

英語エッセイライティングクラスにおいて学生の エッセイに見られた変化

— 総合社会学部1年生のある中位クラスにおける事例¹ —

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Changes Observed in Student Essays in an English Essay Writing Class: One Middle-level Class for the First-year Students in the Faculty of Applied Sociology

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This article reports the developmental process and problems of learning to write English essays by demonstrating and analyzing several sample essays from students placed in a middle-level class on the basis of their scores on a placement test taken prior to the beginning of the course. In general, students' essays showed a gradual improvement in the length, variation in structure, and cohesion of sentences. However, it seems that some students failed to develop their knowledge and skills to write accurately. A lack of very basic knowledge about English sentence structure was detected in the essays written by these students at the end of the semester. In summary, although there is much room for further improvement, especially in terms of accuracy, many students showed improvement in their ability to organize their points clearly and appropriately in essays consisting of several paragraphs in English.

はじめに

本学部の英語教育では、特に発信型コミュニケーション能力の養成を重視し、英語力4技能（リーディング、ライティング、リスニング、スピーキング）の内、ライティングとスピーキング力の育成に力を注いでいる。そのうち、ライティング能力は、週に2回開講される「英語演習1・2」の授業を中心に、日本人教員が担当してその向上を図っている。本稿では、習熟度別クラス編成を採用する本学部のクラス編成の中で、中位に位置するクラスにおける英語エッセイライティングの授業実践と、そこでの学生が書いたエッセイを実例として取り上げ、平成22年度前期中でのライティング能力の向上の過程と問題点を報告する。

「英語演習1・2」は、英語総合力の充実に目的とするが、特に発信型コミュニケーションスキルとしてライティング能力を重視する。そこで、学年で統一してライティングテストを実施している。課題となるのは、教員間評価の信頼性と客観性である。これを克服するため、オンライン上の英文エッセイ添削サービス「Criterion」が導入されている。Criterionは、米国ETSが開発したシステムで、英文エッセイを提出すると、瞬時にスコア（6点／4点満点）と分析結果が手元に届く。前期中のこの授業でのCriterionの利用方法は、授業でのライティング指導を通して事前にエッセイを完成させ、それを覚え、試験としてCriterionのサイト上で30分の制限時間内に入力するというも

のである。本来は、その場で与えられるトピックについてエッセイを書くことが想定されているが、エッセイライティングに不慣れな学生にとっては難易度が高いため、前期はこのような方式をとっている。平成22年度以降、毎年、一年生約500人が、練習、中間、期末テストを合わせて年間合計5回利用している。

今回報告対象とするクラスでは、学生の変化として、やる気の向上、文章構造（接続副詞の活用、単一語彙の使用回避等）の自主的改善、パラグラフ構造の意識化、タイピング能力の向上等が見られた。特に、競争心・克己心が芽生え、語数を増加させる努力をする学生や、より自然で論理的な文章構造へと自主的に改善する学生が大幅に増え、Criterionの使用が学生のライティングの動機づけとして果たした役割の大きさを裏付ける。また、多くの学生で全体の点数の向上が見られ（e.g. 6点満点中のクラス平均2.3→4.2）、英文・エッセイの質が向上した。しかし、英文の文法的正確性という点では、向上が見られない学生もあり、問題点が浮かび上がった。

1. 課題と取組み

1.1. 前期中間試験前の課題と取組み

報告するクラスは、本学部で授業開始前に実施される英語ブレイスメントテストの結果に従って習熟度別に編成される中で、中～上位に位置するクラスである。前期中間試験に向けて5月中旬に第一稿としてエッセイをCriterionサイト上で提出させた。自分の言葉で一から英文を書くことにはかなりの抵抗がみられたため、エッセイの構成に関する指導はせず、学生が内容を充実させるよう、添削時のコメントは内容に関する質問等を含めるようにした。文法的な誤りは、添削時に印をつけて指摘するとともに、代表的な誤りやクラス内で取り上げ、ペアやグループで考えたりして全体で校正の方法を考える機会を持った。提出された第一稿のエッセイには、全体として次のような問題が見られた。

