



筑紫女学園大学リポジット

3. Teaching Project of Free Writing(6) : A Report From Classroom of Students at English Department

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FREE WRITING の指導 (6)

——英文科1年生 Writing A, B の実践報告——

安部 哲子

Teaching Project of Free Writing (6) - A Report From
Classroom of Students at English Department

ABE Tetsuko

～はじめに～

紀要30号から前回34号までに、Free Writing を課す意義、指導上の目標と要点、更に Free Writing Themes として、オリジナル教材のテーマ1) -18) を発表し、また私自身による学生用参考教材としての Writing Sample (1-28) を発表した。(註1)。今回は更にオリジナル教材 (19) (20) (21) と実施例、解説、および私自身の Writing Sample (Small Talk 29-39) を発表したい。

1. Free Writing Themes の実施例と解説および Sample From Students' Writing

19. A Letter To.....

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Free Writing 課題

A Letter To .....

# 誰かに手紙を書いてみましょう。面と向かってよりも手紙の方が自分の気持ちをよく伝えられることがあります。離れて住んでいる人は勿論、一緒

に住んでいる両親宛でも，また心の恋人宛でも。

Example By Abe Tetsuko

A Fan Letter

Dear Sirs,

For the last 10 years or more I have passed by your company on Route 3 on my way to and from work. There is always a sign in the front window stating "There is a Full Moon on x" in white large character which changes according to the month. For the first few years I just looked at it wondering why you chose the date of the full moon for your sign. It was only a few years ago that opening the door of my room at night I caught sight of the full moon; it was so beautiful and impressive.

Since then, I paid more attention to see your sign, even with some pleasure, and when on the night the weather was fine, I never fail to look at the moon. My mother who is now past ninety also looks forward to seeing the full moon with me.

I have come to really enjoy seeing the beautiful moon at night, that which so many people all over the world have also seen and enjoyed since olden times. I have come to feel like sharing this pleasure with some friends of mine, too, as well as with my daughter and sister so in October last year I started to write and send "Full Moon Notice Cards" to several friends of mine.

One friend was very pleased and sent me a letter in which he said, "Your full moon notice card really enriches my life." My sister said when she got a card from me she called up a few friends to tell them the date of the full moon and enjoyed chatting with them.

I thank you with all my heart for giving me the chance to enrich my life by thinking of my friends as well as realize the beauty of a full moon. I sincerely hope you will continue the wonderful practice of putting up the full moon date sign far into the future.

Sincerely,

A Fan of Yours

.....

I mailed this anonymous card one morning, happy to think that they too must feel happy to receive an unexpected fan letter. I was satisfied. This may be another way of living my life richer.

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解説：現代の若い世代は、電話の世代だから、手紙を書くというごく普通のこと
が少なくなっているのではないか。しかし相手の都合に関係なく呼び出し音
の鳴る電話と違い、受け手の都合の良い時まで待ち、繰り返し読める手紙は、
これからも大切にしてほしい。手紙を書けば誰しも返事を期待するのは心情だ
が、例文では、敢えて無記名のファンレタ～という形をえらんだ。学生の書い
た文では、面と向かっては言いにくい肉親への手紙という形に良いのが多かつ
た。ここに取り上げたサンプルもそのひとつである。

Sample From Students' Writing (原文のまま)

Dear My Grandmother,

Hello, I am thankful to you for great love. You always waited my coming home instead of my patents. I used to feel lonely. As you know, both of my parents have jobs. So I was very much relieved when I saw your tender face. I am very happy that you keep fit in your health still now. When I was a school child, my sister and I used to sleep by your side with

my lovely cats. I often remember this memory. The time which I spent with you is larger than the time which I spent with my mother, I think. So you were like the second mother for me and still now.

When my sister's coming-of-age ceremony came around and she wore in a kimono, you looked at it with shining eyes. You looked so happy. Your face was very impressive to me and I was struck by it. Because I could understand your feelings. You were happy to look my sister's growing up. Adding a word to it, you didn't have a daughter, so you often said you wanted to have a daughter.

