

第5章

A S P 英語科目群 A L E (Active Learning in English)

三小田 博 昭

「国際バカロレアの趣旨を踏まえた教育の推進に関する調査研究」では、「T O Kの趣旨を踏まえた取り組み」「E Eの趣旨を踏まえた取り組み」「クリティカルな探究的な学び」を実践した。それらの中で培った力を海外で発揮するために、世界共通語となっている英語をツールとしてディスカッションをしたり、コンセンサスを創っていく力も必要である。そこで、本校では、2013年（平成25年）からA L E (Active Learning in English) を通常授業外に設定し、試行期間を経て同年8月から本格実施をした。そしてその成果が認められたため、A L Eに参加し終了が認定された生徒には増単として1単位を付与することとなっている。試行であった第1回A L Eは、2013年3月に実施した。1コマ60分で全10コマ開催し、対象は中学3年生～高校2年生までとした。講師は名古屋大学教育学部教授に依頼し、全て英語による講義、その後、講義に関するディスカッションに参加生徒が英語で行った。名古屋大学の短期留学生コース(NUPACE)とInternational Program (G30)で学ぶ学生をT Aとして英語学習のサポートを依頼した。

(第1回A L E 試行 平成24年度)

目的：「国際バカロレアの趣旨を踏まえた教育の推進に関する調査研究」の実施にあたり学びの杜に新たなコースとしてA L E (Active Learning English) コースを試行する。

対象生徒：中3 (11名) 高1 (12名) 高2 (10名)
合計33名

授業時間：全10コマ (1コマ 60分)

実施日：3月9日 (土) 10:00～12:00
15日 (金) 14:00～16:00 短縮期間中
16日 (土) 10:00～12:00
18日 (月) 14:00～16:00 短縮期間中
19日 (火) 14:00～16:00 短縮期間中

講師：名古屋大学教育発達科学研究科 高井次郎教授
英語学習T A：

NUPACE：Jonathannさん、(IB校出身)

教育学部：Matejさん 高橋さん

G30：Miss Izma Ridamelia Effendi
(インドネシア人、化学プログラム・工学部、
1年生)

Miss Sayaka Yamaguchi

(日本人、物理プログラム・理学部、2年生)
(IB校出身IB資格でG30入学)

Mr. On Takahashi

(日本人、社会科学プログラム (法学)、ニュー
ランド生まれ)

Miss. Rika Hayashida

(日本人、社会科学プログラム (経済) 名古屋
国際学園、(IB校出身IB資格でG30入学)

授業記録等T A：経済学部/大橋さん 教育学部/長谷
部さん/山川さん 合計3名 (附属
出身)

授業内容 This seminar is an introduction to intercultural communication, consisting of five two-hour classes that feature lectures, discussions, and exercises, in a workshop format. We will be looking at topics such as culture, verbal and nonverbal communication, intercultural sensitivity, and intercultural competence. This workshop is for people with some confidence in English, but don't worry if you are not at bilingual level. So as long as you have interest and are willing to learn, you are welcome!

第1回の試行に続き、A L Eを本格的に実施するため、2013年8月～9月にかけて第2回A L Eを実践した。試行した時は、高井教授1名が全ての講義を受け持ったが、第2回は、名古屋大学やそれ以外の大学から9名の大学教員を招いて行った。第2回A L Eの特徴は、各コマの最初にT Aと参加生徒が英語でコミュニケーションをとりながら英語の頭をつくるセッションと、授業の終わりに授業の振り返りをT Aと英語で行うセッションを設けた事である。このことにより、英語での授業に参加生徒たちは入りやすくなり、授業内容の理解も進んだ。また、振り返りセッションでは、授業内容で疑問に思ったことや、理解できなかったところをT Aのサポートにより学び直しができたことである。また、9回の授業をうけた後の10回目に生徒たちがT Aのサポートを受けながら、授業全全体を通して興味関心を持った内容をさらに詳しくしらべまとめのプレゼンテーションを行った。

詳細は平成25年度「国際バカロレアの趣旨を踏まえた教育の推進に関する調査研究 (別冊資料)」に詳しく記載している。

(第2回 A L E 平成25年度)

実施期間：平成25年8月27日～9月14日の中で全10回

実施方法：Check in Session (1時間)

講義に先立ち、帰国・留学生 T A とともに、「英語による思考」を形成するために行う導入プログラム。T A と英語で参加型ワークを行う。

Lecture (2時間)