(1) 5月中旬提出のエッセイに見られた

課題

- (i) 文がコマ切れで、一行ずつ改行する、段落間の関連付けが希薄であるなど、複数の文を書く基本的形式の習得不足
- (ii) 主語の立て方のバリエーションがない。文がほぼ全て“T”となっているケースも見られる。

下記に示す学生Aのエッセイでは、5文を除いた全ての文の主語が“T”であり、文構造のバリエーションが乏しい。また、接続詞や代名詞など文章の間の結束性を増す要素の使用が少なく、文章同士の接続がうまく行っていない印象を受ける。表中の「Cohesion」は、接続詞や代名詞、指示詞等の文と文との結束性を増す要素の使用数を表す。本文中では、主語の“T”は四角囲み（□）で、結束表現（Cohesion）は網掛けで示した。このエッセイの課題も下に記載する。

(2) 課題

Perfect Place to Study Create a mental picture of your ideal study environment. Do you prefer to study inside or outside? Do you prefer to study in a group or by yourself? With music or in silence? Describe your ideal study area in detail, and explain how each element contributes to your learning experience.

(3) 学生 A のエッセイ事例

学生 A	提出日 5 月 20 日	Score 2	総語数 170 words
“I” の出現率：20 回（総語数の 12%）			
Cohesion: 12 (7%)			
<p>I am going to write about my ideal study in environment.</p> <p>I like to study in silence. For example, I often study in a library. I concentrate [...] So I don't like to study with others. Because I study with others, maybe I talk with others about another theme. If I study with others, I will not study hard.</p> <p>I often write study words again and again. I am not good at study words. I could not memorize study words. But I use this way, I am good at study words. This way is very good for me. Whenever I study something, I often use a lot of ink and papers.</p> <p>I always say study words aloud again and again. I don't like listening problems. So accent is very important for me. [...] But my score has increased since I started to study. And I like listening problems.</p> <p>Ultimately, it is important that people devise their own systems of studying and find their best ways.</p>			

以上の問題点を踏まえ、中間試験に向けて授業内では次のような取り組みを行った。

用されるようになり、段落構成の向上と相まって文章間の結束性が改善している。全体の語数増加もあり、点数も 1 点（6 点中）上がった。

(4) 課題に対する取り組み

- (i) 接続詞の使用と、段落構成の簡単な指導。
- (ii) 主語が “I” で始まる文を減らすため、動詞部分を名詞に書き換える練習をし、それを主語にして文を作る練習。

まず、文と文との接続が不自然なものが多かったことを受け、教科書等の英文で使用される接続詞に注目させ、ライティングでも必要に応じて使用することを促した。また、アカデミックエッセイの基本的な構造として、序論、本論、結論の三部から構成され、序論には主題文が含まれること、本論の各段落の第一文目はトピックセンテンスが来ること、結論では序論で述べた主題文を繰り返すことを解説し、学生のエッセイの中で良い例となるものを示した。その結果、学生のエッセイに若干ながら向上が見られた。下記に示すように、学生 A のエッセイでは、主語のバリエーションにほとんど変化は見られないが、接続詞がエッセイ全体に使

(5) Topic: Perfect Place to Study

学生 A	提出日 6月 10日	Score 3	総語数 211 words
“I” の出現率：23 回（総語数の 11%）			
Cohesion: 18 (9%)			
<p>I am going to write about my ideal study environment. I like to study alone in silence. Therefore, my ideal study environment is a library where I can study in a quiet environment. I think that a silent place makes me concentrate.</p> <p>First, I like to study in silence. For example, I often study in a library. If I study there, I can concentrate on studying. Because I don't like to study with others, maybe I talk about another theme. If I study with others, I will not study hard.</p> <p>Second, I often write same words again and again. While I am weak on learning English words, this way is very good for me. So this way, I can memorize many words. Whenever I study something, I always use a lot of ink and paper.</p> <p>Third, I always read English words [...] I am not good at listening [...] And I hate [...] tests. So I could not make a high score, but my score has increased since I started to study by myself. I think that this is the best way for my study.</p> <p>Ultimately, it is important that people devise their own systems of studying, and find their best ways.</p>			

