

日本英語教育学会(JELES)第47回年次研究集会

# 英検2級合格者のスピーキング力の 現状と問題点

—準1級合格者とのギャップを参考に—

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# I Introduction



# 研究の意義

## —なぜ「英検2級」か—

### 【英検2級の位置づけ】

- ・多くの英語学習者にとって習得過程における一つの到達目標
- ・最終合格率 約17～20%
- ・「**高校卒業程度**」のレベル（日本英語検定協会）
- ・「**日常生活に必要な英語を理解し、口語で表現できる**」能力  
（鳥飼、2002）
- ・「**物語を語ることができる、事柄を直線的に並べ、比較的流暢に簡単な語りができる**」「**自分の意見についての短い理由の説明ができる**」  
→CEFR B1レベルに相当（藤田・横内・松岡・仲村・平井、2016）

# 研究の意義

## —なぜ「英検2級」か—

「英検2級合格者の英語力は実際そこまで高いものなのだろうか？」

- ・発表者による準1級と2級の2次試験面接官の経験
- ・勤務校での英検受験生のスピーキング指導



2級合格者に対する感想

- ・「**社会性の ある話題についてやりとりすることができる**」スピーキング力（日本英語検定協会）には必ずしも到達していない場合が散見される。
- ・準1級合格者との間に大きな英語力の差を感じる。

# 研究の意義

## —なぜ「英検2級」か—

### ①「2級止まり」の学習者の多さ、「準1級の壁」という現状

2級合格者の英語力の状況(彼らがどこまで話せ、どこでつまづいているか)を検証することで、日本人英語学習者の得意・不得意項目や「超えるべき壁」が見えてくるのではないか。



今後のスピーキング指導に何らかの示唆ができるのではないか。

### ② 被験者の英語レベルの差が他の集団に比べ小さい



より信憑性・説得力のあるデータが得られるのではないか。

## II Methodology



# Research Questions

- ① 英検2級合格者がスピーキングにおいて苦手とする項目は何か。また、イラスト描写問題と意見陳述問題の結果に差異はあるか。
- ② 英検準1級合格者と2級合格者のスピーキング力の現状において類似点と相違点は何か。

# 「英検2級・準1級(スピーキング)に関する調査」

I 実施日            平成28年11月～平成29年2月

## II 実施対象

①英検2級合格者

県内の公立高等学校生徒(20名)

②英検準1級合格者

県内の公立高等学校生徒、大学生、社会人(12名)

## III 調査内容

実際に出題された英検2次試験問題を使用し、同じ形式でのスピーキングテスト(面接)を行う。



## 使用した問題(2級) → 資料1・2参照

### (1) 問題カードに関する問題

- ① パッセージ 音読問題 … 調査対象とせず。
- ② パッセージ に関するQ & A (Question No.1) … 調査対象とせず。
- ③ イラストの展開説明 (Question No.2) … 調査対象 (101文)

### (2) 自分の意見とその理由・説明を述べる問題 (Question No.3, No.4)

… 調査対象 (95文)

## 使用した問題(準1級) →資料3参照

### (1) 問題カードに関する問題

- ① イラストの展開説明 … 調査対象(115文)
- ② イラストに関するQ & A (Question No.1) … 調査対象とせず

### (2) 自分の意見とその理由・説明を述べる問題 (Question No.2, No.3, No.4)

… 調査対象(107文)

# データの内訳

	被験者数	イラスト描写問題	意見陳述問題
2級	20名	101文	95文
準1級	12名	115文	107文

## 使用した問題

### ① Card A(イラスト描写問題)→ 6名を対象

Your story should begin with this sentence: One day, Aiko and her parents were moving into their new house.



## 使用した問題

② 2級Card B(イラスト描写問題) → 8名を対象

Your story should begin with this sentence: One day, Mr. Nakata was driving with his wife to the beach.



## 使用した問題

### ③ Card C (イラスト描写問題) → 6名を対象

Your story should begin with this sentence: **One day, Mr. Sasaki was showing his wife a magazine article.**



## 2級 意見陳述問題

**(Card A) → 6名を対象**

**① Some people say that schools should give students tablets computers to use in class. What do you think about that?**

**② Today, many Japanese people work in foreign countries. Do you think the number of these people will increase in the future?**

## 2級 意見陳述問題

**(Card B) → 8名を対象**

**① Some people say that more people will drive electric cars in the future.**

**What do you think about that?**

**② It is often said that children today read fewer books than before. Do you think children should spend more time reading?**



## 2級 意見陳述問題

**(Card C) → 6名を対象**

- ① Some people say that people today eat too much fast food. What do you think about that?
- ② Today, computer games are very popular with people of all ages. Do you think playing computer games is a waste of time?

# III Results & Discussion



## 調査① 解答状況(イラスト描写問題)

～2級合格者はspeakingにおいて  
どこでつまづくか～  
(被験者の解答状況)



## Card A(イラスト描写問題)

Your story should begin with this sentence: One day, Aiko and her parents were moving into their new house.

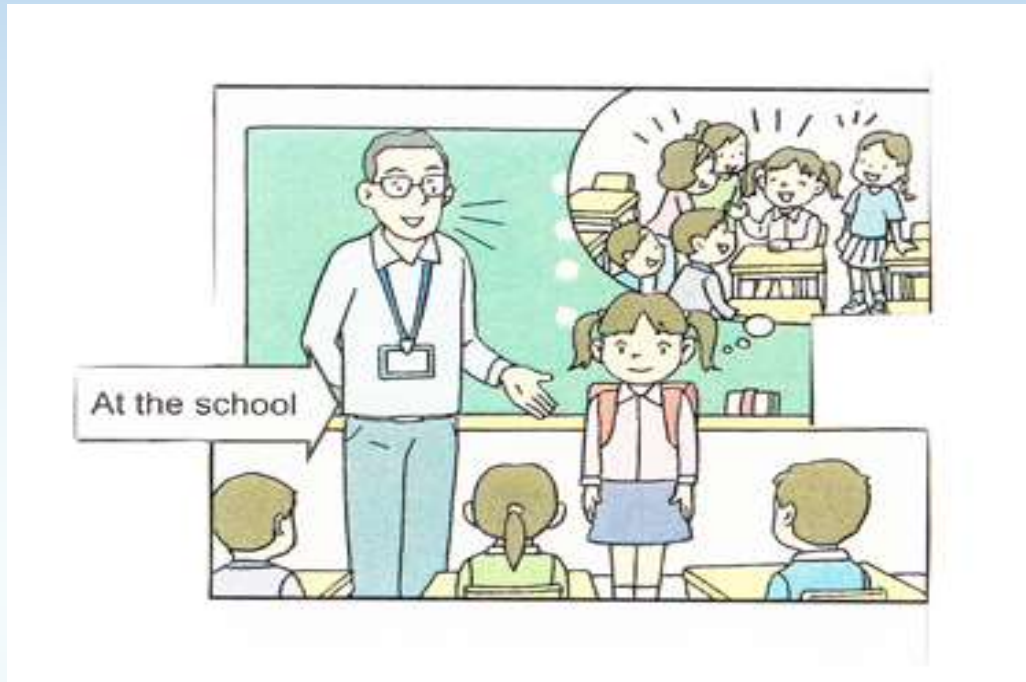


## CardA ①コマ



(One day Aiko and her parents were moving into their new house.) Her mother said to Aiko, “Tomorrow is the first day at your new school.”

## CardA ②コマ

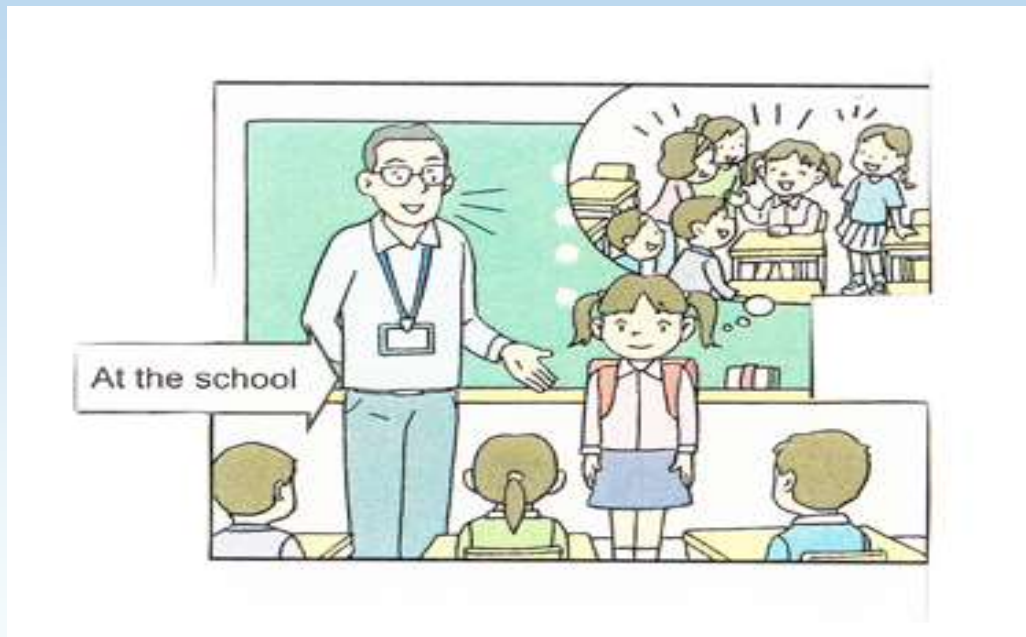


(At the school,) Aiko 's teacher was introducing Aiko to her classmates. Aiko was looking forward to talking to her classmates.

## CardA ③コマ



(Two weeks later,) Aiko was doing homework with some friends. Her mother was thinking of giving them cake.

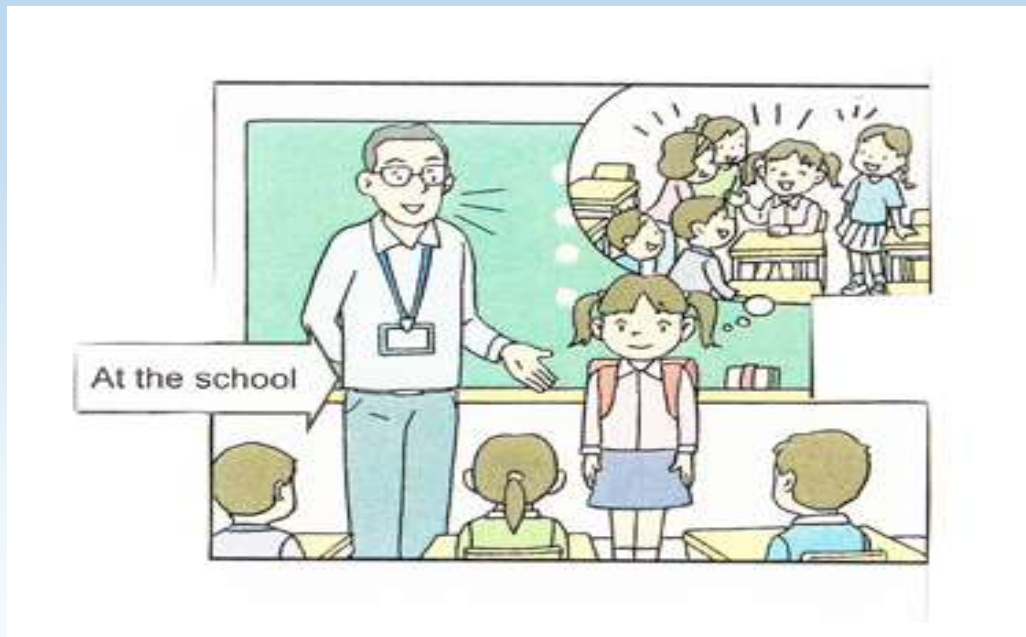


(At the school,) Aiko's teacher was introducing Aiko to her classmates. → 正答 少ない

### 【誤答例】

- Aiko's teacher is introduced , was introducing Aiko.
- 当該箇所と言及なし。 → introduceが出てこない

