

# Teaching English Through Content

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Beginning with the publication of Long's landmark article, "Inside the Black Box" (1980), this decade has seen an ever-increasing interest in classroom-based linguistic research, which "may be defined as research on second language learning and teaching, all or part of whose data are derived from the observation or measurement of the classroom performance of teachers and students." (Long, 1980).

In one sense, all language instructors are constantly conducting informal "research" through trial-and-error modification of their classroom procedures, with the "results" being reported in the teachers' lounge. However, formal research, with replicable results and meaningful implications, is considerably more difficult to conduct in the language classroom.

To date, much of the existing classroom-based linguistic research has been carried out in ESL classrooms. Global politics and economics ensure a steady supply of subjects, ESL teacher-training programs ensure a supply of researchers, and university or government grants occasionally provide funding. And yet, ESL classrooms are perhaps not the ideal place to conduct linguistic research. It is often difficult, even in the most flexible school system, to randomly select subjects (Ss), create control groups, etc. More importantly, it is nearly impossible to control for outside language input in an ESL situation.

These obstacles are somewhat minimized in the EFL classroom, and the Japanese classroom, in particular, is a potentially valuable site for research. In fact, the very things that might frustrate the teacher would be a plus to the researcher. If we take Sapporo Women's Junior College as an example, we find that :

- Large classes ensure an adequate number of subjects (Ss).
- It is possible to create a control group because several sections of the same class are often taught by the same instructor.
- There is an amazing uniformity among the Ss in regard to age, education, and L2 experience.
- There is very little outside L2 input.

As researcher Kathleen Bailey (1985) notes,

EFL teachers are in good positions to help determine what the effects of language instruction really are, since their students have less access to input outside the classroom. The possibilities for (though perhaps

not the feasibility of) conducting classroom centered research in Japan are tremendous.

This paper contains a proposal for classroom research on the relationship between language learning and content learning. Because such research would directly or indirectly involve students, other instructors, and administrators, I would like to provide a rationale for the topic and method. Therefore, the first part of this paper will provide a theoretical background; the second part will report on a pilot study; the third part will be the research proposal.

#### A. Why Teach Language Through Content ?

When Burt and Dulay (1980) analysed the research literature on second language learning in order to discover what features of the environment enhance L2 acquisition, one of their findings was that "a natural language environment is necessary for optimal language acquisition." In other words, learners need *natural input*.

A natural language environment exists whenever the focus of the speakers is on the content of the communication rather than on the language itself ... The participants ... [give and receive] information or opinions ... with virtually no conscious awareness of the structures used. (Burt and Dulay, 1980)

Unfortunately, all learners of English do not have equal access to natural input. With the growing internationalization of English, an entire spectrum of English language learning situations has emerged. These situations are differentiated mainly by the availability of natural input, with ESL programs at one end, bilingual and immersion program in the center, and EFL at the other end. Kachru (1984) further divides EFL into the "institutionalized non-native varieties of English" used in countries such as India and Singapore, and the "highly-restricted functional English" used in countries such as Israel and Korea. Japan falls into this last category which is typified by a lack of natural input.

An analysis of the current EFL situation in Japan is beyond the scope of this paper, but, in brief, the majority of Japanese study English grammar for six years as an abstract course of study, much as 19th cen. Europeans studied Latin. As a main subject on high school and university entrance exams, English is used as a measure of general academic achievement. Despite the mushrooming availability of videos, bilingual TV and other media (not to mention native speakers), generally there is still a severe lack of natural exposure.

One of the many goals of the EFL instructor is to provide enough natural input to nudge his or her classroom as far towards the "ESL" end of the spectrum as possible. Natural input implies language with a purpose and within a context — ie., communicative — rather than isolated, fragmented or artificial language.

Communicative or functional language teaching derives from a functional or *contextual* view of language which relates discourse to extralinguistic context or situation (as contrasted with a formal view of language as an abstract system.) (Mohan, 1986)

Even a superficial examination of current language teaching literature reveals the trend toward *contextualization of language*. Contextualization is perhaps simplest for the receptive skills, which are being taught more and more using as authentic (ie., not simplified) materials as possible. However, speaking and writing are also being contextualized through communicative, goal-oriented activities in which the students speak or write *to* a specified audience *for* a particular purpose.

