

Original Article

# Strategies for Teaching English Speech Techniques to Native Speakers of Japanese

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**Abstract:** The Japanese Ministry of Education, Culture, Sports and Science has recently emphasized the importance of promoting the speaking of English of students at primary and secondary schools. However, many teachers and students have experienced difficulties in teaching and learning speaking techniques. The purpose of this paper is to introduce how to teach techniques for improving English speaking and speech of Japanese students utilizing legendary speeches as a model. A method of teaching speeches is presented which includes both unsuccessful and successful examples. It was found that an effective way of teaching Japanese students how to give speeches includes exposing them to the political, historical, and cultural backgrounds of the target speeches.

**Keywords:** speaking, speeches, speech techniques, legendary speeches

## 1. Introduction

Recently, the importance of English communication has been increasing in Japan due to the rapid globalization of the world. For example, the Ministry of Education, Culture, Sports and Science (MEXT) announced in March 2017 that the traditional four English language skills (reading, listening, speaking, writing) would be broken up into five areas (reading, listening, writing, interaction, and production) (Kamiyama, 2018). This transformation would seem to indicate

that speaking skills are to receive more emphasis than in the past; in other words, 'speaking' is divided into 'interaction' and 'production'. Briefly, 'interaction' includes impromptu speeches, discussion, and debate, while 'production' consists of speech and presentation.

Although this change has been promoted by the government, many teachers and students are still struggling to acquire the requisite English speaking skills.

In this paper, the following five topics will be addressed:

- (1) backgrounds: attitudinal differences towards 'speaking skills' from three

- different perspectives
- (2) common problems faced when teaching speaking skills
  - (3) improved points as conducted by the author
  - (4) an example of teaching a speech technique, and
  - (5) tips for teaching a speech technique

In short, I will focus on how to teach speech techniques by utilizing legendary speeches delivered by famous persons as a model because many Japanese teachers of English are struggling to teach English speech. Actual examples of authentic speeches will be provided in this paper.

## 2. Different attitudes toward ‘Speaking’

In this section, attitudes toward speaking skills are summarized from three different perspectives: (1) government policy, (2) teacher difficulties, and (3) student difficulties.

### 2. 1 Background (1): Governmental Policy

First of all, governmental policy will be summarized. The Ministry of Education, Culture, Sports, Science and Technology (also known as MEXT) suggested in 2011 ‘Five Proposals and Specific Measures for Developing Proficiency in English for International Communication’. In the proposal, the government stipulated that the 2013-2017 English level goal of junior high school graduates should be assessed as follows: Common European Framework of Reference (CEFR) A1, or the *Eigo kentei shiken*, English Proficiency Test (*Eiken*) 3<sup>rd</sup> level. For senior high school graduates, the goal was established as CEFR A2-B1 or *Eiken* pre-2<sup>nd</sup>/2<sup>nd</sup> level. See Table 1 for a comparison of the major English language proficiency tests.

In order to cultivate students’ speaking skills, MEXT has emphasized that the classes must be shifted from a ‘lecture-style’ to ‘student-centered language activity style’ by employing practical classroom activities

Table 1. Comparison data of English language proficiency tests (MEXT 2018).

