

Learning from Great Speeches The Effectiveness of Oral Interpretation and of Its Rhetorical Application to Students ' Lives

その他のタイトル	名台詞に学ぶ 名文解釈音声表現及びその修辞を 学習者の生活体験に適用する効果
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Learning from Great Speeches

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名台詞に学ぶ

—— 名文解釈音声表現及びその修辞を学習者の生活体験に適用する効果

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「オーラル・インタープリテーション」とは、この言語教育活動の我が国における指導者の存在の近江誠氏によれば「解釈の表れとしての音読」である。言語習得には名文を暗誦しそれを応用（近江氏が言うに「モード転換」）して自らの気持ちを表現できるようにする事が有益、との見解の氏の著書『感動する英語！』『挑戦する英語！』を教科書として、本学一年次生の英語Ⅰの授業を一年間担当した記録をここにご紹介したい。学生たちはヘレン・ケラー、マッカーサー元帥、キング牧師といった歴史に残る人々の名台詞を吸収し、自己表現の助けとしたのである。

「英会話を教えているから、（学習者は）英会話もできないのである」というのが近江氏の長年の持論である。学生の乏しい語彙からL2のアウトプットを引き出そうとするよりも、L2のインプットをまず充実させ、その中で自らに適用できる発想や言い回しを探らせる事で、学習者の豊かな自己表現が可能になるとの氏の主張を、以下の学生の英作文は裏付けている。

The following is a record of an English course at Kansai University that the author taught, employing the discipline of oral interpretation which is common in speech communication classes in the United States of America, and of a collection of students' writings, which were originally given as their summer homework and eventually were presented orally as a part of their fall semester final examination.

Outline of the Course:

Oral Interpretation in a Foreign Language-learning Setting

The Students:

The course was given to a class of 48 commerce major freshmen (27 male students; 21 female students).

The Academic year, the Semesters and the Hours:

The class met every Tuesday during the second period in the spring and fall semesters of the academic year 2006.

The Classrooms:

While a classroom with ordinary functions was allotted for the class in the spring semester, in the fall semester the instructor asked for a Language Laboratory.

The Aims and the Procedures:

The prescribed goal of the course was to nurture students' communicative competence using materials for listening comprehension and speaking.

The instructor selected the textbooks mentioned below, filled with renowned speeches and writings. As homework she had students listen to the attached CD, and gave them at the outset of every class dictation quizzes from the chapter of the week. In class the instructor would have the students shadow the CD recording to internalize the pronunciation, intonation, rhythm and feeling of the original utterance, giving explanations and comments of the words, the idioms, the rhetoric and the background from time to time. For the final test of the spring semester, the students were assigned to recite in groups the chapter they chose.

The students' summer homework was to select one chapter from the two textbooks, one for review and the other for preview prior to the fall semester use, and applying it to their own lives to make a speech. After corrected by the instructor, the speech was to be recited at the year-end recital and speaking test.

In the fall semester, in the Language Laboratory, since their test material was recorded onto the computer in their respective booths, the students were able to work on the weekly dictation quizzes at their own pace, relocating the part they first missed, which, according to their comments, proved beneficial.

As it was observed during the spring semester that there were a few students who would feel uncomfortable to stand in front of the whole class and give presentation, for the fall semester final test the instructor gave the class a choice of either speaking to the microphone as they remain seated at their own computer set so that the class can listen to the speech through their head sets, or standing in front, reciting (script in hand allowed) and for their bravery receiving three extra points in the scale of 15 (3 criteria of pronunciation, intonation and feeling, 5 points each).

The Textbooks, the Contents and the Rationale:

In the spring term, Kando suru Eigo! (English to Move You) by Makoto Omi was the textbook of the class, while its sequel entitled Chosen suru Eigo! (Challengers' English) was used

during the fall semester. Each of the above textbooks are written from the standpoint of oral interpretation as one discipline of speech communication (or rhetoric, as it was traditionally called) education.

The components of each chapter of the textbook are:

1. A select monologue, whether they were in the form of speeches of statesmen, characters from movies or plays, or of writing, including poems and newspaper articles.
2. Examples of its application, or what Omi calls “mode *tenkan* (mode change)”, which are takeoff speeches applying the model monologue to different imaginary situations.