1. 2. 前期中間試験での課題と取り組み

中間試験では若干の改善が見られたものの、全体として次のような課題点が挙げられた。

- (6) 中間試験（6月上旬）提出のエッセイに見られた課題
- (i) 内容の発展が乏しい。
 - (ii) 過去の出来事と現在の出来事を、時制を区別して表現しきれない。
 - (iii) 文章間の結束度合がまだ不十分。

そこで、6月中旬から下旬にかけて次のような取り組みを行った。まず、課題 (i)、(ii) の改善対策として、グループ毎に格言や諺を一つ選び、そのメッセージを伝える物語を考え、各人が分担して過去の出来事を描く活動を行った。それぞれのグループが選んだ格言、諺は、他のグループには秘密にしておき、英文のみでそのメッセージをどれだけ多くのクラスメートに伝えることができるかを競わせた。この活動の意図は、伝えたいメッセージをできるだけ正確に伝えるために内容を膨らませたり、心情や情景を詳しく描写したりする必要性と、過去の

物語を書き過去形を適切に使用する必要性がある状況を作り出すことである。

次に、課題 (iii) の対策としては、リスニング教材として聞き取りに使用した CNN のニュース原稿を基に、接続詞や繰り返し使用される名詞の現れ方（代用表現など）にマーカーや矢印で印づけて観察することで、どのように文や段落が接続されているのかをクラス全体で分析した。例えば、名詞の代用には、代名詞や同意語が使用されるだけでなく、指示詞や定冠詞と共に当該名詞の上位語が使用されること（例えば、the Gulf of Mexico を後続文で the region で言及すること）を、学生自身が導き出した。また、主語に現れやすい名詞は、直前の文の目的語であること等も考察した。この活動の意図は、文同士がどのように連続性を持って発せられるのかをメタ的に観察することで、結束性表現に意識を持たせること、そして自身の作文にも活かせるメタレベルの知識を増やすことである。

結果、期末試験では学生のエッセイには大きな変化が見られた。下記に掲載する学生 A のエッセイは、5月中旬と比較し、語数は 170 語から 428 語へと大幅に増加した。全体の点数

も、2点から5点へと上がった。30分という時間制限の中では、6点満点を出すことは極めて困難であることを考慮すれば、最上の結果であったと言える。点数の伸びに裏付けされるように、内容の複雑さ、構成の適切さが向上している。授業で学習目標とした文章間の結束性は、結束表現の使用数が総語数の16%にまで伸び、またそれが文章全体に渡っており、格段に改善された。

(7) 課題

Your School Describe your school. Write an essay in which you illustrate what your school is like, including its sights and sounds, the neighborhood or environment it is in, and anything about it that makes your school unique. Write the essay so that a reader who knows nothing about your school will be able to “see” it in their mind.

