

Going beyond the Fish Bowl and Preparing Our Students for the Open Seas

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Prequestions for discussion purposes

- 1. Why has Japan's English education persisted in employing the Grammar Translation approach despite the efforts of the MEXT to implement communicative approaches?**
- 2. How will the developments in AI and ICT influence English education?**
- 3. Is acquiring linguistics proficiency the same as communicative proficiency? What should language teachers teach?**
- 4. How should students' English 'proficiency' (not knowledge) be assessed in the communicative approach?**

When did English education officially begin in Japan?

小学校英語は明治時代からあった English Education in Meiji Era

Meiji Era heightened interest in Western civilization leading to interest in learning English

There were the 「正則」 (English through English) approach and the 「変則」 (Translation) approach.

According to 『小学校用 文部省英語読本』(巻1。高等小学校用 teacher's manual)
Start with the ears, then the mouth, then eyes (reading) and finally hand (writing)

At Kaiseigakkou (U. of Tokyo) all subjects were taught in English

Mori Arinori (森有礼) proposed making English the official language of Japan. Became first Minister of Education.

**Problems with elementary school English (public schools: lack of teachers)
Private institutions were taught by foreigners. Later became private schools.**

第一章 英語科教育の目標 Aim of English Education

英語で考える習慣を作ること。

英語を学ぶということは、できるだけ多くの英語の単語を暗記することではなくて、われわれの心を、生まれてこのかた英語を話す人々の心と同じように働かせることである。この習慣 (habit) を作ることが英語を学ぶ上の最初にして最後の段階である。

英語で考えることと翻訳することとを比較してみよう。前者は英語をいかに用いるかということを目指しているが、後者は古語を学ぶときのように、言語材料を覚えることに重点をおいている。前者は聴き方にも、話し方にも、読み方にも、書き方にも注意しながら英語を生きたことばとして学ぶのに反して、後者は書かれた英語の意味をとることにのみとらわれている。ここにおいて、英語で考えることが、英語を学ぶ最も自然な最も効果的な方法であることは明らかである。

Aim: not memorization, not translation, but learning English as living language—all 4 skills
Thinking in English = most natural and effective method

1947年 学習指導要領試
Draft of Course of Study, 1947)

First question

1. Why has Japan's English education persisted in employing the Grammar Translation approach despite the efforts of the MEXT to implement communicative approaches?

Fish Bowl vs Open Seas

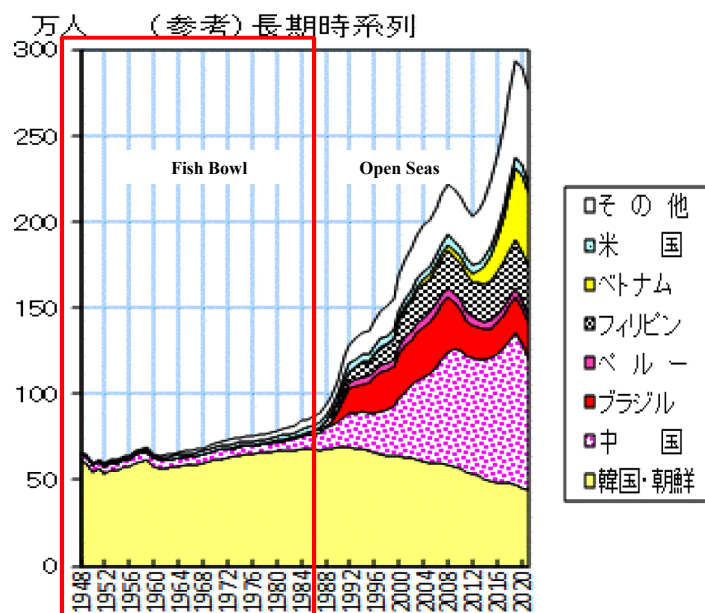
Fish in the Fish Bowl

1. Somebody must take care of the fish
2. Can't live outside the fish bowl
3. Not influenced by the world outside
4. Self-contained 'Perfect' world