The monologues Omi tastefully selected include “The Story of My Life” by Helen Keller, the final speech of the movie “The Great Dictator” by Charles Chaplin as its protagonist, “I Have a Dream” by Martin Luther King Jr., Frank Church’s answer to Virginia’s Letter “Is there a Santa Claus?”, “Old Soldiers Never Die” by Douglas MacArthur, “Boys, be ambitious!” by William Clark, “Inaugural Address” by John F. Kennedy, “Blood, Toil, Tears and Sweat” by Sir Winston Churchill, “Youth” by Samuel Ullman and “Reminiscences of Childhood Readings” by Her Majesty Empress Michiko of Japan.

Here is an example of a model speech and its application, from *Chosen suru Eigo!*. The original speech was given by Michael Moore at the awarding ceremony of one of his well-accepted movies, “Bowling for Columbine”:

We live in the time where we have fictitious election results that elects a fictitious president.

We... We live in a time where we have a man sending us to war for fictitious reasons. Whether it’s the fiction of duct tape or the fictitious of orange alerts, we are against this war, Mr. Bush. (67)

Omi modifies this speech, or changes its mode, so he calls, and presents a speech supposedly given by a young medical doctor. The righteous doctor charges his workplace with counterfeiting the medical records of a patient who died from malpractice:

We work for a hospital where the directors and doctors make up fictitious reasons for a patient’s death.

We work for a hospital where we have men ordering us to falsify medical records. Whether it’s to save the face of the hospital or the dignity of professors, we are against this falsification, Professor Sato. (75)

The parts underlined by the author above show how the expressions in the original speech can be modified and used in a different situation. As the author has pointed out elsewhere that “mode change is about applying what you have mastered from oral interpretation

materials to your daily life situations, even critical ones, so that you can naturally and cleverly express yourself in English at such times,” (Silva 98) established speeches with impact can serve as models for learners of the language.

While Oral Interpretation is said to be “the process of studying and performing text,” (Yordon 4) the rationale of using Orni’s books in a foreign language class is to let the text as the learners’ L2 input sink inside their hearts and minds, until they can produce their own L2 output expressively, utilizing the ingenuity of the original text.

The Outcome of the Course: an Anthology

Hereby the author and instructor would like to introduce speeches her students tactfully made with the help of the monologues from the above textbooks. The eloquence the students presented their own lives with was beyond the expectation of the instructor.

For reference, the author will underline the expressions students learned and used from the model speech and its takeoff speeches, adjusting to their own situations, or to fictional situations. Borrowing expressions from the original speech was not defined and judged as plagiarism, since the targeted outcome was presentation of speeches and not writing. Names of the students are not disclosed, while their initials are given.

Applications of “The Story of My Life”

First and foremost, since the autobiography of Helen Keller is the very first chapter of their first textbook and since the theme of the chapter is “to share what moved you,” a good many students chose to share what impressed them, based on the expressions that were originally created by Keller, and from an applied speech in the textbook, supposedly by a girl who was moved by Bunin’s piano concert, as follows.

Original writing found in *Kando suru Eigo!*:

Miss Sullivan had tried to impress it upon me that “m-u-g” is mug and that “w-a-t-e-r” is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity....

... Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten – a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cool something that

was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me.... (13-14)

Speech given as “the Mode Change Exercise No.1”

Hiroshi, I went to Bunin's piano concert yesterday. It was an amazing experience for me. I listened to him as he played Chopin; my whole attention fixed upon the motions of his fingers. Suddenly, I felt the mystery of good music was revealed to me. I knew then that a good performance didn't mean fast, skillful fingering, but the pianist's passion, his spirit. His performance awakened my soul, gave it light, hope, joy, set it free!

Hiroshi, Bunin is coming back next month with a new repertoire. How about going to see him together? (18)

Now, below are the speeches of the students' own modifying.

Student's speeches:

Speaker: M. T.

My Summer Vacation

After entering university, I enjoyed college life very much, so I did not need to return to my parents' house for a while. As I became tired from my new life, I looked forward to meeting my local friends. In August, I returned to my parents' house in Okayama for one month. I thought I could be with my old friends only when I was back. We hanged out at a game center and went for a drive. Every day was like that.

In the middle of August, nine of us from senior high school gathered at a gymnasium nearby, but we were tired of ordinary places. Then one of us said, “How about Tomota dam?” Nobody knew where the dam was. “Anyway, let's go to the dam!” We drove for 30 minutes. Then our view changed. What a beautiful view! We were surrounded by green mountains around the big dam, and the green and the blue sky were so beautiful. I watched the passing scenery from the car window. I thought the view awakened my soul, gave it light, hope, joy, set it free! It was just like the world of the Studio Ghibli. As we returned to the house, every object I saw seemed to quiver with life. We discovered a new place.

