PDブックレット

Vol. 7

ディスカッションが英語授業を変える
Preparation / Discussion / Reaction Method Handbook

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東北大学 高度教養教育・学生支援機構

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東北大学　高度教養教育・学生支援機構

Preparation/Discussion/Reaction Method

The PDR Method Handbook

PDRメソッドハンドブック

ディスカッションが英語授業を変える

Daniel Eichhorst

Todd Enslen

Ben Shearon

Preface

The Institute of Excellence in Higher Education, Tohoku University (formerly known as the Center for the Advancement of Higher Education) was appointed as a Joint Educational Development Center by the Ministry of Education, Sports, Culture, Science and Technology in 2010. We have been making efforts on University educational development through International cooperation and the cultivation of excellence in University teaching and learning for the knowledge-based society. As a part of our efforts, we have been publishing a series of useful PD (Professional Development) booklets for all faculty and staff members, including graduate students who are willing to become faculty members in the future.

Needless to say, we need plenty of time and experience to be able to fulfill our daily work roles. Especially, when it comes to faculty members in University, it is necessary to have a high degree of professionalism in every aspect. However, graduate schools are focusing on the training of research skills. Graduate students have little opportunity of developing their skills for teaching and supervising. In classrooms, although individual faculty members are trying to implement their teaching with originality and ingenuity, there is neither the chance to learn and share such methodologies and knowledge nor the opportunity to discuss teaching and learning. The same holds true for English language education which has been a focus of attention recently.

In this context, PD booklet Vol.7 features a teaching method for English language education, which has been developed and enhanced over many years by faculty members in our Institute of Excellence in Higher Education. This method has been created through a trial and error process with the sustained efforts of faculty members. To be able to share every aspect of the teaching method, such as actual practice, the process of development, materials and feedback from learners is greatly significant in the context of considering the way of Active Learning and Learner-centered approaches in University teaching and learning.

We believe that this booklet will be useful for graduate students as well as early career faculty members and staff, supporting them in their successful careers. We are more than happy to have your comments and suggestions for further development.

Kimio Hanawa

Director, Institute of Excellence in Higher Education

Tohoku University

はじめに

　東北大学 高度教養教育・学生支援機構は，東北大学 旧高等教育開発推進センター時代の平成22年から教育関係共同利用拠点の認定を受け，国際連携を活かした大学教育力の開発，知識基盤社会を担う専門教育指導力の育成に取り組んできました。その一環として，大学教員を目指す大学院生をはじめとするすべての大学教員を対象に，大学教員の能力開発に役立つPD（Professional Development）ブックレットを刊行してきました。

　改めて申し上げるまでもなく，どの職業においても，入職してその役割を果たすまでには，長い時間と経験を要します。特に，大学教員の場合は，高度な専門性が仕事全般に要求されますが，大学院までの訓練は研究に重点が置かれ，授業や学生指導など大学教員にとって不可欠な活動についての予備知識やスキルを身につける機会はほとんどありません。また教育現場では，個々の教員がさまざまに創意工夫を重ねた実践に取り組んでいますが，その手法や知見は必ずしも広く共有されておらず，議論される機会にも恵まれていません。近年，焦点があてられている英語教育についても同じことが言えます。

　そこで，PDブックレットVol. 7では，東北大学 高度教養教育・学生支援機構に所属する英語教員らが開発し，実践と改善を重ねてきた英語の授業手法について特集いたしました。大学教育の場においても，アクティブ・ラーニングや学生の主体的な学習のあり方について問われるようになった今日において，現場の教員が試行錯誤を重ねながら編み出した手法について，その実践方法，開発経緯，教材，学生からの評価の各側面にわたって知見を共有するという，大変意義深い内容になっています。

　教員を目指す大学院生や若い世代の教員にとって，本ブックレットが新しいステージに進む参考になるものと信じております。また，読後の感想やご意見をお寄せ下されば，今後の改善にもなり，私たちにとって望外の喜びです。

東北大学 高度教養教育・学生支援機構長

花　輪　公　雄

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おわりに

Purpose of the Handbook

We believe that English language education should include both opportunities for meaningful communication and language skill development. Introducing discussion allows learners to achieve both of these objectives.

Do all your students have the opportunity to have meaningful discussions in class? Are you satisfied with the amount and the quality of student-student interaction? Would you like to make your classes more active and learner-centered?

This book introduces the Preparation/Discussion/Reaction Method that we developed while working at Tohoku University and provides teachers and administrators with examples and information to allow them to implement it in their classes and courses.

The PDR Method has proven to be remarkably effective at helping EFL learners develop their English, communication, and critical thinking skills.

In other classes, the PDR Method facilitates student engagement and active learning, and promotes critical thinking skills.

It is the authors' hope that this Handbook will help teachers and administrators develop their own versions of PDR Method classes.

本ハンドブックの目的

　英語教育では，コミュニケーションをとりながら，言語能力を高めることが不可欠です。そのためには，授業の中にディスカッションを取り入れることが必要です。

　あなたが行う授業では，学習者の誰もが有意義なディスカッションを行う機会を得ていますか？あなたは，学習者同士のやりとりの量と質に満足していますか？もっと活発で，学習者主体の授業を行いたいと思っていませんか？

　本書では，東北大学に勤務する私たちが開発し，実践で確かめてきたPDRメソッド（Preparation/Discussion/Reaction Method：予習－ディスカッション－リアクション メソッド）を紹介するとともに，このメソッドを自身の授業やコースで実践できるようにするための事例や情報を提供します。

　PDRメソッドは，外国語として英語を学ぶ学習者が，英語やコミュニケーション，クリティカルシンキングのスキルを身に付けるための方法として，非常に効果的であることが明らかになっています。

　またPDRメソッドは，英語以外の授業においても，学習者の主体的参加と能動的学習を促し，クリティカルシンキングのスキルを向上させます。

　教職員の方々がそれぞれ独自にPDRメソッドによる授業を開発するにあたり，著者一同このハンドブックが役立つことを願っています。

1. Purpose and Overview of the PDR Method

What is the PDR (Preparation/Discussion/Reaction) Method?

The PDR Method is a way of conducting learner-centered discussion classes. It develops learners' language, communication, and critical thinking skills.

It is called the PDR Method because it consists of three steps:

1) Preparation - involving written or video input in English about an assigned topic and completion of assigned questions and creation of original questions about the topic;

Preparation
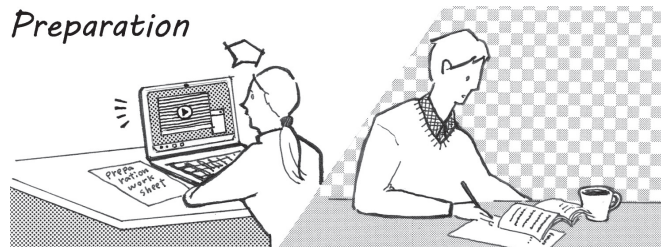
2) In-class Discussion - in which groups of 2, 3 or 4 learners engage in three or four 10 to 20 minute discussions; and
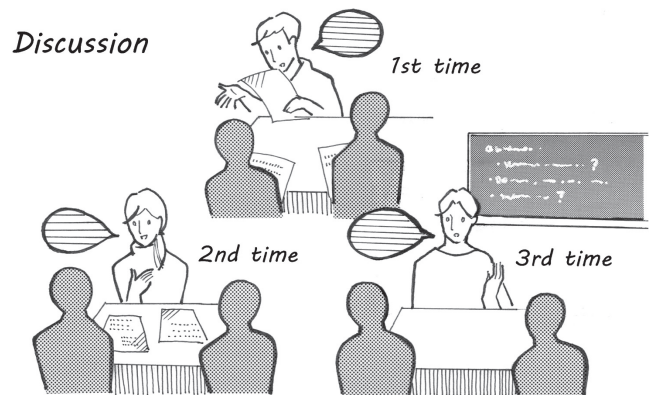
Discussion

3) Post-discussion Reaction writing - a 15 minutes period in which learners write a summary/reflection in English about the topic discussed.

Reaction

In order to encourage active participation, topics are learner-generated and the majority of a class period involves learners talking with each other. The role of the instructor is to plan, facilitate, and give feedback that supports learner development.

１．PDRメソッドとは何か

　まず，ＰＤＲ（予習－ディスカッション－リアクション）メソッドについて説明しましょう。

　PDRメソッドは，学習者を主体としたディスカッションの授業を行う方法です。学習者の語学やコミュニケーション，クリティカルシンキングのスキルを育てます。

　PDRメソッドと呼ぶのは，次の３つの段階により構成されているためです。

１）予習─指定されたトピックについての英語の文章を読んだり，映像を観たりしたうえで，所定の質問に回答し，そのトピックに関して学習者独自の質問を作成します

Preparation
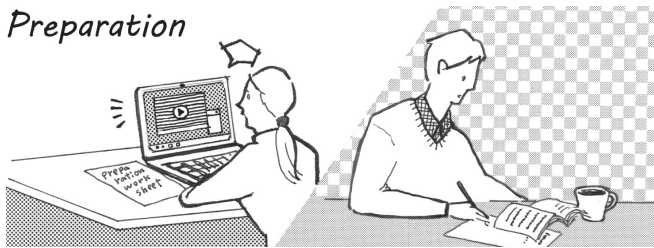
２）授業中のディスカッション─学習者が２〜４名のグループに分かれて，10〜20分間のディスカッションを３，４回行います

Discussion
1st time
2nd time
3rd time
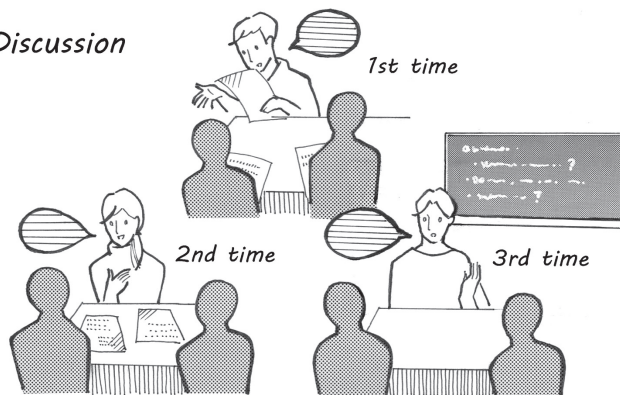
３）ディスカッション後のリアクション（感想）の記入─学習者が15分間で，ディスカッションしたトピックについての要約や考察を英語で書きます

Reaction

　主体的な参加を促すため，トピックは学習者自身が考え，授業時間の大半を学習者同士の話し合いに割り当てます。ここが重要なポイントですが，教員の役割は，計画を立てることと進行役を務めること，そして，学習者の進歩を後押しするようなフィードバックを与えることです。

Many dedicated educators believe that their job is to teach the students. However, when teachers are active, students are not., and understanding this concept is vital for success when using the PDR Method.

What are the learning outcomes?