I'm happy and proud of being your grandchild. I'd like you to live long and to spend your enjoyable life with grandfather. Please lead a full life for yourself. It's my turn to repay your favor.

With love

Mie

(M.O.)

20. My Favorite TV Program

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Free Writing 課題

My Favorite TV Program

# 皆さんはテレビ番組の中で何が好きですか。その中の一つを取り上げ、どういう内容で、なぜ好きなのか、書いてみましょう。

Example By Abe Tetsuko

"Japanese Questions" (NHK Ch.6 Sun. 7:20 - 8:00 P.M.)

I don't know whether it is because I got older and lost interest in things, or because I go to bed earlier and don't watch TV after 10:00 P.M., but there are very few programs I look forward to watching these days. In fact the only program I seldom miss is NHK'S "Japanese Questions" on air every Sunday evening.

It is a kind of quiz program, based on questions submitted by the audience. The staff chose some promising questions and after thorough investigation of existing records or materials and authorities in the field, make up four quiz questions each program. During the program the three male and one female presenters, each makes a statement for each question, only one of them stating the truth and the other three making confusing false statements each time. There are also four pairs of guest "solvers" who are supposed to pick out one correct answer and state why they thought that one is correct. The host is Mr. Furutachi Ichiro.

What I find interesting about this program is first the variety of questions submitted by the audience. The second is hearing the guest-solvers' interesting justification of their answer selection. The third is the presentation of Mr. Furutachi who is full of wit and yet not too sarcastic.

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解説：テレビ，映画，小説など日常会話では，つい，面白かった，よかった，すごかった，などの感嘆詞の羅列で終わることが多いから，気に入った番組について，どこが面白いのか，気に入っているかを，時々考えておく練習はよいことだと思う。学生がレポートとして提出するのに選んだ番組からだけで若い世代の傾向を見ることは無理だが，ここ数年同じ課題を与えてきて目につくのは，Sampleのように，世界各国の風俗を様々な形で取り上げたドキュメンタリ～系の番組と，もうひとつは，アメリカの高校生や大学生を主役にしたドラマシリーズである。Sampleに取り上げた学生は，番組の性格を，適切な例でまとめている。

Sample From Students' Writing (原文のまま)

"Sekai Ururun Taizaiki" (Home-stay Documentary in Foreign Countries)

TBS Sun. 22:00 - 23:00

I like to watch "Sekai Ururun Taizaiki" on every Sunday evening. Maybe I have watched it since four years before. A TV star go to a foreign country and the person stays with a family. The length of the person's stay is about one week.

Many stars each visited to all over the world. Spain to dance the flamenco, China to learn a district food, Finland to look orlola and to experience the life in the north country, Scotland, England to master the bagpipes, America to master the haircut and so on. Also, some stars each go to the little village in the country which we may not know. The life style in the place is very different from ours. It gives me so many interests. Especially I liked the home stay when Yamamoto Taro, Japanese actor visited to a village in Micronesia in the northeast of Australia. The villagers are able to feed themselves and they cover only around their waists and the hips with some plants. And they raise pigs, potatoes and so on and they eat them. I can eat porks but I thought I wouldn't be able to kill a pig myself. It's good chance for me think about the cross-culture or Japanese life style of today. I felt that he fitted in with the native people best in many Japanese stars stayed with a family in this TV program. I could learn that it was very important to try to receive different cultures and to do "When in Rome, do as the Romans do" from him. He is a nice man and I respect him.

By the way there are two MCs, four solvers and one visitor in the studio of this program. And four questions about this home stay and the solvers

answer. The solver who wrote the right answer most can get a present from the visitor.

Because I can know about all over the world, I am a fan of this program. Why don't you watch this on Sunday evening? (M.K.)

21. How Do You Spend Your Holidays (Sundays) ?

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Free Writing 課題

How Do You Spend Your Holidays (Sundays) ?