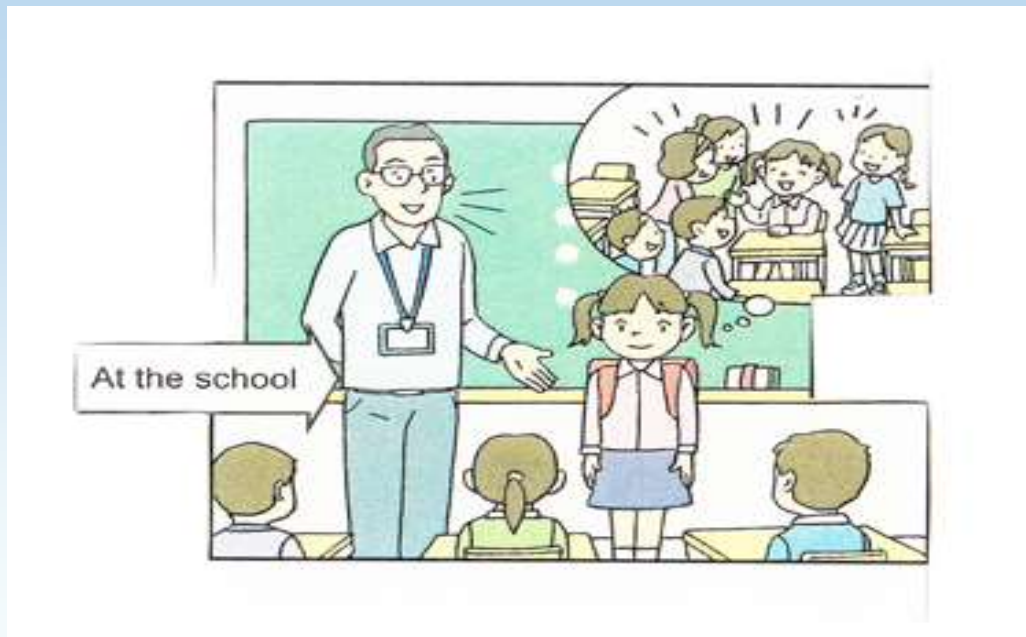




Aiko was looking forward to talking to her classmates.

→ 正答 少ない

- Aiko want to ... wants to ... wanted to make many friends.  
(話しながら修正するパターン)
- She was looking forward to talking with friends.  
(長期海外生活経験者による解答)



Aiko was looking forward to talking to her classmates.

(誤答例)

- She ~~think~~ that she ~~will~~ be, she ~~has~~ a lot of friends and talk with. (he / she thinks that ... の壁)
- Aiko ~~think~~ many ~~make~~ friends. (同上)
- She ~~want~~ to talk with her classmate. (時制の誤用)



(Two weeks later,) Aiko was doing homework with some friends.

### 【誤答例】

- She, she, her friends ~~go~~ to her house. (時制の誤用)
- Aiko ~~can~~ make friends. (時制)
- Aiko and her friends ~~study~~ (at) Aiko's house. (時制・前置詞)



Her mother was thinking of giving them cake. (誤答例)

- Her mother think that ... ~~a give some cake~~ for them.
- Her mother ... came and thought ... ~~give to classmates a short cakes.~~
- Aiko 's mother thinks ~~serve cake.~~

→ “he/she thinks ...” の壁

## Card B(イラスト描写問題)

Your story should begin with this sentence: One day, Mr. Nakata was driving with his wife to the beach.





## CardB ①コマ



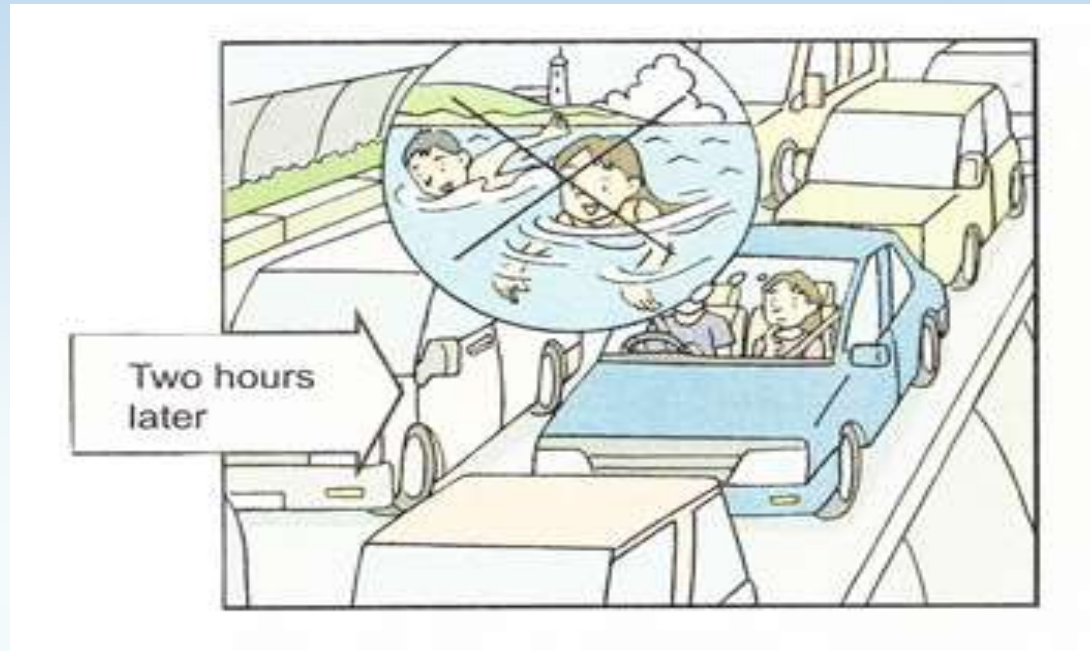
(One day, Mr. Nakata was driving with his wife to the beach.)  
Mrs. Nakata said to her husband, “Let’s take a break.”

## CardB ②コマ



(At a rest area,) Mrs. Nakata was thinking of buying something to drink. Mr. Nakata was stretching.

## CardB ③コマ



(Two hours later,) Mr. and Mrs. Nakata were caught in a traffic jam. Mrs. Nakata was worried they would not be able to go swimming.

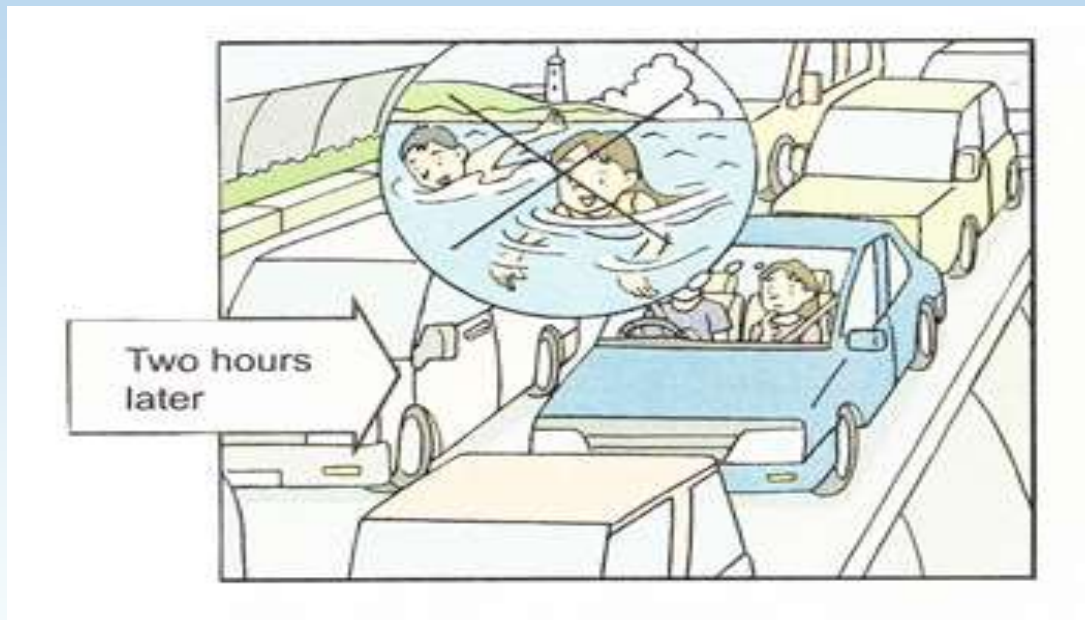




(At a rest area,) Mrs. Nakata was thinking of buying something to drink. Mr. Nakata was stretching.

【誤答例】

- She wanted to drink. He was relaxed. He ~~was exercise~~.
- They took a break. and she ~~goes~~ something to drink. (動詞)
- When Mr. Nakata ~~is~~ so relaxed, then ... Mrs. Nakata thought she ~~wants~~ to buy drink ... drinks. (時制)



(Two hours later,) Mr. and Mrs. Nakata were caught in a traffic jam.

→誤答が多い

- They ~~catch~~ in a traffic jam. (受動態に)
- The road is ~~crowd~~. (時制・品詞)
- The road ~~is~~ very crowded. (時制)
- The car couldn't drive easily. (意味)

## Card C (イラスト描写問題)

Your story should begin with this sentence: **One day, Mr. Sasaki was showing his wife a magazine article.**



## CardC ①コマ



(One day, Mr. Sasaki was showing his wife a magazine article.) He said to her, “Let’s celebrate your birthday at this restaurant.”

## CardC ②コマ



(The next weekend,) Mrs. Sasaki was ordering some food.  
Mr. Sasaki was thinking about giving her a present.



## CardC ③コマ



(Two hours later,) Mrs. Sasaki was satisfied with the dinner.  
Mr. Sasaki asked the waiter to put the cake in a box.



(One day, Mr. Sasaki was showing his wife a magazine article.) He said to her, “Let’s celebrate your birthday at this restaurant.”

【誤答例】

- ~~He said her,~~ “Let’s celebrate your birthday at this restaurant.”
- Mr. Sasaki asked her wife that they should celebrate Mr. ~~Sasaki’s wife~~ birthday at the restaurant.

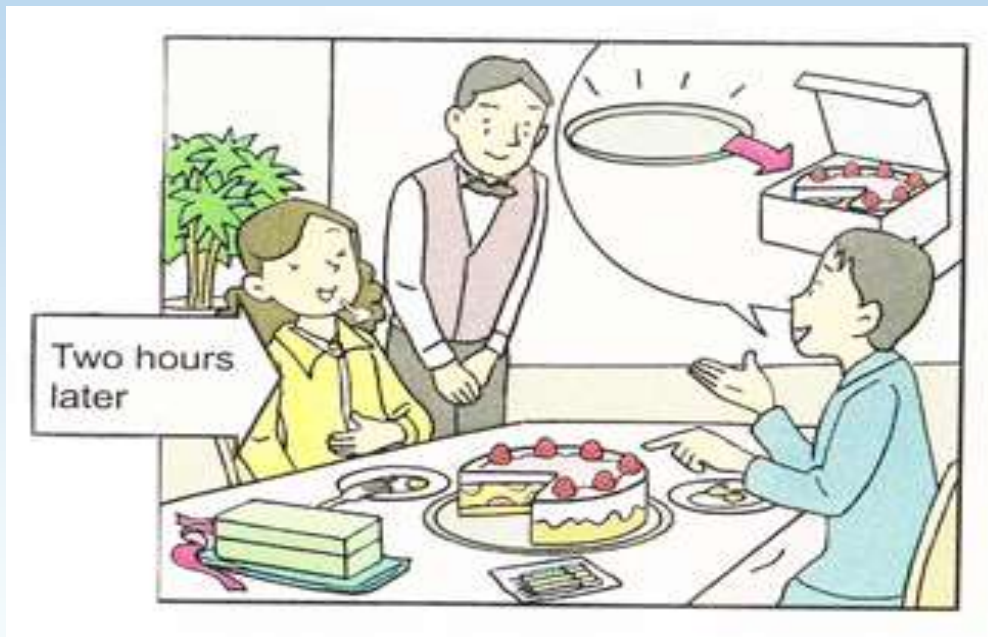


Mr. Sasaki was thinking about giving her a present.

