【実践研究】「つながる」英語の授業をつくる〜対面とオンラインで〜

# 全体解説

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# 【一昨年度】授業の中での英語での働きかけ

☑ **Warm-upやSmall Talk場面での真正な（authentic）やり取り** 相手への興味・関心

・生徒の体験や背景などを踏まえた内容的な発話の引き出し：言語的挫折 ？

・生徒の発話に寄りそった共感的コメント・質問や自身の談話：関係性構築

・聞き手の態度を育てるための生徒の発話確認や言い直し：談話的能力・方略

➡ 「教室内教師英語力Can-Do評価尺度」：誘出 (Elicitation)／促進 (Facilitation)／
明確化 (Clarification Request)／修正 (Recast)／意見 (Comment)／評価 (Assessment)

☑ **教科書の理解確認から事後活動への橋渡しのやり取り**

・字義的な理解に留まらないテーマ的な理解を促す発問と揺り動かし

・教科書理解に基づいた活動設定での視点（見方・考え方）の獲得と再構築

・教師と生徒のやり取りから他の生徒を巻き込んだやり取りへの支持的風土
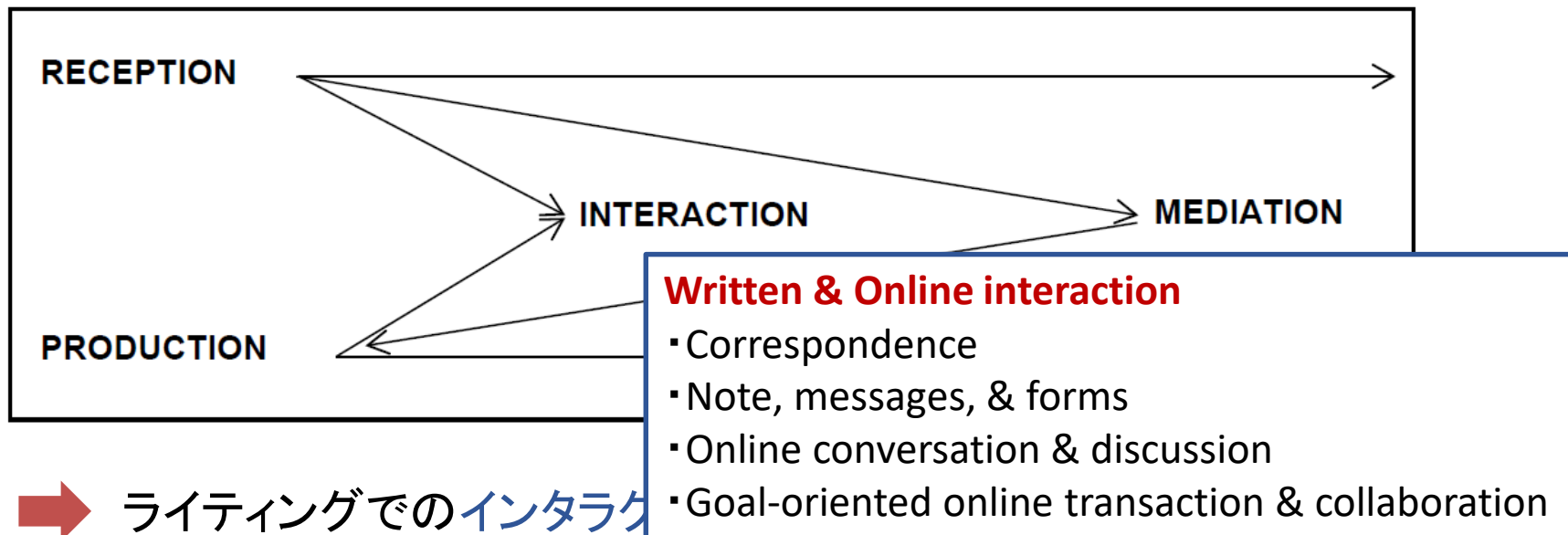
➡ 教科書の本文をベースとしたインタラクション：「A Winner Never Quits」？

