

『和訳以外の、テキスト本文の内容理解活動—

Graphic Organizer を中心として』

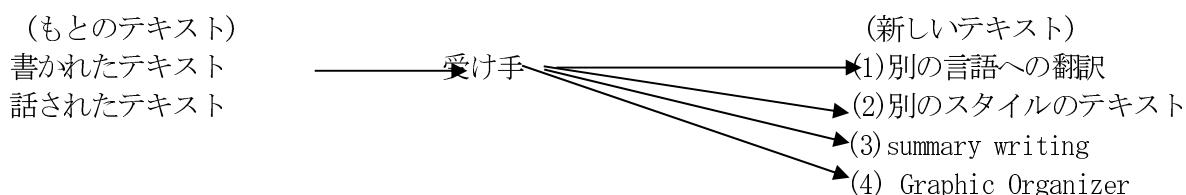
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1. 内容理解とは何か

最近の言語理論によれば、書かれたメッセージを読んで理解する、話されたメッセージを聞いて理解するということは、受身的な行為ではなく、受け手の能動的な行為であるとされる。つまり受け手は、自分の持っている背景的知識（これを schema と呼ぶ）を働かせて、メッセージとの間で意味の交渉を行ない、自分なりの意味をそのメッセージに付与しているというのである。

例えば、ある神社の入口の階段の横に、「ここではきものをぬぎましょう」という立て札があるとする。このメッセージは、「ここで履物を脱ぎましょう」とも「ここでは着物を脱ぎましょう」とも読めるわけだが、受け手はその立て札が風呂屋ではなく神社に有るという状況から、背景的知識を働かせて、履物の意味をメッセージに付与するのである。

したがって内容理解とは、テキストのメッセージと受け手との、意味の交渉の産物だと言える。この意味の交渉のプロセスが十分であれば、内容理解は深まるのだ。では授業でどうやって、意味の交渉のプロセスを実現できるのだろうか。それは、受け手がテキストを別のフォーマットに変換する作業を通じて行なわれると考えられる。具体的には次のような変換である。



こうした作業で、受け手はもとのテキストにある情報を、新しいテキストへ移し替えてゆく。受け手は、もとのテキストと新しいテキストとの間を何度も行き来しながら、この作業を行なってゆく。これがテキストと受け手との意味の交渉になるのである。以下、これら各種の変換作業について解説する。

2. フォーマット変換作業の各種

2.1 別の言語への変換

語順訳

He/ thought/ that/ the tomb/ which he had just found/ may have belonged to/
彼は/ 思った/ ということを/ その墓は/ (それを) 彼がたった今発見した/ 属したかもしれない/
one of the lords/ that followed Kublai Khan.
支配者たちの1人に/ (彼らは) クビライ・カーンに従った。

この場合、日英語間の語順の違いの複雑さは解消され、語句同士の対応関係もはっきりしている。英文を頭から理解するので、読解スピードは向上する。また、頭から理解する習慣はリスニングに於いて非常に有効である。ただし、この訳語が日本語として不自然だという欠点は残る。生徒には「これはあくまでも内容理解の

ための変則的訳である」と断った上での話しである。

2.2 別のスタイルのテキストへの変換

対話文のテキストを叙述文に変換したり、逆に叙述文を対話調にするなどの作業を通して、意味交渉を図る。何もヒントなしに行なうと負担が大きい場合は、空所補充式にして変換文を完成させる方式をとるとよい。下の例は、電話の会話を聞いて、伝言メモを完成する方式である。

もとのテキスト (電話の会話)

(Mr. Clarke, a high school teacher, is calling Ms. Brown, one of his student's parent.)

Mr. Clarke: Hello. May I speak to Ms. Brown, please?

Cleaning lady: I'm sorry she's out now. Do you want to leave a message?

Mr. Clarke: Yes, please. I am Mr. Clarke, Jacky's teacher. Jacky had a big fight with one of her classmates last week and broke her arm. She has been absent from school since then. I want to talk to her parent as soon as possible. My office phone is 869-2253-1313.

Cleaning lady: Okay. I will give her your message.

変換後のテキスト

受付係は急いで Ms. Brown にファックスを送りました。下線部に適語を記入してファックスを完成しなさい。

Dear Ms. Brown,

Mr. Clarke, Jacky's _____ has just called you. He wants to _____ to you.