1. Some learners are able to talk almost naturally in English.

   We say almost naturally because having Japanese learners talk to each other in English is an unnatural situation. All learners are able to participate and see some improvement in their ability. We have been pleasantly surprised at the degree to which learners maintain the discussions in English, and hear surprisingly little Japanese in the course of a discussion class.

2. Learners develop their writing ability by writing a summary reaction in English at the end of a discussion.

   This timed writing activity is a real challenge for learners at first but they consistently get better.

3. Learners think critically about topics.

   They begin by developing their own viewpoint through the input about the topic and completing the preparation worksheet. Through multiple discussions with other learners, they hear what other learners think and express their own viewpoints. In the reaction they synthesize what they have heard with their own viewpoints and make a conclusion.

4. Learners make friends.

   A collaborative learning environment is also enabled.

What do learners think about this kind of discussion-based course?

◆初めて授業が楽しく感じられた英語クラスでした。「英語でコミュニケーションしろ」と単に放りだされることなく丁寧にやってもらえましたー！

◆学生の自主学習を促進するような授業体系は，その他の全学教育にも導入されるべきである。自分で考え，発信する力を養うことのできる授業は，今後の高等教育が目指すべきものである。

　教員が中心になって動くのでは，学生は活動しません。ついつい熱心な教員は自分の活動によって学生に教えようとしますが，発想の転換が必要です。PDRメソッドが成功するかどうかはこのコンセプトを理解できるかどうかにかかっています。

PDRメソッドには，どんな学習成果があるのでしょうか？

１．ほぼ自然に英語で話せるようになります
　　「ほぼ自然に」と書いたのは，日本人の学習者に互いに英語で話させることが不自然な状況だからです。すべての学習者がディスカッションに参加できるようになり，その能力には何らかの改善が見られます。嬉しいことに，学習者は驚くほど英語でのディスカッションを続けますし，ディスカッションの授業中は意外なくらい日本語がほとんど聞こえてきません。

２．学習者のライティング力が向上します
　　ディスカッションの最後に英語でまとめのリアクション（感想）を書くことにより，学習者のライティング能力が向上します。制限時間を設けたこのようなライティングの作業は，最初こそ学習者にとって大変な試練ですが，着実に上達していきます。

３．トピックについて学習者が批判的に考えるようになります
　　学習者はまず，トピックに関するインプットを通じて自分なりの見解を打ち出し，プレパレーションワークシートを完成させることから始めます。次に，他の学習者とディスカッションを繰り返す中で，他の学習者の考えに耳を傾け，自分自身の意見を述べます。リアクションの段階で，学習者は自分が聞いたことと自分自身の見解を総合し，結論を導きます。

４．学習者同士が友だちになり，建設的な協働学習関係が生まれます

　このようなディスカッションを中心とした授業について，学習者はどう思っているのでしょうか。

（左ページの日本語のコメントは学習者から寄せられたものです。）

◆英語を読み書きする機会は，これまで多く与えられてきましたが，話す機会は少なかったです。聞く力，話す力，瞬時に考える力をトレーニングするには，今回のような討論が最適と感じました。今後とも，是非このような形で開講してほしいです。

Comments by learners about making friends

- What is the most interesting for me was talking with my friends who I don't usually talk with. Through this class I made many new friends and it was the best thing for me.
- In this class I can talk with many people I had never talked to. So, it is a positive point in this class.
- In this class I also made a lot of friends. First, I cannot speak English naturally, but now, I enjoy speaking English. It was my best English class. Thank you very much.

友だちを作ることについての学習者はこのようにコメントしています。

（左ページの英語のコメントは学習者から寄せられたものです。）

2. Why We Developed the PDR Method

(1) Where did the PDR Method come from?

The need for discussion teaching materials is something we have been conscious of for many years. Over Daniel Eichhorst's 20-year span on the English faculty at Shokei Gakuin Junior & Senior High School in Sendai, on more than one occasion a fellow English teacher or faculty member suggested that he have learners do discussion in his English classes. There was a perception that English and discussion were inextricably linked. Unfortunately, none of the textbooks being used were designed for this but one idea he tucked away in his mind at that time was that it would be very helpful to have a model discussion made in the form of a skit to introduce learners to the process of doing a discussion.

(2) Why was the PDR Method developed?

The answers to the following questions shed light on the educational and societal context faced by teachers:

- What experience have learners had doing discussion in their junior/senior high school and university classes?
- What factors, in particular cultural factors, might hinder or enable a discussion activity?
- What is the extent of learners' knowledge and opinions about topics that might be discussed?
- What is the learners' English ability?

The following are negative factors affecting learners and teachers in Japan.

① In my years in a Japanese junior/senior high school, the only times I regularly saw learners engaged in small group discussion were during the homeroom period or in club activities, never during the course of their academic lessons. Teachers generally do not expect learners to express themselves orally in front of a class. This problem is not confined to English classes.

２．PDRメソッドはどのようにしてうまれたか

⑴　PDRメソッドのアイデア

　著者たちは長年にわたり，ディスカッション用の教材の必要性を感じていました。著者の一人であるアイコーストは，仙台にある尚絅学院中学校・高等学校で英語教員として務めている20年の間に，同僚の英語教師や他の教員から，英語の授業中に学習者にディスカッションをさせようと提案されたことが一度ならずありました。英語とディスカッションの間には，切っても切れない結び付きがあると考えられていたからです。残念ながら，当時使われていた教科書には，こうした目的で書かれたものが一冊もありませんでした。しかし，その時，スキット（寸劇）形式で作られたディスカッションのモデルがあれば，ディスカッションのプロセスを学習者に紹介する上で非常に有効だろうというアイデアがうかんできました。

⑵　PDRメソッドを開発した要因は何か？

　以下に掲げる問いへの答えを持つことで，教員が直面する教育的および社会的な状況が浮き彫りになりました。

> ・学習者は中学校や高校，大学の授業で，どのようなディスカッションの経験を積んできたか
> ・ディスカッションの活動を妨げたり，成立させたりする可能性がある要因，特に文化的な要因は何か
> ・討論の対象になりそうなトピックについて，学習者はどの程度の知識や意見を持っているか
> ・学習者はどのような英語能力を身に付けているか

　日本の学習者や教員に悪影響を与えているマイナス要因には，次のようなものがあると私は考えました。

①　私は，長年にわたり日本の中学校や高校で教えてきましたが，その間に学習者たちが小規模なグループでのディスカッションを行う姿を日常的に見かけたのは，ホームルームの時間やクラブ活動の中だけに限られ，授業中には一度も目にしたことがありません。ディスカッションの不足は，英語教育に限らないのです。教員は一般的に，学習者がクラス内で

This means that learners who do not like to speak have not been compelled to leave their non-communicative comfort zone. In terms of discussion, this means that a teacher-centered style of discussion class has a lower chance of success.

② Hierarchical relationships associated with age or grade difference might inhibit the freedom of some learners to communicate.

③ A mixed gender university class may include learners who have attended an all-girls or all-boys high school. This means that discussion activities will involve them in a type of social interaction they did not experience in high school.

④ English education in junior and senior high school does not focus on enabling learners to express their individual thinking either orally or in writing. Learners view English as an entrance exam subject rather than as a tool to communicate.

⑤ Classes across the secondary curriculum do not emphasize writing logically constructed essays, and learners do not have significant experience creating logically constructed arguments.

From these factors the basic tenets of the PDR Method emerged:

1. Learner-centered discussions have a greater chance of success than teacher-learner discussions.

2. Discussion in small groups is practical.

3. Input on a topic for discussion can be in natural English, but before asking learners to proceed with discussion, in order to compensate for their lack of knowledge and English ability having them do written preparation will enable them to organize their thoughts and come in contact with appropriate vocabulary. This preparation will greatly facilitate subsequent discussion.

自分の意見を述べることを期待していません。つまり話したくない学習者は，コミュニケーションをしなくてもよいような居心地の良い場所を離れることを強制されたことがないのです。これをディスカッションという観点から見ると，ディスカッションの授業を教員主体のメソッドで進めても，成功する可能性が低いことを意味します。

② 年齢や学年の差と連動した上下関係が，一部の学習者のコミュニケーションの自由を妨げることも考えられます。

③ また，共学の大学の授業には，高校時代に女子校や男子校に通っていた学習者も含まれているかもしれません。その場合，ディスカッションという活動は，そうした学習者を高校時代には経験しなかった異性との交流というタイプの社会的相互作用に巻き込むことになります。

④ 中学校や高校の英語教育は，口頭でも筆記でも，学習者が自分自身の考えを述べられるようになることを重視していません。学習者は英語をコミュニケーションの道具としてではなく，入試科目としてみています。

⑤ 中等教育のカリキュラム全体を通じて，授業では論理立てて作文を書くことが重視されず，学習者は論理立てて主張を構築するという重要な体験もしません。

こうした要因から生まれたのが，PDRメソッドの次のような基本的信条です。

１．学習者中心のディスカッションの方が，教員と学習者の間のディスカッションよりも成功の見込みが高い

２．小さなグループでのディスカッションが実践的である

３．ディスカッションの話題提供は，学習者自身が使いこなせる程度の英語で構わない。しかし，学習者がディスカッションを始める前に，知識と英語能力の不足を補うために予習として文章を書かせることで，自分の考えを整理し，専門用語を含む適切な語彙と接することができる。こうした予習により，その後のディスカッションがとても円滑に進む。しばしば，教員は"正しい"英語を使わせようとし，学生が使用する"あまり適切ではない英語を訂正しようとします。こうした指導は，誤りを恐れる学生の傾向を助長し，ディスカッションへの意欲を妨げることがある

4. Discussing the same topic multiple times in a class period is desirable to help learners develop English fluency.

5. It is reasonable to expect a prepared learner to speak for 5-6 minutes about a topic.

6. A timed written final summation on the topic and discussion is an appropriate means to ensure individual accountability and conclude the activity.

7. The role of the instructor is to plan, facilitate, and give feedback that supports learner development. A focus on grammatical accuracy during this activity can prevent students from speaking freely and interfere with the broader objectives of the activity.

In 2008 the first version of the PDR Method was implemented at Tohoku University and since then there has been a steady progression in its developments to meet the needs of various classes and different levels of learners.

４．英語をなめらかに話す力を身につけるためには，一回の授業時間の中で同じトピックを繰り返しディスカッションすることが望ましい

５．ひとつのトピックについて，予習してきた学習者が１人当たり５～６分間話すと想定するのが妥当である

６．制限時間を設けてトピックとディスカッションについての総括を書かせることは，個人の説明責任を確実に果たさせるとともに，活動を締めくくる上でふさわしい手段である

７．教員の役割は，計画を立てることと進行役を務めること，そして，学習者の進歩を後押しするフィードバックを与えることである

　2008年にPDRメソッドを初めて東北大学で導入して以来，各種の授業やさまざまなレベルの学習者のニーズに即した展開という点で，着実な進歩を遂げてきました。

3. The Principles behind the PDR Method

The PDR Method is based on five simple principles:

1. Preparation allows learners to improve.

   By preparing for class in terms of content (by reading an article, watching a video, and researching online) and language (by writing responses to the discussion questions on the preparation worksheet (Appendix 4)), learners are able to participate at a much higher level than they would be able to spontaneously.