This paper is concerned with one method of providing natural input by the contextualization of language : the co-ordination of academic content classes with the EFL class. This is known as English Through Content (ETC). "L2 teaching by content teaching is provided when the learner is taught in a content subject in the L2 with the intention that he will thereby learn the L2". (Mohan, 1979) This definition is deceptively simple. In fact, the teaching methods and goals of ETC vary greatly depending on the circumstances of its use. Let us briefly examine the role that ETC plays at the various points along the ESL/EFL spectrum.

Immersion programs are designed for majority language students who wish to learn a minority language. "In these programs, the language the students are learning is used as the medium of subject matter instruction." (Burt and Dulay, 1980) A well-known example is the St. Lambert French Immersion Program in Montreal, Canada, in which half of the grade 7 and 8 curriculum is taught in English and half is taught in French. However, it must be noted that "students are not expected to perform linguistically at the level/norm of a native speaker." (Ramirez, 1985)

Within the ESL field, ETC has been the most widely used in English for Specific Purposes (ESP) classes. ESP attempts to teach learners the language necessary to carry out limited tasks in specific domains. One difficult problem associated with ESP is how to generate the task-specific language while limiting non-task-specific language. "Traditional ESP teaching has merely taken a normal EFL course and made it look like ESP by adding to it some subject matter- but not primarily for the purpose of teaching that content as information." (Harvey, 1982)

Yet, it seems that ESP would be an obvious area in which to incorporate content with language. Harvey (1982) has described the various degrees to which content teaching and language teaching have been combined in the ESP field.

1.) Dual-goal courses : These courses teach the language of the specific job as well as how to do the job. Such courses are rarely successful because if the language is new enough to require learning, the concepts will not be clearly

understood.

2.) Sheltered subject matter courses : Content, not the language, is taught. Students (*all* L2 learners) are tested on the subject matter and not on the language.

3.) Modified-language content courses : Language is modified enough to facilitate comprehension without distortion of grammar, vocabulary, pronunciation, or speech style. Charts, diagrams, pictures and other visuals are also used.

4.) Integrated content and language courses : The teaching of content is combined with the use of some of the language study skills the student will need to fulfill a requirement of another content course. For example, English for Academic Purposes (EAP) teaches foreign students the mechanics of writing academic papers, how to use the library, etc. These are language skills that would be transferable throughout the entire curriculum.

5.) Content courses supported by language courses : ESP students enroll in unmodified academic courses that have satellite ESP courses to help them with required reading and writing.

6.) Broad-topic content courses : When ESP students are in various disciplines, a content course is taught on a less-specific but still useful theme such as "Western Thought" or "American Culture."

Turning to EFL, we find that the use of ETC depends very much on whether English is "institutionalized" or "highly-restricted". In countries where English is institutionalized, it may not only be widely used in technology, trade, and diplomacy, but may actually be the official language of instruction. However, in EFL situations such as Japan, where English is "highly-restricted", the emphasis is all too often on the mastery of English as an end in itself, rather than as a tool to be used for social, political, or even financial gain. In contrast to all other ESL/EFL situations, there is little connection in the classroom between language and content. At best, the EFL teacher devises communicative activities in order to focus students on content rather than language but the underlying goal remains mastery of the grammatical structures and not of the content matter itself.

The current state of EFL teaching in Japan is precisely the kind of situation that would benefit most from the incorporation of ETC courses into the regular EFL curriculum. On a psychological level, students would feel great satisfaction in at last being able to use the English they already know. English would serve as a medium of learning as well as of testing. This would hopefully encourage a more goal-oriented and thus more active participation in their other English courses. Finally, an ETC course would kill the two proverbial birds with one stone as students acquired English at the same time as they learned about something else.

But what kind of "something else"? What kind of content courses have been successful for other EFL teachers? What criteria should one use when choosing the

subject matter? And will linguistic theory support us in our choice?

Even without a theory, practice tell us what kind of content courses are conducive to "picking up" a language. Teachers of immigrant children have found that courses with a lot of practical activity, such as physical education or art, provide a favorable L2 learning environment. This is because the L2 is regularly used in visible situations where the meaning of the language is physically apparent. The efficacy of this approach has been further demonstrated by the success of Asher's TPR method of L2 teaching.