_____ injured her classmate last week and has not attended _____ since then. Mr. Clarke's

_____ is 869-2253-1313. Please _____ him as soon as you can.

2.3 summary writing

原文の内容の骨子 (結論+理由/根拠) を抽出し、それを連結詞 (but, because, therefore, nevertheless 等) で論理関係を明確に関連づけて自分の言葉で簡潔に表現する。

(自分の感想は差し挟まない)

(具体例など、細部の情報は省略する)

2.4 Graphic Organizer の活用

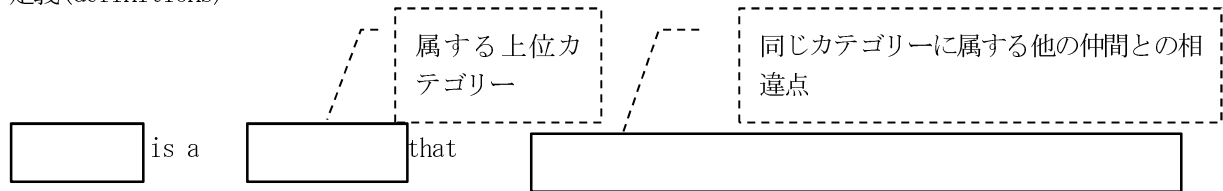
Graphic Organizer とは、表(table)、図式(chart)、フローチャート、ウェブ図(web)、タイムライン等を用いて、テキストの内容を視覚的に提示すること。

Graphic Organizer は、テキストの段落内構造(paragraph organization)や段落間構成(organization)の掌握力養成と共に、テキスト内容の核心部分の記憶保持に役立つと報告されている。特に、summary writing と併用すると更に効果が高まると言われている。

2.4.1 汎用性の高い Graphic Organizer の各種

(Jiang & Grave: Graphic Organizers in Reading Instruction より、一部筆者加筆)

(1) 定義(definitions)

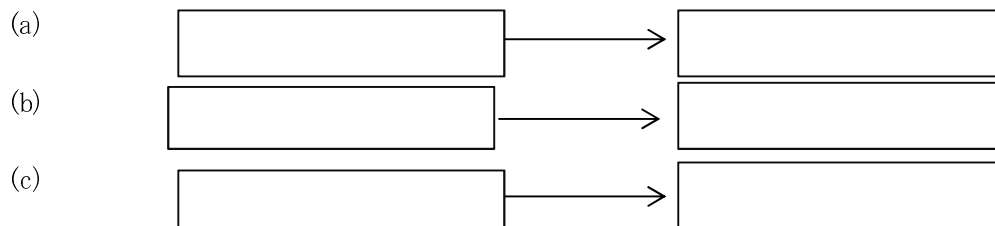


(2) 類似点と相違点(comparison-contrast)の表(table)

	1	2
comparison		
contrast		

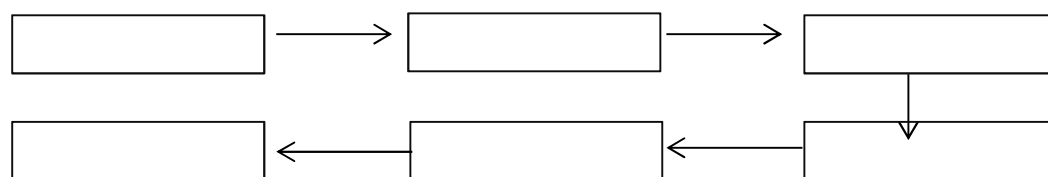
*compare, similar, equal, in common, both, neither, the same, alike, resemble, just as, in the same way
in contrast, differ, unlike, on the other hand, on the contrary, however, although, but*

(3) 原因と結果(cause-effect)の図(chart)



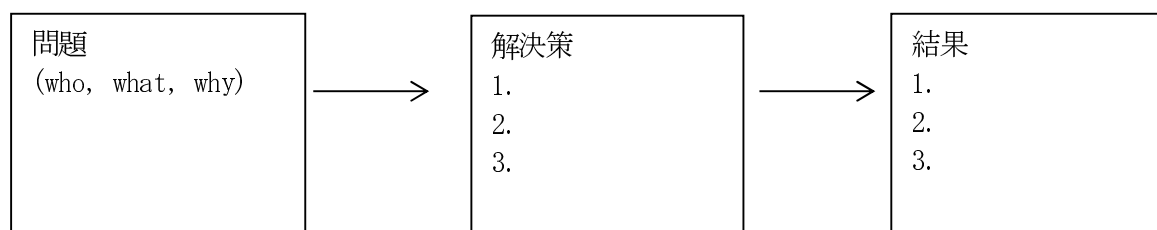
because, because of, since, due to, so, thus, therefore, consequently, as a result, for this reason, cause, have an effect on, result in

