

## 「教科書の内容に関して生徒がディスカッションする授業」

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本発表での「ディスカッション」の定義：「自分たちの質問、感想や考えを口頭・筆頭で表現し交流すること」

おことわり：本発表では、教科書に対して質問や改作を行っています。それは教科書を批判する意図からではなく、教科書をより有意義に活用するためです。

### 1. 提案の骨子

- (a) 今日、英語で自分の気持ちや考えを表現する力を養成することは、生徒の願望であり、社会からの要請である。
- (b) 平常の英語授業では、教科書学習を通じて、クラス全員が同じ  
共有している。これは絶好のディスカッション土壌である。無駄にしてはならない。
- (c) 予め生徒にディスカッション・タスクを予告しておくことにより、生徒が本当の目的を持って教科書を聞き・読むようになる。
- (d) 生徒1人1人が発表した質問・感想・意見が、絶好の二次教材となる。
- (e) テキストを鵜呑みにしないcriticalな英語力を養う

テーマに関する知識  
興味関心  
必要 vocabulary

英語インプット量が増える  
面白い  
生きる上でためになる  
クラスに社会性を育てる

### 2. 具体的なディスカッション・アクティビティーの紹介

#### 2.1 取り掛かりはシンプルに、“Do you like this unit? Why do you think so?”で始める。

#### 2.2 教科書に関連質問を出しあう活動

⇒グループで作成し、隣のグループと交換して答える活動へも発展可能

(例1) 中学教科書

世界の友達の夢について知ろう

アメリカのケビンも、将来の夢を紹介しています。

Hello, everyone. I'm Kevin Parker. I'm from the United States. I'm going to talk about my dream. I love nature, and I like to hike in the woods. My favorite place is Yosemite National Park. It's a World Heritage Site. It's famous for its very tall trees. People call them giant sequoias. I really love the nature in Yosemite. So I want to be a park ranger there. Rangers work for the park to protect its environment. My cousin works as a ranger in Yosemite. She knows a lot about nature. So I often ask her about it. In the future, I hope to teach the importance of nature to the next generation.

Thank you. (New Horizon English Course 2 p.48)

Which state are you from?  
Why do you like it?  
Where is Yosemite?  
How tall are they?  
What is it like?  
How can you become a park ranger?  
For example, what do they do?  
What's her name?  
How many rangers work there?  
You mean plants, animals and insects?

Unit 数字は  
Unit 基本文  
番号を表し

115 words

自分が presentation の audience としてこれを聞いているとしたら、どんな質問が湧いてくるか、と考える。

## (例 2) 高校教科書

Eat grains. They give you carbohydrates for energy, plus vitamins, minerals and fiber. Besides, they taste good! Try whole-wheat bread and rye. Spaghetti and rice are also in the grain group. Don't forget fruits and vegetables. Bananas, strawberries and melons are some great tasting fruits. Try vegetables raw on a sandwich or in a salad. In fact, cooked vegetables lose many of their vitamins. (高等学校検定教科書 New Stream English Course II, p.22)

Q1. *Why do you recommend whole wheat and rye bread?* (主張の根拠を問う)

Q2. *Is it always true that raw vegetables are better than cooked ones?* (栄養学の知見との整合性を問う)

\* 追加の活動例 9 を末尾に掲載します。

## 2.3 教科書(対話文)に創作して付け足す活動

(例 3. 中学教科書) Alex (カナダからの留学生) と Deepa (インドからの留学生) の対話に、あと 2 行付け足しなさい。(どちらの発言でもかまわない)

Alex. Deepa, where did you go on Career Day?

Deepa. I went to an Italian restaurant.

I want to be a chef.

Alex. Wow. How was it?

Deepa. It was interesting, but I got tired.

I tried to learn the whole menu, but I couldn't. (*New Horizon English Course 2*, p.34)

\_\_\_\_\_. \_\_\_\_\_  
\_\_\_\_\_. \_\_\_\_\_

作品例:

Alex. In what way was it interesting?

Deepa. First, Italian cooking was very different from Indian cooking. They use a lot of olive oil.

## 2.4 教科書(ストーリー)に、「君が主人公ならどうする？」を問う活動

(例 4. 高校読物 *The Gift of the Magi* に関して)「あなたは, Jim/Della です。明日はクリスマスなのにお金がありません。でも, 愛する Della/Jim にプレゼントを贈りたいと思っています。あなたならどうしましたか？」

高専 2 年生作品の抜粋

If I were Jim,

- I would do the same thing as Jim.
- I would cook dinner for Della.
- I would sing a love song for her.
- I would buy a playing card and play magic to her.
- I would take her to the top of the highest building at the time, show the beautiful night view of NYC and tell her my love.
- I would make a wool hat for her and give it.
- I would write a letter this year and save a money for the next Christmas.