Fish in the Open Seas

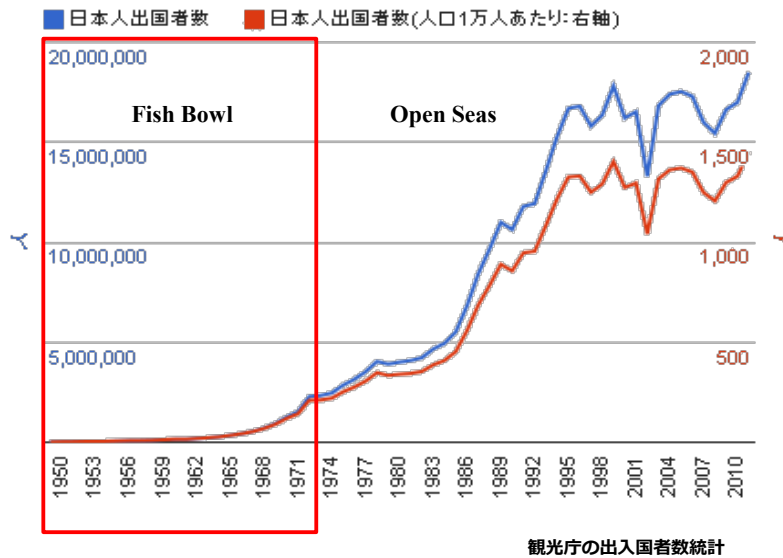
1. No assistance from outside
2. Can live by oneself (alone or in schools)
3. Must adapt to the natural world in order to survive
4. Lives in a limitless and changing world

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



1958年の学習指導要領：Structuralist & Deductive

第1 目 標

- 1 外国語の音声に慣れさせ、聞く能力および話す能力の基礎を養う。
- 2 外国語の基本的な語法に慣れさせ、読む能力および書く能力の基礎を養う。
- 3 外国語を通して、その外国語を日常使用している国民の日常生活、風俗習慣、ものの見方などについて基礎的な理解を得させる。

以上の目標の各項目は、相互に密接な関連をもって、全体として外国語科の目標をなすものであるから、指導にあたっては、この点を常に考慮しなければならない。

内容 (例、動詞)

第1学年で教えること(What to teach in first grade)

動 詞

時制は現在形および現在進行形とし、活用は現在形および現在分詞とする

第2学年 (What to teach in second grade)

動 詞

- a 時制は、過去形、未来形、過去進行形および現在完了形とする。
- b 活用は、過去形および過去分詞とする。

第3学年 (What to teach in third grade)

動 詞

- a 時制は、過去完了形および現在完了進行形とする。

平成元年（1989）から文法事項を学年ごとに振り分けなくなった
The term **Communication introduced for the first time. Assignment of grammatical rules to different grades abolished—but still Structural & Deductive**

第1 目 標

外国語を理解し、外国語で表現する基礎的な能力を養い、外国語で積極的にコミュニケーションを図ろうとする態度を育てるとともに、言語や文化に対する関心を深め、国際理解の基礎を培う。

文法事項

(ア) 代名詞

a 人称、指示、疑問、数量を表すもの b 関係代名詞のうち、主格のthat、Which、Who及び目的格のthat、Whichの制限的用法の基本的なもの

(イ) 動詞の時制のうち、現在形、現在進行形、現在完了形、過去形、過去進行形及び未来形(ウ) 形容詞及び副詞の比較変化

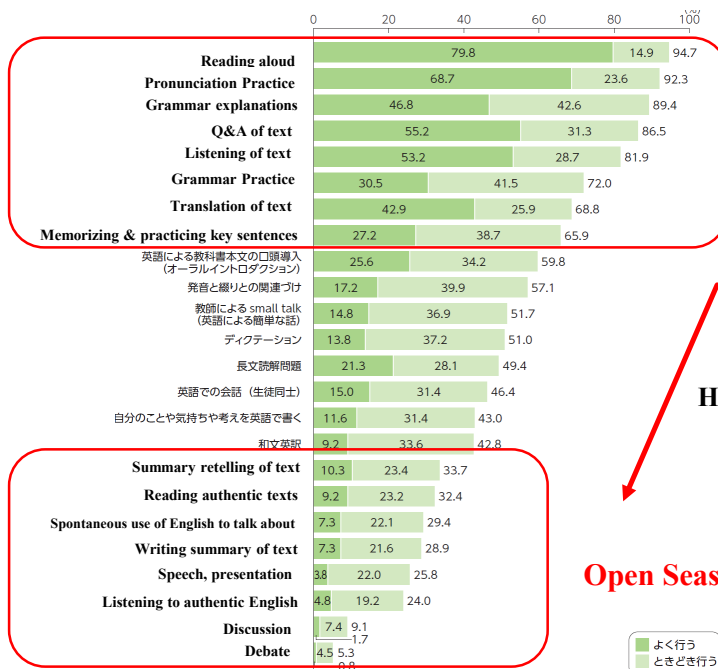
(エ) 不定詞の、名詞としての用法、形容詞としての用法及び副詞としての用法のうち目的を表すものと原因を表す基本的なもの