(4) 手順/経緯(process/sequence)のflowchart



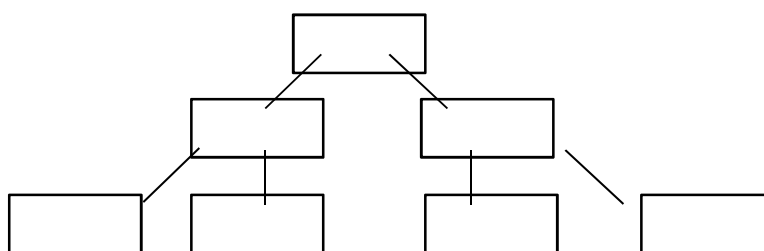
first, second, third, then, next, finally, at first, first of all, later on, meanwhile, while, earlier,

(5) 問題と解決 (problem-solution)の chart



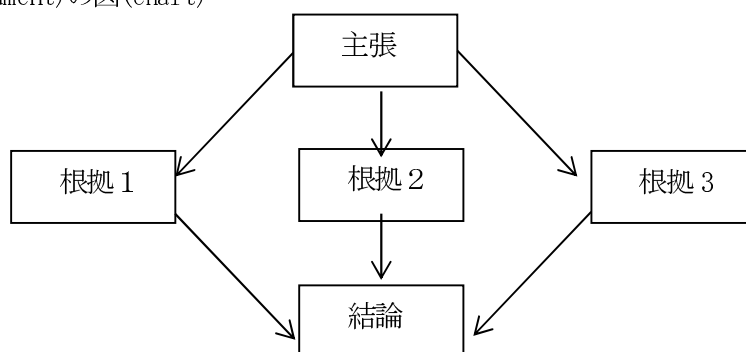
problem, solve, tackle, remedy, solution, propose, suggest, plan, strategy, approach, countermeasure

(6) 分類(classification)の系統図(tree diagram)



category, classification, class, group, divide, kind, type, characteristic, include, fall into ---categories, divided into ---classes

(7) 議論(argument)の図(chart)



think, believe, in my mind, in my opinion, from my point of view, it seems to me that, I agree that, I am certain, some believe, there are ---reasons for this, for these reasons

(8) 賛成と反対(for-against)の表(table)

	論点1	論点2	論点3
賛成派			
反対派			

for, against, agree, disagree, claim, counterclaim, counterargument, support, oppose to, believe, doubt, question, argue, insist, reason, evidence, proposition, justify

(9) 時系列(timeline)

時間の流れ	出来事



2.4.2 Graphic Organizer 使用上の注意点

- 扱うテキストの論述構成に適した GO を選ぶこと、これには多少の熟練を要する。
- 良い GO はシンプル・明快・核心部(simple, clear, direct)。

- テキストには複数の GO が共存したり内包関係にあることが多い。
- 多種多様な Graphic Organizer を紹介した HP :
Graphic Organizer Book Gr 4-6 – Rockford Public Schools
サマリー作成用の GO: <http://www.pinterest.com/shreknfiona1111/summary-frame-ideas/>

2.4.3 グラフィック・オーガナイザーによる内容理解の実例

(1) 時間順の論述構成の場合

Life of a President

The U.S. sixteenth president was Abraham Lincoln. He was born in a log cabin in Kentucky on February 12, 1809. Abe did not have an easy life. When he was nine years old, his mother died.

At the age of 21, Abe set out for Illinois. He worked at many jobs. He split rails for fences. He worked as a clerk in a store. He served as a village postmaster. Because Abe had to work, he could not always go to school. In fact, Abe had very little schooling. Even so, he did much reading and studying during his spare time. By 1837, he had passed the examination to practice law. His self-education had paid off.

At that time, Lincoln moved to Springfield, the capital of Illinois. As a lawyer and politician, he became well known throughout the state. When he was 37 years old, he was elected to the United States House of Representatives. Later, when he returned from Washington, he helped organize the new Republican Party. In 1858, Lincoln became a candidate for the U.S. Senate. He took part in several famous debates with Stephen A. Douglas, the other candidate. Lincoln lost the election, but he became famous. His fame spread throughout the country.

In 1860, Lincoln was asked to run for President by the Republican Party as a candidate, he promised two things. He promised to hold the states together. He promised to stop the spread of slavery in the country. Lincoln won the election. But he was not able to keep his promises without bloodshed. His term of office was not a peaceful one.

