読んだ内容を基に自分の考えを表現する
英語科の指導の工夫
—パラグラフ構成を手掛かりにしてー

東京・足立区立江北桜中学校 伊藤智子
Would you introduce yourself in English?

挨拶

自分の説明
- 名前
- 出身
- 好きなこと +α

挨拶

Hi, friends.
Nice to meet you.

I'm Tomoko. Call me Tomo.
I'm from Tokyo.
I like sports.
My favorite sport is skiing.
I enjoy skiing with my family.

挨拶

Thank you.
Nobuyuki got back home, he talked to his father. Nobuyuki said to his father, "To be a professional painter has always been my dream. For my dream, I need to go to an art college." His father said to him, "If you promise that you will never give up your dream, I can give you a chance to go to one." Nobuyuki was very glad and promised that he would think about becoming a professional painter in the future.

In August, Nobuyuki visited his grandfather, Genzo, in a small village. He called the names of the winners. He surprised to see a lot of photos of his paintings in the album. "I believe that your father is a big fan of yours. He has a copy of the album, too," said Genzo.

One day in July, an advisor to the Art Club, received a letter from the office of the art contest. It announced that his paintings in the album."I believe that your father is a big fan of yours. He has a copy of the album, too," said Genzo. "Your father has wanted you to show him your determination." When Genzo saw his paintings in the album, too, said Genzo.

One and a half years passed, and finally the day of the graduation ceremony arrived. Nobuyuki was full of hope for a new life at an art college. His mother went to see the ceremony, but his father didn't go there. After the ceremony, his mother gave him a letter from his father. It said, "Now, you're on the starting line." It was a very short message, but it made him happy.

Mr. Yokoyama, an advisor to the Art Club, received a letter from the office of the art contest. It announced that his paintings in the album. "I believe that your father is a big fan of yours. He has a copy of the album, too," said Genzo.

Nobuyuki was a first-year student at a high school and a member of the Art club. When he started high school, he began to think that it would be good for him to do so. But his father was not a man who would say yes easily to that idea of his son's. His father said to Nobuyuki, "You don't understand that living as a professional painter is not easy."
挨拶

自分の説明
・名前
・出身
・好きなこと

【表現】

挨拶

表現

【読解】

美大に進みたい

父が反対

父の真意を知る

最後は父も応援

自分の説明
・名前
・出身
・好きなこと+α

挨拶

英語の一貫性
挨拶

自分の説明
・名前
・出身
・好きなこと

【読解】
【表現】

1. 主題  Topic sentences
 父が反対

2. 説明  Supporting sentences
 父の真意を知る

3. 結論  Concluding sentences

本研究の新しさ

英語のパラグラフ構成で概要をつかむ

英語の一貫性
挨拶

自分の説明
・名前
・出身
・好きなこと

表現【】

父が反対
最後は父も応援
父の真意を知る
美大に進みたい

読解【】

本研究の新しさ
英語のパラグラフ構成で概要をつかむ

【読解】 【表現】

1. 主題  Topic sentences
2. 説明  Supporting sentences
3. 結論  Concluding sentences
目指す生徒像【学習意欲の向上】

