEE practice (5+)</li> <li>• CRITERION (10 TOEFL)</li> </ul>	<ul style="list-style-type: none"> <li>• typing practice – Typingmaster 2002 – (twice/month)</li> <li>• Criterion instruction</li> <li>• Criterion (TOEFL) practice – using twice/month</li> </ul>
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その他、本校では **Criterion** を次のような用途にも利用しています。

**①Assessment Tool (評価ツール)**

- Test, quizzes, yearly exams
- Course placement

**②Diagnostic tool for grammar (文法判断)**

- Checking comprehension vs. production

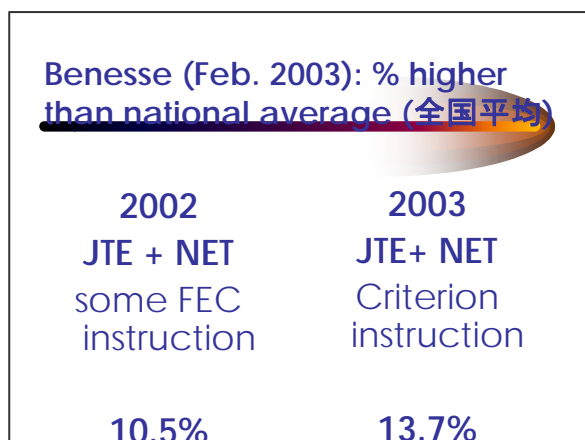
**③Composition writing course (自由英作文コース)**

- Which grammar tests need reviewing
- Custom-topic essays
- HW assignments
- Entrance exam practice
- TOEFL Test of Written English (TWE) prep

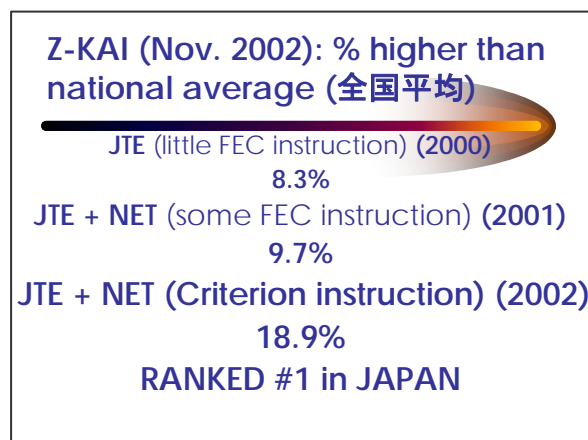
ライティングの授業では、迅速なフィードバックと復習が重要なポイントになります。この点からも、教員による手作業の採点は時間もかかり、数もこなせないため効果的な指導システムには程遠いものがありました。それに比べると、**Criterion** は数十秒でフィードバックとスコアが返却され、生徒自身にとってもやる気おきる仕組みです。加えて量に関しても、比較にならないほどの出題が可能になり反復練習もできることから、生徒の英作文能力は飛躍的に伸びました。

その結果、本校の生徒は全国大学入試対策模擬試験（Z 会、ベネッセなど）で、全国平均を大幅に上回る好成績をあげる結果となりました。（図 6 参照）

（図 6）



（図 7）



## 結論

本校において **Criterion** を導入した結果、既存の課題とデータベースからライティングの授業や試験準備が可能になります。また、迅速で客観的な採点と文法、スペリング、文章構造、全体の文章構造に関するフィードバックが出され、生徒にとっては効果的な学習教材となります。また、モデルエッセイも掲載されており、文章をまねることから英語の文章の校正、構造について学ぶことも可能であるという優れたツールです。「**Writer's Handbook**」が教師、生徒共にあり、詳細について困ることはありません。その他のツールとして、教師と学生の間でコメントを送りあえる機能もあり、プライベートな空間も保たれています。教師にとっては、クラス全体の弱点を一覧できるエラーレポート機能もあり、クラスごとのカリキュラム編成や見直しに大変役立ちます。今後、アカデミック・ライティングは更に重要な英語教育の一つとして需要が高まっていくことでしょうが、**Criterion** を利用した学校が増えればお互いの情報を共有でき更なるアカデミック・ライティング指導の強化に役立つのではないかと期待しています。

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## 自由英作文 & Criterion<sup>SM</sup>

This article is available in Japanese online on the TOEFL® Mail Magazine Vol.18.

この記事はTOEFL®メールマガジン第 18 号にて日本語訳をご覧ください。

(<http://www.cieej.or.jp/Toefl/mailmagazine/mm18/>)

### **Essay writing instruction in Japan**

Academic writing is challenging to teach in Japan, and SHS specifically, for several reasons. A significant factor is class size (40 students or more), which makes personalized assistance difficult or even impossible. Furthermore, grading essays takes considerable time, particularly when hundreds of students (and thousands of their essays) are involved.

More importantly, people qualified to grade essays are in short supply. Many Japanese teachers of English (JTEs) I've worked with since 1998 feel the task of checking open-ended responses in English is better done by native English speakers (NESs). However, they are not necessarily certified English teachers (NETs), and may not have training specific to assessing EFL writing (for more on assessing writing see Cushing Weigle 2002). For example, according to Finkle, less than 7% of assistant language teachers on the JET program, one of the largest recruiters of native English speakers in Japan had TESL or TEFL qualifications in 2003. Further adding to this problem, the JET program is attracting "some people with no talent for teaching and little real interest in Japan" (Ota 1997) and this situation is bound to increase with rising numbers of ALTs being recruited to assist with elementary English instruction.

Finally, there is often not enough time in the week to devote specifically to (academic) writing instruction and practice due to a focus placed on reading, grammar and listening. Consequently, 'free English writing' instruction is often neglected, despite Ministry of Education recommendations to implement communicative writing in the revised English curriculum. An additional problem instructors face is that the Ministry of Education list of approved textbooks does not include any books specific to the teaching of free writing. Some approved grammar books may contain brief sections on essay instruction, but these can give students "misleading advice on grammatical, stylistic, and rhetorical features" and tend to "underplay letter writing and summaries" (Ross, 2002).

Despite these problems, it certainly is possible to give students composition instruction if teachers can set aside at least 2 hours a month. Those who lack EFL essay grading experience or curriculum building can make use of Criterion, an Internet application which gives detailed feedback and scoring, in addition to model essays at all score levels

on over 100 questions within 30 seconds of submitting their essays. Our second grade students work on 10 TOEFL questions using Criterion a year and these feedback features allow them to make significant improvements on their essays within class.

### **Chiben Gakuen Wakayama: a sample composition curriculum**

Chiben's composition curriculum combines instruction and typing practice, followed by 10 sessions of computer practice using Criterion. Over 95% of our students were able to answer free English composition questions so successfully on national practice exams held by Z-KAI and Benessee (designed to mimic Japanese university English entrance exams, or JUEEEs), that they significantly exceeded the national average on both of these tests (see Figures 1 and 2). As a result, Criterion is now the anchor of our composition program (which also includes free writing, story summarizing, and answering past exam questions).

### **Free Writing**

Our students practice 10-minute free writing sessions on a weekly basis to build writing fluency and speed (on topics they write themselves). In the second and third terms, we extend this practice to include dialogue journaling (students exchanged their writing, read and write comments to their partners). Students keep a writing log where they record the topic and number of words written in ten minutes; the target speed we encourage is 70 – 90 words in ten minutes. Teachers do not grade free writing, but do circulate and make general comments about grammar or content difficulties observed once students have finished writing.

### **Story Response**

After listening to a simple (and heart-warming) English story once for five to ten minutes, students answer the following questions:

- 1. How did the story make you feel?*
- 2. What is the message of the story?*

Over the course of the year, these questions never change, so the students feel quite comfortable with this kind of writing task and it helps to build their extensive listening tolerance while working on their summarizing skills. Teachers grade these stories (we do about 7 stories a year) and students are encouraged to study the grading scale prior to writing so they are aware of how they will be assessed. The instructions change from time to time to reflect the style found on JUEEEs such as, "Write about 60 words"; "Write 2 – 3 paragraphs"; "Write at least 80 words"; "Write 250 – 300 words" etc. Since there is a 20% penalty for not following these length requirements, students learn to read the question and instructions carefully.

### **Past JUEEE questions**

On term exams and mock exams held by companies like ZKAI, SUNDAI or Benessee, our students are graded on free English composition for timed-essay practice. We also give them at least five past JUEEE questions to practice in class over the course of the year. Teachers or companies grade these mini-essays, but students do not revise their work.

### **Criterion<sup>SM</sup>**

While these forms of paper instruction have certainly helped our students to improve their writing, by far the most significant improvement in our results has been the adoption of Criterion by ETS. Our ‘paper’ instruction is product-oriented; students write their essay and it is then assessed and returned, but there is no follow-up or revision. Therefore, students don’t polish their writing with these kinds of tasks in our program.

Criterion essays on the other hand, give our students the process-oriented approach to writing that ESL/EFL pedagogy advocates (see Reid, Kroll, Leki, Ferris & Hedgecock). Teachers circulate in the classroom, giving students advice and direction as they draft, write and revise. Since we have two teachers in the class, it is possible to conference individually with all of our fifty students in a 70-minute session (for a more detailed account of our composition program and results, see Benoit, 2003).

While Criterion has been a welcome addition to our program, there may be some in the field of composition instruction who doubt the usefulness of automated writing assessment. A recent review of Criterion by Faculty Shack describes some of the shortcomings that teachers may have about this application:

“...beyond being an extended grammar checker and a very impressive database for student work including recording grammar trends in their writing, the program's helpfulness in correcting work is pretty limited.” (Faculty Shack, 2003; see Powers for more on tricking e-rater).

Unfortunately, Faculty Shack based their assessment of Criterion on one-time use by a group of teachers, not with actual students. For the last two years, I’ve read and evaluated over 5,000 Criterion-graded essays and, although not a trained ETS faculty reader, I rarely disagree with the grades, feedback advice on grammar, spelling or organization the application provides. Contrary to their findings, Criterion has been exceedingly helpful to our teachers because we no longer have to spend hours correcting surface errors and can instead spend our time giving students rhetorical or content-based advice. Although it is true that the system is not able to detect flaws in logic, off-topic essays are flagged with advisories (students are not assigned a score and are instructed to

seek the advice of their teacher). Despite the fact I rarely disagree with Criterion's advice, it is still critical for teachers to teach students about English composition before using the application and support them throughout their writing. Students sometimes get frustrated when they don't quite understand how to improve their writing and this is why teachers are essential when using Criterion.

The debate surrounding computer-assisted grading will continue to play an important role in encouraging programmers and educators to develop more reliable systems. At Chiben, once our students have a basic foundation in writing, we believe that Criterion provides the practice, timely feedback and advice they need to significantly improve their English essays. Ideally, more teachers using Criterion will contribute their research findings in the coming years and share information about how to make the best use of this application.

