

小学校英語の指導に当たって求められる教師の 力と小学校英語担当者に期待すること

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A. The Overall Aim

To develop a *practical basic knowledge of English as "speech" with primary emphasis on aural-oral skills and the learning of structural patterns through learning experiences* conducive to mastery in hearing, oral expression, reading, and writing, and to develop as an integral part of the same an *understanding of, appreciation for, and a desirable attitude toward the English-speaking peoples, especially as regards their modes of life, manners, and customs.*

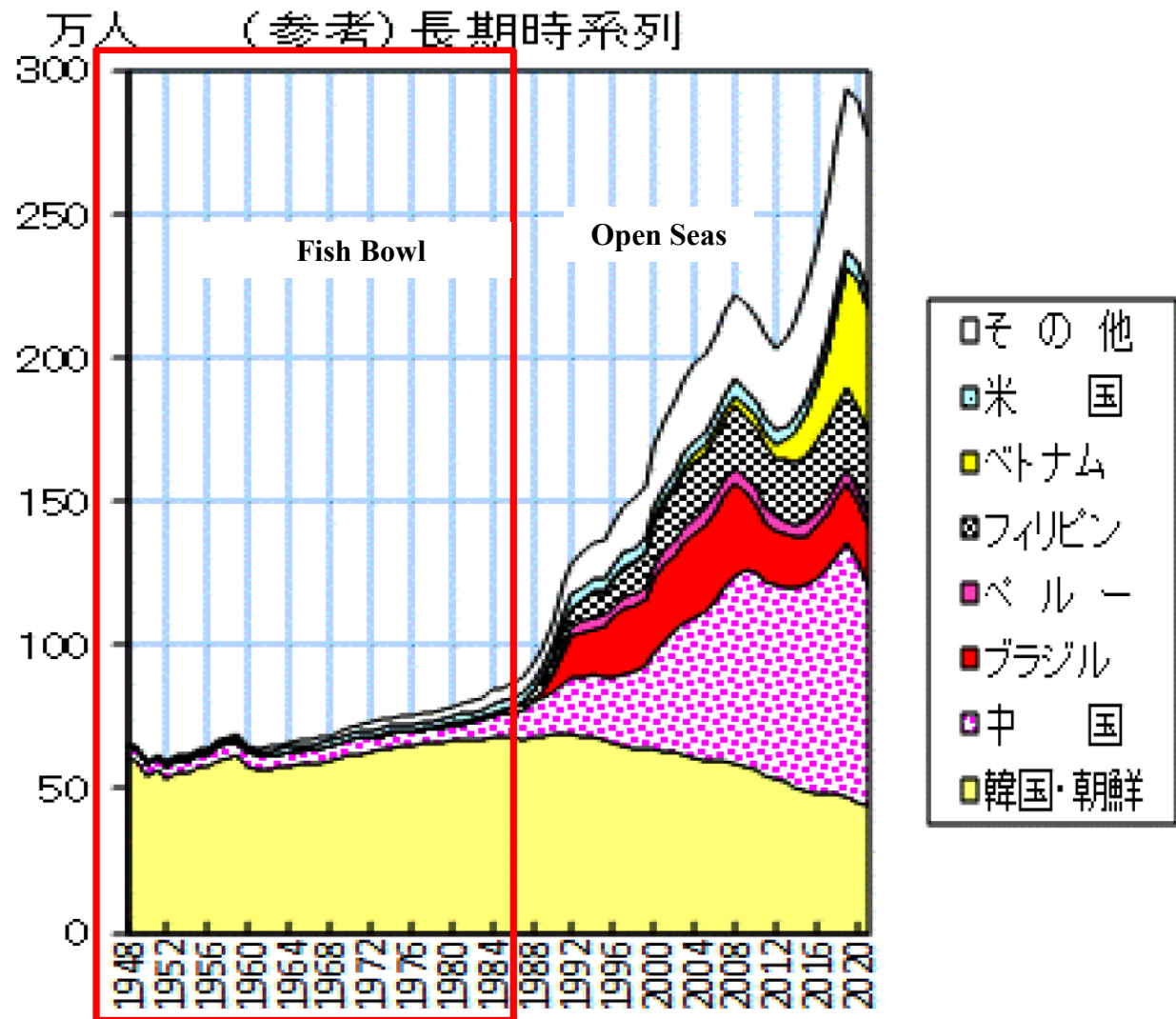
...both in the lower and upper secondary school, the term 'English as "speech" [is included]. This is because it is *English as "speech" that the teacher is to teach and not English as "code", except in so far as the latter contributes to the former. In short, the English teacher in the lower and upper secondary school should concentrate on teaching English speech and not on teaching the English language.*

Since English is not only the speech of English-speaking peoples but is an *international language as well, the chief point to consider is its degree of utility. Consequently, the minimum standard that should be expected of any student is that he make himself understood without much difficulty.* This would mean, among other things, that a student's pronunciation and intonation should be *sufficiently correct to prevent misunderstanding.*

*Final draft of the first Course of Study written in 1951.
(<https://erid.nier.go.jp/files/COFS/s26jhl1/index.htm>)*