→ 誤答が多い

- Mr. Sasaki was thinking about giving present.”
- Mr. Sasaki was thinking ~~that~~ giving a present to Mrs. Sasaki.
- He ~~is thought~~, “I will give a present to her.”

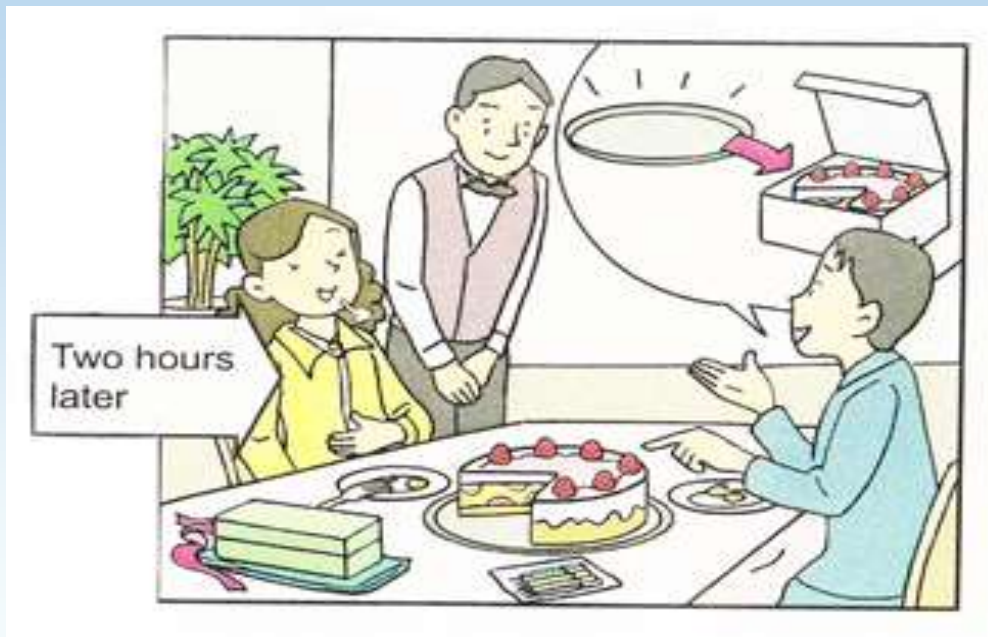




(Two hours later,) Mrs. Sasaki was satisfied with the dinner.

→ 正答例

- Mrs. Sasaki was full.
- She eat, ate only one piece of cake.



(Two hours later,) Mrs. Sasaki was satisfied with the dinner.

→ 誤答例

- They eat, they eat. (時制)
- Mrs. Sasaki was not hungry. (意味)

## 調査② 解答状況(意見陳述問題)

～2級合格者はspeakingにおいて  
どこでつまづくか～



## Card A No.4

Today, many Japanese people work in foreign countries. Do you think the number of these people will increase in the future?

—文法的に多少誤りがあるが、内容的に通じる解答例—

① Yes, because foreign country has another, another cultures~~s~~ and ... another culture has very nice influence ~~to~~ [on] Japanese. → 名詞の単数・複数 / 前置詞

② Oh, yes. ~~Go~~ [Going] abroad is very fun. Also, it is also very good experience . → 動名詞

## Card B No.3

**Some people say that more people will drive electric cars in the future.**

**What do you think about that?**

—文法的に多少誤りがあるが、内容的に通じる解答例—

- ① I agree, because such cars (**are**) very good for the environment. We should ... use such cars. I want to ...drive ... (**electric**) cars in the future.
- ② I agree. ... It is very useful for persons. I want to do it.

## Card B No.4

It is often said that children today read fewer books than before. Do you think children should spend more time reading?

—文法的に多少誤りがあるが、内容的に通じる解答例—

- ① Yes. Reading books is very important, so, for example, we can ... learn about many thing(s) ... foreign countries and ... ~~traditionals~~ (traditions) and ... many flowers and foods. So I think ... more children ~~spend reading time~~ (should spend their time reading).

→ 名詞 / spendの用法

## Card C No.3

**Some people say that people today eat too much fast food. What do you think about that?**

—文法的に多少誤りがあるが、内容的に通じる解答例—

- ① I agree, because fast food is more, fast food is cheaper than ... (**something**), and ... it is not for, it is not good for health.

## 解答分析①

～2級合格者が特に  
苦手としている項目は何か～

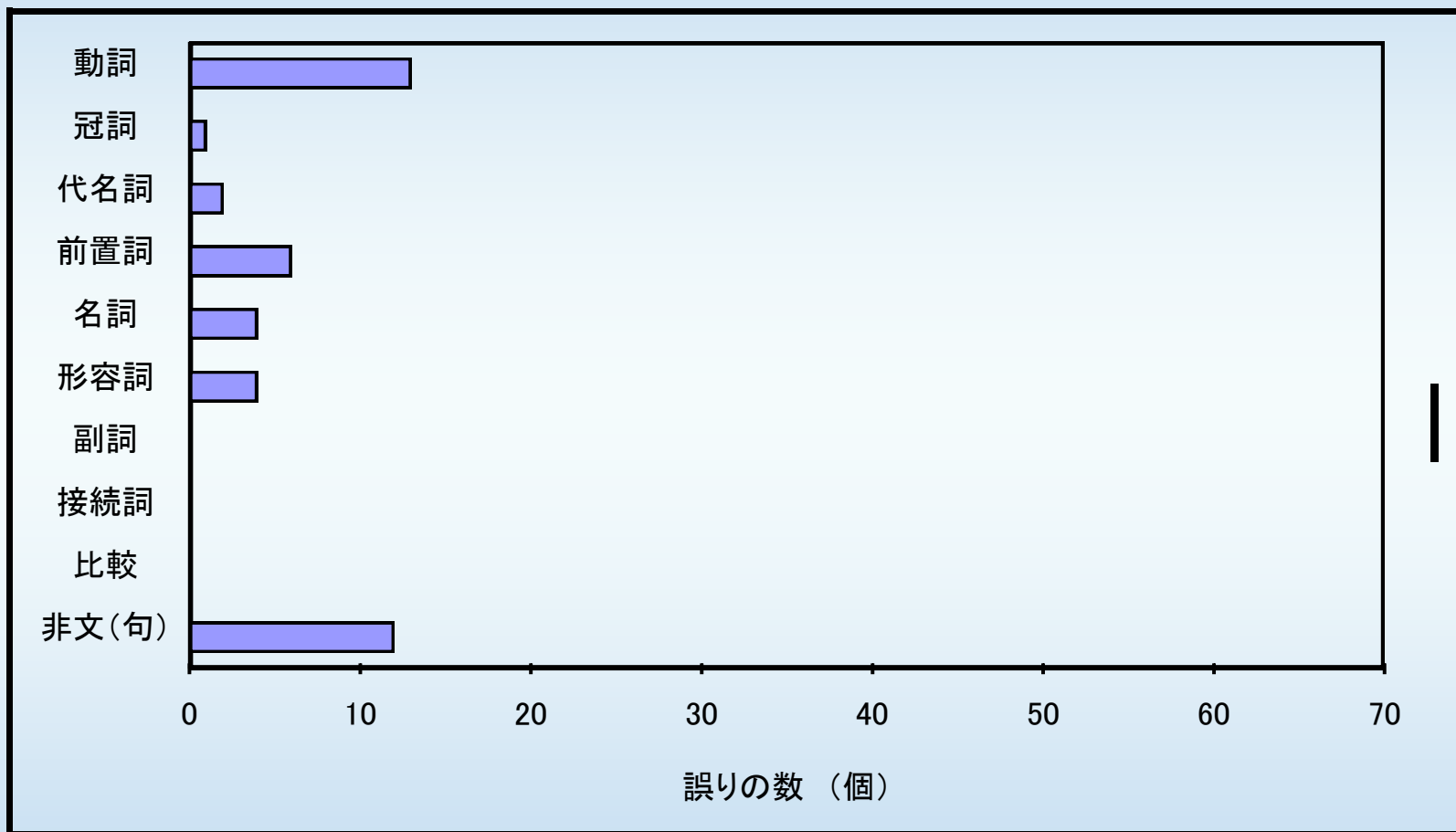




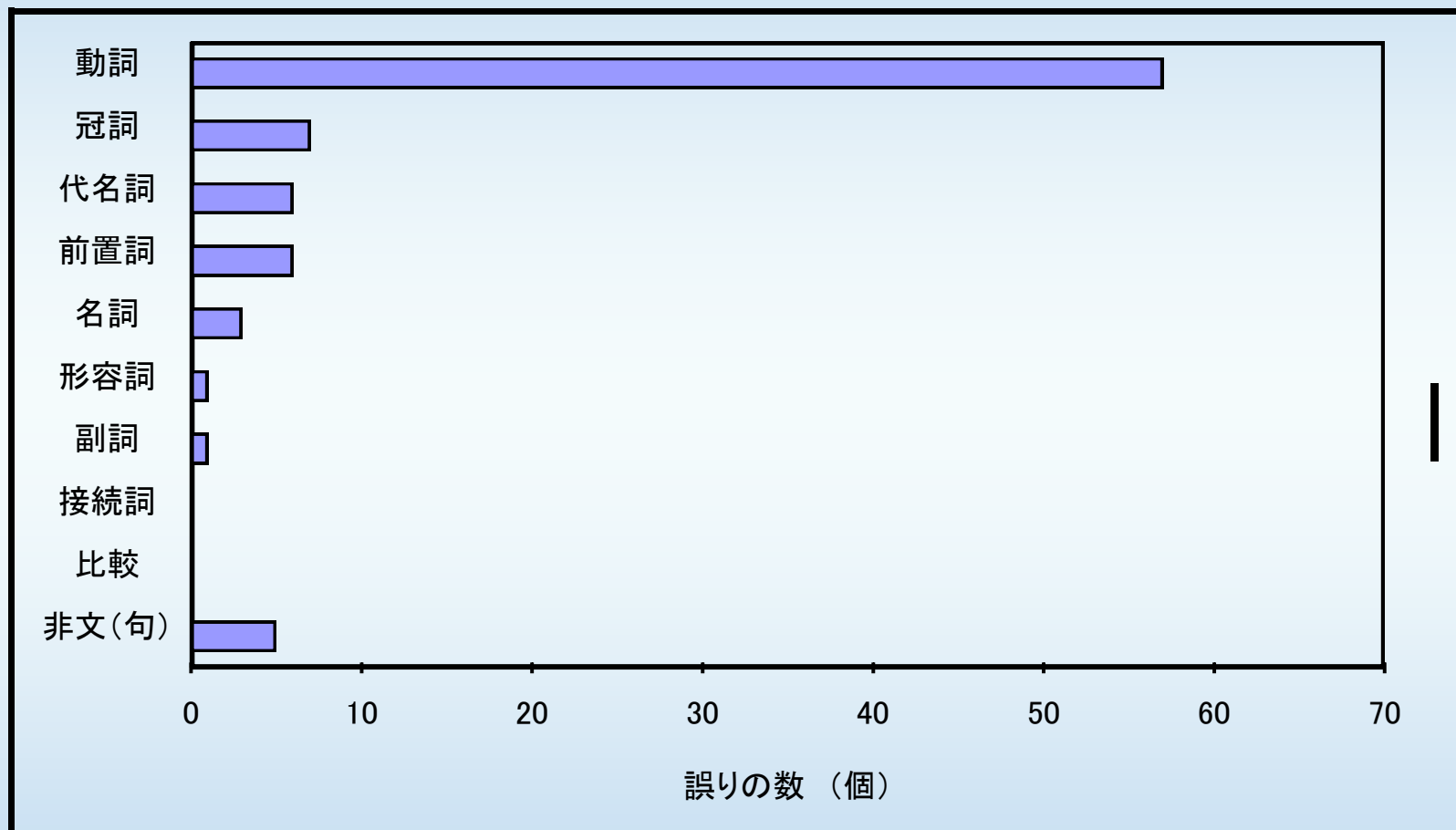
## 2級合格者のスピーキングに見られる誤りの特徴

- ① 意見陳述問題よりもイラスト描写問題に誤りが多い。
- ② 動詞の誤用が多い  
(時制・語の選択・「be動詞グセ」・三単現のS、等)
- ③ “I think ...”は正しく使用できても、“He/She thinks ...”のような3人称を主語とした文が作れない。  
→ “I”を主語にしない文に誤りが多い。