# 皆さんは休日をどのように過ごしますか？ 予習等の musts, 外出等の something special 以外のごく普通の休日の過ごし方の例をあげて書いてみましょう。

Example By Abe Tetsuko

My Holidays

After finishing some chores like washing and cleaning rooms, if it is fine, I go out to my rose garden to weed, water, fertilize, and spray insecticide on the plants. Whenever I see the rose bushes I always find some work to be done no matter what time of the year. Even on week-days I try to take care of them as often as possible.

If it rains and I can't go out to my garden, I usually bake cookies or cake to give to my friends. I've given or sent them to many friends already but still I have a long list of names of people to whom I'd like to send them. It may sound strange but while I am making cookies using my hands, I'm not thinking anything and my mind is empty.



On weekdays when I go to school, I find three hours' driving and correction of students' English compositions at night are pretty nerve-racking work. So working outside in the garden or baking cookies and cake are a good diversion and help relieve the stress in me. Also I always feel thankful to have so many good friends to whom I find delight in giving my cookies and roses.

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解説：普通の休日の過ごし方でいちばん多いのは、アルバイトに行くことのようにである。家事を手伝ったり、本を読んだり、のんびりして過ごすというのは、少数派であることがわかった。目的あつてのアルバイトは結構だが、もうそろそろ、ひとりで楽しめる趣味といえるものも持ってほしいと思う。Sample で取り上げた学生は、午後は好きなピアノを弾き、そのことがストレス解消のひとつの手段であるという。

Sample From Students' Writing (原文のまま)

Since I always get up early from Monday to Friday when I go to school, it is only Saturday and Sunday that I sleep late at morning. I like to go to school, but I like the holiday better. I don't help my mother in the house on weekdays very much. My mother almost does the housework by herself. I have to help her at least on the holiday. So I clean rooms wash the dishes and so on in the morning. It is not until I do them that I know her hardship.

I have much free time in the afternoon. I like listening to music and playing the piano in such a time. When I have a headache I always play the piano, and then I get over it. I don't need a headache specific. You can't believe that, but it is true. I don't get tired if I spend many hours doing it. When I have time yet, I watch TV to kill the time. I liked a series of drama for TV before, but now I often watch a variety program. I can laugh by

watching it. It's seemed like a fool, but what we laugh gets rid of our stress. When I tell my friends how to spend my holidays, they advised me to have a part-time job. (H. K.)

2. My Essay (Small Talk)

学生の英作文のサンプルとして、私の英文エッセイの Small Talk を前回の 28に引き続き、今回は29～39を発表したい。

29. Does The Brain Control Our Sense Of Taste?

People who are particularly sensitive to subtle differences in the taste of food are called gourmets. Aside from these few people, I wonder how many of us have proper appreciation of the taste of food?

I suppose that fishermen can tell the difference in taste between the fish they catch fresh and which has been frozen better than most other people. The only things that I can define a difference in taste are Japanese persimmons and loquats. We have several of those trees growing in our lot and each season we pick and eat them when they are ripe. They are truly delicious, even though their size and look may be inferior to those sold in the stores, something evidently clear when we eat those occasionally received as gifts by others. I never feel like buying that fruit at the store however nice they may look.

Except for persimmons and loquats, however, I have no confidence in my taste of other foods. The other day I bought two pieces of sea-bream for our supper at the super market. To my surprise, each small piece cost me 300 yen. When I ate it, however, I thought it delicious but I wonder if this judgement was the result of my brain - rather than my sense of taste? Only this morning I happened to see a copy of ad for canned beef the slogan

of which says, 'Anshin-wa-oishii-ne' that is 'Safty is delicious.' I think so!

30. Culture Shock

Each year when I receive the New Year Card from one of my former students who is now a dentist in Gifu City, I can't help remembering one happy memory of more than 30 years ago concerning him and two other boys whom I tutored that year. Despite our hard effort, all three of them failed their entrance exams for university and one day in the spring I invited them to my home for dinner.