| 各資格・検定試験とCEFRとの対照表 |                          |                             |                                          |                 |                 |                 |                |                               |  |
|--------------------|--------------------------|-----------------------------|------------------------------------------|-----------------|-----------------|-----------------|----------------|-------------------------------|--|
| 文部科学省（平成30年3月）     |                          |                             |                                          |                 |                 |                 |                |                               |  |
| CEFR               | ケンブリッジ<br>英語検定           | 実用英語技能検定<br>1級・3級           | GTEC<br>Advanced<br>Basic<br>Core<br>CBT | IELTS           | TEAP            | TEAP<br>CBT     | TOEFL<br>iBT   | TOEIC<br>L&R/<br>TOEIC<br>S&W |  |
| C2                 | 230<br> <br>200<br>(210) |                             |                                          | 9.0<br> <br>8.5 |                 |                 |                |                               |  |
| C1                 | 199<br> <br>180<br>(180) | 3299<br> <br>2600<br>(2630) | 1400<br> <br>1350<br>(1400)              | 8.0<br> <br>7.0 | 400<br> <br>375 | 800             | 120<br> <br>95 | 1990<br> <br>1845             |  |
| B2                 | 179<br> <br>160<br>(170) | 2599<br> <br>2300<br>(2304) | 1349<br> <br>1190<br>(1280)              | 6.5<br> <br>5.5 | 374<br> <br>309 | 795<br> <br>600 | 94<br> <br>72  | 1840<br> <br>1560             |  |
| B1                 | 159<br> <br>140<br>(150) | 2299<br> <br>1950<br>(1980) | 1189<br> <br>960<br>(1080)               | 5.0<br> <br>4.0 | 308<br> <br>225 | 595<br> <br>420 | 71<br> <br>42  | 1555<br> <br>1150             |  |
| A2                 | 139<br> <br>120<br>(120) | 1949<br> <br>1700<br>(1728) | 959<br> <br>690<br>(840)                 |                 | 224<br> <br>135 | 415<br> <br>235 |                | 1145<br> <br>625              |  |
| A1                 | 119<br> <br>100<br>(100) | 1699<br> <br>1400<br>(1456) | 689<br> <br>270<br>(270)                 |                 |                 |                 |                | 620<br> <br>320               |  |

○ 表中の数値は各資格・検定試験の定める試験結果のスコアを指す。スコアの記載がない欄は、各資格・検定試験において当該欄に対応する能力を有していると認定できないことを意味する。

※ ケンブリッジ英語検定、実用英語技能検定及びGTECは複数の試験から構成されており、それぞれの試験がCEFRとの対照関係として測定できる能力の範囲が定められている。当該範囲を下回った場合にはCEFRの判定は行われず、当該範囲を上回った場合には当該範囲の上限に位置付けられているCEFRの判定が行われる。

※ TOEIC L&R/ TOEIC S&Wについては、TOEIC S&Wのスコアを2.5倍にして合算したスコアで判定する。

※ 障害等のある受検生について、一部技能を免除する場合等があるが、そうした場合のCEFRとの対照関係については、各資格・検定試験実施主体において公表予定。

such as delivering speeches, presentations, debates, and discussions. MEXT has also stressed the importance of speech activities as follows:

“Education boards and schools, with wide support from the Government, municipalities, enterprises and other institutions, shall promote participation of students in speech contests, debate matches and other English-related competitions” .

From the above-mentioned facts, it is clear the government is trying to promote education that fosters students with advanced English-speaking ability.

## 2.2 Background (2):

### Difficulties encountered by teachers

Next, the problems typically faced by teachers when teaching speaking skills to their students will be addressed.

At first, teachers usually face the limitation of time in teaching speech-making and related techniques. According to Suzuki and Kadota (2012: 13), teachers need to focus on reading and listening skills more than speaking skills in order to help students to pass the senior high school or university entrance exams. This is mainly because the reputation of schools in Japan is heavily (and regrettably) influenced by the number of students who enter top level universities. In other words, passing the entrance exam is the top priority for many teachers and students alike at high schools.

Furthermore, many Japanese teachers think speaking and pronunciation are the most difficult skills to teach (Izumi, Kadota et.al. 2016: 8-9). The major reason is due to many teachers' lack of confidence with their own pronunciation ability (Arimoto 2005; Shizuka

2011). In addition, many young teachers have not studied phonetics at university, as such classes are presently not compulsory in teacher training courses at many Japanese universities. Thus, many teachers do not know how to read phonetic symbols and teach pronunciation properly. However, according to a survey conducted by Benesse (2015), more than 90 percent of junior and senior high school teachers teach English pronunciation in classes. It is therefore assumed that phonetic symbols are infrequently used as a significant pronunciation training tool at schools.