## 意見陳述問題における誤りの種類(2級)



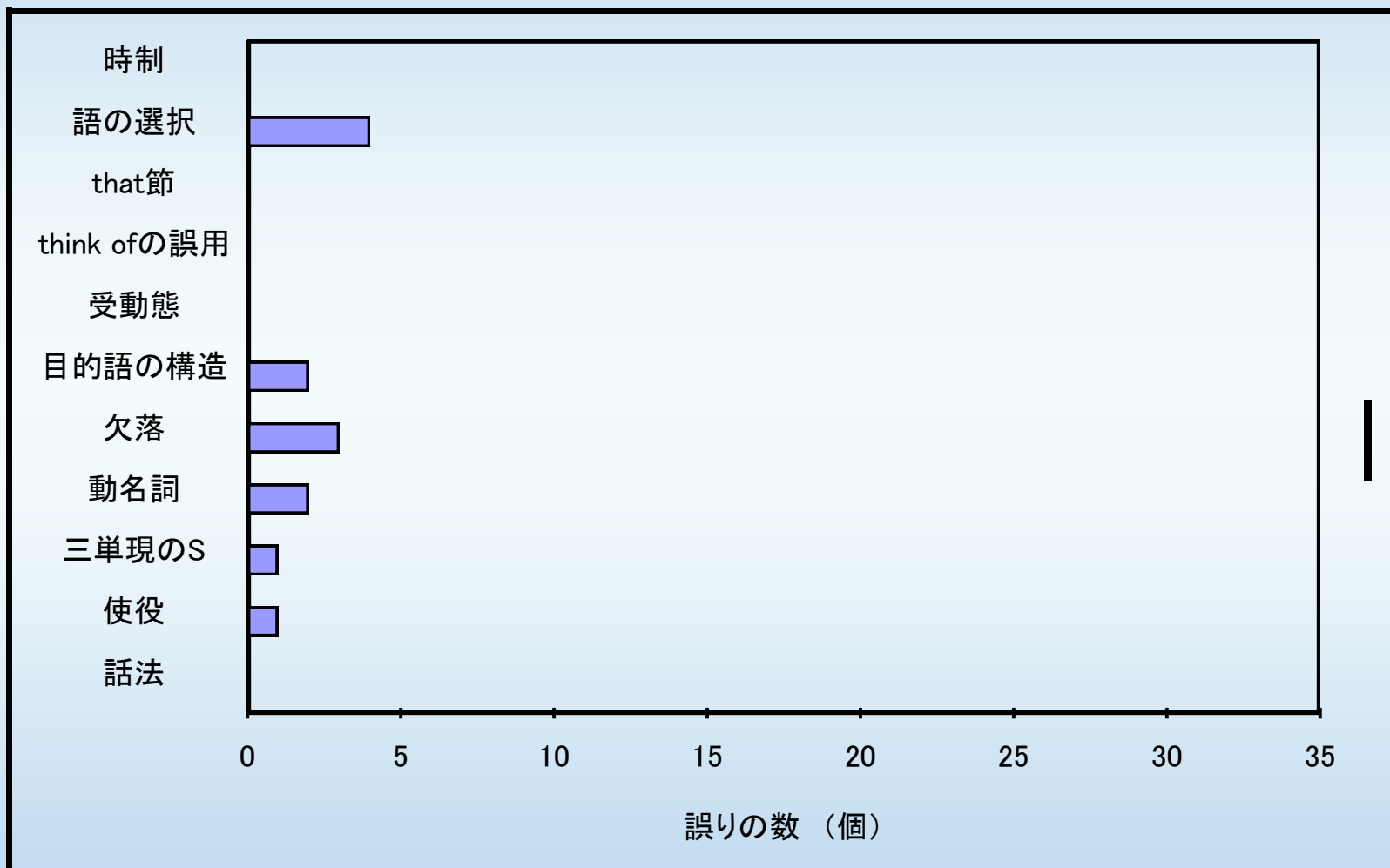
## イラスト描写問題における誤りの種類(2級)



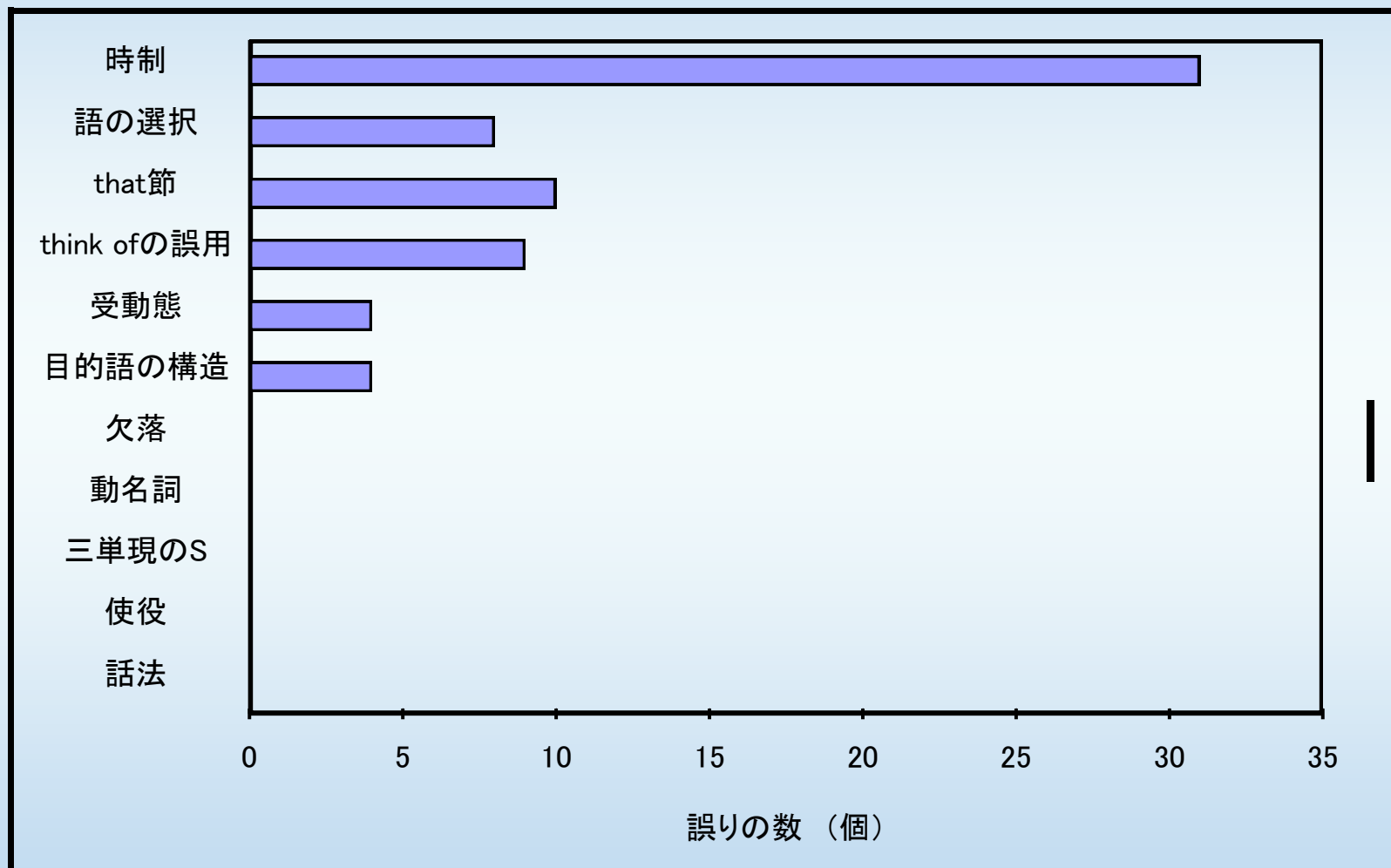
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## 意見陳述問題における動詞誤用の種類(2級)



## イラスト描写問題における動詞誤用の種類(2級)



## 被験者による(助)動詞の誤用 ―時制―

- ① 意見陳述問題では、誤用はほとんどなし。  
…ほとんどの動詞は現在形で使用。
- ② イラスト描写問題では、誤用が非常に多い。  
…過去形で使用すべき箇所を現在形等で表現。  
(120文中52箇所)

→「過去の話を描写する上で、動詞の過去形を  
適切に使用できない。」

## 動詞を適切な時制にして使用できない例

Your story should begin with this sentence: One day, Mr. Nakata was driving with his wife to the beach.



### —解答例—

(One day, Mr. Nakata was driving with his wife to the beach.) His wife said to him, "Let's take a break." At a rest area, while he **is** stretching, she **is** thinking of buying a drink. Two hours later, the road **is** crowded so they **can't** arrive to swim in the sea.



## 被験者による(助)動詞の誤用 ―語の選択―

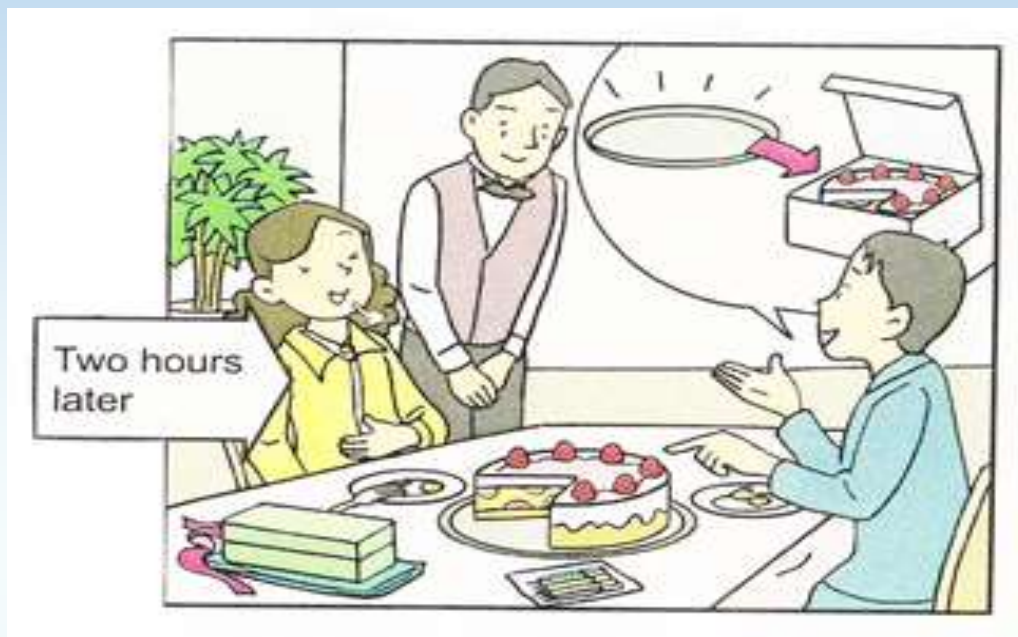
① 基本動詞(say, ask, spend等)に続く部分に誤りが多い。

(15例)

- Mr. Sasaki said the store man.  
→ said **to** the store man.
- Mrs. Sasaki asked the staff that bring to home the cake.  
→ asked the staff **to bring the cake home.**
- More children spend reading time.  
→ spend **more time reading.**

→「基本動詞を”チャンク”として適切に使用できない。」

## 被験者による(助)動詞の誤用 ―語の選択―



Mr. Sasaki asked the waiter to put the cake in a box.

