Factors Relevant to Intensive and Extensive EFL Reading Programs in Japan

Problems and Solutions. The Role of Translation.

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Abstract

本稿は日本の英語教育における精読, 多読の授業計画について論じるものである。いくつか の問題点を示し, 可能な解決法を提示する。基本となるのは精読と多読, ざっと目を通した り, 予測しながら読むなどの補足的な技術の習得を含むバランスの取れたアプローチである。 精読は学生に比較的短いテキストを詳細に見ることを要求する。語彙に関する知識, 文法など が試される。この段階では語彙を増やすことが重要である。語彙リスト, 脈絡から語彙を習得 し, 語形成, 接頭辞, 接尾辞などから学んでいくことが重要である。

精読と結びついた補足的な技術は, 次のようなものである。scanning (具体的な情報を得る ために綿密にテキストを読むこと), skimming (テキストの概要を把握するためのもの), 辞書 の使い方 (ここでは電子辞書は含まれない)。読もうとするテキストの内容に焦点を当て, さ らにテキストを読んだ後, 確認の機会を与える前後の活動を忘れてはならない。評価もまた重 要である。典型的な内容把握の問題は, 評価として十分ではないかもしれない。

多読は必ずしも教室の外で行う必要はないし, 精読が教室で行われる必要もない。多読は教 室内において, 少なくとも初期の段階では有効である。学生は可能ならば彼ら自身が読みたい テキストを選択することが許されるべきであるが, むずかしすぎるテキストを選ばないよう適 切な指導が行なわれるべきである。レベルは取り組むに値するものであるべきだが, 単一の語 よりもむしろ語句をとらえる技術を習得させることに学習意欲を向けなければならない。

訳すことに関しては, もし文法, 語彙レベルの高いテキストが使われているならば, 学習の 過程ではなく, テストでしか確認できないという問題がある。上級の学生は, 言語のニュアン スを鑑賞するのに役立つことに気付くかもしれない。

This paper will first discuss text-selection in a balanced intensive/extensive reading programme. Then the role of intensive reading and associated sub-skills is examined in more detail, together with problems of evaluation. Next, the role of extensive reading and associated reading sub-skills is discussed. The question of when reading instruction should take place is raised, and, finally, the role of

translation in teaching reading is examined.

The most essential element in any foreign language reading program is to have a balanced approach. Balance, that is, in the way that extensive and intensive reading skills are developed through the acquisition of various sub-skills (letter recognition, chunking, skimming, scanning, predicting etc.) Also vital, of course, is the choice of reading material which must be perceived by the student as relevant, interesting and therefore motivating.

In class, intensive reading material may well be selected by the teacher autonomously (to be hoped, taking student views into account wherever possible — student input into choice of topic taking place where feasible). However, to be realistic, reading is only one of four skills, into which a reading program may need to be integrated. It may not necessarily be freestanding, and some would argue that an integrated skills approach has certain advantages (re-inforcement of language acquired through means of other skills etc.). An advantage of a teacher-selected text (at least in terms of assessing the average level of reading ability for a class in terms of grammatical/syntactical/lexical/sub-skill strategy diffi-culties etc.) is that it can be read together by everyone in the class, and common points of difficulty dealt with economically. On the other hand, it is important to remember, that in a given class in Japan, where class sizes may vary from 15-80+, different students may have different reading agendas. For example, students may wish to read for information,(from various text-types: academic, advertisements, news, CD song lyrics, recipes, etc.), read for entertainment (novels, poems, comics, magazines, menus, etc.), read in order to translate professionally (in a few minor instances, perhaps), read in order to pass a particular examination or test, or, indeed, students may have no particular reading agenda at all.

We have seen, then, that there are certain common factors relevant to the teaching/acquisition of language skills in a second language teaching program. Such a program, essential elements of which are practice in intensive/extensive reading and mastering of reading sub-skills, should be perceived by the student as relevant, interesting and motivating, and should whenever possible, take account of student input regarding content. Clearly appropriacy of student level (s) is also an important factor, as material chosen to practise the three areas mentioned above (intensive reading/extensive reading and sub-skills) should be challenging, but not so difficult as to be de-motivating.