**Figure 1.** Numbers indicate Chiben's percentage above national average (for 261 grade 2 students)

Z-KAI Exam: Free English composition question		
November 2000	November 2001	November 2002
JTE Paper instruction 8.3%	NET & JTE Paper instruction 9.7%	NET & JTE Paper & <b>Criterion</b> instruction 18.9%

**Figure 2.** Numbers indicate Chiben's percentage above national average (for 261 grade 2 students)

Benessee Exam: Free English composition question	
February 2002	February 2003
NET & JTE Paper instruction 10.5%	NET & JTE Paper & <b>Criterion</b> instruction 13.7%

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以下の本校で行っているライティング授業のサンプルプランをご参考ください。

## **SAMPLE LESSON PLANS FOR USING Criterion<sup>SM</sup>**

Computer classes should be supplemented with basic in-class composition instruction (introduction/body/conclusion/supporting examples/ differences between English and their L1 rhetorical styles, etc.) and typing training for students new to using computers.

### **NECESSARY MATERIALS:**

one computer/student with constant Internet access (for Criterion);

Any Web browser; downloaded version of the TypingMaster 2002 demo (free from [www.typingmaster.com/](http://www.typingmaster.com/)).

Microsoft Word (with spell/grammar check activated) for drafting essays.

### **ADDITIONAL MATERIALS:**

Ideally, a computer projection system helps in the explanation phase of the lesson: be sure to give instructions at the beginning of class as it can be tough to get students to listen once they're all working.

Class	Program & Activities	NOTE
1	<b>Typing Master 2002 – Session 1</b> <ul style="list-style-type: none"><li>● Lesson 1; skip the games until the end of the computer session (for the last 5 – 10 minutes).</li></ul>	<ul style="list-style-type: none"><li>● Basic home row positioning</li><li>● Sitting up straight</li><li>● Wrist position: not resting on anything</li><li>● Use games as a reward – otherwise some students can lose their study focus.</li><li>● Encourage students to watch the monitor and not their hands</li></ul>
2	<b>Typing Master 2002 – Session 2</b> <p>Lesson 2, again skip the games until the end of the computer session (for the last 5 – 10 minutes).</p> <ul style="list-style-type: none"><li>● Customize a typing test (a short JUEE model answer using English expository essay style)</li></ul>	<ul style="list-style-type: none"><li>● Basic home row review 1.1 &amp; 1.3</li><li>● Importance of speed vs. accuracy (some Japanese students use the backspace key constantly, explain that in regular typing, they can always correct mistakes later with spell checks – but in training they should concentrate on speed and memorizing key position.</li></ul>
3	<b>Typing Master 2002 – Session 3</b> <p>Lesson 3, again skip the games until the end of the computer session (for the last 5 – 10 minutes).</p> <ul style="list-style-type: none"><li>● Customize a new typing test (a short JUEE model answer using English expository essay style)</li></ul>	<ul style="list-style-type: none"><li>● Basic home row review 1.1 &amp; 2.1 (if your classes are close together, you might not need to use this review)</li><li>● Importance of speed: set a goal of 15 – 25 wpm. After 3 sessions, even the slowest typists can do about 12 wpm.</li></ul>

4	<p><b>Criterion: Session 1</b>  <b>Registration and input of first essay.</b>  Choose a question from the Criterion bank and prepare a homework sheet for students to do. Some students find it tough to compose on computer; paper HW ensures they come to class prepared and can allow the teacher to give extra hints as each class requires.</p>	<ul style="list-style-type: none"> <li>● Registration process: be sure to have a projection system of some kind, or paper back up so that students can follow along</li> <li>● Make them write their log in names/passwords in their course textbooks</li> <li>● Make sure the password is no longer than 3 characters (for sake of simplicity)</li> <li>● Don't overwhelm students with description of features at this point – they can explore the program in stages once they've typed their first essay.</li> </ul>
5	<p><b>Criterion: Session 2</b>  1. View instructor comments  2. Input of second essay.     <b>OR</b>  3. Revision of Essay 1 based on instructor comments     <b>OR</b>  (time allowing) both 2. &amp; 3.</p>	<ul style="list-style-type: none"> <li>● Teach students how to view your comments on their essays</li> <li>● Demonstrate use of Microsoft Word thesaurus feature (SHIFT + F7) and show students how to use various features within Criterion (model essays; grammar/writing styles etc).</li> </ul>
6	<p><b>Criterion: Session 3</b>  1. View instructor comments  2. Input of third essay     <b>OR</b>  3. Revision of Essay 1 &amp;/or 2 based on instructor comments     <b>OR</b>  (time allowing) both 2. &amp; 3.</p>	<ul style="list-style-type: none"> <li>● Teach students how to respond to your comments and use the comment history feature</li> </ul>

## SAMPLE STUDENT HANDOUT

**NOTE:** Make sure students write their names and passwords (so they don't forget) on the HW.

### LESSON 3, CRITERION DRAFT

Name romajii	Class	Student Number	DUE DATE	Criterion "login"	Criterion password
	—				

### CHOOSE ONE OF THESE!

<b>MONEY AND SUCCESS</b> Do you agree or disagree with the following statement? <i>Only people who earn a lot of money are successful.</i> <b>Use specific reasons and examples to support your answer.</b>	<b>NEW PRODUCT</b> If you could invent something new, what product would you develop? <b>Use specific details to explain why this invention is needed.</b>
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### Use a variety of vocabulary!

The wealthy; the rich/successful/powerful Those with financial resources, the financial elite	The less fortunate, the poor, those with less access to money, education, power
Creation, invention, discovery, development, device, technology	Will improve/contribute to making society/culture more advanced; is necessary,

### Sample INTRODUCTIONS and CONCLUSIONS!

INTRODUCTIONS	CONCLUSIONS
I disagree/agree with concept for several reasons. The _____ may be blessed with abundant _____, _____ and _____, however they lack in several important qualities. Firstly, ....	<b>In conclusion, this essay has illustrated that I disagree/agree with the idea that only the wealthy are successful. Success can be defined in a number of ways which this essay has illustrated. Finally, I firmly believe that _____ people are truly successful.</b>
If I could invent a new product, I would create a _____ for a number of reasons. This invention would significantly improve the lives of millions of people around the world. Firstly, it would....	<b>In conclusion, the creation of the device I propose would truly be useful to _____ for all the reasons listed above. The invention I would develop would lead to other wonderful discoveries which would, in turn, improve society and cultures everywhere.</b>

**NOTE:** These "hints" help to get students started – particularly those with less ability or confidence. Students in the early part of the year also have difficulty writing longer introductions and conclusions, so I give them samples (about 30% of the students use these samples, the others write their own).

Since nearly all students have difficulty with “repetition of words”, I give them a vocabulary ‘bank’ and encourage them to use the SHIFT + F7 (thesaurus) feature in Microsoft Word. The students really love exploring the new vocabulary and again it’s a good tool for beginning level writers.

(Put your introduction here)
Firstly,
Secondly,
Thirdly,
Furthermore,
In addition,
In conclusion,

**NOTE:** The worksheet above helps to remind them at the start of the year to use these key words in their paragraphs. Later in the year, we eliminate this part of the worksheet and students have to rely more upon their past experience.



## 学生のエッセイ比較サンプル A、B(高校2年生)

### STUDENT SAMPLES A & B (2<sup>nd</sup> grade students writing & revising writing class time)

VERSION 1	VERSION 2
<p><b>STUDENT A: Score: 1 (sent 11:26 PM)</b></p> <p>If I could make one important change in a school that I <b>attened</b>, I wanted a store in my school that I attended. Because it is very convenient for us to buy what we wanted at that time. For example, after physical education or after club <b>actibity</b>, when we got thirsty or got hungry if there were a store such a time, we could buy some drink or food.</p> <p><b>this</b> is why I wanted to have a store in my school. (81 words)</p>	<p><b>Score: 2 (sent 11:41 PM)</b></p> <p>If I could make one important change in a school that I attended, I wanted a store in my school that I attended. Because it is very convenient for us to buy what we wanted at that time. For example, after physical education or after club activity, when we got thirsty or got hungry if there were a store such a time, we could buy some drink or food.</p> <p>This is why I wanted to have a store in my school. (81 words)</p>

<p><b>STUDENT B: Score: 0 (sent 11:36 PM)</b></p> <p>If I could make one important change that I attended, I wanted my school to make a baseball club. If there is a <b>basebsll</b> club, I will join the baseball club. And I will practice very hard in order to be a good shortstop player. (45 words)</p>	<p><b>Score: 1 (sent 11:44 PM)</b></p> <p>If I could make one important change that I attended, I wanted my school to make a baseball club. If there is a <b>basebsll</b> club, I will join the baseball club. And I will practice very hard in order to be a good shortstop player. The reason which I want to be a shortstop player is that I think a shortstop player is smart. This is why I want my school to make a baseball club. (76 words)</p>
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## 学生のエッセイ比較サンプルC(高校2年生)

### **STUDENT SAMPLE C (2nd grade student)**

*Without Criterion, people like STUDENT C would never be sufficiently challenged to reach their true writing potential. Since TOEFL questions were too easy for her, I assigned several university level placement questions designed for native speakers of English.*

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#### **ESSAY 1: TOEFL. 8 Submissions, final score of 6/6**

I disagree for the statement "There is nothing that young people can teach older people". If it is true, there must have been no progress or change in history and society. In a sense, it is true that improvements have been born of conflicts between the young and the old. I will show several reasons in the following essays.

Firstly, generally speaking, young people are more sensitive to the stream than older people. Therefore young people hit upon up-to-the-minute ideas that are suited for new situations, and they can tell them to older people. For example, now there are many venture businesses undertaken by young people. They have less experience than old people, but that makes them more creative, and helps them to make new technologies faster.

Secondly, it's easier for the young to have good conceptions because they are less conventional than the old. Conventions prevent older people from thinking freshly and flexibly. A good example is, I think, the World Cup Soccer in 2002. Still now, older people are apt to have bad feelings to Koreans, also older Koreans tend to have it to us. It is very sad thing. However, in 2002, we Japanese and Koreans succeeded in holding World Cup. I think this owes to young power, at least, partly.

Thirdly, the young are less prejudiced than the old. The longer human beings live, the more prejudice we can have. Such preconceived ideas may keep the old from being creative and positive. As a result, young people can get rid of them from older people. I heard that in certain car company that is very big, opinions between its head and its young technicians became different, and in the end, the young turned out to be better.