Lastly, when teachers teach speaking skills by using famous speeches as a model, they have difficulties in teaching the backgrounds of the speeches as they usually lack the historical, political, and cultural understanding of the speeches in detail. However, this is anticipated since most teachers are trained specialists in the English language and not in culture, history, or politics.

## 2.3 Background (3):

### Students' feeling and reality

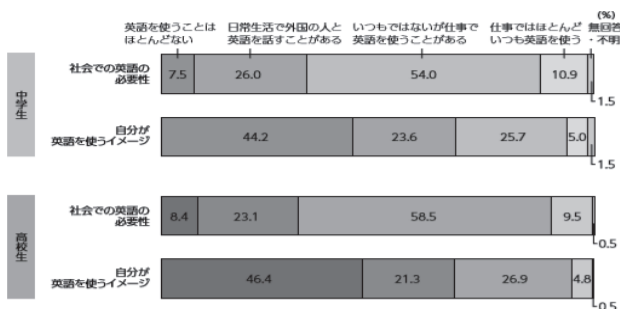
Then, how do students actually feel about receiving training in speech-making and speech techniques? First, some students really enjoy giving speeches and speaking activities more than teachers have assumed (Kamiyama 2018), but many students lack confidence and experience great anxiety in speaking in front of others (Tsuchiya and Hirono 2000; Izumi, Kadota et.al. 2016; Kawauchi 2016; Okada, Sawaumi, and Ito 2018).

Second, although the government has established relatively high goals — CEFR A1 or *Eiken* 3<sup>rd</sup> level for junior high school graduates, and CEFR A2-B1/*Eiken* pre-2<sup>nd</sup> or 2<sup>nd</sup> level for senior high school graduates — as mentioned in the previous section, the

percentage of student attainment is nearly 50% (Benesse, 2014). Therefore, it is easily assumed that the students' level of speaking is not high enough.

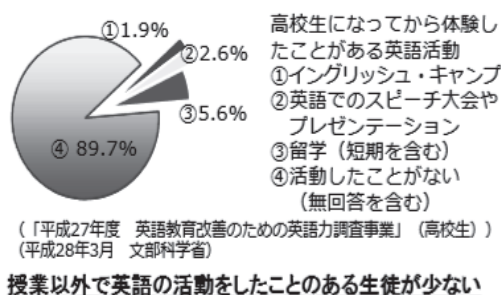
Third, a research survey conducted by the Benesse Educational and Development Institute in 2014 (see Table 2 for details) surprisingly shows that many students do not think they will use English on their own in the future. Specifically, it indicates that 44.2% of junior high school students and 46.4% of senior high school students responded that they could not imagine being faced with the need to use English after entering society upon graduation.

Table 2. Student attitudes and thoughts of using English in society (Benesse 2014).



Fourth, do high school students actually use English outside the classroom to practice English? Table 3 revealed that high school students are usually not active in English activities, as 89.7% of students answered that they did not do any extra English activities outside of the classroom.

Table 3. English activities outside the classroom. (Benesse 2014)



From the survey results mentioned above, it is clear a gap exists between the goal of the government and student reality, although the government is trying hard to promote the frequent use of practical English not only inside but outside the classroom.

### 3. How to teach English speeches to Japanese students (problems encountered)

Here, I touch upon how to teach speeches in the classroom. I currently teach phonetics, phonetic-related subjects, and general English to university undergraduates at a private university in Japan. In my English classes, I mainly utilize methods such as 'repetition (listen & repeat)', 'parallel reading', 'shadowing' and 'recitation' (=an act of saying a piece of poetry or literature that you have learned to an audience (Oxford Advanced Learner's Dictionary, 8<sup>th</sup> Ed)) for enhancing both pronunciation and speaking skills. From the students' reaction toward speaking in English as discussed above, not all students are positive toward speaking in English. Therefore, what teachers should do is to establish an environment whereby students are able to utter something in English without hesitation.

