

A L Tとの連携した 生き生きとした T T 授業

～ “教える” から “考えを引き出す” 授業へ～

稲美町立稲美北中学校

安保 俊宏

第63回兵庫県中学校教育研究会英語部会研究大会

ALTとのTT授業

Before

- ・打ち合わせはページを指定するのみ
- ・内容はALTにおまかせ
- ・自分はALTの授業をサポート
- ・ひどいときは、今日の授業でALTがどんな授業をするか知らなかった

Before



あいさつ
簡単な会話
教室後方をうろうろ...

単元の流れ	
JTE	ALT
Part1	
Part2	
Read and Think1	
	Unit Activity
Read and Think2	
	パフォーマンステスト評価

ここと
ここをお願いね

ALTとのTT授業

Before

- Unit Activityをお願い、2時間で
- これを添削しておいてほしい
- たのしいゲームをお願い
- パフォーマンステストをして、評価
できたら、僕の机においというて

ALTとのTT授業

After

一緒に授業を進行している
距離がずっと近づいている



リアルタイムで
生徒の情報交換
即席でプランを修正



指導案
or
座席表

座席表とALT専用英語版指導案

check 1+2+3 when speaking starts.

3--3

shy, but has skill. friends.

Fukudome Hiyori	Yamamoto Yuki	Kaneko Arata	Inoue Nayuta	Fujiwara Daigo	Fukunishi Sota
Kobari Yuki	Yoitamae Yuto	Nakagaito Momo	Onishi Nanami	Morita Rento	Sawada Banri
Narutaki Tsubasa	Onishi Natsuki	Iwamoto Arata	Matsuoka Ayumu	Ikeda Ritsu	Hashimoto Hiroki
Hukae Yota	Sakata Kaito	Shimada Kokona	Naruse Akari	Yaegaki Momoka	Nejime Ayana
Ikeda Ritsu	Matsuda Eren	Hioki Rui	Sato Toa	Shimomura Chika	Hagi Eriko
(Minami Osuke)		Yoshida Kao	Kanagawa Yuno	Miyaki Uruha	(Oshiba Yua)

help with pronunciation.

good friends.

check 2.

High level.

Support.

good friends.

teach each other.

Run help.

High LV.

Low skill.

High LV.

High LV.

Low skill.

福留 姫葵	山本 友紀	金子 新	井上 尚優	藤原 大虎	福西 荘太
坂田 凱吉	與市前 夕虎	中垣内 桃	大西 七海	森田 蓮斗	澤田 絆里
鳴瀬 翼	大西 菜月	岩本 新汰	松岡 歩夢	池田 翔奏	橋本 宏輝
深江 葉太	小針 悠生	嶋田 ここな	鳴瀬 灯	八重垣 百花	福瀬 彩愛
池田 莉都	松田 永蓮	日置 琉生	佐藤 叶沙	下村 悠夏	萩 映理子
(南 桜介)		吉田 佳央	金川 優心	宮木 麗	(大柴 結愛)

Evaluation Criteria

Category	Criteria
Knowledge & Skills	Understands how to use relative clauses (who, that, which) to describe people and things. Can add detailed information to explain clearly.
Thinking, Judgment, Expression	Can organize and express opinions and information (facts, thoughts, feelings) about one's "ideal leader" using simple words and sentences. Can interact by listening, asking, and responding appropriately.
Attitude	Actively tries to apply feedback from peers and the ALT to improve one's speech.

3. Objective for This Lesson (Lesson 5)

Students will organize and express what is needed to become "the person they want to be in the future," based on their image of a good leader. They will use *Hierarchical Mapping* to explain their ideas logically and clearly to the ALT and classmates.