Teachers of immigrant children have also found that course content should be somewhat familiar and/or intrinsically interesting to the students. This is supported by Krashen's Monitor Theory which says that language will be acquired if the students understand messages in the target language and if their affective filters are low. Krashen notes that the use of content teaching in immersion programs "works" for the same reason that his Natural Approach "works" : by providing comprehensible input in which the attention is on the message and not on the form. "As in all other acquisition activities, the important characteristics are maintaining student interest and ensuring comprehensible input." (Krashen, 1983)

Careful choice of content is only the first step in setting up an ETC course. English Through Content is a relatively new field, with little theory or research to help the teacher in his or her classroom. How do we set up a syllabus? What kind of activities work? How do we make the input comprehensible? How do we test this? In order to understand the mechanics of setting up an ETC course, the next part of this paper will examine how one such course was taught.

#### B. Pilot Study : Classroom Applications

The following ETC course was taught for three successive years at Sapporo Woman's Junior College under the title of (Kiso) Eigo Eibun Enshu. For the first two years, it was taught to first-year students, and for the last year, it was modified and taught to second-year students. The following account is not intended to be a prescriptive model but is meant to serve as a sounding-board for instructors who are considering setting up their own ETC course.

The critical first step was choosing the subject to be taught : "The Beatles". This seemed unusual enough to catch the students' interest, yet familiar enough that the  $i+1$  level could be maintained. This theme also seemed to be contemporary without being so topical that classroom materials would become quickly outdated.

This class had two goals. One was that students would be able to draw their own implications about the Beatles' musical and cultural impact. The other was that students would be able to analyse lyrics, which would demand much more abstract language than they were used to using.

In order to put the L2 into a context, abundant use was made of AV

materials. The core of the course was a 120 min. video, "The Compleat Beatles" (MGM/UA), which was edited down by the instructor to approximately 50 minutes. It was edited so that short sections of discourse were separated by sections with music only. This video was shown in its entirety on the first day of class in order to establish students' interest and to give them an overall view of the course. It was also shown at the end of the course to prepare students for the final test. Otherwise, no more than ten minutes of video including about four minutes of discourse were shown during each class meeting.

This video employed two distinct types of discourse : prepared and unprepared. The prepared discourse was spoken offscreen by a professional narrator using received pronunciation. As the discourse included complex sentences and difficult vocabulary items, it was treated in this course as written discourse that had been read aloud. (eg., "Although Stuart, the oldest member, had only just turned twenty, The Beatles, having grown up in a seaport town, were far from naive.")

The unprepared discourse consisted of interviews shown onscreen in which a variety of accents were employed. This discourse was not heavily marked by the hesitations and repetitions of everyday informal discourse, but it did contain loosely organized syntax and many non-specific words and phrases, and so was treated throughout the course as spoken language. (eg., "As soon as we finished the record, I know it was number one ... a great atmosphere to it and it sold pretty quickly.")

With this video as a base, the course syllabus developed naturally. Video viewings (expanded with supplementary materials) alternated with in-depth analyses of music and lyrics. The incorporation of all four language skills was the natural outcome of the nature of the information being transmitted.

One advantage of this type of syllabus is that, unlike grammatical or notional syllabi, there is never a question of what to teach next. Since different types of content lend themselves to different types of activities, classes are creative and ongoing. Also, there is a natural "spiraling" effect as certain vocabulary items central to the main topic recur throughout the course. Finally, new words are presented not in isolation but with associated words. The strong networks of meaning that are formed probably lead to better long-term retention.

Most class meetings began with a video viewing. First, we had to predict what might be incomprehensible and *why*. Of course, some difficulties arose from rapid, soft, or mumbled speech. This was easily solved by slowly and clearly restating the message several times. Unfortunately, it was rarely that simple. Nuttall's (1982) comments on what makes a written text difficult seemed equally applicable to this situation. She notes that difficulty depends on :

- (A) The amount of previous knowledge that the reader brings to the text.  
(Solved by providing background information, eg. chronologies ; newspaper clippings ; photos)
- (B) The complexity of the concepts expressed.  
(Solved by explaining difficult concepts through simplification and redundancy,



eg. use of graded reader ("Spotlight on Rock Music"); comics ("The Illustrated Story of the Beatles"); handouts.)

(C) The difficulty of vocabulary.

(Solved by paraphrasing; L1 or L2 glossing; exercises to help students inference meaning.)

(D) The amount of shared assumptions between the reader and writer [or speaker and listener].