Let us now examine these three areas in more detail. First intensive reading:

Intensive Reading (IR) involves looking at a comparatively short amount of text in detail. The text is examined intensively for linguistic purposes such as word recognition, grammatical/syntactic content, lexical content, etc. A good opportunity is thus provided for the teaching of discreet language points (grammar/vocabulary). Few opportunities exist for the development of fluent eye movements as the text is too difficult, so a balanced program is necessary that allows the development of such skills in a complementary extensive reading program.

Vocabulary building is often regarded as a particularly important element within an intensive reading

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program, especially in the early stages, as content words will carry a high proportion of meaning, given adequate structural grading. Students will to a certain extent be able to acquire new vocabulary from context,but in the initial stages,they will have insufficient vocabulary to supply much context. Therefore, it may be considered useful(vital?)for students to be required to learn vocabulary independently from (graded) lists provided by the teacher. If one is unlikely to internalize a foreign word until one has been exposed to it some 10-20 times, as research appears to show (Dr. Rob Waring Lecture, Nagoya, 14/5/2000), learning word-lists by heart — a strategy at which Japanese students seem to be particularly adept — may well be effective in increasing learning skills. Word-part knowledge in the form of affixes (un-help-ful-ness/un-suit-ability etc.) might equip students with a more lexico-generative reading tool. Possibly one might wish to provide students with a word-family grouping system, word games (cross-words/word association/puzzles, word cards etc.) to provide a little more motivation, but, whatever the strategy, clearly some kind of vocabulary-building element should be associated with a reading program intended eventually to help students reach a stage of independent reading autonomy.

A practical example of a useful vocabulary building procedure,(for students who are at a more advanced stage of reading) which in a sense 'bridges the gap' between intensive and extensive reading (in the sense that one halts, to check only on the meanings of key-words in a text), is given below (instructions to student):

1   Locate a text you are interested in.

2   Make two photocopies of it. (One copy is the complete text to be used as a reference key).

3   Tippex out any vocabulary you consider important enough to want to learn. Leave the first two letters of the word, so that you have more chance of recognizing it when reading it again in context.

4   Number each word you have tippexed out 1, 2, 3, 4, etc.

5   Do not tippex out more than two words on one line. (Guessing from context becomes too difficult).

6   Try to leave at least four of five lines between lines containing tippexed words. (Same reason as above).

7   File away your tippexed sheet and the master text (key) and forget about them for at least 24 hours.

8   Go back to your tippexed sheet and read it through. On a separate piece of paper, write down in complete form as many of the incomplete words as you can remember (nos. 1, 2, 3, 4, etc.).

9   Check your answers with the text, and note how many words you have been able to recall.

10 Continue the above procedure, building up a file of reading texts, revising continually to increase

exposure to new vocabulary.

Let us now consider certain sub-skills associated with intensive reading that students will need to acquire. For example, scanning a text closely for specific information, where close attention is placed on acquiring specific detailed information (as opposed to skimming a text to get a general impression of the content, halting at relevant places to scan, if the reader judges it necessary). Scanning also involves other sub-skills, e.g. the ability to deal with anaphoric/cataphoric (or sometimes, in the case of certain particularly sleepy students 'catatonic' reference!).

Students also need to be taught how to use a dictionary, as much time can be wasted looking up words, and this in itself can be very demotivating. In these days of electronic dictionaries, however, students can improve their word recognition (and production) skills by entering a word through typing it.

Intensive reading tends to take place in class, where all students read the same material, usually teacher-selected, and therefore perhaps less motivating, than student-selected material. As all students study the same text, suitability of level may be a problem, particularly if there is a wide difference between the more able and less able students.

It is also important to remember that pre-reading and post-reading activities may be introduced: pre-reading to focus the students on the topic to be read — this could take the form of, for example, an introductory discussion of the topic, or an audio tape connected with the topic (e.g. pop-song), weather-forecast, or a brief, videoed news item, etc. Post-reading activities might include a follow-up writing activity (e.g. writing a letter to someone directly connected with the text — pop-star, national figure, etc.), a pair/group discussion of the text, the students choosing and locating a follow-up *extensive* reading text, linked in theme to the intensive reading text just studied.