**スピーキングでの働きかけ ➡ ライティングでの働きかけは？**

# 【昨年度】ライティングをコミュニケーション場面とするには？

☑ **口頭でのSmall Talkからオンライン的な書きでのやり取りへ**

・ライティングの流暢さ（量）と正確さ（質）：即興的発話（思考）への橋渡し

・トピックベースとタスクベースやり取り：継続的な発話（始発・維持・終了）

・学びに向かう力・人間性等の資質：話題（相手）への共感的態度（興味・関心）

### 4つのコミュニケーションモード（The CEFR Companion Volume, 2018）



| RECEPTION | | |
| --- | --- | --- |
| | INTERACTION | MEDIATION |
| PRODUCTION | | |

**Written & Online interaction**
・Correspondence
・Note, messages, & forms
・Online conversation & discussion
・Goal-oriented online transaction & collaboration

➡ ライティングでのインタラク（...）
　＊オンラインインタラクション特有のコミュニケーションスタイル？
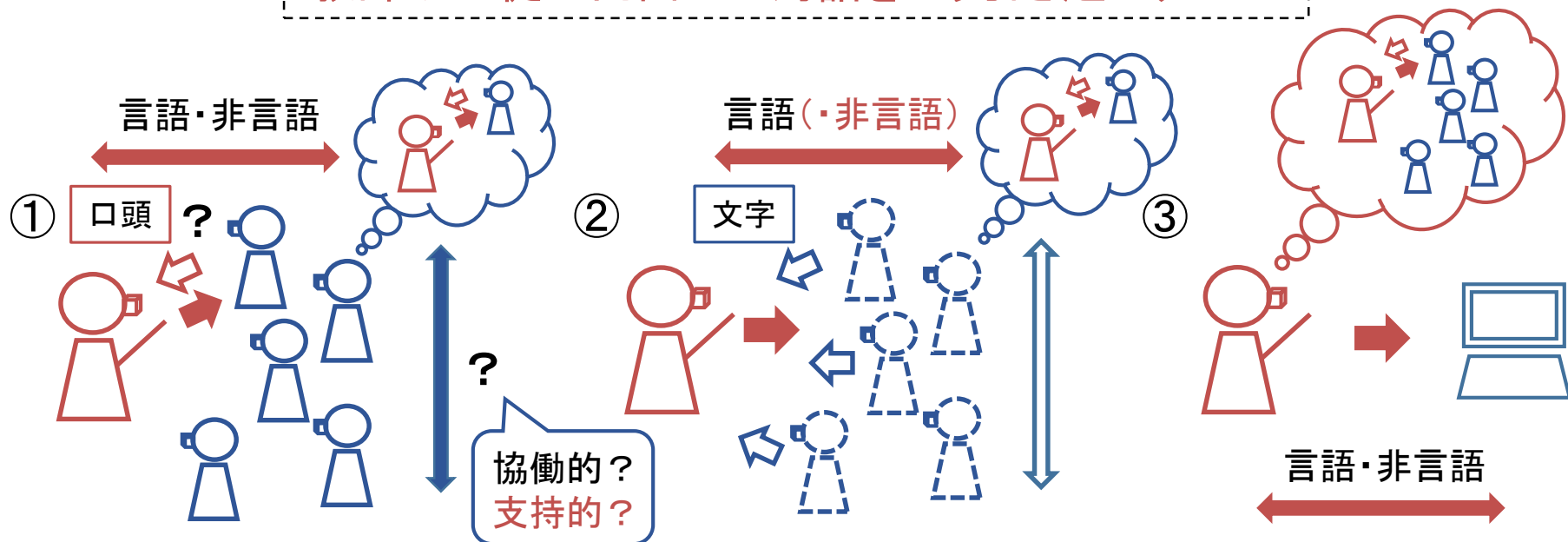
# CEFR/CVにおけるオンラインインタラクションの枠組み（尺度）