#### 3.1 Teaching methods

When teaching speaking techniques to students, I often use famous speeches delivered by legendary speakers such as Steve Jobs, the founder of Apple Inc., President Obama and President Kennedy. Both videos and corresponding scripts are used when teaching. Students are asked

to memorize and recite several paragraphs (with one extra paragraph given to overseas returnee students) for practice.

The merits of recitation include the following: (1) it enables students to cultivate and internalize vocabulary and grammar through memorization, and (2) it strengthens the mental toughness as the students need to recite the paragraphs in front of teachers and/or students.

Historically, this method of teaching has been promoted by many predecessors. Palmer (1917, 1921), for instance, suggested the importance of 'Five-Speech Learning Habits' in his Oral Method. The five habits include: 1) auditory observation, 2) oral imitation, 3) catenizing, 4) semanticizing, and 5) composition by analogy. Fries (1945) also introduced the importance of 'mimicry and memorization' in his Oral Approach. The Input Hypothesis proposed by Krashen (1984) in his MERRIER Approach includes seven distinctive features: 1) Miming (or Model): e.g., Practice with body language, 2) Examples, 3) Redundancy (e.g., knowledge, guessing something), 4) Repetition, 5) Interaction, 6) Expansion, and 7) Rewarding. Krashen also suggests the importance of 'repetition'. In short, memorization and recitation are important for students to cultivate the basis of speaking in English.

In addition, there are several distinctive advantages of reading materials aloud as follows:

- (1) English levels will generally rise (Nanano 2006; Miyasako 2008).
- (2) Promotes the internalization of vocabulary, sounds, and grammatical knowledge (Suzuki and Kadota 2012; Izumi, Kadota et.al. 2016:14).
- (3) Enhances not only English ability but also memory (Kawashima, 2003b).

In summary, recitation and reading materials aloud are two of the important points for students to practice.

### 3.2 Reactions from students

Here, I next touch upon how students react to the recitation. Basically, their reaction can be completely divided into two types from my own teaching experience: (1) advanced students perceive it to be positive and (2) lower level students perceive it to be negative. Precisely, lower level students consider it to be a burden to memorize English sentences even if it is only several sentences. Some students even regard it as a type of 'torture' rather than 'practice'.

However, as discussed above, though recitation is an effective way of improving English itself, some students regard it negatively. This may be due to the fact students feel excessive pressure when uttering words or sentences in English (Izumi, Kadota et.al. 2016:9). The challenge for teachers, therefore, is to transform this negative student attitude.

## 4. Changing negative attitudes of students: Improved teaching points

As mentioned in the previous section, some students are pessimistic about memorizing and reciting sentences. In order to change this attitude, I have altered my teaching methodology and will share how to overcome these difficulties through my own experiences.

#### 4. 1 Utilizing experiences as a news commentator

Working as a news commentator at the BS Sky Perfect TV from October 2014 to December 2017 was a very rewarding experience for me. The two-hour live program, called 'NEWS ZAP', dealt with current news broadcasted by CNN, BBC, and Nikkei.

My responsibilities on the show included commenting on world and domestic issues from various perspectives. In addition, I was asked to provide correct, non-biased comments to persuade the audience. In order to do so, it was necessary for me to carefully study the following:

- (1) Politics and political background, e.g., the presidential election of the United States, and the candidates of the presidential campaign.
- (2) Economic backgrounds, e.g., BREXIT and NATO.
- (3) World history, e.g., U.K., France, Germany, South Africa, Sudan, Jordan, etc.

Although it took much time to study current news topics, the comments I provided during the program were generally regarded as "convincing" to many of the viewers. Through this experience, I learned the following important aspects of effective commentary:

- (1) How to persuade an audience,
- (2) How to organize a presentation,
- (3) How to make the story real and convincing, and
- (4) Discussing political, economic and historical backgrounds of the issues.