Speaker: M. N.

I went to a concert of my favorite band the other day. It was an amazing experience for me. I listened to music; my whole attention fixed upon their performance. The vocalist injured his body while singing. The guitarists swung their heads while playing the guitar. The bassist twirled while playing his base. The drummer beat his drums powerfully. Those movements exceeded my imagination. I felt that they were different from the popular figures that appeared on television. This mystery of good music was revealed to me. I knew then that a good performance did not mean fast, skillful fingering, but the players' passion, their spirit. Their performance awakened my soul, gave it light, hope, joy, set it free! Then my eyes were filled with tears. I felt unthinkable pleasure and emotion for the first time.

You know that I was an apathetic man once, don't you? However, it is different now. When I met them through CDs and listened to their live performance, I felt a misty consciousness as of something forgotten—a thrill of returning thought. I put a period to my conventional self then.

I guess that you become lethargic now having various worries. However, the day when you change will come. How about drawing a picture, if you think you can draw? How about dancing, if you think you can dance? How about keeping a small animal, if you think you can?....

If you can find what you like, the bright future will surely visit you. At that time, it will awaken your soul, give it light, hope, joy, and set it free! I am hoping strongly that such a day will come.

Speaker: Y. N.

I had stayed in London from the fifth of August for two weeks. It was my first time abroad. At first, it was difficult for me to speak and listen to living English all day long.

My stay proved just fantastic! My host family was so kind that my anxiety was swept away. I had a great time with them.

On weekends, I visited the Buckingham Palace, Big Ben and so on, but I couldn't see much of the City in just two weeks. People in London were very kind. I still miss my host family.

When I came back to Japan, I went to the English conversation class at Nova. At that moment I talked to an English teacher as usual. I felt a misty consciousness as of something forgotten—a thrill of returning thought: and somehow the mystery of

language was revealed to me. I found myself speaking English more fluently than before. Moreover, I was praised for my pronunciation. What a thrill it was! Oh, there were barriers still, it is true, but barriers that could in time be swept away. I know then that the English word “exciting” meant this wonderful feeling that was welling up in my mind at that moment. That experience awakened my mind, gave it light, hope, joy, set my future purpose and gave me confidence in myself.

Speaker: Y. H.

Ayaka, I went to a movie theater yesterday. I watched “Pirates of the Caribbean 2.” This is a pirate movie, as shown in the title. The lead is Johnny Depp, and I am a big fan of him. In this movie, Jack Sparrow, acted by Depp faces a new enemy, and a big danger gripped him. It was an exciting movie for me.

When I was watching this movie, I felt the mystery of a good movie was revealed to me. I knew then that a good work did not mean skillful CG or showy actions, but the passion of the director, the actors and the actresses, their spirit. This movie gave me thrill, humor and joy.

Speaker: E. H.

Situation: a prospective orchestra member sits for the interview and shares how touching it was when she listened to the orchestra for the first time.

The reason I want to play in this orchestra goes back to my junior high school days. I loved listening to music very much, so I wanted to play an instrument. When I entered junior high school, I joined the brass band. I chose to play the flute.

I practiced very hard, and sometimes we played in concerts. Even when I did not make mistakes, I was not satisfied with my music. “Something is lacking,” I thought.

One day, my senior, Aya, invited me to listen to the performance of this philharmonic orchestra, and to this day, in my mind, this philharmonic orchestra remains my most influential band. This orchestra opened a door to such a performance that I had not even known existed. I listened to their performance; my whole attention fixed upon the motions of the players’ fingers.

Suddenly, I felt the mystery of good music was revealed to me. I knew then that a good performance did not mean fast, skillful fingers, but the players’ passion, their spirit, and cooperation. Their performance awakened my soul, gave it light, hope, joy, set it free!

After this experience, in my ensemble, I cherished our members’ sound and cooperation. I was satisfied with my music very much.

The above was how students skillfully expressed themselves with the help of the intricate expressions by Helen Keller.

Applications of “Old Soldiers Never Die”

A considerable portion of the students’ speeches was based on Douglas MacArthur’s farewell speech. The students seem to overlap the General’s situation with that of their own when they left high schools and their clubs.