4. Lesson Development

Stage	Time	Learning Content	Teacher's Role	Evaluation Points
Introduction	10 min	- Warm-up Talk: 1-minute conversation about a given theme.- Teacher Talk: JTE & ALT discuss "people" and naturally introduce the topic of leadership.- Pair Talk: "What does leadership mean to you?" (2 min 30 sec)- Review Gandhi's leadership using slides from the previous lesson.	- Create pairs and support shy students.- Encourage students to ask the ALT questions.- Keep the class atmosphere open and friendly.- Lead the topic naturally toward "leadership."	- Can ask and answer questions about the theme (Knowledge/Skill).- Can share opinions and respond naturally (Thinking/Expression).
Development	30 min	- ALT Interaction: ALT introduces their "ideal person" and asks students about theirs.- Speech Practice: Students prepare short speeches (1 minute, with gestures, from memory) using mapping charts.- Peer Practice: Practice in horizontal and vertical pairs. Take notes, give comments, and exchange advice.- Group Sharing: 4 students present to each other, write feedback on sticky notes.	- Model clear speech with gestures.- Give grammar advice (esp. using "who").- Circulate and give personalized feedback.- Encourage students to include comments like "What do you think?" at the end.- Praise effort and keep motivation high.	- Uses relative clauses accurately (Knowledge/Skill).- Incorporates peer/ALT advice (Attitude).- Can listen, summarize, and comment appropriately (Expression).
Conclusion	10 min	- Write a short reflection on the "Speech Reflection Sheet." • What I did well • What I'm still unsure about- Share reflections with classmates.- Teacher summarizes key learning points and explains the next step: improving speeches for the final presentation.	- Give supportive comments and guide reflection.- Review use of "who" and expressions from Unit 5.- Preview the next class: refining and presenting in front of the group.	- Can reflect on learning and identify areas for improvement (Attitude).

ALTとのTT授業

After

- ・ゴール(単元目標)の共有
- ・綿密な打ち合わせで一緒に授業をデザイン
- ・英語版指導案も作成
- ・JTE⇔ALT⇔生徒 の自然なインタラクション

UNIT5 に入る前に レナ先生が作ってくれた掲示物

My ideal LEADER







見本となる
(mihon to naru)
Direct meaning: Becomes a model / sets an example

English equivalents:
 • Leads by example
 • Is a role model

Nuance: Inspires others through personal behavior rather than words.
 Example: "A leader should lead by example and show good behavior."

コミュニケーション能力が高い
(komyunikashon noryoku ga takai)
Direct meaning: Has strong communication skills

English words:
 • Communication
 • Good at expressing ideas & listening to others

Nuance: Not just talking well — also being a good listener and connecting people.
 Example: "A leader needs good communication skills to guide the team."

責任感がある
(sekinin ga aru)
Direct meaning: Has a sense of responsibility

English words:
 • Responsible
 • Dependable
 • Takes responsibility for their actions

Nuance: Someone who does what they start, keeps promises, and finishes what they start.
 Example: "A good leader takes care of their team."

責任をもって行動する
(sekinin motte koudou suru)
Direct meaning: Acts with responsibility

English words:
 • Acts responsibly
 • Takes initiative

Nuance: Focus on behavior, not just mindset — showing responsibility through concrete action.
 Example: "A leader should act responsibly and keep promises."

協調性がある
(kyouchousei ga aru)
Direct meaning: Has a cooperative attitude

English words:
 • Cooperative
 • Team-oriented
 • Good at working with others

Nuance: Works harmoniously with others; avoids conflict and maintains group balance.
 Example: "A good leader works well with others and values teamwork."

広い視野をもつ
(hiroi shiya o motsu)
Direct meaning: Has a broad perspective

English words:
 • Open-minded
 • Has a broad perspective
 • Can see the big picture
 • Socially aware
 • Perceptive
 • Empathetic

Nuance: Understands multiple viewpoints and the wider situation, not just one's own.
 Example: "A good leader has a broad perspective and can see the big picture."

思いやりがある
(omiyari ga aru)
Direct meaning: Has empathy / kindness / thoughtfulness

English words:
 • Considerate
 • Caring
 • Empathetic

Nuance: Sensitive to the feelings of others and acts gently — omiyari often includes quiet, non-verbal care.
 Example: "A leader should be considerate and care about others' feelings."

忍耐強い
(ninoudzuyoi)
Direct meaning: Patient / enduring

English words:
 • Patient
 • Persevering
 • Resilient

Nuance: The Japanese nuance includes calm endurance and quiet strength, not giving up easily.
 Example: "A good leader is patient and doesn't give up easily."