#### 4. 2 Importance of having students understand the speeches

In the previous section, important aspects of teaching speeches through my prior experience working as a news commentator was explained. Additionally, it is necessary to teach the importance of different attitudes toward speeches in English-speaking countries and Japan to further deepen our understanding of the speeches themselves.

Below, several classroom slides are shown, including a handout with an example of how to teach the basic knowledge differences of speeches between people of English-speaking countries and Japan. Here, the slides and a handout are shown only in Japanese as I usually explain the backgrounds to my students in Japanese.

First, the details of the speech are defined. The words spoken by Yukichi Fukuzawa, known as the founder of Keio University in Japan, are introduced as follows (cf. Slide 1 and Handout 1). The purpose of this slide and handout is to teach how speeches have been developed and to represent the relatively short history of speeches in Japan.

(Slide 1)

そもそも「演説」って？

福澤諭吉 『福澤全集緒言』(1897) 「会議弁」 See (Handout 1) for details

(Handout 1)

(前略) 西洋諸国にて一切の人事にスピーチュの必要なるは今更ら言うに及ばず、彼国に斯くまで必要な事が日本に不必要なる道理はあるべからず、否な我々にも必要のみかこの法なきがために、政治も学事も将た商工事業も、人が人に所思を通ずるの手段に乏しく、之がために双方誤解の不利は決して少なからず、今この冊子はスピーチュの大概を記したるものなり、この新法を日本国中に知らせては如何との話



に、余はその書を開き見るに成程日本には新奇なる書なり。然らば兎に角にその大意を翻訳せんとて、数日中に抄訳成りしものは即ち会議弁なり。扱その翻譯に当り、第一番に原語のスピーチュに当るべき訳字を得ず。このとき不図思付きたるは、余が旧藩中津にて、藩士が藩庁に対して願届は尋常一様のことなれども、時としては銘々の一身上に付き又は公務上の情実に関し、公然たる願に非ず又届にも非ずして書面を呈出することあるの例にして、この書面を演舌書と云う。他藩にもその例あるや否や知らざれども、兎に角に演舌の文字は中津にて慥に記憶するが故に、夫れより社友と謀り、舌の字は余り俗なり、同音の説の字に改めんとて、演説の二字を得てスピーチュの原語を訳したり。今日は帝国議會を始めとして日本国中の寒村僻地に至る迄も演説は大切な事にして、知らざる者なきの有様なれども、その演説の文字は豊前中津奥平藩の故事に倣うて慶應義塾の訳字に用いたるを起源として全国に蔓延したるものなり。

(米山明日香『名演説から学ぶ英語』 2014 祥伝社新書, p13-15)

(Slide 3)

なぜ日本で名演説が生まれないか

| 日本                       |
|--------------------------|
| ◆ 昔「組織の人間」→「組織」に意見する →NG |
| ◆ 察する文化                  |
| ◆ スピーチの歴史が浅い             |
| ◆ 風土                     |
| ハイコンテクスト文化               |

Second, in the next slide (cf. Slide 2), I explain how people of Japan and English-speaking countries react and consider the speeches. The goal is to teach that even casual speeches are also a part of 'speech' and to reduce the mental burden one faces when speaking in English.

(Slide 2)

1. Speech の訳語
2. 日本で言う「演説」はフォーマルである E.g. 首相就任「演説」
3. 欧米で言う speech はカジュアル～フォーマルまでである
4. 接での自己アピールもスピーチの一種である
5. 決して縁遠いものではない

Third, I touch upon why it is difficult for native Japanese to produce the legendary speeches from the viewpoint of cultural differences in order to change the students' mindset toward speeches given in English (cf. Slide 3).

| 欧米           |
|--------------|
| ◆ 文化的背景が異なる  |
| → 言葉が重要      |
| ◆ スピーチの歴史が長い |
| ◆ 風土         |
| ローコンテクスト文化   |

Fourth, I touch upon why such speeches are legendary (cf. Slide 4). The purpose of this slide is to help students gain understanding of the reasons why there are many legendary speeches in English-speaking countries, as well as the meaning of the legendary speeches (Yoneyama 2014:20-21).

