

平成22年11月19日

「英語で教えることを基本とする授業教案集」の作成について

- 平成23年度千葉県高等学校教育研究会英語部会春季総会および研究協議会に向けて -

千葉県高等学校教育研究会英語部会会長 仲佐 健治

1 目的

平成21年3月に文部科学省より告示された新学習指導要領の実施に向け、各学校で教育課程の編成に取り組んでいることと思います。

このような状況下で、英語部会は、県教育委員会の指導のもと、平成21年度秋季研究協議会、平成22年度春季総会時の研究協議の場を活用して、課題の解決に取り組みました。その所産として「平成22年度 千葉県高等学校教育研究会英語部会 英語授業実践報告書集」を、8月2日に行われました教育課程研究協議会外国語部会で、各加盟校に配付させていただきました。その折に提示させていただきましたとおり、今年度は、「英語で教えることを基本とする授業教案集」の作成をゴールとし、平成23年度春季総会時の研究協議会を通じ、継続して課題の解決に取り組んでいくこととしました。

2 教案作成のガイドライン

「英語で教えることを基本とする授業」について各校における協議、また、秋季研究協議会分科会においての協議内容をふまえ、以下のガイドラインで教案を作成してください。

来年度の英語、オーラル・コミュニケーション で使用する活動であること。

一活動(授業の一部)の教案とすること。

英語による授業に特化した活動であること。

口頭による英語使用を優先し、リーディング、ライティング、文法などを扱う活動や、取り上げた活動の評価に関する記述は、必要条件ではないこと。

外国語科全体としてまとめること。

3 様式および提出について

様式は、県立成田国際高等学校ホームページ(<http://www.chiba-c.ed.jp/naritakokusai-h>)からダウンロードできます。A4で1ページにまとめて作成し、電子メールに添付して、千葉県教育研究会英語部会(chibaeigobukai@yahoo.co.jp)にお送りください。提出期限は平成23年3月30日とします。

4 教案作成例について

以下に教案作成例を提示します。ガイドライン の趣旨に沿い、英語 を想定した指導手順を i) Warm up, ii) Pre-reading, iii) While-reading, iv) Post-reading の4種類に分けて、授業内の様々な活動の教案を作りました。各校においては1種類の教案を作成してください。また、ここに挙げた例にこだわらず、オーラルコミュニケーションの授業展開(の一部)や、英語に親しむ活動等、各校の実態をふまえた教案をお願いします。アイデア、ヒント満載のバラエティ豊かな教案集になることを期待しています。


5 参考資料について

英語による授業の前提となる、Classroom English に関する資料を載せました。ご活用ください。

i) Warm up

学校番号		学校名	立 高等学校
科目名	英語	使用教科書	Prominence I
単元・Lesson	Lesson 1 High school life around the world Part 4		
活動の種類	Warm up		
活動の目標	教員の話す英語に慣れ、英語でインタラクティブをする。		
活動の手順	1 週末に何をしたか、英語で質問する。 2 その質問に、3文以上の英語で答える。 3 パートナーを変えて、同様の活動をくり返す。		
ハンドアウト等	板書 (what, who, when, where, why, how)		
教師の発話例	<p>Hello, everyone. What day is it today? It is Monday. What did you do yesterday? Did you go someplace? Please describe what you did yesterday in three or more sentences.</p> <p>For example,</p> <p>I went to La La Port with my friends. I bought some comic books and we had lunch together. We had a nice time walking around the huge shopping center.</p> <p>There were many people there.</p> <p>Do you understand what you have to do? You have to make at least three sentences. OK? Make pairs and ask each other. If your partner doesn't know what to say, use these words (Pointing at the board). After one minute, you are going to change your partner. Let's get started.</p>		
生徒の反応例	<p>What did you do yesterday?</p> <p>I went to school to practice Kyudo.</p> <p>We practiced for 3 hours. It was hard and it was tiring.</p>		

ii) Pre-reading

学校番号		学校名	立 高等学校
科目名	英語	使用教科書	Prominence I
単元・Lesson	Lesson 1 High school life around the world Part 4		
活動の種類	Pre-reading		
活動の目標	ブレンストーミングでスキーマを活性化させ、リスニングで本文の内容に近づく。		
活動の手順	1 タンザニアについて思いつく言葉を2人組であげる。(Brainstorming) 2 思いついた単語を発表する。(Brainstorming) 3 教師のオーラルイントロダクションで概要を聞き、リスニングポイントを確認する。		
ハンドアウト等	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>What words come to mind?</p> <p>It is <u>hot</u> because <u>Tanzania is located near the equator.</u></p> <div style="text-align: center; margin: 10px 0;">  <p>Tanzania</p> </div> <p>My partner and I wrote the word '<u>hot</u>' because <u>Tanzania is close to the equator.</u></p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>Listening / reading points</p> <p>No.1 How many tribes are there in Tanzania.</p> <p>No.2 When do students in Tanzania start learning in English?</p> <p>No.3 What do students in Tanzania do after school?</p> <p>No.4 Why can't all children go on to junior high school in Tanzania?</p> </div>		