判断力がある
Direct meaning: Has good judgment or decision-making ability

English words:
 • Decisive
 • Has good judgment
 • Can make wise decisions

Nuance: Someone who can stay calm, think carefully, and choose the best action, especially under pressure.
 Example: "A good leader can make decisions quickly and wisely."

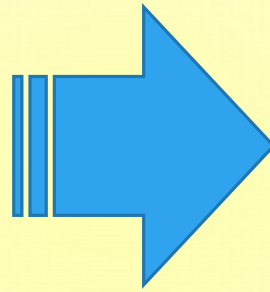
Table of Japanese Words and English Translations:

English Word / Phrase	Japanese Translation (日本語訳)	Example Sentence
Kind	優しい	"A kind leader treats everyone with respect."
Honest	正直な	"A good leader is honest and people can trust them."
Responsible	責任感がある	"A responsible leader finishes what they start."
Hard-working	努力家 / よく働く	"She is a hard-working leader who inspires her team."
Fair	公平な	"A fair leader listens to everyone's ideas."
Confident	自信がある	"A confident leader can speak clearly in front of others."
Brave	勇敢な	"A brave leader tries even when it's difficult."
Helpful	助けになる / 親切な	"A helpful leader always tries to make others' work easier."
Patient	我慢強い / 忍耐強い	"A patient leader listens carefully before making decisions."
Creative	創造的な / クリエイティブな	"A creative leader finds new ways to solve problems."
Friendly	フレンドリー / 親しみやすい	"A friendly leader makes the team happy."
Good listener	よく話を聞く人	"A good leader listens to everyone's opinions."
Positive	前向きな	"A positive leader helps the group work smoothly."
Organized	整理整頓ができる / 計画的な	"An organized leader helps the group work smoothly."
Respectful	礼儀正しい / 尊敬の気持ちがある	"A respectful leader doesn't look down on others."
Caring	思いやりがある / 優しい	"A caring leader worries about their team's well-being."
Team player	チームワークができる人	"A good leader is also a team player."
Encouraging	励ますことができる	"An encouraging leader says, 'You can do it!'"
Honorable	誠実な / 高潔な	"An honorable leader keeps their word."
Open-minded	成見なく / 寛容 / 広い心	"An open-minded leader accepts different opinions."