Let us now turn to the question of student evaluation, which may often be a problem. Often comprehension questions are totally ineffective, and merely require the parroting of a passage from the text to produce an 'acceptable' answer. For example, the 'correct answer' to the following text and question is easily achieved, but with zero comprehension:

Text fragment: 'Colourless green ideas sleep furiously.'

Question: 'How do colourless green ideas sleep?'
Answer: 'Furiously.' (Apologies to Chomsky).

Perhaps a more realistic example (though students' level of comprehension might well equate with the above) might be:

Text fragment: 'Jon lived in a world of kalaidoscopic neurosis, where hints of immortality collided continually with the mundane.'

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Question: 'Where did Jon live?

Answer: 'Jon lived...'

In this section then, we have seen that the intensive reading component involves examining text in detail, usually, but not necessarily, in class and teacher-selected, the latter possibly leading to motivation problems. We have also seen that it may be motivating to include pre-and post-reading activities that link language practice to the other three skills. Finally, a comprehension evaluation system should be devised that actually tests comprehension rather than memory based on text-parrotting.

Let us now turn to extensive reading. Extensive reading tends, generally speaking, to take place outside class. It would, however, be misguided to equate *intensive* reading as having always to take place *within* the classroom and *extensive* reading *outside* the classroom. The distinction is textual not geographical. A balanced program might superficially appear to be so, in that intensive reading in class is balanced by extensive reading outside class. However, students need considerable help with the sub-skills associated with effective extensive reading (predicting, skimming, chunking etc.). A truly balanced reading programme would give the students the opportunity to practise such skills associated with extensive reading, in class as well as outside.

In the case of extensive reading, texts will be longer, as every word need not be recognized in order to understand the general meaning of a text. The texts should ideally be chosen by the student, the reason for reading being (ideally) because the student *wants* to read. It is sometimes forgotten that enjoyment is a major reason for reading. The level of difficulty should be a little above that of the student's existing level, so that it is challenging but not de-motivating (perhaps only two or three new words a page to allow chunking to take place). It appears that when we read fluently, we perceive written text in 'chunks' rather than in isolated words. In other words, we read in icons and 'chunk' words into meaningful sense groups. It is possible to remember more when we work at the level of ideas, so we do not need to keep returning to earlier text to enable comprehension. Our eyes 'bounce' as it were from phrase to phrase, absorbing sense groups and concepts as opposed to isolated meanings of individual words. The following sentence may be used to illustrate the above:

'The old man/took his friend/to a karaoke bar.'

A native reader (or 'fluent' L2 reader) unconsciously divides the sentence into three phrases or 'chunks' of meaningful sense groups. However, before the reader can do that, he/she must have absorbed certain rules of syntax/word order etc. from an intensive reading program. I.e., before one can chunk 'the old man', one must have internalized the rule that the definite article may be placed before a noun (in this case before an adjective and a noun), and that an adjective precedes a noun (as opposed to French, for example, where the adjective would follow the noun). Thus one can again see the importance of a balanced intensive/extensive reading program where different types of skill

complement each other. Once a certain amount of intensive reading has taken place, the opportunity arises for the development of extensive reading skills.

If the teacher sees students reading very slowly through a text, moving their fingers along the lines, word by word, or notices a student's extensive reader is covered with word by word translations into the L1, then it is a sign that effective extensive reading is not taking place. The text is too difficult for extensive reading skills to be developed or improved.

Clearly, then, the above illustrates a valid reason why extensive reading should take place, at least to some extent, in class. The skills and sub-skills associated with extensive reading need to be developed with the help of the teacher until reader autonomy can be attained.

Let us now discuss further examples of sub-skills asssociated with extensive reading.