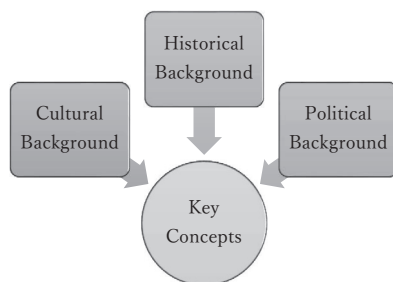
(Slide 4)

名演説はなぜ名演説なのか

- ① 演説によって、聴衆に影響を与えたか。
- ② 演説の中のフレーズがインパクトのあるもので、人々の記憶に残るものか。
- ③ 演説の中に、ストーリー性があるか。
- ④ 演説の内容が、時代を超越する概念か。

Lastly, I explain why it is such a challenge for many non-English speakers to deeply understand the key contents of the legendary speeches, which is due to their lack of knowledge of the cultural and historical backgrounds (cf. Slide 5).

(Slide 5) Why students cannot understand the contents?



As pointed out above, several slides and a handout are used when teaching the basic concept of speeches. The target points that should be taught for gaining a deeper understanding of the importance of the speeches are as follows:

- (1) Cultural differences of the 'speech' itself  
→ Teach the importance of the speech

- (2) Meaning of the contents → Teach the political, historical and economic backgrounds

### 4.3 Merits of using legendary speeches as a model

I next consider the merits of using legendary speeches. First, students can learn 'English prosody' through the legendary speeches. It is important for native Japanese learners of English to master prosodic features but very difficult to do so, as the sound systems are quite different between both languages (Takebayashi 1996:155-156). This is because the legendary speeches include notable English rhetorical features. For example, President Abraham Lincoln's phrase "of the people, by the people, for the people", which appeared in the so-called the 'Gettysburg Address', uses a speech technique called 'asyndeton.' Thus, legendary speeches can teach students the natural rhythm of English, although students do not recognize the technique itself. In order to do so, teachers can utilize the target sounds and videos if necessary. However, it should be noted that a video with live footage of the 'Gettysburg Address' does not exist.

Second, students can learn about 'voice inflection'. Learning voice inflection is also a difficult but significant aspect for Japanese students to learn, in general. In Martin Luther King Junior's 'I have a dream' speech, there is a famous phrase 'Free at last! Free at last! Thank God Almighty, we are free at last!', which occurs at the very last part of the speech. Martin Luther King Junior uttered this part with a very energetic voice as shown in the video. Thus, this material can be helpful in effectively teach voice inflection to students. It should also be noted that teachers can teach



about voice inflection while utilizing the video.

Third, the legendary speeches delivered by leaders of various countries can sometimes represent the particular political policies of the individual governments, as well as their cultural backgrounds and general way of thinking. John F. Kennedy, for instance, said 'And so, my fellow Americans: ask not what your country can do for you — ask what you can do for your country', in his inaugural address in 1961. This key portion of the speech informs us of the importance placed on 'self-responsibility' by the American people.

These points will be helpful for a majority of students, including not only high-level students but also low-level students, as they may catch the charm of the English sounds and culture. In fact, when teaching at a lower ranking university in Japan, nearly 80% of my students preferred using the legendary speeches in class for speaking practice.