今回は、「世界の教育」という共通テーマで実施した。

Follow-up session (1時間)

講義中に理解できなかった内容や講義を受けての振り返りワークを T A と一緒に行い、講義全体のまとめを行う。

参加生徒：高校1年生から高校3年生までの22名

T A：名古屋大学／留学生9名、帰国生徒1名の合計10名

授業 T A：名古屋大学日本人学生 3名

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第3回目の A L E は平成26年8月25日～30日の夏期休暇中に実施した。また、試行と第2回 A L E の実績と成果を校内で検討し、参加生徒が A L E を終了した際には1単位を生徒に増単として付与することとなった。また、第3回 A L E の特徴はこれまでの実践の振り返りから、大学教員による授業ではなく世界各国からこの A L E に参加している名古屋大学留学生による授業を行うことにした。テーマもまた、T A の出身国における社会問題についてそれぞれの T A が授業を行い、それに対して生徒たちと一緒にディスカッションを行う形式に変更した。生徒と比較的年齢層の近い T A による直接の授業となり、また、実際にその国に住んでいて実体験をしている T A による授業のためよりリアリティに富んだ授業となり、参加した生徒も理解がしやすかったというメリットがある。以下は第3回 A L E について詳細に報告をする。

(第3回 A L E 平成26年度)

A L E (Active Learning in English) 2014

実施日：8月25日(月)

9:30～12:30

Study abroad (海外留学)

13:30～16:30

China I (中国最新事情 I)

8月26日(火)

9:30～12:30

Vietnam: unemployment

(ベトナムの失業事情)

13:30～16:30

Malaysia: Multiculturalism

(マレーシアのマルチカルチャー)

8月27日(水)

9:30～12:30

China II (中国最新事情 II)

13:30～16:30

El Salvador: Illegal immigration

(エルサルバドル違法移民)

8月28日(木)

9:30～12:30

Lesotho: Youth unemployment/teenage

pregnancy

(レソト 若者の失業率/10代の妊娠)

13:30～16:30

Syria: Societal conflict (シリア社会的衝突)

8月30日(土)

9:30～12:30

Sweden: Racism (スウェーデン人種差別)

13:30～16:30

Australia: First Australians

(オーストラリア先住民族)

講義時間：各3時間

Pre session 30分、Lecture 120分、

Follow up session 30分

受講生徒：高校生対象 13名参加

講師：名古屋大学教育学部 高井次郎教授他

名古屋大学留学生 T A (11名)

マレーシア (1名) 中国 (2名)

ベトナム (2名) エルサルバドル (1名)

レソト (1名) シリア (1名)

オーストラリア (1名) 日本 (1名)

スウェーデン (1名)

目的

This program examines pressing issues around the world. You will become familiar with social, political,

economic, and environmental issues that are unique to the various regions of the world, and you will put your imagination to work to come up with possible solutions. The goal of this program is not just to inform you of global issues, but to foster creative problem solution, expression of ideas, collaboration and cooperation, and global perspective. Speakers will be featured from various regions of the world to present to you the issues that need to be addressed. English will be the language of teaching, and you are supposed to engage in active discussion in English, led by a staff of international student teaching assistants.

講義に先立ち、参加志望生徒に講座参加の動機等を記述させ、調査をした。

(以下、その抜粋。生徒原文のまま)

- ・ The reason of my participation is to be able to speak English more. I want to study foreign culture and to know foreigner's point of view.
- ・ I joined this course last year and it was very useful during my exchange year. I want to keep my English skills and am interested in "International" staff.
- ・ I want to do discussion and I have to speak and listen to English more.
- ・ I like English, but I'm not good at talking and writing it, so I want to communicate in English. Also, my friend ask me attend ALE. I want to be good English speaker.
- ・ I want to speak English many times and to become good English speaker. However I don't like study English grammar, so I have to speak and remember a lot of English words and sentences.
- ・ I want to be a girl that is good at English. This spring, I have gained confidence a little when I joined to G30, so I thought to try to join ALE. I hope my English ability (speaking, communication) improve.
- ・ I want to study abroad, so I need English, especially I need telling ability about what I think in English. I thought if I attend this program, I'll mature more. I want to change my mind more outgoing and I also want to learn about what happen in the world.
- ・ One of the reason is to be good at English. I want to learn useful English for future. I think I need to practice speaking English. Practicing can't do alone, so ALE is good program for me.
If I avoid speaking English, my English will be more and more badly...so I decided to join that.
Talking with TA is rare for high school students.