(Sometimes solved by same procedures as for (b) above, but more often by lecture.)

As the year went by, difficulties caused by (A) and (C) diminished as students built up their background knowledge and vocabulary networks.

A brief discussion of each skill area in the syllabus follows. For samples of reading materials and for detailed classroom procedures, please see the appendix.

**Listening :** The listening part of an ETC course such as this is completely linked to other skill areas. Because of adequate preparation, student gained confidence in their listening ability.

**Reading :** As many different kinds of formats (comics, lists, newspapers) were used as possible. The graded reader provided a chance to do extensive reading, a fluency activity involving global understanding. The transcriptions of video discourse called for intensive reading, which involves reading for detail.

**Writing :** The focus was not on grammaticality but on integration of various sources of information through logical organization of ideas. Students learned that writing is a Mobius-strip type of process : getting ideas / organizing / writing / rewriting / etc. Because students read and did critiques of each others' rough drafts, they realized that good writers put themselves in the reader's place.

**Other skills :** Students became familiar with the literary concepts of rhyme, alliteration, and allusion. They were able to express fairly abstract ideas about the music and lyrics.

Students were tested in this course as they would have been in any other content course. A variety of testing formats were used, ranging from T/F to essay. When answering the essay questions, all students employed some theme-specific vocabulary items, and some used entire phrases they had acquired during video viewings.

In the long run, however, it was difficult to analyse student progress in either content matter or language. Knowing that they had received large amounts of the natural input that is necessary for L2 acquisition, the subjective feeling was that indeed progress had been made. But it would require a very carefully controlled situation to be able to assess the benefits of learning English through content. Therefore, I would like to present a proposal for research on the relationship between language learning and content learning.

### C. A Proposal for Research

Some studies have examined the relationship between language of instruction

and academic achievement in content areas. The St. Lambert program found that "immersion education does not have any negative effect on pupils' intellectual growth." (Ramirez, 1985) And it was found that by the end of the sixth grade, students in San Diego's two-way immersion program showed improvement in math skills. However, "most studies [comparing the academic achievement of bilinguals and monolinguals in content classes] have shown mixed results, partly because of the assessment procedures used." (ibid.) It is important to note that these studies were carried out in an ESL — not EFL — context, where the classroom is only one of several variables, including the relative social status of the L1 and L2 groups.

In order to control for such variables, it is necessary to examine the relationship between content learning and L2 learning not in a bilingual context, but in an EFL situation. One group of researchers (Scott, Saegart and Tucker, 1974) looked at students learning English in Egypt and Lebanon. They found that those students who learned regular academic subjects in English along with their regular English classes showed more improvement than those who only studied English in a formal classroom situation. This study, however, did not specifically focus on ETC, and it seems that no such studies have been done to date in an EFL setting.

If such a study were to be done, Sapporo Women's Junior College would provide an emotionally-neutral setting where L2 input could be somewhat controlled. To carry out this project, a regular content course would have to be taught in two ways: in English and in Japanese. We would hypothesize that students who learned an academic subject through English would not only achieve proficiency in the content comparable to students who were taught in Japanese, but would also show increased proficiency in English. The only consideration in teaching methodology is that the subject matter would have to be basically comprehensible — at what Krashen would call the  $i+1$  level. To a large extent, teaching method would be determined by the subject matter itself.

The subjects for this study would be 60 to 80 first-year English majors at Sapporo Women's Junior College. Any students that had received instruction in an English-speaking country would be eliminated from the study. Ideally, subjects (Ss) would be randomly assigned to one of two sections of a content class. They would not be told at the time of enrollment that one of the class sections would be taught in English instead of in Japanese. This would give us a true experimental design — a rarity in linguistic research. If, however, for administrative or other reasons, Ss were able to choose which class section they wanted to enroll in, this research project would be considered to have a pre-experimental intact group design, involving losses in both internal and external validity.

For the purposes of this paper, we shall say that both the control group (G1) and the experimental group (G2) would receive instruction in the history of the English language. Unlike courses such as "American Culture", it is a subject

about which Ss would be unlikely to have prior knowledge or other sources of information. Also, there would probably be enough students enrolled to justify the creation of two course sections with about 40 Ss each.