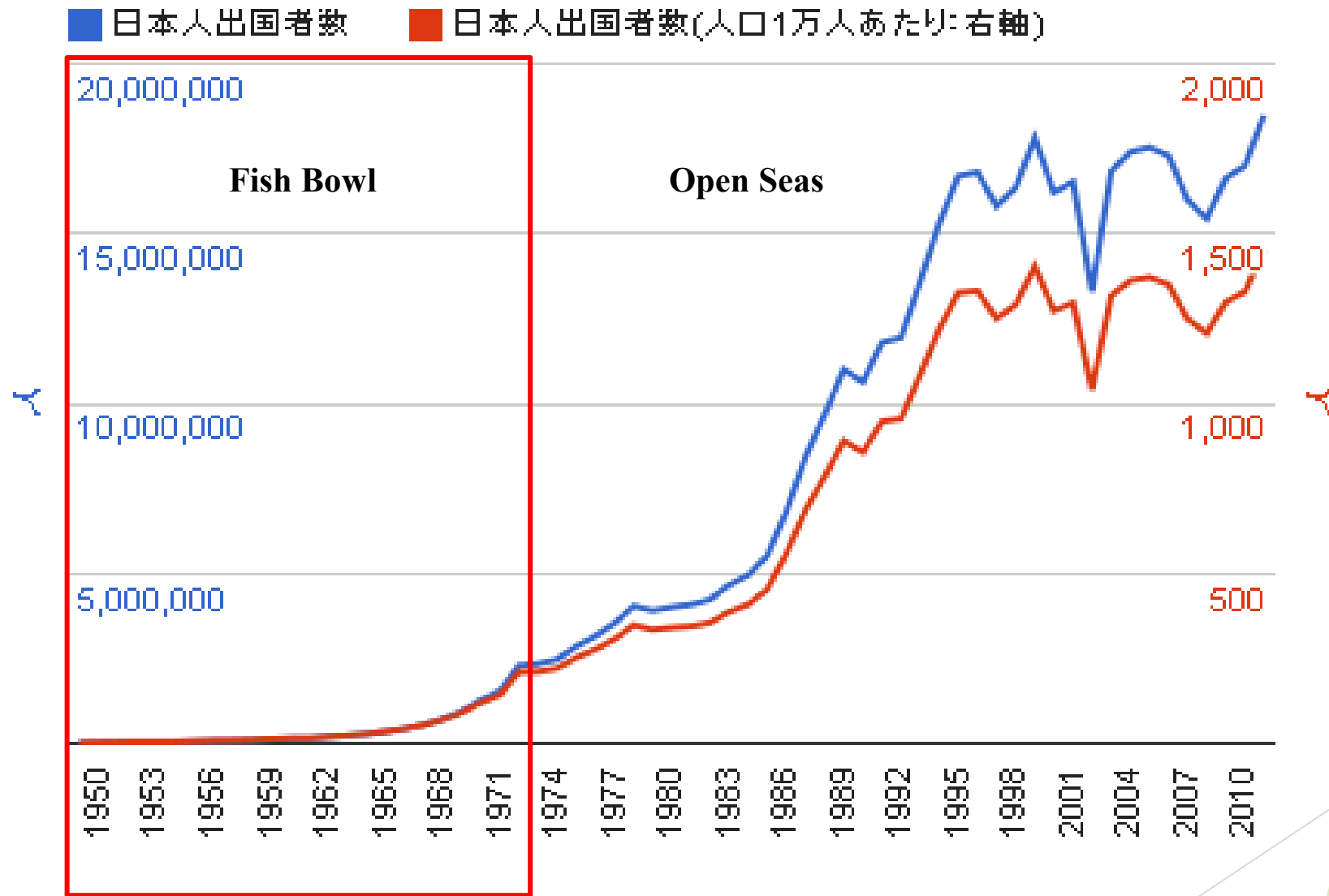
日本の英語教育はなぜ長い間文法訳読
が中心になったのだろう

Number of foreigners living in Japan



(資料) 法務省「在留外国人統計(旧登録外国人統計)」
<https://honkawa2.sakura.ne.jp/1180.html>

Number of Japanese going abroad



観光庁の出入国者数統計

Open Seas に出ていくために必要な準備

Input	Uptake & Forced Output	Intake	Output
意味のある文脈からの言語インプット	気づきに基づき教えられた表現等を意識的に使ってみる	気付いた言語形式が定着し、修得につながる	修得された言語形式が使えるようになる