・ I want to be able to speak English and should try to do anything. My friends and English teacher said to me to try ALE, so the words cheered me up.

・ Actually I didn't think of attending ALE, but since all my friends asked me to come along with them, I decided to give it a try and I am very happy to have made that decision. It's good for my motivation to see foreign people that are able to speak Japanese, and it's helpful to ask them some questions. I'm just happy to be able to talk to everyone and get to know everybody, and maybe my English is also going to improve a bit during this week.

(参加志望理由は大きく分類して以下の5つに分れる)
英語力(コミュニケーション)の向上、異国文化の接触、友達からの勧誘、社交性の習得、昨年のALEや今春のG30の参加経験。

以下は、講義を受けた後、講義内容に関する生徒の感想である。

《第1回(8月25日 9:30~12:30)》

タイトル: Introduction: Study abroad

- ・ I feel discussions are very difficult! I have to understand lectures to discuss, and study English more. Talking is so fun! When I could tell what I wanted to say, I was so happy. I am interested in the difference between TA and I. I have to practice communicating. It is difficult but it is necessary, so I will try hard.
- ・ I was very nervous when ALE starts, but I gradually didn't feel nervous. The conversations with TA are interesting and make us laugh. I almost understood their English talk meanwhile.
I spoke using gesture and words. I need to be able to speak English correctly. When I heard TA's experience, I was surprised.
- ・ I couldn't understand presentation. It was difficult for me to listen to English spoken fast.
Tomorrow, I want to listen to English more than today. I understood roll playing games. The roll playing games were very interesting. I want to be proud of Japanese culture, and I will spread Japanese culture when I go abroad.
- ・ TA's English is too fast for me, but I understood that studying abroad is so nice and difficult.
I think that thinking about our own culture is so hard for us, but it will make us happy. We should learn our culture. I felt I should study English and Japanese

culture hard to go abroad.

I wonder I could understand English, but I will try to listen to all English.

・ Speaking English is very difficult for me. Today's class, I didn't speak well. I understood the contents of the lesson a little, but it was difficult to tell things that I thought. I should make an effort to talk. I learned attention that I study abroad in this lecture, and noticed Japan is very safety.

・ I really interested in today's lecture. I really want to go abroad, but I worry about my life at the US and feel nervous. I learned that I have to change my mind more outgoing. In this lesson,

sometimes I annoyed that I couldn't tell what I think. It's necessary for me to practice telling my information in English. I also have to know about what happened in the world and have own opinion.

・ My English was understood by TA's, but I couldn't understand their English. I got that many gesture made me to understand TA meant. In the lecture, I couldn't get what she said, but I could understand what the topic is a little. I must know about the country and be able to safe me by myself. I felt going abroad may be so excited. I thought it's more difficult to talk with the native person than with not native.

・ I thought the presentation was very interesting, especially since right now I'm an exchange student. For me, it's very interesting to hear how Japanese people think about foreigners to see what they thought was different. Sometimes it was hard to follow Japanese student's thoughts since the structure wasn't clear, but I could understand it. I just think that for the Japanese students it was harder since they also had to concentrate on understanding the words. think the presentation was nice and I liked the pictures and examples since you could sense all the effort she made and tried to put her experiences into a helpful lecture, and she did a good job with presenting. *she=the same group member

<main points>

テーマが興味深かった。

海外留学は素敵だが大変だと感じた。

コミュニケーションをとるのは初め緊張したが、理解できた時は嬉しかった。

ディスカッションは難しかったが、やってみると楽しかった。

TAの話す英語は速くて聞き取るのが大変だった。

英語をもっと勉強しなければいけない。

自分達の文化を考えることは難しいが、多くを知って、自分の意見をもつことが大切だ。

《第4回 (8月26日 13:30~16:30)》

タイトル: Malaysia: Multiculturalism

・ I think perhaps having long names for avoiding to have the same names as the other person. I've never experienced big culture shock, but I experienced small culture shock only here. When I go abroad, I'm not only afraid of it, but also I look forward to experience it. I want to go to Malaysia, to eat the foods, and to watch the festival.

