

## 小・中・高等学校を通じた英語の教育目標の設定について

「グローバル化に対応した英語教育改革実施計画」（平成25年12月）では、「英語を用いて何ができるようになるか」という観点から、小中高を通じて一貫した学習到達目標を設定し、これに対応する形で4技能を評価することを提起した。

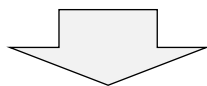
### ■これまでの取組

○「国際共通語としての英語力向上のための5つの提言と具体的施策」（平成23年）で2つを提言。

(1) 国として、学習到達目標を「CAN-DOリスト」の形で設定することに向けて検討を行う。

(2) 中・高等学校は、学習指導要領に基づき、生徒に求められる英語力を達成するための学習到達目標を「CAN-DOリスト」の形で具体的に設定・公表する。

○ 上記のうち(2)は、平成25年に「各中・高等学校の外国語教育における『CAN-DOリスト』の形での学習到達目標設定のための手引き」を公表しており、各学校の取組を促している。

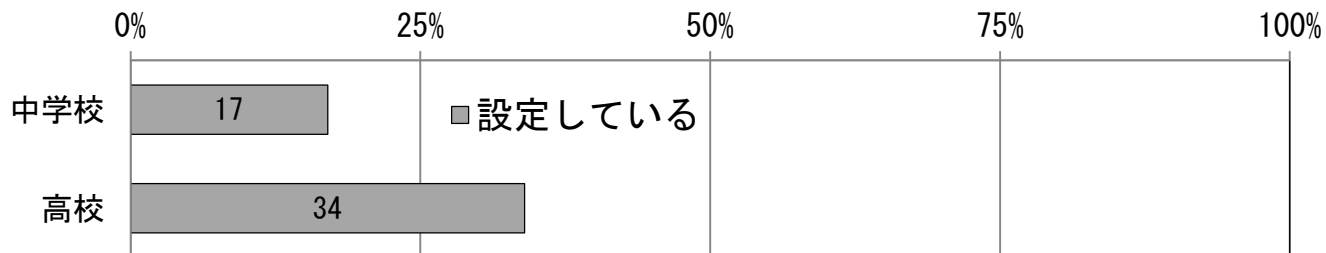


○ 今回、(1)に関し、文科省において「能力記述文の形で設定した国の学習到達目標（試案）」を作成した。

# 学校における「CAN-DOリスト」の形での学習到達目標の設定①

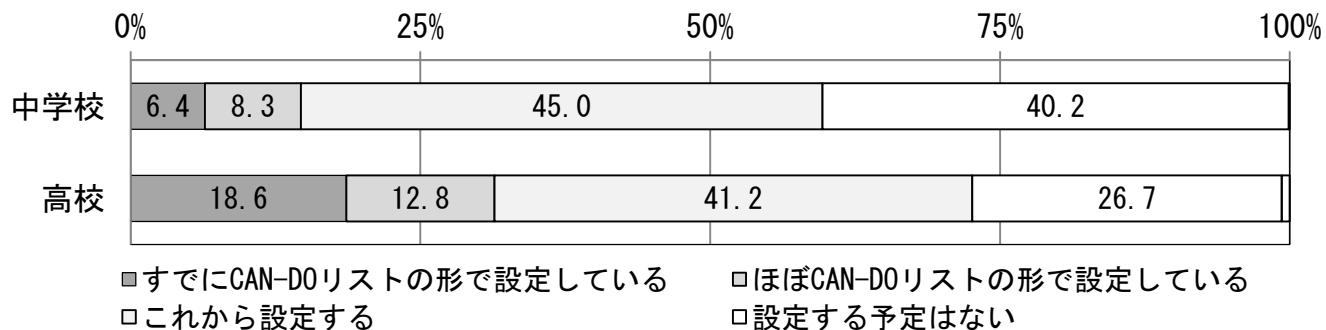
中学・高校におけるCAN-DOリストの形での学習到達目標の作成は、中学校の17%、高校の34%となっている（民間の調査によれば「これから設定する」学校を含めると全体の6～7割に達する）。

## ■ 「CAN-DOリスト」により学習到達目標を設定している学校の割合



『平成25年度英語教育実施状況調査（速報値）』 文部科学省

## ■ 「学習到達目標をCAN-DOリストの形で設定」することに関し、学校の現在の状況



『外国語教育における「CAN-DOリスト」の形での学習到達目標設定に関する現状調査』

公益財団法人日本英語検定協会 2013

## 学校における「CAN-DOリスト」の形での学習到達目標の設定②

複数の県において、県がひな形を示すなどして、中学・高校におけるCAN-DOリストの形での学習到達目標の作成が域内全域で進んでいる。

(事例)

- 岩手県：全ての高等学校が「CAN-DOリスト」の形で学習到達目標を設定している。
- 島根県：県教委が「中学校外国語科『CAN-DOリスト』の形での学習到達目標作成ガイド」を作成している。各学校において、学習到達目標を設定する作業を通して、生徒に身に付けさせたい英語力を明確にする取組を進めている。
- 宮城県：「英語による授業」を先行実施していた7つの指定校において学習到達目標を作成している。これを基に、県内の高校を対象に研修会を実施し、その後、各高校が学習到達目標を作成した。
- 滋賀県：中高一貫した英語学習到達目標である県モデル「CAN-DOリスト」とともに、授業実践事例映像を作成している。

## (参考) 外国語の学習・教授・評価のためのヨーロッパ共通参照枠について

- CEFR (Common European Framework of Reference for Languages: Learning, teaching, assessment) は、語学シラバスやカリキュラムの手引きの作成、学習指導教材の編集、外国語運用能力の評価のために、透明性が高く、分かりやすい、包括的な基盤を提供するものとして、20年以上にわたる研究を経て策定された。欧州域内外で使われている。
  
- CEFR は「共通参照レベル」として、言語能力を
  - ・ A1、A2レベル (基礎段階の言語使用者)
  - ・ B1、 B2 (自立した言語使用者)
  - ・ C1、C2 (熟達した言語使用者)の6段階に分け、
  - ・ 「聞くこと」「読むこと」 (= 「理解すること」)、
  - ・ 「やり取り」「表現」 (= 「話すこと」)、
  - ・ 「書くこと」の5つの能力カテゴリーに分けて、言語活動の内容を表している。
  
- 欧州域内では、国により、CEFRの「共通参照レベル」が、初等教育、中等教育を通じた目標として適用されたり、欧州域内の言語能力に関する調査を実施するにあたって用いられたりするなどしている。

# (参考) 外国語の学習・教授・評価のためのヨーロッパ共通参照枠

Table 2. Common Reference Levels: self-assessment grid

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.