

I C T導入による直読即解と音読練習

－スマートボードを活用したリーディング授業－

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1 はじめに

今年度は3年生を担当している。文系5クラス・理系2クラスのうち、対象としたクラスは生徒数男子18名、女子18名の合計36名で、文系の中で中間レベルに位置するクラスである。真面目な生徒が多く、予習については、ほとんどの生徒が教科書準拠の予習ノートに答えを記入してくる。しかし、全体的に静かで音読の際には、あまり大きな声を出さない。

2 課題の設定と研究計画

訳読に時間をかけずに英文の意味を頭から取っていき、残りの時間を音読練習、英文の暗記にかけるように授業計画を立てた。また、スマートボードを利用することによって、視覚に訴えるような授業に変更するとともに、板書等にかける時間を大幅に節約する。

3 授業実践、授業の振り返りと考察

<指導案>

Date: October 4, 2005 (6th Period)

Class: 3-3

Number of Students: Boys: 18 Girls: 18 Total: 36

Textbook: POLESTAR Reading Lesson: 8 “Penguin Colony” part 4

Aims of this lesson: To provide the students with some information about penguins

To familiarize the students with the style of descriptive prose and help them visualize each scene of the passage

Allotted Class Periods for this lesson: 6 lessons (This class is the 5th period.)

Objectives as Teacher:

To encourage students' interaction

To focus on “vocal reading practice” by using Smart Board

Objectives for Students:

To read the textbook aloud

To try to memorize some English sentences

Teaching Aids:

Handouts, Laptop computer, Projector, Smart Board			
Procedures: teacher	students	Time	Assumptions:
Greetings			
Check of the workbook & E-J translation The teacher gives the students answers to a workbook. He moves around and checks whether or not students have prepared for today's lesson.	The students check their answers in their workbooks. When they finish, they come to the front to get phrase reading sheets.	5min.	The workbook will help the students understand the textbook before the lesson. Teacher's check will prevent the students from getting lazy.
The check of new words pronunciation The teacher demonstrates pronunciation	The students repeat after the teacher	4min.	The teacher's demonstration will help students understand the correct pronunciation of new words.
Word E-J Translation Game The teacher asks the students to get into a pair. While the students are playing, the teacher walks around in the class.	The students take turns asking their partner each meaning of the new words.	2min.	This activity will serve as a warm-up game, and at the same time, will help them memorize each meaning of the new word.
Flash Card Practice The teacher uses the Smart Board to flash each new word.	The students read each word aloud every time the word appears on the screen.	2min.	Flash Cards will help students learn the correct pronunciation.
Listening to the CD The teacher plays the CD.	The students listen to the CD.	2min.	
Choral Reading and Grammar Explanation Using Smart Board, the teacher asks the students to	The students repeat after the teacher while looking at the Smart Board.	10min.	This activity will help students understand the textbook better.

<p>repeat each sentence.</p> <p>If necessary, he explains about grammatical and contextual points.</p>			
<p>Pair Reading Practice</p> <p>The teacher tells the students to make a pair to practice vocal reading.</p>	<p>In each pair, one student reads English sentences aloud, while the other student repeat after his/her partner.</p>	6min.	<p>This practice will encourage the students to read English sentences aloud.</p>
<p>Memory Reading Practice</p> <p>The teacher tells the students to repeat some sentences three times in a row.</p>	<p>The students repeat after the teacher. The third time, they try to repeat the sentence without looking at the textbook.</p>	3min.	<p>This practice will help the students memorize a sentence.</p>
<p>Dictation Practice</p> <p>The teacher tells the students to make a pair to practice dictation.</p>	<p>Listening to their partner, the students write down each sentence they hear in the handout</p>	6min.	<p>This activity will help the students concentrate on listening, and the students can check if they have memorized each sentence or not.</p>
<p>Flash Reading Practice</p> <p>Using Smart Board, the teacher shows each sentence just for a second.</p>	<p>The students read each sentence and then repeat the sentence without looking at the textbook.</p>	3min.	<p>This activity will help strengthen the students' memorization.</p>
<p>Close-test Reading Practice</p> <p>Using Smart Board, the teacher shows each sentence with some blanks in it.</p>	<p>The students try to read each sentence on the board trying to fill each blank with an</p>	3min.	<p>This activity will also help strengthen the students' memorization. They can check if they</p>

	appropriate word.		have memorized each sentence or not.
Choral Reading The teacher reads the textbook phrase by phrase	The students repeat after the teacher all together.	4min.	This activity will reinforce what the students have learned.
Greetings			