・ Malaysia have various languages. It was so surprised and different from Japanese. However I think that situation looks fun, because it's like that there is in oversea. Other name's origin is interested. It's very complex, so I was confused. I thought Japanese name is very easy.

・ I learned Malaysia allows a lot of different culture and they prosper together, so the sight I feel a little strange is common and feature of the Malaysia. I feel that the Malaysia could accept the Singapore. I want to know why Malaysia expelled Singapore.

・ I think that it's fun to find something I didn't know, so I want to go abroad and see various sights. Moreover, I hope to make many friends all over the world!! For this dream, I'll study harder and learn overseas.

・ TA shows us a lot of pictures, so I was interested in Malaysia. I want to be able to introduce Japan well like TA. I was surprised at the difference between foreigner names come from a fairy and a princess and Japanese names usually come from Kanji's meaning. I was also surprised that foreigner names are so long. I must cherish my name and family who named me.

・ The lecture was very interesting. I think each people's own cultures are really interesting. Malaysia is so nice and lucky because they can understand many cultures. I want to see many countries, cultures, other people and building.

・ I think Malay is a great country to learn many cultures. I think Japan will become multiculturalism country like Malay, because Japanese companies depend on other countries' company. For that, we should speak English fluently to discuss equal. I think we protect and tell the only Japanese traditional, custom and culture too.

・ It was very interesting because this thing never

happened in Japan. I imagined that it would be really hard to live in the multicultural country, but it can be very fun to learn all the cultures. I thought that is crazy, but I like languages and want to learn more.

・ I enjoyed the lecture because it included many photos and videos. Understanding other culture is difficult, so multiculturalism is trained us the spirit of cross-cultural understanding. It is important in global society. We have politics problem between Japan and other countries, so the fact makes me sad. I think contradicting culture prevents us from globalization. We don't have to accept other culture, but I need to understand it.

・ I found the presentation kind of amazing. I think that multiculturalism is a very interesting topic with a lot of positive and negative aspects. I liked the way of presenting with a lot of pictures, examples and the foods. Personally, I would like to travel to Malaysia someday just as a tourist.

<main points>

レクチャーやプレゼンが面白くて楽しかった。

マルチカルチャーのマレーシアや他国に行きたい。もっと学びたい。文化を理解したい。

多言語・多文化の国を学ぶのは難しいかもしれないが、理解することが大切で、かつ多くのことを学べて楽しそうだと思う。日本も将来なるのかもしれない。

文化の差に驚き、また外国人の名前の長さにも驚いた。

《第6回 (8月27日 13:30～16:30)》

タイトル: El Salvador: Illegal immigration

・ Illegal immigration is so dangerous. 200 El Salvadorans die every year crossing the border.

When I heard that, I felt so sad. They can't find jobs and get money and they die...it's so poor!!

I've seen the video about illegal immigration. It was so cruel video, because it shows that a lot of people who would cross the border were killed by police men. I remembered it contents and felt really sad. I think we should find the solution to protect people soon.

・ I think governments of developed countries should make system of protecting jobs for immigration and protect their countries from bad people from abroad. Today's topic was so difficult for me, and I couldn't talk well. I want to waste being afraid of making mistakes and answer the questions by TA as many times as possible.

・ The lecture about illegal immigration was probably the most simple to me. A lot of details have been quite familiar to me, and it was just very interesting to hear the case of El Salvador and the position of the country. I was hoping for ideas and inspiration, just like from the presentation about multiculturalism. I'm thankful that I could hear everybody's thoughts and opinions and maybe countries like Germany and El Salvador are going to make it to a solution.

・ I didn't know many people go to America illegally from El Salvador. I think it's very difficult problem, because El Salvador cannot stop illegally immigration. However its governments have to do something to less this difficult problem, for example, they make new jobs, appeal to build factories there. I think it is too hard, but it's worth to be a try. El Salvador children should study hard to get good job and government should support their dreams.

・ I think illegal immigration is dangerous, but they're very poor and it's last choice to live. If my friend decides to immigrate, I'll say "Be careful". If they really want to solve the problem, they have to have meetings. I hope many countries to cooperate, and the world will become better.

・ We think that El Salvador's government should focus on the problems in the country so that the people want to stay. If my best friend goes to America illegal and I am El Salvadoran, I will say "Don't go, it's very dangerous", but she really want to go there, I will say "Don't be caught".