G1 would be taught by a Japanese instructor who teaches in L1, and G2 would be taught by a foreign instructor in L2. An outline of the L1 lecture notes currently used would be translated into English for G2's instructor's use. Instructors would be free to make handouts or use any other study aids. In fact, G2's instructor would *need* to make abundant use of visual aids to ensure comprehension.

At first, the Hawthorne effect would probably be very strong, as most Ss in G2 would not have had a foreign instructor before. However, treatment length might counteract this effect.

Classes at Sapporo Women's Junior College meet 90 minutes once a week approximately 24 times during the school year, which is divided into two semesters. In order to check for proper treatment, both instructors would tape record their classes once during each semester at about the same point in the curriculum. Tapes would be checked to confirm that 90% of the instructors' lectures were in L1 or L2, respectively.

Setting up proper instrumentation would also be rather complicated. Ss' English proficiency would be measured at the first and last class meeting using the Secondary Level English Proficiency (SLEP) test. This is a 150-item paper and pencil test of listening and reading comprehension, structure, and vocabulary. Since this test was written for 12 - to 17-year-olds in an ESL situation, it is more likely to produce a wide distribution of scores than the more difficult TOEFL test. The SLEP test would be checked for validity in this context after being administered to a similar group of 30 students at the end of the previous school year. Results would be checked for reliability using Kuder-Richardson 21, and culturally inappropriate items would be changed or dropped.

Ss' comprehension of content would be measured during the final examination period using a multiple-choice exam based on exams currently used in the content course. Reliability would be checked using the split-half method. This exam would be written in the Ss' L1, with content terminology in the L2 included in parentheses. A sample item appears below :

英語は次のそれぞれの時代に語尾変化の多い言語 (highly inflected language) から分析的な言語 (analytic language) に変化した。

1. 古英語 (Old English)
2. ノルマン人の征服 (Norman Conquest)
3. 中世英語 (Middle English)

(During the course, several multiple-choice quizzes of this type would be administered to help the instructor adjust lectures to the Ss'  $i+1$ , but they would not be included in the data.)

What would we predict the results of these tests to be? Looking at language acquisition, we would assume that both groups would score higher on the SLEP

test at the end of the year than they had scored at the beginning. This would be a result of all of their exposure to English during the year. Furthermore, after having taken the SLEP test once, they would be better prepared for it the second time around, even if they did not recall individual items.

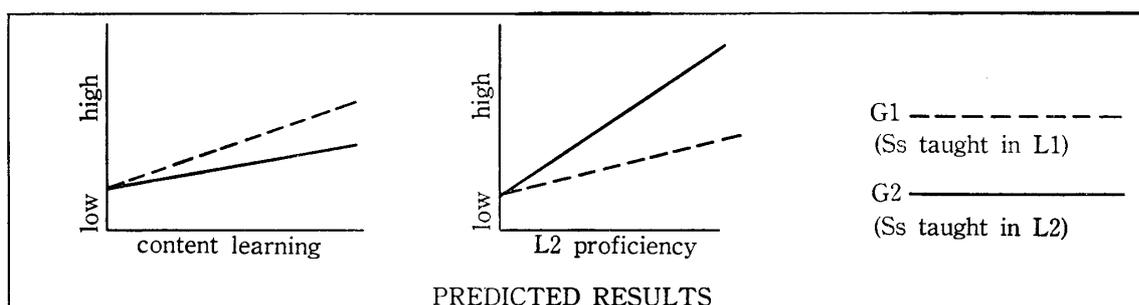
However, we would hope to find that the G2 SLEP scores had shown a greater percentage of improvement than the G1 scores, in other words, that there was a relationship between L2 use in content courses and improved L2 proficiency. Such a relationship could be due to an indirect factor: G2 Ss would have received more exposure to the L1 than would have G1 Ss. An intervening variable might also be coming into play. Comprehension of content in L2 may lead to increased self-confidence and motivation in G2 Ss, who then become more receptive not only to input from this ETC course, but also from their other English courses.

There is also the possibility that the predicted increase in L2 proficiency would be a *direct* result of the treatment, that is, that learning an L2 through content is more effective than through any other method. Unfortunately, this hypothesis could not be tested by the present study. To do so, another independent variable — a third group of Ss which is taught English by another method — would have to be added.

What would we predict the final exam scores, which indicate comprehension of content, to be? Ideally, significantly higher scores by G2 would be found, indicating that using the L2 is an effective way to teach a content course at the university level. However, realistically speaking, such results would be unlikely.