Furthermore, the young are full of energy. The power of youth can enable them to display their capacity to the full. In this point, the young surpass older people. For example, Confucius said, "Why can we older people say the young are behind? We should respect them."

In conclusion, there are many things we the young can teach older people. However, the experiences of older people and the lessons from them are still useful and precious.

I have been told by my grandmother that many maxims that range over various topics such as food, cooking, lifestyle, and human relations. They will be useful in my whole life. Therefore it is important to unite the new ideas of young people and the wisdom of the old in order to contribute to progress of human beings.

(426 words)

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**ESSAY 2: College Year 1: 12 submissions; final score of 6/6**

Being an adult means basically to be able to fulfill one's duty and to be responsible for what one has done, I think. For many children including me, to become adult is a fascinating thing, while we should know it is very difficult. In the following essay I'll show some specific examples and illustrations.

First, in Japan, people are regarded as "adults" when they become 20 years old, but it is said that there are more and more young people who cannot become adult mentally though they are supposed to have already become adult. This is a big problem in Japan. A decline in the population of children speeds up this tendency.

Generally, children are supported and protected by their parents. It's of course one of the children's rights. However grownups have complete freedom, in other words, have to live their own life making their own decisions with all responsibilities and duty. We can't expect parents' protection any more. Even if a person is an adult in chronological age, depending on his or her parents mentally and economically without any efforts to become independent, he or she is still a child. In Japan, for example, there are many people who are called "parasite singles". They rely on their parents completely.

Basically, an adult must be responsible for his or her acts. People have liberty, and liberty accompanies responsibility. This not only means being an adult but also is the basics of democratic countries. It is natural that individuals have to take the blame for all their behavior. However many people, even some middle-aged people, don't understand this. It seems unavoidable that the young come to have fewer morals because we can't say the quality of grownups is high enough to become the model for young people. Therefore it is important for people to do the right things with faith, and to do justice to themselves.

Furthermore, even though a person may be economically and mentally independent, not being responsible for the society he or she belongs to, he or she isn't a mature person. Any kind of contribution to our society is necessary for adults. We live in the society and it assures us convenience, support and many rights. Therefore an adult should think about public benefit as well as his or her profit. It is one of our duties.

Such natural things aren't understood enough in Japan. For example, many people are indifferent to politics. Voting is an adult's right, but there are not so many people who exercise it properly. Moreover, adults need

to have kindness to other people, even if they are in a hard situation. It is natural that young children often have selfishness. Usually as they grow up, they learn kindness and sympathy by the time they become grownups. Sadly, it seems however that there are more and more people who have little regard for others. Such people far from adults even if they are over 20 years old. Generosity is also necessary thing. Sometimes it's hard to be generous to other people, but if one is an adult, he or she at least can make effort to become generous.

In addition, there are many things we don't want to do. However an adult have to do them if they are what he or she should do. In a novel "A DAY NO PIGS WOULD DIE" represents that adults have to face straight the truth however heavy it may be, and it's not the problem whether one can do it or not, so we must do it. Its hero grows up prematurely because of having to kill his beloved pet and he survives the death of his father. The sentence that "To become an adult is to do what we must do" is a direct expression that describes adults' duty.

Over all, being an adult is to have an ability to do what we should do. It involves being independent, performing duty, taking responsibility, having generosity, and contributing to the society. Being kind to others is essentially a natural thing. There are many people who remain perpetual children and never mature or cannot become adults and are indifferent to public things in this modern society. They have to take matters seriously and improve themselves. Of course it is necessary for the middle-aged to become more conscious of the significance of their behavior. Now that I realize what I should do, I will make efforts to become a real adult earlier. **(745 words)**

## アカデミック・ライティング指導について

県立 山梨県立甲府第一高等学校

教員 田中 美香氏

山梨県立甲府第一高等学校には各学年に1クラスずつ英語科のクラスがあり、私は現在3年生の英作文の授業を1年から3年まで担当してきました。担当科目は1年次の「英語一般」(週1回)、2・3年次の「英語表現」(週2回)です。「英語一般」の授業では国際理解や英作文の基礎について、「英語表現」の授業ではより高度な英作文の書き方について指導しています。

1年程前に同僚から智辯和歌山高等学校のレベッカ・ベンワ先生がライティング指導ツールである Criterion<sup>SM</sup> を使用していることを聞きました。是非私も使ってみたいと思っていた折、CIEE TOEFL 事業部からの英語教員向けメーリングリストに同プログラムが紹介されていたのを見て導入を決めました。

今回は Criterion 実用を含め、わが校の英語科クラスにおけるライティング指導方法を中心に発表いたします。

### 1. ライティング指導に対する基本的な姿勢

ライティング指導に対する基本的な考え方として、まずは多く書かせることを意識しています。それにより、書くことを苦痛と思わなくすることをまず目指します。英語は道具として捉え、まずは文法の正確さより内容を重視します。

また定期試験などを含め40～50語のエッセイ問題を出題します。採点に関しては、最初は自分でしていましたが、今はネイティブスピーカーの外国語指導助手(ALT)にお願いしています。出題するトピックは TOEFL®のホームページのトピック集から選択したり、過去大学入試の問題等を使用したりすることもあります。

### 2. 指導過程

#### 1年次

#### Journal Writing (4月～1月)

内容：

1年次ではまず日記を書かせることから始めました。私自身アメリカ留学前に7週間集中英語講座に参加し、そこでライティングの一環として日記を書きました。しかし先生は間違い等を指摘してくれなかったのが、そのことを先生に尋ねると、「ずっと書いていると自分で間違いを訂正できるようになる」というアドバイスをもらいました。当時は信じられませんでした。やがてそれが本当であることを実感しました。これは実際英語教授の一つの手法でもあり、自分の生徒にも同じ体験をさせたかったので授業で行うことにしました。

生徒は文法的な間違いを指摘してもらいたいという気持ちがあったと思いますが、この段階では文法的な間違いより内容を重視しました。文法的な間違いの指摘はアンダーラインをひくにとど

めました。またたくさん書くことを目標としているので、定期試験時には日記を書いた量も評価の対象としました。

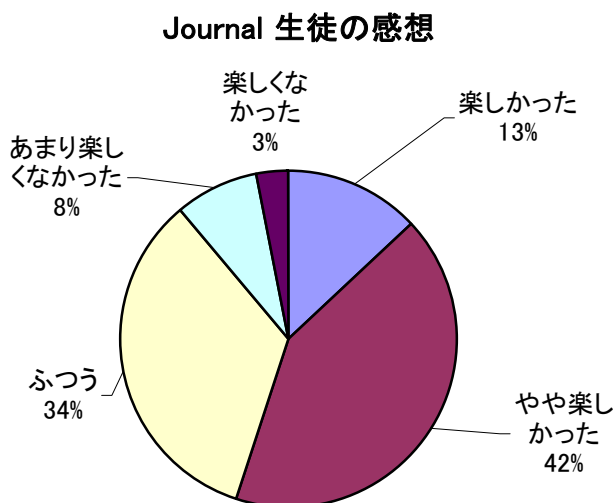
### 成果：

生徒が2月に書いたものと4月に書いたものと比べると、書く量は増え内容も多彩になり、明らかに進歩が見られます。(資料①) 何を書けばいいのかわからない生徒には、トピックを提案しました。(資料②) いろいろな内容について書いてくれたある生徒達は、「私達のことを一番知っているのは田中先生かもしれない」と言っていました。やはり文法的に正しいかどうかは気になるので教えて欲しいという生徒もいました。

反省点としては、ALTの先生に見てもらった方がもっと英語が通じる喜びを生徒に与えることができたかもしれないということです。

Journal Writingに関するアンケート結果を見ると、「楽しかった」という生徒が多く、「楽しくなかった」と答えた生徒の中には、日記をあまり人に見せたくないという意見があったり、2週間に4ページほど書くように指導したため量的に苦痛を感じた生徒もいたりしたようです。

(資料③) (図1)



(図1)

## E-mail exchange

### 内容：

「英語一般」の授業は国際理解を深めることも目標としているので、海外の生徒とe-mailによる交流を試みました。6月～7月の1ヶ月間はアメリカ夏季コースの生徒と、2学期(9月～2月)にはフランスの高等学校の生徒とe-mail交換を行いました。これはteachers.comというウェブサイトでは私が生徒数や年齢的に適当だと思ったクラスを見つけ、向こうの先生とコンタクトをとって始めました。

### 成果：

アメリカの若者の文章にはスラングやスペルミスがあるものの、生徒は内容に関してカルチャーショックを受けたり、新しい発見をしたりして非常に楽しんでいました。

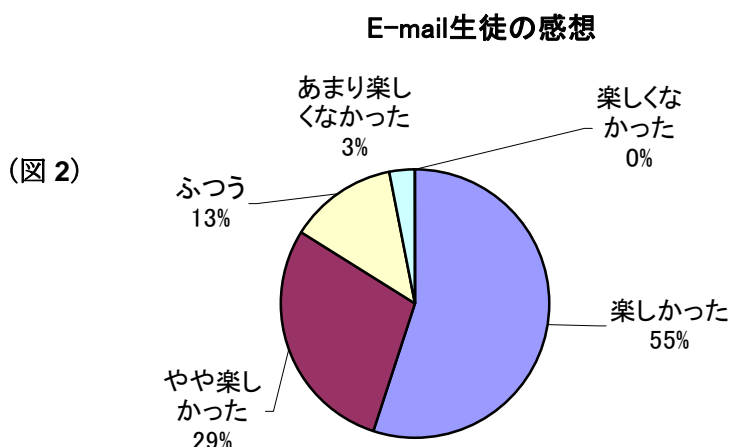
フランスの高等学校とのE-mail交換では毎回私から地域や学校生活のことなどのトピックを与えました。男子はトピックを与えられた方が良かったようですが、女子の中にはトピックがないほうが良いと言っていた生徒もいました。

生徒は同じ英語学習者でも国によって間違える箇所や考え方が違うことに気付き、普段違う言葉を使っている者同士が英語を使ってコミュニケーションを取るのを楽しんでいるように思いました。

ンケートでは 84%の生徒が楽しかったと答えています。

#### 資料④～⑥

(図 2)



### Essay / Short Story

夏休みの宿題では 3 つのトピックの中から一つ選んで Essay または Short Story を書かせました。

夏休みの課題用トピック：

- 1) Write a love story in which you are one of the lovers.
- 2) Write your own story (not Soseki Natsume's) starting with these words "I am a cat."
- 3) Think about something that most other people dislike. Write a short composition on why you think that they are wrong in disliking it.