- “I want to ~~take~~ ... cakes.”
- Mr. Sasaki asked a ~~waitress~~, ... “Please ~~take~~ cake in a box.”
- He want to the cakes and ...~~go to~~ home.

→② put / take out といった表現が適切に使用できない。

## 動詞の選択—be動詞をつい使用してしまう

**Q: Some people say that people today eat too much fast food. What do you think about that?**

### —誤答例—

① I agree. Uh..., people today **is** too, have too much ... fast food.

② I think so, too. But fast food is very delicious and it **is** ... come(**s**) to us soon.

## 動詞の選択—be動詞をつい使用してしまう

**Q: Today, computer games are very popular with people of all ages. Do you think playing computer games is a waste of time?**

—誤答例—

① Yes, because I think people should play outside with their friends. And, and they **are** have to study in their house.

→「日本語は〈BE言語〉、英語は〈HAVE言語〉」

(池上、2006)

## 2級合格者のスピーキングに見られる誤りの特徴

- ① 意見陳述問題よりもイラスト描写問題に誤りが多い。
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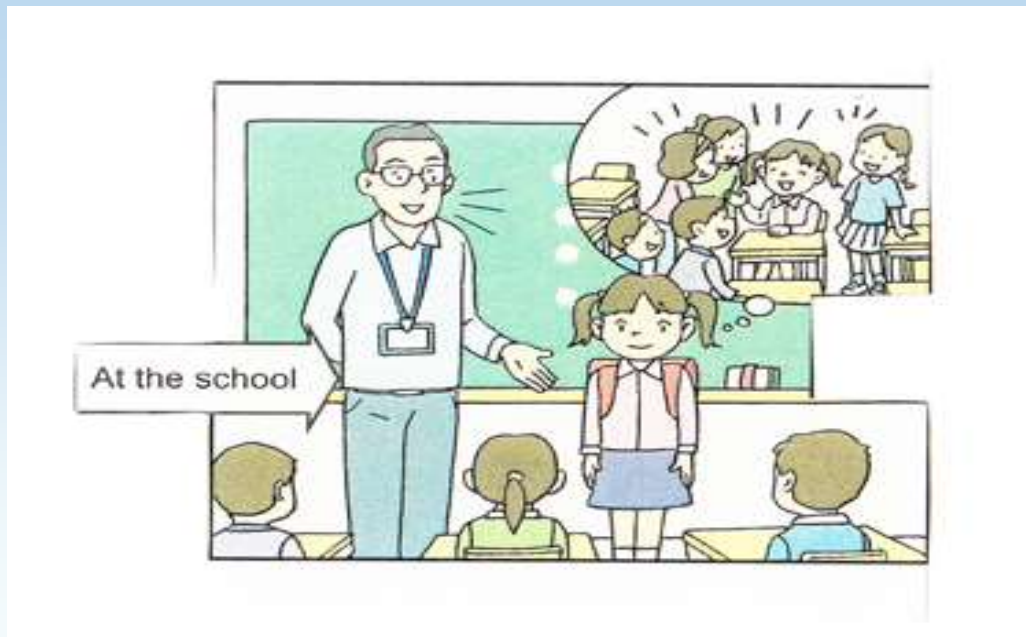
# イラスト描写問題—thinkをうまく使えない

例：・Her mother **think** that ... ~~a give some cake for them.~~  
(→Her mother was thinking of giving them cake.)

・Mrs.Nakata **thought of** ~~they can't swim in the sea.~~  
(→Mrs. Nakata thought that they couldn't swim in the sea.)

## —多く見られる誤答例—

- ① 主語が“I”以外だと**think that** の後に文を作れない。
- ② **thought that** の後の時制の一致ができない。
- ③ **think of [about]** の後にdoing ... の句を作れない。



Aiko was looking forward to talking to her classmates.

- She ~~think~~ that she ~~will~~ be, she ~~has~~ a lot of friends.
- Aiko ~~think~~ many ~~make~~ friends.



Her mother was thinking of giving them cake.

- Her mother **think** that ... ~~a give some cake for them.~~
- Her mother ... came and **thought** ... ~~give to classmates a short cakes.~~
- Aiko 's mother **thinks** ~~serve cake.~~



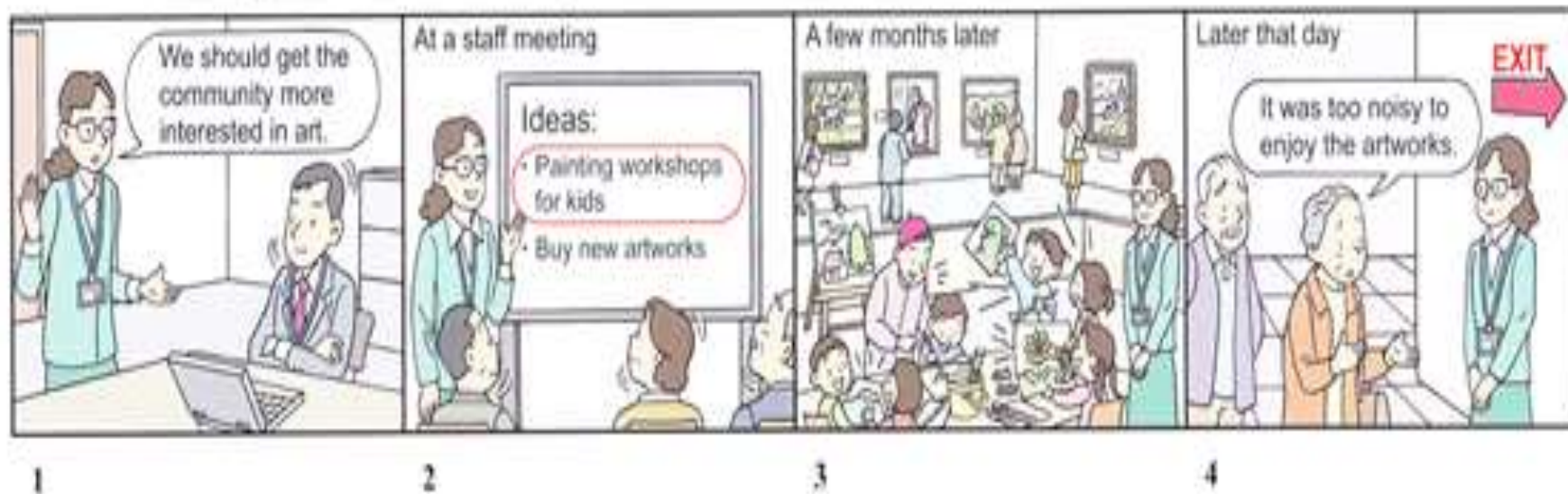
## 解答分析②

準1級合格者はどこでつまづくか？  
—誤答の現状—



## 準1級 Card A

One day, a woman was talking with her co-worker at the museum.



## 準1級 Card A 1コマめ



### —Model Answer—

- One day, a woman was talking with her co-worker at the museum. She said that the museum needed to do something that would get the community more interested in art.

## 準1級 Card A 1コマめ



—被験者に多く見られた誤り—

- The woman told the man that **we** should get the community more interested in art.

→ 直接話法と間接話法の混同

## 準1級 Card A 2コマめ



### —Model Answer—

At a staff meeting, the woman and her co-workers were discussing ways to do this. One idea was to hold painting workshops for kids, and another was to add new artworks to the collection. Everyone agreed that the first option was the better of the two ideas.

## 準1級 Card A 2コマめ



—被験者に多く見られた誤り—

At a staff meeting, the woman **suggest** two ideas.  
One **is** to hold painting workshops for kids, and another **is**  
to buy new artworks. → 時制のミス

The co-workers **agreed her ideas**.  
→ 前置詞の欠落、説明不足

## 準1級 Card A 3コマめ



### —Model Answer—

A few months later, the museum was holding a painting workshops for kids in the exhibition hall. The children were painting pictures and enjoying themselves.



## 準1級 Card A 3コマめ



—被験者に多く見られた誤り—

A few months later, her plan **was worked**. → 動詞の選択

Many kids were enjoying **to draw** the pictures  
→ 動名詞／不定詞

and many people **watching** museum 's paintings.

→ 動詞の欠落



## 準1級 Card A 4コマめ



### —Model Answer—

Later that day, the woman was standing near one of the museum's exits. An elderly couple had come to complain to her about the painting workshop. The couple said that the kids were so loud that they had been unable to enjoy the museum's artworks.

## 準1級 Card A 4コマめ



—被験者に多く見られた誤り—

Later that day, some elderly people complained about the fact that it was too noisy and they **cannot** enjoy the artworks. The woman **looks** disappointed.

→ 時制のミス

## 準1級 Card B

One day, a man was talking with a staff member in the hotel office.



1

2

3

4

## 準1級 Card B 1コマめ



### —Model Answer—

One day, a man was talking with a staff member in the hotel office. The staff member was showing him a newspaper article that said severe weather was increasing, and she told him that the hotel needed to be prepared.

## 準1級 Card B 1コマめ



### —被験者に多く見られた誤り—

- A lady **show** the paper that **say** “severe weather is increasing, and **say** “We need to be prepared.” → **時制**
- A woman suggested, “We need to be prepared” and she said **that severe weather increasing**. → **話法**

## 準1級 Card B 2コマめ



### —Model Answer—

At a staff meeting, the man and his staff were planning ways to deal with severe weather. One of the ideas was to strengthen the building, and the other was to buy more survival kits. The man and his staff agreed that the better idea was to strengthen the building.



## 準1級 Card B 2コマめ



—被験者に多く見られた誤り—

- At a staff meeting, two ideas were **operated**.

→ 動詞の選択

- The man decided to **prepare** the severe weather.
- They discussed **about** what to do for the hotel.

→ 前置詞の誤り

## 準1級 Card B 3コマめ

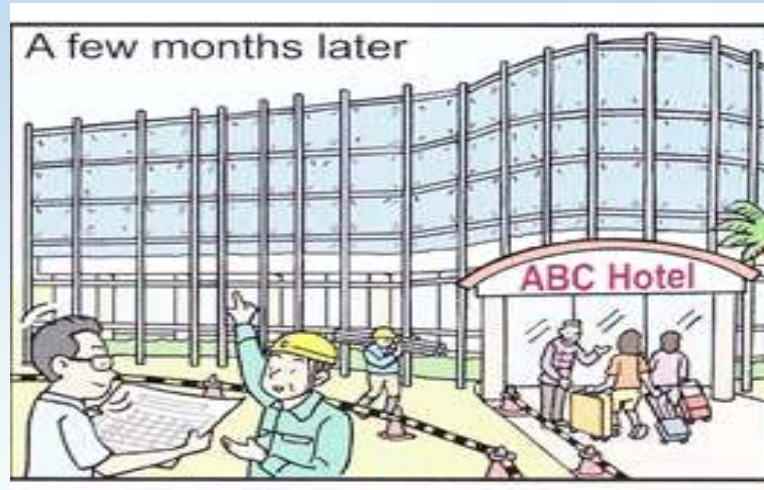


### —Model Answer—

At few months later, construction had begun, and the man was talking to a worker outside the hotel. The construction was blocking many of the hotel 's windows.