We would probably fail to find a *significant* difference in comprehension of content between G1 and G2. This might mean that the L2 can be as an effective medium of instruction as the L1. Such a conclusion would not be definitive, however. If both groups' scores were very low, it could be concluded that neither method of teaching had been effective; very high scores might indicate that the material had been so transparent that any teaching method would have been effective.

If significantly lower scores by G2 were found, it could mean that the input was not comprehensible, that is, that further simplification and/or visual cues would be needed. If a balance between simplification of material and the amount of material to be covered could not be reached, one would be forced to conclude that this particular content class could not be taught in the L2.



Further research is needed to investigate whether ETC courses are as effective as other EFL teaching methods. Further research is also needed on *why* ETC courses are effective. A pilot study on ETC student-teacher interaction could be carried out by examining the four observation tapes for unusual patterns of discourse. Mohan suggests (personal communication) that we also need to know more about specific conditions in which input is made comprehensible: What kind of tasks are made comprehensible by charts? by graphics? by AV materials?

The EFL classroom provides a less contaminated environment in which to do classroom research, whether formal or informal, on the relationship between language and content. With the growing implementation of ETC in EFL contexts, it will be possible to start to search for the answers to these fascinating questions.

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## APPENDIX A : READING

## PART ONE

Below are listed some of the classroom procedures that were used to ensure comprehensibility of the “prepared” type of discourse found in the video. Although they are not original, they are presented in order to show how only a few minutes of video can be expanded into an entire lesson. In the following discussion, “video” refers to sound + picture, while “tape” refers to sound only (projector turned off).

A. *Basic Procedure* (see Fig. 1)Teacher preparation :

1. Transcribe and gloss (in L2) discourse.
2. Use difficult idiomatic phrases in easier, self-explanatory contexts. Write multiple-choice questions to check comprehension of original usage.
3. Write T/F questions about main ideas of passage.
4. Write questions asking for specific information and inferencing.

Classroom procedure :

- a. Students watch video.
- b. Students listen to tape while reading transcription.
- c. Students reread transcription, glosses, etc., at own pace.
- d. Students answer #2 and #3 (above).
- e. Teacher elicits answers from student volunteers. To ensure comprehension, answers would be expanded : “Yes, FALSE. Julia was *not* a strict mother. She didn’t say, ‘Be home at 6 : 00’. She was free-spirited. She said, ‘Come home any time.’”
- f. Students work in small groups (2 to 3) to answer #4.

B. *Strip Story* (see Fig. 2)Teacher preparation :

1. Rewrite the main ideas of the transcription into a simpler style.
2. Type them. Make 4 to 5 enlarged copies. Cut into strips.

Classroom procedure :

(Use after step #2 of Basic Procedure.)

- a. Break students into groups of 4 to 5. Give one bundle of strips to each group. They must arrange them into the correct order.
- b. If a group has trouble, direct their attention to cohesive devices such as pronouns, connectives, etc.

C. *Phrased Reading* (see Fig. 3)Teacher preparation :

1. Break the transcription into phrases while listening to tape. Phrases should follow natural breath-groups.
2. Retype transcription, centering each phrase.

Classroom procedure :

(Use after step #2 of Basic Procedure.)

- a. Have students cover phrase sheet with a piece of paper.
- b. Play tape. Students move paper as they follow along, silently reading one phrase at a time.
- c. Students read aloud, still using cover paper.
- d. Repeat step (b.) without using cover paper.

## (FIGURE 1)

- |                |  |
|----------------|--|
| 1) give        | School for John did little more than **  |
| 2) idea        | <i>provide</i> <sup>1</sup> the <i>inspiration</i> <sup>2</sup> for his <i>outlandish</i> <sup>3</sup> |
| 3) crazy       | <i>pranks</i> <sup>4</sup> . When he was six, John's father dis-                                       |
| 4) tricks      | appeared on a merchant ship. John was left   |
| 5) not serious | in the care of his Aunt Mimi. His <i>free-spirited</i> <sup>5</sup> ***                                |
| 6) loving      | mother, Julia, became more like an <i>affectionate</i> <sup>6</sup>                                    |
| 7) job         | friend. John's musical <i>career</i> <sup>7</sup> began at age   |
| 8) a kind of   | ten, with a harmonica given to him by his  |
| music          | Uncle George. When " <i>skiffle</i> " <sup>8</sup> <i>hit</i> <sup>9</sup> England,                    |
| 9) suddenly    | Mimi bought him a guitar. John soon formed   |
| came to        | his own group, the Quarrymen. The Quarrymen  |
| 10) played     | <i>covered</i> <sup>10</sup> all of Lonnie Donegan's* <i>numbers</i> <sup>11</sup> .                   |
| 11) songs      | But from the beginning, John, like other Liver-  |
|                | pool teenagers, wanted to play rock and roll.  |

\* Donegan was the first successful *English* rock singer.