意識的に「言語形式」や「発音」「単語」を意味のある活動を通して練習するステージ
→ inputで導入された表現を試す。さらに自分で選んだ表現に応用してみる

spiral learning & teaching

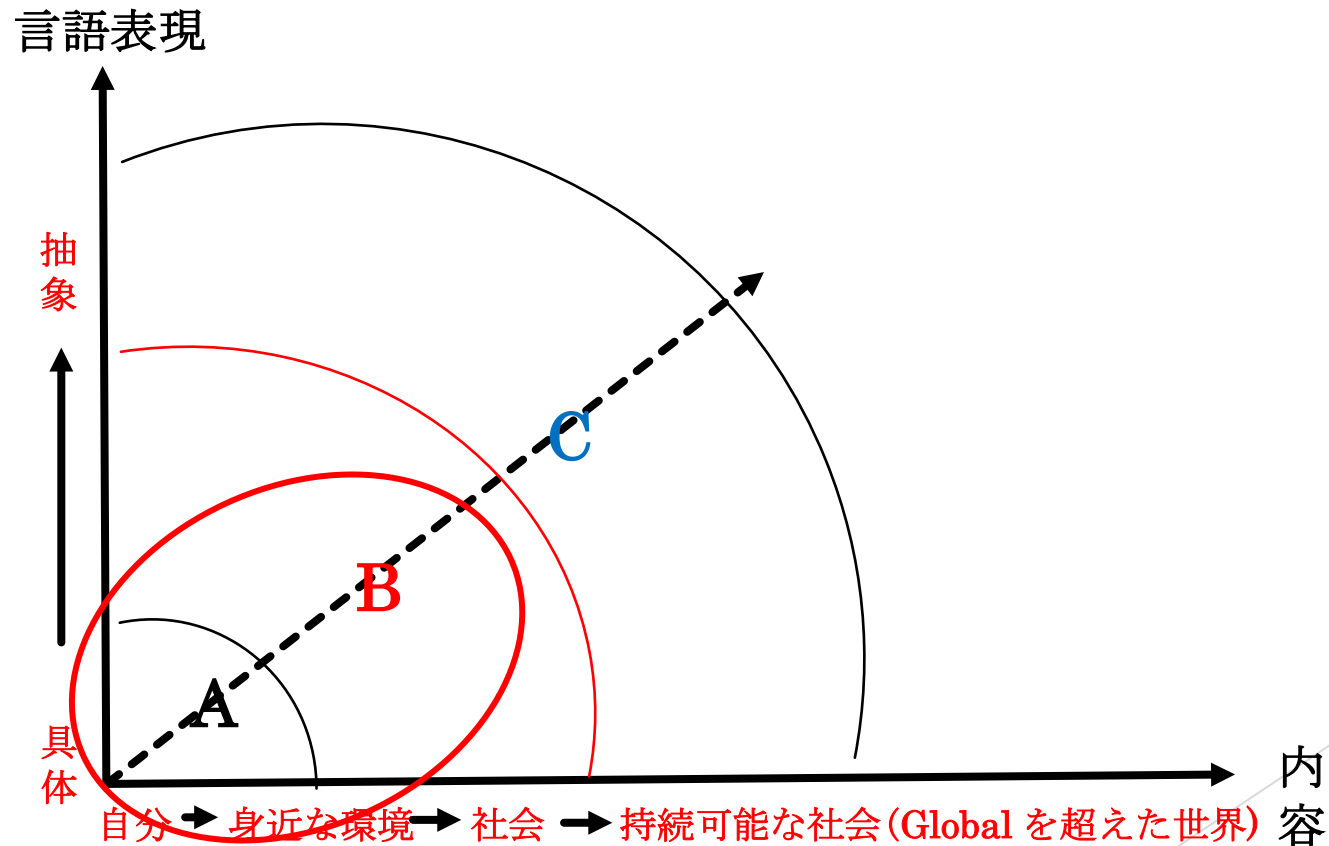
気づきを促すための **focus-on-form** (意味のある文脈の中で言語形態に気付かせる)

Scaffolding (支援) : **recast, prompt** の重要性 (生徒の誤り等を直接直さずに正しい表現を与えることで気付かせる)

内容の選定基準 (柳瀬)

話題の**広がり** (例: 飼っているペット → 日本で人気のあるペットは?
→ 珍しいペット)

↓
深まり (絶滅の危機に瀕している動物 → 人類、地球の存続と生物多様性の
関係、等)



学習指導要領との関連性

小学校外国語科

話すこと [やり取り]

目標

ア **基本的な表現**を用いて指示，依頼をしたり，それらに応じたりすることができるようにする。

イ 日常生活に関する身近で簡単な事柄について，自分の考えや気持ちなどを，**簡単な語句や基本的な表現**を用いて伝え合うことができるようにする。

ウ 自分や相手のこと及び身の回りの物に関する事柄について，**簡単な語句や基本的な表現**を用いてその場で質問をしたり質問に答えたりして，伝え合うことができるようにする。