まずは手書きで自由に書かせ、提出させました。提出されたものに私が改善のためのヒントを書き込み、返却しました。このとき、動詞の態が間違っていれば「態」、冠詞の使用法が間違っていれば「冠」などと記入し、生徒に自ら考えさせるテクニックを使いました。(資料⑦) 再度書き直したものはタイプして提出させました (資料⑧)。生徒が輪になり、回ってきたエッセイを決めた時間内に読み、コメントを書き加えて隣に回していくというアクティビティも行いました。

成果：

課題の中に創作文もあり、これは大変かと思っていましたが、生徒は喜んでやっていました。英語が得意でなくても、創作することが好きな生徒は喜んでたくさん書くという効果もありました。

(資料 1 2)

## 2 年次

2 年次の「英語表現」の授業ではライティング検定教科書（文英堂 Unicorn Writing Course）の内容に沿って授業を行いました。

### 4 月～10 月

#### 第 1 章：文法

教科書の第 1 章にそって構文に基づいた和文英訳の問題に取り組みました。それと並行してエッ

セイの課題を行わせ、ALT の先生に添削してもらいました。つなぎ言葉、重宝する表現等について説明し、パラグラフライティングに関する説明を行いました。

**11 月～3 月：**

## **第 2 章：機能**

教科書の第 2 章を使い機能、時、数量、譲歩、目的、意見、因果関係の英作文を学びます。毎レッスン 6 人が短いエッセイを提出し、提出されたものを印刷し、全員に配布しました。全員の前で ALT にコメントをもらったり、質疑応答をしたりすることで全員が学ぶことができるようにしました。

## **第 3 章：エッセイライティング**

以下の手順を踏んで行いました。

### ①Brainstorming

テーマについて何を書くかをまとめるために、思いついたものを箇条書きにしたり（リスティング）、書きだしたものを線でつなげて関係付たりする（クラスタリング）などのアイディア創出のテクニックを紹介しました。（資料⑨左ページ）

### ②Outlining

Brainstorming で出たアイディアをまとめ、話の展開を組み立てるためアウトラインを書かせました。英語で書くことが難しければ、日本語で書いた後に英語を添えても良いようにしました。（資料⑨右ページ）

### ③Writing

自分の書いたアウトラインをもとに 1 回目のエッセイを書かせました。（資料 10 左ページ）

### ④Peer Editing

ペアになり、パートナーの書いたエッセイの 1. 一番いいと思った部分、2. 説得力があると思った部分、3. 変えたらもっと良くなると思った部分、4. 具体例・理由を加えればより説得力のある文章になると思う部分を書かせました。（資料 11）

### ⑤Rewriting

パートナーの提案やアイディアを参考に書き直しをします。

## **成果：**

私自身は生徒同士で添削を行い、書き直すだけで良いと思いましたが、生徒は自分の書いた英語が正しいかどうかをやはり気にしていました。ネイティブの先生に見てもらったほうが納得もできるようだったので、最終的には ALT の先生に見てもらいました。（資料 10 右ページ）



## 3 年次

### Criterion<sup>SM</sup>を導入

#### Criterion<sup>SM</sup>使用方法

- ・ 1 年次より課してきたエッセイライティングのまとめとして
- ・ クラスを半分に分け、20 人ずつで使用
- ・ 1 つのトピック（問題）につき 2 時間使い、1 回目の授業で書いたものを 2 回目の授業で書き直しを行う
- ・ 二人の教師が 1 グループずつ担当
- ・ 授業中教師は生徒にアドバイスしながら教室を見回る

#### 成果：

生徒は全体的にこのプログラムを楽しく利用していたようです。Criterion 使用開始時ほとんどの生徒はスコアが 3 か 4 でしたが、何回も提出するうちに徐々に慣れ、エッセイも長くなり、確実にスコアが上がっていきました。エッセイ構造も理解することが出来たようです。ある生徒は最初 4 だったスコアが 6 になりました（資料 15～17 生徒の作文例）。

生徒の Criterion に関するアンケート結果をみると、全員が「使ってよかった」と答え、「よくなかった」と答えた生徒はいませんでした。また、良い点として、「即時に添削される」ことと、「何度も提出ができる」という感想が多くありました。

Criterion を今後どうしたいかという質問も聞きました。3 年生は受験を控えているので、Criterion よりも英作文の問題集を使いたいと言う生徒がいると予測しましたが、実際はいませんでした。一人を除いて全員は Criterion を使っていたという意欲的な感想でした。

## 3. 最後に

学年が上がるにつれ生徒が大学受験等で忙しくなり、教師も英作文の添削だけに手をかけられない現実があります。そんなとき、この Criterion の自動採点やフィードバックの機能は大変力強い味方となります。しかし、ただ生徒に使わせていけば良いというわけではなく、教師からのアドバイスを与えたり、例を示してあげたりすることで、生徒がライティングの学習を意欲的に続けられると思います。

\*\*\*\*\*

## Appendix

TOEFL 教育者セミナー(2003. 7. 23)

「アカデミック・ライティング」資料(田中)

資料① 生徒の journal entry

February 5, 2002. Our first class was P.E.

It was fine.

Though I worried if we play soccer on the

playground, we could play soccer. We

played minigame. As I'm poor at playing

soccer, I tallied ~~two times~~. I was very

That's great!

happy. But as the ground poached, my shoes

and clothes were covered with mud.

There was ESS club meeting in the daytime.

One of my classmate joined a club new.

I hope boys student join ESS club because

boy is still only me in this club. <sup>But you are lucky because</sup> the teacher is a man.

As we have to submit the paper of health

education tomorrow, I waked until one thirty

o'clock to finish the paper.

April 16, 2001

Today we had general English class for the

first time. I wrote the self-introduction sentence.

It's difficult for me to write something in English.

But I sometimes write pen friends in Australia.

I think it is important to write something in English.

Everyone seems very sleepy this afternoon. There will be a

cheer practice tomorrow. I'm terribly tense now.

April 17, 2001

Today there was a cheer practice. The cheer group

looked very stern. I sang the cheer song alone two

times. I became muscular rheumatism. I was too

tired. So I want to sleep early.

You got muscle pain, didn't you?

Everyone seems to have the same problem.

April 18, 2001

Today there was a cheer practice. I sang the cheer

song alone two times. I was glad when one of the cheer

group said to me, "Cheer up!" I became muscular

rheumatism more than yesterday. The cheer practice is

the last tomorrow. So I'll do my best.

April 19, 2001

Today there was last cheer practice. I sang the cheer

song alone four times. When the cheer practice finished, I was

very very happy. I saw that the cheer group laughed for the first

time. It was very impressive. I think that we had a good

experience of three days. I think we have to keep the long

tradition.

All is well that ends well.

資料② journal に代わるトピック例（生徒配布プリントより）

1. Your favorite junior high school teacher
2. What you will do in your next vacation
3. Your favorite shop or restaurant
4. Your favorite sports team
5. Your strong and weak points
6. The coldest day you remember
7. What do you think Japan's position in the world should be?
8. How do you feel about nuclear power and nuclear weapons?

資料③ journal に対する生徒の感想（年度末授業アンケートより）

- ・最初は辞書を引きながらで大変だったが、慣れると短時間で書けるようになった。
- ・毎日書くのは大変だった。
- ・書く内容を探すのに苦労した。テーマを頻繁に与えてもらおうといい。
- ・人に日記を読まれるのは苦痛なので、小論文等にした方がいいと思う。
- ・間違っている所を教えてくれるといい。
- ・毎日少しずつ書く癖がついて良かった。
- ・日本語でさえ書くことがないのに、英語で週に何ページも書くのは大変だった。
- ・コミュニケーション能力テストの結果に反映されていた。
- ・書くために辞書を引いたり、熟語を覚えたりしたのでためになった。
- ・英語で日記をつけるのは楽しかった。家でも書いてみたい。
- ・英作文の力が付いたと思う。書けば書くほどできるようになり、その上達が自分でわかるのが楽しかった。
- ・毎日でなくて、何か強く印象に残ったことを書けばいいと思った。
- ・英語で自分の言いたいことを表現するのが難しかった。
- ・「英語を書く」というより「日記をつける」みたいな感じでできた。英語を書くのも少しは慣れたと思う。
- ・先生と話す機会が増えて良かった。
- ・大変だったが、1日1日コメントをつけてくれたのでよかった。

Keep in Track...

Date (mo/day/yr)	From	To	Lines in Message	Total Lines to the Date
6/22	Chris Leinhardt		13	13
6/28	Chris Leinhardt		2	15
6/28		Chris Leinhardt	6	21
6/30	Chris Leinhardt		4	25
7/5		Chris Leinhardt	5	30
7/7		Chris Leinhardt	8	38
7/11		Chris Leinhardt	10	48
7/19		Chris Leinhardt	4	52
7/19		Chris Leinhardt	23	75
7/10		Chris Leinhardt	9	84

(足りなくなったら2枚目へ)

Reaction (日本籍で)

なれないか返事が来なくて困ったけれど、アメリカのほとんどの学生がかわかってさよならがいた。(私も、スー・モウ・ア・アメリカンとしてるetc..)

しかも、自分のことも海の向こうに住む、また「顔」を見ぬ(永遠に?)人に伝えられているのだ」と思ふと感動した。

もう一つ加えると、言葉では言えないことで「メール」を書くことはできる!!

100

提出期限：7月10日(火)17:30(1学期評価に含む)

檢 137.10 留中

### Keep in Track...

Date (mo/day/yr)	From	To	Lines in Message	Total Lines to the Date
6/19	Gannon Berger	Amber Ogden	17	17
6/20		Gannon	12	29
6/22	Gannon		8	37
6/24		Gannon	10	47
6/26	Gannon		8	55
6/26		Gannon	12	67
6/27	Gannon		10	77
6/30		Gannon	11	88
7/16	Gannon		5	93
7/17		Gannon	6	99

(足りなくなったら2枚目へ)

Reaction (日本語で)

Pennal (Gamm) と音楽の彼に「74 他に」もたてさん、事を  
mail という形で「話す」としてできた。しかし、「一丁」この文はそれ  
では意味が通じないからだと「とでもハム配った」<sup>箱車</sup>と思っ  
ていたけれど、やはり難題をいれたで、その本当にどうも「間違った」  
けど「果」いかたです。また、彼には日本が「pretty cool world」と  
いう所に入ると、彼は「おそくとも喜んでいた」ので、本当に「よかったです」。外  
国、特に日本の文化慣習にも慣れ、(州)を教えたことは、自分たちが  
外国の文化を知る、というくらい大切なことだと思っていました。時には  
放課後おどきで「やっぱ、おかしな」と言代償は本當に大き、自分  
に返ってきた他、英語の授業では未だに「果し」を味わ  
なくてはならない。あんなに「ズル」まじり。

提出期限：7月10日(火)17:30(1学期評価に含む)

校 137.10 田中

E-mail Exchange レポート (6/18-7/10)

1-8 No. Name

Keep in Track...