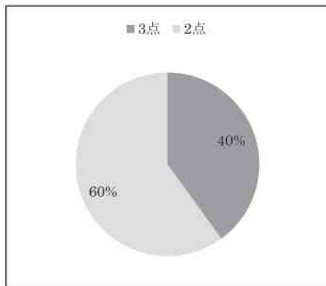
(8) 学生のエッセイ実例

学生 A	提出日 7月 22日	Score 5	総語数 428 words
“I” の出現率：2回（総語数の0.5%）			
Cohesion: 67（16%）			
<p>I am going to write about my high school. From my point of view, my school is very good for students because this school's motto is liberty. So all of the students behave naturally. This school is on an upward slope and we can view the sea from there. The place is favorably located, and there are the sea and nature. I will write about three big events that happened there.</p> <p>Firstly, our school holds a ball game competition every year. This tournament includes volleyball, [...] so on. So men and women play each sport biyearly. This event makes us unite tremendously. Every class practices [...], because they aim at victory. Each class often arranges color towels on the day of the ball game competition, and our school's ground is colored by various tint by their towels. Classmates cheer their representatives. When the class wins against other class, they get points. If they win in a row, the class gets higher and higher points. Thorough this event, we got a team spirit besides points.</p> <p>Secondly, my school holds a physical education festival. This event's system resembles to the ball game competition, but the included games are different. [...] First, folk dance has nothing to do with grade. So, we enjoy it regardless of their age. Second, the club's relay race is very interesting. Each club wears their uniform and some teams have their club's tools. For example, the tennis club's members run with their rackets, and the ken-do club's members have their bamboo swords. Other teams run earnestly, but track and field's club usually wins. Nevertheless, we can enjoy the club's relay race. This event gives us pleasure and a fellow feeling.</p> <p>Thirdly, the school festival is a main event in a year. This event is bigger than other two events. [...] Some classes make art. [...] For example, they sell shaved ice, [...] Why is this only for twelfth-grade student's classes? Because they are too busy with preparing for studying examinations, so they don't have to prepare for the event. But this grade is the most interesting. Because they can make memories in their last school year. Besides they have many friends and under fresh men, therefore they can have relationships. This event develops our human nature by</p>			

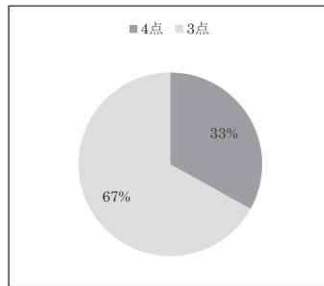
点数の向上は、上記の学生だけに当てはまることではなく、クラス全体の平均点の上昇にも表れている。5月中旬では2.3点、6月上旬で3.3点、7月下旬では4.2点となっている。各時点

での、獲得点数ごとの割合は次のような変化をたどった。

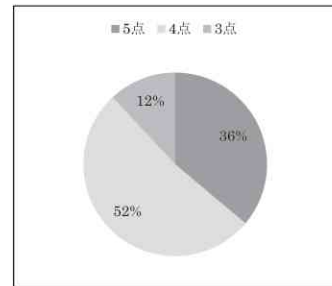
(9)



5月20日
平均2.3点



6月10日 (中間試験)
平均3.3点



7月22日 (期末試験)
平均4.2点

次項では、学生 A 以外の 4 人の学生のエッセイサンプルにより、各学生のエッセイの変化の過程を具体的に見ていきたい。

2. エッセイサンプルに見るエッセイの向上

クラス全体として、次の点についてエッセイの質が向上した。

- (10) (i) 主語のバリエーションが増えた。
- (ii) 接続語、代名詞、the+ 名詞等の適切な使用により、文章の結束性 (cohesion) が増した。
- (iii) 段落構成がより整った文章となった。

具体例として、以下に 4 名の学生のエッセ

イを示す。学生 A 以外で、最終スコアが 5 点に到達した学生 (25 人中 9 人) の代表として、学生 B と学生 C のエッセイを例として挙げる。次に、最終スコアが 4 点だった学生 (28 人中 13 人) の代表として学生 D を、3 点だった学生 (28 人中 3 人) の代表として学生 E のエッセイを取り上げ、通時的な変化を比較する。

2. 1. 学生 B の場合

主語に I の使用が減り、主語名詞句のバリエーションが増えている。また、文章間の結束性を持たせる表現がエッセイ全体に渡って使用され、エッセイの結束性が改善している。さらに、段落内での内容を発展させて書けるようになっており、一定の進歩がみられる。

5月20日	6月10日	7月22日
Score 2	Score 3	Score 5
[167 words]	[242 words]	[345 words]
"I" :12 (7%)	"I" : 17 (7%)	"I" :16 (5%)
Cohesion : 8 (5%)	Cohesion : 13 (5%)	Cohesion : 29 (8%)
There are many my perfect places to study or ways to study. Today I am going to write my perfect places to study or ways to study.	There are many perfect places to study or ways to study. Today I am going to write about my perfect places to study and ways to study. They are a library and my room.	Nowadays I often remember my high school. I like my high school, because there are a lot of splendid memories. They are better than those of my junior high school. They are one of my most precious things in my life. I want to tell many memories to everyone.
There are two my perfect places to study for me.		

