

Teaching Communication Strategies: A Lesson Aimed at Teaching Post-Modifying Structures for Paraphrase

Shigenobu TAKATSUKA

Introduction

It is only after Canale and Swain (1980) and Canale (1983) introduced the framework for communicative competence that teachers of English as a second language have begun to include the sociolinguistic and strategic components of communicative competence as goals of instruction in their classroom. However, while there have been available quite a few syllabuses and textbook materials, e.g., Wilkins (1976) and Blundell et al. (1982), which list and purport to teach a wide variety of sociolinguistically appropriate ways of realizing speech acts in specific contexts, there are few syllabuses or materials which are designed to teach learners to use communication strategies when they encounter problems in either competence or performance (Tarone and Yule 1989:114-5).

In this paper, an attempt will be made to design and plan a lesson, for a class of junior high school third year students, which aims to teach post-modifying structures so that learners can use them to realize a specific communication strategy, i.e., paraphrase. Lesson planning takes into account the practical suggestions made in the previous studies concerning the teaching of communication strategies, e.g., Tarone (1984), Willems (1987), Tarone and Yule (1989), Nelson (1989), Dönyei and Thurrell (1991), Nakano (1993), Konishi (1994a, 1994b), Dönyei (1995), Takatsuka (1989, 1993, 1995a, 1995b), and Takahashi (1996).

Goal and Objectives of the Lesson

The ultimate goal of the lesson is to develop learners' willingness and ability to communicate in English. The specific objectives which are set for the lesson toward that goal are threefold:

(1) To make learners aware that there is more than one way to express meaning and that it is often better to say something even less precise than desired rather than to avoid saying it all together. Learners are very likely to try in vain to express meaning in one particular way and abandon any further attempt to communicate it,

(2) To enable learners to understand how monolingual dictionaries use post-modifying structures, such as relative pronouns and present and past participles, for defining word meanings, and

(3) To raise the learners' awareness of how useful those structures are as a means of compensating, or making up for their lack of linguistic knowledge, especially gaps in lexical knowledge and to encourage them to use the structures

in order to communicate.

Background

The planning of the lesson has been motivated by a number of reasons;

(1) Greater emphasis has been placed on how much linguistic knowledge learners possess than on how good they are at compensating for their insufficient linguistic knowledge. For example, learners have been evaluated in terms of how many words they know, but not by how good they are at finding alternative expressions when they do not know or can't recall the exact words and phrases,

(2) Monolingual dictionaries have not been introduced to the learners in the classroom in spite of the fact that their usefulness has been recognized for many years by many teachers. There are several excellent learner's monolingual dictionaries, e.g., *Longman Dictionary of Contemporary English*, *Oxford Advanced Learner's Dictionary of Current English*, *Collins COBUILD English Dictionary*, and *Cambridge International Dictionary of English* for intermediate-advanced learners and *Longman New Pocket English Dictionary* and *Longman Active Study Dictionary* for elementary-intermediate learners. One would be losing a lot in terms of quality as well as quantity if one did not take advantage of such wonderful learning tools.

(3) Post-modifying structures such as relative pronouns and present and past participles have not been taught explicitly as a means of expressing ideas or concepts for which the learners do not know the exact words. Those grammatical structures have only been taught as linguistic devices for combining two sentences which have a word or a phrase in common, and finally

(4) Undue emphasis has been placed on the treatment of the content of textbook material for pedagogical reasons at the expense of language practice. That is partly why I deliberately avoid dealing with the content of the textbook material in this lesson. I am afraid the textbook is very demanding in terms of topics it deals with and the language it uses: It includes a lot of difficult content-specific vocabulary items and expressions. Therefore, within a limited period of time, it is very difficult to treat both the content of the textbook material and the target grammar points in an integrated manner in one lesson. This seems to indicate that it might be better, or justifiable at least, to deal with the two elements separately, that is, in separate lessons, so that the teacher can focus on one thing at a time and the learners can see the focus of the lesson more clearly.

Requirements

In order to solve the problems identified above regarding the traditional English lessons, it seems essential that teachers meet the following requirements.

Teachers should be realistic about their ability of English.

Many Japanese teachers of English are scared of speaking English in front of their

learners and are very likely to settle for the exclusive use of Japanese as the instructional language in English lessons. They do not have enough belief in themselves as teachers because they have little confidence in their level of English proficiency.

However, teachers should consider what English lessons should be like, bearing in mind the simple but important fact that if English is not the main language they use in the classroom, the learners are not going to learn very much English. The improvement of their interlanguage crucially depends on the extent to which they are exposed to English in the classroom.

Teachers often forget that the English used in the classroom does not necessarily have to relate to the particular target grammatical item being explained and taught in a lesson. Learners can acquire a lot of language which may not be the focus of that particular lesson.

In some classes, however, it would not be a good idea to cling rigidly to the all-English-no-Japanese rule: that might cause noncomprehension of the lesson and create resistance toward the lesson and the teacher on the learners' part. In those classes, it might be better to try to teach mainly in English with the supplementary use of Japanese to facilitate comprehension and to alleviate anxiety and resistance.

Teachers should learn to be relaxed about their own errors. Unless they are a native speaker of English, they are very likely to make errors. In fact, even native speakers do make mistakes. Therefore, they should not let that keep themselves from talking in English spontaneously with their learners in the classroom. Many errors will not seriously interfere with communication.