・ It was really interesting to hear about El Salvador. Japan never had immigrants, so it is hard to image what kind of thing that is. It was pretty hard to discuss and it didn't go smooth because we were kind of stuck on the hard questions but we tried our best to figure out the answer. I realized that it is very hard to give a solution that is reasonable.

・ In Japan, the government doesn't admit immigrating, so this lecture is difficult. I learned illegal immigration result from gap between a developed country and a developing country. We must think about these problems that vicious circle gives ill effects to development. I thought the U.S.

must support El Salvadoran. I thought how to improve them, and I presented one way making an orchestra. I think the program successes to give added value and they have to come up with new ideas.

・ The immigration problem is complex and difficult. If

I'm El Salvadoran, I can't stop my friends from illegal immigration, because they have right to live a rich life. The country which workers aren't enough should receive immigrations, but to prepare a system is so difficult. I will support immigrations. El Salvador government should make efforts to reduce the number of immigrations. To solve this problem, we need to cooperate with all over the world and I felt our life is rich.

・ Illegal immigrants are increasing, but unfamiliar with immigration for Japanese. In honest, I was hard to think it too deeply, but I should support immigrants, because they had no way they come to Japan. However, after they make some money, I think they should go back to their countries. I want them to have a good time with their families in the

<main points>

違法移民を守るための解決策を見つけなければならないと思う。

先進国の政府は移民に対して仕事を保護する仕組みを作るべきである。

興味深いトピックであったが、日本では移民問題に馴染みがなく、考えるのがかなり難しかった。

上手に話せなかったが、間違いを恐れずになるべく多くの質問に答えたいと思った。

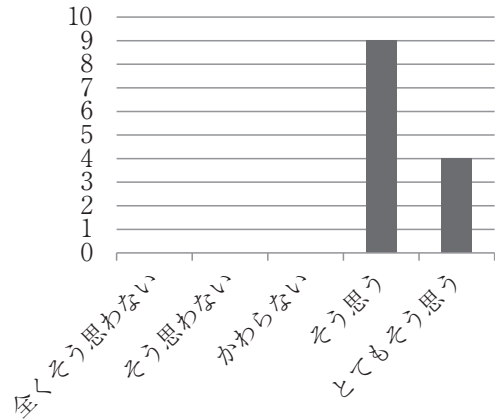
エルサルバドルの政府は問題を解決するために何かしら手段を取らなければならない。これは難しいが意味のあることだ。そして世界中の国の助け合いが必要である。オーケストラを作るなど新しいアイデアで問題を改善しなければならない。

複雑で困難で危険な違法移民の問題をサポートしたい。

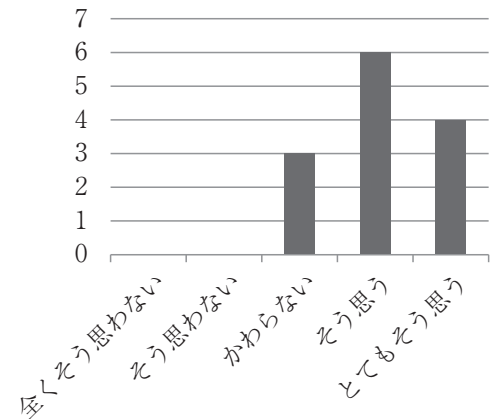
A L E の全授業が終了した後、生徒授業アンケートを 5 件法で行った。(全回答数13)