First, timed reading activities. In order to help students acquire 'chunking' skills, short reading passages (e.g. one minute to read) of appropriate level of difficulty (two/three new vocabulary items/ little or no new grammar) are read in class to a given time-limit (e.g. one minute). Students are then asked to read the passage two or three more times at faster speeds. It is important to tell students why they are doing this timed-reading activity. Otherwise it may seem to be a pointless exercise to read the same passage over and over again. Students should also be told that they should not just 'float through' the text on later readings without attempting to fully comprehend the passage. The 'bouncing' that takes place should not become some kind of trance-like activity, devoid of semantic content. Unfortunately, this can be a problem, as it is difficult to ensure proper timed-reading is taking place by evaluating through comprehension questions. Answers given, may be remembered from previous readings rather than understood from the most recent reading.

Another important sub-skill, perhaps more usually associated with intensive reading, is guessing from context. One may approach this intensively, for example, highlighting a probably difficult word in the text and requiring students to guess the meaning (student's own substitution/multiple choice etc.). However, in our native languages we also meet unfamiliar words while skimming, reading for gist etc., and it is also important to be able to guess from context when carrying out extensive reading for these purposes.

Reading for gist (mentioned above) is also an area that is often neglected in a reading programme. In Japan, much emphasis is placed on detailed analysis of reading texts, often combined with translation. While there is an important place for this within a reading program, not all students wish one day to be able to translate Shakespeare, Dickens or Bronte into Japanese. It is perhaps more likely, that when on holiday in an English-speaking country, they may wish to keep up-to-date with news events, but time is insufficient for painstakingly looking up every unknown word in a dictionary. It is possible, for example, to glean from a weather-forecast in a newspaper what the weather will be like, without having to waste time deciphering 'anti-cyclones', 'isotherms' and 'deep depressions'.

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A skill similar to reading for gist is that of skimming. However, instead of reading rapidly through a particular stretch of text in order to achieve its gist, one may need to survey quickly a longer stretch of text (newspaper/magazine/telephone directories etc.) in order to alight upon the particular information one requires. Few newspapers/magazines/telephone directories are read in detail from cover to cover! Therefore students will need to acquire the skill of skimming in order to locate only the information that they specifically require from the multitude of text they may be faced with.

We have seen, then, that extensive reading has an important role to play in any second language teaching program, along with the associated sub-skills outlined above. It is important to remember, however, that initially, students should attempt to acquire and practise these skills one at a time under teacher-guidance. That is, a particular sub-skill should be focussed on. To focus on a combination of subskills could prove confusing at first. It would probably be advisable to wait until later in the pro-gramme, before giving the students tasks that combine the above. Such tasks might be, for example, to read a newspaper to find articles that interest them (skimming/predicting) and to summarize the gist of one or two articles (which would also probably involve guessing some key words from context).

Let us now turn to the question of at what level of student reading ability reading instruction should take place.

The short answer to the above is 'at all levels until the help of the teacher can be dispensed with'. However, it may be useful to define 'instruction'. Perhaps there is a connotation of teacher-centredness inferable here that is not entirely appropriate for all levels of reading ability. While, illustration and close analysis by the teacher of, for example reading sub-skills such as skimming/scanning/syntactic analysis/ anaphoric/cataphoric reference, etc. is essential, it is also important to 'guide' or 'enable' the student, after exemplification, by giving tasks that help him reach the ultimate goal: — independence from the teacher. Students need to be guided as to how to best solve their reading difficulties, and given the reasons behind such instruction/guidance. They need guidance, for example, as to the difficulty of the texts they are reading. Extensive reading texts should not be too difficult. If students are told about 'chunking' they will perhaps be more motivated to work with extensive reading texts of appropriate difficulty.

In the case of Japanese students (and other students whose L1 does not use the Roman alphabet), reading instruction is necessary at the very initial stages. One only has to attempt to read a text upside down (the text, that is!) to see the problems of letter recognition to those unfamiliar with the Roman alphabet. (Dr. Rob Waring, David English House Lecture, 14/5/00).

Equally, all students are likely to have difficulties arising through lack of vocabulary. For example:

'The…….. ……..in (Singapore) are very……..in the……..There are not many……..about and the……..are……..by……..and not……..You……..the……..of……..in the…….., the……..of the…….., the……..of……..in the……..and the……..of the……..'