(オ) 動名詞のうち、動詞の目的語となるもの及びそれ以外の基本的な用法

(カ) 現在分詞及び過去分詞の形容詞としての用法

(キ) 受け身のうち、現在形及び過去形

Contents of JTEs teaching and student activities (Senior High)



Fish Bowl

How to connect the two

Open Seas

学習指導要領の基準

Change to the Communicative Syllabus

Common European Framework of Reference (ヨーロッパ言語共通参照枠)



Can-do statements (～ができる)

CEFR ‘Can-do Statements’ ‘Global Scale’

EIKEN Levels

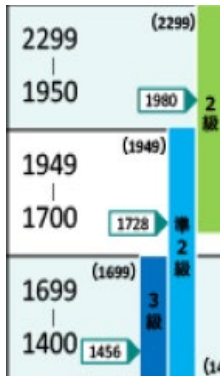
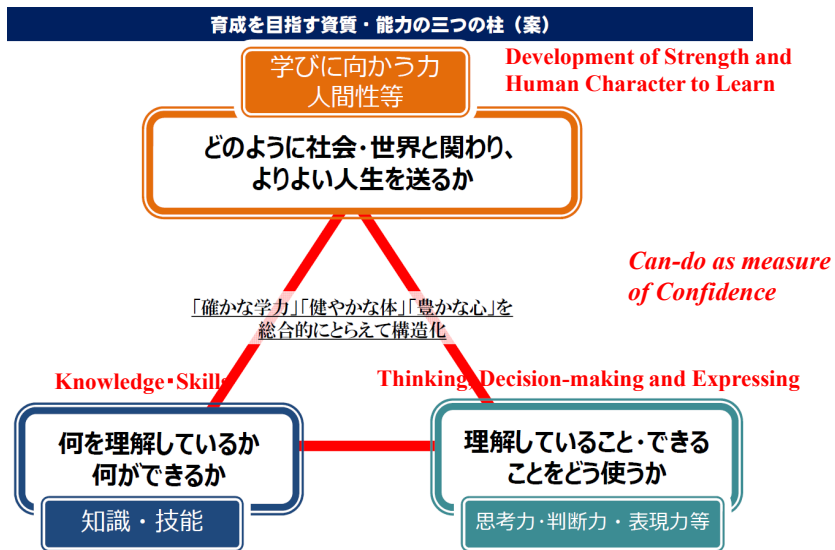
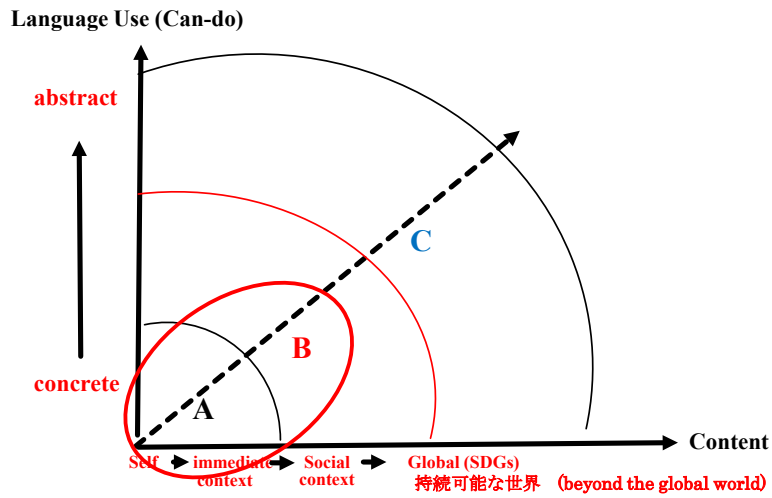


Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Relationship between Communicative Ability and Content (CEFR A1~B2)



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」)

Only One Correct Answer (accuracy) *Many Possible Answers (acceptability, adequacy)*

礼を言う

(e.g. 誕生日プレゼントをもらって)

Thank you のみが正解? I love it. It's beautiful! I always wanted it. は認められない?