## 準1級 Card B 3コマめ



—被験者に多く見られた誤り—

“The construction was blocking many of the hotel ‘s windows.”  
をうまく表現できない。

- The building was covered with **this plastic thing**.
- They started to **make a wall** ...

## 準1級 Card B 4コマめ



### —Model Answer—

The next day, the man was in the hotel lobby. Two guests were complaining to him. They told him that they couldn't enjoy their view of the beach.

## 準1級 Card B 4コマめ



—被験者に多く見られた誤り—

The next day, some **customers** had a complaint that **we** couldn't enjoy **our** view of the beach.

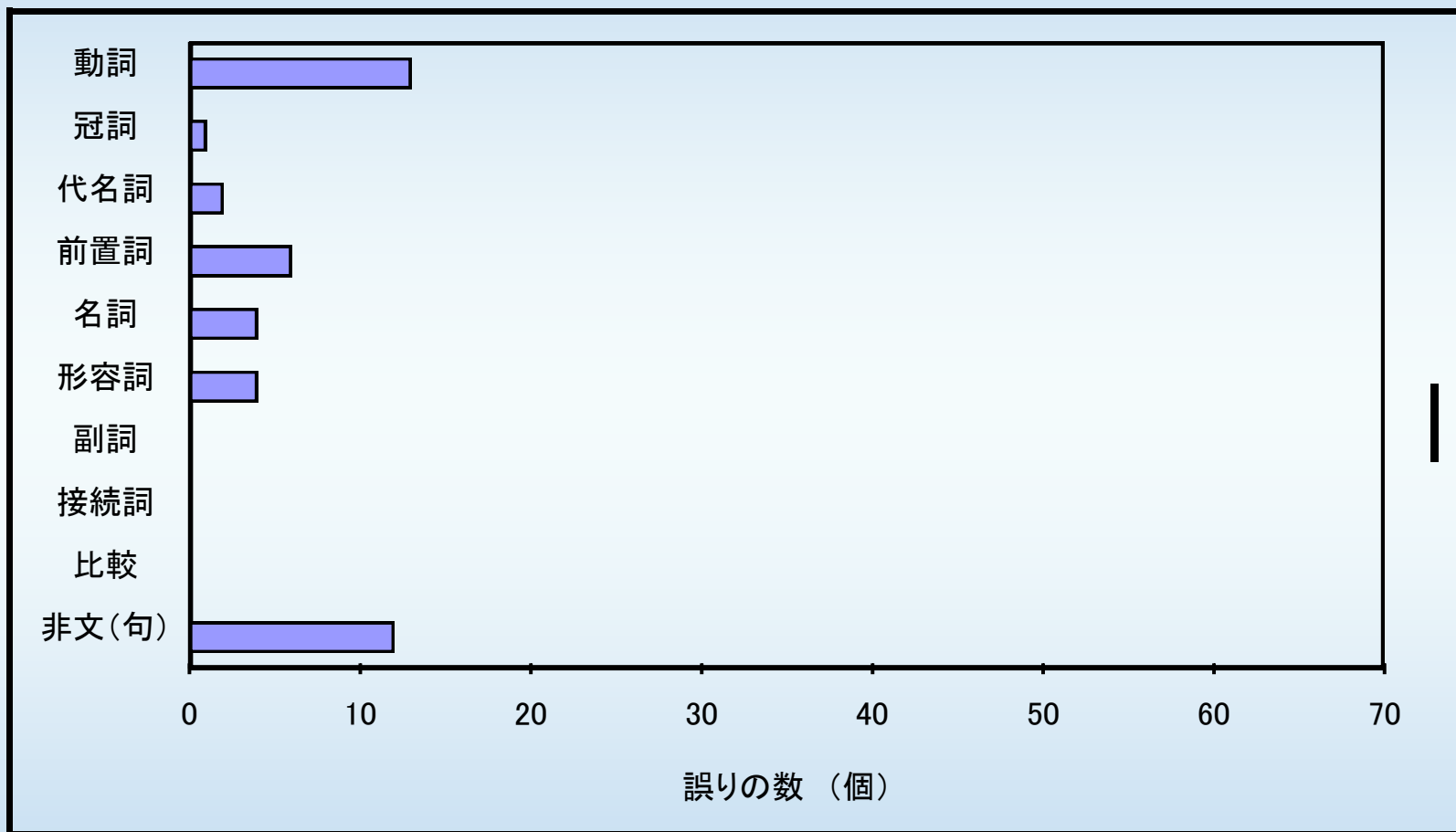
→ **customers < guests ? / 代名詞の誤用**

## 解答分析③

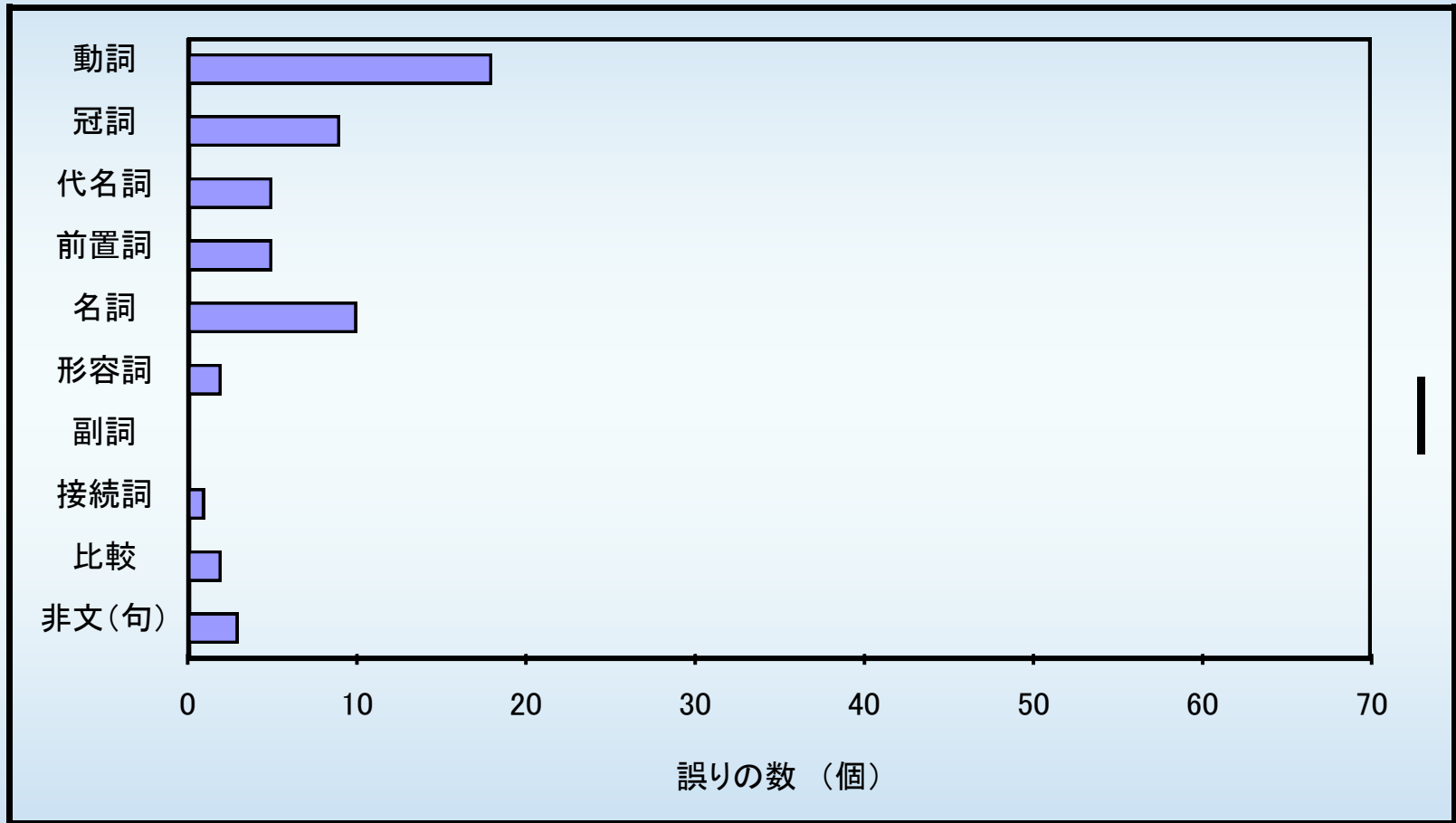
準1級合格者と2級合格者の誤答  
—類似点と相違点—



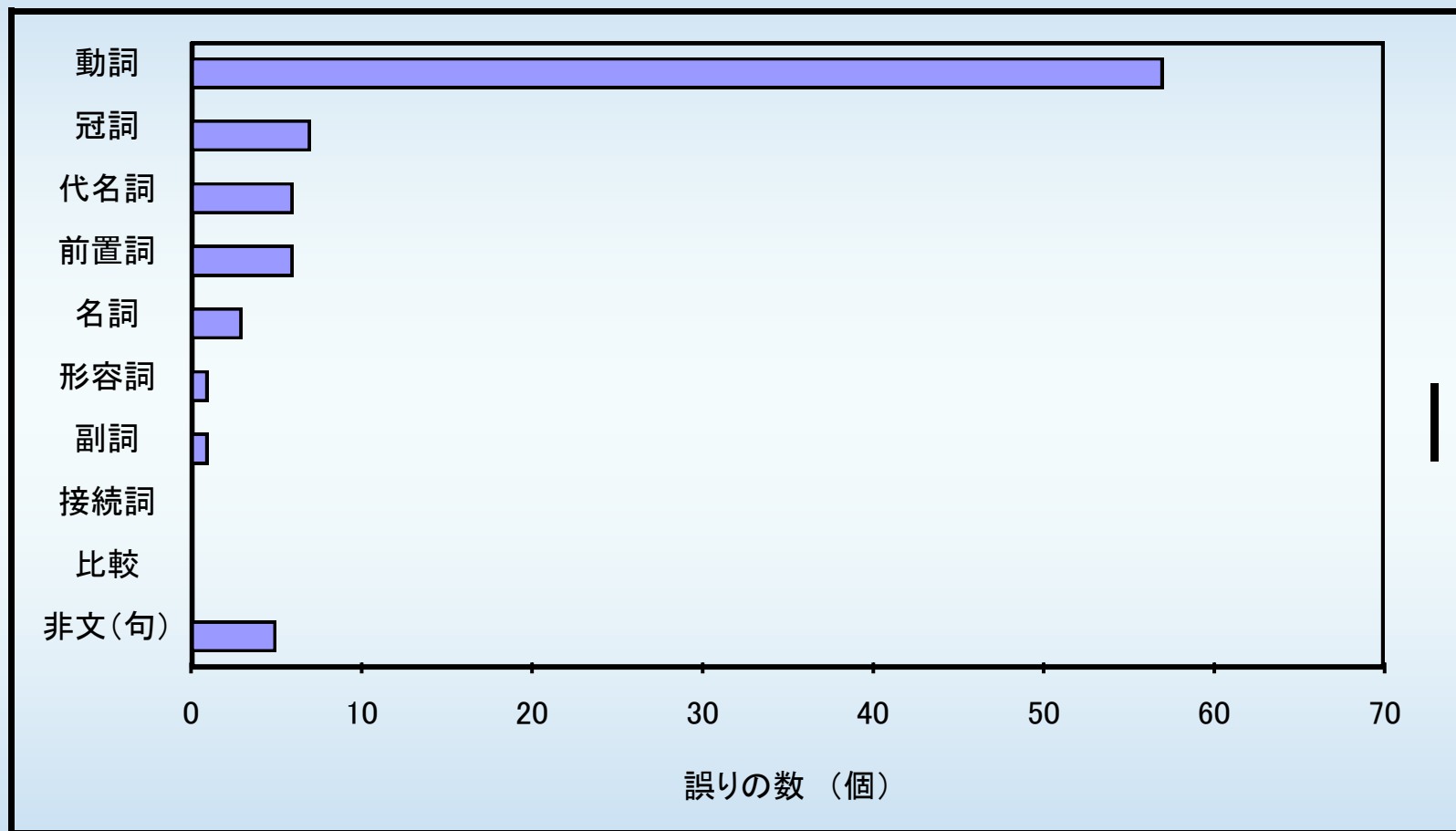
## 意見陳述問題における誤りの種類(2級)