This passage, from '*The Crocodile Dies Twice*' by Shamus Frazer (S. Frazer '71), 2,900 head words from OUP Hill Lists, would appear thus to a reader who knows only 230 function words of KEV ('*Key to English Vocabulary*', English Language Services Inc., quoted in Rivers & Temperley, '78). The (incomprehensible) text illustrates the necessity of providing instruction/guidance to students re. level of difficulty of extensive reading texts, and the necessity to offer strategies for increasing vocabulary via memorizing word-lists, carrying out relevant vocabulary acquisition activities etc. (see above). It is salutary to be reminded of the real problems that can face students in the early stages of reading.

At higher levels of reading ability, 'instruction' in extensive reading can take place through colour-coded, graded, reading materials through which students can progress (e.g.a kind of reading laboratory), choosing their own texts for maximum motivation. Some form of monitoring/evaluation needs to take place. For example, students can be asked to write brief summaries of the texts, answer (meaningful and relevant) comprehension questions, take part in paired discussions of the story/characters etc. (interaction with the text) while being monitored by the teacher, etc. etc.

The acquisition of reading skills up to near native reader standard is a lengthy process, and 'instruction' (the term is taken to include guidance/assistance/enabling) should take place at all stages of reading ability, depending on the difficulties of particular students, which, may vary from letter recognition to lack of background cultural knowledge.

Various students have various reading agendas. Of these agendas, some may be more, some less, ambitious; some more, some less, specialised. For most, the agenda will be to pass an exam, which may or may not test accurately a realistic portion of the spectrum of skills the teacher considers worthy of acquisition. The true test of success, both for teacher and student, however, is when the teacher can be dispensed with, and the students have been equipped with a battery of skills that enables them to deal confidently with the reading tasks that arise within the sphere of their own particular reading agenda (s). (See appendix and notes to appendix, below).

The final section of this paper will discuss the advantages and disadvantages of using translation as a method for teaching reading.

In the days of the grammar/translation method (and these days are by no means over, particularly in Japan) translation was a keystone in the language learning and testing process. (See appendix, and notes on appendix, below) The purpose of translation into the L1., however, seems to be to act as a test of text comprehension, rather than to provide a method or set of techniques for acquiring/improving reading skills themselves. For this reason, emphasis is placed on grammar/syntactical relationships and lexical difficulties, initially at sentence level. If these sentences, as is often the case, are contrived (or chosen) to baffle the student with complicated structures, or would occur only infrequently or unnaturally in reality, then their usefulness, other than as a testing device, is limited. On the other hand, if the student's agenda (or relevant ministry of education's agenda) is to develop reading skills sufficiently for difficult works of literature to be read, then translation may be a more appropriate method of ensuring

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that full comprehension of texts (including subtle nuances of meaning) takes place. It is perhaps worth remembering, that up to the time of the Second World War (and perhaps for some considerable period of time after that) Japan was a fairly isolated country in international terms, and the need for high levels of listening and (particularly) speaking skills was less than for reading. The average Japanese at that time would be more likely to read an English book than have a conversation in English.

However, translation has little relevance when it comes to teaching certain specific sub-skills (skimming, predicting, reading for information, etc.), and would also, at first glance, seem to have little application to extensive reading, where skills of chunking etc. require development, and the emphasis is often on reading for pleasure, as opposed to being tested on comprehension of specific grammar/vocabulary points.

On the other hand, translation may have a useful role at more advanced levels of reading ability. For example, It may alert the student to the fact that there is often no one-to-one correspondance between the L1 and the target language. In terms of reading speed, this is likely to be counterproductive rather than productive. However, in terms of comprehension, it is most satisfying to be able to grasp a concept directly via the target language structure, as opposed to an L1 translation, and it is often through the process of translating itself that the nuances of each language's expression become truly appreciated.

A translation of a text, particularly with the 'aid' of a dictionary can often result in gibberish. (Word for word translation/false friends etc.). If, however, after translating a text (perhaps in peer discussion groups, students attempting to decide from various syntactic/lexical alternatives those which best render the text's original meaning), one can re-read it with new insights, and enable chunking to occur according to the syntactic rules of the target language (which may, as pointed out earlier, be different from those of the L1) then reading skills will have improved in terms of full comprehension of the text. The student will actually be developing the ability to perceive ideas/concepts directly through the target language. To this extent translation may aid the final goal of attaining fluent, near-native reading ability.