Teachers should help their learners to be realistic.

It is a pity that many learners, and some teachers for that matter, have a very naive belief that good pronunciation and correct grammar are the most important in learning and using English. They tend to set unrealistic goals and dream of some day learning to speak English fluently like a native speaker and to comprehend every single word and sentence they hear if they study English very hard. Many learners are very likely to lose confidence in themselves with their goals never achieved and their dreams never coming true.

Although their performance on paper-and-pencil tests may not be particularly bad, that is small comfort to them and they will find themselves completely malfunctioning and helpless when it comes to using English in real situations. They often wonder why they have been studying English so hard. It is teachers' responsibility, therefore, as a teacher and learner of English, to help the learners understand how difficult and demanding it usually is to learn English as a foreign language in the Japanese context and to help them set achievable goals and have realizable dreams.

Many learners do not come to English lessons with such enviable advantages as having lived in an English-speaking country for a couple of years, having a native

speaker as parent, or having a parent who is obsessed with the idea of his or her children starting learning English as early as possible.

If teachers are convinced that their main objective in teaching English should be to develop communicative competence or communicative language ability on the part of their learners or to teach English for communication, they'll have to reconsider what they have thought essential in their lessons since you started their teaching careers.

Teachers should teach learners how to cope with communication problems.

It is evident that it is very important to build vocabulary in order to develop proficiency in English. But, considering the limited nature of human capacity, it is impossible to learn all the vocabulary items, which exist in infinite number. Teachers cannot expect their learners to know all the words for the ideas and concepts they want to express. In addition to problems of this kind in the area of competence, they will also have problems in the area of performance: they often have difficulty in recalling or remembering, in real time, words or grammatical structures they know. Much of their knowledge is not automatized to the degree which it can be employed without conscious effort or difficulty.

Therefore, when speaking in English, learners will inevitably encounter problems: they have to cope with the fact that they do not have sufficient language at their disposal to get across the ideas which they desire to communicate. Typically, they cannot find or retrieve the exact word or words in their mental lexicon which are needed to express the desired idea, concept, or message. Unlike young children, high school learners are mature users of ideas but their L2 competence is not up to expressing those ideas, so they have to find ways to get around the problems. Most of the learners have been frustrated to find themselves unable to express themselves in English.

Learning how to communicate in the second language involves an understanding of what it means to communicate and a discovery of what is ultimately important in determining the success and the failure of a communicative exchange. Learners have to learn that it is natural that they encounter problems but there are ways to solve them. Traditional instruction has tried to help learners to avoid problems but the instruction aimed at teaching English for communication must try to help or encourage them to face problems and to have a willingness or a strong desire to solve them and achieve their original communicative goals.

In real communication learners should be concerned with how to get their meaning across as effectively as they can, using every possible means at their disposal. They should not be overly concerned with completeness, correctness, or exactness.

For example, even if they do not know the English word for *kaba*, they could still say 'a very large animal' or 'a very large gray animal.' Although the chances may be slim that their interlocutor or listener will be able to identify what they are trying to refer to, they will get some feedback from him or her, say 'Is it an elephant?', on

which they can elaborate later so that they can narrow down the scope of referents and lead him or her to the successful identification of the referent they intended. For example, they could elaborate by saying that 'It's not an elephant. It's a very large gray animal that has a big mouth (and small ears).'

In addition to its obvious benefit to effective communication, the use of strategies, such as paraphrasing, seems to facilitate the automatization of the linguistic knowledge the learners have already had. Strategy use is definitely one of the ways by which learners automatize their linguistic knowledge so that it becomes available to them in spontaneous language use.

The Mombusho guidelines include, as one of the major objectives in English language teaching at high schools, both junior and senior, the development of a willingness to communicate in English; that is, a willingness to meet the challenge of communication problems they encounter and solve them to achieve their communicative goals, instead of avoiding them. It is very important to teach learners to adopt an achievement strategy instead of an avoidance strategy.

The content and structure of traditional English language classes do not encourage the use of communication strategies and therefore do not equip the learners for participation in ordinary face-to-face communication. Some researchers argue that communication strategies such as paraphrase have been acquired in the process of first language acquisition and, therefore, it is not necessary to teach them afresh in second language teaching (e.g., Bialystok 1990:147). They are right in the first half of their argument but wrong in the second half: Even if the learners already know, either through the process of learning their L1 or even before they embark on L1 learning, that they can use communication strategies to solve communication problems, it is usually the case that they do not know how to realize those strategies linguistically.

Therefore, it seems to me to be very important to equip the learners with the linguistic resources they need to use communication strategies in order to solve some of the problems.

Fortunately, the present and the previous programs (Programs 5 & 6, pp. 37-44 and pp. 46-53, respectively in *Sunshine English Course*, Book 3) in the textbook cover, as their target grammar points, the linguistic structures for post-modification, which are very useful for paraphrasing: relative pronouns and present and past participles. You should take advantage of this and include activities in your lesson in which you can show your learners how useful the post-modifiers are for paraphrasing and encourage them to paraphrase the ideas they cannot express directly due to their limited lexical competence.