Date (mo/day/yr)	From	To	Lines in Message	Total Lines to the Date
6/25/01		Jennifer Trombley	15	15
6/27/01	"	"	9	24
6/30/01	"	"	15	39
7/7/01	"	"	8	47
6/25/01	Jennifer Trombley	"	23	70
6/26/01	"	"	7	77
6/28/01	"	"	10	87
7/4/01	"	"	13	100

(足りなくなったら2枚目へ)

Reaction (日本語で)

英文でのメールのやりとりは初めてだったので"最初は  
少し不安だ"、たけれど、今では楽しくメールをすること  
ができています。割とマメにチェックしたので、  
多く交換することができてよかったです。  
本場の外国の人でも、スナックを間違えているのを見て  
少しおどろきました。  
メールを送るときで少し"ワカレ"、英文に慣れるとか"  
できたように思う。また機会があれば、たぶん"セ"びや、て  
みた。い。(2学期も、もっとFの期間でやってみよう)

提出期限: 7月10日(火)17:30(1学期評価に含む)



E-mail Exchange レポート (6/18-7/10)

1-8 No. Name

Keep in Track...

Date (mo/day/yr)	From	To	Lines in Message	Total Lines to the Date
6.19.13	Matt Delman		7	7
6.20.13		Matt	7	14
6.21.13		Matt Delman	8	22
	Matt Delman		9	31
6.22.13	"	"	13	44
6.26.13	Matt		4	48
6.26.13		Matt	5	53
6.27.13	Matt		3	56
7.3.13		Matt	7	73
7.7.13	Matt		3	76

(足りなくなったら2枚目へ)

Reaction (日本語で)

メール交換は友達と日々たぐりやっています、外国の人と  
メールしたのは初めてだったので"ドキドキ"しました。  
自分の英語は通じるのかな?と不安に思っていました。  
相手は何かと通じていたもので、自信を持って言いました。  
でも、カリフォルニアも暑かったです。17歳で、14歳から  
3年間、仕事をしていてありまして、0日までは  
考えられないことだし、マットは逆に母の習慣に  
慣れていて、これは、日本の慣習のたつた1つに  
すぎない。私が英語を勉強していく中で、また発見  
するかもしれないです。その時、どう感じるかは別にして  
世界のさまざまな文化と知り、日本を見つめ直さために

提出期限: 7月10日(火)17:30(1学期評価に含む)

大セキです。マットとはメール交換を続けたい、と思いはした。



## Keep in Track...

Date (mo/day/yr)	From	To	Lines in Message	Total Lines to the Date
9/18 2001	Alexandra		9	9
10/10 "		Alexandra	10	19
10/9 "	Alexandra		12	31
10/27 "		Alexandra	8	39
10/23 "	Alexandra		9	48
11/19 "	"	"	8	56
12/6 "		Alexandra	8	64

(足りなくなったら2枚目へ)

**Reaction (日本語で)**

2回めのターナルやリリという2人でバカ慣れで来たし、各国で1人1式のターマが  
あるのが面白い。Alexanderは返事をよく書いてくれる、面白いので大好きです。  
王立博物館も引き続き、植物と動物交換をしてみました。フランスにもともと色々  
集めた人はいないし、海外の若い人々もミュージニエールと交換がたいという  
ことは貴重品とだけ思っている。ターマと古本はどちらにも書きやしません。それから  
また続々と出てくる学生はほとんどは、相手の学校の方々の画像とかを送って  
もらったり、手紙を交換しています。夏休みにアメリカに帰った人々  
あるし、系図集、英語作文で、表現もつかえるようにして、また来た者があ  
る。伝説といふのは、表現できないことも多いし、それはすべて経験に

提出期限:12月11日(火)17:30(2学期評価に含む)



## Keep in Track...

Date (mo/day/yr)	From	To	Lines in Message	Total Lines to the Date
10/1/2001	Anne		5	
10/1/2001		Anne	13	18
10/9/2001	Anne		4	22
10/22/2001		Anne	25	47
10/23/2001	Anne		9	56
11/12/2001		Anne	24	80
11/20/2001	Anne		14	94
12/9/2001		Anne	13	107

(足りなくなったら2枚目へ)

**Reaction (日本語)**

前のメールの相手は、ネイティブスピーカーなので、辞書引かないと、わからない単語や難しい構文がめばりいたけど、フランス人も私と同じか、私よりちょっとよきぐらいの英語だったのて、そのまま読んでいただけても理解できた。

フランスの学校制度について教えてくれた。  
フランスの食生活は、日本と全然違った。加齢じゃ食ってもワインを飲めることは知っていたけど、結構いよっちゃん飲んでいってることがあった。

著者は、まったく別々の言葉を使っている二人が、  
メール交換できるといふこと、  
出て、やはり、英語楽しいと思った。

提出期限:12月11日(火)17:30(2学期評価に含む)

檢 1712.7 中

3). Think about ~

"Natto"

I think many people dislike natto. But most of my class mates like natto, probably.

So, I will think why natto is not disliked by every one.

I think one of the reason is natto's stickiness.

Natto's stickiness is very crazy, I think. But I was heard that if you can mix natto about 300 times, natto's stickiness is clear. So I tried this, but that is lie. I was shock.

I think another reason is natto's bad smell.

Natto's smell is crazy, I think. But probably there are many thing which have bad smell more than natto. So if you can see that, you are able to eat natto.

Natto is very nice.

I think last reason is topping. If you get nothing into natto, the natto is bad.

So if you get something into natto, the natto is delicious. For example, leek, egg, furikake. Natto with furikake is very delicious. You should try it.

Natto is good for health. I think every one had better eat natto. I like natto! (約170語)



General English  
Writing Project #4  
1-8, No.  
September 3, 2001

Natto

I think many people dislike natto. But most of my classmates like natto, probably. So, I will think of "why natto is disliked by everyone."

I think one of the reasons is natto's stickiness. Natto's stickiness is very crazy, I think. But I heard that if you can mix natto about 300 times, natto's stickiness is cleared. So I tried this, but that is a lie. I was shocked. I think another reason is natto's bad smell. Natto's smell is crazy, I think. But probably there are many things that have worse smell than natto in the world. So if you can understand that, you are able to eat natto.

Natto is very nice.

I think a last reason is topping. If you get nothing into natto, the natto is bad. So if you put something into natto, the natto is delicious. For example, leek, egg, furikake. Natto with furikake is very delicious. You should try it.

Natto is good for the health. I think everyone should eat natto. I like natto!! (about 170 words)

Editing Codes 一覧

09/03/2001

		名 称	意 味
一	AG	Agreement	主語述語の不一致
冠	AR	Article	冠詞の欠如・不適切
熟	ID	Incorrect Idiom	正しくない熟語
不十	IW	Insufficient Wording	不十分な言葉遣い
ス	MC	Mechanics	スペリング/パンクチュエーション
バ			
数	NB	Number	単数・複数関係
前	PR	Preposition	前置詞が不適切
疑	QP	Question Pattern	疑問文の語順やその他に問題有り
重	RD	Redundancy	同じ語句・表現が使われてくどい
関	RL	Relative Pronoun	関係代名詞が不適切
代	RF	Reference	代名詞の指すものが不適当
主述	SV	Subject-Verb	主語と述語の関係が不適切
TR	TR	Transition	つなぎ言葉(接続詞・副詞)が不適切
態	VO	Verb Voice	動詞の態が不適切
動	VP	Verb Problem	動詞の形が不適切
時	VT	Verb Tense	動詞の時制が不適切
単	WC	Word Choice	単語の選択が不適切(似た意味でも違う単語を使う)
品	WF	Word Form	語形、品詞等が不適切
順	WO	Word Order	語順が不適切
XX	XX		不必要な語がある
??	??		意味不明
Gr		Ungrammatical	文法的に不適切
所		Possessive	所有を表す語(代名詞等)が必要
	CH	Choppiness	短すぎる文
	FR	Fragment	破片
	IL	Illogicality	非論理性 論理がおかしい
	PE	Poor Expression	いろいろな意味でまずい表現
長	SL	Sloppiness	等位接続詞で文がだらだら続く

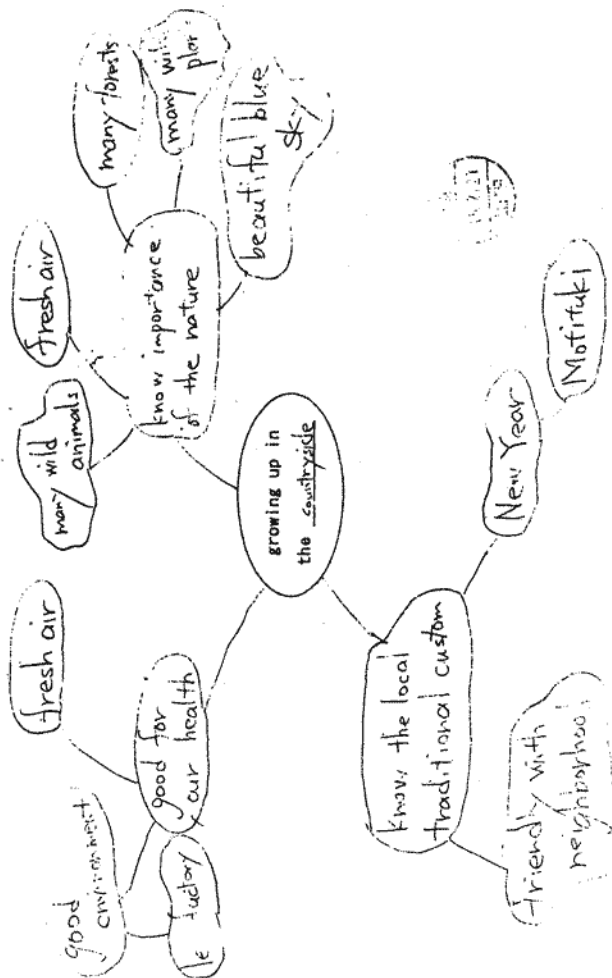


## Essay Writing -1-

2- No. Name:

Topic: Which is better for children to grow up in the countryside or in a big city?  
Use specific reasons and examples to develop your essay.

### I. Brainstorming (listing でも、clusteringでもよい)



### II. Outlining (日本語で書いてから、英語を添える形でもよい)

主題: It is better for children to grow up in the countryside.