Also, with reference to extensive reading, bi-ligual texts at the appropriate level may make it possible to check quickly on the meanings of new structures/lexis. To that extent, slightly more difficult texts could be attempted by students, without their being held up for too long on points of difficulty.

We can see from the above that the value of translation as a way of teaching reading is debateable. It has disadvantages in terms of creating a 'reading/testing' mind set, which could be counterproductive and de-motivating. Ploughing through texts chosen for their difficulty of grammar or lexis places the emphasis on 'task' rather than enjoyment. Translation alone does little to directly improve extensive reading skills, or sub-skills such as skimming/scanning/predicting etc. It is alien to a concept of 'timed reading' for example. However, it may well have a role to play within a reading program, according to level of reading ability (more advanced), the student's individual reading agends (s) (linked to a wish to read works of literature) and may be used in tandem with other methods.

Also, one should not forget that it is not only literary texts that may require translation. At various levels

of reading it may be useful to translate shop signs, newspaper advertisements (personal ads.), food labels, instruction manuals etc. etc.

Translation can be made more relevant to student requirements, and may aid the acquisition of certain reading skills. It can be made use of according to student agenda, and should be regarded as neither anathema nor panacea.

Notes on Appendix

The appendix offers extracts from the Japanese National Schools Reading Textbook, a weighty volume containing some 1269 pages, intended for use during the whole span of the student's school life.
It appears to have been written around the 1920's (no date printed on book). It has been edited by the Japanese Ministry of Education (Dai Nihon Eigo Gakkei).

(Pages are numbered not from 1-1269, but (thankfully) are divided into sections averaging 141 pages).

Page 15
An attempt to help young students with illustrations, and aid pronunciation through rhyme and katakana. (With few native English teachers available at that time, perhaps the only, if dubious option then available. At least some attempt is being made to address pronunciation). Translations of the text appear in Japanese. The numbered annotations appear to address word order differences in English and Japanese.

Page 117
Interesting that, although a reading text, some 'conversational' English is introduced exemplifying short forms 'I'm'/'isn't', along with their long forms.

Page 25
Students are required to 'LEARN' the word lists for the word family 'Parts of the Body'. The vocabulary list is in fact 'extra' vocabulary and is not practised in context, although it is associated with the preceding text which introduces and practises other 'body' vocabulary. Maybe there is a place for such rote learning, today (Japanese students appear to be particularly good at this), although learning words out of context has become unfashionable of late.

Pages 4 & 5
At a later stage in the book, this passage illustrates the massive, erudite vocabulary load students were (are?) expected to master. Grammatical difficulties are minor and few — just past simple active, with one past perfect and two past passives (verb 'to be' only). However, words such as: *musket, affrighted, unwonted, spectacle, founded away, fold relief, material array, sublime reverberations, pinnacle*, etc. must be daunting to say the least!

References

1) Dai Eigo Nihon Gakkei, *Japanese National Schools Reading Textbook*, (apparently published in 1920's).
2) English Language Serevices Inc., *The Key to English Vocabulary*, Collier-Macmillan, London, '65.
3) Frazer. S, *The Crocodile Dies Twice*, Oxford Progressive Readers, Grade 2, Singapore: OUP.
4) Rivers, Wilga M., & Temperley, Mary S. *A Practical Guide to the Teaching of English as a Second or Foreign Language*, OUP, 78.