At that time there was no supermarket in our village, no fish or meat shops around my house, the only 'feast' being to eat a chicken from our chicken house. The job of dressing the chicken used to be the men's and I have seen my father do it many times. When inviting the boys to a house dinner of sukiyaki, I thought it would be fun to have them do the job of dressing instead of asking my father do it beforehand.

On the day I went by bicycle to the train station to meet them and led them to my home walking four kilometers while enjoying talking together. Up on arrivibg home I told them the day's meal was to be chicken sukiyaki and asked them to dress the chiken first of all. I took them to our chiken house and told them to catch one. Oh, how surprised they were! It was only then that I realized that they had grown up in town and hadn't even seen live chickens before! Realizing, however, there's no other way to have dinner, they reluctantly, timidly, with great trouble, caught one chicken and under my instruction (I had not done dressing myself before but I was quite an expert from having seen my father and uncles do it many times), they managed to dress it somehow, taking a lot of time and giving many, funny comments.

What I still remember is that after catching the chicken, one of them asked me to bring them a paper bag to put it over the chicken's head, because they were scared to see the face of the chicken at the moment they had to break its neck.

I haven't heard from the other two for a long time. They are now in the prime of life, busy with work and family matters I suppose. But I wonder if the day will come when they remember that small, dear culture shock of long ago some time when they get older?

31. On The Japlish Epidemic

The other day I read in the newspaper that the Health and Welfare Minister announced he would purge Japlish (English-sounding made-in-Japan original phrases) from the Ministry's papers used for the elderly. There are many people who lament today's Japlish epidemic and I, too, support his proposal.

I am afraid, however, that the Minister's efforts to use Japanese words cannot put the break on this trend because Japanese people think it sophisticated to use Japlish words and we have been taking words from other languages since Meiji-Era.

Even so, I have two small wishes of today's trend. One is that when announcers on TV and the radio speak these Japlish words, they would pronounce them with the accents in the same place as the word's original language. For example, 'adobaisu,' (Japlish for 'advice'), not 'adobaisu,' as most of them say at present. As a teacher of English myself, I always feel exasperated to hear students of mine pronounce the English words incorrectly - 'advice,' 'advise,' not 'advice,' 'advise.'

The other wish of mine is that some of the names of trees and flowers now referred to in English can be called by their good, old Japanese names.

When I was a child our streets in Tokyo were bordered with Suzukake trees. I happened to notice some time ago that I didn't hear of 'Suzukake' and then found they were referred to as 'puratanasu.' French 'platanus' is all right but why don't we use 'Suzukake' in Japanese, a name which has a good sound and good Chinese characters, too, as the name of such common trees in Japan?

32. "It's My Job"

When I was still undergoing rehabilitation from a physiotherapist at Hachisuga Hospital after my brain operation, many elderly patients also received physiotherapy in the same room each day. The physiotherapists were all young, men and women in their twenties, and one of the things that impressed me most about them was that they were very kind to those elderly patients. Even though the patients were not of their own charge, the physiotherapists always give them some kind words of greeting whenever they met. When I talked to my therapist about that he said, "Oh, that is our job." That was only casual, short conversation between us but his seemingly dry remark made me think various things.

Decades ago when my daughter was in the sixth grade she asked me to teach English, for she was soon to be a junior high school student and start lessons. I began to teach her but after some weeks I told her, "You'll learn it at school soon and it is better to learn it there," and stopped. Since then I have never taught her English, because what I found was that teaching my own daughter turned out not to build a better relationship between us but rather to be a source of exasperation. As a teacher I have taught English to slow learners with patience but of my own child I was apt to expect too much and things didn't work out well. I thought it better to leave the job to her school teachers.

In the past each family used to take care of the elderly, but recently they tend to leave them in institution such as Old People's Home. Why? Just like teaching children, taking care of the elderly needs not only professionalism but also a lot of patience.