Just as he was elected, the Southern states began to leave the union. Soon, war broke out between the North and the South. Abe was elected for a second term a few months before the War between the States ended. In 1865, a heartbroken President saw the war finally come to a close.

Abe wanted all the people to help rebuild our land. He also wanted them to keep it free. He hoped the states could be joined once more.

However, Abe didn't see his dreams come true. On April 14, 1865, he attended the Ford Theatre in Washington. There, Lincoln was shot by John Wilkes Booth, an actor. The next morning Lincoln died. The whole nation mourned the passing of one of the greatest leaders history has ever known. (Kimura and Shimizu: 1998: 48)

Date	Events
February 12, 1809	
When he was nine	
At the age of 21	
By 1837	
When he was 37	
In 1858	
In 1860	
In 1865	
April 14, 1865	

(2) 比較対照の論述構成の場合

Text:

Classes in Japanese universities meet once a week, usually for about ninety minutes, and students take twelve or more classes. Classes in American universities, in contrast, generally meet three times a week for an hour, and most students take five courses. Most classes in Japanese universities don't require much homework, but American classes do. Clubs are an important part of life in Japanese colleges. In American colleges, on the other hand, there are clubs, but they are not an important part of campus life. Almost all Japanese college students enter college after graduating from high school. The majority of American students also go to college after graduation. However, there are also many who work for a few years after graduating from high school or who return to college to get a degree in a different field. These and other factors combine to make college life quite different in Japan and the United States. (Kitao, K and K. Kitao)

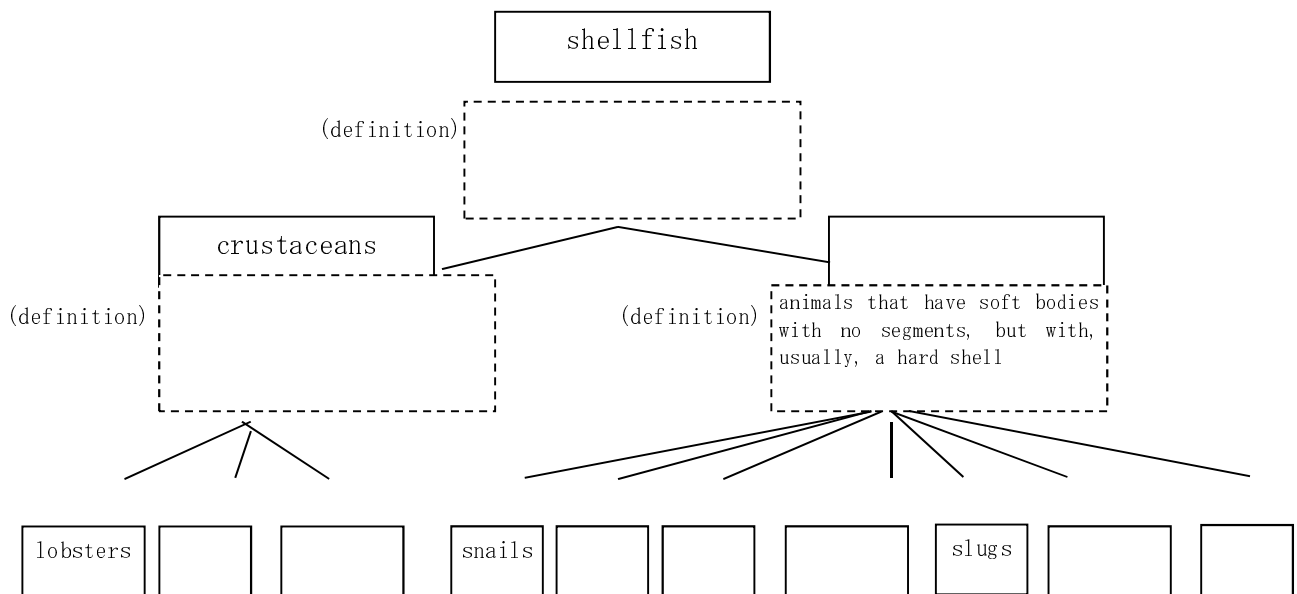
Japanese Colleges and American Colleges

	Japanese college classes	American college classes
How long?	90 minutes	①
How often?	once a week	three times a week
Take how many courses?	②	most students take 5
Homework?	not much	plenty
Are clubs important?	Yes	③
Enter straight from high school?	Yes, almost all.	Not all. Some enter after working, others from different fields.