I. 自然の大切さ小さい頃から知る必要がある  
(We can know the importance of the nature from childhood)

A. 多くの動植物 (many wild animals and plants)

1. 野花 (the flowers in the fields)

B. 素晴らしい自然 (wonderful nature)

1. 新鮮な空気 (fresh air)

2. 青く澄んだ空 (blue and clear sky)

II. 健康の重要性

(It is good for our health to stay in the countryside)

A. 良い自然環境 (good environment)

1. 澄んだ水 空気 (clear water and air)

2. 工場が少ない (less factory)

III. 地域の伝統的習慣を知る必要がある

(We know the local traditional customs)

### Essay Writing -2-

2- No. Name:

Topic: Which is better for children to grow up in the countryside or in a big city?  
Use specific reasons and examples to develop your essay.

#### III. Writing

I believe that it is better for children to grow up in the countryside. I have three reasons to support it. First, children can know the importance of the nature from childhood. For example, there are many wild animals, the flowers in the field, and forests there. These days, the earth's environment problems become more serious, and we should protect the environment from destruction. As I see it, it is very important for children who will live next age to know the importance of the nature. They must be live easy on the environment.

Second, it is good for children's health to live in the countryside. That's because there are clear water, fresh air, and the place for children to play. On the contrary in a big city, because of many cars, the air is dirty, so a lot of children are asthmatic. Furthermore, there are less places to play, so they play the video game at home. This causes them a lack of exercise.

Third, children can know the local traditional customs. Japan has a lot of great customs, and children must continue them next generation. These customs make children study a lot of things, then they become a man who experienced rich experiences.

Some people may think children in the countryside lag in times, but it is not a problem. Today, the mass media is progressing and we can know the latest information whenever we are.

IV. Peer Editing In conclusion, children grow up in the countryside better.

#### V. Rewriting

I believe that it is better for children to grow up in the countryside. I have three reasons to support it.

First, children can know the importance of the nature from childhood. For example, there are many wild animals, the flowers in the field, and forests there. These days, the earth's environment problems become more serious, and we should protect the environment from destruction. As I see it, it is very important for children who will live next age to know the importance of the nature. They must be live easy on the environment.

Second, it is good for children's health to live in the countryside. That's because there are clear water, fresh air, and the place for children to play. On the contrary in a big city, because of many cars, the air is dirty, so a lot of children are asthmatic. Furthermore, there are less places to play, so they play the video game at home. This causes them a lack of exercise.

Third, children can know the local traditional customs. Japan has a lot of great customs, and children must continue them next generation. For example, we used to pound steamed rice to rice cakes in the New Year. However, we don't come really to do it in the big city. These customs make children study a lot of things, then they become a man who experienced rich experiences.

Some people may think children in the countryside are behind times, but it is no problem. Today, the mass media is progressing and we can know the latest information whenever we are.

In conclusion, children grow up in the countryside better. It is better for children to grow up in the countryside.

### Essay Writing -3-

No. 2- Name:

Topic: Which is better for children to grow up, in the countryside or in a big city?  
Use specific reasons and examples to develop your essay.

#### IV. Guidelines for Peer Editing

(The essay written by \_\_\_\_\_)

1. クラスメートの essay を読み、一番いいと思った部分は? アンダーラインで①。  
どこがいいと思いましたか。  
色紙が貼られていて、見やすいので、読んでいてイメージがわいてくる文章だと思いました。

2. 特に説得力があると思った「理由」「具体例」にアンダーラインをして②。  
確かに、と感心する。[まともに、]

3. 一つこの部分を褒めればよくなる、と思う所にアンダーラインをして③。  
何か suggestion は?

4. 具体例、理由を加えれば、より説得力のある文章になると思う部分に矢印で④。  
何か suggestion は?  
great reasons の具体例が、何かあれば、もっといいと思います。

\* 上の作業が済んだら、あなたの名前(サイン)を作文の右下に書き、筆者に返して下さい。

#### 〈資料⑦, ⑧, ⑫関連〉 essay 又は short story のトピック

- (1) Write a love story in which you are one of the lovers
- (2) Write your own story (not Soseki Natsume's) starting with these words: "I am a cat."
- (3) Think about something that most other people dislike. Write a short composition on why you think that they are wrong in disliking it.

#### 資料⑫ essay 又は short story 生徒の作品例 (1年時) (3)

General English

Writing Project#4

1-8, No.

September 3 2001

I am a cat

I am a cat. But I have a great name, Jun. This great name was given by my master, Daisuke.

Daisuke is a very gentle, and very busy boy. As his home is poor, he is helping his mother every day. And he studies for the purpose of helping his home and mother. So he has no time to play with his friends. I always sleep by the window. I really wanna help Daisuke. But perhaps my help is not meaningful for Daisuke. However I do it for Daisuke. For example I am silent. I never dirty my home.

Oh!!!!!! Come to think of it, Daisuke has gone to Hokusyu for the purpose of studying. I am worried about his physical condition. Does Daisuke catch a cold? Does he have hurt?

Do you know why I worry about him, because I love Daisuke very much. I think I will be beside Daisuke all the time. And I receive his tenderness. If Daisuke dies, I die, too.

I love Daisuke the best all over the world.

(171 words)

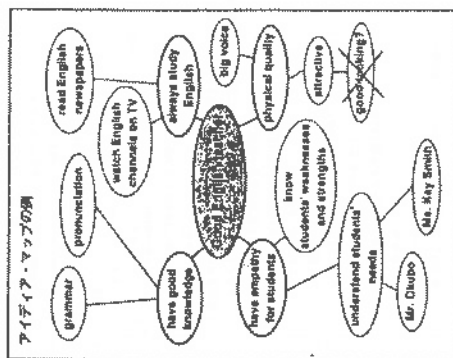
## ☆「リスティング」をして、問題を解く

「リスティング(関係書き)」は、ほとんどの人が何らかの形で経験したことがある方法だと思います。書く内容に関連した項目や表現を、思い浮かぶままにどんな漢字を並べていく作業です。

では、次のタイトルをもとに、リスティングしてみよう。

- be kind to students 生徒にやさしく
- have good knowledge of English 英語をよく知っている
- can pronounce English words correctly 英語の単語を正確に発音できる
- prepare well for a class 授業に十分に準備できる
- always read English newspapers 英語の新聞をいつも読む
- know English grammar thoroughly 英語の文法を十分に知っている
- understand students' weaknesses and strengths 生徒の強みと弱点を理解している
- have a big voice 大きな声で話せる
- compassionate for students' needs 生徒のニーズに思いやる

この作業の目的は、関係するものをひとまとめにしたり、ふたつとくくつものを消したり、逆に足りないものを新たに追加したりして、構想を練ってあることです。



中央にあるトピックは、直接つながっている太線のバブルが、サブ・トピックです。そして、そのバブルのバブルが、サブ・トピックをさらに細かく分解した項目です。これをそのまゝ一瞥にすると、次のページのように、そのまゝアウトラインになります。

これらのネットワークを活用して、構想を豊かにして、作文の内容をふくらませてください。

## 秘訣 10

### 「リスティング」と「クラスタリング」

では、何かを書こうと思って頭が固まってきたけれど、アイデアが浮かばないで悩んでいるというときは、どうしたらよいでしょうか。そんなときに役立つのが、「リスティング」と「クラスタリング」というアイデア創出のテクニックです。

それでは、「What are the qualities for being a good English teacher? (良い英語教師とはどのような人か?)」というタイトルで文章を書くことを想定して、これらのアイデア創出の方法を体験してみましょう。



## ☆「クラスタリング」でアイデアを広げる

実は、「リスティング」は、単なる最初の一言を以て、関連するものを分けたり、不足しているものに気づかせるという点では、決して万能とは言えません。

その点を補うのが、複数のアイデアに集まる「クラスターリング(clustering)」です。

これは、複数の概念をあることなく、頭の中でまたアイデアを、さらに空間的に配置しながらかき込んでいくものです。

まず、紙の中央に、ライティング(作文)のトピックを書きます。それを丸(バブル)で囲んだ後、そこから関連する単語や概念をアイデアを、紙の中央のトピックの周囲に、次々とつながっていくのです。トピックから生じたアイデアは、サブ・トピックになるでしょう。そして、そのサブ・トピックのそれぞれは、もつと具体的事例とが結びついて、関連性豊かな文章を付随していきます。あるいは、逆に具体例ばかりを出てきた場合は、それをトピックと具体例との関係として整理することになります。その結果とまとめが、この「アイデア・マップ」と呼ばれています。

この方法だと、全体像が視覚的に捉え取れるので、サブ・トピックの方向、具体例の少ないところには、もっとと例を付け加えなければならないと気づくでしょう。あまり関係ないような言葉も取り除かれます。このような整理がしやすくなります。

## A good English teacher

- Have good knowledge of English
  - grammar
  - pronunciation
  - vocabulary
- Always study English
  - read English newspapers
  - watch English channels on TV
  - talk to native speakers of English
- Have empathy for students
  - understand students' needs
    - Mr. Duquo — my high school teacher
    - Mr. Key Smith — my teacher at college
  - know students' weaknesses and strengths
- Have physical quality suitable for a good teacher
  - big voice
  - attractive



## 「アウトライニング」を考えてから書く

普通、英語の文章というものは、1つのパラグラフだけでなく、複数のパラグラフで構成されています。

いくつかのパラグラフからできた文章をまとめる際には、文章全体の構成をしっかりと組み立てておかなければなりません。その構成を考えると、非常に役に立つのが「アウトライニング(outlining)」です。

例として、97ページのアー・ギューメントの例として出した「大平での体験の必要は全く必要だ」という文章の文章をよんでみましょう。その際、その文章の要約が、自分の主張したいこと、「It is not necessary to have a physical education course required of every student at college」になります。

それに続く文は、この主張をサポートするものでなくてはならないので、3つの理由を考案します。そして、それぞれの理由に、裏付けを持たせるため、それぞれにさらにサポートとして、具体例や事実を加えることにします。

すると、構成が明らかになります。右のようなアウトラインが完成します。

このようにアウトラインを作成すると、ローマ数字で表された項目が「理由」で、それをアルファベットの大文字で表した「事実」がサポートし、さらに具体例や事実で裏付けられます。それぞれの項目に、右側の欄に記述した「例」がそれを詳しく説明する、という順番で記述されていきます。それぞれの項目に、右側の欄に記述した「例」がそれを詳しく説明する、という順番で記述されていきます。それぞれの項目に、右側の欄に記述した「例」がそれを詳しく説明する、という順番で記述されていきます。

## 意外に関連する「I wish...」の使いかた

自分の希望が、他人に押しつけられることなく、実現すること。

例: I wish you were a good teacher.

例: I wish you were a good teacher.

例: I wish you were a good teacher.

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例: I wish you were a good teacher.