Traditionally those post-modifiers have been perceived as linguistic devices for combining two sentences. For example, the sentences, *I have an uncle.* and *He lives in New York.* are combined and transformed into a single sentence: *I have an uncle who lives in New York.* Similarly, *Look at the bird.* and *It's drinking water over there.* are transformed into *Look at the bird drinking water over there.* and *This is a picture.* and *It was taken by Mary.* into *This is a picture taken by Mary.*

In these sentence-combining practices or tasks, it seems to me to be difficult for

the learners to feel that the relative pronouns and present and past participles can be used for paraphrasing. I believe that teachers cannot say they have taught the post-modifiers without teaching their learners that they can use them when they do not know or cannot recall the exact words or simple nominal expressions and have to paraphrase, that is, to construct more complex nominal expressions.

Monolingual dictionaries are full of excellent examples of paraphrase using post-modifiers. Therefore, I have included an activity in my lesson in which the learners are required to guess what words were being defined and identify which different structures in the definitions are used to express the same meaning.

I have also included an activity in which the learners have to paraphrase some concepts using post-modifiers. Learners' willingness to communicate in English depends, to some extent, on whether they have learned how to tackle communication problems and have built confidence in their problem-solving capability.

Teaching Procedure

The lesson consists of five stages and the content of each stage is described below.

(1) **Warm-up:** Greetings & Total Physical Response (TPR)

This stage is designed to make the learners relax and prepared both psychologically and linguistically for the activities which will follow. The teacher gives the learners directions for them to physically follow, which include vocabulary items such as *nose, ear, neck, arm, and leg*, e.g., *Touch your right leg with your left hand.*

(2) **Review** of the previous lessons

In this stage the relative pronouns taught in Program 5 are reviewed. The teacher asks the learners questions designed to make them aware that meaning can be expressed in varying levels of precision by using the language at their disposal. e.g. *elephant = a very large animal, a very large animal that has a very long nose* Then the learners listen to what the teacher says in English and guess what he refers to, e.g., *a small machine you use for taking pictures (= camera)*

(3) **Presentation & Identification** of the new material

The teacher presents written definitions of some words to introduce the new grammar points and the learners read the definitions and guess what words are being defined, e.g. *a sea animal having ten arms (= squid)* .

The learners are required to analyze the structures used in the definitions and realize that different structures are used to express the same meaning, e.g., 1) *an animal that has/an animal having/an animal with* and 2) *a machine you use for*

/a machine that (which) you use for /a machine that (which) is used for/a machine used for.

(4) Written production

The learners are required to define two of the words they are given, based on the definitions they heard and read in the preceding activities, e.g. *snake, ostrich, scissors, telescope*.

(5) Oral production

The learners work in pairs with one student presenting orally the definition he or she has written while the other guessing what word is being defined. e.g. 1) A: I went to the zoo last Sunday. B: What did you see there? A: ... 2) A: I went shopping last Sunday. B: Did you buy anything? A: Yes, ...

Teacher Talk

What follows is a complete written script of planned teacher talk in each one of the five stages of the lesson described above. The amount of time to be allotted to each stage is also given, in parentheses, in minutes after the stage label.

(1) Warm-up (5 minutes)

Stand up.
 Good morning, everyone.
 (Good morning, Mr. Takatsuka.)
 How are you today?
 (I'm fine, thank you. And you?)
 I'm fine, too, thank you.
 Let's study English together.
 Sit down.
 First I'd like to play the game called
 'Simon says' with you.
 Do you know how to play the game?
 Yes? (*nominate*) (Yes.)
 Good.
 Are you ready?
 OK. Let's begin.
 Stand up. (Some of you stood up. Did I
 say 'Simon says'?)
 Simon says, 'Stand up.'
 Jump. (Who jumped?)
 Sit down.
 Simon says, 'Touch your nose with your
 hand.'
 Raise your hand.
 Simon says, 'Raise your hand.'
 Raise your leg.
 Simon says, 'Touch your leg with your
 hand.'
 Simon says, 'Touch your arm with your
 hand.'
 Simon says, 'Put your hand on your
 head.'
 Simon says, 'Touch your neck with your
 hands.'
 Touch your ears with your hands.
 Sit down.
 Tom says, 'Sit down.'
 Simon says, 'Sit down.'
 OK, I think that's enough for warm-up.
 How did you like the game? (*nominate*)
 Did you like it? Yes? (Yes.)
 Raise your hand if you didn't make any
 mistakes.
 (OHP 1) These are the words you are
 going to use later in this lesson.
 Repeat after me.
 head, ear, eye, nose, mouth, neck, arm,
 hand, leg

(2)-1 Review 1 (5 minutes)

Look at me and listen.
 I went to Ikeda Zoo last Sunday. (Card 1)
 Have you ever been there? (*nominate*)
 (Yes? When did you go there? Who did
 you go there with? Did you go there with
 your friends?)
 Raise your hand if you have been to
 Ikeda Zoo before.