「技能」を育てるトレーニング

Before

- 教えて
プリントで定着
ワークで復習
- 書いて
覚えて
発表の流れ



After

- 思考ツールの活用
- 考えを深める
- 考えをつなげる
- 表現してみる
- 表現を探す
- 取り入れる

「技能」を育てるトレーニング

After

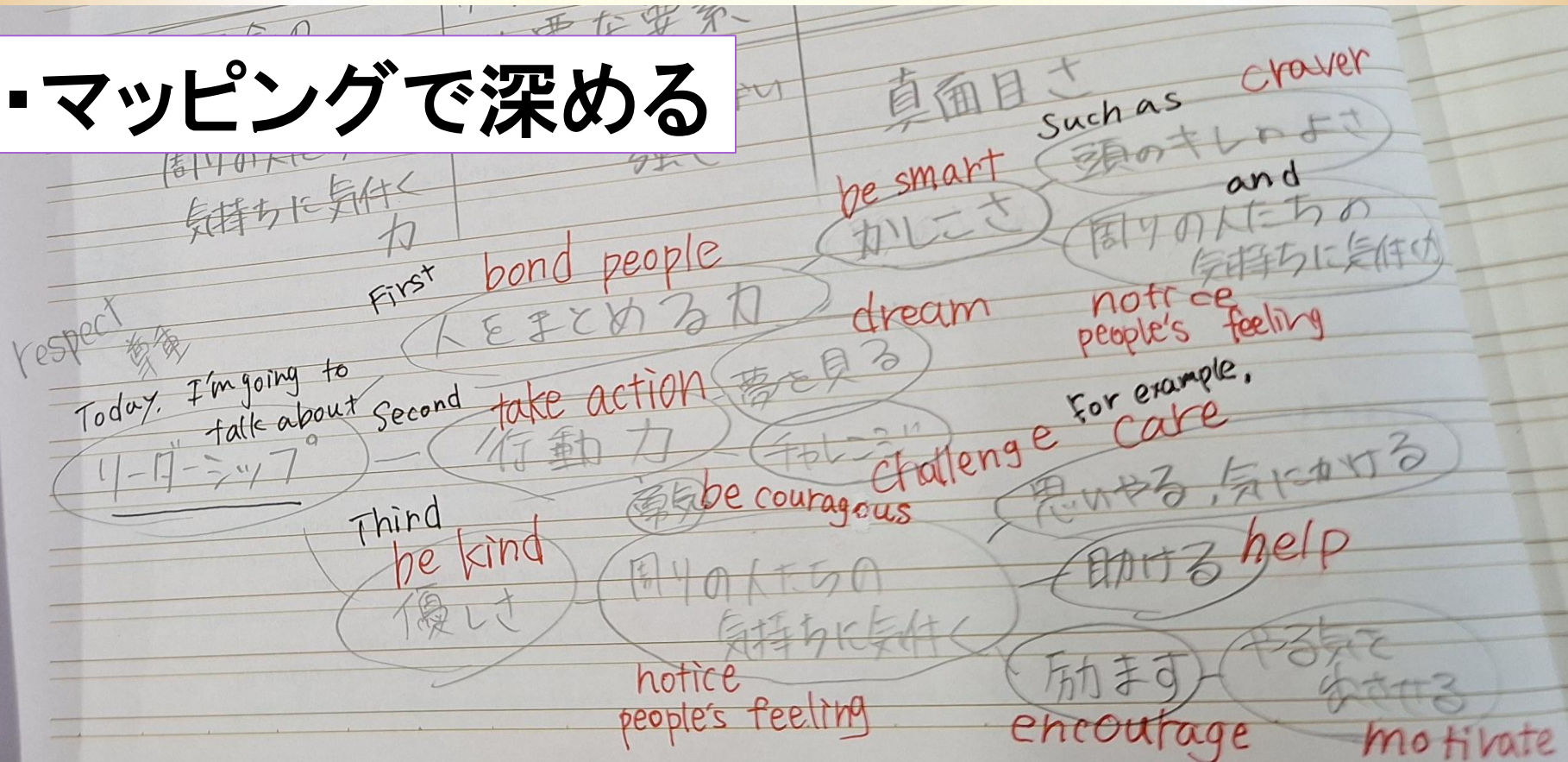
・マンダラ・チャートで広げる

listen 人の話を聞く	かしこく	bright 明るい
優しい be kind	リーダーシップに 必要な要素	activities 活動
協調性	しっかりもの	自分の意見を言う