<p>First, my perfect place to study is my home. I prefer to study inside, because I can concentrate very well. But I do not prefer to study with music in my room. I study in very silence. Second, my perfect place to study is a library, because there are many date in a library. Example, I often go to Yao library.</p> <p>There are two my perfect ways to study for me. First, I [...] because I can [...]. Second, I [...], because I [...]. Example, I [...] when I was high school student.</p> <p>After all, my perfect way to study is to study by myself in silent room.</p>	<p>There are two perfect places for me to study. First, my perfect place is my room. I prefer to study inside, because I can concentrate very well. But to study with music in my room is not my style. I study a very silent place, because I can centralize my attention very well.</p> <p>Second, my perfect place is a library, because there are a lot of resources there. For example, I often go to the XXX library, because there are [...]</p> <p>There are three perfect ways for me to study. First, [...], because I can [...]. Second, I [...]; in this way I can [...]. For example, I [...] when I [...]. On the contrary, I [...] when I [...]. Third, I [...], because I can c[...]. So, I can't study in the morning.</p> <p>After all, my perfect environment is a very silent place where I can study by myself. [...]</p>	<p>My school is a coeducation school [...]. I laughed everyday with a number of my friends. I used to play volleyball during the break time. My school doesn't have uniform, because the traditions of my school are freedom and self-reliance. Almost all the students created their own uniform by themselves. Other wore plain clothes.</p> <p>First of all, [...] is the athletic festival. My school is eager about festival. So, almost all of the students looked forward to it. The team of the athletic festival is [...]. For this reason, all of the students become [...]. I was elected leader of the team. I eagerly coached my juniors for a dance contest, where eight teams competed for the dance championship. My team won thirds place. I cried for joy.</p> <p>Secondly, another wonderful memory is the cultural festival. [...] I [...] That day, I was nervous, but I acted more nicely than usual. My class didn't receive a condificate of merit; however[...] The DVD of my class's drama is one of my trejours in my life.</p> <p>Lastly, I [...] I forgot time while I [...]</p> <p>To conclude, there are special memories in my high school life. When I look at many pictures, I will remember precious friends and splendid memories.</p>
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2.2. 学生Cの場合

学生Cは、5月時点では主語に“I”を使用する傾向が強かったが、徐々に減り、7月には半分以下にまで減少しており、主語名詞句のバ

リエーションが増えたことが分かる。また、結束性表現の使用頻度も2倍以上に増え、文章間の結束性が改善した。

5月20日	6月10日	7月22日
Score 3	Score 4	Score 5
[181 words]	[263 words]	[392 words]
“I” : 18 (10%)	“I” : 25 (9%)	“I” : 16 (4%)
Cohesion : 9 (5%)	Cohesion : 19 (7%)	Cohesion : 46 (12%)
<p>I would like to write about my favorite place and the way to study.</p> <p>I usually use colored pens. When I was high school student, I used three colored pens. I can distinguish easily and especially see important parts. So I have been using three or more colored pens.</p> <p>I [...] That is why I write it again and again and pick up learning.</p> <p>I always review classes in the train. When I can sit the train, I [...] When I have to stand in it, I remember classes of that day. If I do so, I [...] It is very efficient. I think that to review learning faster will connect the next class.</p> <p>In conclusion, I use colored pens and write sentences again and again. Then I study in the train using my free time.</p>	<p>I would like to write about my favorite place and the way to study. I study in variety of ways. I basically like to work alone. I am going to introduce some ideal ways.</p> <p>Firstly, I usually use colored pens. When I was a high school student, I used three colored pens such as yellow [...] I prefer different colored pens. I could distinguish easily and especially see important parts. That way led me to [...]. So, I have using three or more colored pens.</p> <p>Secondly, I write sentences again and again [...] To write them a number of times become my favorite way to understand learning better. That is why, I write them [...]</p> <p>Thirdly, I [...] When I can sit in the train, I open a textbook. When I have to stand, I remember what I learned in my classes on that day. If I do so, I [...] It is very efficient. I think that to review learning faster will connect the next class.</p> <p>In conclusion, I [...] Then I study [...] They are my favorite ways to improve my skill. I heard that it was important for us to accumulate daily working. Therefore, I believe in my favorite ways and keep studying every day.</p>	<p>I would like to write about my high school. It takes about twenty minutes on foot from the nearest station. There is no uphill or downhill; it is flat all of my way. I spent only three years there, but I have a lot of memories such as [...] Especially my best recollection is basketball life. It was a very hard time but I really enjoyed in club activities. I am going to introduce things like this about my school and life.</p> <p>First, the school has its history of 100 years. It was built before World War two, so some marks of guns remain even now. The school keeps its old structure. Half of the floors are made of woods, therefore a lot of patched woods are on the floors. They [...] but we felt some sense of ease from them. The place never had cooling or heating machines though I like it.</p> <p>Second, what I want you to know is that [...] The school is coed school and we get along with each other very well. [...] because the school is famous for the good proportion of students [...] So I [...] At that time, [...] I noticed later that I was surrounded by nice people.</p>