謝る

(e.g. 公園に誘われがが行けない)

I'm sorry のみが正解? I want to go, but ~. I'd love to go with you, but ~などは認められない?

褒める

(e.g. 運動会で一等になった友達に対して)

Congratulations! のみが正解? Good job! That's wonderful! You did great!などは認められない?

Key characteristic of the Course of Study

*English translation based on
Link Interac, 2020*

聞くこと (listening)

目標 (objectives)

小学校 (elementary)

To enable students to comprehend the outline of a short story about simple and familiar things in daily life if spoken slowly and clearly.

中学 (junior high)

To enable students to comprehend the main points of a short explanation about social topics if spoken clearly.

高校 (senior high)

To enable students to listen and understand necessary information about social topics and comprehend the outline and main points in accordance with the purpose. In order to achieve this, teachers will provide ample support regarding speaking speed, words, phrases, sentences, and overall amount of information presented.

言語活動及び言語の働きに関する事項 (How language activities should be conducted)

Activities where students, while referring to **illustrations and pictures**, listen to short conversations and explanations with simple words, phrases, and basic expressions regarding simple and familiar things in daily life such as **friends, family, and school life** and acquire necessary information from them.

Activities where students listen to and comprehend the outline and main points of conversations and explanations about everyday and social topics such as friends, family, and school life. In addition, **activities where students explain that content in English.**

Activities where students listen and understand necessary information about social topics from dialogues and explanations and comprehend the outline and main points. To do so, the teacher adjusts the speaking speed and uses paraphrases by using basic words, phrases, and sentences. In addition, **activities where students exchange what they understood through speaking and writing.**

読むこと (reading)

目標 (objectives)

小学校 (elementary)

To enable students to understand the meaning of simple words, phrases, and basic expressions fully experienced through sounds.

中学 (junior high)

To enable students to comprehend the main points of a short written passage using simple words, phrases, and sentences about social topics.

高校 (senior high)

To enable students to read and understand necessary information about social topics and comprehend the outline and main points in accordance with the purpose. In order to achieve this, teachers will provide ample support regarding words, phrases, sentences, and overall amount of information presented.

言語活動及び言語の働きに関する事項 (How language activities should be conducted)

Activities where students recognize simple words, phrases, and basic expressions **in picture books** fully experienced through sounds.

Activities where students read about social topics written using simple words, phrases, and sentences as well as comprehend the main points while referring to illustrations, pictures, and charts. In addition, **activities where students agree or disagree with statements and share their thoughts.**

Activities where students read and understand necessary information about social topics from explanations and opinion articles and comprehend the outline and main points. To do so, the teacher paraphrases by using basic words, phrases, and sentences regarding the background of the material. In addition, **activities where students exchange what they understood through speaking and writing.**

話すこと [やり取り] (interaction)

目標 (objectives)

小学校 (elementary)

To enable students to comprehend the outline of a short story about simple and familiar things in daily life if spoken showly and clearly

中学 (junior high)

To enable students to use simple words, phrases, and sentences to describe to each other their thoughts, feelings, and reasoning concerning information listened to and read regarding social topics

高校 (senior high)

To enable students to use basic words, phrases, and sentences to communicate information, thoughts, and feelings about everyday topics, making sure to provide appropriate reasoning. In order to achieve this, teachers will provide ample support regarding words, phrases, sentences and prior preparation.