(3) 分類の論述構成の場合

Text:

A shellfish, despite the name, is not a fish. In the minds of many restaurant customers, it is just another word for seafood. Some will say that the only kind of fish they like is shellfish. While their mistake is understandable, since both live in the water, shellfish are not really fish. A fish has a backbone; a shellfish doesn't. A shellfish is a water animal with a shell, for example a crustacean or a mollusk. Crustaceans are animals with a hard shell, jointed body, appendages, and gills. Lobsters, crabs and shrimps are three examples. Mollusks have soft bodies with no segments, but with, usually, a hard shell. Snails, clams, oysters, and mussels are mollusks. So are slugs, octopuses, and squids, even though they don't have shells.



(4) 主張と反論の論述構成の場合

Should Japan Maintain Death Penalty?

Japan has maintained the system of capital punishment on extremely dangerous murderers. However, as death penalty has been abolished in more and more advanced countries, some Japanese, such as members of the Amnesty International Japan, have started criticizing Japan's policy of maintaining capital punishment.

Such people claim that any human being, even the most cruel murderer, has the basic human right to live, and no authority is allowed to violate the right. They also claim that the United Nations adopted the treaty for Abolishing the Capital Punishment in 1990, and Japan should respect the treaty. At the same time, they point it out that threat of death penalty has no effect on preventing murders. For example, in the United States 20 states have death penalty, however there is no significant difference in the crime rate between the states with death penalty and those without death penalty.

In addition, they point out the danger of hanging innocent people by death penalty; in Japan, in the past ten years, there were four people who once had been sentenced to death but were declared innocent in retrials.

Supporters of death penalty, on the other hand, claim that it is the murderers that deprive their victims of the basic and most important human right, life. They insist that if our society protects the life of the criminals no matter how heinous the crime may be, it is against social justice. They also fear that without the death penalty, it would be difficult to prevent murderers from committing repeated offences or to dissuade would-be criminals. According to them, more and more states in the U.S. are considering to reinstall capital punishment to fight against the increasing number of cruel murders. As to the U.N. Treaty, they believe that each country can decide by itself if it needs death penalty or not.

課題1：上の passage を、①導入部分、②死刑賛成論の要約、③死刑反対論の要約、に区切ってみよう。

課題2：死刑反対派と賛成派の主張を、下の図に整理してみよう。

	those against capital punishment	those in favor of capital punishment
死刑に対する諸外国の態度		
人権の観点から		
社会正義の観点から		
国連の死刑廃止条約への態度		
死刑が殺人を予防する効果		
無実の人を死刑にする危険		

課題3。「日本の死刑制度は是か非か」という題の論説文としては、上記の作品は大事な部分が欠けていて不完全である。どのような部分が欠けているだろうか？君なら、その部分にどのような内容を補うだろうか？

(5) 原因と結果の論述構成の場合

Why is the one hundred yen shop so successful?

(adapted from *Outlook on Society*)

When one hundred yen shop first appeared in Japan, they surprised us with their low prices and wide variety of products. Why have they been so successful?

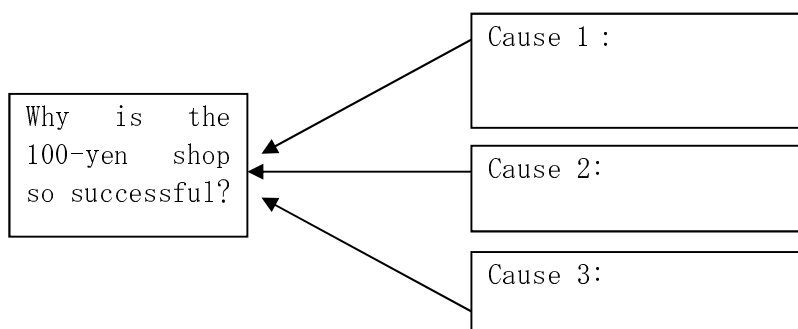
One reason is the way their products are produced. These shops have factories located in developing countries like China, Vietnam, and Indonesia. Labor and costs are much cheaper in these countries than in Japan. In this sense, the one hundred yen shop is the offspring of economic globalization.

The second reason is the way these shops sell their products. They have developed an efficient franchise system. Products are transported directly to the franchise shops without going through several retailers. It is said that, typically, the maker sells an item at 40 yen, the one hundred shop company sells it at 60 yen to each franchise shop, where it is then sold for 100 yen.

The third reason is timing. In the 1990s the Japanese economy became stuck in recession and the consumer's purchasing power collapsed. Deflation was the trend at the time. People could no longer afford to buy expensive products.