(種村、2016、pp.240-241 )

## 2.5 教科書（ストーリーや論説文）に、「君はどちらに賛成するか？」を問う活動

（例5．高校読物 *The Gift of the Magi* に関して）「Jim は給料が安く，Della は無職，収入の40%はぼろアパートの家賃に消え，毎日赤字の生活。でも，二人は愛し合っている。あなたは，Jim と Della のように暮らしたいと思いますか？そして，それはなぜですか？」

高専2年生作品の抜粋

I would like to live like Jim and Della, because....

- they look happy.
- if we love each other, we can get over all things.
- I think the rich and the happiness are not equal. There is more important thing than money. So, I want to be with No.1 partner together.
- if we love each other, I can feel happy. But I think that it is the best. There are both money and love.

I would not like to live like Jim and Della, because

- without money I can't make Della happy.
- we will be in trouble about money. So I will make an effort to find a job and have a good life with my lover.
- I want to have a child and spend a happy time. So we need money to bring up our child.
- I don't want to get married until I can make living by myself.

（種村、2016、pp.241-242）

## 2.6 教科書（会話）を教師が改作して、発展的タスクとする。

（例6．中学教科書）買い物の会話（*New Horizon English Course 2* pp.110-111）

店員 Hello. May I help you?

エリカ Yes, please. I like these jackets.

店員 We have more in the back. What color are you looking for?

エリカ Something bright.

店員 How about this orange one?

エリカ Oh, that's cool. But it's too big for me.

店員 Shall I show you a smaller one?

エリカ Yes, please. Oh, this is nice. How much is it?

店員 It's sixty dollars.

エリカ OK. I'll take it.

発展的シナリオに改作

エリカ And how much are these rings?

店員 Seven dollars for each.

エリカ I'll take these four.

店員 Ninety-eight in total.

エリカ \_\_これを生徒が考える\_\_

生徒作品をクラスでシェア

## 2.7 生徒が教材読後に関連質問を作り、クラスメートにインタビューし、結果をレポートする方法

（例7．大学教科書）授業で1つの教材を読み終えた時に、その内容に触発されて生徒が感じた疑問を、英語のインタビュー質問にして、次の授業でクラスメート同士でインタビューしあい、その結果を英文レポートに各活動。下記は、筆者が実際に大学3年生のライティングのクラスで行った例。使用した教材は

（ア）教科書の原文

**“Help yourself” (“tsumetai” and “cold”)**

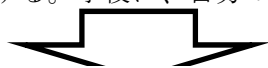
A college professor in Japan told me that the most frequent complaint of Japanese students who took part in his college's home-stay program in America, was that their American host family was “tsumetai”, or cold. When asked to explain, the students said that their host parents would tell them that they would cook and serve their dinners, but that everyone in the family fixed their own breakfasts and snacks. Then they would point to the refrigerator and say, “Help yourself.” This

invariably shocked the Japanese students. “How could I possibly help myself to food from their refrigerator? And even worse, how could they say that to me on the very first day!”

Interestingly, a Japanese-language teacher at a high school in Hawaii told the same professor that the most frequent complaint of American students who took part in her school's home-stay program in Japan, was that their Japanese host family was “cold and unfriendly.” When asked to explain, the students said that the host mother would always insist on serving them everything. “It made me feel very uncomfortable. I couldn't even get myself a glass of juice from the refrigerator. And this went on to the very last day!”

(Sakamoto & Sakamoto, *Polite Fictions in Collision*, p. 16)

(イ) 原文を読んで学生が感じた疑問を 1 人 1 問持ちより、クラス内で一斉に教室を歩き回り、8 人以上に相互にインタビュー活動をする。事後に、自分のインタビューの結果をレポートに書いて提出する。



## 学生インタビューレポート

**Interview Report**

Written by M.O

**1. Interview Question:**

- (1) If you are a home-stay student, which would you prefer, to be treated as a family member or a special guest?
- (2) If your host family always say, “Help yourself” to you, how would you feel?
- (3) How do you want to treat your foreign guest when you take on a home-stay student in your family?

**2. Interview Results:**

I asked these questions to 5 classmates, and got the following answers.

| Respond-ents | Sex | (1)want to be treated as a | (2)reaction to “Help yourself” | (3)want to treat my guest as a |
|--------------|-----|----------------------------|--------------------------------|--------------------------------|
| Miyuki       | F   | special guest              | “tsumetai”                     | special guest                  |
| Yuki         | F   | family                     | natural                        | special guest                  |
| Sayuri       | F   | special guest              | not kind                       | special guest                  |
| Yumi         | F   | family                     | no problem                     | special guest                  |
| Aya          | F   | family                     | natural                        | special guest                  |

**3. Discussion**

I asked these questions for two reasons. First, I wanted to know how Japanese students would feel if their host family said “Help yourself” (Sakamoto & Sakamoto, p14). Secondly, I have been interested in how Japanese students treat “a home-stay student”.