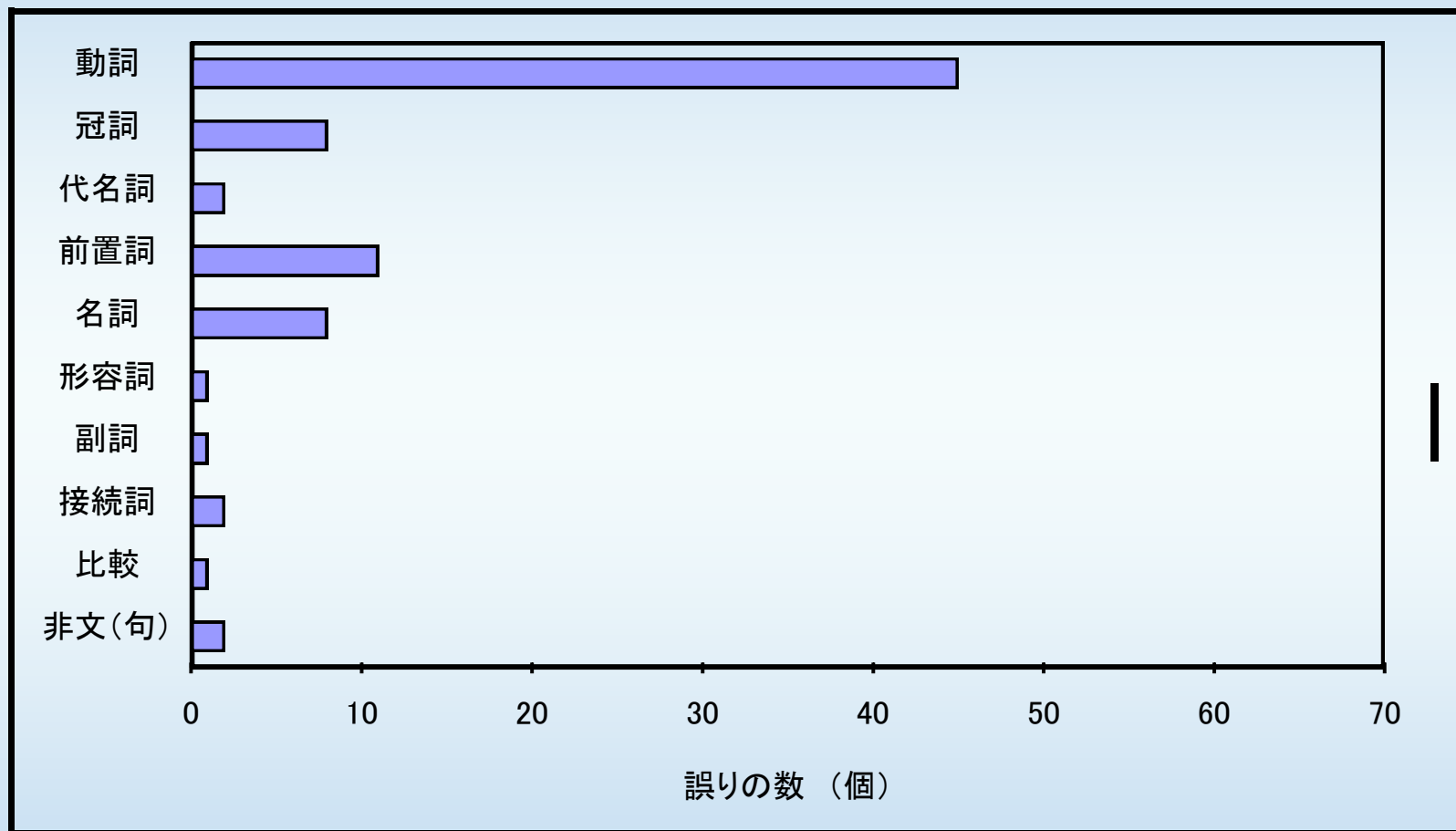
## 意見陳述問題における誤りの種類(準1級)