Finally, the idea of 'one hundred yen' is also appealing. With just one coin, shoppers can buy all kinds of goods. One hundred yen is easy to spend. And even if the product does not meet your expectations, you have not lost a lot of money.

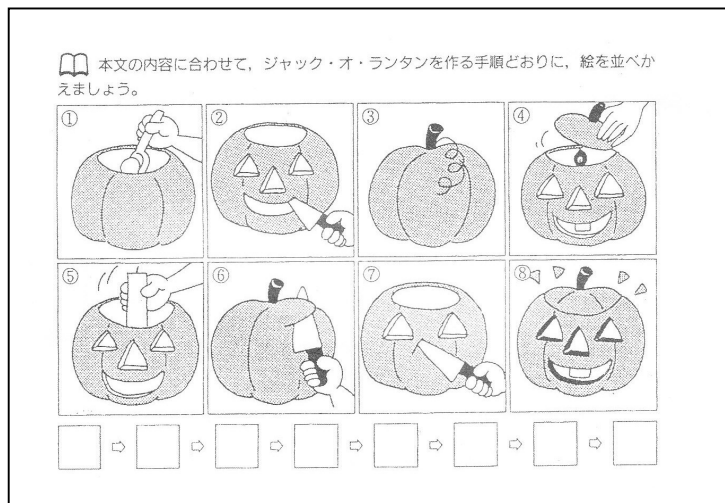
To sum up, the one hundred yen shop is the outcome of economic globalization, pursuit of marketing efficiency, and the decline of the Japanese economy.



(6) 手順の論述構成の場合

図への変換

図への変換は、物事の操作や制作手順を述べたテキストの理解に適している。ただし、授業で図を描かせている時間は無いので、図はあらかじめ教師が作成しておき、それを順不同で提示して生徒が正しく並べ替える方式が良い。例えば中学教科書 One World English Course 2, Lesson 9-3 (p. 66) のジャック・オ・ランタンの作り方図が参考になる。



