

Q: 英語の歌はリスニングとグラマーの教材になりますか？ How can we teachers effectively introduce English songs to help develop their proficiency in listening and English grammar?

A: First of all, I am a strong believer in teaching grammar “**At the Point in Need**” (also the title of a 20+ year old book on the same subject. Most songs are too long and not innately interactive. Thus I recommend mostly teaching mostly short songlets and tying them to a call and response routine as we did in the workshop. When I do use a conventional song (like TODAY with 3 x 4-line verses) I only teach one verse a class and tie it to different questions for the call and response routine: What are you going to do today? Are you content? And Who are you? Each question gives a hint of how to begin the answer. You can look for more ideas and instructions in *Music and Song* (Murphey, 1992, OUP)

Tim Murphey (2016)

Q: 文法をコミュニカティブに教える授業のためのハンドアウト作りはどうしていますか？ I'd like to try to teach grammar communicatively. Your handouts are so nice and easy to understand. Did it take much time to make them? I hope I can teach English like you.

A: Yes! It takes a lot of time to develop worksheets. It is difficult and time consuming for me, but it is rewarding. I can see the students enjoy the activities. I usually read through several teachers' resource books, some handouts my ‘*Senpai*’ made and add my own ideas and create handouts.

Here are the lists of resource books about teaching grammar I often use:

○フォーカスオンフォームのできる新しい英文法指導アイディアワーク 中学1年～高校
佐藤一嘉編著 明治図書

○英語授業を変えるパフォーマンス・テスト 中学1年～高校 佐藤一嘉編著 明治図書

○高校英語のコミュニカティブプラクティス 高橋正夫 編著 中教出版
中学 〃

○すぐに使える英語の言語活動 米山朝二 大竹 肇 Claudia Sadowski Mirjana Ilic 著

○Grammar Practice Activities by Penny Ur Cambridge Handbooks for Language Teachers

○Fun with Grammar Communicative Activities for the Azar Grammar Series by Suzanne W. Woodward

○Grammar Games and Activities for teachers by Peter Watcyn-Jones Penguin

(猿渡由果 Yuka Saruwatari 2016)

Q: 生徒が正しい文法を習得させる方法を知りたいです。 I would like to know more how to encourage students use correct grammar.

A: Me too, including native speakers! Research shows that corrections don't work very well, but that reformulations do. With re-occurring frequent mistakes, I like to give a passage (two or three sentences) with 6 or more mistakes in it and ask students to find the mistakes. That turns them into error searchers and then they can proof read their writing and answers themselves with more confidence.

Tim Murphey (2014)