<生徒アンケート>

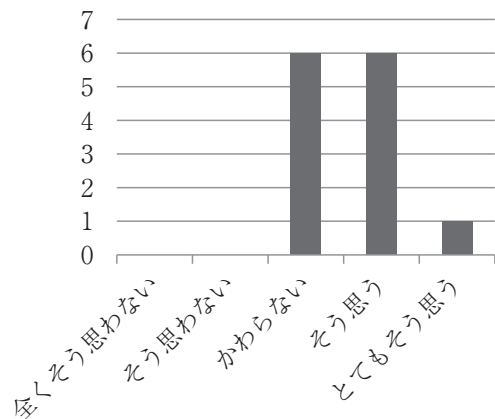
1. 受講前に比べ英語を聞くことができるようになった



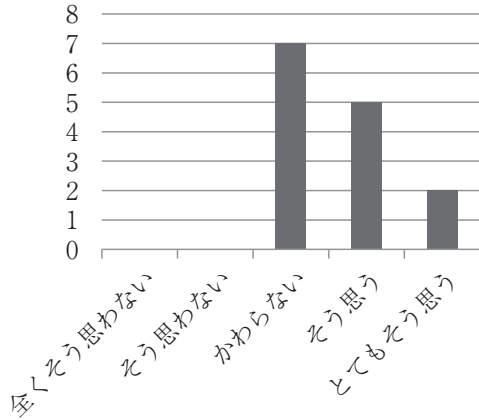
2. 受講前に比べ英語を話すことができるようになった



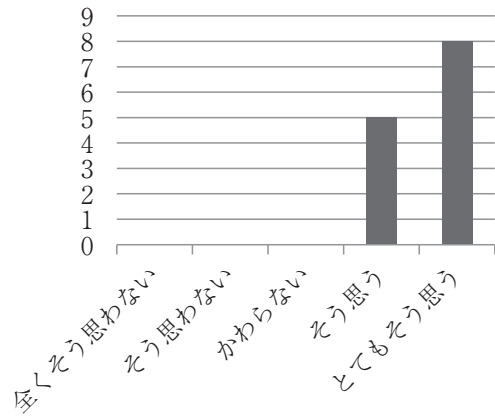
3. 受講前に比べ、英語を書くことができるようになった



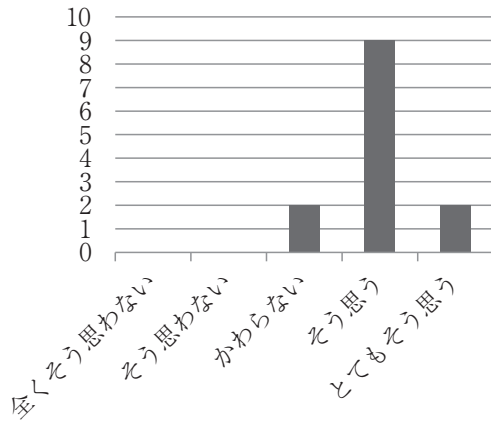
4. 受講前に比べ、英語を読むことができるようになった



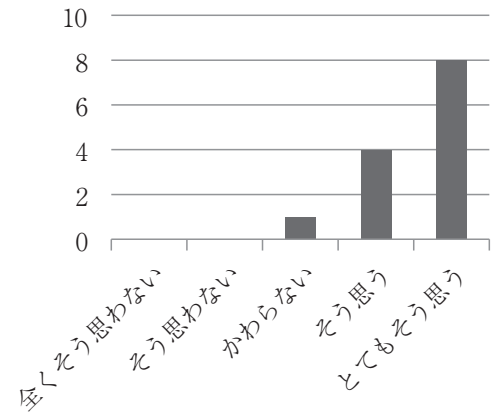
7. 受講前に比べ、外国文化に興味・関心を持つようになった



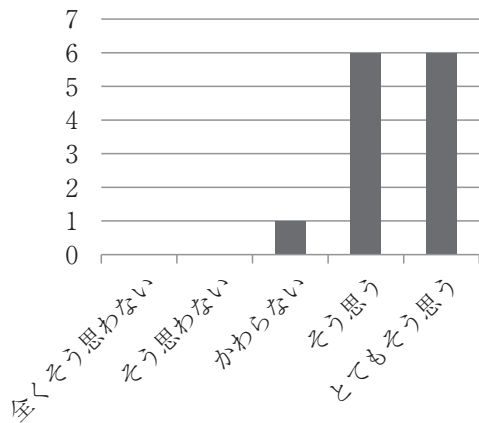
5. 受講前に比べ、英語で考えることができるようになった



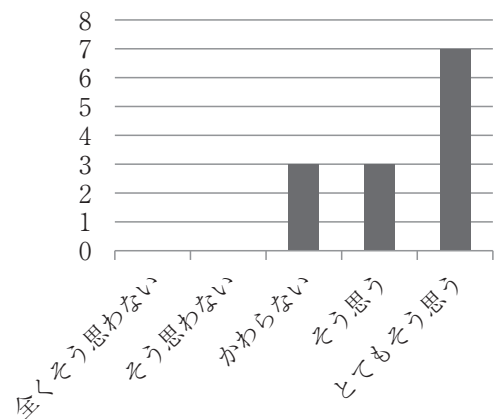
8. 受講前に比べ、異文化理解に興味・関心を持つようになった



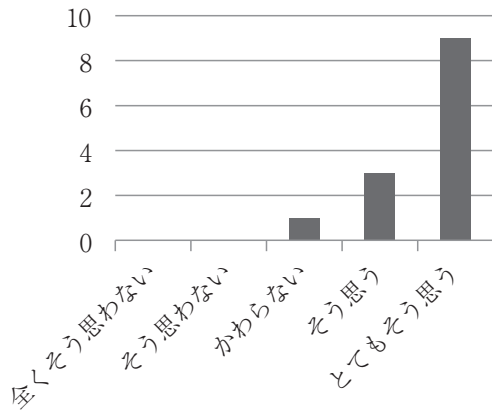
6. 受講前に比べ、英語の学習に興味・関心を持つようになった



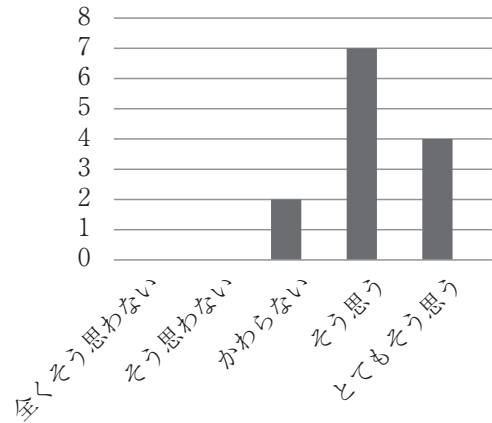
9. 受講前に比べ、コミュニケーションに興味・関心を持つようになった



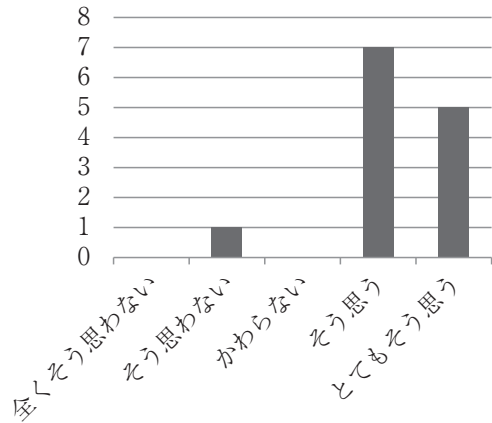
10. A L Eを受講してよかった



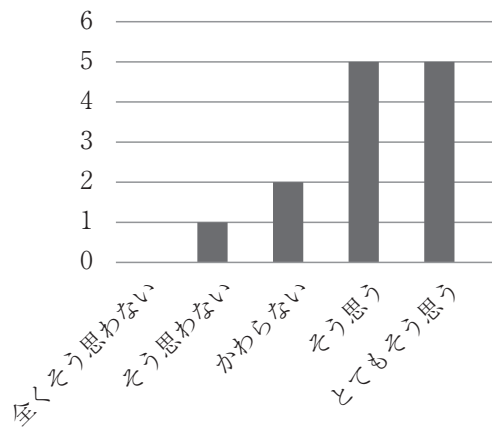
13. Check-in sessionは授業に入るために役に立った



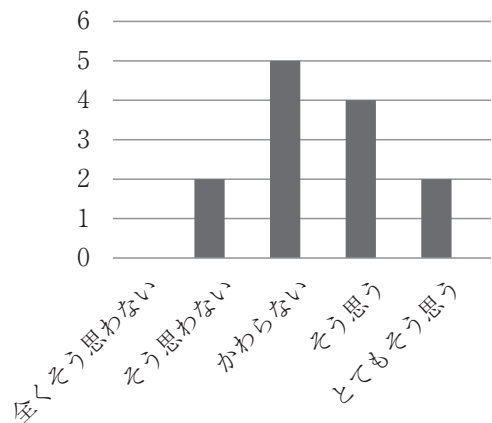
11. A L Eの授業内容に興味を持って参加することができた



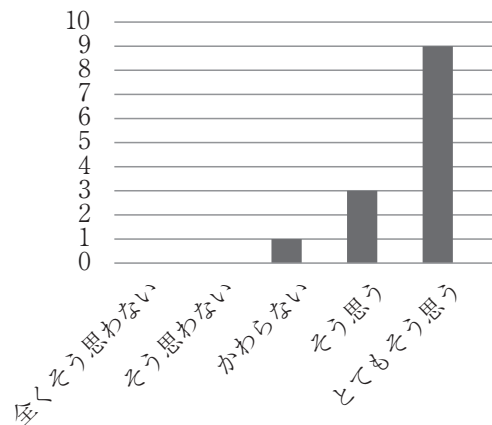
14. 授業後に行ったFollow-up sessionは役に立った



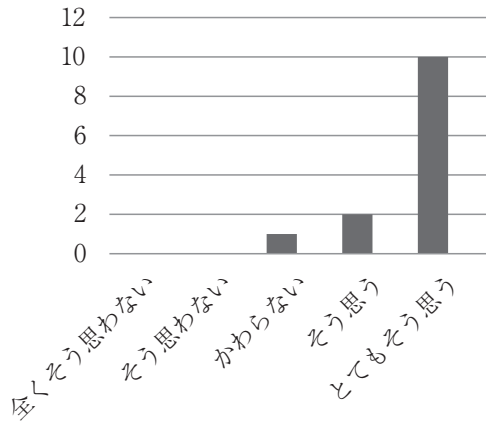
12. A L Eの授業内容をよく理解することができた



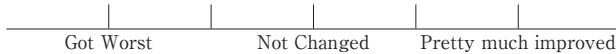
15. またこのような授業があったら参加したい



16. バイリンガルのTAは役に立った



また、同様にTAにも事後アンケートを行った。(No 1 ~ No 4) の質問は以下の尺度で行った。また、各質問に対しての簡単なコメントももらった。(全回答数9)



<Questionnaire for TAs>

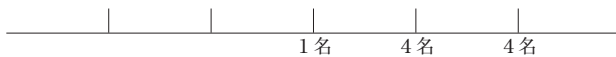
No 1. How much do you think students' English speaking ability improved?



(コメント)

- ・ They are able to use words they have just learned and they are less shy.