この目標を演繹的な PPP で教えるとしたらどれだけの表現や語句をまず教えなければならないだろうか？

小学校外国語科

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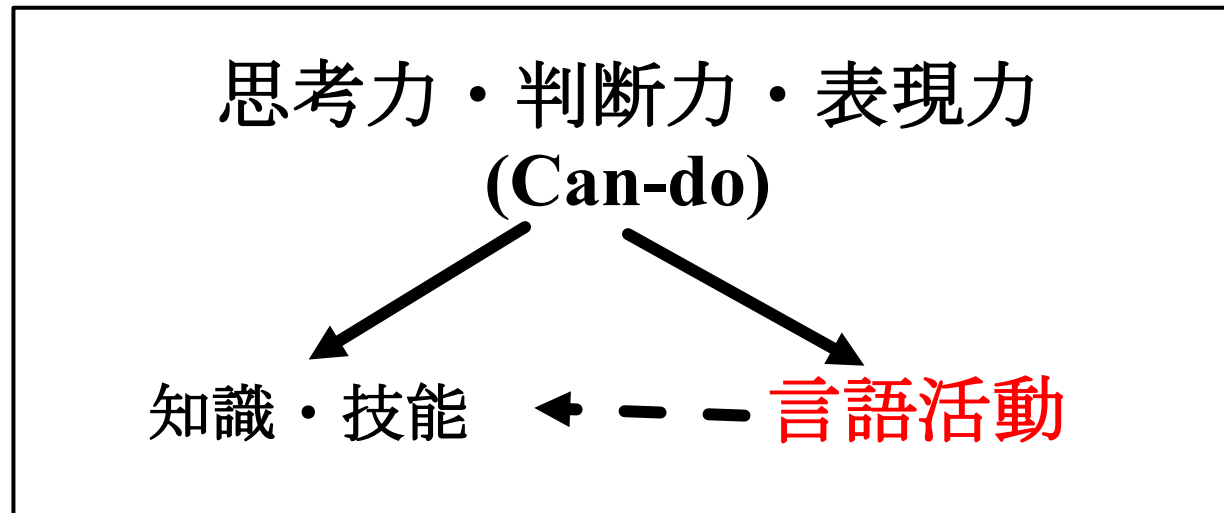
言語活動及び言語の働きに関する事項

(ア) **初対面の人や知り合いと挨拶を交わしたり，相手に指示や依頼をして，それらに応じたり断ったりする活動。**

(イ) 日常生活に関する身近で簡単な事柄について，自分の考えや気持ちなどを伝えたり，簡単な**質問**をしたり**質問に答えたりして**伝え合う活動。

(ウ) 自分に関する簡単な質問に対してその場で答えたり，**相手に関する簡単な質問を**その場でしたりして，**短い会話をする活動。**

新学習指導要領における 知識・技能と思考力・判断力・表現力の関係



Can-do と言語形式を結びつける具体例

目標：自分や相手のこと及び身の回りの物に関する事柄について、簡単な語句や基本的な表現を用いてその場で質問をしたり質問に答えたりして、伝え合うことができるようにする。

思考力・判断力・表現力 (Can-do)

言語活動及び言語の働きに関する事項：
自分に関する簡単な質問に対してその場で答えたり、相手に関する簡単な質問をその場でしたりして、短い会話をする活動。

知識・技能

言語活動

Do you like animals? Yes, No, So-so.
Why? (Because) it's ~. What do you like?
Do you like ~? Yes, I do. No I don't. etc.

色々な動物 (絵、動画 etc)

具体的言語活動：生徒の興味関心のある話題について簡単な会話をする
例えば、動物 (好き?嫌い?)
何が好き?なぜ好き/嫌い?など

AccuracyとAcceptabilityの関係

知識・技能

→ **Accuracy (Grammaticality) Competence**
(文脈と関係なく言語形式が「正しいかどうか」)

思考力・判断力・表現力

→ **Acceptability Performance**
(コミュニケーションの個別場面に「適切かどうか」)

Communication and Pronunciation

ネイティブのように話す必要性？

こんな例が実際にあった（今はどうか）


英語の先生が英語が話せない。留学もしていなければ、ほとんどが日本人の先生に習っていて外国人と接することがなかった。1987にALTが導入されたときは戸惑い、生徒の前で恥をかきたくないと思った先生が大勢いた。ALTはあくまでもテープレコーダー代わりに教師が英語でコミュニケーションする相手として考えられていなかった。

*外国人に**What do you teach?**と問われて、**English** と言えずに、**Japanese** とか**PE**とか答えていた英語の教師がいた。英語の先生をしていたお母さんと一緒にいた中学生が外国人に、お母さんは教師と聞いたけど、何教えているのか、と問われて、**English** と言えなかった。