I went to Ikeda Zoo last Sunday.
 There were many animals there.
 First, I saw a very large animal.
 What animal did I see?
 Can you guess?
 Can you guess what animal I saw first?
 You can answer in Japanese.
 (*nominate*) (Zou)
 Raise your hand if you think the animal I
 saw was *zou*.
 (*nominate*) You didn't raise your hand.
 What animal do you think I saw?
 You don't know?
 Then, I'll give you a hint.
 Check if your guess (answer) is correct.
 The animal I saw first is a very large
 animal that has a very long nose.
 What animal did I see?
 (*nominate*) (Zou)
 That's right.
 I saw *zou*, an elephant first.
 (OHP 2) *Zou* is a very large animal that
 has a very long nose and big ears.
 Repeat after me. big ears, a very long
 nose and big ears, that has a very long
 nose and big ears, animal that has a very
 long nose and big ears,
 a very large animal that has a very long
 nose and big ears
 Next (Then), I saw a yellow animal.
 Can you guess what animal I saw next?
 (*nominate*) No?
 Then, I'll give you a hint.
 The next animal I saw is a yellow animal
 which has a long neck.
 What animal did I see, can you guess?
 (*nominate*) No.
 Then, I'll give you another hint.
 The animal I saw is a yellow animal
 which has a long neck and long legs.
 I think you know what animal I saw.
 Tell me in Japanese what animal I saw.
 (*nominate*) That's right.
 I saw *kirin*, a giraffe.
 (OHP 3) *Kirin* is a yellow animal which
 has a long neck and long legs.
 Repeat after me. long legs, a long neck
 and long legs
 which has a long neck and long legs
 a yellow animal which has a long neck
 and long legs
 (In Japanese) In this way, even when you
 don't know the English words for *zou* and
kirin, you can get your meanings across
 by explaining such attributes as size,
 color, and possession in the words at your
 disposal.
 This is the point of today's lesson.

(2)-2 Review 2 (5 minutes)

After I saw some more animals at the zoo, I went to Omotecho to do some shopping. (Card)

At Omotecho I bought a small machine. Can you guess what machine I bought at Omotecho?

(nominate) No?

What do you think I bought? You can answer in Japanese.

I'll give you a hint.

Check if your guess/answer is correct.

The machine I bought is a small machine you use for taking pictures.

What did I buy there?

(nominate) (A camera.)

Yes, a camera.

(OHP 4) A camera is a small machine you use for taking pictures.

Repeat after me. taking pictures, you use for taking pictures, a small machine you use for taking pictures.

After I bought a camera, I went to Daichu to buy a large machine.

Can you guess what I wanted to buy? You can answer in Japanese.

(nominate) Difficult?

Then, I'll give you a hint.

The machine I wanted to buy is a large machine you use for keeping food cold and fresh.

This time, can you guess what I wanted to buy? (nominate)

Yes, that's right.

I wanted to buy *reizouko*, a refrigerator or a fridge.

(OHP 5) *Reizouko* is a large machine you use for keeping food cold and fresh.

Repeat after me.

keeping food cold and fresh, a machine you use for keeping food cold and fresh

(3)-1 Presentation of the new material (10)

(OHP 6)

elephant

giraffe

camera

fridge

I'm sure all of you know the word 'camera.' But some of you may not know the others or can't remember them when you'd like to use them.

Don't worry if you don't know them or can't remember them. You can say them in different ways.

If you don't know the word 'elephant' for example, don't give up but try to say 'a large animal that has a very long

nose.'

If you don't know the word 'giraffe', don't give up but try to say, what will you say? 'a yellow animal that has a long neck.'

If you don't know the word 'fridge', don't give up but try to say 'a large machine you use for keeping food cold and fresh'.

I have taken these from the dictionaries called *elejiten*, English-English dictionaries or monolingual dictionaries. They are very useful. I want you to use them.

I'll give you some more examples from those dictionaries.

(OHP 7) Look at the screen.

Guess what animals these are.

Guess what machines or tools these are. First, Animals

1. a sea animal that has eight arms

What animal is this?

2. a sea animal having ten arms

How about No. 2?

3. a very large animal with a big mouth and small ears

4. a small animal that lives both on land and in water

5. a large animal living in a desert

(OHP 8) Next, machines/tools.

1. a tool you use for seeing very small things

2. a tool that you use for moving the air around you to make you cooler

3. a special car that (which) is used for carrying very sick people

Where does this car go? (Yes, it goes to the hospital.)

4. a long tool used for climbing up something

5. a small machine which you use for getting up early in the morning

I think you did a very good job.

(3)-2 Identification of the new material (5 minutes)

(OHP 7) Look at Nos. 1, 2, and 3 and find the expression which means the same thing as 'that has'.

(in Japanese) Next, let's see what different linguistic forms are used to express the same meaning. First, let's find the expressions which mean the same as 'that has.'

that has (Card)

having

with

(OHP 9) Now let's practice.

a sea animal that/which has eight arms

a sea animal having eight arms
a sea animal with eight arms

(OHP 7) Next, look at Nos. 4 and 5.

(In Japanese) Next, let's find the expressions used to mean the same as 'that lives.'

living

(In Japanese) As you see it, when 'that' is omitted in the phrases such as 'that has/have' and 'that lives/lives,' 'has/have' and 'lives/live' change to 'having' and 'living' respectively.

(OHP 8) Then, let's move onto tools.