| INTERACTION | A1 | A2 | B1 | B2 | C1 | C2 |
|---|---|---|---|---|---|---|
| Written and online Interaction | I can post short, simple greetings as statements about what I did and how I liked it, and can respond to comments in a very simple way.<br>I can react simply to other posts, images and media.<br>I can complete a very simple purchase, filling in forms with personal details. | I can engage in basic social interaction, expressing how I feel, what I am doing or what I need, and responding to comments with thanks, apology or answers to questions.<br>I can complete simple transactions such as ordering goods, can follow simple instructions and can collaborate in a shared task with a supportive interlocutor. | I can interact about experiences, events, impressions and feelings provided that I can prepare beforehand.<br>I can ask for or give simple clarifications and can respond to comments and questions in some detail.<br>I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts. | I can interact with several people, linking my contributions to theirs and handling misunderstandings or disagreements, provided the others avoid complex language, allow me time and are generally cooperative.<br>I can highlight the significance of facts, events and experiences, justify ideas and support collaboration. | I can understand the intentions and implications of other contributions on complex, abstract issues and can express myself with clarity and precision, adapting my language and register flexibly and effectively.<br>I can deal effectively with communication problems and cultural issues that arise by clarifying and exemplifying | I can express myself in an appropriate tone and style in virtually any type of written interaction.<br>I can anticipate and deal effectively with possible misunderstandings, communication issues and emotional reactions, and adjusting language and tone flexibly and sensitively as appropriate. |

**Written & Online interaction**
- Correspondence
- Note, messages, & forms
- Online conversation & discussion
- Goal-oriented online transaction & collaboration

・メッセージの余剰性の必要性
・メッセージの正確な伝達の確認の必要性
・理解を助け、誤解に対処するための
　言い換え（reformulate）能力
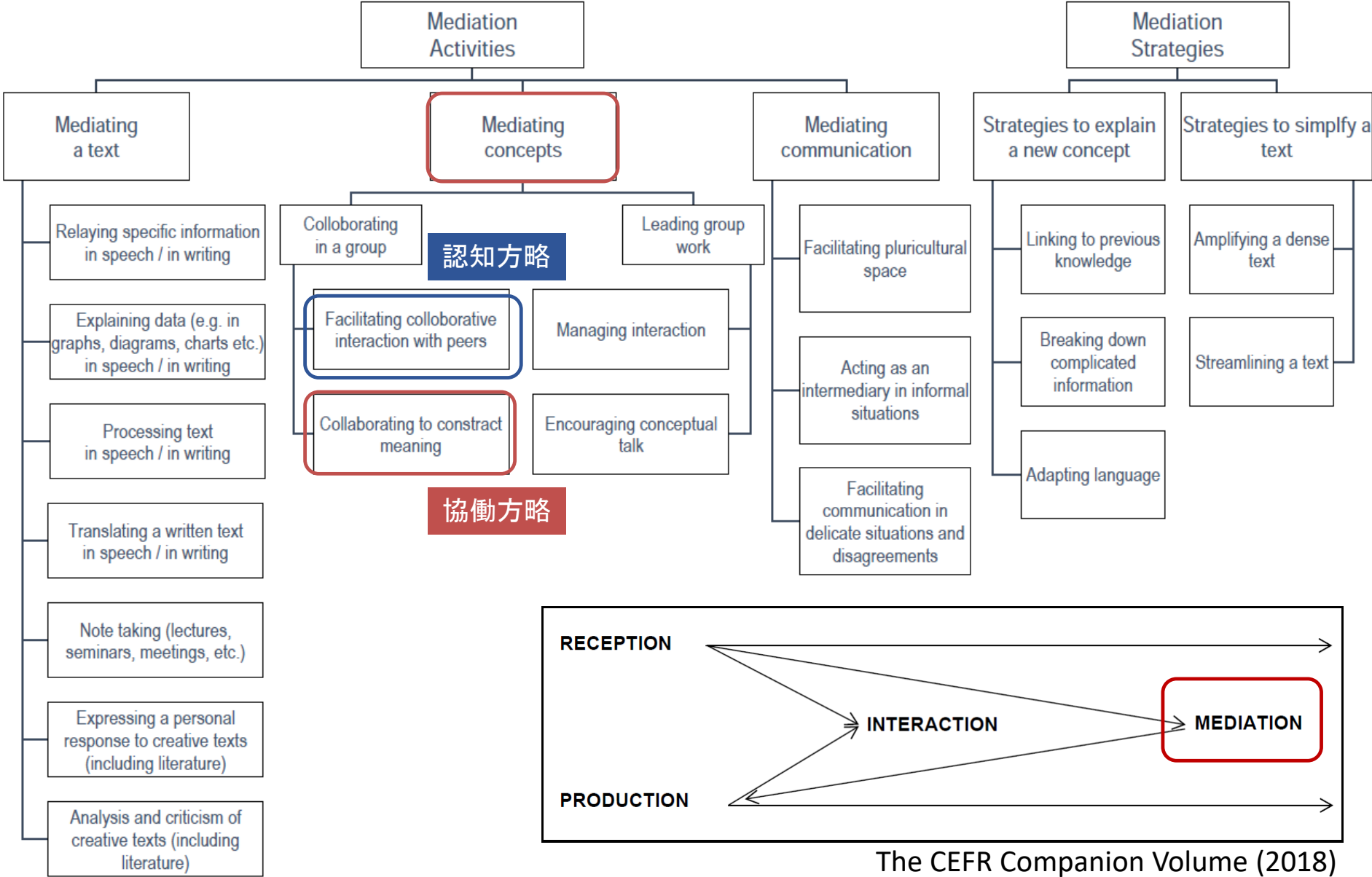・情緒的（emotional）反応を扱う能力