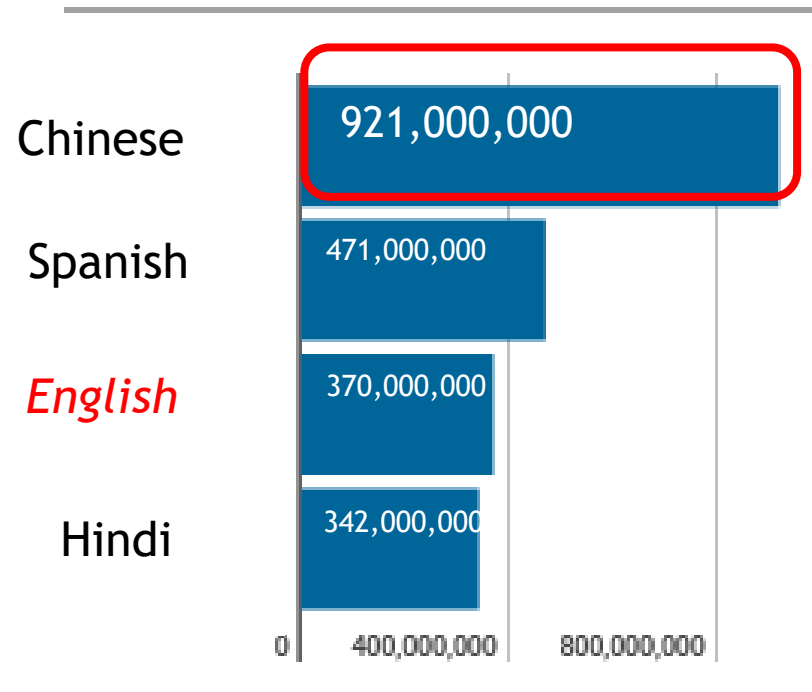
生徒には文法的間違いを指摘し、l と r の発音の違いを一生懸命教えてきたが、実際に自分が話すとなると生徒と同じ「間違い」をしていしまう。

TOEIC 満点、英検1級なのに、外国人との会話は苦手。

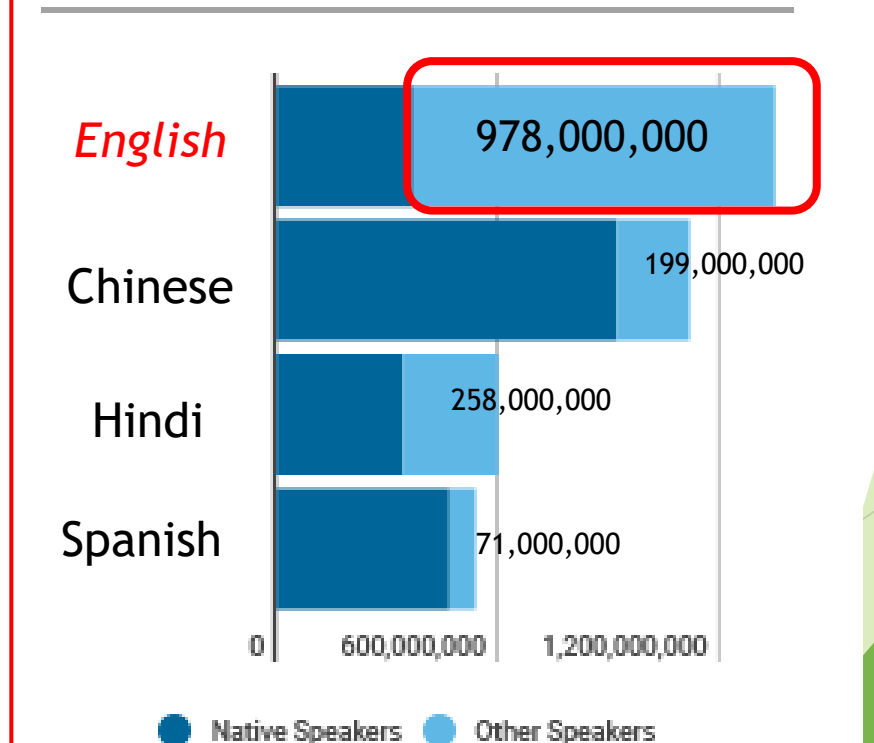
What is the most spoken language?

English is the largest language in the world, if you count both native and non-native speakers. If you count only native speakers, Mandarin Chinese is the largest. 