2. Every activity must be modelled.

   By providing learners with concrete, specific examples of the kind of tasks they will be expected to do, teachers can help scaffold learner performance to a much higher level in a short time.

3. After 3 or 4 discussion-based sessions do a different type of communication activity.

   Regardless of how interesting discussion topics are, doing too many of them in a row leads to learner burnout. Class preparation is also challenging and time-consuming. Teachers can reduce the risk of burnout by scheduling a different, more spontaneous (and easier) activity every few classes.

4. Learners should be the source of topics.

   The best source of topics that learners are interested in, feel strongly about, and would enjoy discussing, is the learners themselves. Teachers should design a way to solicit topics and questions from learners (through the final homework in the appendix, for instance) that can be incorporated into future classes.

5. Every minute the teacher is talking is a passive minute for the learners.

   By creating comprehensive documentation (such as the Course Guide in Appendix 1) and setting clear expectations, teachers can minimize the amount of class time taken up by instructions or the teacher talking. Teacher contributions to the class are best kept short or delivered to learners when they are working in groups as opposed to the whole class.

３．PDRメソッドの原則

PDRメソッドは，以下のような５つのシンプルな原則に基づいています。

１．予習することが学習者の能力向上につながる
   授業の予習を，内容（記事を読み，ビデオを視聴し，インターネットで調べること）と語
   彙（プレパレーションワークシート（資料４）にあるディスカッション用の質問への回答
   を書くこと）の観点から行うことにより，学習者は何の準備もなく即興で参加する場合よ
   りもはるかに高い水準で授業に参加することができます。

２．すべての活動をモデル化して提示する
   学習者に対して，どのような種類の活動が期待されているか，という具体例を個別に示す
   ことにより，教員は学習者の成績を短期間できわめて高い水準に向上させる足がかりを与
   えることができます。

３．ディスカッションによる授業を３，４回続けた後は，別の種類のコミュニケーション活動
   を行う
   ディスカッションのトピックがどんなに興味深いものであっても，あまりに多くのディス
   カッションを立て続けに行うと，学習者が燃え尽きてしまいます。また，授業の予習も大
   変で時間がかかります。教員が数回の授業ごとに，もっと即興的な（そして，より簡単
   な）活動を組み入れることで，燃え尽きリスクを減らすことができます。

４．学習者からトピックを引き出す
   学習者が興味と明確な意見を持ち，ディスカッションを楽しめるようなトピックの最良の
   源泉は学習者自身です。教員は、将来の授業に取り入れることができるトピックや質問を
   学習者から集める方法（資料編で紹介している最終課題を通じてなど）を考案すべきで
   す。

５．教員が話している時間は，学習者にとってすべて受け身の時間である
   教員は（資料１のコースガイドのような）包括的な配布資料を作成し，学習者に期待する
   ことを明確に設定することで，授業中の指示や教員の話に費やされる時間を最小限に抑え
   ることができます。教員からクラスへの助言は短く済ませるか，クラス全体に対してでは
   なく，学習者がグループに分かれて取り組んでいる際に伝えることが最善です。

4．Teaching Philosophy

The teaching philosophy behind the PDR Method is based on a style of teaching we call The Language Coach.

The Language Coach is not a lecturer or teacher, and their main job is not to provide information to the learners.

The Language Coach focuses on creating an environment where learners can practice skills effectively.

The Language Coach creates a training plan for learners, choosing activities to help them progress.

The Language Coach provides timely feedback to learners so that they can improve their performance.

４．指導指針

PDRメソッドの教育指針は，いわゆる「語学コーチ」の指導スタイルに基づいています。

語学コーチは，講師や教員ではなく，その主な任務は学習者に情報を与えることではありません。

語学コーチは，学習者が効果的にスキルを磨けるような環境づくりに力を注ぎます。

語学コーチは，学習者のためにトレーニングの計画を作成し，学習者の進歩に役立つ活動を選択します。

語学コーチは，学習者が成績を向上させることができるように，学習者に対してタイムリーにフィードバックを与えます。

5. How to Implement the PDR Method

Implementing the PDR Method involves a number of steps. The following is a typical path for a teacher new to the method.

1. Learn about the PDR Method. Read this handbook, look at the online resources (search for 'Preparation/Discussion/Reaction Method'), and ideally observe a PDR method class.

2. Try a couple of one-off PDR activities (teacher-generated topics).

3. Plan an initial PDR course. Provide opportunities for learners to generate questions or topics.

4. Revise the initial course to incorporate learner-generated material and to match the learners' abilities and motivation.

5. Continue revising the course to maximise learner practice and to keep materials fresh. Retire dated or less-successful topics and create new ones.

6. Encourage colleagues to try the PDR Method. Being able to consult and plan with colleagues is much more fulfilling and productive than trying to develop a course alone.

５．PDRメソッドの実践手順

　PDRメソッドの実践には，いくつかの段階があります。以下に，初めてこの手法を取り入れる教員にとっての典型的な進め方を示します。

１．PDRメソッドについて学習します。このハンドブックを読み，インターネット上のリソースを調べ（「PDR（予習－ディスカッション－リアクション）メソッド」で検索）ます。理想的にはPDRメソッドによる授業を参観します。

２．PDRメソッドによる活動を単発で数回試してみます（教員が考えたトピックを使用）。

３．PDRメソッドによる一連の授業の計画を立てます。学習者が質問やトピックを考案する機会を設けます。

４．一連の授業を見直して，学習者が考案した教材を盛り込み，学習者の能力と動機に適合するようにします。

５．学習者が最大限に練習することができ，教材も最新の状態を維持できるように，継続的に授業の見直しを行います。時代遅れのトピックや，うまくいかなかったトピックは取り下げ，新しいトピックを作成します。

６．PDRメソッドを試してみるように同僚に勧めます。同僚と相談したり，一緒に計画を立てたりすることができれば，自分一人で授業を開発しようとするより格段に充実感があり成果も上がります。

6. PDR Curriculum

This is a standard 15-week curriculum using the PDR Method.

15 Week Curriculum

Part	#	Date	Content	Student Development Objective	Type of Discussion
I.	1		Introduction / Supplementary Activity 1 (Casual Conversation 1)	Have students relax and get to know classmates	
	2		Introduction Discussion Model	Give students a clear picture of what they need to do in class	Medium
II.	3		Discussion 1	Have students get used to discussing and writing reactions	Light
	4		Discussion 2		Light
	5		Discussion 3		Serious
	6		Supplementary Activity 2 (Casual Conversation 2)		
III.	7		Discussion 4	Have students improve their participation and writing	Medium
	8		Discussion 5		Light
	9		Discussion 6		Serious
	10		Supplementary Activity 3 (3 Problems in Your Country)		
IV.	11		Discussion 7	Have students consider their progress and think about what makes a good discussion topic	Serious
	12		Discussion 8		Medium
	13		Discussion 9		Medium
	14		Discussion 10		Light
	15		Supplementary Activity 4 (Final Homework Due)		

In Part I the system by which discussions are done is explained and modelled. The course is explained through the use of a Course Guide (Appendix 1) and a Topic Guide (Appendix 2). The course is modelled through a Model Discussion (Appendix 3). These will be introduced in detail in the Practice section (7).

6．カリキュラムの例

　これは，PDRメソッドによる15週間の標準的なカリキュラムです。

15週間のカリキュラム

パート	番号	日付	内　　容	学生の状況と 目標・課題	ディスカッションの タイプ
I.	1		導入／補完的活動１（自由会話１）	学習者をリラックスさせ，クラスメートとうちとけさせる	
	2		ディスカッションモデルの紹介	授業中に行うべきことについて学習者に明確に理解させる	重すぎず軽すぎない話題（中レベル）
II.	3		ディスカッション１	ディスカッションとリアクションを書くことに慣れさせる	軽めの話題
	4		ディスカッション２		軽めの話題
	5		ディスカッション３		重い話題
	6		補完的活動２（自由会話2）		
III.	7		ディスカッション４	授業への参加度とライティングのスキルを向上させる	中レベルの話題
	8		ディスカッション５		軽めの話題
	9		ディスカッション６		重い話題
	10		補完的活動３ （自国の３つの問題）		
IV.	11		ディスカッション７	学習者に自身の成長を考えさせ，よいディスカッショントピックには何が必要かについて考えさせる	重い話題
	12		ディスカッション８		中レベルの話題
	13		ディスカッション９		中レベルの話題
	14		ディスカッション10		軽めの話題
	15		補完的活動４ （最終課題の提出期限）		

　パート I では，ディスカッションの進め方を説明し，学習者にモデルを紹介します。コースの説明はコースガイド（資料１）とトピックガイド（資料２）を使って行います。コースのモデルはモデルディスカッション（資料３）で紹介します。これらについては，「７．PDRメソッドの教材」で詳しく紹介します。

Following the introductory classes Parts II, III, and IV are sets of 3 or 4 discussions followed by a supplementary activity (Appendix 6 and Appendix 7). Each of these is a self-contained unit within the course. For longer or shorter courses the number of parts can be changed.

When planning the discussions the type of topic is considered. Very serious discussions (on death, bullying, etc.) are best followed by less serious ones. A judicious mix of light (i.e. pop culture), medium (education) and serious (nuclear accidents) is recommended.

The supplementary activities are generally planned to give the learners a speaking experience which emphasizes more spontaneous speaking, and to break up the routine of preparing for discussions. As off-the-cuff speaking is more difficult, the topics addressed are simpler than the ones in the regular discussions.

　導入部の授業に続くパートII，III，IVは，３回または４回のディスカッションと，その後の補完的活動１回（資料６と資料７）を組み合わせたものです。各パートは，コースの中の自己完結した単位です。コースの期間がこれより長い場合や短い場合は，パートの数を変えても構いません。

　ディスカッションを計画する際は，トピックの種類に配慮します。非常に重たい内容を扱うディスカッション（死やいじめなどに関するもの）の後には，それほど重たくないディスカッションを入れるのが一番です。軽いもの（ポップカルチャーなど），中くらいのもの（教育など），重いもの（原子力事故など）を慎重に組み合わせることが望まれます。

　一般的に補完的活動は，学習者に，より即興的に話すことを重視した会話体験をさせるとともに，毎回課されるディスカッションの予習に小休止をはさむために計画されるものです。即興で話すことは一段と難しいので，通常のディスカッションより取り組みやすいトピックを取り上げるようにします。

7. PDR Method Materials

For this course learners are provided with the following materials by the teacher:

[1] Course Guide (Appendix 1)

[2] Topic Guide (Appendix 2)

[3] Preparation Worksheet for Each Discussion (Appendix 3)

[4] Model Discussion (Appendix 4)

[5] Reaction Form (Appendix 5)

[6] Casual Conversation (Appendix 6)

[7] Three Problems in Country / World (Appendix 7)

[8] Final Discussion Homework (Appendix 8)

[9] Name Card

[10] Clear File Folder

[1] Course Guide

The Course Guide is equivalent to a Frequently Asked Questions section of a web page and is constructed based on a question and answer format. Before a learner asks the teacher a question regarding something about the course, they are expected to reference the Course Guide.