語用論的能力

**Interaction Strategies**
- Turntaking [← Taking the floor]
- Co-operating
- Asking for clarification

・認知方略（cognitive strategies）:
framing, planning and organising ideational content
・協働方略（collaborative strategies）:
handling interpersonal, relational aspects

# 対話的思考と思考の媒介（仲介）方略



The CEFR Companion Volume (2018)

# インタラクションで対話を続けるためのストラテジー

| 対話の開始 | 対話の始めの挨拶<br>Hello. / How are you? / I'm good. How are you?  など |
|---|---|
| 繰り返し | 相手の話した内容の中心となる語や文を繰り返して確かめること<br>相手：I went to Tokyo.  自分：(You went to) Tokyo.  など |
| 一言感想 | 相手の話した内容に対して自分の感想を簡単に述べ、内容を理解していることを伝えること<br>That's good. / That's nice. / Really? / That sounds good.  など |
| 確かめ | 相手の話した内容が聞き取れなかった場合に再度の発話を促すこと<br>Pardon? / Once more, please.  など |
| さらに質問 | 相手の話した内容についてより詳しく知るために、内容に関わる質問をすること<br>相手：I like fruits.  自分：What fruits do you like?  など |
| 対話の終了 | 対話の終わりの挨拶<br>Nice talking to you. / You, too.  など |

**オンライン対話**（一言感想・確かめ・さらに質問）

『小学校外国語活動・外国語研修ガイドブック』（文部科学省、2017）

**使用から学習へ：「使いながら身に付ける」「間違いながら身に付ける」**

『自分の本当の気持ちを「考えながら話す」小学校英語授業—使いながら身に付けるえいご教育の実現—』（日本標準）

# CEFR/CVにおけるオンラインインタラクションの枠組み（尺度）

**Online Conversation & Discussion尺度**

> Illustrative scales

**B1**
Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.
Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.

**A2+**
Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time.
Can make short descriptive online postings about everyday matters ~~, social activities~~ and feelings, with simple key details.
Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.

> 反応への時間的な足場？

**A2**
Can engage in basic social communication online (e.g. writing a simple message ~~on a~~ card for a special occasion, sharing news and making/confirming arrangements to ~~meet~~).
Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.