Original Speech quoted in *Kando suru Eigo!*:

I am closing my fifty-two years of military service. When I joined the army, even before the turn of the century, it was the fulfillment of all my boyish hopes and dreams.

The world has turned over many times since I took the oath on the plain at West Point, and the hopes and dreams have long since vanished, but I still remember the refrain of one of the most popular barracks ballads of that day which proclaimed most proudly that old soldiers never die; they just fade away.

And like the old soldier of that ballad, I now close my military career and just fade away, an old soldier who tried to do his duty as God gave him the light to see that duty. Good-bye. (143)

Speech given as “the Mode Change Exercise No.1”

Situation: An editor retires from his workplace, a publishing company.

Now, I am closing my forty-year career as an editor. When I joined this publishing company in the 1960s, it was the fulfillment of all my boyish hopes and dreams in the era of growth.

The world has turned over many times since I edited my first book. So many books have long since published, but I still remember how deeply I was moved when I saw my first book on the shelf of a bookstore.

One of my colleagues at that time always proclaimed very proudly that old editors never die; they just fade away.

And like the old editors of his remark, I now close my editorial career and just fade away, an old editor who tried to do his duty to produce books that will be read from generation to generation.

Even after my name disappears, the books will remain forever. Thanks, folks. Good-bye. (147)

Speech given as “the Mode Change Exercise No.2”

Situation: Professor Omi retires from the college he has worked.

Now, you are closing your two years of school life at Nanzan Junior College. When you entered this college, you must have been filled with so many youthful hopes and dreams.

Since the day you gathered here for my seminar class two years ago, your horizons have broadened significantly. Those shy, quiet new students have now blossomed into active, confident women. Now, this is the fruit of your efforts, and I am proud of you.

You are about to graduate, but let me remind you once again, that to be truly expressive and creative in this global society, you must never ever forget that input precedes output.... (149)

Students’ speeches:

Speaker: N. N.

“The Day of Graduation Ceremony”

Now I am closing my three years’ senior high school life. When I entered senior high school, I was filled with so many youthful hopes and dreams. Then there were happy things and painful things. Those things all became treasures for me. It is sad to leave this comfortable place. However, I must make a new start from here. I say good-bye to myself as a student here.

The people whom I met in school.... My dear friends, you were always with me. We joked together and laughed together. We even quarreled. Looking back on such days, I will miss you. Thank you for being with me. Thank you for laughing with me. Thank you for scolding me. I can never forget the days when I was with you.

I was easy to be hurt. I may have hurt somebody. I want to apologize now. I want to be a strong and open-minded person from now on. Please watch me grow into one.

I will meet many people at the next place. There may be hardships, but I am sure to be able to overcome them. That is because I can hope for my growth.

Lastly, I wish you success and happiness. Thank you for our senior school life. Thank you for everything.

Speaker: M. N.

Situation: a message to my juniors as I retire from my club at high school

Now, I am closing the three years of my club life. When I entered the club, I did not understand a rule of ice hockey. A lot of matches have been performed so far since I

experienced the first match. However, I still remember when I participated in the first match.

One of my friends at that time always proclaimed very proudly that old players never die; they just fade away. And like the old players of this remark, I just fade away, an old player who participated in an inter-high school athletic meet. Even after my name disappears, these results will remain forever. Thanks, folks. Good-bye.

Speaker: S. N.

Situation: A message to juniors who are retiring from the club

Now, you are retiring from the dance club that you belonged to for three years. When you joined the club, you must have been filled with so many hopes and fears to try new things.

Since the day you joined this club three years ago, you progressed with your dance beyond all recognition. You who had anxious faces are now dancing with confident faces. Now, this is the fruit of your efforts. We are proud of you, and we are so happy to see your figures you have grown into.

You are about to retire, but you must never ever forget the days that you made efforts and met precious friends. And, of course, you know by now such confidence and efforts help you not only in dancing but in everything you do. This is a fortune you have made in three years. The fortune will never die or fade away. We hope that the fortune will live on within your hearts for ever, and in the hearts of your juniors. From now on, let us support the dance club together as OG's. Good job!

Speaker: D. H.

Situation: At graduation, I am addressing to my high school teachers

Now, I am closing my three years of my high school life. When I entered this school, I was filled with so many hopes and dreams.