		<p>Third, as I [...], I belonged to [...] Our gym is also old so [...] But we tried our best even if it was very old. We are very friendly in usual, but when it comes to club time, we ourselves are serious and argue against each other. [...] Thanks to it, we entered in best eight in our prefecture in the last competition and I am proud of this.</p> <p>That is why I love my high school in various points. I have nothing but pleasant memories [...] It is [...] I will value the memories for years to come.</p>
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2.3. 学生Dの場合

次に、最終スコアが4点だった学生のエッセイサンプルを示す。主語のバリエーションが

増大し、文章間の結束性が改善しているが、おそらくタイプミスによると思われるスペルミス（下線部）が目立つ。

5月20日	6月10日	7月22日
Score 2	Score 3	Score 4
[176 words]	[260 words]	[354 words]
"I" : 19 (10.8%)	"I" : 27 (10.4%)	"I" : 7 (2%)
Cohesion : 16 (9%)	Cohesion : 16 (6%)	Cohesion : 48 (14%)
<p>I am going to write about ideal study environment.</p> <p>I use different colored pens to underline.</p> <p>when I read English sentences and I do not know English grammatical elements, I want to look at them clealy.</p> <p>I have done this way since I was elementaly school.</p> <p>This is the best way to learn English grammer for me.</p> <p>I write new words.</p> <p>It is difficult for me to learn English new words.</p> <p>So I can not learn by looking at them and reading them out loud.</p> <p>But by writing new words, I can learn them.</p> <p>Therefor it is necesaly that I should write to learn them.</p> <p>Cnsequently I never forget new words.</p> <p>I [...]</p>	<p>I am going to write about my ideal study environment. I don't want to spend useless time every day. I go to school by train so I have extra time in the train. That time is my studying time. But my ideal place to study is my room.</p> <p>First, I usually work by myself in a silent place. I can't study listening to music, because I can't concentrate [...].</p> <p>When I studied in a group, I didn't feel calm. So I prefer to learn by myself. In addition, it is important for me to [...]. Therefore I always keep cleaning my room. My room is quiet and clean so it is the best environment for me.</p>	<p>My high school life remains in my memory very much. When I suffered, my friends helped me and there were teachers who had good advice. I met nice friends and teachers. But I came to like this school for other reasons. I am going to write about them.</p> <p>Firstly, the school owns a small hill at the back. Other schools [...]. There are a lot of trees and flowres, because they are raised by my school students. When summer comes, the cicadas cry all day long. Students are annoyed by the sounds every year. When fall comes, the leaves of the trees turn red and orange. People gather around them during the break time to eat and drink. When winter comes, leaves fall from the trees. The students make roast sweet potatos, [...]. When spring comes, the trees turn into full bloom. They give us beautiful</p>