複雑な手順を図解する例

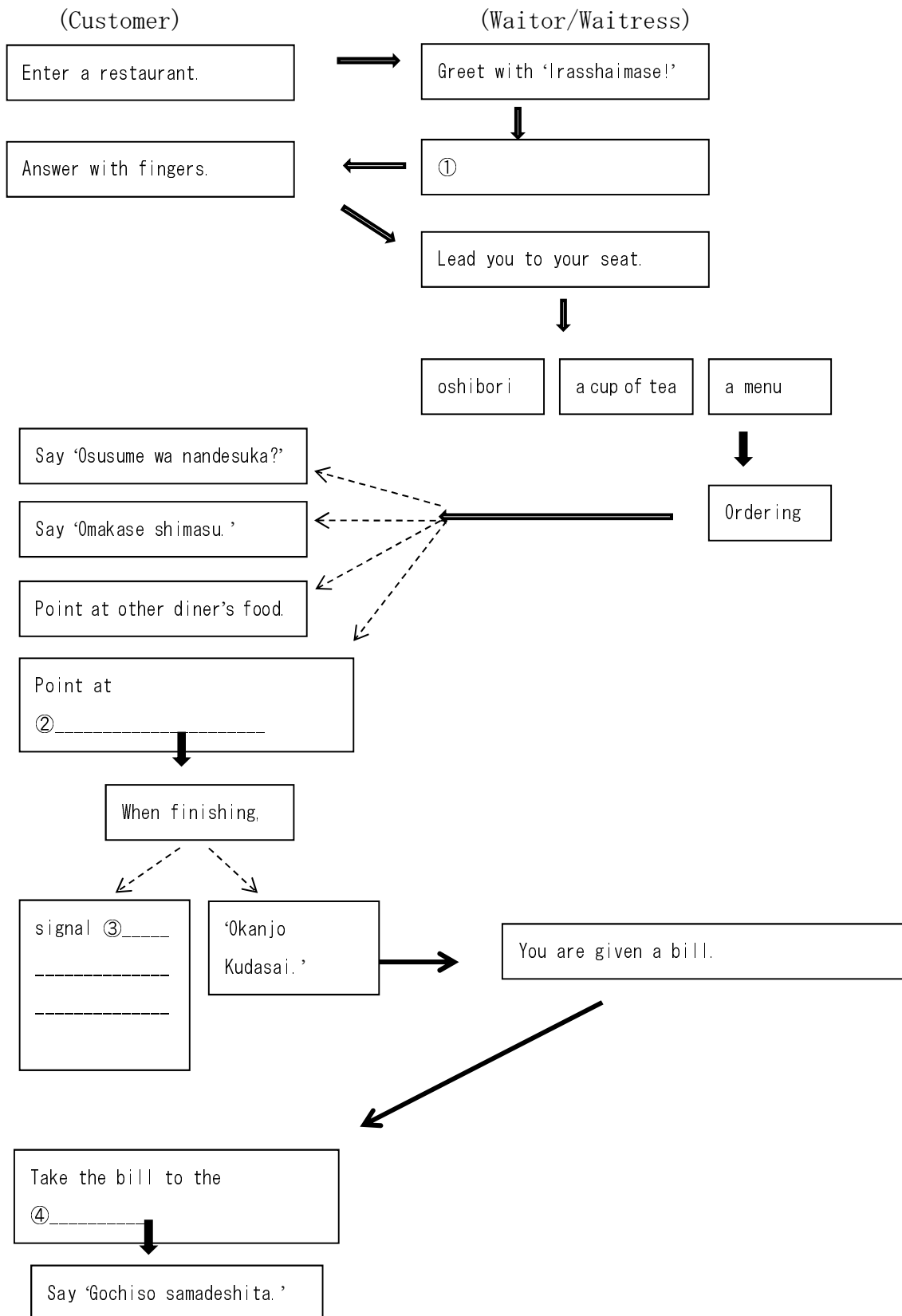
EATING IN A JAPANESE RESTAURANT

(Cited from *Lonely Planet Japan*)

When you enter a restaurant in Japan, you'll be greeted with a hearty '*Irasshaimase!*' (Welcome). In all but the most casual places the waiter will next ask you '*Nan-me-i sama?*' (How many people?). Answer with your fingers, which is what the Japanese do. You will then be led to a table, a place at the counter or a tatami room.

At this point you will be given an *oshibori* (a hot towel), a cup of tea and a menu. The oshibori is for wiping your hands and face. When you're done with it, just roll it up and leave it next to your place. Now comes the hard part: ordering. If you don't read Japanese, there are two phrases that may help: '*O-susume wa non desu ka?*' (What do you recommend?) and '*O-makase shimasu*' (Please decide for me). If you're still having problems, you can try pointing at other diners' food or, if the restaurant has them, dragging the waiter outside to point at the plastic food models in the window.

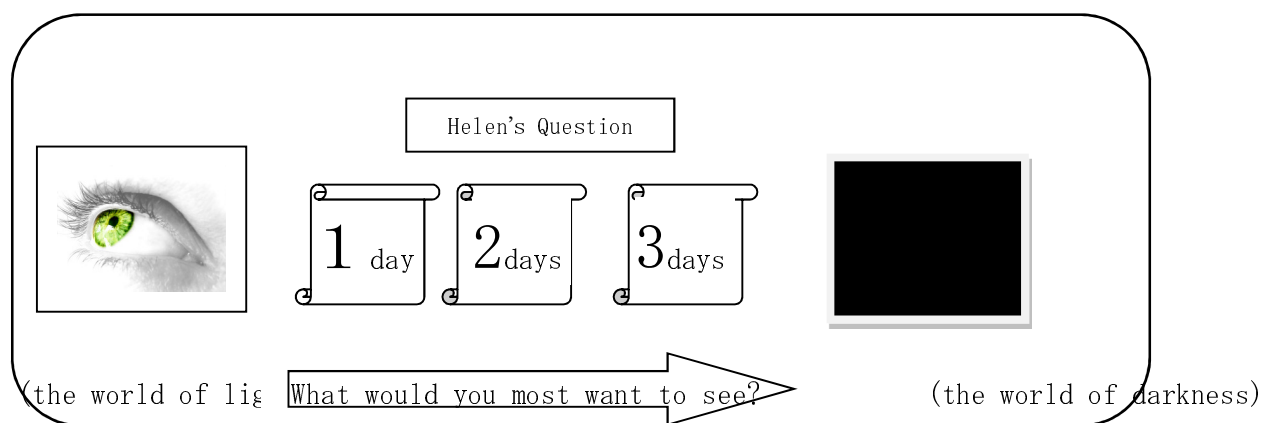
When you've finished eating, you can signal for the bill by crossing one index finger over the other to form the sign of an x. This is the standard sign for 'bill please'. You can also say '*Okanjo kudasai*'. Remember there is no tipping in Japan and tea is free of charge. Usually you will be given a bill to take to the cashier at the front of the restaurant. When leaving, it is polite to say to the restaurant staff, '*Gochiso-sama deshita*', which means 'it was a real feast'.