In the Course Guide the teacher can also make clear their teaching principles and give their self-introduction. This can be a means of relationship-building with learners.

In the context of a Japanese university where there are large numbers of international learners the Course Guide is bilingual (English & Japanese). This in itself becomes a kind of language study related to directions.

The Course Guide has been constructed so that it can be used for any of the variations of the discussion-based communication course being done at Tohoku University.

[2] Topic Guide

The purpose of the Topic Guide is to introduce the topics for discussion along with the questions related to each discussion. As previously stated, several different variations of input have been used.

Variation 1: Learners read one article.

Variation 2: Learners read one article and watch one video (TED Talk).

7．PDRメソッドの教材

この授業を行うにあたり，教員は学習者に次のような教材を配布します。

　［1］コースガイド（資料1）

　［2］トピックガイド（資料2）

　［3］ディスカッションごとのプレパレーションワークシート（資料3）

　［4］モデルディスカッション（資料4）

　［5］リアクションシート（資料5）

　［6］自由会話（資料6）

　［7］自国または世界の3つの問題（資料7）

　［8］最終ディスカッション課題（資料8）

　［9］名札

　［10］クリアファイルフォルダー

［1］コースガイド

　コースガイドはウェブサイトでよく見られる「よくある質問と回答」（FAQ）に相当し，Q&A形式で構成されています。教員は学習者に対してコースについて教員に質問する前に，コースガイドを参照することを指示しておきます。

　教員はコースガイドの中で自分の教育指針を明確に示したり，自己紹介を載せたりしても構いません。それが学習者との関係づくりに役立つこともあります。

　海外からの留学生がたくさんいる日本の大学であれば，コースガイドを2カ国語（英語と日本語）で作成します。これ自体が，指示に関連する一種の言語学習になります。

　著者の所属する東北大学では，ディスカッションに基づくコミュニケーションコースとしてさまざまなものが実施されていますが，このコースガイドは，そのいずれについても使用できる構成になっています。

［2］トピックガイド

　トピックガイドの目的は，ディスカッションのトピックをそれぞれのディスカッションに関連する質問と併せて紹介することです。前述のとおり，いくつかの異なる種類のインプットが用いられています。

　バリエーション1：学習者が1本の記事を読む。

　バリエーション2：学習者が1本の記事を読み，1本のビデオ（TEDトーク）を見る。

Variation 3: Learners watch one or two videos (TED Talk or other video).

Variation 1

This is used for first-year learners who are just coming out of high school. For them this is a natural progression of their entrance exam studies, with the difference being that their reading is not for a test but for a discussion. In other words they are able to use the content in a practical way.

For Variation 1 learners receive a hard copy of the questions and articles.

Variation 2

This is used for second-year learners in the first semester. As an elective course there will be some learners who have previously done discussion in the first year so effort has to be made to differentiate the class and make it slightly more challenging. Therefore, in addition to an article, learners are required to watch one video. Having two sources of input about a topic automatically means that learners are required to consider two different viewpoints about the topic. This particularly contributes to the development of their critical thinking ability. Further, introducing the learners to sources of video input on the internet can help them develop their own autonomous study skills.

For Variation 2 learners receive a hard copy of the questions and a website has been created where there are links to the videos and the articles, which can be downloaded in PDF format.

Variation 3

This is used for second-year learners in the second semester. As an elective course there will be some learners who have previously done discussion in either the first year or first semester of the second year. The benefits of Variation 3 are the same as with Variation 2.

For Variation 3 learners receive a hard copy of the questions and a website has been created where there are links to the videos.

One decision that is interrelated with construction of the Topic Guide is whether the teacher will determine the topics to be discussed or whether the teacher will consult with the learners to decide the topics. This will influence the number and order of topics in the Topic Guide. At Tohoku University we have used both approaches with success.

バリエーション３：学習者が１本または２本のビデオ（TEDトーク，またはその他のビデオ）を見る。

バリエーション１

　これは高校を出たばかりの１年生の学習者に対して使います。そうした学習者にとり，この方法は入学試験向けの勉強の自然な延長線上にあり，唯一の違いは，リーディングの目的が試験ではなくディスカッションであることです。言い換えれば，学習者は書かれている内容を実用的な形で使うことができるのです。

　バリエーション１では，学習者は質問と記事をコピーした紙を受け取ります。

バリエーション２

　これを使うのは２年生の前期です。選択コースなので，一部に１年生の時にすでにディスカッションを経験した学習者もいるため，授業を差別化し，やや難しくするように努めなければなりません。そのため，学習者は記事に加えて，ビデオを１本見るように指示します。トピックをめぐるインプットの情報源が２つになることで，学習者はトピックについて，２つの異なる視点で検討することをおのずと求められます。これは特に，クリティカルシンキングの力をつけるのに役立ちます。さらに，インターネット上にあるビデオのインプットの情報源を学習者に紹介することは，学習者自身の自律的な学習スキルを向上させる上でも有効です。

　バリエーション２では，教員は学習者に質問をコピーした紙を渡します。また，教員がビデオや記事にリンクしたウェブサイトを開設することで，学生がPDF形式で記事をダウンロードすることが可能になります。

バリエーション３

　これを使うのは２年生の後期です。選択コースなので，一部に１年生の時か２年生の前期にすでにディスカッションを経験した学習者もいます。バリエーション３のメリットはバリエーション２と同じです。

　バリエーション３では，教員は学習者に質問をコピーした紙を渡します。また，教員がビデオのリンクを示したウェブサイトを開設し提供することをしてもよいでしょう。

　トピックガイドの構成に関連して，教員がディスカッションのトピックを決めるのか，それとも，学習者と相談してトピックを決めるのかという問題があります。この点は，トピックガイドに記載するトピックの数と順序に影響します。東北大学では，この両方の進め方を利用し，成功しています。

[3] Preparation Worksheet

The preparation worksheet is important for a number of reasons. It ensures that a learner has obtained some knowledge and thought about a topic. Perhaps more importantly, it also enables even the weakest or least confident learners to participate in a discussion by reading from their preparation sheet in response to questions. Finally, it is a resource for writing a reaction.

<u>Construction of the Preparation Worksheet</u>

The preparation worksheet consists of 3 parts: 1) the questions asking about the input read or viewed, 2) the questions from the Topic Guide about the topic - some of which are required and some which are chosen by the learner, and 3) an original question composed by the learner. Each of these parts fulfils a specific purpose.

Part 1: Questions about the source material

The purpose of giving the learners input about a topic is to introduce them to vocabulary related to the topic, to give them something to react to, and to ensure that all learners have a common experience to talk about. Learner comprehension of the input varies and those who are most interested in English make the most effort to comprehend it and develop their skill. When evaluating the preparation worksheets this is the part that most clearly reveals the effort a learner put into their preparation.

Part 2: Questions taken from the Topic Guide

The required questions in Part 2 are used to establish a baseline of views about the topic. Then the elective questions are used to expand the discussion based on learner interest as each learner will chose questions that appeal to them.

Part 3: Questions written by the learners

The original question is used to get learners to engage in thinking about the topic and to expand the discussion. All learners are required to write their original question on the blackboard at the beginning of class. It is during this process that the teacher is able to give some individual feedback to learners if there are English grammar mistakes or to interact with them regarding the content of their questions.

［3］プレパレーションワークシート

プレパレーションワークシートが大切な理由はいくつかあります。まず，学習者がトピックについて一定の知識と考え方を身に付けたことを証明してくれます。さらに，もっと大切なことかもしれませんが，ひどく成績不振の学習者や自信がない学習者でも質問に対してプレパレーションワークシートを読むことで，ディスカッションに参加できるようになります。最後に，リアクションを書く際の材料にもなります。

プレパレーションワークシートの構成

プレパレーションワークシートは次の3つの部分から構成されています。

1）準備のために読んだり見たりした内容に関する質問
2）当該のトピックについてトピックガイドから抜き出した質問
　　（所定の質問と学習者が自分で選ぶ質問があります）
3）学習者が作成した独自の質問
　　それぞれの部分が，それぞれ特定の目的を果たしています。

1）内容に関する質問

トピックに関するインプットを学習者に与える目的は，学習者をそのトピックに関連する語彙に触れさせること，反応する対象となるものを学習者に与えること，そして，話すべき対象となる共通の経験を学習者全員に持たせることです。インプットの理解力は学習者によって異なり，英語に非常に興味がある学習者は，インプットを理解し自身のスキルを伸ばすことに最大限に努力します。プレパレーションワークシートの評定を行うにあたり，学習者が予習に注いだ努力が最も明確に現れるのはこの部分です。

2）トピックガイドから抜き出した質問

トピックガイドから抜き出した質問は，トピックに関する意見の土台となるものを築くためのものです。その上で，学習者が選択できる質問は学習者ごとに自分の興味を引く質問を選ぶものなので，学習者の関心に基づいて議論を発展させるために使われます。

3）学習者独自の質問

学習者独自の質問は，トピックについて学習者に考えさせ，議論を発展させるために使われます。授業の初めには，学習者全員に自分の独自の質問を黒板に書かせます。教員が，学習者に英語の文法上の誤りを指摘したり、学習者に個別のフィードバックを与えたり，質問の内容についてやりとりしたりできるのは，この場面においてです。

Name_____   Name Card # [_____]

Due Date _____
Discussion #_____
Topic: _____

Superior	4
Fully Prepared	3
Satisfactory	2
Could Do Better	1
Unprepared	0

OK
X

Discussion Questions:

1. What do you think about the article?

_____

*2._____

*3._____

*4._____

—_____

Write your own question related to this topic and write your answer.

Original Question: _____

Example of Preparation Work sheet

Evaluation

The preparation worksheet is evaluated in two stages.

Stage 1: It is first visually evaluated at the very beginning of class and stamped with either an OK stamp if it is satisfactorily completed or an X stamp if it is incomplete. This is done to prevent learners from completing their preparation worksheet during the discussion time. Also, learners who come late will not receive a stamp resulting in a reduction in their score.

Name＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　　　　　Name Card # [　　　　]

Due Date ＿＿＿＿＿＿＿＿

Discussion #＿＿＿＿＿＿＿

Topic:　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Superior	4
Fully Prepared	3
Satisfactory	2
Could Do Better	1
Unprepared	0

OK
X

Discussion Questions:

1. What do you think about the article?

＊2.

＊3.

＊4.

Write your own question related to this topic and write your answer.