<p>The more I read English sentences, The faster I can read them. So when I read them, I can read as soon as possible. Consequently I get use to the English.</p> <p>In conclusion, I prefer to different colored pens, to write new words and to read English sentences.</p>	<p>Second, I use different colored pens to underline words I don't know. When I read English sentences and I don't know English grammatical elements, I want to make them clear enough to understand later. I have been this way since I was in elementary school. This is the best way to learn English grammar.</p> <p>Third, it is necessary that I should read an English book every day, and I read one every night in my room. The more I read English books, the faster I can read them. When I read them, I [...] Consequently I get used to English.</p> <p>In conclusion, I prefer to work in my room, because it is a silent room where I can learn by myself, use different colored pens, and read English books in my room.</p>	<p>viwes. As I have written above, we are pleased by a small hill st the back in each season.</p> <p>Secondly, almost sll the students join a club. I think that this is the best points [...] a few people give up club activities in the middle, and others continue till the end. The largest number of people join a soccer club. this club practices the most. However, [...] The baseball club won up to the fourth round. practices hard in this school. Everyone are satisfied with the result. It is good that every club practices hard in this school.</p> <p>Tirdly, I am going to write about our athletic festival. [...] The feeling of the people rise up, especially when all the students and the others participats at the festival stand together [...] The festival is divided into four team [...] Therefore, they are very powerful and interesting. [...] this is vrey unique in this school.</p> <p>In conclusion, the school is enclosed by the a lot og nature and it</p>
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2. 4. 学生 E の場合

最後に、最終スコアが3点だった学生 E のエッセイを示す。この学生のエッセイでは、主語のバリエーションは改善し、名詞の使用による結束性は改善しているが、接続詞による結束

性が減退してしまっている。また、タイプミスによるものも含まれると思われるが、文構造の習得不足は否めず、解釈しづらい文が散見される（下線部）。

5月20日	6月10日	7月22日
Score 2	Score 3	Score 3
[164 words]	[225 words]	[311 words]
“I” : 14 (9%)	“I” : 15 (7%)	“I” : 16 (5%)
Cohesion: 2 (1%)	Cohesion: 9 (4%)	Cohesion: 10 (3%)
<p>“MY ideal study environment” I am going to write about environment my favorite place to study.</p> <p>I prefer to study with my friends. I often study with the friend.</p>	<p>I am going to write about my environment favorite place to study.</p> <p>My first preference is to study with my friends [...] And I think that if I make a mistake and that remains impression questions each other.</p>	<p>I am going to introduce XXX High School and life there. Do you know XXX High School? Did you enjoy your high school life? I enjoyed high school life and every day has been enhanced.</p>

<p>Because studing with friend remains impression than the alone study. <u>I</u> often think that the alone study is bored.</p> <p><u>I</u> take a close look at the new words[...]. <u>I</u> think that <u>time is wastful when the words written.</u> <u>Moreover,</u> [...]</p> <p>When <u>I</u> take close look at new words, <u>the check sheets is used.</u></p> <p><u>I</u> prefer to study in silence. <u>Because I can consenstrate on very much.</u></p> <p>When surrounding is very noisy, it is distacted. <u>I</u> hate to study while lisning to music. <u>I ofetn lirax</u> when <u>I</u> can not study consenstrate on. <u>I</u> think that it is nessesary to lirax.</p> <p><u>In conclusion.</u> The most my favorite study environment is in silence study. <u>I</u> think that it is important to consenstrate on very much.</p>	<p><u>I</u> often think that the alone study is boring.</p> <p>My <u>second</u> preference is to taka a close look at the new words because <u>I</u> think that it is waste of time writing. <u>Moreover hands is tired</u> and writing is troublesome. When <u>I</u> [...], <u>I</u> often cheak sheets and highliter is used. <u>However it is to hard see difficuly when the cheak is too much.</u></p> <p><u>My third preference is to concentrate on in silence place.</u> When srroundings are very noisy, it is distracting. <u>I</u> hate to study while listening to music. <u>The reason for that ocaSSIONARY litens attentively.</u> <u>I</u> often get relaxed. <u>I</u> [...] if <u>I</u> can't concentrate on studying. <u>I often to eat sweet foods.</u></p> <p><u>In conclusion,</u> the best my favorite environment is silent. <u>I</u> think that it is important to concentrate on studying very much. <u>I</u> want to find the best favorite place to study. <u>And I</u> want to study efficently.</p>	<p><u>I</u> went to XXX High School. <u>It</u> is very old. <u>I</u> think that <u>it</u> might collapse when a severe earthquake hit <u>it</u>. There were the nine classes in each year. <u>The number of girls more than that of boys.</u> <u>There was special course people who want to be a teacher.</u> <u>It is first course in whole in the country.</u> It took 50 minutes by bicycle and train. <u>I</u> didn't care about <u>the</u> long time because <u>I</u> enjoyed talking with my friends.</p> <p><u>I</u> belonged to be a XXX club for three years. <u>The</u> practice was very severe. Sunburn <u>I</u> got because of <u>that</u> was terrible. <u>It</u> was very unpleasent. [...] <u>We</u> participated in the XXX association twice and won championship a small rally. <u>We</u> made the newspapers. <u>The only thing that I can proud of soft tennis.</u> <u>Tennis was developed as parson.</u> <u>I</u> [...] <u>They</u> were useful now.</p> <p>XXX High School was a lot events such as [...]. <u>School trip is the most my in impression.</u> <u>I</u> went to [...]. <u>I</u> ate bowl topped the sashimi [...]. <u>The picking was apple in</u> [...] <u>I</u> went to [...]. <u>I</u> think that memories is remains in my through life.</p> <p><u>To conclude,</u> it is easy for us enjoy high school life in XXX High School. <u>I</u> do not regret having entered in XXX High School. <u>I</u> enjoyed high school life.</p>
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3. 結論

