



東京都中学校英語教育研究会  
研究部 公開授業・研究発表

2024年2月22日（木）

15:30～16:10

教師・生徒間のインターラク  
ション： F-Move と教師の役割

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# OVERVIEW

1. 公開授業（橋本先生の授業）から学ぶこと
2. 語彙と英語教育(46)から考えること
3. F-Move Scaffolding: Two types of follow-ups
4. F-Move Scaffolding: Oral corrective feedback
5. Teacher roles: Motivational teachers

外国語教育の目的 (Council of Europe, 2001, p. 1)

( 前 略 ) ... it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to **the enriching experience of otherness** in language and culture.

# Changes in learner roles

## Traditional classroom classroom

- seated dutifully at their desks
- wait in silence for the teacher to tell them what to do
- translate the passage
- memorize a rule
- repeat a dialogue

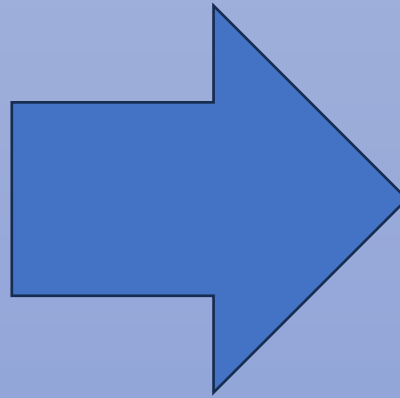
**passive**

## Student-centered

- set personal goals
- develop awareness of strategic options
- initiate oral production
- solve problems in small groups
- practice language with peers

**active**

Presentation  
Practice  
Production



**Production**  
Presentation  
Practice  
(Production)

# SLA理論からみたインタラクション

## Interactionist- Cognitive Theories (Long, 1981, 1996; Gass, 1997 他)

- \* 意味交渉 (negotiation of meaning)  
→ Interaction によって (学習者の適切な言語レベルを把握して言語調整し) 理解可能な input を提供できる (足場架け)
- \* 学習者の output を引き出し、修正する機会を与える  
output → feedback (足場架け)  
(学習者言語が適切かどうか検証) → 気づき (noticing) → (self-) repair

## Sociocultural/ Socio-Constructivist Theories (Vygotsky, 1978; Storch, 2002他)

- \* L2学習 = 自己と他者との間の社会的関係においておこる
- \* 最近接発達領域 (zone of proximal development: ZPD):  
他者の足場架けによる助けを得て到達できる領域
- \* 協働的学習 (インタラクションを通じた学びあい)  
→ 学習効果 + よりよい関係性

# 1. 橋本先生の授業から学ぶこと

## (1) 達成目標の明確化

→ 教室外でも英語で何ができるようになるか

## (2) 綿密な授業計画とプロセスを重視したスパイラルな指導 (task repetition)

# 1. 橋本先生の授業から学ぶこと

## (3) SLAの知見

- ・ エラーに対する考え方と対応
- ・ 学習者言語発達の支援
- ・ 学習方略発達の支援（特に社会・情意方略）
- ・ あいまい耐性                      ・ 動機づけ



# 1. 橋本先生の授業から学ぶこと

## (4) Scaffolding/ Teacher talk

- ・ 生徒の声（つぶやき）を拾う余裕
- ・ 生徒の発話の引き出し方
- ・ 即興的な（英語での）説明
- ・ コミュニカティブな**follow-up**
- ・ 気づきを促す**feedback**

## 2. 語彙と英語教育(46)から考えること

### (1) Form

Spoken      **R** What does the word sound like?

**P** How is the word pronounced?

Written      **R** What does the word look like?

**P** How is the word written and spelled?

Word parts      **R** What parts are recognisable in this word?

**P** What word parts are needed to express the meaning?

[Nation, P. (2001). *Learning vocabulary in another language*. CUP. (p. 27)]

# What is involved in knowing a word? (From nation, 2001: 27)

## (2) Meaning

Form and	R	What meaning does this word form signal?
meaning	P	What word form can be used to express this meaning?

Concept and	R	What is included in the concept?
referents	P	What items can the concept refer to?

Associations	R	What other words does this make us think of?
	P	What other words could we use instead of this one?