Teaching children has long been an institutionalized process where teachers, professionals of teaching, take care of children with patience and kindness in schools. If someone said to me, "You are so patient and kind to slow learners." I'm sure I would say, "Oh! that is my job!"

33. My Walking Pass

After my brain operation, the left half of my body was paralyzed. Thanks to rehabilitation, I could soon walk but the recovery of my left hand functions was slow. Thinking of rehabilitation for not only the left hand but also my whole body, I decided to take up walking as daily exercise a few weeks after I left hospital.

I thought of many walking courses and in the end chose to walk one running around my house along a narrow pass stretching 100 meters north of my house to 100 meters to the south. Walking along the pass once took me about 6 minutes and was 400 meters. So I made it a self chosen norm to walk 10 rounds a day, carrying something in my left hand as rehabilitation.

Having continued this walking for more than five years now, I think that deciding on this particular walking course was a good one in several respects. First, as this course is a private pass on our lot, I can do any rehabilitation exercises I like, such as carrying a tin of canned food in my left hand or turning my arms in the air or stretching the fingers in my left hand with my right all without worrying about others' eyes. Second, depending on the day's weather or the condition of my health, I can decide

my rounds into two or three parts if I like as long as I walk around 10 times in total. Third, as this pass is a part of the field it is soil, not asphalt, and it is very gentle on my knees and feet when walking. Fourth, for almost half a year, from the end of October to the beginning of April, I can enjoy the camellia flowers which my late father planted one after another on both sides of the pass. Moreover in June when the biwa-fruits are ripe, I can pick one or two on my way and eat them.

In retrospect, without my illness I might have missed the chance to start walking and to know the joy of walking in this beautiful scenery.

34. Does 'Being A Chief' Make Anyone Feel Good And Energetic?

As the number of children is declining, private colleges now face a crisis of how to recruit young people. I had long taught at public high schools and payed no serious attention to the number of the students but now I work in a junior college and in order to attract the young girl students, several project-teams seriously considered modifying the entire college curriculum. In the midst of this revision the former president became ill and a new younger man was elected as our new college president.

One lunch time, when his name came in conversation, one of my colleagues said sympathetically "He must be hectically busy these days with conference after conference, especially becoming president now." I said, "Oh, but still he may have enjoyed being president and may have felt good. Generally men love being chief. It seems to give them great pride and energy", and I told them a story of a colleague of mine.

At the beginning of one April in one high school where I had taught there was a change of the head of us English teachers. The head of each group is supposed to be a member of the advisory committee to the principal, but we thought that the head was just a representative of us

teachers, and actually it was customary to give the position to the oldest man of the group, rather than select by the election someone from among us. To my surprise however, the new head English teacher, a man of early 50s, took the trouble to order a stamp which said 'Head English Teacher' and proceed to stamp it on each paper circulated among us. Seeing that stamp, I remember being impressed with how much men want to become a chief or head.

Having listened to my story, one colleague of mine looked at me and said, "Ms Abe, recently it's not only men but women too who seem to think this way!" Oh, yes, time flies, now among our college staff there are women professors who seem eager for a chance to be elected the next president or vice president.

35. "Rou-Jyo" (An Old Woman)

Only a few days ago I saw a headline of a Japanese newspaper which started "A woman of 82-year-old...." The reason that it attracted my attention is that the headline was not "An old woman of 82" but just 'A woman of 82.' I had long wondered why when describing a senior woman they would write or print the word 'old', but when making a report on a senior man they simply would say 'a man of 82' and not 'an old man of 82'.

Whenever I saw the word 'roujyo' (an old woman) in the newspaper I felt exasperated to think that is a discriminatory word. When I drive I am extremely careful these days not to cause a traffic accident because the newspaper would surely write '66 sai-no-roujyo' (an old woman of 66) ! I could never allow that!!

It is years since people first became conscious of avoiding discriminatory wording. High school teachers have for decades been strictly warned not to use discriminatory words. The most difficult thing is that one is

generally insensitive or does not understand how much these words can hurt others; only those who are subjected to them do.