Native language

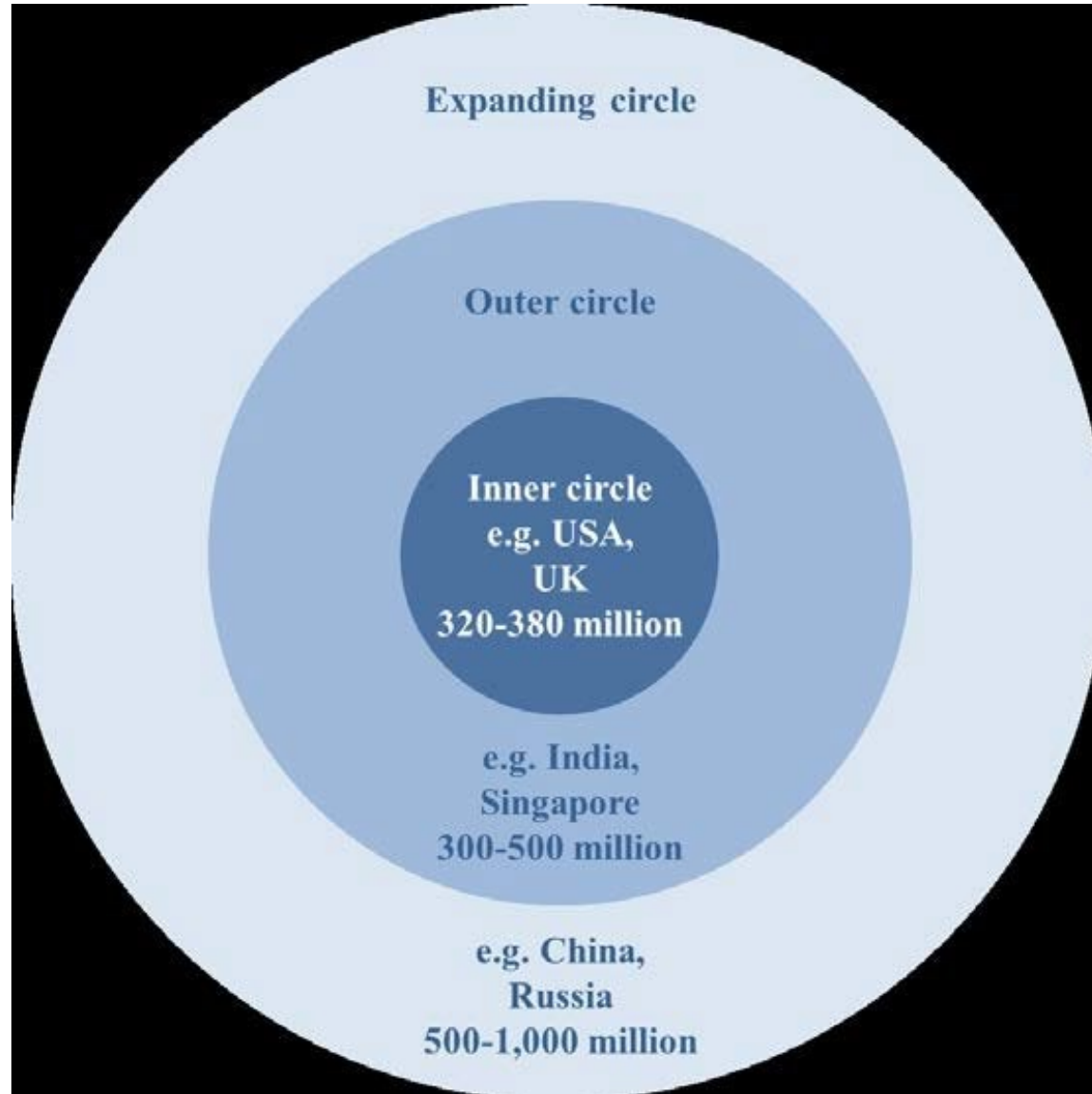


Native + non-native language

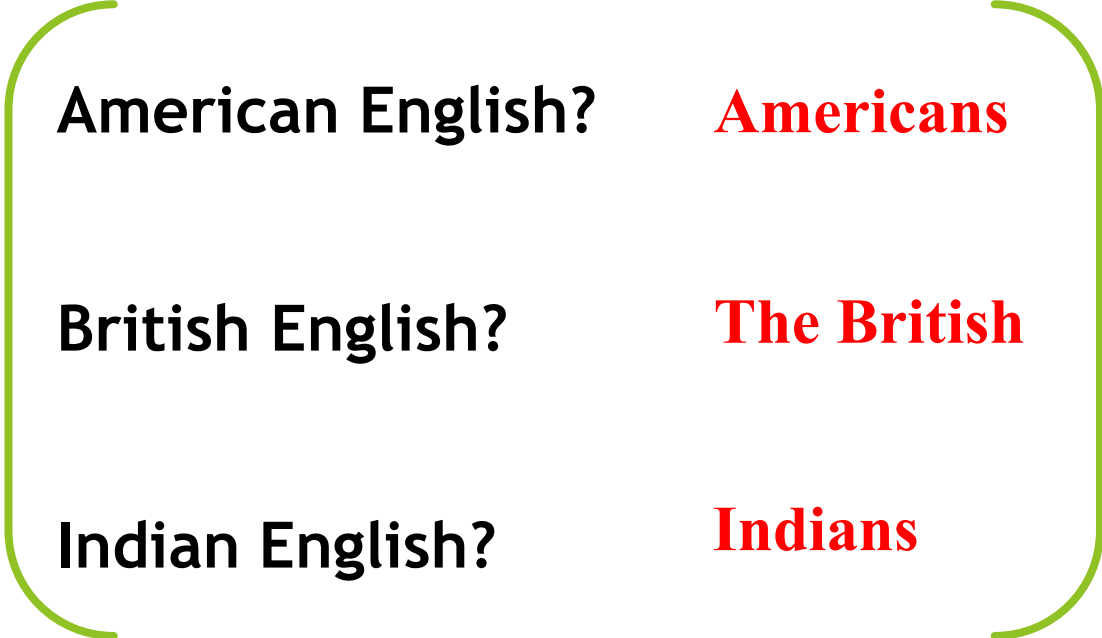


English as global language

Inner, outer, expanding circles (Kachru)