英語學講義

譯讀科第一
（ナショナル讀本）

講　師

文學士　金　澤　庄　三　郎

ドゥー　ドゥー　ドゥー
Two, two, two,
二ツ　二ツ　二ツ
　1　　2　　3

グェッツ　ズィー　ユー
Cats see you.
猫が　見る　汝を
　4　　6　　5

（譯文）　二ッ二ッ二ッ猫が汝を見て居る。

ナルイー　ナルイー　ナルイー
Three, three, three,
三ツ　三ツ　三ツ
　1　　2　　3

ブお〜ズ　イヌ　え　ドリー
Birds in a tree.
鳥が（居る）中に 一の 木の
　4　　8　　7　　5　　6

三ッ三ッ三ッ鳥が木の中に居る。

ぷォー〜　ぷォー〜　ぷォー〜
Four, four, four,
四ツ　四ツ　四ツ
　1　　2　　3

ルえッツ　あヌ　ヌェ　ぷるォー〜
Rats on the floor.
鼠が（居る）上に　　　　床の
　4　　7　　6　　　　　5

（譯文）　四ッ四ッ四ッ鼠が床の上に居る。
〔注意〕　これは數詞を面白く詩に組み合せたるなり。　一ッ二ッ

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譯　讀　科　第　一　　　　**117**

（譯文）　それ御覽「デ゛エーヌ」や蜂はお前の方から向ふを傷け

なければ決して刺しはせぬと父が云つた。

LESSON III.

第　三　課

<div>

アイム
I'm (I am)
私が居る

イ ヌ ヌ ゛ ト
isn't (is not)
あらぬ

ウ お ~ グ
work
働く

ブ お ッ ヌ ゛ ド
buzzed
うなる(蜂の聲)

メーイ ク゛イ ン グ
making
製する

ボ お ヌ ゛ イ
honey
蜜

イード゛イ ン グ
eating
食ふて

ボ お ム ド
hummed
うなる(蠅の聲)

</div>

VERY　FUNNY.
あら　　可笑しや

" Dear me !　　Dear me ! "
オ ヤ　オ ヤ　　オ ヤ　オ ヤ
　　4　　　　　5

Buzzed　a　little　bee,
獨り言をいった　小さい　蜂が
　　3　　　　　1　　2

" I'm　always　making　honey,
私は居ります　いつも　こしらへて　蜜を
　1　　5　　　2　　　4　　　3

No　time　to play,
なく　時間も　遊ぶ
3　　2　　　1

But　work　all day ;
て　働て居ります　一　日
4　　6　　　　5

譯讀科第二　　　　　　25

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めなれども斯は文典部門に說くを見るべし. 猶は次行の
rowing は前號に說明したる ing を參照すべし。

left は leave 即ち「見放す」「棄てる」「離す」「去る」など
の意味ある語の形を變じたるものなり. 前に has ある故に left
となれり. off は前號に說明したり. 故に has left off にて「止
つた」と譯すべし。

（譯文）

身體の發育完了せば　　　　人は　　　　大人になれりと
2 3 4 5 6 7 8　　　　　　　1　　　　　　9

稱せらる.
10

nn:

LEARN:──

學べ

PARTS OF THE BODY.

バー〜ツ　あぶ　ヂエ　ブあドイ

諸部　　の　　　　　身體

ティ〜ヅ teeth 歯	ズドおスえツグ stom'-ack 胃	イ〜〜ズ ears 耳
ヂ〜イるズ nails 爪	パ〜ム palm 掌	チヌ chin 頤
マウす mouth 口	リツプズ lips 唇	ハ〜〜ド heart 心臟
すロ〜ウド throat 喉	らおングズ lungs 肺臟	エるボ〜ウ el'-bow 臂
ニ〜 knee 膝	しオ〜ウるドお〜 shoul'-der 肩	すおム thumb 拇指

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Factors Relevant to Intensive and Extensive EFL Reading Programs in Japan.

4 　　　　　譯　讀　科　第　一

munitions　of　the　war.　　But　the　besieged　Massena
　平川器と　　　　　　　　　　されど　　　　　閨まれし　マーズ・セーイナー
　　25　　　　　　　　　1　　　　　　2　　　　3

was　starving　in　Genoa,　and　the　victorious　Austrians
ありき　飢に迫りつゝ　にて　ヂェヌォア　而して　　　勝てる　　奥人は
7　　6　　　　5　　　4　　　　8　　　　9　　　　10

thundered　at　the　gates　of　Nice.　Napoleon　was　not
威を振へり　に　　門　の　ナイズ　　————は　あらざりき
15　　　14　　13　　12　11　　　　1　　　　10