説明文のジャンルは、一般的に次のように分けられ、それぞれのパラグラフは、特定の役割をします。

- (1) 説明文 (argumentative writing) : ある問題 (issue) に対して、自分の立場を明確にし、その根拠を論理的に述べる文章。論点ともいわれる。
- (2) 物語文 (narrative writing) : 過去の出来ごとを語る文章。時間的順序による展開の仕方が特徴的。
- (3) 描写文 (descriptive writing) : 人物や物や場所を詳しく描写する。
- (4) 説明文 (expository writing) : ものごとを客観的に説明する文章。この中には、「因果関係」(cause and effect)、「手順」(process)、「比較対照」(comparison and contrast)、「定義」(definition) などを含めるものがあり、それぞれ特徴的な形式を行う。

この中でも、アメリカの小説のナット・ブレイクやTOEFLのライティング・テストで出題されるパターンで多いのが、(1)の「説明文」です(11.3ページのコラム参照)。「説明文」のような論理的に展開される文章を書くときには、基本的な構造としては、次のようなようなアウトラインの順序をもとにして、それに合致するように書く、標準的な文法になります。

## 「つなぎ言葉」には、8つの機能がある

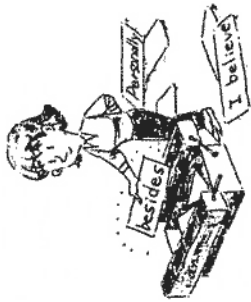
「つなぎ言葉」は、その機能によって、以下の8つに分類されます。[ ]の中は、つなぎ言葉の機能、( )の中は、文章と関係の表現を列挙しています。

- I want to go to the US
- (1) Moreover, I want to study in college. [補足] (and, in addition, also)
  - (2) However, I know it may be very difficult for me. [対比] (but, nevertheless)
  - (3) Otherwise, I may go to England [選択] (or, or else)
  - (4) Therefore, I have to work hard now. [結果] (so, as a result)
  - (5) That's because I have to save money. [理由] (for, because, since)
  - (6) Specifically, I may need to save more than two million yen. [例示] (that is, for example, in fact, namely)
  - (7) Then I will apply for college. [経過] (next, after that)
  - (8) In other words, I need to change my lifestyle. [言い換え] (that is to say)

これらのつなぎ言葉には、品詞としては、and や or などの接続詞、specifically などの副詞、in other words などの句が含まれます。このように、説明文の論理展開を明確に示すつなぎ言葉を有効に使うことによって、自分の書いたものを読み手によりよく理解してもらうように努めたいものです。

かといって、使いすぎは注意です。

## 資料② 英文エッセイの書き方・構造等についての資料 (2)



このような知的小遣いになるさまざまな表現は、できるだけ多く覚えて、少しで別添付型紙の文章に近づけるようにしたいものです。そのための表現集です。前述の「つなぎ言葉」も参照してください。

- (1) 自分の意見を述べるとき表現  
in my opinion 私の意見で  
I believe (that) ... としる  
as far as I am concerned ... に関して  
I would strongly argue that ...  
... だと強く主張する  
as I see it ... 在我看来  
personally ... 個人的には

「つなぎ言葉」 内容欄で添付された英文を書くための6つの表現 155

## (9) 明確な意見表明に使う表現

- actually ... 実際  
to be honest ... 正直に言うと  
to say the least ... 少なくとも  
to tell the truth ... 正直に言うと  
(10) 事実の強調に使う表現  
as a matter of fact ... 実際のこと  
as it happens ... 偶然に  
believe it or not ... 信じられないけれど  
needless to say ... 言うまでもなく

## (11) 例を挙げるとき表現

- for example ... 例として  
take ... for example ... 例として  
to illustrate ... 例を挙げるため

これらの知的小遣いを駆使すると、読者の理解や感銘がしやすくなりますので、どんどん活用して、より客観的な文章を目指しましょう。

「つなぎ言葉」 内容欄で添付された英文を書くための6つの表現 157

ときどき、文脈に等しい表現を使ってコンマを渡した文を見かけますが、これは避けた方がいいです。

- × So, I don't like to do that any more.
- × And, I went on doing that.

また、つなげられる文の片方に主語がない場合、コンマは要りません。

- I can try again or give it up forever.
- × I can try again, or give it up forever.
- (or の後に主語がない)
- I can try again, or I may give it up forever.

(2) そのほかのつなぎ言葉とコンマの位置  
そのほかの副詞や句などのつなぎ言葉の場合は、つなぎ言葉の後に、コンマを書くのが一般的です。

For example, Jane was troubled with unexpected calls and heavy traffic.  
たとえば、ジェーンは予想外の出かけ電話と交通渋滞で悩んでいた。

As a result, she could not reach the place in time.  
その結果、彼女は予定通りに着くことができませんでした。  
Finally, she lost everything.  
とうとう、すべてを失ってしまいました。

## (2) 追加の表現

- besides ... 他に  
furthermore ... さらに  
what is more ... さらに  
(3) 一般化するとき表現  
as a rule ... 一般的に  
generally speaking ... 一般的に  
(4) 言い換えの表現  
in other words ... 言い換えて  
that is to say ... つまり  
namely ... つまり  
(5) 比較・対照を示す表現  
in contrast ... 対照的に  
by the same token ... 同様に  
likewise ... 同様に  
on one hand ... 一方  
on the other hand ... 他方  
on the contrary ... 逆に

## (6) 譲歩を示す表現

- be that as it may ... べつといたとしても  
at any rate ... とにかく  
(7) 結論付けのための表現  
all things considered ... すべてを考慮すると  
in the final analysis ... 最終的には  
(8) 限定を示す表現  
if necessary ... 必要ならば  
if possible ... 可能ならば  
strictly speaking ... 厳密に言えば

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## 「つなぎ言葉」とコンマの位置



ここでもつなぎ言葉は、これらのつなぎ言葉とコンマとの関係です。

- (1) 等位接続詞とコンマ  
接続詞の中でも、for, and, nor, but, or, yet, so (まとめて「FANBOYS」と覚えましょう) は、等位接続詞として分類されるものです。  
2つの独立した文(主語と述語がそろっている文=S+V)が、これらの等位接続詞によってつながれるとき、その等位接続詞の前には、コンマを書きます。

- (例) John tried very hard, but he failed.  
John tried very hard, so he passed the exam.  
下のように、後ではないので、注意しましょう。  
× I failed but, I would not blame anyone.

「つなぎ言葉」 内容欄で添付された英文を書くための6つの表現 147

資料⑮ criterion 生徒の作文例 (1)

Client: CIEE-Japan				
Portfolio for				
Class: 3-Seven				
Assignment	Submitted <input checked="" type="checkbox"/>	Submission Number	Comment to Instructor	Score
Reasons for Attending College	Jul 08, 2003 10:27:03 AM EDT	10		6
Money on Technology	Jun 20, 2003 11:16:12 AM EDT	7		6
Money on Technology	Jun 17, 2003 10:10:53 PM EDT	1		4
Experience or Books	Jun 17, 2003 09:57:15 PM EDT	5		4
Experience or Books	Jun 03, 2003 10:15:42 PM EDT	1		3
Reasons for Attending College	Apr 22, 2003 10:26:40 PM EDT	1		4
* Scores marked with an asterisk indicate essays that contain an advisory.				

3-Seven

"Reasons for Attending College"

Submitted: April 22, 2003, 10:26:40 PM EDT

Score: 4

Question:

People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do **you** think people attend college or university? Use specific reasons and examples to support your answer.

Essay:

Today, most of people enter college or university in Japan. I think there are two kinds of reasons for enter college or university.  
 Better reason of two depends on they're own special interest Those people who want to learn more special knowledge of the field that they're interested in. They will learn steadily in college or university and can be attractive person because they can master their own interest.  
 However, in my opinion, there are some people who has another reason, which is very obscure. They go to college or university only to spend time until they find things that they interested in or just to have fun at insignificant things. College and university are not place to idle away one's life to spend a moratorium term.  
 It costs too much to go to college or university and most of Japanese student depend on their parents for money.  
 Therefore, we must not spend wast our parent's money.  
 I think all college and university should be exist for people who has sure reason and needs special education for their future. Generally, it is more easy for such people to get good job than people who graduated from college with no intention.  
 It is difficult to find own special interest and to make sure intention, but to get better life, we should have obvious reason. Those elements are essential for a full life.

"Experience or Books"

Submitted: June 03, 2003, 10:15:42 PM EDT

Score: 3

Question:

It has been said, "Not everything that is learned is contained in books."  
 Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

Essay:

In my opinion, the experience is more important tool to gain knowledge than books. Experience gives us wisdom which we can't get from books.  
 Imagine that there are two persons here, they are both professionals of encamping, but one have been to camping many times while the other had gained knowledge only from books. Then, if they would drift ashore at an uninhabited island, which person do you think has an advantage to survival? Of course former is. Latter may know "what" to do, but he shouldn't know "how" to do it.  
 It is true that we can't have all experience all over the world as our lifetime is limited. Therefore, we are compelled to have some experience from books. Although I don't think books are insignificance, I cannot help feeling that we should have as much experience as we can.  
 Books have many merit, but in my opinion, only experience in real life can give us real knowledge, real satisfaction, real excitements and real impressions. As it is said, "seeing is believing."

## 資料⑯ criterion 生徒の作文例 (2)

### "Experience or Books"

Submitted: June 17, 2003, 09:57:15 PM EDT

Score: 4

#### Essay:

In my opinion, the experience is more important tool to gain knowledge than books. There are many people who behaves as if they have perfect knowledge, although they had gained their knowledge only from books, not experience. I don't think books are enough tool to gain knowledge. There is much wisdom which we can get only from experience.

Imagine that there are two persons here, they are both professionals of encamping, but one have been to camping many times while the other had gained knowledge only from books. Then, if they would drift ashore at an uninhabited island, which person do you think has an advantage to survival? Of course Former is. Latter may know "what" to do, but he shouldn't know "how" to do it.

It is true that we can't have all experience all over the world as our lifetime is limited. Therefore, we are compelled to have some experience from books. Books enable us to know what is happening at reverse of the earth or what had happened thousands of years ago. However, no other knowledge is better than the one which is gained in real life. Practical technique would never be gained only by reading books. Although I don't think books are just insignificant thing, I cannot help feeling that we should have as much experience as we can. In my opinion, only experience in real life can give us real knowledge, real satisfaction, real excitements and real impressions. As it is said, "seeing is believing."

### "Money on Technology"

Submitted: June 17, 2003, 10:10:53 PM EDT

Score: 4

#### Question:

Some people think that governments should spend as much money as possible on developing or buying computer technology. Other people disagree and think that this money should be spent on more basic needs. Which one of these opinions do you agree with? Use specific reasons and details to support your answer.