Original Question: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

プレパレーションワークシートの例

評価

プレパレーションワークシートの評価は２段階に分けて行います。

第１段階：まず，授業の冒頭に目で見て評価し，満足できる形で完成されていればOKのスタンプを，未完成ならばXのスタンプを押します。授業の冒頭で評価するのは，学習者がディスカッションの時間中にプレパレーションワークシートを完成させようとするのを防ぐためです。また，授業に遅れた学習者はスタンプを受けられず，その結果として評点が下がります。

Stage 2: At the end of class the preparation worksheet is collected and scored based on the following scale:

Superior	4
<u>Fully Prepared</u>	3
Satisfactory	2
Could Do Better	1
Unprepared	0

Learners who receive an OK stamp can receive a score of 2, 3, or 4. Learners are told that a fully completed preparation worksheet will receive a score of 3. The Superior score is reserved for cases where learners have clearly put extraordinary effort in completing their worksheet as represented by the quality and amount of content. The Satisfactory score is given to learners who have clearly put less effort in completing the worksheet as represented by more superficial content.

Learners who receive an X stamp can receive a score of 1, or 0. A learner who has only completed some of the questions will receive a score of 1. A learner who has failed to answer most of the questions will receive a score of 0.

[4] Model Discussion

One of the highest hurdles to overcome in doing a discussion class in English is having learners properly understand what a discussion involves. Discussion is a buzzword that learners are familiar with but the majority of learners have limited experience doing discussions and probably no training specifically geared towards discussion in either English or Japanese. The quickest way to overcome this hurdle is to have a model discussion which includes a model preparation worksheet, model discussion dialogue, and model reaction. If this model discussion class is properly done it can set a very positive tone for future classes. This will be further discussed in the practice section.

The model is constructed based on actual learner preparation worksheets and the observations of the teacher. It is important to include and point out specific discussion related expressions in the dialogue. Learners will reference these in future discussions.

第2段階：授業の終わりにプレパレーションワークシートを回収し，以下の尺度に基づいて評点を付けます。

優秀	4
十分な予習	3
可	2
改善の余地あり	1
予習不十分	0

　OKのスタンプをもらった学習者は，2〜4の評点のいずれかを得ます。学習者には，プレパレーションワークシートを完成させたら評点3がもらえることを説明しておきます。「優秀」の評点が与えられるのは，書かれた内容の質と量から見て，学習者が並外れた努力でワークシートを完成させたことが明らかな場合に限られます。「可」の評点は，うわべだけの内容になっていて，ワークシートの完成にあまり努力しなかったことが明らかな学習者に与えられます。

　Xのスタンプを受けた学習者は，1か0の評点しかもらえません。質問の一部しか完成していない学習者は1の評点をもらうことになります。質問の大半に未回答の学習者は0の評点になります。

［4］モデルディスカッション

　英語でディスカッションの授業を行うにあたり，乗り越えるべきハードルの中でも特に高いものとして，ディスカッションの中身を学習者に正しく理解させることが挙げられます。ディスカッションは，学習者にもなじみがある流行の言葉ですが，大多数の学習者はディスカッションの経験が限られていて，ディスカッションに目的を絞り込んだ訓練をおそらく，英語でも日本語でも受けたことがないはずです。このハードルを乗り越える最も手っ取り早い方法は，プレパレーションワークシート，ディスカッションでの対話，およびリアクションのそれぞれについてのモデルを盛り込んだモデルディスカッションを実施することです。このモデルディスカッションの授業を適切に実施すれば，その後の授業に非常に前向きな姿勢で臨めるようになります。これについては，実践のセクションでさらに詳しく説明します。

　教員は学習者が書いた実際のプレパレーションワークシートと，自分の観察に基づいてモデルを作成します。対話の中にディスカッションに関連する具体的な表現を盛り込み，それに注意を向けさせることが大切です。将来のディスカッションの中で，学習者がそうした表現を参照することになるからです。

[5] Reaction

There are several important points to make about the construction of the reaction sheet.

1) While learners write their name card number on both the front and back of the form, it is only on the back that they write their name. This is a means to try and mediate name recognition bias on the part of the teacher. Also, when papers are returned to learners it is possible to return them with the back side facing up so that other learners do not see the score.

2) The teacher physically writes a score in the score box based on the grading scale. There are two scores for each of the A, B, and C levels. The grading rubric is explained to learners in the Course Guide and a model reaction given in the Discussion Model.

3) Learners are asked to circle a self-evaluation score of 3, 2, or 1 based on their speaking in the final discussion. This score is not critical to calculating a learner's grade, but it can be used as a reference score. Once this system was implemented the consciousness level of learners regarding the use of English significantly improved. In particular, those learners who regularly give themselves a score of 3 or 1 might be observed more closely.

4) At Tohoku University 15 minutes are allotted for the reaction writing. This amount of time reflects the proper balance between discussion time and writing time. It also is sufficient time for a very capable learner to write one page but not much more.

[6] Casual Conversation

This is the introductory activity for the course, and an optional supplementary activity later on. Learners ask each other casual questions in groups. The questions are much easier than regular discussion questions, but the activity is challenging as learners have not prepared their answers in advance.

A formal reaction is not written for this activity.

［5］リアクション

リアクションシートの作成について，いくつか強調しておきたい大切な点があります。

1）学習者が用紙の表と裏の両面に自分の名札番号を記入するときに，裏面だけに名前を記入させます。これは，教員が名前を見て，先入観で判断するのを防ぐためです。また，学習者にシートを返却する際に，他の学習者から評点が見えないように裏返しで渡すことも大事なことです。

2）教員は評点の尺度に基づき，評点欄に実際に評点を書き込みます。A，B，Cのレベルのそれぞれにつき，評点が2つずつあります。学習者に対する採点ルールの説明はコースガイドの中で行われ，また，リアクションシートのモデルはディスカッションモデルの中で示されます。

3）教員は学習者に最後のディスカッションでの話しぶりを自己評価し，1〜3の中から評点を丸で囲むように指示します。この評点は学習者の成績を算定する上で重要なものではありませんが，参考点数として使用されることがあります。この仕組みを導入した途端に，学習者が英語を使おうと意識するレベルが大きく改善しました。特に，常に自己評価が3か1の学習者は，より詳しく観察すると良いでしょう。

4）著者の所属する東北大学では，リアクションの記入に割り当てている時間は15分間です。このくらいの時間が，ディスカッションの時間とライティングの時間が適正なバランスになります。また，15分間というのは，非常に優秀な学習者が1ページを書くには十分ですが，それ以上は書けない時間です。

［6］自由会話

これはコースの入門的な活動であり，また，その後は任意に実施する補完的活動になります。学習者はグループに分かれて，互いにざっくばらんな質問を交わします。こうした質問は通常のディスカッションの質問よりはるかに答えやすいものですが，学習者は事前に答え方を予習していないので難易度は高くなります。

この活動では，正式なリアクションペーパーは書きません。

Name: _____ Name Card # [_____]

	Score
Evaluation AA: 11 A: 10 B: 9, 8 C: 7, 6 D: 5...	

Speaking Habit Score (Circle your score)
Percentage of your speaking in English

Less than 95%	95% - 98%	99% - 100%
1	**2**	**3**

Reaction (Write in paragraphs in English)

1.
5.
10.
15.
20.
25.
30.
35.

Format of Reaction Sheet

Name: _____ Name Card # [_____]

	Score
Evaluation AA: 11　A: 10　B: 9, 8　C: 7, 6　D: 5...	

Speaking Habit Score (Circle your score)
<u>Percentage of your speaking in English</u>

Less than 95%	95% - 98%	99% - 100%
1	**2**	**3**

<u>Reaction (Write in paragraphs in English)</u>

1.
5.
10.
15.
20.
25.
30.
35.

リアクションシートのフォーマット

[7] Three Problems in Country / World

This is a supplementary activity that requires learners to choose three problems (in their country for the first version and in the world for the second) that they feel are important, and to discuss them in groups.

The activity is different from regular discussions in that learners take turns to lead a discussion based on one of their topics, and their group members must discuss spontaneously without the chance to prepare in advance. The presence of exchange students in the class can provide a different viewpoint and a chance for cultural exchange.

Learners do not write a formal reaction in this class, but rather a short comment about their impression of the activity.

[8] Final Discussion Homework

There are two version of the Final Discussion Homework. One version is for discussions that are based on an article (used for first-year learners) and one for discussions that are based on a video (used for second-year learners). Each of them serves two important purposes.

First, in the learners' minds it fulfils the role of a final test. This is significant because it brings a kind of closure for learners.

Second, it is the means by which the teacher can create new discussions. At the end of a semester all of the learner-generated discussions are collated. If multiple learners have selected the same topic teachers can consider adding that discussion for use in future classes.

The Due Date for the final homework is slightly flexible. Learners are normally given two options for this. The first is to submit one week before the final scheduled class. In this case they do not have to come to the final class. The second is the final class. In this case learners must submit their Final Discussion Homework during the first fifteen minutes of the scheduled class.

[9] Name Card

There are two data items on a name card: a learner's name and a number.

A learner's first and last name using the Roman alphabet is printed in big block letters that can easily be read from a distance.

［7］自国または世界の3つの問題

　これは，学習者に自分が重要だと思う問題（第1のパターンでは自分の国，第2のパターンでは世界における問題）を3つ選ばせ，それについてグループで討論させる補完的活動です。

　この活動は学習者が交代で，自分が選んだトピックに基づくディスカッションを主導するという点で，通常のディスカッションと異なります。グループのメンバーは，事前に予習する機会がないまま即興的に討論しなければなりません。しかし，クラスの中に留学生がいる場合，学習者の関心と意欲を高め，相互理解を深める点で有効です。

　この授業では，学習者は正式なリアクションは書かずに，この活動に関する印象について短いコメントを書きます。

［8］最終ディスカッション課題

　最終ディスカッション課題には，2つの型があります。ひとつは新聞記事などの言語資料に基づくディスカッションのためのもの（1年生用）で，もうひとつはビデオなどの視覚資料に基づくディスカッションのためのもの（2年生用）です。それぞれ2つの重要な目的を果たしています。

　第1に，学習者の意識の中では最終試験の役割を果たします。学習者にある種，授業のまとめ的意識を与えるという点で，これは重要です。

　第2に，教員が次学期の授業のための新たなディスカッションを考案する手段となります。学期が終わったら，学習者が考えたディスカッションをすべて取りまとめます。多数の学習者が同じトピックを選んでいれば，教員はそのディスカッションを将来の授業用に追加することを検討できます。

　最終課題の締め切りには，若干柔軟性をおきます。通常，学習者には締め切りについて2つの選択肢を与えます。第1の選択肢は，予定されている最後の授業の1週間前に提出するというものです。この場合，学習者は最後の授業に出席する必要がありません。第2の選択肢は最後の授業時に提出するというものです。この場合，学習者は予定されている最後の授業の最初の15分間のうちに，最終ディスカッション課題を提出しなければなりません。

［9］名札

　名札には，学習者の氏名と番号という2つの項目を書きます。ローマ字を用いて，学習者の名前が遠くからでも簡単に読める大きな活字体で記入または印刷します。

Each learner is assigned a one- or two-digit number, which is called their name card number. This number is printed in blue on their name card. Every form that is turned in to the teacher has a place in the upper right corner where learners are expected to write their name card number. It is much easier to collate papers using this number than using the learners' official ID numbers. In addition, during a class when observation is done it makes it easy to make notes by having the number to reference.
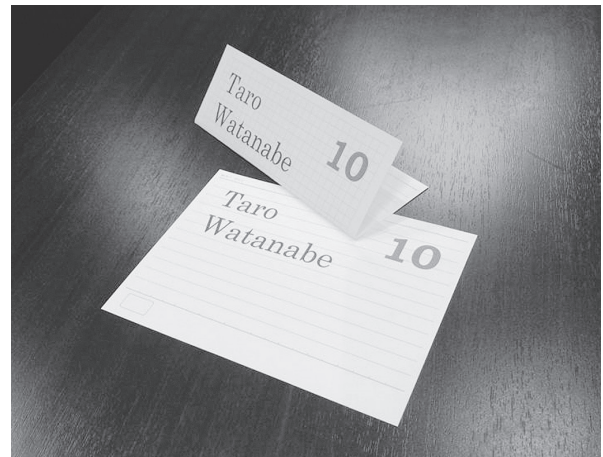
[10] Clear File Folder

With learners receiving a large number of handouts for this class, one of the major challenges for learners is managing their papers. Again, this is a skill that has been modelled to some but not too many. Therefore, it has been found that a very worthwhile investment on the part of the teacher is including a clear file in which learners can manage their papers.