(In Japanese) This time, let's find the expressions which serve the same function as 'you use.'

that/which you use

(In Japanese) In the phrase 'that/which you use,' 'that/which' can be deleted.

that is used for

(In Japanese) This is a passive form of 'that/which you use.'

used for

(In Japanese) This results from omitting 'that/which is' in the phrase 'that/which is used for.'

(OHP 10) Let's practice.

a tool you use for seeing small things

a tool that/which you use for seeing small things

a tool that/which is used for seeing small things

a tool used for seeing small things

(4) Written production (5 minutes)

(Worksheets 1 & 2) Have you got two worksheets? Yes? OK.

(In Japanese) In the worksheets you can find the summary of what you have practiced.

Read the summary and write definitions or explanations of the concepts, one in the animal category and the other in the tool category, given on your worksheets.

I'll give you 5 minutes.

Raise your hand if you don't know what to do and have a question.

(5) Oral production (15 minutes)

Have you finished? What about you?

(nominate) Are you finished?

OK. Next I'd like you to work in pairs. You can move in the classroom.

(OHP 13) First, I'll show you an example.

(nominate) S1. Please stand up. I'm A and you're B.

T: I went to the zoo last Sunday.

S1: What did you see there?

T: a very large animal having a long nose.

S1: Oh, you saw *zou*.

T: Yes, I did./No, the animal I saw is a very large animal with a long nose.

T: Oh, you saw *zou*.

S1: Yes, I did.

Do you understand what to do?

(In Japanese) Find two friends who saw two different animals.

Write down in the table their names and the animals they saw

Are you ready? OK. I'll give you three minutes. Let's begin.

(OHP 15)

Time is up. Go back to your seat.

Raise your hand if you found two friends who saw different animals.

(nominate) What animals did your friends see?

(OHP 14) This time, find two friends who bought two different tools.

(nominate) S2. Please stand up.

S2: I went shopping last Sunday.

T: Did you buy anything?

S2: Yes, a tool that you use for

T: Oh, you bought...

S2: No, the tool I bought is...

T: Oh, you bought...

S2: Yes, I did.

Repeat after me.

Now work in pairs. Stand up and start working.

(OHP 16)

OK. Stop working.

I'd like some pairs to demonstrate in front of the class.

(OHP 12)

(nominate) S3 and S4

Please stand up and start your conversation.

Well, that's all for today.

Stand up. I really enjoyed teaching you.

I hope you enjoyed the lesson, too.

Thank you very much.

Good-bye, everyone. (Good-bye, Mr. Takatsuka.)

Conclusion

The lesson has created more problems than it solved and I would like to offer a couple of suggestions I believe any serious future attempt to teach English for communication should act on.

(1) It is clear that, in order to paraphrase, the learners should know a lot of basic words which are called 'power vocabulary' (Canale 1983:11), 'primitive vocabulary' (Tarone 1984:132), 'core vocabulary' (Tarone and Yule 1989:112, Robinson 1989), or 'procedural vocabulary' (Robinson 1989).

Even if they have learned to use the post-modifying structures, there are many cases in which they cannot successfully paraphrase without the knowledge of basic nouns and verbs. If they do not know the word 'horn', for example, they will have difficulty paraphrasing 'rhino' or they will have to resort to paraphrasing the word 'horn' in the process of paraphrasing the word 'rhino.' If they know the word 'horn' they can paraphrase a 'rhino' as 'a large gray animal that has either one or two horns on its nose'. But if they do not, they will have to describe a rhino, for example, as 'a large gray animal that has something very hard on its nose.' This kind of embedded paraphrasing may turn out to be successful but it definitely places a very heavy processing load on the learners.

It is also clear that the post-modifiers covered in Programs 5 and 6 cannot solve all the communication problems your learners will encounter. They solve only a small fraction of communication problems. Therefore, it is necessary to analyze the words and structures you are supposed to teach so that you can find linguistic devices to realize paraphrasing and other communication strategies. Comparatives and superlatives would be promising candidates. Definitions in monolingual dictionaries include a lot of comparatives, e.g. *a gray or brown animal like a horse, but smaller and with longer ears for donkey and an animal like a monkey, but larger and without a tail for ape.*

At the same time, an attempt should be made to introduce at least some of the new words in plain English and to encourage the learners to paraphrase. In Program 6, for example, *astronaut* can be paraphrased as 'a person who travels in space' and *silt* as 'sand (that is) carried away by the river'. The teaching of paraphrase and other communication strategies should not be done in some limited number of lessons but should be incorporated into every lesson.

(2) Effectiveness of communication depends on various contextual factors such as the existence of competing objects in the context and the interlocutor's linguistic and world knowledge, among others. These factors were not taken into account in the lesson when the learners were required to paraphrase. Take the existence of competing objects, for example. In a context shared by your interlocutor where there are only two animals, say a giraffe and a frog, what you'll have to say to refer to the giraffe is 'large' in comparison with the much smaller frog. In this case, size is the single attribute that can efficiently distinguish the giraffe from the frog. Activities should be done with specific contexts in mind.

Acknowledgments

I would like to thank Ms Kawakami and Mr Ishii of Kyoyama Junior High School and Mr Ishida of Fuzoku Junior High School, Faculty of Education, Okayama University for helping me with the planning and the implementation of the lesson. I would also like to thank Ms Nagaki, a student of mine at Okayama University, for drawing pictures on OHP transparencies.