In the first and second questions, I found that not all Japanese students feel that their host

family is “tsumetai” if their host family say “Help yourself”. Three out of five students answered “No problem” or “It is natural” because they want to be treated as a family member. On the other hand, two students who want to be treated as a special guest answered “They are tsumetai” or “They are not kind.” Through this interview, I found out that how Japanese students interpret “Help yourself” depends on how they want to be treated by their host family.

In the third question, all my respondents answered that they will treat their home-stay student as a special guest. Even the students who answered they want to be treated as family members will give special treatment to their home-stay students. I think it is interesting that Japanese students have different thought about “a home-stay student” when they are home-stay students and when they are host family.

Although I asked these questions to only five students this time, I was surprised that some students want to be treated as a family member and do not interpret “Help yourself” as “tsumetai”. Next time, I would like to ask these questions to many students and compare their answers.

以上の活動の結果としてこの学生は、テキストに書かれていた内容が今日の日本人（少なくとも大学生）には必ずしも該当しないことを指摘することができた。

## 2.8 隠された前提を突き止める活動

文章の中に、予め埋め込まれた無言の前提によって、結論が誘導されていることをつきとめる活動  
(例 8 大学英語教科書)

教科書本文

### Don' t Work Too Hard.

In Japan, when someone is about to take a test, or enter a sports event, or start a new job, it is customary for others to say to him, “Gambatte!”, which translates roughly as “Work hard!”, or “Do your best!” This would sound very strange in English. The usual English expression would be just the opposite: “Don't work too hard,” or “Take it easy.” Americans would assume that anyone in such a situation would already be keyed up and wouldn't need to be told to work hard. Instead, he would need to be reminded to relax. (Sakamoto & Sakamoto, 16)

予想される質問・意見

*Q1. I do not think this translation accurately translates Japanese mind. By saying “Gambatte”, we do not always mean “Work harder,” but rather show our affiliation to the addressee. Japanese “Gambatte” could be better translated as “I am on your side” or “Good luck.”*

(論述の前提として使われている“gambatte”の定義に疑問を呈している。)

(例 9) 高校教科書に関連質問を出しあう活動の追加例

科学技術の発達した現代と、未発達だった過去とを比較した下記の文を読んで、生徒が関連質問を考える。

**‘Is life with modern technology better than the simple life we had in the past?’**

教科書本文：

#### The affirmative side's opinion:

Thanks to technological advances, our life has become much better than it was in the past. Technology has saved us a lot of time and our daily life itself has become much more convenient than it was before. Household appliances, such as vacuum cleaners and washing machines, have enabled us to do housework easily and in a much shorter time.

Q1

Q2

Q3

The Internet enables us to get the latest information in a moment. This can help us live our life more wisely than in the past. Furthermore, modern technology has enriched our life by giving us various new forms of entertainment. Considering these three factors, it is clear that our life is much better now than it was in the past.

Q2

Q3

#### The negative side's opinion:

Life in the past used to be much better than it is now. The Internet, which we enjoy now, is of course convenient, but people depend too much on electronic communication and ignore the importance of face-to-face communication. In the past, the pace of life was slower and we felt less stress, unlike the fast-moving world we live in today. Moreover, life was much healthier with a cleaner environment and less polluted food and water. Life for all living creatures on Earth was healthier. Considering these factors, it is clear that the life we had in the past was much better than the life we have now. (霜崎實、他 (2013) *Crown English Communication II* 三省堂 p.96、筆者下線)

Q4

Q5

考えられる質問例

- Q1. What do you mean by 'our'? Do you mean Japanese people, people in advanced countries, or the whole people on the earth?
- Q2. Is this always true? Modern technology has endangered our life, such as nuclear weapons, nuclear accidents, and mass-killing in wars.
- Q3. Could you give some examples of 'new forms of entertainment'?
- Q4. Which age do you refer to by 'life in the past'? In the 19th century, before Industrial Revolution, or in the Stone Age?
- Q5. You have only considered the Internet and pollution. What about other important factors such as the development of medicine and public hygiene, supply of food and water, and disaster prevention, for example

### 3. 実践報告と実践の結果

- ✓ 愛知県内の私大文系 2 年生対象の Advanced Reading I (前期 1 コマ) と Advanced Reading II (後期 1 コマ) にて、2013 年度より毎年実践。
- ✓ 前期は、reading 授業で意見を述べあうための下準備 (グループ共同学習への慣れ・より効率的な内容理解方法の講習・議論するということの意味づけ) を行う。
- ✓ 後期に徐々に意見表明活動を入れてゆく。
- ✓ 詳細は『高校英語授業を知的にしたい』に実践報告 9 編有り

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