Some try to excuse themselves saying that they used the words without any ill intention but for the party who is discriminated against such carelessness is unforgivable. It will take time before everyone is awoken of such unconscious discriminatory wording but it is certain we should try and gradually things have been improved. Seeing that headline I think.

36. "The Same With Me"

"Good morning, doctor."

"Nothing wrong, I hope?"

"Oh, no, nothing. Only the deterioration from my aging seems to be going on."

"The same with me."

Thus my monthly-check-up of Hachisuga Hospital started the other day. How comforting the doctor's casual words were. I was grateful that he happened to be at an age where he realized he was aging, too. A younger doctor wouldn't say that.

Some months before I was suffering from a lingering cold and told Dr. Hachisuga that I was discouraged to realize I had less resistance to colds and that medicine didn't tend to work as effectively as before. Then the doctor told me that any living thing becomes weaker and uglier the longer it lives, but that he believes in us human beings there is still something worthy. Then he added, "Believing in that, we should do the best with our life."

Now I wonder if that worthy "something" is the insight and the understanding of others which we can gain only when we become older? Isn't it also an understanding towards human aging, a process that no one

can avoid?

In the teaching profession, young teachers tend to be adored by their students. To be young is an advantage itself, but no one can stay young and attractive forever. Then what is it that we older teachers can offer the students? I sincerely wish that as we get older we develop a deeper understanding of the students, each with their own different hidden ability, that we will help them to discover it and encourage their development.

37. "Loudly Again"

That is what I say in my classes almost every time I ask a student to answer in English. In my "Reading" classes, there are nearly sixty students. Most of them answer in a small voice and mis-stress the English words. First I correct the stress of the words and then tell them, "Loudly again!"

It is often pointed out that the Japanese are not good at distinguishing the difference between the sound V and b, l and r, or d and th. However, from my own experience of living in the U.S. for a year, I know that in oral communication with native speakers the stress of each word is more important than the correct pronunciation of the v-b, l-r, d-th sounds in each word. Even with ambiguous pronunciation most speech can be understood by context, but some words, especially proper nouns like place names, if incorrectly stressed, may not be understood at all by native speakers. Thus I am quite strict when students wrongly stress a word. Today's students are very enthusiastic to speak English, but how careless they are about stressing words.

Whenever I say to a student "Loudly! Again!", the whole class laughs a lot, which helps them relax, and makes them realize the importance of stress, I hope. And my repetition of "Oh? What? Say it loudly again!" over and over in loud voice provides me with a really good exercise and a good

sleep at night.

38. What I Am Looking Forward To

Every semester, once classes start, most of my time in the evening is consumed preparation of class and the correction of my students' English writing reports. As every week I have my sixty students at hand in their reports of 300-500 words each, I am kept pretty busy. But I try to write a few lines in English besides the correction, commenting on with something.

In fact, this practice comes from my own experience as a student in a U.S. college where an American Political History class was part of my curriculum. That class happened to be a pretty large one of 80 or 90 students, but the professor returned our reports, three times each semester, with his comment. I remember I felt very happy to read his comments and decided that I'd follow suit in the future for my students, for I thought that it would be the most effective motivation for them and something we teachers should endeavor to do, however busy we may be.

Frankly, of the sixty reports I read each week, only 10 percent of them are completely readable. But I try to find as many good points in each report as possible and write something encouraging to each student. After each class I can feel the reaction of my students or the effect of my teaching but I can't know what they think of my comments or teaching. So only once at the exams at the end of each semester, I ask them to write their comments on my classes on the other side of the exam answer sheet, if they have a mind to.

Reading the comments of my students is what I most look forward to before marking the exam sheets. Usually more than half of them write quite freely their impression on my classes, on the reports or my comments, or how they see my personality. I am not the type of person who makes

students laugh with jokes, but am by nature rather a straight, sober type. It is a pleasure to know directly how most of them enjoy my teaching and what they want. One comment said, "I am going to be a teacher in the future. I would like to be a teacher who loves her students like you do." Students comments give me a great encouragement and are a source of motivation power to continue teaching in the future.