言語活動及び言語の働きに関する事項 (How language activities should be conducted)

Activities where students answer simple questions on the spot about themselves and ask relevant simple questions about others and **conduct short conversations.**

Activities where students read about social topic written in simple words, phrases, and sentences as well as comprehend main points while referring to illustrations, picture, and charts. In addition, **activities where students agree or disagree with statements, and share their thoughts.**

Activities where students **communicate information, thoughts, and feeling from the standpoint of pros and cons** on social topics including their reasoning through listening to and reading dialogues and explanations. To do so, the teacher sufficiently demonstrates the words, phrases, sentences, and the specific way on how to interact with others. In addition, **activities where students organize, present and write their own thoughts on the information they experienced.**

話すこと [発表] (presentation)

目標 (objectives)

小学校 (elementary)

To enable students to organize what they want to communicate and then use simple words, phrases, and basic expressions to talk about their thoughts and feelings regarding simple and familiar topics.

中学 (junior high)

To enable students to use simple words, phrases, and sentences to talk about their thoughts, feelings, and reasoning concerning information listened to and read regarding social topics.

高校 (senior high)

To enable students to use basic words, phrases, and sentences to communicate information, thoughts, and feelings about social topics based on what they have listened to and read, paying attention to making sure to provide appropriate reasoning. In order to achieve this, teachers will provide ample support regarding words, phrases, sentences, and prior preparation.

言語活動及び言語の働きに関する事項 (How language activities should be conducted)

Activities where students use simple words, phrases, and basic expressions to talk about their thoughts and feelings regarding simple and familiar things such as **school life and the community**.

Activities where students **verbally summarize and talk about** their thoughts and feelings, while **using their notes**, based on the information grasped through what they have listened to and read about social topics.

Activities where students communicate information, thoughts, and feelings about social topics including their reasoning through listening to and reading dialogues and explanations. To do so, teachers sufficiently demonstrate the words, phrases, sentences, and examples of how to give a presentation and ensure ample time for preparation. In addition, **activities where students ask and answer questions and exchange their opinions and impressions about what others presented**.

書くこと

目標 (objectives)

小学校 (elementary)

To enable students to use simple words, phrases, and basic expressions fully experienced through sounds to write about themselves as well as simple and familiar things by referring to example sentences.

中学 (junior high)

To enable students to use simple words, phrases, and sentences to write about their thoughts, feelings, and reasoning concerning information listened to and read regarding social topics.

高校 (senior high)

To enable students to use basic words, phrases, and sentences to create a piece of writing to communicate information, thoughts, and feelings about social topics based on what they have listened to or read, making sure to provide appropriate reasoning. In order to achieve this, teachers will provide ample support regarding words, phrases, sentences, and prior preparation.

言語活動及び言語の働きに関する事項 (How language activities should be conducted)

Activities where students **choose and copy words** from simple words, phrases, and basic expressions fully experienced through sounds about simple things such as one's **name, age, hobbies, likes, and dislikes** for the purpose of communicating with others.

Activities where students write about their thoughts, feelings, and reasoning based on the information grasped through listening to and reading about social topics.

Activities where students write a paragraph to communicate information, thoughts, and feelings about social topics including their reasoning through listening to and reading dialogues and explanations. To do so, teachers sufficiently demonstrate the words, phrases, sentences, and written examples and ensure ample time for preparation. In addition, **activities where students read what others wrote, ask and answer questions and exchange their opinions and impressions**.

学習指導要領の考え方

従来の考え方 (演繹的学習)

言語形式の知的学習 言語形式の練習 言語形式を使う
Presentation → **Practice** → **Production**



新学習指導要領の考え方 (帰納的学習)

外国語活動 → 「意味のある文脈での気づき」 → 知的理解
Production → **Noticing** → **Understanding**

日本の環境ではまだ教室以外で英語でコミュニケーションする機会は少ないので、教室活動自体をコミュニカティブにする。しかし、単にコミュニカティブにするのではなく、コミュニケーションを通して言語を身に着ける方法を工夫する必要がある

What do you think of the following?

1. An elementary school teacher teaching **3rd grade** did the following:

After a student had given a good answer, he told the class

Let's give *him/her* a BIG 'GOOD JOB' (raising the thumb).

2. In small talk, the HRT makes sure the ALT does not use grammatical structures and expressions students have not yet learned (ALT is given a 'script' to read)

INPUT vs OUTPUT: How much should students be asked to 'use' productively?