Note

This paper is based on the demonstration lesson and the talk I gave to a group of junior high school teachers of English on the 27th of October, 1995, at the 17th Conference of Okayama Prefectural Society for Junior High School Teachers of English, which was held at Kyoyama Junior High School in Okayama City.

References

- Bialystok, E. (1990) *Communication Strategies: A Psychological Analysis of Second-Language Use*. Oxford: Basil Blackwell.
- Blundell, J., J. Higgins, and N. Middlemiss (1982) *Function in English*. Oxford: O.U.P.
- Brumfit, C.J. (1981) Notional syllabuses revisited: a response. *AL* 2, 1, 90-92.
- Canale, M. (1983) From communicative competence to communicative language pedagogy. Richards, J.C. and R.W. Schmidt (eds.) (1983: 2-27).
- Canale, M. and M. Swain (1980) Theoretical bases of communicative approaches to second language teaching and testing. *AL* 1, 1, 1-47.
- Committee for the Publication Project, Department of English Language Education, Faculty of Education, Hiroshima University (ed.) (1995) *Studies in English Language Education: A Collection of Essays Published in Commemoration of Professor Mikio Matsumura's Retirement from Office*. Hiroshima: Keisuisha.
- Dönyei, Z. (1995) On the teachability of communication strategies. *TESOL Q* 29, 1, pp. 55-85.
- Dönyei, Z. and S. Thurrell (1991) Strategic competence and how to teach it. *ELTJ* 45, 1, 16-23.
- Konishi, K. (1994a) An analysis of *Longman Active Study Dictionary of English* in terms of its word definitions: its pedagogical implications. Unpublished MA Thesis, Graduate School of Education, Okayama University.
- Konishi, K. (1994b) Communication strategies and English language teaching. Paper read at the tenth conference of Shikoku Society for English Language Teaching. (In Japanese)
- Matsuhata, K. and S. Takatsuka (1989) *Making Your English Lessons Attractive*. Tokyo: Taishukan. (In Japanese)
- Nakano, S. (1993) The use of compensatory strategies by Japanese learners of English. Unpublished MA Thesis, Graduate School of Education, Okayama University.
- Nelson, E. (1989) Teaching communication strategies. Unpublished manuscript, Minnesota English Center, University of Minnesota.

- Richards, J. and R. Schmidt (eds.) (1983) *Language and Communication*. London: Longman.
- Robinson, P.L. (1989) Procedural vocabulary and language learning. *Journal of Pragmatics* 13, 4, 523-546.
- Savignon, S.J. and M.S. Berns (eds.) (1984) *Initiatives in Communicative Language Teaching*. Reading, Mass.: Addison-Wesley.
- Takahashi, S. (1996) Meaning adjustment: An analysis of strategies used by Japanese learners of English. Unpublished MA Thesis, Graduate School of Education, Okayama University.
- Takatsuka, S. (1989) Teaching strategic competence, Matsuhata, K. and S. Takatsuka (1989: 178-187). (In Japanese)
- Takatsuka, S. (1993) Evaluation of learner's willingness to communicate: A case study. *Modern English Teaching*, June, 16-19. Tokyo: Kenkyusha. (In Japanese)
- Takatsuka, S. (1995a) Teaching communication strategies: A strategic approach to syllabus design. *The Bulletin of the Faculty of Education, Okayama University*, 98, 171-185. (In Japanese)
- Takatsuka, S. (1995b) Communication strategies and errors. Committee for the Publication Project, Department of English Language Education, Faculty of Education, Hiroshima University (ed.) (1995: 314-323). (In Japanese)
- Tarone, E. (1984) Teaching strategic competence in the foreign-language classroom. Savignon, S.J. and M.S. Berns (eds.) (1984:127-136).
- Tarone, E. and G. Yule (1989) *Focus on the language learner*. Oxford: O.U.P.
- Wilkins, D.A. (1976) *Notional Syllabuses*. Oxford: O.U.P.
- Willems, G. M. (1987) Communication strategies and their significance in foreign language teaching. *System* 15, 3, 351-364.