Since the day we gathered here for our high school three years ago, my horizons have broadened significantly. In my student life at this high school, I have blossomed into an active, confident man.

I am about to graduate, but never forget me. I learned many things here. I had good experience. I must never ever forget my three years here.

Even after my name disappears, my heart will remain for ever. Thanks, teachers. Good-bye.

Speaker: M. N.

Situation: a speech to juniors upon graduation

Now, I am closing my six-year life as a student. When I entered this school in 2000, it was the start of my new life in the era of growth.

I joined the tennis club. I still remember the moment when I entered the club and wondered whoever was there would be my partners. One of my teachers at that time always proclaimed, “Continuation is power.”

There were many times that I was happy or afflicted, and I wept. However, thanks to holding out, I learned a lot of things. My youth will remain forever. Thanks, folks. Good-bye.

Speaker: R. N.

Situation: After finishing the last game as a high-school handball player, the speaker entrusts the club to his juniors.

Now, we are closing our career as handball players. When I joined this club, there were only five seniors, and soon they retired. We were twelve of us. The new team started.

The situation has turned over many times since our team started. One retired by hard training; another did for studying. However, the next year many people joined. Now our team is big!

We may not be good. Yet, you followed us. I am proud of this fact, and am very thankful—you are so great!

We retire now. Still, our passion will never die and will never fade away! I want you to share in this passion and succeed it to the next club members.

Thank you, and good luck.

Other Examples of Applications

One student chose a love poem from the textbook, and applied it to express her mourning over her dead cat. Another applied the last speech from the movie the Great Dictator to her old poem wishing for peace that she wrote in the eighth grade. Each writing showed how unique each student was, and each was expressive because of the clever expressions they borrowed.

Applications of “I Have a Dream”

Last but not least, actually the largest number of students chose as their model “I Have a Dream” by Reverend King; college freshmen are full of dreams, believing in their ideals, or are intent on setting their future goal. How the simple refrain from one of the most famous

speeches in the last century can ignite today's seemingly passive students to share their own dreams *and* take them afar was just touching.

Speaker: H. N.

Situation: Spoken by myself, to people all over the world.

I have a dream.

One day peace without weapons will come on this earth.

I have a dream that the day will come when all people believing in religion will acknowledge each other's religion.

I have a dream that the day will come when all the human beings are treated equally, black men, white men and Mongoloids. We may not be able to regain the peaceful world forever as long as we continue taking actions to defeat terrorist organizations. It is necessary to think about each other in the situations of each other, and why the other party takes certain actions. The peace does not come by arresting terrorists. It is necessary for everybody to ponder why such cases happen. All people have to think how to live peacefully with each other. If all people really understand each other, terrorist attacks will not happen on the earth. Then there is no need for the police and the armed forces. The money applied to the war expenditure can be spent now on other things, and it also brings improvement in the life of the people.

I have a dream.

I wish that the day will come when orphans and refugees from warfare can return to where they were born.

I have a dream.

Speaker: T. N.

Situation: a speech given on a graduation day.

Today, I graduate from high school. I met many friends and made precious memories. I belonged to the track and field club. I practiced after school every day. The training was very hard. However, thanks to my friends, I overcome it. To be honest, I do not like to graduate. School days were very nice. However, I cannot stay here forever.

I have a dream that one day we will meet again at a class reunion. We will each be adults. We will remember school days and laugh together.

I have a dream that one day our children will play together. They will enjoy sports together like we did.

I have a dream that students at our high school will keep on enjoying everything. They will enjoy their club, their class and school festival. This tradition will continue

for a long time. Since I entered this high school, I was happy.

Speaker: N. N.

Situation: Retirement from the baseball club

Though we laughed together for three years and then cried, I say that I am happy to retire with all of the members today. We have faced one goal together till now, and we have worked hard together. We face completely separate goals from today.

I have a dream. That is whatever many years it would be from now, we will play baseball with the same members of this club, at the same place again. You guys, thank you for the fond memories. Thank you, teachers, for your three years' guidance.

Speaker: Y. N.

I think that the present school education is too lenient. I think learning wisdom not only as a student but also as a human being is important. Because of lack of wisdom, bullying, suicides and other misdeeds happen so often. Teachers are afraid of the board of education, parents and also students' evaluation. If I were a teacher, I would scold my students whenever I see misdeeds. I personally think there may be cases where I should resort to physical punishment in order to correct my students.

I have a dream.