What is involved in knowing a word?(From nation, 2001: 27)

### (3) Use

- |                              |   |   |
|------------------------------|---|---|
| Grammatical                  | R | In what patterns does the word occur?                         |
| functions                    | P | In what patterns must we use this word?                       |
| Collocations                 | R | What words or types of words occur with this one?             |
|                              | P | What words or types of words must we use with this one?       |
| Constraints                  | R | Where, when, and how often would we expect to meet this word? |
| on use (register, frequency) | P | Where, when, and how often can we use this word?              |

# 語彙定着のための工夫

頻度 (frequency)



強度 (intensity)



長期記憶

# 語彙定着の工夫（強度を高めるために）

- ・ 学習中の語彙を感動的なものに（驚き、発見、成功感など）
- ・ 意味ネットワークの発見（semantic mapping, 接頭辞、接尾辞、語義での関連付け）
- ・ 推測力の活性化（文脈や語形式から積極的に意味を推測する練習）

[参考：佐野正之・米山朝二・松沢伸二(1988)『言語活動を中心に基礎能力をつける英語指導法』大修館書店]

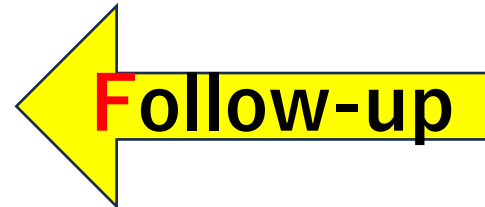
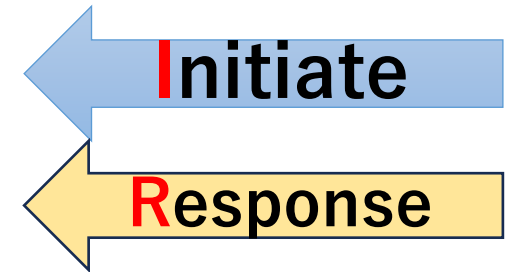
### 3. F-Move Scaffolding: Two types of follow-ups

[Example]

Teacher: What did you do yesterday?

Student: I saw my grandmother.

Teacher: **Good**.



[Q] What is the teacher saying “**Good**” about?

[Adapted from Harmer, J. (2015). *The practice of English language teaching* (5<sup>th</sup> ed.). Harlow: Pearson. (p. 154) ]

[Example]

Teacher: What did you do yesterday?

Student: I saw my grandmother.

Teacher: **Good** (↪).

→ 'teacher full stop'

\* targeted praise (work-specific praise)

→ **evaluative follow-up**

(support for learning/ focus: the **form**)



ここで「インタラクション」とは…

inter (相互関係) + action (作用)

➤ (メッセージを伝え合うための)  
言葉によるコミュニケーション

[参考: 白畑・富田・村野井・若林 (2019) 『英語教育用語辞典第3版』 (p. 145)/  
米山(2011) 『新編英語教育指導法事典』 (p. 162)]

[Example]

T: What did you do yesterday?

S: I saw my grandmother.

T: You saw your grandmother.

← echoing (repeating what S has said)

S: Yes.

T: That must have been nice.

← commenting

S: Yes, very nice.

T: Was she happy to see you?

← asking follow-up question

S: Yes, we met by mistake.

T: Oh, you met by accident.

← reformulating (recasting)

S: Yes, by accident.

T: So you didn't expect to meet her? Right?

← asking for confirmation

→ **discoursal follow-up** (support for learning/ focus: the **content**)

[Adapted from Harmer, J. (2015). *The practice of English language teaching* (5<sup>th</sup> ed.). Harlow: Pearson. (p. 155) ]

## Discoursal follow-up

→ pick up **students' contributions** and to “**incorporate them into the flow of (classroom) discourse**”

[Mercer, N. (1995). *The guided construction of knowledge: talk among teachers and learners*. Clevedon: Multilingual Matters. (p. 26)]

→ **sustain and develop a dialogue** between the teacher and the class

➤ focus = the content

➤ support for learning = “the teacher providing a **rich source of message-oriented target language input**”

[Cullen, R. (2002). Supportive teacher talk: the importance of the F-move. *ELT Journal*, 56(2), 117-127. (p. 122)]

## Discoursal follow-up の例（別紙参照）

1. reformulation (= reconstructive paraphrasing; recasting, 再明確化)
2. elaboration（緻密化）
3. comment（コメント）
4. repetition（繰り返し）
5. responsiveness; further information（情報付加）
6. responsiveness; self-discloser（自己開示）

[Cullen, R. (2002). Supportive teacher talk: the importance of the F-move. *ELT Journal*, 56, 2, 117-127.]