それぞれの学習者に，名札番号と呼ばれる1ケタまたは2ケタの数字を割り当てます。名札には，この番号を青字で記載します。これを名札番号と呼びます。教員に提出する書式には，すべて，右上の隅に学習者が自分の名札番号を記入する欄を設けます。書類を整理するには，学習者の正式な学籍番号を使うより，この番号を使う方がはるかに簡単です。加えて，授業中に観察を行う際にも，参照用にこの番号を使ってメモを取れば簡単です。
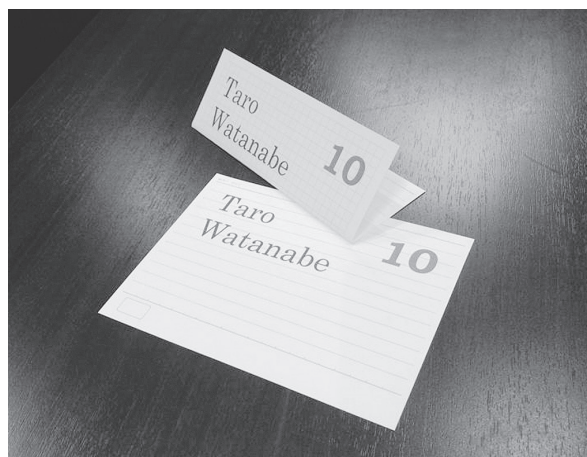
[10] クリアファイルフォルダー

この授業では学習者は大量の配布資料を受け取るので，文書の管理が学習者にとって大きな課題となります。これを管理するスキルもまた，手本を示されたことがある学習者が一部にいるものの，その人数はそれほど多くありません。そのため，学習者が文書を管理できるようなクリアファイルを支給することが，教員の側で講じることができる非常に有効な策であることがわかっています。

8. Sample Lesson Plan

The Discussion-based Communication Course Manual (Appendix 1) describes the plan for each class in a 15-week course. However, with discussions being the basis for this course primary attention must be given to them. A typical discussion class period is run as follows:

Time	Activity		Time
0	Learners write their original questions on the blackboard.		0
0	Learners pick up a blank reaction papers and the evaluated preparation worksheets and reactions from the previous class.		0
0-2	Teacher visually evaluates preparation worksheets.		2
3-8	Teacher goes over the original questions written by learners on the blackboard.		5
9-10	Teacher assigns learners to groups.		2
11-12	Learners move to their groups.		2
13-15	Learners warm up by reading their preparation worksheets out loud.		3
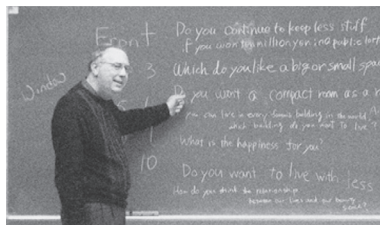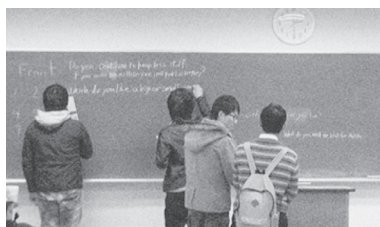
8．授業計画の例

　ディスカッションに基づくコミュニケーションコースのマニュアル（資料１）には，15週間の
コースにおける毎回の授業計画が説明されています。ただし，このコースの基本はディスカッ
ションですから，ディスカッションに最大の注意を払わなければなりません。典型的なディス
カッションの授業の場合，以下のような時間配分で授業が進みます。

時間	活　動		所要時間
0	学習者がそれぞれ独自の質問を黒板に書きます。		0
0	学習者が白紙のリアクション用紙と，評価済みの前回の授業のプレパレーションワークシートとリアクションシートを受け取ります。		0
0‐2	教員が目で見てプレパレーションワークシートを評価します。		2
3‐8	学習者が黒板に書いた独自の質問に教員が目を通します。		5
9‐10	教員が学習者をグループに分けます。		2
11-12	学習者がそれぞれのグループに移動します。		2
13-15	ウォーミングアップとして，学習者が自分のプレパレーションワークシートを音読します。		3

Time	Activity	Time
16-31	Discussion 1 (learners can read from preparation sheets)	15
32-33	Teacher assigns learners to new groups and they move to their groups.	2
34-49	Discussion 2 (learners can refer to preparation sheets)	15
50-51	Teacher assigns learners to new groups and they move to their group.	2
52-67	Discussion 3 (learners try not to use discussion sheets)	15
68-69	Teacher finishes the discussion.	2
70-85	Reaction writing	15
86-90	Teacher collects preparation worksheets and reactions.	5

Most classes follow this pattern, but every few classes a different supplementary activity is substituted for the discussion. The aim of doing this is to break up the monotony and give the learners a break from the discussion preparation.

時間	活　動	所要時間
16-31	ディスカッション 1 （学習者はプレパレーションワークシートを読んでも構いません）	15
32-33	教員が学習者を新たなグループに分け，学習者がそれぞれのグループに移動します。	2
34-49	ディスカッション 2 （学習者はプレパレーションワークシートを参考にしても構いません）	15
50-51	教員が学習者を新たなグループに分け，学習者がそれぞれのグループに移動します。	2
52-67	ディスカッション 3 （学習者はディスカッションシートを使わないように心がけます）	15
68-69	教員がディスカッションを終わらせます。	2
70-85	リアクションシートに記入します。	15
86-90	教員がプレパレーションワークシートとリアクションシートを回収します。	5

　ほとんどの授業はこのパターンに沿って進めますが，授業 2， 3 回につき 1 度は，ディスカッションの代わりに別の補完的活動を入れます。その目的は，単調さを打ち破ることと，学習者にディスカッションの予習からの小休止を与えることです。

9. Questions and Answers about the PDR Method

Design & System Issues

Since discussion is the major activity of the course there are various design and system issues related to it. It may be useful to consider them here in the context of the three steps of the PDR method.

The Preparation Step

1. <u>How much time can a learner be expected to invest in preparing for a discussion?</u>

    This will vary according to the learner and institutional situations. The general policy of our university is that for a one-credit course it is acceptable to expect a learner to spend around one hour of time outside of class. Anecdotal evidence suggests it takes learners 45-90 minutes to prepare for a discussion. An important point to make here is that learners actually use this preparation in a significant way during the discussion and reaction steps so they recognize its importance.

2. <u>What kind of input should learners have for a topic? (i.e. written, visual, audio ...)</u>

    Several different variations of input have been used:
    1) Learners read one article.
    2) Learners read one article and watch one video (TED Talk).
    3) Learners watch one or two videos (TED Talk or other video).

    All of these variations work well in their own context, so it will be up to teachers to determine the right mix for their learners.

3. <u>What language should input be for a topic? (Only English, only Japanese, both ...)</u>

    In general, as a course which aims to improve English ability, the input has been in English. However, there are some topics where there is limited or only dated information available in English. So, there are times when using input in Japanese seems best. Further, for videos like TED Talk videos there is often Japanese language support (subtitles, transcripts) available and learners are encouraged to watch such a video in both English and Japanese.

９．PDRメソッドQ&A

設計と仕組みの課題

　ディスカッションがこのコースの主要な活動であることから，それに関連して，設計や仕組みについてさまざまな課題があります。そうした問題について，ここでPDRメソッドの３つの段階に分けて説明しておきます。

予習段階

１．学習者に，どれくらい予習に時間をかけることが期待できますか？
　　学習者や教育機関ごとの状況によって異なります。私たちとしては一般的な方針としては，１単位のコースにつき，学習者が授業以外で1時間程度学習することを期待するのが妥当です。これまでの例を見ると，学習者が１回のディスカッションの予習をするには45〜90分間かかるようです。ここで大切な点は，こうして予習したことを学習者が実際にディスカッションとリアクションの段階で有意義に活用して，予習の重要性を認識することです。

２．ひとつのトピックに対して，学習者にどのような種類のインプット（文書，視覚的，聴覚的など）を用いるべきですか？
　　以下のように，インプットをいくつか違う形で組み合わせて使ってきました。
　　１）１本の記事を読む
　　２）１本の記事を読み，１本のビデオ（TEDトーク）を見る
　　３）１本または２本のビデオ（TEDトーク，またはその他のビデオ）を見る

　　こうした組み合わせは，どれもそれぞれの状況で有効に機能しています。自身の学習者に合わせて適切な組み合わせを判断するのは教員です。

３．トピックに対するインプットは，どの言語（英語のみ，日本語のみ，もしくは両方）によるべきでしょうか？
　　学習者や教育機関ごとの状況によって異なります。私たちとしては一般的な方針としては，１単位のコースにつき，学習者が授業以外で１時間程度学習することを期待するのが妥当です。これまでの例を見ると，学習者が１回のディスカッションの予習をするには45〜90分間かかるようです。ここで大切な点は，こうして予習したことを学習者が実際にディスカッションとリアクションの段階で有意義に活用して，予習の重要性を認識することです。

4. How should topics be decided?

Having topics that learners can actually discuss is the key to the success of a discussion-based course. It is up to the teacher to come up with a means to determine what topics have the greatest chance of success. We have created a homework assignment (Appendix 8) in which learners create their own discussions. They find articles or video for input, write their own questions, and then answer the questions. By collating these from a number of classes, it becomes clear what topics are of general interest and then the teacher can make decisions about topics to include for a given class.