He used simple homemade instruments. His message was that you didn't have to be professional to play pop music. The kind of music that Donegan played was called "skiffle".

\*\* "School *did little more than ...*"

Mr. White's lectures were always very boring. He never used any gestures. He never smiled. He *did little more than* read the text aloud.

My dog is so lazy! He doesn't like to run or play. Everyday he *does little more than* eat and sleep.

School *did little more than* give John ideas for new tricks and jokes.

- ? a) At school, he learned many new ideas.  
b) He thought of many tricks at school.  
c) He learned a lot at school.

\*\*\* "John *was left in the care of* his Aunt Mimi."

I went on vacation. I *left my kitten in the care of* my younger sister.

Dr. Smith went to a new hospital. His patients were *left in the care of* Dr. Robert.

"John *was left in the care of* his Aunt Mimi."

- ? a) John took care of his aunt.  
b) Aunt Mimi took care of John.  
c) Mimi left carefully.

*Please answer TRUE or FALSE*

- |   |   |  |
|---|---|--|
| T | F | John liked school and was a good student.            |
| T | F | John's father was probably a sailor.                 |
| T | F | Julia was a strict mother.                           |
| T | F | John's first instrument was a guitar.                |
| T | F | John started the group, "The Quarrymen".             |
| T | F | John wanted to play rock and roll more than skiffle. |

*Please answer the following questions.*

- Who took care of John when he was a child?
- When John was a little boy, what instruments could he play?
- Who made "skiffle" popular?
- What kind of music did young people in Liverpool like?
- Why do you think Lonnie Donegan's success was important for John?

## (FIGURE 2)

The Beatles' new drummer was Richard Starkey.

CUT

His nickname was Ringo.

Ringo came from a slum called The Dingle.

When he was a child, he had been in the hospital a lot.

When skiffle became popular, he had got a set of drums.

After a while, he joined a group called Rory Storm.

Sometimes, he would play with The Beatles, too.

Now, he joined The Beatles as a regular member.

## (FIGURE 3)

To his classmates,  
 George Harrison was the boy  
 whose father drove the bus  
 they all rode to school.  
 The youngest of four children,  
 George was the family favorite.  
 But even as a small child,  
 he had an independent and solitary nature.  
 In 1956,  
 George acquired his first guitar.  
 Playing it  
 did not come as naturally to him  
 as to his friend Paul McCartney.  
 But he was patient and determined.  
 His mother sat up with him  
 night after night  
 as he taught himself  
 to pick out Buddy Holly songs.  
 George trailed after The Quarrymen,  
 hoping to join,  
 but John Lennon tended to see George,  
 all of fourteen,  
 as not much more than a child.  
 He was eventually accepted,  
 not only for his guitar-playing,  
 but also because  
 his mother could tolerate  
 their noisy rehearsals.

## PART TWO

Below are samples of the various reading materials used.

(Spotlight on Rock Music, Carrier and Pacione, 1984, Cassell)

### 3 The Beatles

The Decca Record Company did not want to give the Beatles a contract\* in 1962, and the company has been very sorry about that. EMI gave them a contract in September 1962, because they were very popular in Hamburg and Liverpool. The first record, called 'Love Me Do', was not very successful, but it was a good beginning. That was in October 1962. In a few months, 'Please Please Me' became Number 1 in the charts in England, and Beatlemania\* began.