#### Essay:

I agree with the idea that the government should spend money on basic needs, not only on computer technology. Some people say that the government should spend as much money on developing or buying computer technology. However, in my opinion, there are many things which the government should devote much money to.

Today, we have many problems which we have not ready for. The aging society is one of important example. However, the government has not completely ready for this problem yet, although it is said that we will be not able to avoid this. The government should have set up more nursing homes for senior citizens, or have improved those institutions. To achieve these plans, the government surely needs much money. There is also another problem. International assistance is also the affair the government should devote much money to. In my opinion, to reach out the refugees is more important than to try to improve only own country. All over the world, there is a number of people who needs help from others. Most of these people is suffering from poverty. Therefore, to assist them, we also need much money.

Computer technology would help us to make society more convenient, but that is not only problem which we should solve at once. That is not a kind of problem which needs crucial solution. The government should spend money on more basic problems than the computer technology.

### "Money on Technology"

Submitted: June 20, 2003, 11:16:12 AM EDT

Score: 6

#### Essay:

All over the world, there are many people who needs economical help from administration. What should we do for them? What can the government do? I feel that the government should spend money on those people's basic needs. There are many affairs which the government should devote much money to.

Today, there are many problems which we have not ready for. The aging society is one of important example. However, the government has not completely ready for this problem yet, although it is said that we will not be able to avoid this. In the future, a number of older people will be supported by few people who is in their prime. To support all senior citizens, people compelled to pay much tax. It must distress them. The administration should take initiative in saving fund for this future. Furthermore, the government should have set up more nursing homes for senior citizens, or have improved those institutions. To achieve these plans, the government surely needs much money.

Expenditure for conservation of nature is one of aspects which need more money. It has been said that young people is impassive or indifference, and in my opinion, that's because of lack of experience in nature. Compare the present world with what it was some decades ago. It's sure that there is a decrease of nature. People in some decades ago must gain good sense from living in nature. Today, a large scale of nature such as beautiful forests, clear seas, wild animals, are facing the crisis. The government should protect nature which enables us to get great sense.

There is also another problem. International assistance is also the affair the government should devote much money to. In my opinion, to reach out the refugees is more important than to try to improve only own country. There is a number of people who needs help from others, all over the world. Most of these people is suffering from poverty. Therefore, to assist them, we also need much money. I cannot help feeling that we should help them. I believe we can do if we don't lose sight of our duty. Yes, to share money for disadvantaged people is our duty, I think.

Computer technology may help us to make society more convenient, and we may be fascinated by them. However, that is not a kind of problem which needs crucial solution. In Japan, at present, most of us is well favored. We shouldn't hug on an opinion of developing computer. The government is representative institution of us, therefore, that should spend money on more basic problems than on the computer technology.



資料⑰ criterion 生徒の作文例 (3)

"Reasons for Attending College"

Submitted: July 08, 2003, 10:27:03 AM EDT

Score: 6

**Essay:**

College and university are the best place to gain much knowledge and good education and I think there are various reasons for enter college or university, but in my opinion, one of the biggest problem we are facing now is that regrettably,there are many people who enter college unworthy reason. It seems to me that there are two kinds of reasons for enter college or university.

Better reason of two depends on one's special interest. Those people who want to learn more special knowledge of the field that they're interested in. They will learn steadily in college or university and can be attractive person who has much wisdom because they can master their own interest. It seems to me that people who is expert of one field such as scholar or researcher are very attractive. Such people are usually worth respect.

However, in my opinion, there are some people who has another reason, which is very obscure. They go to college or university only to spend time until find things that they interested in or just to have fun at insignificant things. They tend to skip a class, linger over their school lives and finally, they potentially leave school! On this case, I cannot help feeling that the reason why they entered the school is unworthy to do.

Some decades ago, not everyone could enter college. Only a few people such as very wealthy people or uncommon genius could get ticket to college. We are lucky to be born in this age which we can get ticket only to make a little effort. However, in my opinion, college and university are not place to idle away one's life to spend a moratorium term even they have become easier to enter. It costs too much to go to college or university and most of Japanese student depend on their parents for money. Therefore, we must not spend waste our parent's money.

I think all college and university should exist for people who has sure reason and needs special education for their future. Therefore, they will be able to get a job that they really want, because it is more easy for such people to get good job than people who graduated from college with no intention. To get an occupation that most people long for, such as doctor, nurse, pilot, principal or president of the United States, needs a special knowledge.

It is difficult to find own special interest and to make sure intention, but to get better life, we should have obvious reason. Those elements are essential for a full life.



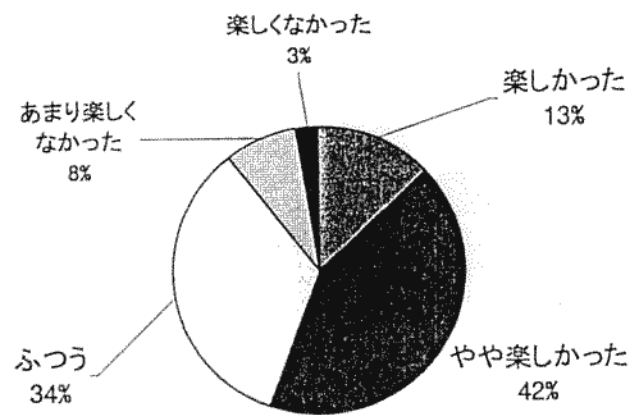
資料⑱ criterion 良かった点（その他）

- ・採点が速い。（21）書いた時のことを忘れないで確認できる。（4）
- ・スコアが付けられるので意欲がわく。（19）
- ・何回も提出できる。その度同じ基準で評価されるので、上達できるような気がする。（9）
- ・長くまとまった文を書くよい機会となった。書くことについて“大変さ”を感じなくなった。習慣になった（7）
- ・スコア毎の例文を見ることができ、どのように書けば良い評価が出るかがわかる。（10）
- ・詳しく採点してくれるので、自分の英文の足りない所がわかる。（9）
- ・何回も提出することで、段々英文エッセイの論理、構造がわかってきた。（6）
- ・文章を読む時にも論理というものを意識するようになった。
- ・決まった時間内に書くいい機会になっている。（2）
- ・スペルチェックができる。（2）
- ・同じ語の繰り返しを避けるため、表現を変えようと自分でも色々考えさせられる。（2）
- ・入試に役立つと思う。（2）
- ・家でも書いて提出できる。自分の空いている時間にできる。（2）
- ・添削が英語で書いてある点が逆に新鮮。（2）
- ・添削は、塾や通信教育をしていないとなかなかできないので、とてもいいと思う。
- ・点数にこだわらず、自分の表現力を確認できる。
- ・パソコンなので書き直しが簡単。
- ・専門家に評価してもらえて良かった。Native speaker に評価してもらえて良かった。
- ・文法や構成などの分野別に確認できる。

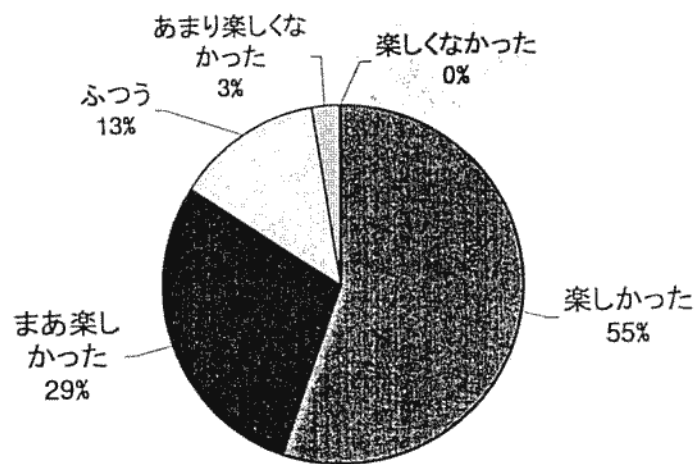
資料⑲ criterion 授業で使って欲しい理由（その他）

- ・家では自由英作文の練習を後回しにしまいそうだから。
- ・自宅ではインターネットが使えないので。
- ・放課後学校に残りたくないから。
- ・添削というか、論理構成を指摘してくれる（Instructor notes のこと）。
- ・英文を書く機会が増える。
- ・授業で自由英作文の時間が取れるならその方がいい。

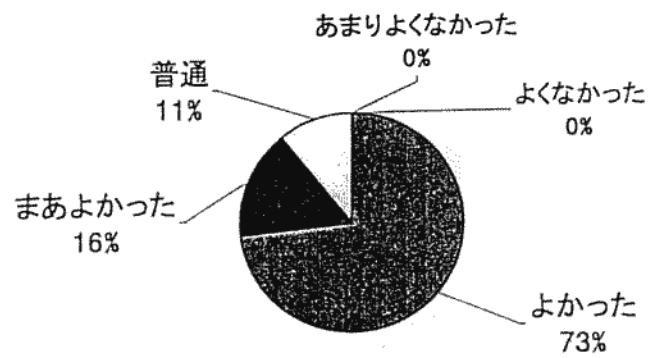
資料⑳ Journal 生徒の感想



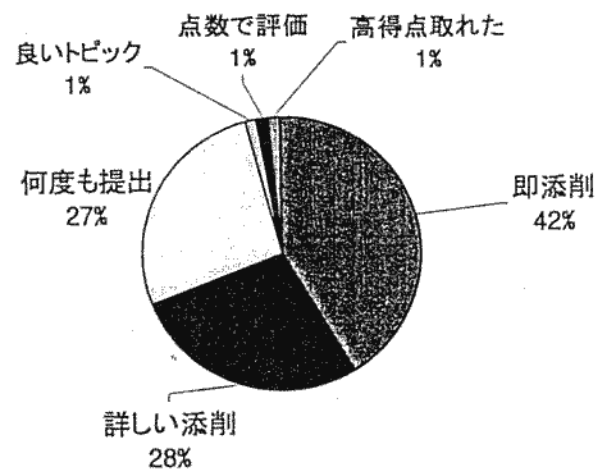
資料㉑ e-mail 生徒の感想



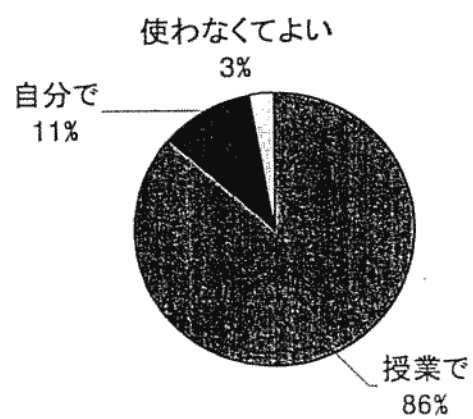
資料② criterion を使って



資料③ criterion のいい点



資料④ criterion を今後…





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