16 T: So, by the way, what do you do at school every day?

17 (3)

18 T: OK, so, you

(.) (写真 1 を貼る)

19 T: You talk with your friends every day.

20 T: Oh, and what do you do? Next?

21 S1: I study....

22 T: Oh, you study, of course.

reformulation

23 T: Good, so good, you study, you study every day. (写真 2 を貼る)

24 T: You study English, you study history, you study math.

elaboration

25 T: Yes, you study every day.

26 S2: Eat lunch.

27 T: Oh, OK, so you eat lunch, you eat lunch every day. (写真 3 を貼る)

28 ((LAUGHTER))

reformulation + slight elaboration

29 T: So, what do you do? What else do you do?

30 S3: Join (us) club.

31 T: Ah, you practice, you join the club. OK.

32 T: S4, you practice soccer, S5, you practice volleyball,  
(.) (写真 4 を貼る)

33 T: and S5, you play tennis, O:K.

34 T: So, any other?

35 S4: Read a book.

36 T: Oh, read a book. Oh, you read a book.

37 T: You read books. (写真 5 を貼る)

38 T: Oh, after school you:?

39 (.) (先生が掃除するまねをする)

40 Ss: Clean.

41 T: Yes, you clean the classroom with your classmates.

42 T: OK, so, you do a lot of things every day.

reformulation + repetition of S3's  
contribution

elaboration

echoing + reformulation

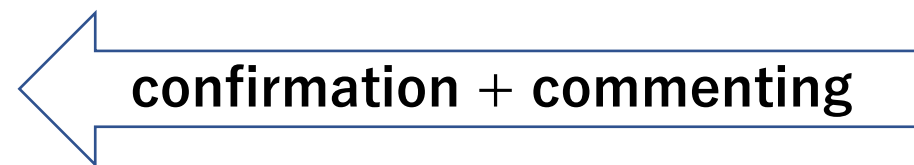
eliciting + miming

reformulation

43 T: Of course, I do a lot of things.  
44 T: So, what do you like doing best?  
45 T: What do you like doing best?  
46 T: I (自分を指す) like, OF COURSE, I like?  
47 (.)  
48 T: teaching  
49 (.)  
50 S5: English.  
51 T: Yes, I like teaching. I like teaching English to you best.  
52 T: Of course, I like studying English.  
53 T: S6 (生徒を指す) , do you like studying English best?  
54 (.)  
55 T: Do you like English?  
56 S6: Yes.  
57 T: Yes? Oh, I'm very happy to hear that.  
58 T: Everyone. S6 likes (.) studying English best.



self-discloser



confirmation + commenting

# 内容理解の際のインタラクションのポイント

## ➤生徒の誤り→理解に関する問題点を知るヒント

→自ら気づくためにどう導くか

- \* 少し前の情報に戻って話をつなげる(backtracking)。
- \* 質問後のインタラクションによって質問間のつながりを埋め、ストーリーの流れを理解しやすくしたり、内容をより深く理解するよう助ける。
- \* 生徒の発話を言い換える。
- \* 生徒の発話に補足情報、より詳しい情報を加える。



## 4. F-Move Scaffolding: Oral corrective feedback

CF facilitates the processes responsible for acquisition in two ways:

(1) by providing learners with positive evidence of target language forms

→ recasts

(2) by pushing learners to self-correct their errors  
(i.e. through pushed-output)

→ prompts

**Recasts** provide positive evidence  
(インプット提供)

T: When were you in school?

S: Yes. I **stand** in the first row? <-trigger

T: Oh, you **stood** in the first row.

<- corrective move  
(recast)

L: Yes, in the first row.

Prompts push learners to self-correction

(アウトプット誘導)

S: Why **does** he **fly** to Korea last year? <-trigger

T: **Pardon?** <- corrective move  
(prompt)

S: Why **did** he **fly** to Korea last year?  
<- uptake with repair

[Yang, Y & Lyster, R. (2010). Effects of form-focused practice and feedback on Chinese EFL learners' acquisition of regular and irregular past tense forms. *Studies in Second Language Acquisition*, 32, 235-263]

# Classroom communication and teacher roles

- \*planner and organizer

- \***facilitator**

- \*manager

- \*creating pleasurable, interesting and cooperative atmosphere

- \***modeling**

- \***input-provider**

- \***output-prompter**

- \***feedback**



**SCAFFOLDING**

5. What do motivational teachers do?

1. Break the routine and vary tasks and formats.
2. Show students that you care about their progress.
3. Show students that you accept and care about them.

4. Recognize students' effort and achievement.
5. Be mentally and physically available to respond to your students.
6. Increase the amount of English you use in the language classroom.

7. Add new and humorous elements to your tasks.
8. Remind students English is important and useful as a global language.
9. Connect what you teach to the everyday experiences and backgrounds of the students.

10. Be encouraging, show your students that you believe in their effort and success.

[Guilloteaux, M. (2013). Motivational strategies for the language classroom: Perceptions of Korean secondary school English teachers. *System*, xx, 1-12.]



Thank you for  
your attention  
and cooperation!



Miura Hannibal Munkustrap