Ownership of English



**THEIR
ENGLISH**

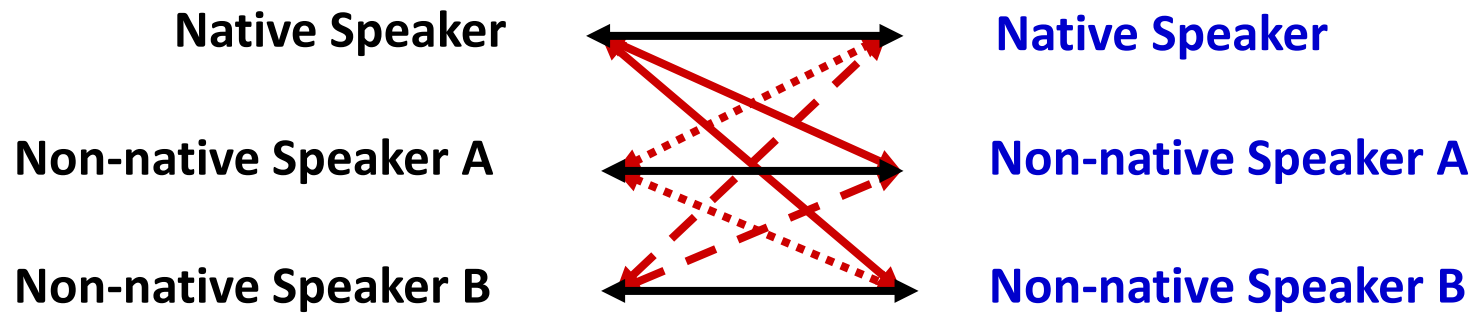
Japanese English? **Japanese**

**MY
ENGLISH**

**English for international
communication?**

**OUR
ENGLISH**

English for International Communication is not acquired as performance, not as competence



調整能力の重要性

Kawashima (2013) の研究

The Effects of Exposure to Non-native English on Self-confidence of Japanese High School Students. Unpublished PhD dissertation, Macquarie University.

Exposing non-native English to high school students

→ **the more non-native varieties of English the students are exposed to in class, the more the students themselves develop positive attitudes towards non-native varieties of English, as well as towards using non-native Japanese English**

→ **the less exposure to non-native varieties of English and the lower the proficiency level of the students, the more negative their attitude becomes towards non-native varieties of English, and the stronger their attitude becomes towards the use of native English**

** *Can be said of teachers, too?*

Characteristics of speaker models for Japanese university students

Kenta Yamanouchi

students' attitudes about what characteristics led students to see someone as a speaker model

Results show that although the participants were learning English as a foreign language and their goals for learning English were to achieve native-like competence, **they mainly had Japanese teachers of English in mind as speaker models.**

Although it is not necessary to have native-like English in order to be seen as a speaker model, **it is necessary for students to observe the speaker model using English for communicative purposes.**

言語能力と語用能力

Speech Act (発話行為) (Searle)

1. **Utterance acts** (言語能力)
sounds, grammar, vocabulary, etc.
2. **Illocutionary acts** (話し手の意図)
As you come home from a busy day you say:
Mom, I'm thirsty. → *give me something to drink*
3. **Perlocutionary acts** (聞き手の解釈)
As your child comes home and says:
Mom, I'm thirsty. → *I'm sorry to hear that*
4. **Propositional acts** (意味内容)
I'm thirsty → *のどが渴いている*

Conversational Implicatures (会話的含意) (Grice)

Cooperative Principles (協調原理)

1. Maxim of quality (内容の真偽)

If you knew the other person was lying, would you listen to him/her?

癌だとわかっていると言えない 昔は「癌」は死の宣告と同じだった

2. Maxim of quantity (発話の量)

Hi, how's it going? Oh, I'm fine..... あまりにも簡単な返事→何か隠してる?

3. Maxim of relevance (関連性)

How was the test today? **Say, how about going to the concert tonight?**

4. Maxim of manner (発話の仕方)

When I was asked to give speech at a graduate's wedding

(What am I going to say? He almost failed my course, and he was often sleeping in class)

彼は自分をしっかり持っており、周りに迎合することなく、自分が思ったことを最後までやり抜く、、、、

ICT、AIの重要性

2022年度英語教育実施状況調査から(文科省)

以下の活動にICT機器を活用した割合	小学校	中学校	高等学校
教師がデジタル教材等を活用した授業	99.8% (99.7%)	99.7% (98.8%)	98.3% (94.6%)
児童生徒が1人1台端末を活用した授業〔新規〕	96.8%(-%)	99.4%(-%)	—
児童生徒がパソコン等を用いて発表や話すことにおけるやり取りをする活動	85.3% (80.1%)	90.8% (86.2%)	86.9% (69.7%)
児童生徒による発話や発音などを録音・録画する活動	66.1% (54.7%)	78.4% (66.5%)	69.6% (49.7%)
児童生徒がキーボード入力等で書く活動	67.6% (54.4%)	87.0% (76.5%)	78.3% (57.2%)
児童生徒が電子メールやSNSを用いたやり取りをする活動	6.1% (3.1%)	14.0% (8.1%)	28.3% (18.8%)
児童生徒が遠隔地の児童生徒等と英語で話をして交流する活動	11.4% (8.6%)	10.1% (7.7%)	19.8% (15.9%)
遠隔地の教師やALT等とチーム・ティーチングを行う授業	6.1% (6.5%)	6.4% (6.9%)	13.7% (12.0%)
児童生徒が遠隔地の英語に堪能な人と個別に会話を行う活動	3.8% (3.8%)	5.9% (5.2%)	11.4% (11.9%)