- ・ Some are still shy and didn't talk much.
- ・ The students are more confident and they can speak longer sentences with more creative ideas.

No 2. How much do you think students' English listening ability improved?

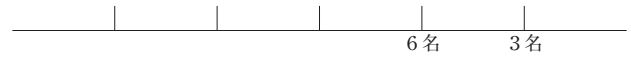


(コメント)

- ・ They understand what is important information and what is not.
- ・ They react more to the details.
- ・ They listened to lots of English and listened to different English.
- ・ After a week, they got used to the words or

expressions we used, so they now understand what is important information and what is not.

No 3. How much do you think students' overall English ability improved?



(コメント)

- ・ They're more open to listening to English and trying to understand.
- ・ They seemed to want to express more even using dictionaries.
- ・ They had a lot of opportunity to talk with native speakers and I think they gained some confidence.

No 4. How do you think the ALE challenging level is for Japanese students?



(コメント)

- ・ TAs should take some time at the beginning of the lectures to clarify terms.
- ・ The topics were very diverse.

No 5. Do you think ALE is a good opportunity for students to improve their English?

Yes 9 No 0

(コメント)

- ・ They had to use English and listen to it, so they received lots of English input.
- ・ This program is a very good chance for Japanese students to talk to foreigners in English.
- ・ ALE is a new experience to them and can help them see what a global society is like.

No 6. Did you enjoy ALE as a TA?

Yes 9 No 0

(コメント)

- ・ I loved sharing about my country and hearing to a lot of stories from the students.
- ・ The students are creative, hard working.

No 7. What activity do you think is needed in ALE for students to improve student's English ability?

- active listening
- a set of important words before every lecture
- getting used to the rhythm and sounds
- more role plays
- give a quick/fun quiz (to test students' understanding)

No 8. Please give us any advice when do ALE next year.

- Please make the program more interactive, more involving and more fun. Other than that, it is a great program and I'm happy to be able to become a part of it.
- There should be some games, eg, grammar and vocabulary games, that will make the students actively in English. This will improve their speaking English.
- I can't think anything. The program is organized well.
- More activities
- Please suitable contents for presentation.

No 9. Any Comment

- Thank you
- It was a great opportunity, thank you for letting me be part of this amazing project.
- It was surprised by their abilities to talk in English. Already from the beginning some already had experience abroad, some didn't, but they accept each other's background and help each other, which is quite admirable.
- I think more attention should be given to the technical issues, e.g., speakers, etc.

A L Eの様子