本稿でみたエッセイライティング力の変化において、向上が見られた点は次の通りである。

- (11) (i) 多様な名詞句を主語に立てることができるようになり、文章構成にバリエーションが出た。
- (ii) 接続詞や既出名詞の代用表現の適切な使用により、文章間の結束性が増

した。

- (iii) エッセイ総語数に顕著な増加が見られた。

一方で、文法知識の不足あるいはその運用力不足により、適切な文を作文することができなかった学生では、上記の点での改善は見られたものの、エッセイ全体の質の向上は限定的なものになった。学生 E のエッセイでは、適切な

文構造の文も書かれているが、英語の文構造として成り立っていない文が目立つ。この点は、5月当初とあまり改善が見られない。つまり、残念ながら、学生自身の知識として文法知識が定着しておらず、運用力が養われていない。

この点についての指導者側の反省点は、ライティング指導の観点からは、たくさんの英文を書いたり、それぞれの文章間に結束性をつける指導を重視し、文法知識を身につけるための反復練習をほとんど行わなかったことが挙げられる。学生の書いた典型的な間違いを取り上げ、英文校正という形で、授業中、文構造に注意を向け、解説する機会は定期的に設けたが、そもそも英語の基本構造が身につけていない学生に対しては、ほとんど意味を持たなかったのではないと思われる。

リーディング指導の観点からも、反省点が挙げられる。文章全体の大意や文章構造の把握に重点を置き、個々の文の文構造をじっくり分析したり解説したりする時間が少なかった。正しい英文を読む際に、文構造に忠実に解釈していくトレーニングを十分に行っていれば、自身の英文においても構造を把握しながら推敲する力が養われたかもしれない。

今後は、以上の点にも注意を払い、ライティング力も含めた英語力の向上に取り組んでいきたい。

¹本論文は、2010年11月に大学英語教育学会関西支部秋季大会（於関西学院大学）において、本学部の石井隆之教授、下絵津子准教授と共に行った発表（「大学一年生を対象として『Criterion』を利用したライティングテスト実践報告」）の内容のうち、筆者が担当した箇所に、独自に加筆、修正をしたものである。

本稿で取り上げたクラスの学生には、研究や授業改善の目的の発表のために、エッセイの掲載を許可し、協力を快諾してくれたことに感謝の意を表したい。また、どのエッセイも、発展途上ではあっても、まじめに課題に取り組んだ個人個人の作品として、尊重して扱ったことを付記しておきたい。なお、エッセイ中の固有名

は「XXX」と表記し、削除した。同時に、プライバシーに配慮し、本稿で示したい内容が損なわれない程度に、本文の一部を[...]として伏せた。