Appendix 1: Lesson Plan

LESSON PLAN	
SHIGENOBU TAKATSUKA	
FACULTY OF EDUCATION, OKAYAMA UNIVERSITY	
DATE:	October 27, 1995
CLASS:	3-G, Kyoyama Junior High School, Okayama
MATERIAL:	<i>Sunshine English Course 3, Program 6</i>
GOAL:	To develop the students' willingness and ability to communicate in English
OBJECTIVES:	<ol style="list-style-type: none"> 1) To make the students aware that there is more than one way to express meaning and that it is better to say something even less precise than desired than to avoid saying it all together 2) To enable the students to understand how monolingual dictionaries use post-modifying structures for defining word meanings, and 3) To raise the students' awareness of how useful those structures are as a means of compensating for their lack of lexical knowledge and to encourage them to use the structures
GRAMMAR:	<p>Post-modification and others</p> <p>Covered in the preceding lessons:</p> <ol style="list-style-type: none"> 1) contact clause (Program 5, Section 2) 2) <i>who/which/that</i> that is the subject of the verb in the relative clause (5, 3-4) 3) preposition (<i>with, like</i>) 4) verb/adjective/noun (<i>have/use/live, large/small, animal/machine</i>) <p>To be covered in this lesson:</p> <ol style="list-style-type: none"> 1) <i>which/that</i> that is the object of the verb in the relative clause (6, 1) 2) present participle (<i>-ing</i>) (6, 3) 3) past participle (<i>-ed</i>) (6, 4)
PROCEDURE:	<ol style="list-style-type: none"> 1) Warm-up: Greetings & Total Physical Response (TPR) <ul style="list-style-type: none"> • Make the students relax and prepared both psychologically and linguistically for the activities which will follow • The teacher gives the students directions for them to physically follow, which include vocabulary items such as <i>nose, ear, neck, arm, and leg</i>. e.g. Touch your right leg with your left hand. 2) Review <ul style="list-style-type: none"> • Review the relative pronouns taught in Program 5 • The teacher asks the students questions designed to make them aware that meaning can be expressed in varying levels of precision by using the language at their disposal. e.g. elephant = a very large animal, a very large animal that has a very long nose • The students listen to what the teacher says in English and guess what he refers to. e.g. a small machine you use for taking pictures (= camera) 3) Presentation & Identification <ul style="list-style-type: none"> • Present written definitions of some words to introduce the new grammar points • The students read the definitions and guess what words are being defined. e.g. a sea animal having ten arms (= squid) • They are required to analyze the structures used in the definitions and realize that different structures are used to express the same meaning. e.g. 1) an animal that <i>has</i>/an animal <i>having</i>/an animal <i>with</i> 2) a machine you use for <i>/a</i> machine that (<i>which</i>) you use for <i>/a</i> machine that (<i>which</i>) is used for/<i>a</i> machine used for 4) Written production <ul style="list-style-type: none"> • The students are required to define two of the words they are given, based on the definitions they heard and read in the preceding activities. e.g. snake, ostrich, scissors, telescope 5) Oral production <ul style="list-style-type: none"> • The students work in pairs with one student presenting orally the definition he or she has written while the other guessing what word is being defined. e.g. 1) A: I went to the zoo last Sunday. B: What did you see there? A: ... 2) A: I went shopping last Sunday. B: Did you buy anything? A: Yes, ...

Appendix 2: Worksheets

WORKSHEET 1

- タコ = 8本のあしを持っている海の動物

a sea animal **that has** eight arms

a sea animal **having** eight arms

a sea animal **with** eight arms

- ラクダ = 砂漠に住んでいる大きな動物

a large animal **that lives** in a desert

a large animal **living** in a desert

ヘビ = 0本のあしを持っている長い動物 a long animal, no legs
--

that has を使って書きましょう。

having を使って書きましょう。

A: I went to the zoo last Sunday.

B: What did you see there?

A:

having を使って言いましょう。

B: Oh, you saw

日本語でもOK

A: Yes, I did.
No, the animal I saw is

that has を使って言いましょう。

自分とは違う動物を見た人を2人さがしましょう。

動物		
友だちの名前		

WORKSHEET 2

- 顕微鏡（虫メガネ） = 非常に小さいものを見るのに使う道具

a tool **you use** for seeing very small things

a tool **that you use** for seeing very small things

- 顕微鏡（虫メガネ） = 非常に小さいものを見るのに使われる道具

a tool **that is used** for seeing very small things

a tool **used** for seeing very small things

ハサミ = 紙を切るために使う（使われる）道具

a tool, cutting paper

that you use for ~ing を使って書きましょう。

used for ~ing を使って書きましょう。

A: I went shopping last Sunday.

B: Did you buy anything?

A: Yes, used for を使って言いましょう。

→ B: Oh, you bought 日本語でもOK

A: Yes, I did.