Topics are further considered in terms of being serious or more neutral to light-hearted. An example of a serious topic would be "crime / death penalty". When looking at the overall scheduling of discussions we have found that, for our learners, 1 out of every 3 or 4 discussions should be a serious discussion.

5. How should learners prepare for a discussion?

Learners should research the topic and then complete a written assignment to prepare.

The form used for preparing for a discussion is called the Preparation Worksheet (Appendix 4). This is a standard form, which is the same for every discussion. It consists of 3 parts: 1) the questions asking about the input read or viewed, 2) the questions from the Topic Guide (Appendix 2) about the topic- some of which are required and some which are chosen by the learner, and 3) an original question composed by the learner.

6. How should preparation be assessed?

There are two elements to assessment of the preparation. The first is the assessment of whether the learners have completed the task before starting to do any discussion. Unfortunately, there is a type of learner who, knowing that an assignment will not be collected until the end of a class, believes it is acceptable to complete the assignment during class. For this discussion activity any learner who is focusing on writing will not be able to speak and will negatively impact the experience of those who have prepared and want to speak. Therefore, at the start of class a visual assessment is done to see whether a learner has completed all sections of the preparation worksheet and a stamp is placed on their paper, which indicates their level of preparation. This initial evaluation will directly affect their final evaluation once the preparation worksheets are collected at the end of the class.

For the final evaluation teachers read through the content but do not give specific feedback to learners or correct language mistakes.

４．どのようにしてトピックを決めるべきですか？

　　学習者が実際に討論できるトピックを選ぶことが，ディスカッションに基づくコースを成功させる鍵です。成功の見込みが最も大きいトピックを見極める方法を工夫するのは，担当する教員のつとめです。私たちは，学習者が自分でディスカッションを作り出すような宿題（資料８）を考案しました。学習者はインプットに用いる記事やビデオを見つけ出し，独自の質問を記入した上で，その質問に答えます。この宿題を数多くの授業で回収して突き合わせると，広く関心を持たれるトピックが明らかになり，ひいては，授業に組み入れるべきトピックを教員が判断できるようになります。

　　トピックについてはさらに，重いものか，それとも気楽なものか，もっと中間的かという観点から検討します。重いトピックの例としては「犯罪と死刑」を挙げることができるでしょう。ディスカッションのスケジュール全体として見ると，私たちの学習者の場合は３回か４回のディスカッションのうち，１回は重いトピックなディスカッションであるべきということがわかりました。

５．学習者にどのようにしてディスカッションの予習を行わせるべきですか？

　　学習者には予習として，トピックについて調査した上で記述式の課題を完成させます。

　　ディスカッションの予習のために用いる書式をプレパレーションワークシート（資料４）と呼んでいます。これは標準的な書式であり，すべてのディスカッションに共通のものです。この書式は次の３つの部分から構成されています。1）読んだり見たりしたインプットに関する質問，2）当該のトピックについてトピックガイド（資料２）から抜き出した質問（所定の質問と学習者が自分で選ぶ質問があります），3）学習者が作成した独自の質問。

６．どのようにして予習を評価すべきですか？

　　予習の評価には２つの要素があります。第１は，ディスカッションを始める前に，学習者が課題を完了していたかどうかの評価です。残念ながら，学習者の中には授業終了まで課題を集めない場合，授業中に課題を完成させれば構わないと考えるようなタイプの学習者がいます。このディスカッション活動では，書くことに集中している学習者は話すことができず，予習をしてきて話したがっている学習者の経験に悪影響を与えます。したがって，授業の最初に，学習者がプレパレーションワークシートの全セクションを完了しているかどうかを目で見て評価し，各自のシートにスタンプを押すことで予習のレベルがわかるようにします。この最初の評定は，授業の最後にプレパレーションワークシートを集めた上で行う最終評定に直接影響します。

　　最終評定では教員は書かれた内容を通読しますが，学習者に具体的なフィードバックを返したり，文法や言葉の誤りを直したりしません。

Discussion Step

1. <u>How many learners should be in a group?</u>

   Typically a group size of 3 seems to provide the best balance of learner speaking time and speaking partner heterogeneity. Sometimes groups of different sizes will be necessary due to class size. Changing group size changes the atmosphere and focus of learners. In particular having learners discuss in pairs results in a more intense discussion, but this should only be introduced once learners are comfortable with the format.

2. <u>How long should a discussion be?</u>

   It is expected that with their preparation worksheets learners can speak approximately 5-6 minutes about a topic. Therefore for a pair 10-12 minutes is normal, for 3 or 4 learners 15-18 minutes is normal.

3. <u>How should the learners sit in a group?</u>

   This is important because it affects eye contact, hearing, and the perception of status.

   When learners discuss in pairs they should face each other. When learners discuss in a group of three sitting in a triangle is best. When learners work in groups of 4, sitting in a plus-shaped formation is best.

4. <u>How many discussions should learners do?</u>

   This is governed by the group size used and the length of the class period. For a 90-minute class, which is the norm at Tohoku University, 3 discussions in groups of 3 is the standard. In the case of pairs being exclusively used 4 – 5 discussions are possible.

5. <u>How should learners be assigned to groups?</u>

   The essential point here is to come up with a way, which ensures that learners are talking to somebody new in each discussion, while still being able to assign groups quickly and smoothly. Indicating groups on the board and then counting off to assign learners to groups is an easy way to do this.

ディスカッション段階

１．グループ当たりの学習者数は何人にすべきですか？

　１グループ３名という規模のとき，学習者が話す時間と話し相手の多様性のバランスが最適になるようです。クラスの規模によっては，これと異なる大きさのグループにすることが必要になる場合があります。グループの大きさを変えると，学習者の雰囲気と集中度も変わります。特に，学習者を２人１組で討論させると，より真剣なディスカッションになりますが，これを行うのは学習者が進め方になじんでからに限るべきです。

２．ディスカッションの長さはどれくらいにすべきですか？

　プレパレーションワークシートがあれば，学習者は１トピックにつき１人５〜６分程度話せるものと考えられます。したがって，２人１組の場合は10〜12分が普通であり，学習者が３，４人ならば15〜18分が普通です。

３．グループの中では学習者の席をどのように配置すべきですか？

　これはアイコンタクト，聞き取り，立場の認識の仕方に影響するので重要です。

　学習者が２人１組で討論する場合は，向かい合わせに座らせるべきです。学習者３人のグループでのディスカッションなら，三角形になるようにして座るのが最適です。４人のグループの場合は，学習者がプラスの形を描くようにして腰掛けるのが一番です。

４．学習者にディスカッションを何回行わせるべきですか？

　これは，採用するグループの大きさと授業時間の長さによって決まります。東北大学の基準である90分授業の場合，３人のグループでディスカッションを３回行うのが標準です。すべて２人１組の場合は，ディスカッションを４，５回行うことができます。

５．学習者をどのようにしてグループに分けるべきですか？

　ここで肝心な点は，学習者がディスカッションごとに必ず新しい相手と話すようにしながら，しかも，迅速かつ円滑にグループに分けられる方法を工夫することです。それには，黒板にグループを示した上で，人数を数えながら学習者を順番にグループに割り振るのが簡単なやり方です。

6. How much should the teacher interact with learners during a discussion?

As a learner-centered activity the teacher should not become the center of attention. However, during discussion time the teacher can walk around and observe the various groups. This creates a little bit of tension among the learners to focus on using English and should there be a question makes it easy for them to ask for help.

7. What is the best way to explain how to do this system?

At the beginning of the course learners need to understand the overall structure and goals. These can be explained through use of a Course Guide (Appendix 1) and a Topic Guide (Appendix 2). The activity is modelled through a Discussion Model (Appendix 3).

8. How should the discussion step be assessed?

There are three metrics: 1) preparation worksheet, 2) reaction, and 3) visual observation.

9. Have you experienced a class where there are both very high level and lower level learners together? If so, how did you cope with that?

Yes, this is very common in our teaching situation as learners have not been streamed by ability so far.

First of all, what has inspired us most to use this system is that those learners who are very good at English have been highly satisfied with it and those who are not very good at English have been able to participate without embarrassment if they do the required preparation and are therefore also satisfied.

In any discussion all learners are dealing with two primary variables: the discussion content and their English ability. No learner is usually an expert on a topic so this is a natural equalizer and most learners are interested in what others have to say. In the case where there are several higher level students the teacher needs to work to ensure that those students have one or more discussions together so they feel that they have been able to use their highest level language ability.

6．教員はディスカッション中に，どれくらい学習者とやりとりすべきですか？

　　学習者主体の活動ですから，教員が注目の的になるべきではありません。しかし，ディス

カッション中に教員が机間巡視，さまざ
まなグループを観察することは構いませ
ん。こうすることで，学習者の間に英語
を使うことに集中しようとする緊張感が
生まれますし，質問がある場合に，学習
者が助けを求めやすくなります。

7．この仕組みの進め方を説明する最善の方法は，どのようなものですか？

　　授業の最初に全体のデザインを学習者に伝えるのが重要です。このコースの説明は，コー
スガイド（資料１）とトピックガイド（資料２）を使って行います。この活動のモデルは，
ディスカッションモデル（資料３）を使って紹介します。

8．ディスカッション段階の活動をどのように評価するのですか？

　　1）プレパレーションワークシート，2）リアクション，3）目で見た観察結果という３つ
の評価基準があります。

9．学生の中で英語力に大きな差がある場合（例えば帰国子女のように自在に英語を活用でき
　　る学生や，逆にまだ討議に参加できない学生がいる場合）を経験したことはありますか？
　　その場合，どのように対処しましたか？

　　あります。学習者が能力別にクラス分けされていない場合，これはよく起こることなので
す。

　　でも，このPDRメソッドで授業を行っていて，私たち教員が最も刺激を受けるのは，学習
者の英語能力のレベル関わらず，満足感の高い授業を提供できるということです。英語の上手
な学習者も満足感を得ていますし，そうではない学習者も，必要なプレパレーションを行って
さえいれば，はずかしい思いをせずにディスカッションに参加することができています。

　　どのディスカッションにおいても，学習者はディスカッションの内容と英語の能力という
２つの変数を扱っています。ディスカッションのトピックに関して，エキスパートレベルの
知識まで有しているという学習者は大抵いません。そのため，これが自然な均一性をもたら
し，学習者は他者の発言に興味を持ちます。もし，英語能力の高い学生が何人かクラスにい
た場合には，それらの学習者が１回以上は一緒にディスカッションし，高いレベルの言語能
力を発揮できたという実感を持ってもらえるよう，教員はグループ分けにおいて配慮する必
要があります。

Reaction Step

During the Reaction Step learners use a form called a Reaction Sheet (Appendix 5) to write their reaction.

1. <u>How much time should be allowed for the reaction writing?</u>

    In a 90-minute class, fifteen minutes gives learners enough time to write something of substance and strikes the proper balance with the discussion time. It also prevents learners from writing so much that it becomes a burden to evaluate.

2. <u>What resources should learners be allowed to use to write a reaction?</u>

    Learners must work alone, but are otherwise permitted to use any resource with the exception of prewriting and copying an entire reaction.