> オンラインツールによる足場？

The CEFR Companion Volume (2018)

# CEFR/CVにおけるオンラインインタラクションの枠組み（尺度）

Illustrative scales

**B1**
Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.
Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause

▶ instances of simultaneous (real-time) and consecutive interaction, the latter allowing time to prepare a draft and/or consult aids;

▶ participation in sustained interaction with one or more interlocutors;

▶ composing posts and contributions for others to respond to;

▶ comments (for example, evaluative) on the posts, comments and contributions of others;

▶ reactions to embedded media;

▶ the ability to include symbols, images and other codes to make the message convey tone, stress and pro-sody, but also the affective/emotional side, irony, etc.
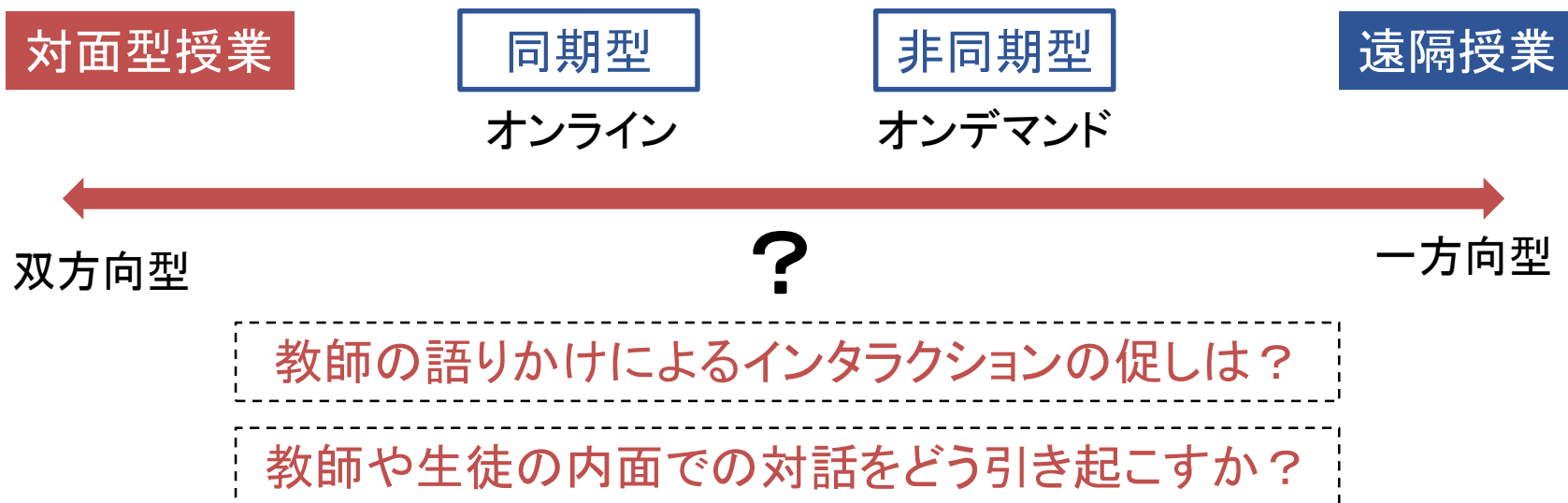
indifference in a simple way.

Key Concepts

**A2**
Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).
Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.

The CEFR Companion Volume (2018)

# 対面・遠隔（同期・非同期）による授業での本質的な学び？

| 対面型授業 | 同期型 | 非同期型 | 遠隔授業 |
|---|---|---|---|
| | オンライン | オンデマンド | |

**？**

双方向型　　　　　　　　　　　　　　　　　　　　　　　　一方向型

> 教師の語りかけによるインタラクションの促しは？

> 教師や生徒の内面での対話をどう引き起こすか？

☑ 遠隔での反転学習的な学びによる対面授業の活性化？

☑ 遠隔学習だからこその人とつながりたいとの気持ちを起こし、コミュニケーションを動機づけ、相手意識を高めるための工夫？

☑ 対面授業に残るものが何かを問うことによる、学びの定着や自律的学習と自立的使用への深い問いかけ？

**遠隔を交えた授業における新しい学びの姿と質保証は？**