The Beatles all came from Liverpool, where the band first played. John Lennon started The Quarrymen in 1959/60, with his friends Paul McCartney, George Harrison, Stu Sutcliffe, and Pete Best on drums. They played in Liverpool, and then in the Star Club\*, Hamburg, where they became popular. Back in Liverpool, Stu Sutcliffe and Pete Best left the group, and Ringo Starr began to work with them. They found a manager in Brian Epstein, who had a record shop, and he got a contract with EMI. In the studio they worked with George Martin, and made their first record. This team, four Beatles with Epstein and Martin, changed the world of music and the music business, more than any other group of people before or after that time. Although the group only

Circle the number of the phrases that have *alliteration* :

1. I'm sitting singing songs
2. You know I love you
3. Will I wait a lonely lifetime
4. I saw the light
5. You say you want a revolution
6. Happy birthday to you
7. Your love is there for me
8. Julia, sleeping sand, silent cloud
9. When friends are there, you feel a fool
10. Yellow lorry slow

*THE BEATLES : a short history*

- Oct. 1, 1962 The Beatles sign a five-year contract with Brian Epstein.
- Oct. 11 *Love Me Do* becomes the first Beatles song to make the British charts.
- Feb. 16, 1963 *Please Please Me* reaches No. 1.
- Mar. 22 *Please Please Me* (LP) is released.
- Oct. 13 TV performance : "Sunday Night at the London Palladium".
- Nov. 22 *With The Beatles* (LP) is released. 250,000 copies already ordered.
- Jan. 14, 1964 Series of concerts in Paris.

(etc.)

Brian Epstein owned a record shop in Liverpool. One day, someone wanted to buy "My Bonnie" by The Beatles. Brian Epstein by know who they were. Brian Epstein didn't

-89-  
**THE ILLUSTRATED STORY OF THE BEATLES**  
 (ヒント)

his record reviews...and the classics  
 プライアン・エプスタインのレコード評は、主にポップの中道路線ものとクラシック音楽を扱っていた。to deal with 扱う  
 It wasn't until...that~ 1961年10月のある日、18歳の若者がN. E. M. S. のホイットチャペル店に入ってきて初めて、プライアンはザ・ビートルズという名前のグループを知ったのだ

Syndication International

ALTHOUGH BRIAN EPSTEIN WROTE REGULARLY FOR MERSEY BEAT, HIS RECORD REVIEWS DEALT MAINLY WITH MIDDLE-OF-THE-ROAD 'POP' AND THE CLASSICS.  
 HE HAD VERY LITTLE PERSONAL INTEREST IN BEAT MUSIC.  
 IT WASN'T UNTIL A DAY IN OCTOBER 1961, WHEN AN 18 YEAR OLD YOUTH\* WALKED INTO THE WHITCHAPEL BRANCH OF N.E.M.S., THAT HE FIRST HEARD OF A GROUP CALLED THE BEATLES.  
 \*RAYMOND JONES



## APPENDIX B : WRITING

The following peer-group writing procedure is based on the procedures used by Tamara Lucas at San Francisco State University in 1983. There are many other similar methods of using peer-group correction to teach "process writing".

Classroom Procedure :

- a. Assign topic and have students do research. Information is brought to class the following week in a list format.
- b. Using colored pens, students categorize their information. For example, all facts having to do with "family" are circled in green; all information on "friends" is in red, etc.
- c. Students are shown various possibilities for organization, for example, one or two ways to organize a "compare and contrast" composition.
- d. Using their colors as a guide, students organize their information into hierarchies of importance with a "balloon outline".
- e. Students write first draft. They bring it, along with two photocopies, to class the next week.
- f. Photocopies are randomly distributed. Each student uses the composition checklist to do a critique of two rough drafts.
- g. Students use the two critiques to guide them in writing their final composition.
- h. Correct the compositions, emphasizing organization.

**Composition Checklist**

1. Write down three things you like about the composition. (You can write this in Japanese, if you want.)
2. Are there any parts of the composition you don't understand? Please write a ? at those places.
3. Mark each paragraph with a CAPITAL letter. Number each sentence.
4. Is the form of each paragraph correct? Write the letter of each paragraph that is not correct :
5. Look at each paragraph. Below, write the letter of each paragraph and what you think the topic is :
6. Is the form of each sentence correct? (Capital letter, ending punctuation.) Write the number of each sentence that is not correct in form :
7. For each paragraph, write the number of the longest sentence.
8. For each paragraph, write the number of the three shortest sentences.  
Can you combine any of them?
9. Underline all of the verbs you can find. Check to see if the verbs agree with their subjects, and if the tenses are correct. Circle any verbs you think may be incorrect.
10. Do you have any other comments? Please write them.