39. Lay the Foundation for Your Rich Future Life

Welcome, freshmen, to the English department! Today I'd like first to introduce two English words and tell you what I hope you will try to do during your college life.

I suppose you all know the word 'must' as an auxiliary verb, for example, 'I must go now.' or 'I must study hard.' But the word 'must' is used as a noun, too, which means 'something you have to do whether you like it or not.' Another expression I'd like to take up here is 'A necessary evil.' I'll give you a personal example of a necessary evil for me. I like to ride in a car with someone else driving, but I am not enthusiastic to drive myself. In Japan, the roads are narrow and everywhere there are too many people and cars. Driving a car wears out my nerves. But unfortunately I live deep in the country where it is 5 kilometers to the nearest JR station or town center. I have to drive a car in my daily life. I have driven a car for over 30 years and still driving a car is a necessary evil for me.

Well, I taught in public high schools for years and this is my 8th year in this college. What I have found over the past years is that many students in this college seem to think that studying is a necessary evil, not a must. But that is wrong. Studying is a must, not a necessary evil.

You are going to study here for the next two years. Two years is not a long time, but if you have the mind and try, it is long enough to lay the

foundation for your future. Your young mind and brain is pliant enough to absorb new knowledge and experience. I can understand that most of you want to enjoy college life fully, set yourselves free from fetters of high school cramming and strict rules at long last. But, please remember studying is a must. Don't idle away your precious youth just working part-time or going on dates. Prepare for each class fully. In this way I hope you'll lay the foundation for a rich and successful future.

～おわりに～

毎回期末テストの解答用紙の裏に自由意志で書かせる授業の感想の中に、今回、ある学生が、今年短大の英文科に入って、いろいろな科目を受講しましたが、この Writing は、唯一自分でも、勉強した！と実感した科目です、と書いていた。また他の学生は、こんなに辞書を引いたことはありませんでした、と書いていた。毎週、課題の沿っての自由英作文は、書く方も、またそれを読み添削しコメントを書く側も大変な作業である。しかしこのような、感想文を読むと、私もまた来期への意欲が湧いてくる。

註

1. a. 筑紫女学園短期大学紀要 第30号：Free Writing の指導
 1. なぜ Free Writing か
 2. 本学における Free Writing の目標と指導上の要点
 3. Free Writing Themes 実施例と解説
 - 1) New Year's Resolutions
 - 2) What I Want To Say To Girls In 筑女
 - 3) School Uniforms
 - 4) What I Want To Say To Other.....
 - 5) Should Japanese Family Names Go First In English?
- b. 筑紫女学園短期大学紀要 第31号：Free Writing の指導（2）
 1. Free Writing Themes 実施例と解説

- 6) My Favorite Flower
- 7) My Small Efforts To Save Energy And Water
- 2. My Essay (What I've Gained From My Illness)
- c. 筑紫女学園短期大学紀要 第32号：Free Writing の指導 (3)
 - 1. Free Writing Themes の実施例と解説
 - 8) My Town
 - 9) Hobbies
 - 10) Why I Chose English As My Major
 - 11) On Clothing
 - 12) My Favorite Poem
 - 13) Keeping Your Family Names Even After Marriage
- d. 筑紫女学園短期大学紀要 第33号：Free Writing の指導 (4)
 - 1. Free Writing Themes の実施例と解説
 - 14) My Summer (Vacation)
 - 15) something I can Be Proud Of
 - 2. My Essay (Small Talk 1-18)
- e. 筑紫女学園短期大学紀要 第34号：Free Writing の指導 (5)
 - 1. Free Writing Themes の実施例と解説
 - 16) Small Happiness
 - 17) About Yourself
 - 18) My Favorite recipe
 - 2. My Essay (Small Talk 19-28)

英文校閲は Mr. Murray Spence による