## イラスト描写問題における誤りの種類(2級)

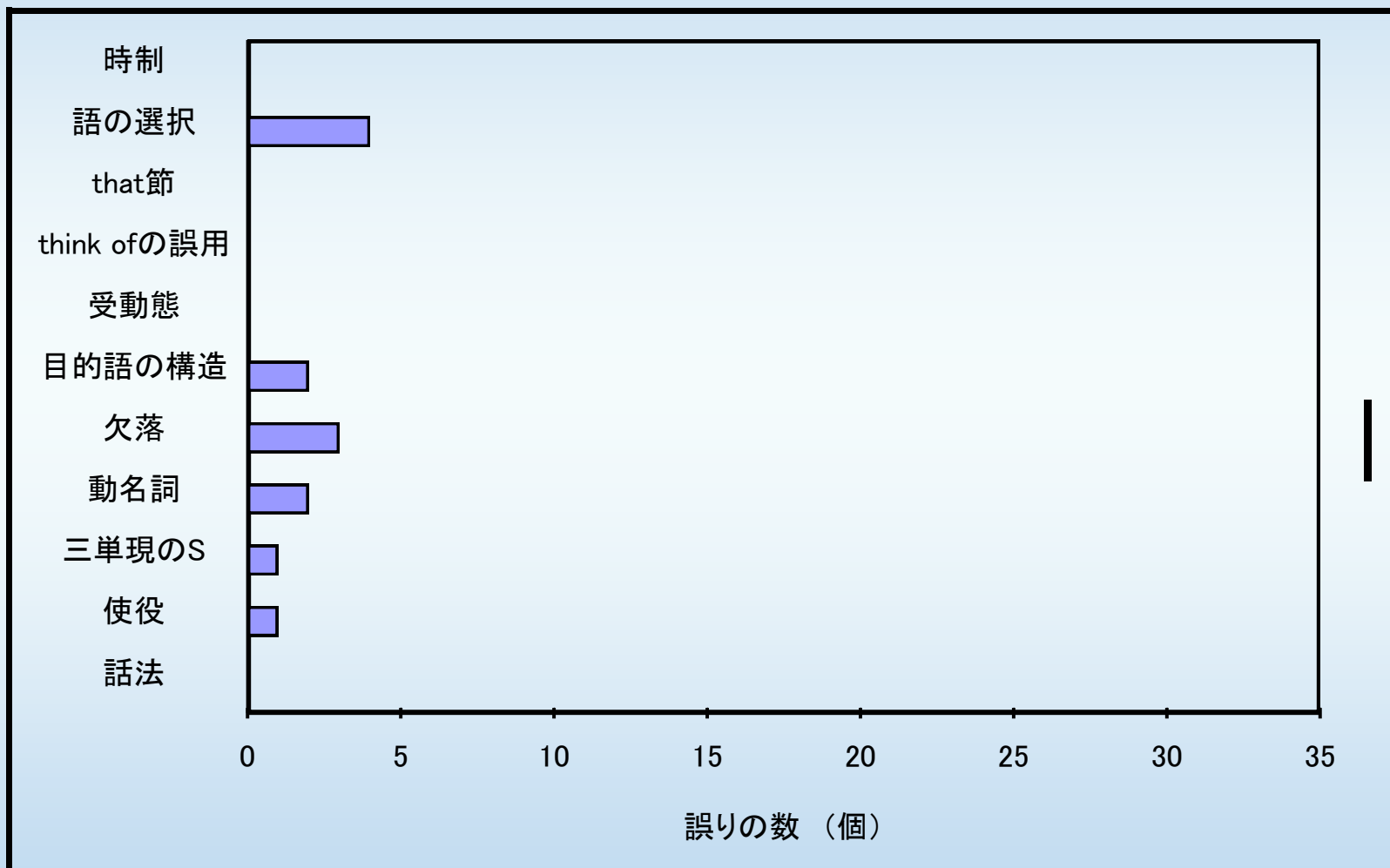


# イラスト描写問題における誤りの種類(準1級)

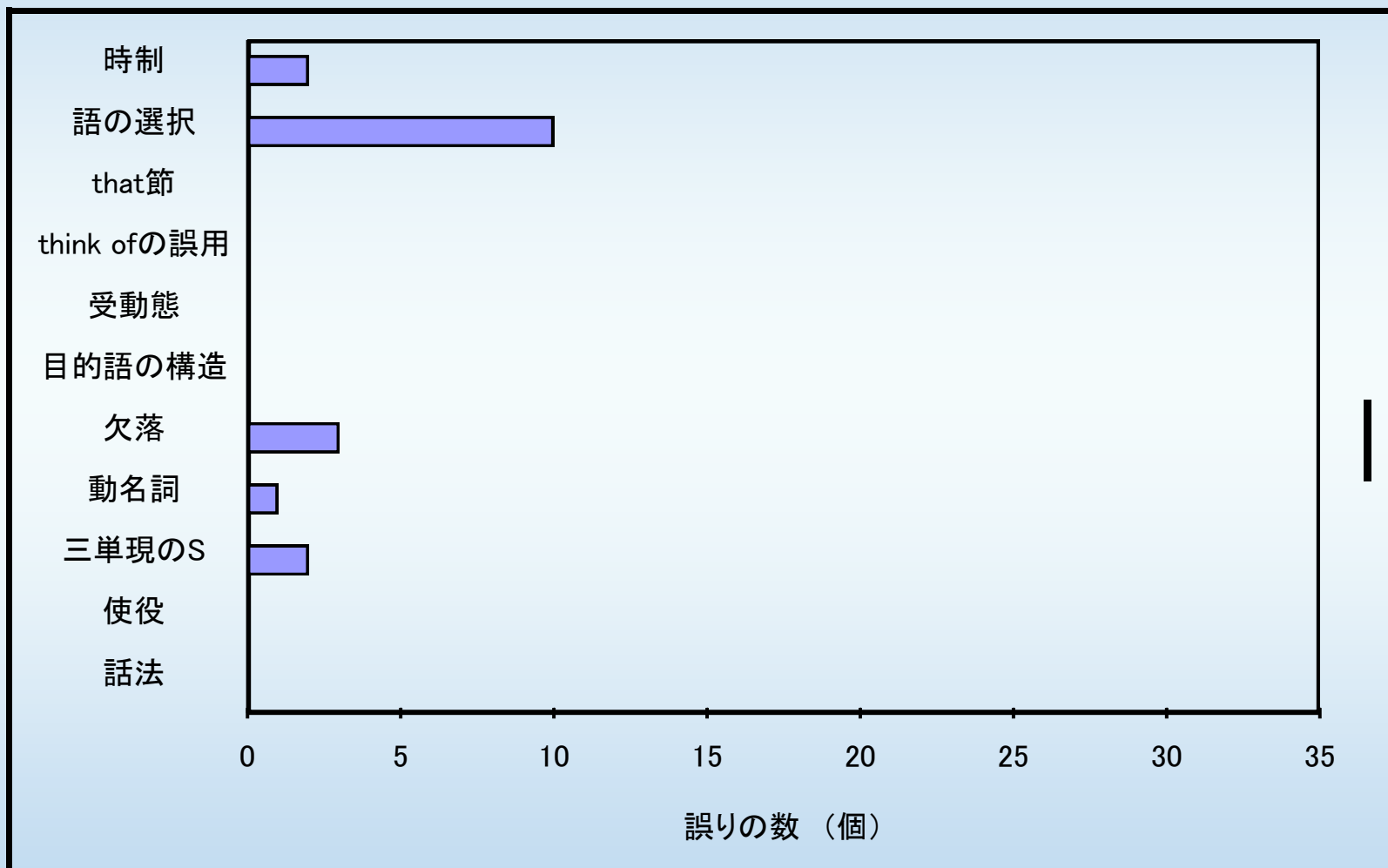




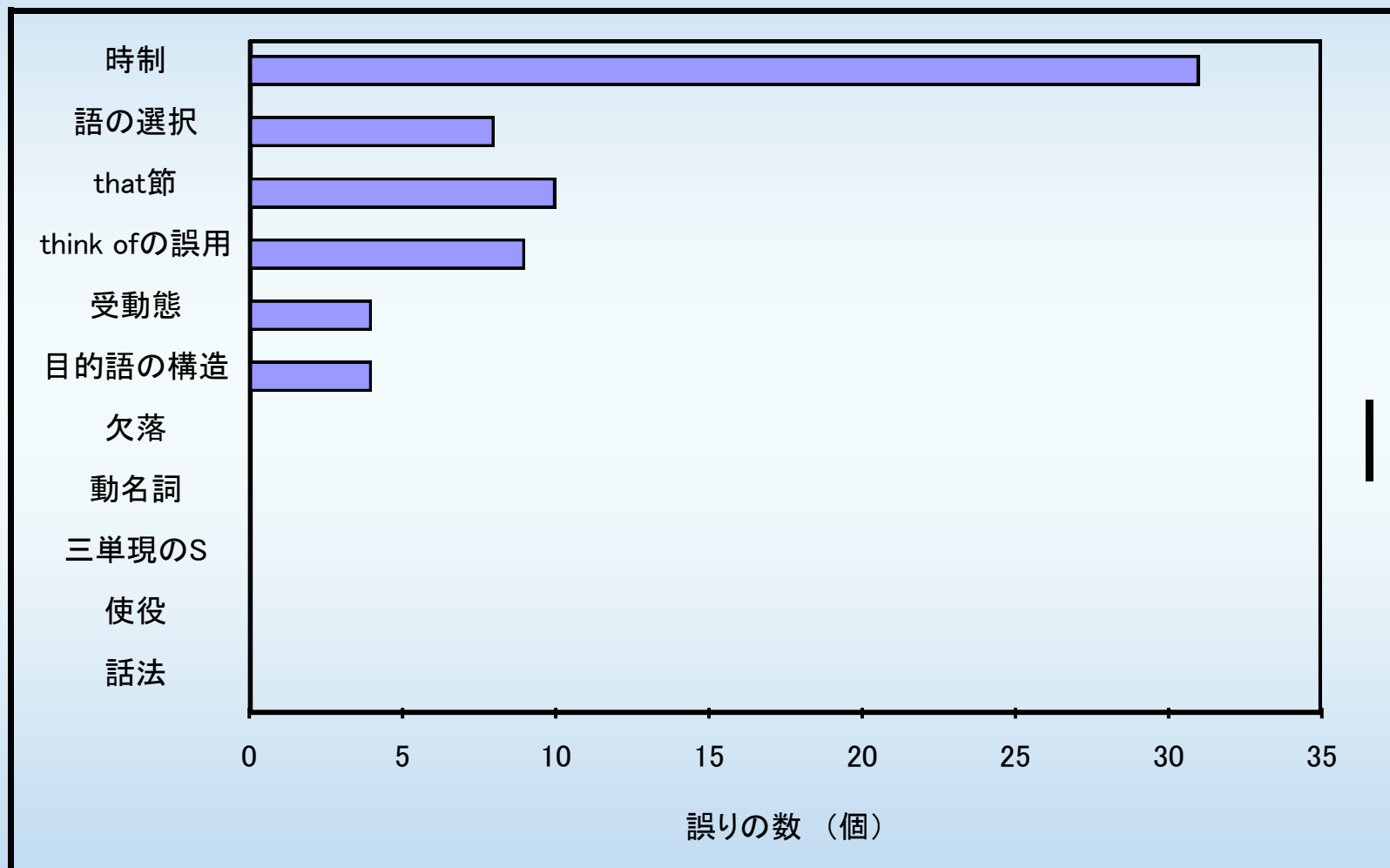
## 意見陳述問題における動詞誤用の種類(2級)



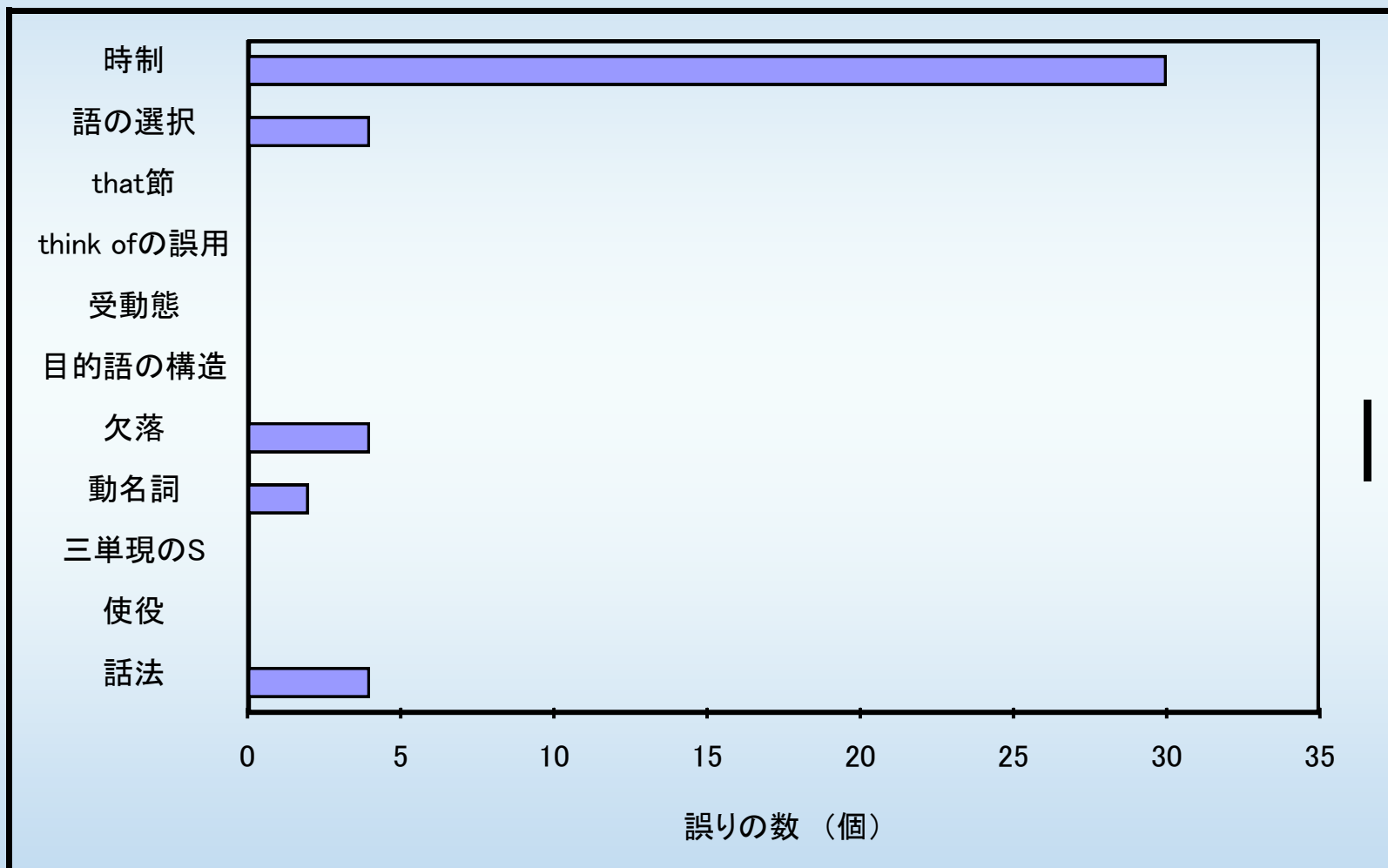
## 意見陳述問題における動詞誤用の種類(準1級)



## イラスト描写問題における動詞誤用の種類(2級)



## イラスト描写問題における動詞誤用の種類(準1級)



## 2級と準1級での使用動詞の違い(イラスト描写問題)



↓  
(2級)

- He **said**, "Let's celebrate your birthday at the restaurant."



↓  
(準1級)

- She **suggested** painting workshops for kids.
- Everyone **agreed**.

# イラスト描写問題における 2級と準1級での使用語彙の違い -頻出動詞の比較-

(2級)

(準1級)

	動 詞	回 数
1	say	22
2	think	19
3	want	13
4	give	11
5	go	8

	動 詞	回 数
1	say	15
2	agree	10
3	suggest	9
4	decide	7
5	look / think	6

## 2級と準1級での使用話法の違い



(2級)

- Mrs. Sasaki **said**, "Let 's take a break."

(直接話法: 19文/20文)

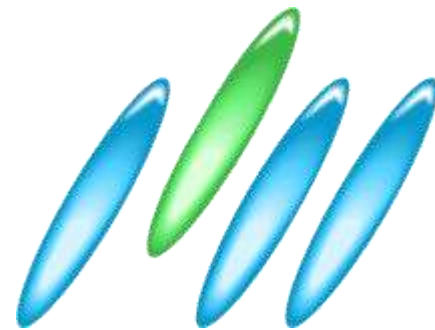


(準1級)

- She **told** the man that they should get the community more interested in arts.

(間接話法: 15文/24文)

## IV Conclusion





## Answers to R.Q.①

- ① 英検2級合格者がスピーキングにおいて苦手とする項目は何か。また、イラスト描写問題と意見陳述問題の結果に差異はあるか。



- 概して、英検2級合格者が苦手とする項目は動詞の用法であった。また、主語を“I”として自分の意見を語れる「意見陳述問題」に比べ、主語を“I”以外にして表現する「イラスト描写問題」における誤りが多かった。

## Answers to R.Q.②

② 英検準1級合格者と2級合格者のスピーキング力の現状において類似点と相違点は何か。



- 両者共に「イラスト描写問題」における誤りが多く、動詞の適切な使用(特に時制)に困難をきたしている場合が多い。一方、2級合格者に比べ、準1級合格者はより応用的な動詞の使用が増え、また間接話法の使用がより多くなった。

# Pedagogical Implication

- (1) スピーキング力を向上させるためには、自分の意見を語れる練習を積むことも大切であるが、一方で“I”以外を主語にして様々な状況を描写・説明するトレーニングを行うことが必要である。それによって表現の幅が広がることが期待される。
- (2) スピーキングの内容を定期的に文の形にし、見直すことで自らの癖・誤り・不自然な部分を再認識できる。「通じる」英語を話すことももちろん大切であるが、より「正確な」英語を目指すこともスピーキング力向上・より良いコミュニケーションのためには欠かせない、ということを今一度肝に銘じ、今後のスピーキング指導に活かす必要がある。

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*Thank you very much  
for your kind attention!*