#### 4.4 Model Speeches

As mentioned in Section 4.2 (Slide 2), the great speeches should fulfil four criteria. Here are the seven best speeches for covering the aforementioned points, and are all highly recommended as model speeches:

1. Lincoln: Gettysburg Address (1863)
2. Kennedy: Inaugural Address (1961)
3. Obama: Inaugural Address (2009)
4. Thatcher: Speech at the Conservative Party Conference Speech (1980)
5. Mandela: Inaugural Address (1994)
6. Martin Luther King: I have a dream speech (1963)
7. Steve Jobs: Graduation Ceremony Speech (2005)

### 5. Example of teaching a model speech: Margaret Thatcher

I discuss why students have difficulty in understanding speeches given by famous people from the viewpoint of cultural, historical and political backgrounds by using a speech spoken by the former prime minister of the United Kingdom, Margaret Thatcher.

The example speech used in this section was delivered on October 19, 1980 at a meeting of the Conservative Party. The original speech script was cited from the Margaret Thatcher Foundation. The underlined parts in the speech script shown in the next section were marked by the author.

#### 5.1 The first step: Translation for deeper understanding

When teaching speech, I often ask students to translate key parts of the speech for gaining a deeper understanding of the contents (See Material 1). Students are asked to pay extra attention to the underlined parts.

(Material 1)

Instruction: Translate the following sentences into Japanese. Be careful to translate the underlined parts:

- (1) If our people feel that they are part of a great nation and they are prepared to will the means to keep it great, a great nation we shall be, and shall remain. So, what can stop us from achieving this? What then stands in our way? ① The prospect of another winter of discontent? I suppose it might.

- (2) To those waiting with bated breath for that favourite media catchphrase, the ② "U" turn, I have only one thing to say. "You turn if you want to. ③ The lady's not for turning".

The following is an example of translation in Japanese.

(Translation example of (1))

もし国民が、偉大な国の一部分であり、偉大であり続けるための手段を願う準備ができていて感じるのであれば、この国は偉大な国となり、必ずそうあり続けるでしょう。

そうすると、何がこれを達成することを止められるのでしょうか。何が私たちの行く手を阻むのでしょうか。

①それはもう1つの「不満の冬」の可能性なのでしょうか。そうかもしれませんが。

(Translation example of (2))

メディアがもてはやした売り言葉である②「Uターン」ということを知り、呑んで待っている人たちに対して、私はこう言いたいと思います。③「あなたが戻りたいのなら、あなたが戻りなさい。この女は決して後戻りなどしないのです」と。

It should be noted that the audience (members of the Conservative Party) laughed and Thatcher received a great applause from the audience after her speech (2). In the next section, an explanation is provided for why they reacted in the aforementioned way. The actual video is available from the Margaret Thatcher Foundation.

## 5.2 Understanding keywords and key sentences

In this section, I chiefly focus on three significant points in Thatcher's speech (cf. ①, ②, ③ in Section 5.1). Usually, students with high English proficiency can translate the above sentences, although some of the

words are new to them. However, as a matter of course, a good translation is not enough to understand the contents of the speeches. Even high level students cannot typically understand the meanings hidden in a speech nor the reason why the audience laughed and greatly applauded Thatcher.

In addition, many students do not even know who Margaret Thatcher is. Thus, her identity is briefly explained as follows:

Margaret Thatcher

- Thatcher (1925-2013): First female Prime Minister of the UK
- Career background: Oxford University → Science Researcher → Lawyer → Politician → 1975 Conservative Leader → 1979 Prime Minister
- Faced an economic recession: 2 million British citizens were out of work
- Thatcherism: promoted small government (=promote 'privatization' )

The purpose of explaining a speaker's background is important in familiarizing students with the speaker.

### 5.2.1 What is the 'Winter of Discontent'?

In this section, we examine the meaning of ① 'winter of discontent'. The period of the 'winter of discontent' occurred between 1978 and 1979. There are a couple of distinctive features worth mentioning that occurred during this period as follows.

Period of 'winter of discontent' between 1978 and 1979:

- Worst labour disputes in British history
- Lack of products displayed in shops
- Numerous layoffs and bankruptcies
- Strikes conducted by public officers

such as train drivers, ambulance drivers, gravediggers, etc.

From the above-mentioned facts, it is easy to imagine that British people greatly suffered from an economic recession during this period.