I will improve the nature of education in Japan by my young power, and splendid students will be brought up into great human beings. It will be difficult to do all by myself. However, I think I can do it if I influence people around me one by one.

Speaker: K. N.

In this country where there were few people who launch a business and spread it, some young people with fighting spirit are spreading new services and commodities welcomed by many people. There is a dream that the day will come when those people will enlarge businesses. I myself am one of those youths, too. I want to make money without any worries for the old age. I should watch my investment of my fortune well, and we must all manage our money correctly.

We should not depend on others, and we ourselves should learn proper investment. Thus, it is important that regions and underprivileged people assist one another.

Speaker: K. D.

I have a dream. It is my first time to write down and talk about my dream. It is a very small dream. My dream is that when I begin to work, I want to support my

father and mother, and help their life. I cannot express my feelings well to my parents. I regret when I recall my attitude. Sometimes I said bad things to my parents, and my attitude was bad. Maybe my parents were angry and sad. Actually, my father and I often fought when he came home.

Even though I know I was not respectful, I cannot change my attitude soon. I have a dream that I want to support my parents. I am thinking my dream might sound too simple to other people. However, it is a very important thing for me, and to achieve it is difficult. In other words, my dream is to grow up to be somebody who does not have to regret his own attitude.

My dream is not for my parents or any other person, only for myself. When my dream comes true, I will become a man whom I want to become. If I seriously want to realize my dream, there will be a lot of various problems. Graduation from university will be the first challenge. I will face the challenge and overcome it, without turning around.

Speaker: C. H.

I have a dream that one day I will go to study abroad. In my junior high school days, I was interested in foreign languages. I went to an English conversation school, and I studied English for four years. This year I entered this university, and I joined the Kansai University football club.

I was obliged to leave my English conversation school. I enjoyed traveling abroad many times. I learned many important things from many countries, such as culture, nature and languages.

I have a dream that one day I will go to Indonesia again. Indonesia is my second hometown, because I lived there for three years during my elementary school days. I love Indonesia.

I have a dream that one day my second hometown will become an advanced country. Now in this world there are many starving people. I want them to be happy. I have a dream that one day many children will be able to have a smile, wherever they live.

Speaker: H. H.

Situation: I am at the interview session of the entrance examination to a school of commerce at college, asserting how strongly I hope to study commerce.

I have a dream that one day I will manage a shop that can serve as a bridge between developing countries suffering from poverty on one end and Japan, a nation flooded

with things, on the other.

At high school, I had chances to learn from classes the current situation of various countries. The United States is rich, and China's economy is booming. Besides, there were countries such as Romania and East Timor in which a lot of orphans suffer from loneliness and poverty. I did not pay attention to the present situation of these areas. I found a lot of people hold out to live through the predicament every day. I found my country is rich, but there are a lot of things wasted. The amount of disposed food is enormous in Japan where we have a lot of convenience stores and restaurants. I feel that I can do something for them who live in the same age but in different countries.

I learned from my teacher about "The Body Shop" stores. The stores buy raw materials from the developing countries and donate the major part of their profit to volunteer activities in such nations.

I always thought I want to manage stores, so I became interested in these management styles. I want to contribute goods which consumers need, and also to inform situations of many people in these countries. Then the consumers will realize that our country is rich and blessed with many things.

I want to create a shop of a new management style. In my campus life, I want to study many international situations and Japanese consumption society.

Conclusion: the Effectiveness of Oral Interpretation

As all the above precious monologues of students testify, learning from, memorizing, shadowing and internalizing great speeches help the self-expressiveness of the learners of the language. Of all the speech communication activities along with public speaking, discussion, drama and debating, oral interpretation may tend to have its value underestimated, treated just as mimicking of the original speech. However, once practiced, the discipline has amazed my students at how much a human voice can express.

Oral Interpretation can be taken up and practiced the most easily among the speech communication educational activities, and when each phrase is modified and applied so that the learners can expand their self expression, the potentials are great; by borrowing the expressions of great speeches, students can enhance their communicative competence in English. Moreover, by studying and tracing the expressions of renowned monologues, the mindset of the original speaker — whether it is of a sublime, brave, graceful or truthful nature

— can be instilled into students' minds and hearts, which will certainly help them grow into responsible citizens. With the above evidence, the author would like to invite her fellow instructors to add oral interpretation standpoints in their foreign language teaching resources.

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