小学校の外国語科においては、文及び文構造を基本的な表現として扱うことが意図されている。例えば、小学校の外国語科においては、得意なものを紹介し合う活動において I am good at playing tennis. という表現に触れて、その意味を把握したり、自ら活用したりするが、「代名詞」の用法や「動名詞」の用法について理解し活用するのは中学校の段階で扱う。

なお、he や she などの人称代名詞を含む文を扱う際には、児童の発達の段階を考慮して、その場にいない人を話題にするなどの場面設定をし、児童が he, she などの使い方を言語活動を通して分かるようにするとともに、文法の解説をしたり複雑な文になったりしないように留意することが必要である。

小学校の外国語科においては、動名詞や過去形を文から取り出して指導することはしない。例えば、好きなものを伝えるときに、I like playing tennis. と表現することを指導するが、playing tennis の部分に焦点をあてて、動名詞の使い方を理解させ、Playing tennis is fun. などの異なる表現の中で活用することを指導するわけではない。

教室など教育現場でできること (scaffoldingを伴う)

Uptake & Forced Output

気付きに基づき教えられた表現等を意識的に使ってみる

意味と結び付けてinputで気付いた表現・発音・語彙を練習

(How was today's class? It was fun.
→ was は過去)

ペア・グループでいつも使っている表現で練習

(What day was yesterday? How was the weather yesterday?, etc)

生徒のauthenticな表現・語彙等をペア・グループで練習 (新たな気付き)

(I was play soccer.
→ I played soccer.
I goed to school.
→ I went to school.)

TGG, Online
国際交流などでの疑似体験で新たな気づきを促し、習得につなげる

意識的に「言語形式」や「発音」「単語」を練習するステージ → 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

Scaffolding (支援) : recast & prompts 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)

* 言語活動の中でのScaffoldingの形 (T → S, ALT → S, S → S)

The more communicative the activities become, the more need to use Communication Strategies

Negotiation of Meaning

Clarification of meaning どういう意味ですか？ もう一度言ってもらえませんか
What did you say? Could you repeat that again? (Excuse me? Pardon?)

Confirmation of meaning つまり、～ということですか？
Do you mean ~? In other words.....? (repetition e.g. hobby?)

Comprehension of meaning 私が言いたいことわかりましたか？
Do you understand what I mean? See what I mean? (Okay?)

児童が英語での言い方が分からなかったときに使う **How do you say this in English? なども **communication strategy** として大切

ICT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
具 体 的 な 活 用 の 内 容	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%)

※ ()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

単なる「知識」として獲得されるのではなく、
ダイナミックなコミュニケーションのプロセスの中で獲得されるもの

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.*



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.

Question 2

2. How will the developments in AI and ICT influence English education?

言語能力と語用能力

Linguistic vs Pragmatic Proficiency

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、、、

Question 3

3. Is acquiring linguistics proficiency the same as communicative proficiency? What should language teachers teach?

学習評価の規準と在り方

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

指導と評価の一貫性

知識・技能は、英語を使わなくても覚えられる

→ **Accuracy**は英語が使えなくても評価できる

思考力・判断力・表現力は英語を実際に活用しなければ身につかない

→ **Acceptability**は思考過程、判断基準、その場に合った表現の適切さによって評価される

教師の評価

Performance test (Rubric)
Content, coherence, cohesion, meaning
Forms: intonation, pronunciation, grammar, usage

Observation scheme
Eye contact, feedback, turn-taking, etc.
 ペアワーク、グループワーク等でみるもの

Production は Performance 評価

(例)

	ペーパーテスト等の結果 (活動の観察の結果を加味)			パフォーマンステスト及び活動の観察の結果 (ペーパーテスト等の結果を加味)					
3観点	聞くこと	読むこと	話すこと [やり取り]	話すこと [発表]	書くこと	観点別 評価	評定		
知識・技能	意味と文脈重視 Focus on Form			c	c	b	B	3	本時の目標 ↓ 活動 ↓ 練習 本時の目標をどこまで達成できたと思うか
思考・判断・表現				c	b	c	B		
主体的に学習に取り組む態度				b	b	c	B		

自己評価(振り返りの記述内容)を参考

Can-doは「自信度」をはかる尺度

Question 4

4. How should students' English 'proficiency' (not knowledge) be assessed in the communicative approach?

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