<ジャーナル>

Journal after the lesson

This is the 7th time to use the Smart Board in English Reading Lesson. The students are already accustomed to this new teaching method. They seemed to be actively involved in the lesson despite the fact that they are rather tired after P.E. class in the 5th period.

The lesson started with check of their homework, so it was very quiet. In order to activate students, I introduced word translation game, during which time I played loud music. However, it turned out to be too noisy for them to talk to each other. Besides, category of music was somewhat distracting. I should have been careful of the selection of music.

Flash card practice went very well with the students. They looked up at the board and try to pronounce each word in earnest. It took only one or two minutes to pronounce all the new words. It might have been better to spend more time to see whether all the students were able to pronounce each word correctly.

There was close-test reading practice at the latter half of the lesson. I found it difficult for the students to memorize some sentences completely within the lesson. Instead of spending time on memorization, I should have spent time on their creative speaking such as asking students what he/she had learned in this lesson. Next time I would like to plan my lesson in terms of output activity.

<生徒へのアンケート結果>

良い点

- ・ 英文が見やすかった。(4)
- ・ 分かりやすかった。(6)
- ・ 楽しかった。(8)
- ・ テンポのある授業がよかった。(1)
- ・ ペア練習がよい。(5)
- ・ 以前より英文が覚えられるようになった。(6)

- ・ 単語のフラッシュは発音が覚えやすかった。(2)
- ・ 前を向いて授業を受けることができた。(2)

悪い点

- ・ 後ろの席は見にくい。(15)
- ・ 少し文字が小さくて見えにくかった。(4)
- ・ ペアを組むのがいやだった。(1)
- ・ 教室移動が面倒だった。(8)
- ・ 授業のスピードが速くてついていくのが大変だった。(1)
- ・ 声が届きにくい(1)

<研修会での意見やコメント>

授業の最後のまとめがクローズテストと一斉音読だったが、アウトプットを重視するのであれば、リプロダクション活動の方がよかったのではないか。例えば、平易な日本語を提示して英語に直させるとか、今回の授業で学んだ内容を英語で表現させるなどの活動が考えられる。

英文をフラッシュカードのように提示した後に、何も見ない状態で生徒に音読させるのは、かなり負荷が高く、逆に生徒のやる気をそいでしまうことが懸念される。また、クローズテストについても、生徒はどこがポイントになっているのかがわかりにくいので、授業の最初に生徒に今日の授業目標等を周知させておいた方が、より効果的である。

4 まとめと今後の課題

今回は「スマートボード」というハードウェアを使用して授業研究を行った。昨年行った個別音源機器（シリコンオーディオ）を使用した授業と同じく、ハードウェアがなければ成り立たない授業である。しかしパソコン（要パワーポイント）とプロジェクターさえあれば、同じような授業が可能である。黒板を使用した授業に比べればかなり多くのことを効率的に提示できるので、是非多くの方にも実践していただきたい。

ただ電子黒板を利用した授業で注意すべきことは、授業の最初から最後まで全てにおいて電子黒板を使用すべきではないということ。情報が多すぎると、受け手側の生徒は消化不良をおこしてしまう。電子黒板（やその他のデジタル機器）はあくまでも補助として使い、生徒の言語活動の時間を十分に確保することが重要である。

今後は電子黒板等のハードウェアと、文字・音声をシンクロさせて生徒に提示できるソフトウェアを組み合わせる使用することにより、さらに効果的なリーディング授業の研究に取り組みたい。