教師の発話例	<p>活動1</p> <p>Do you know where Tanzania is? When you hear the word ‘Tanzania,’ what image do you have? Let’s do brainstorming. Please show the words which come to mind when you think about Thailand. Make pairs and write down as many words as possible on your handout for 3 minutes</p>	<p>活動2</p> <p>Ok, time is up. Please tell me what words you wrote. Everyone, stand up. Tell me the words you wrote. I want to hear one word from each pair. If you say the word, you and your partner may sit down. OK? Who is going to go first?</p>
生徒の反応例	<p>What words come to mind? It is hot because Tanzania is located near the equator.</p>	<p>My partner and I wrote the word ‘hot’ because Tanzania is close to the equator. My partner and I wrote animals because we think there are many wild animals in Tanzania.</p>
オーラルイントロダクション例	<p>Have you ever heard ‘Jambo’ before? Does anyone know the meaning of ‘Jambo’? It means hello in Tanzania. Kim is a boy from Tanzania, and he introduces his country ‘Tanzania’. So please listen carefully and try to catch what he says about Tanzania. The listening point is on your handout. No.1 How many tribes are there in Tanzania? No.2 When do students in Tanzania start learning in English? No.3 What do students in Tanzania do after school? No.4 Why can’t all children go on to junior high school in Tanzania? These are questions for listening. Listen carefully so that you can answer these questions.</p>	

iii) While-reading

学校番号		学校名	立 高等学校
科目名	英語	使用教科書	Prominence I
単元・Lesson	Lesson 1 High school life around the world Part 4		
活動の種類	While-reading		
活動の目標	内容に沿ったリスニング, 音読。キーワードによる本文内容の再現。		
活動の手順	<p>1 リスニングを行い, 内容に関して聞き取れているか確認する。</p> <p>2 教科書を開き, 黙読, 音読等を行う。</p> <p>3 5つの単語を見ながら, 本文の内容を話す。</p>		
ハンドアウト等	<div style="border: 1px solid black; padding: 10px;"> <p>Listening / reading points</p> <p>No.1 How many tribes are there in Tanzania?</p> <p>No.2 When do students in Tanzania start learning in English?</p> <p>No.3 What do students in Tanzania do after school?</p> <p>No.4 Why can’t all children go on to junior high school in Tanzania?</p> </div>		

教師の発話例	活動1 Let's check your answers. How about No.1? What is the answer to No.1? Who can answer? Next is No.2. Who wants to answer? Next, No.3. Did you get No.3? Last question. Any volunteer? OK very good.	活動2 Please open your textbook to page 10. Let's read the story aloud after the tape. Next, repeat the phrase after the tape. You can look at the text while you are listening, then look up and say the phrase without looking at the text. OK? Let's start.	活動3 OK, Now please look at the blackboard. I wrote some words. I picked five words today. They are Tanzania, tribes, Swahili, English, and one fifth. Using these words, please tell the summary of the passage you read today. For example, Kim introduced <u>Tanzania</u> . There are 130 <u>tribes</u> there and they use many languages. They learn subjects in <u>Swahili</u> at elementary school, but they study in <u>English</u> at junior and senior high school. Only about <u>one fifth</u> of the students can go on to junior high school, because the other students are too poor to go there and they help their parents. Now it's your turn. First please prepare for one minute. After one minute, tell your summary to your partner.
生徒の反応例	There are about 130 tribes in Tanzania.	Reading the text of part 4	In Tanzania, there are about 130 tribes. Students learn subject in Swahili when they are at the elementary school. In junior and senior high school, they use English to learn. One fifth of all students can go to junior high school because the other students are too poor.

iv) Post-reading

学校番号		学校名	立 高等学校
科目名	英語	使用教科書	Prominence I
単元・Lesson	Lesson 1 High school life around the world Part 4		
活動の種類	Post-reading		
活動の目標	教科書の内容による発展的コミュニケーション活動		
活動の手順	1 本文で紹介されたことを参考にし、自分自身の出身中学校をについて質問に答える。 2 質問に答えた内容をもとに、出身中学校についての短いスピーチを作成し、発表する。		
ハンドアウト等	Please ask these items below to your partner.		
	Items	Example	You
	Name of school	Higashi	
	Location	Chiba	
	School rules	uniform / bicycle	
	Subjects	PE	
	After school	club	

	<div> <p>Speech example</p> <p>Hello. My name is Kenji Tanaka. I am from Higashi Junior High School. Higashi Junior High School is located in Chiba. The school I go to has some school rules. The students come to school on foot. We are not allowed to come by bicycle. My favorite subject was PE. I enjoyed playing basketball with my friends. After school, I practiced soccer in the club activity. I really had a wonderful time at junior high school.</p> <p>Write your own speech</p> </div>	
教師の発話例	<p>活動1</p> <p>Now you understand a little about Kim's country and school. What I want you to do next is to describe your junior high school. Please take a look at your handout. These are some lists you should describe. First please ask these questions in pairs. Then write your short speech.</p>	<p>活動2</p> <p>Preparation time is over. Now please tell your junior high school to your group members. Make groups of four and decide the order of the speakers. While listening, please take notes in the boxes on your handout.</p>
生徒の反応例	<p>What is the name of your school?</p> <p>Where is it located?</p> <p>Tell me some school rules.</p> <p>What subject did you like?</p> <p>After school, what did you do?</p>	<p>Each student presents speech in the group.</p>

What is Classroom English like?