the　man　to　fail　his　former　comrades　in　their
　　人に　棄つる　其　以前の　仲間を　に　其
　　9　　8　　5　　6　　7　　4　　2

hours　of　peril.
危險の際
3

(譯) St. Bernard (Alps 連峰中の嶮處) の嶮路を測量せんため道はされし (今
歸りし) 工兵に Napoleon 問うて曰ろはかの道を越す事能ふべきか。工兵間
しつゝ答へて曰く恐らくかの道を越すと能ふ可らざるには非すと。 一見殆んど過
ぐ可らざる困難ある事の報告を物ともせずして小士官 (Napoleon) 即曰く然らば
進め。英國及奥國(の人々)は車輪が管て回轉せざりし處. 或は斷じて回轉するを
得ざりし處 Alps の危峰を越して重き砲隊及び砲弾輜重の巨量及び莫大の平川器
と共に六萬人の平隊を送らんとする Napoleon の考を冷笑したり。 然れども圍まれ
れし Massena(佛の將平) は Genoa に於て飢に迫り而して勝てる奥人は Nice の
城門に威を振ひつゝありき。Napoleon は危難に際して其以前の朋侶を裏る如き人
物にあらざりき。

The　soldiers　and　all　their　equipments　were
　　兵士　　さ　總て　其　平裝は　された
　　1　　2　　3　4　　5　　10

inspected　with　rigid　care.　A　worn　shoe,　a　torn
撿査　以て　殿しき　注意を　　破れし　靴　　破れし
9　　8　　6　　7　　　　1　　2　　3

coat,　or　a　damaged　musket　was　at once　repaired　or
上衣　或は　損ぜし　銃は　　　直ちに　耕はれ　或
4　　5　　6　　7　　8　　9　　10

replaced,　and　the　columns　swept forward,　fired with
取換られた　而して　　縦平は　進行せり　　に憤勵せられて
11　　12　　13　　19　　18

譯 讀 科 第 一   5

the spirit of their chief.
　精神　の　其　総督
　　17　　16　14　　15

（譯）兵士及軍裝は嚴に檢査せられいき．破靴損衣破銃は直ちに繕はれ若くは收換ら
れたり．而して各隊は皆総督 Napoleon の精神に慎勘せしめられて進行せり。

High　　on　those　craggy　steeps,　gleaming　through
高く　上　夫の　嚴々たる　嶮處の　輝きつゝ　中に
　1　　5　　2　　3　　4　　8　　7

the mists;　the glittering　bands of armed men,　like
　霧の　　　　　耀ける　　　軍隊は　　　　　如く
　6　　　　　　　9　　　　　10　　　　　　　12

phantoms,　appeared.　The eagle wheeled and screamed
幻の　　現はれた　　　鷲は　飛廻り　て　鳴いた
11　　13　　　　　　　1　　3　　4　　5

beneath their feet.　The mountain goat,　affrighted by
其足下に　　　　　　山羊は　　　　　恐ちて　に
2　　　　　　　　　1　　　　　5　　　4

the unwonted spectacle,　founded away,　and　paused
見馴れゝ　光現　　跳り去った　而して　留った
2　　　3　　　　6　　　7　　18

in fold relief upon the cliff to gaze at the material
屹然と　上に　断崖　を眺めんため　質實の
17　　16　　15　　14　　12

array which so suddenly had peopled the solitude.
列　　　かゝほど 俄に　寄せたる　　寂寞の地に
13　　8　　9　　11　　10

When they approached any spot of very special
時　彼等が　近寄れる　場處に　顔る特種の困難なる
5　　3　　4　　2　　1

difficulty,　the trumpets sounded the charge, which
喇叭は　告げた　警戒を　それが
6　　8　　7　　9

reechoed with sublime reverberations from pinnacle to
響き渡った　を以て　崇高なる　反響　嶺より嶺へ
18　　12　　10　　11　　17

pinnacle of rock and ice.　Everything was so
の　岩　さ　氷　各の物は　；　さしも
16　13　14　15　　1　　2

carefully arranged, and the influence of Napoleon so
用到に　整へられ　而して　感化は　の
3　　4　　5　　8　　7　　6