

CEFR-J レベル

B2.1

技能

Spoken Interaction

Can Do descriptor

ある程度なじみのあるトピックならば、新聞・インターネットで読んだり、テレビで見たニュースの要点について議論することができる。

⇒ある程度なじみのあるトピック（十分な教育を受けられない子ども）ならば、新聞・インターネットで読んだり、テレビで見たニュースの要点について議論することができる。

資料 A

10 Barriers to Education Around the World And how you can take action to fund education.

Children in poor countries face many barriers to accessing an education. Some are obvious – like not having a school to go to – while others are more subtle, like the teacher at the school not having had the training needed to effectively help children to learn.

Increasing access to education can improve the overall health and longevity<sup>注1</sup> of a society, grow economies, and even combat<sup>注2</sup> climate change. Yet in many developing countries, children’s access to education can be limited by numerous factors.

The Global Partnership for Education (GPE), a global collaboration<sup>注3</sup> between more than 60 developing countries, is on the front lines of working to increase access to education in these places. (途中略)

Here are 10 of the greatest challenges in global education, and how the GPE is addressing them right now: (詳細途中略)

1. A lack of funding<sup>注4</sup> for education
2. Having no teacher, or having an untrained teacher
3. No classroom
4. A lack of learning materials
5. The exclusion of children with disabilities
6. Being the ‘wrong’ gender
7. Living in a country in conflict or at risk of conflict
8. Distance from home to school
9. Hunger and poor nutrition
10. The expense of education

注 1 : longevity 寿命

注 2 : combat 戦う

注 3 : collaboration 共同作業

注 4 : funding 財政的支援

資料を読み終わったら顔を上げてください。

(アウトプット) テキスト 1: この CEFR-J レベルで合格の会話

教員: Hi, let's begin our discussion. What do you think are good ways to improve child education in developing countries?

生徒: The article suggested 10 difficulties in education globally.

教員: As young people, what can you do to help children receive better education?

生徒: Well, I think donating money to this organization in this article is a good way. They ask us for donations. We can collect money from our savings. (対策 1 つ目の説明 OK)

教員: Are you sure we can trust this organization?

生徒: We need to check this organization's activities in detail, but as far as I understand by reading the passage, it sounds legitimate and their efforts are respectable. (対策 1 つ目への質問への回答 OK)

教員: I see. Do you have another possible way?

生徒: Yes, the young don't usually have much money, so we can ask adults to donate money. One way is to stand near stations and shopping malls with a donation box. We can also create a pamphlet to let them know the facts about the problem. (対策 2 つ目の説明 OK)

教員: Fair enough. When do you think we can start if we decide this?

生徒: In a few weeks. We have time after a term test. (対策 2 つ目への質問への回答 OK)

教員: I agree. How about sending learning materials? We can collect the stationery that is not used now.

生徒: Great idea. I have boxes of stationery I haven't used. We can send them to the country in need. (教員が提案した対策 3 つ目へのコメント OK)

教員: We have come up with three ideas. We need to decide what to do now.

生徒: The three ways are all great, but given the time constraints, how about donating money by collecting it from ourselves and our friends? Before that, we should check the organization's reputation. What do you think? (最良の対策を説明 OK)

教員: I agree. Let's work on that. ... Thank you. This is the end of the task.

(3 分で、対策について説明し、最良の対策について合意がとれたため、評点 3)

(アウトプット) テキスト 2: 途中で沈黙など問題がある場合

教員: Hi, let's begin our discussion. What do you think are good ways to improve child education in developing countries?

生徒: The article suggested 10 difficulties in education globally.

教員: As young people, what can you do to help children in poverty?

生徒: Yes. ... (10 秒沈黙) I think donating money to this organization is a good way. (対策 1 つ目の説明不十分)

教員: Are you sure we can trust this organization?

生徒: I don't know. (対策 1 つ目への質問への回答不十分)

教員: I see. Do you have another possible way?

生徒: Yes, the young don't usually have much money, so we can ask adults to donate money. ... (対策 2 つ目の説明不十分)

教員: Fair enough. When do you think we can start if we decide this?

生徒: In a few weeks, maybe. (対策 2 つ目への質問への回答不十分)

教員: I agree. How about sending learning materials? We can collect the stationery that is not used now.

生徒: Great idea. (対策 3 つ目へのコメント不十分)

教員: We have come up with three ideas. We need to decide what to do now.

生徒: The three ways are all great. Maybe asking adults for donations? It's possible. (最良の対策を説明不十分)

教員: I agree. Let's work on that. ... Thank you. This is the end of the task.

(対策を考える際と、最良の対策を決定する際に十分説明していないため、評点1)

開発段階

第1期(作成) 第1期(実施) **第1期(分析)**

第2期(改訂) 第2期(実施) 第2期(分析)

メモ: 注意点:

- ・生徒がどこまで話せるかを知るために、教員は手助けをしすぎないようにする。
- ・教員は自分の意見を簡潔に述べ、長くならないように注意する。
- ・何らかの対策に2人で合意しロールプレイを終えるようにする。

評価の目安:

- ・子どもの貧困に対する対策について、納得いく複数の意見を述べ、詳細または理由を説明していれば、評点2。
- ・詳細が十分あり、しかも流暢さが自然なら、評点3。また、詳細さや流暢さ、正確さが高かったり、複文等の複雑な文構造やつなぎ言葉が多く見られたり、会話をリードしたり等のプラスの要素が2つ以上、楽に一貫して見られる場合には、評点3

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