具体的な活用内容

※ () 内は、昨年度(令和3年度調査)の値。
※全ての割合について、「ICT機器を活用した学校数」を分子、全学校数を分母として計算。

https://www.mext.go.jp/a_menu/kokusai/gaikokugo/1415043_00004.htm

教室は徐々にOpen Seas 化されてきている 「教室」の意味の再解釈が必要になる

今まで経験のない世界の言語と文化

星出彰彦「大勢の人が宇宙 (**Universe**) に行けば、新しい産業だけではなく **思想や文化が生まれる**」 「宇宙から帰ってきた日本人」 (読売新聞)

Metaverse (仮想世界)

= **interpersonal communication** (My, Your, Their → **Our 言語、文化**)

例、SDGs の協同授業など

Effects of interactive internet games, VR experiences on language learning

Dixon & Christian (2021), Sundqvist, P. (2019), Tai, T.Y. (2022)

ChatGPTなどのAI技術の発展

しかし、ICTやAIはあくまでも道具であり、その限界を知る

e.g. Ishiguro, Kazuo. “Klara and the Sun”

英語教育の道具として大きな可能性を秘めている

Tai, T.Y. (2022) Impact of mobile virtual reality on EFL learners' listening comprehension

*Participants were 49 Taiwanese seventh-graders, randomly assigned to either the **VR group or video group**. The VR group played with a language learning VR app using mobile VR while the video group watched the walkthrough video of the VR app on personal computers. The effects of mobile VR were analyzed based on listening comprehension post-tests, recalls, and interviews. The results revealed the **VR group's listening comprehension and recall were significantly better than that of the video group**. The interview data indicated that, for most VR players, mobile VR-mediated EFL listening was **motivating, beneficial, and convenient**. They felt **more engaged in the listening tasks**. **Simulated real-life scenarios and interactivity, particularly the interaction with virtual characters, led to a stronger sense of presence and a higher degree of immersion, which enabled them to listen as a participant rather than overhearer**. Interaction in an authentically fully-immersive context facilitated listening comprehension.*



How will AI affect foreign language education?

AI has the potential to greatly improve foreign language education. With the use of AI, language learning can be more personalized, interactive, and immersive. AI can help create personalized lesson plans and track individual progress, making the learning process more efficient and effective. Additionally, AI-assisted language learning resources such as chatbots and virtual language tutors can provide students with more opportunities to practice speaking and receive feedback. As a result, AI can enhance student engagement and improve language proficiency.

What will the teacher's job be?

AI will not replace the teacher in foreign language education. Instead, the role of the teacher will shift to that of a facilitator or mentor. AI can help teachers by automating some aspects of lesson planning, grading assessments, and tracking student progress. This would allow teachers to focus on individual student needs, and on fostering meaningful interactions with students in the classroom.

Teachers can also use AI-assisted language learning resources to enrich the classroom experience, allowing them to incorporate exciting and innovative language learning activities. Ultimately, AI can help teachers improve student engagement and learning outcomes, and create a more dynamic and interactive language learning environment.

SDG: Clean Water and Sanitation

Water is an essential element for the survival of all living beings, including humans. Although water covers almost 71 percent of the earth's surface, only about 2.5 percent of it is freshwater. The rest is saltwater, which humans cannot use for drinking, irrigation, or industrial purposes without desalination. Water scarcity is a severe problem, especially in developing countries, where millions of people lack access to clean drinking water and basic sanitation.

Achieving access to clean water and sanitation facilities for all by 2030 is the sixth Sustainable Development Goal (SDG) set by the United Nations. Increased investment in infrastructure, education, and awareness about proper hand hygiene and sanitation can contribute to the success of this target. Moreover, the installation of low-cost, sustainable, and appropriate technologies for water harvesting and conservation can also play a vital role in reducing water scarcity.

Q1. Which of the following is true about water?

- A. Water is not essential for the survival of living beings.
- B. Saltwater can be used for drinking and irrigation.
- C. Only a small portion of water is freshwater for drinking, irrigation, and industrial purposes.
- D. Water scarcity is not a severe problem globally.

Q2. Which of the following can help achieve access to clean water and sanitation facilities by 2030?

- A. Decreased investment in infrastructure and education.
- B. Ignorance of proper hand hygiene.
- C. Promotion of water wastage and misuse.
- D. Low-cost, sustainable, and appropriate technologies for water harvesting and conservation.

小学校英語の指導に当たって求められる教師の力 と小学校英語担当者に期待すること

1. 学習指導要領に載っている「目標」を実現するための「言語活動」について色々な先生方を一緒に考える
2. 言語とコミュニケーションの違いを認識すること
3. 自分の英語を卑下しないこと。
4. ICT、AI をどのように道具として利用するか、またその限界を知る

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