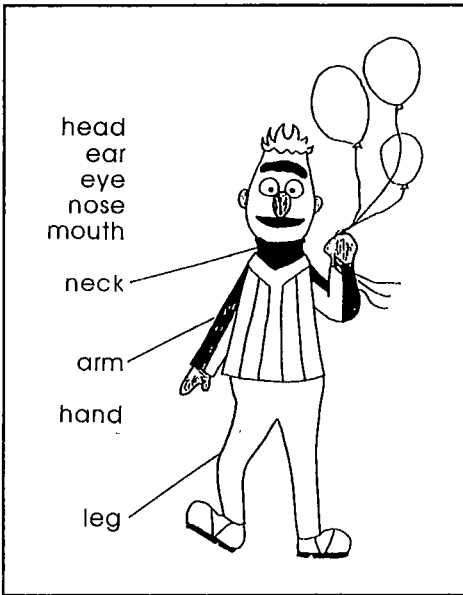
No, the tool/machine I bought is

that you use for を使って言いましょう。

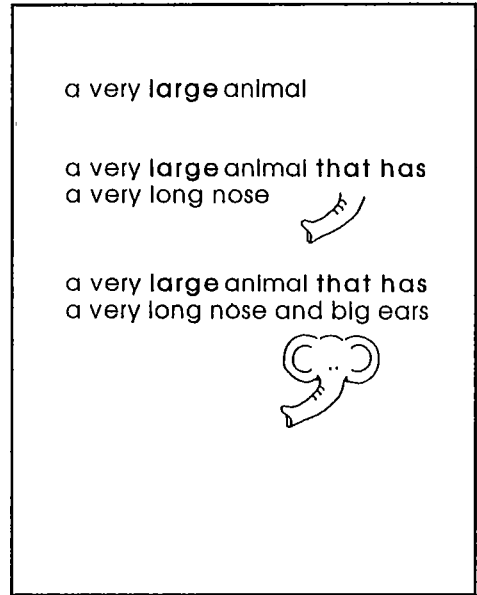
自分とは違う道具・機械を買った人を2人さがしましょう。

道具・機械		
友だちの名前		

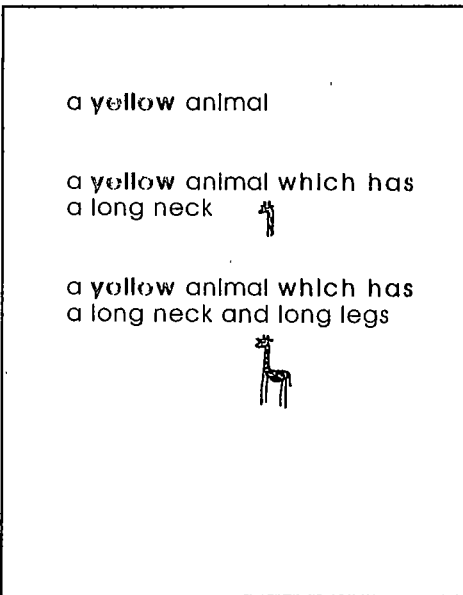
Appendix 3: OHP Transparencies



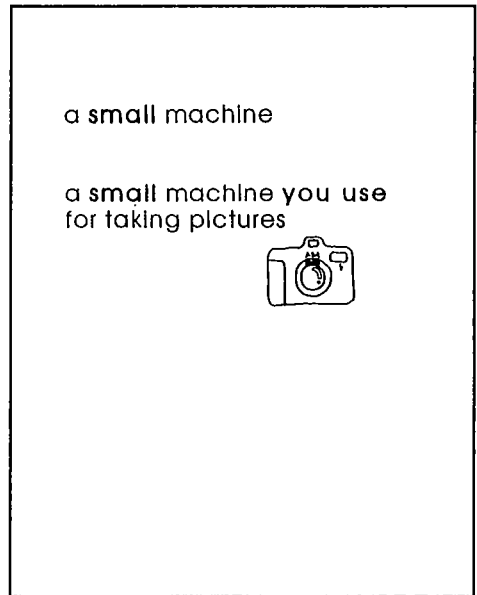
OHP 1



OHP 2




OHP 3



OHP 4

a large machine

a large machine you use for keeping food cold and fresh



OHP 5

elephant 🐘
a very large animal that has a very long nose and big ears






giraffe 🦒
a yellow animal which has a long neck and long legs

camera 📷
a small machine you use for taking pictures

refrigerator/fridge 🧊
a large machine you use for keeping food cold and fresh






OHP 6

Animals (動物)

-  1. a sea animal that has eight arms
-  2. a sea animal having ten arms
-  3. a very large animal with a big mouth and small ears
-  4. a small animal that lives both on land and in water
-  5. a large animal living in a desert

OHP 7

Machines/ Tools

-  1. a tool you use for seeing very small things
-  2. a tool that you use for moving the air around you to make you cooler
-  3. a special car that is used for carrying very sick people
-  4. a long tool used for climbing up something
-  5. a small machine which you use for getting up early in the morning

OHP 8

a sea animal that has eight arms
 a sea animal having eight arms
 a sea animal with eight arms

a large animal that lives in a desert
 a large animal living in a desert


OHP 9


a tool you use for seeing small things
 a tool that you use for seeing small things


a tool that is used for seeing small things
 a tool used for seeing small things


OHP 10


Animals (動物)

1. ヘビ 
 (a long animal, no legs)

2. ダチョウ 
 (a large bird, a long neck and long legs)

3. シマウマ 
 (a horse, black and white lines)

4. クジラ 
 (a large animal, live in the sea)

5. コウモリ 
 (a small black animal, live in a cave)

OHP 11

Tools/Machines (道具・機械)

1. ハサミ 
 (cut paper)

2. 天体望遠鏡 
 (see stars at night)

3. 消火器 
 (stop small fires)

4. 缶切り 
 (open cans)

5. 食器洗い器 
 (wash dishes)

OHP 12

Animals (動物)

A: I went to the zoo last Sunday.
 B: What did you see there?
 A: having や living を使って
 B: Oh, you saw 日本語でも OK
 A: Yes, I did.
No, the animal I saw is that has, that lives を使って






OHP 13

Tools/Machines (道具・機械)

A: I went shopping last Sunday.
 B: Did you buy anything?
 A: Yes, used for を使って
 B: Oh, you bought 日本語 OK
 A: Yes, I did.
No, the machine I bought is that you use for を使って




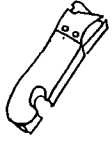

OHP 14

Animals (動物)

ヘビ 
 ダチョウ 
 シマウマ 
 クジラ 
 コウモリ 

OHP 15

Tools/Machines (道具・機械)

ハサミ 
 天体望遠鏡 
 消火器 
 缶切り 
 食器洗い器 

OHP 16