Next, why the period referred to as the 'winter of discontent' is discussed. The phrase originally appeared in the 'Tragedy of King Richard the Third' written by the legendary playwright William Shakespeare (1564?-1616?). The setting was during the Wars of the Roses in the 15<sup>th</sup> century. In brief, the wars occurred between two powerful and influential families, the Houses of York and Lancaster, who fought each other for 30 years between 1455-1485 (or 1487). Below is an actual phrase spoken by the Duke of Gloucester (called 'Richard the Third' in his later days).

GLOUCESTER.

④ Now is the winter of our discontent. Made glorious summer by this sun of York;

Furthermore, in order to help students to better understand the background more deeply, I added an explanation of words such as ④ 'Now'. ④ 'Now' is one of the wars of the Wars of the Roses in 1471 when his elder brother Edward won the Battle of Tewkesbury. It is noted that the Duke of Gloucester and Edward IV are members of the York family. Thus, the 'winter of discontent' refers to the chaotic state of affairs between the Houses of York and Lancaster. However, as the second sentence in the citation above shows, the long-time dispute with the Lancasters had dissipated, so they returned to happiness and stability.

## 5.2.2 What is 'U-turn' ?

Second, we examine why Thatcher used the word ② 'U-tern' and why the audience laughed and gave big applause after she had spoken.

At first, the historical background of this period will be explained. The keywords include the following:

- Disemployment
- Information leaks & internal division occurred
- PM needs to show strong leadership
- Previous PM: Edward Heath (1916-2005)
- 1972 'U-turn Policy'
- Policy change: Big government → Small government → Big government
- Small government refers to free economy and non-interventionism
  - Jobless rate increased. Welfare plan is in crisis.
  - Need to increase government spending

The point here is that Thatcher's predecessor, Prime Minister Heath, changed his policy from 'big government' to 'small government', and then went back to a 'big government' policy. In other words, he conducted a 'U-turn' policy. As a result of this political turnaround, we can understand Thatcher's words as a type of irony to the former government. Thus, the audience laughed and applauded her.

## 5.2.3 Thatcher quote 'the lady's not for turning'?

Third, I explain why Thatcher used the catchy phrase ③ 'the lady's not for turning'.

Her speech writer was Sir Ronald Graeme Millar (1919-1998). When writing her speech,

he decided to use this catchy phrase which attracted the audience. He discovered these words from a play called 'the Lady's not for Burning', which was played for the first time in England in 1948. The play is a romantic comedy set during mediaeval times. Millar decided to change the word 'burning' into 'turning' to embody the criticism of the 'U-turn' policy taken by her predecessor, Prime Minister Heath.

Because of this phrase, the speech was widely recognized and is known as 'the lady's not for turning' speech.

## 6. Tips of teaching speeches (summary)

As discussed in the previous sections, it is important to understand the following three points for gaining a better and deeper understanding of model speeches.

Enable students to better understand the speeches through the teaching of:

- ① historical backgrounds,
- ② political backgrounds, and
- ③ cultural backgrounds.

Without even a basic grasp of this knowledge, it is impossible for students to understand the contents of the model speeches. Teaching these points may also attract the attention of students who are uninterested in English but may be highly interested in history, politics, and culture.

## 7. Conclusion

In this paper, an effective method was introduced of how to teach speech techniques to students by utilizing the legendary speeches as model speeches. All of the legendary speeches are well-organized, well-prepared, and well-written by professional speech writers. As a matter of course, these speeches are effective and ideal materials to use in speech classes. However, as the contents of the speeches are often too difficult for students to understand, it is vital for teachers to explain the background from various perspectives such as political, historical, and cultural characteristics. Through teaching speech techniques, students also can learn other important aspects of English-speaking countries. It is my hope that these techniques will be utilized by speech teachers throughout Japan and that they help to provide students with additional opportunities to effectively speak in English in the classroom.

Note:

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