パラグラフ構成 = 読解と表現に共通

読解 パラグラフ構成

考えをまとめる パラグラフ構成

表現 パラグラフ構成

もっと読みたい 22.3% ➔ 61.7%
目指す生徒【学習意欲の向上】

もっと英語で表現したい 82.3%
指導の手だて【パラグラフ構成を明示的に教え、活用させる】

概要をつかむ

1. 主題
2. 説明
3. 結論
指導の手だて【パラグラフ構成の学習】

1. 主題
2. 説明
3. 結論

A

事例 事例 事例

B

原因 結果

C

事例 事例
開発研究 【パラグラフ構成の学習】

３パターンの読解教材

A
事例 事例 事例

B
原因 → 結果

C
事例 ⇔ 事例

パラグラフ構成＝読解と表現に共通
パラグラフ構成の理解

＜学習過程 1 ＞
背景知識を導入

＜学習過程 2 ＞
大意を把握する読み

＜学習過程 3 ＞
要約を促す発問

＜学習過程 4 ＞
要約と意見の記入

＜学習過程 5 ＞
プレゼンテーション
<学習過程1>
背景知識を導入

<学習過程2>
大意を把握する読み

<学習過程3>
要約を促す発問

<学習過程4>
要約と意見の記入

<学習過程5>
プレゼンテーション
パラグラフ構成の理解

＜学習過程1＞
背景知識を導入

＜学習過程2＞
大意を把握する読み

＜学習過程3＞
要約を促す発問

＜学習過程4＞
要約と意見の記入

＜学習過程5＞
プレゼンテーション
パラグラフ構成の理解

＜学習過程１＞
背景知識を導入

＜学習過程２＞
大意を把握する読み

＜学習過程３＞
要約を促す発問

＜学習過程４＞
要約と意見の記入

＜学習過程５＞
プレゼンテーション
パラグラフ構成の理解

＜学習過程１＞ 背景知識を導入

＜学習過程２＞ 大意を把握する読み

＜学習過程３＞ 要約を促す発問

＜学習過程４＞ 要約と意見の記入

＜学習過程５＞ プレゼンテーション
Today I’m going to talk about this photo.

In my opinion, two problems:

1. Map from South Africa to Sudan
2. Drawing of a camera
3. Pulitzer Prize

So,

- 1. From South Africa to Sudan
- 2. Drawing of a camera
- 3. Pulitzer Prize

Good, new, sent, saved.

Kevin Carter's photo, different idea.
開発研究【要約シート】

Hi, everyone. I'm (1) .

This photo was taken by (2) to see the problem in Sudan. (3) this photo and he (4) (5) all over the world.

At first, it looked like Sudan, so the people (6) by this photo, but some people had (7) to help the girl.

In my opinion, I think his decision (8) and (9) .

Thank you.
Hi, everyone. I'm (4). Today I’m going to talk about this photo.

This photo was taken by Kevin Carter, a photographer in (1). Sudan had great problems in (2) and these villages were all over the (5) which he (3) in this photo and he (4) all over the (5) all over the (3) to see if these people were (5) and decided to help the girl.

In my opinion, I think it's good that they saved her.

Thank you.
生徒の変容【パラグラフ構成活用の効果】

【考えをまとめることができる】

事後 50.4%
事前 37.7%

12.7ポイント

(私=140)

【読解】概要をつかんで読める。
【表現】自信をもって話せる。

0% 20% 40% 60% 80% 100%
生徒の変容【読解スキル】

【展開を予想して読む】

事前 33.3%
事後 72.1%

ポイント 38.8
(n=140)
生徒の変容【学習意欲】

【もっと英語の文章を読みたい】

<table>
<thead>
<tr>
<th></th>
<th>事前</th>
<th>事後</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.3%</td>
<td>61.7%</td>
<td></td>
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</tbody>
</table>

(n=140) 39.4ポイント
目指す生徒像の実現

英語で表現できると達成感がある 85.2%
もっと英語で表現したい 82.3%
### Maria's pet.
Maria is want a pet. Maria’s parents buy fish for Maria. Animals. She likes turtles and birds. She want a dog but she can’t have a dog. Maria watches her fish every after school. She is very happy. I want to dogs, too. I was have some fish.

### Brad is a high school student.
Brad is a high school student. He likes doughnuts. This week a new doughnuts shop opened in his town. He went there with his friend Carlos and bought 10 doughnuts. They were very hungry, so they ate all the doughnuts very fast and they went home. That afternoon, he felt sick. His mother said, “You need to go to sleep.” She made some soup and salad for him. He ate many doughnuts. As for me, I like doughnuts, too, but I don’t eat so many doughnuts. I like doughnuts with chocolate.
研究のまとめ【生徒の変容】

・聞く相手を意識した表現
「これから〜について話します」

・接続詞の使用→文脈をつかめている

・複数の文による自分の意見

・語句を抽出して、表現に活用

読んだ内容を基に
自分の考えを表現する力が高まった