「技能」を育てるトレーニング

After

・マッピングで深める

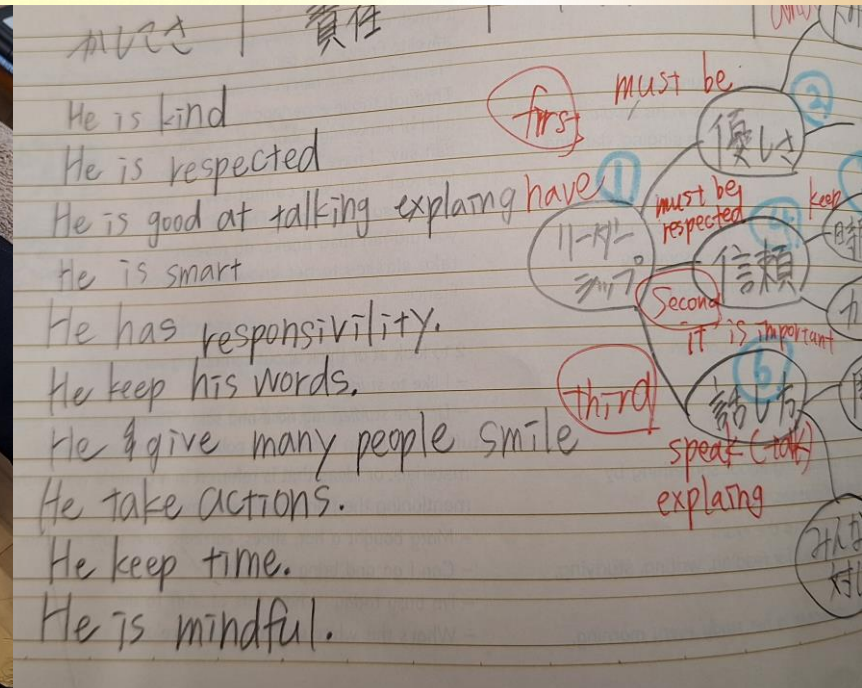
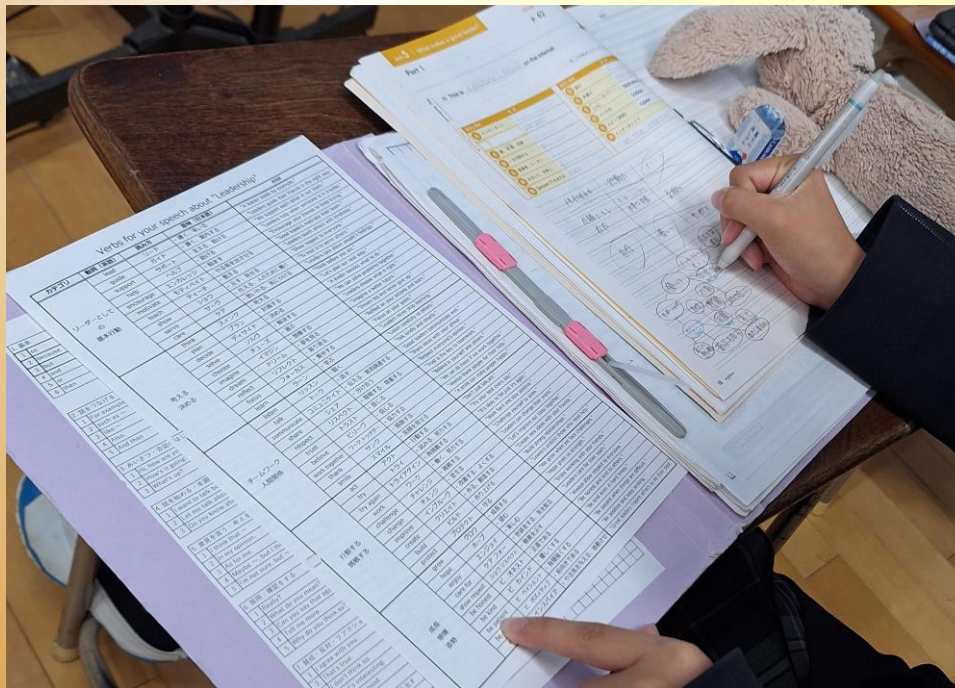


「技能」を育てるトレーニング

After

- ・表現を探す

- ・友人の発表やアドバイスから
使えそうな表現をメモ+追加



「技能」を育てるトレーニング

・生徒の感想より

今までは、タブレットのほんやく機能を使ってたけど、マッピングを使うことで、デスコスマーカーを見ながら、自分で言葉(単語)どうしろ、つけるという作業ができるので、少し難しいなと思うところはあるけど、考える力はついたと思います。まだまだ単語とかは、知識が足りないところはあったりして、知らべたりしてしまっているの、単語の知識量を増やしていく力をつけたいです。

そして、自分のスピーキング力も身につけていきたいです。

マッピングを使うことで、今までに比べて単語と単語のつながり方が上手になったり、文法を確認できた。また、実際に相手と話す勉強なので、リスニング力もついたし、英語で表すことができる文も増えたと思う。これからは、マッピングで身につけた力を活かして、もっと英語が話せるようになりたい。

「技能」を育てるトレーニング

・生徒の想い

- ・似ている単語とかを見分けられて、小さな違いとかがわかる
- ・文と文とのつなげ方がわかるようになった
- ・長い英語を頭でつなげながら言えるようになった
- ・習った文法とかを使って復習とかもできた

スラスラ言えるようになりたい

頭で考えなくても、日本語みたいに自然と使えるようになりたい

したい

色々な単語を知って色々な文の言い方をしてみたい

ALTと協力して実現できる 思考を育てる英語授業へ

- 思考の深まりが“伝える力”に変わる
- インプット→思考ツールで整理→アウトプット
- 英語×思考ツール×発信活動＝技能の育成

英語で“考える力”を育てることが
真の英語力を育てる