(7) テキスト内容の概念図

概念図-1: Helen's Question to You

Perhaps I can best illustrate by imagining what I should most like to see if I were given the use of my eyes, say, for just three days. And while I am imaging, suppose you, too, set your mind to work on the problem of how you would use your own eyes if you had only three more days to see. If with the oncoming darkness of the third night you knew that the sun would never rise for you again, how would you spend those three precious intervening days? What would you most want to let your gaze rest upon? ('Three Days to See' by Helen Keller)



概念図-2: The Ecology of Language Acquisition

This picture depicts the interrelationships among the different categories of key factors of language acquisition. It exemplifies the process of acquisition as a process of a fruit tree from its germination to maturing and giving fruits. By showing this picture along with the text, we can assist students to grasp the inter-relationship of the key information of the text

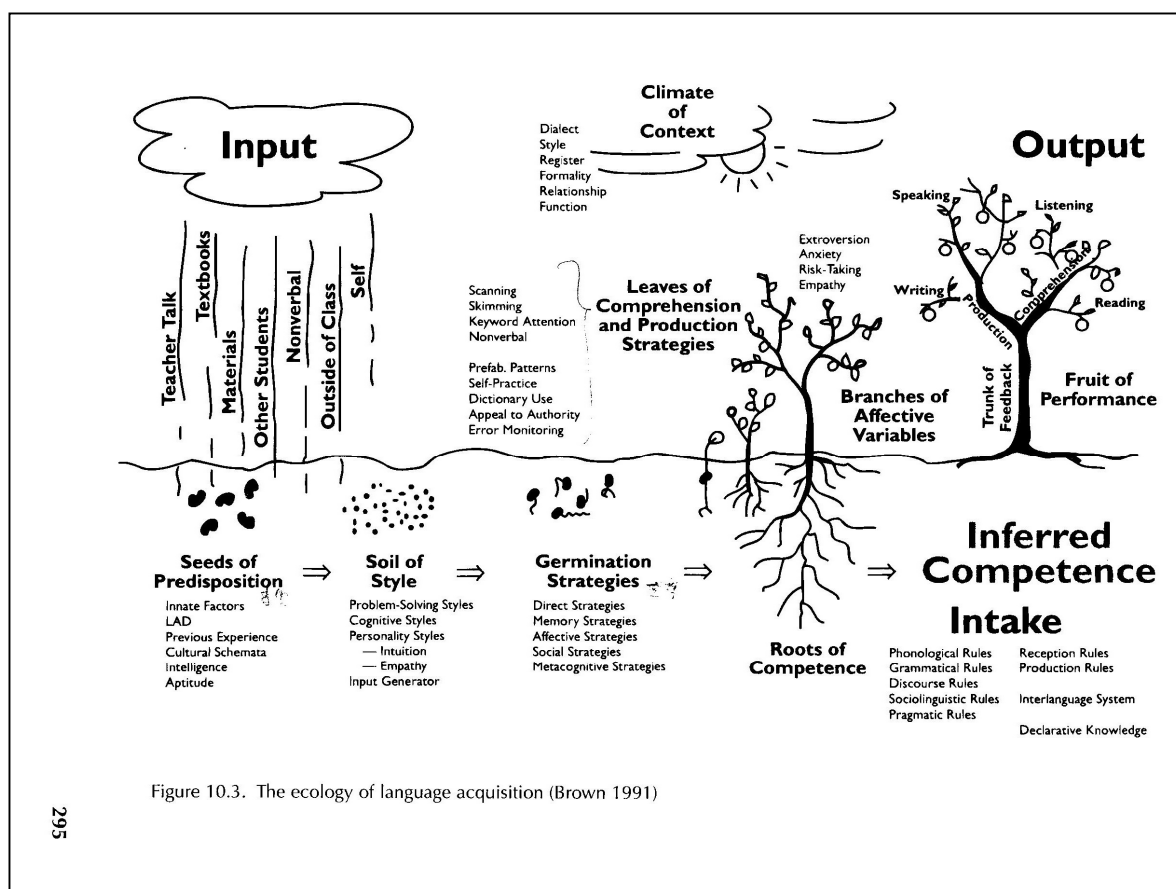


Figure 10.3. The ecology of language acquisition (Brown 1991)

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Jiang & Grabe. (2007) Graphic Organizers in Reading Instruction. *Reading in a Foreign Language Vol. 19*. pp. 34-55.

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