Hughes, Glyn S. (1981). *A Handbook of Classroom English*. Oxford, U.K.: Oxford University Press

Functions		Objectives	Sample Phrases
A. ORGANIZATION	A1. Giving Instructions	The teacher gives appropriate instructions related to recurrent classroom activities, e.g. using textbooks, blackboard work, group work	Open your textbooks at page 73. Come out and write it on the board. Listen to the tape, please. Get into groups of four. Finish this off at home. Let's sing a song.
		The teacher can control the pupils' behavior by means of commands, requests, and suggestions. Usage should correspond to native speaker usage.	<i>Could you try</i> the next one? <i>I would like you</i> to write this down. <i>Would you mind</i> switching the lights on? <i>It might be an idea</i> to leave this till next time.
		The teacher can vary the form of instructions in order to show the range of possibilities in the foreign language.	Everybody, please. All together, now. The whole class, please. I want you all to join in.
		The teacher can offer the pupils' alternative, i.e. different working methods, themes, groups.	Who would like to read? Which topic will your group report on? Do you want to answer question 6?
	A2. Sequencing	The teacher can sequence the lesson effectively and communicate this sequencing to the pupils.	First of all today, €46 Right. Now we shall go on to exercise 2. All finished? O.K. For the last thing today, let's €46
		The teacher can check what stage the pupils have reached, whose turn it is, and so on.	Whose turn is it to read? Which question are you on? Next one, please. Who hasn't answered a question yet?
		The teacher can introduce the class to a new activity and new stage of the lesson.	Let me explain what I want you to do next. The idea of this exercise is for you to make €46
		The teacher can set time-limits related to various activities.	You have ten minutes to do this. Your time is up. Finish this by twenty to ten.
		The teacher can check that all pupils are equally capable of starting the next stage of the lesson.	Can you all see the board? Have you found the place? Are you all ready?
	A3. Supervision	The teacher can direct pupils' attention to the lesson content.	Look this way. Stop talking. Listen to what Alan is saying. Leave it alone now!
		The teacher can give warnings and threats.	Be careful of the lead. One more word and €46

Functions		Objectives	Sample Phrases
B INTERROGATION	B1. Asking Questions	The teacher can ask questions fluently and flexibly, using the various forms available in the foreign language.	Where's Alan? Is Alan in the kitchen? Tell me where Alan is.
		The teacher can ask questions related to specific communicative tasks, e.g. giving a description, opinion, reason, or stimulating conversation.	What was the house like? What do you think about this problem? Yes, but how can you tell.
	B2. Replying to Questions	The teacher can give verbal confirmation of pupils replies and/or guide them to the correct reply.	Yes, that's right. / Fine. Almost. Try again. What about this word here?
		The teacher can give encouraging feedback both in controlled drill-type exercises and freer conversation.	Very good. That's more like it. Could you explain what you mean?
C. EXPLANATION	C1. Metalinguage	The teacher can produce and also get the pupils to produce a translation, a paraphrase, a summary, a definition, a correct spelling, a correct pronunciation, and grammatical corrections.	What's the Swedish for "doll" ? Explain it in your own words. It's spelt with a capital 'J' . Can anybody correct this sentence?
		The teacher can give written and spoken instruction for exercises.	Fill the missing words. Mark the right alternative.
	C2. Reference	The teacher can give appropriate background factual information related to people, places, and events.	After they left USA in 1965, the Beatles€46 The church was started in the last century.
		The teacher can give a verbal commentary to accompany pictures, slides, and films.	This is a picture of a typically English castle. In the background you can see€46
		The teacher can use basic rhetorical devices to make the commentary more interesting and more easily followed.	While we're on the subject of€46 As I said earlier,€46 Let me sum up then.
D. INTERACTION	D1. Affective Attitudes	The teacher can express anger, interest, surprise, friendship, appreciation, pity sympathy, disappointment, etc., as needed in the classroom situation.	That's interesting! That really is very kind of you. Don't worry about it. I was a bit disappointed with your results.
	D2. Social Ritual	The teacher can use everyday phrases related to recurrent social situations, e.g. greeting, leaving, apologizing, thanking, congratulating, and other seasonal greetings.	Good morning. Cheerio now. God bless! Have a nice weekend. Thanks for your help. Happy birthday! Merry Christmas!