3. <u>What kind of content should learners write in a reaction?</u>

    Learners should focus on the topic being discussed rather than on their feelings regarding doing discussion in English, and should attempt to structure their writing in essay format.

4. <u>How should English mistakes be evaluated?</u>

    The goal is for learners to be able to express themselves in a comprehensible way without worrying about minor English mistakes, so mistakes are neither taken into account for grades nor corrected. If structural or language problems impede understanding, however, that would result in a lower grade.

5. <u>How should a reaction be assessed?</u>

    The metrics used include total length, use of appropriate organization, a wide range of vocabulary and grammar, and content.

Supplementary Activities

Each of the supplementary activities also has a specific purpose.

<u>Supplementary Activity 1 (Appendix 6)</u>

    This activity first of all serves the social function of being an ice-breaker in which learners

リアクション段階

リアクション段階では，学習者はリアクションシート（資料５）と呼ばれる書式を使ってリアクションを書きます。

１．リアクションを書く時間を，どれくらい学習者に与えるべきですか？

90分間の授業では，15分間あれば，学習者がそれなりに中身のあることを書くのに十分ですし，ディスカッション時間とのバランスも適切です。同時に，これならば学習者がたくさん書きすぎて，評定の負担になることも防げます。

２．リアクションを書く際に，どのような材料を使うことを学習者に認めるべきですか？

学習者は１人で取り組まなければなりませんが，それ以外は事前に記入することと誰かのリアクションを丸写しにすることを除き，どのような材料を使っても構いません。

３．学習者にリアクションの中で，どのような種類の内容を書かせるべきですか？

学習者には，英語でディスカッションを行うことについての感想ではなく，討論したトピックに焦点を当てるべきで，また，小論文の書き方に従って文章を構成することを指示してください。

４．英語の間違いは，どのように評価すべきですか。

学習者が英語のささいな間違いを気にすることなく，自分の考えをわかりやすく述べられるようになることが目的なので，評点を決める際には間違いを考慮しませんし，直すこともしません。ただし，構成や言葉の問題が理解を妨げる場合は，結果として評点が下がります。

５．リアクションはどのようにして評価すべきですか？

使用する評価基準には，全体の長さ，適切な構成，広範な語彙と文法，内容などがあります。

補完的活動

それぞれの補完的活動には個別の目的があります。

補完的活動１（自由会話）（資料６）

この活動は何よりもまず，緊張をほぐし，学習者が互いを知り合う機会としての社会的機

get to know each other. Secondly, learners are trained in how the teacher will assign learners to groups and how to arrange the desks for a discussion. Finally, learners experience what it is like to speak English for approximately an hour. Some learners have never had such an experience.

Supplementary Activity 2

This activity comes after the first set of discussions and can be generated from the original questions students submit from Activity 1. For some learners the homework associated with this class is a heavy burden. This gives all the learners a break. Secondly, doing this kind of spontaneous conversation again after a gap of several weeks gives the learners a chance to notice whether they have improved at all. It seems that most learners feel they do.

Supplementary Activity 3 (3 Problems in Country / World) (Appendix 7)

There is preparation for this activity but learners do not write a reaction. This activity and Activity 4 provide the teacher with ideas for future discussion topics. The way this activity is run ensures that every learner has to lead a short discussion at least 3 times which gives learners a better idea of their strengths and weaknesses as a discussion leader.

Supplementary Activity 4 (Final Homework) (Appendix 8)

This final homework serves as a 'test' for the course and is the primary source of discussion topics for future classes.

能を果たします。次に，学習者は，グループの分け方や机の並べ方を学びます。最後に，学習者は約１時間にわたって英語を話すということが，どのようなものなのかを体験します。中には，まったくそうした経験をしたことがない学習者もいます。

補完的活動２（自由会話）

　この活動はディスカッションの最初のセットの後に行われるもので，学習者が補完的活動１で提出する独自の質問から生まれることもあります。一部の学習者には，この授業で出される宿題は重荷です。そこで補完的なこの活動は，学習者全員にとって小休止になるものです。また，数週間を隔てて改めてこの種の即興的な会話を行うことは，学習者にとり，自身の能力が多少なりとも向上したかどうかに気づく機会になります。ほとんどの学習者は，自分が向上したと感じるようです。

補完的活動３（自国または世界の３つの問題）（資料７）

　この活動には予習がありますが，学習者はリアクションを書かずに済みます。教員はこの活動と補完的活動４から，将来のディスカッションのトピックについてのアイデアが得られます。この活動の進め方は，学習者１人ひとりが少なくとも３回は，必ず短いディスカッションを主導しなければならないというものなので，ディスカッションのリーダーとしての自身の強みと弱みについて学習者が理解を深められます。

補完的活動４（最終課題）（資料８）

　この最終課題は，このコースの「試験」の役割を果たすもので，将来の授業で使うディスカッションのトピックは主にここから得られます。

10. Examples of Learner Work

[1] Preparation worksheet and Reaction Paper

The followings show a learner's preparation sheet. It received a superior score of 4, and was completed before the class started.

10. PDRメソッドの学習成果の事例

［１］ プレパレーションワークシートとリアクションペーパー

以下に掲載したのは，ある学習者のプレパレーションワークシートです。 4 （優秀）の評点を受けたもので，授業開始前にすべて書き終えてありました。

The followings show the corresponding reaction. The learner has given themselves a 2 for their class participation (speaking in English score). They also received a score of 11 for the reaction itself.

First-year university students are capable of writing in this way. This work is representative of what the top 10% of a class might submit. If generated consistently, work at this level should receive the top grade in a class.

以下で紹介するのは，それに対応するリアクションです。この学習者は，自身の授業参加度（英語で話した割合の評点）を2と評価しています。リアクションそのものに対しても11という評点をつけました。

大学1年生でこのレベルの内容を書くことができます。こうした学習事例は，クラスの上位10%の学習者が提出するような内容の典型的な例です。この水準の作業が毎回行われたとすれば，クラス内で最高の成績を与えられるはずです。

Evaluation					Score
AA: 11	A: 10	B: 9, 8	C: 7, 6	D: 5...	11

Speaking Habit Score (Circle your score)
Percentage of your speaking in English

Less than 95%	95% - 98%	99% - 100%
1	②	3

Reaction (Write in paragraphs in English)

[2] Example of Reaction Paper 1

This is a reaction to a discussion about education.

［2］ リアクションペーパーにおける記述の事例１

これは教育に関するディスカッションに対するリアクションです。

Education is important for children and society. So education is difficult. I think intelligent is knowladge and an ability of understanding and creative power is originarity and imagination. Intelligent made by studying and creative power is made by experience and own idea. Now, we need both. So we should balance intelligent and creative power. Then, should education change?

First, I want to talk about my experience. My good experience is in junior high school. Opera came to my junior high school. And I joined the opera and sang. It's so interesting and important experience for me. While, bad experience is in my high school math class. I checked my answer with my friends before writing my answer on the black board because I didn't want to make mistake in front of classmates.

Students think making mistake is so shameful. I think it's a big problem in Japanese education system from my experience. because students are afraid of making mistakes and they won't challange new things.

I think Japanese education system should have more thinking time and more active time. For example, English class students only listen and write English. It's not good. I think students should speak in English without being afraid of making mistakes.

Finaly, I think education is important. and students' motivation is also important. because students study. Students should have any purpose. For example, I want to go abroad and speak in English with local people, I want to be a doctor. and so on. So, education quolity is larger and larger.

[3] Example of Reaction Paper 2

This is a reaction after a discussion about Steve Jobs' commencement address at Stanford University.

［３］リアクションペーパーにおける記述の事例２

これは教育に関するディスカッションに対するリアクションです。

"Today was my last time to attend this English class so I tried to speak more than ever. I was also able to organize and elaborate members' ideas and keep talking.

The most interesting talk of today was the definition of "dots." One of the members asked, "Can dots be made? Is it a natural thing?"

My answer to this question was that we are making dots unconsciously and by changing the point of view any experience can be your dot. The reason I answered like this is that I believe that everything is related. For me the motivation to study English was just "it seemed to be cool." And I saw a person who can speak English really fluently and I was inspired. So, though the motivation of my action is foolish, I can stick to it and achieve goals.

But it is also true that we can make dots by our efforts. For example, if a person wants to get a great job in the future, he or she can meet with many alumni of university and have connections with them. After that, he or she can make use of the dots to get a job. So, we can make dots deliberately.

Today, so many classmates are talking about "stay hungry, stay foolish." I thought these words were cool but after hearing other's opinion, I changed my mind. If we keep being hungry, we have to expose ourselves to the severe environment, but we also need relaxing time and time to do something dumb. So, it is not always needed.

Thanks for the valuable time in this class!"

[4] Example of Reaction Paper 3

These are two reactions from the same learner: the first reaction written at the beginning of the semester and the last reaction written for the final discussion.

［４］ リアクションペーパーにおける記述の事例３

次に示すのは，同じ学習者の初回授業時のリアクションペーパーと，最終授業時のリアクションペーパーです。

＜初回授業時＞

Beginning Reaction

Name: _____   Name Card # [_____]

Evaluation	Score
AA: 11 A: 10 B: 9, 8 C: 7, 6 D: 5...	8

Speaking Habit Score (Circle your score)	Percentage of your speaking in English		
	Less than 95%	95% - 98%	99% - 100%
	1	2	3

Reaction (Write in paragraphs in English)

1　　Through today's discussion, I think sports are familiar to our life. If students play sports or don't, they can talk about sports a lot. Also, sports are related to our society from various aspects. Our life is surrounded by sports.

5　　About the new National Stadium in Japan, many students said Japanese government should give up. However, a few students said they shouldn't give up because Japan needs a great studium for Tokyo Olympic in 2020. I can understand the latter opinion, but

10　there is no time. So, I think Japanese government should build a more casual stadium earlier.

　　Next, about our sports. One student said sports contribute to society from health aspect because Japan become the age society, so old people

15　and young people must be friends.

＜最終授業時＞

Name: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ **Name Card #** [＿＿＿＿＿]

Evaluation	Score
AA: 11　A: 10　B: 9, 8　C: 7, 6　D: 5...	10

Speaking Habit Score	Percentage of your speaking in English		
(Circle your score)	Less than 95%	95% - 98%	99% - 100%
	1	2	3

Reaction (Write in paragraphs in English)

1　　Through today's discussion, I was most interested in Question 3, "What technology or device developed in your country is impressive to you?" I wrote about game machines and other students talked about cars, karaoke, portable music players
5　and so on. I cannot hit upon some of them and when I listened to opinions from other students, I realized that Japan has so many great technologies over all fields. They are too familiar to our life to notice their magnificence. However, our life are full of super technologies.

10　　　By the way, our discussion about "Doraemon" was the most exciting. I want "Dokodemo Door" because I want to go many places in the world easily. Those tools of Doraemon are not real but I like them because those are full of
15　dream. They bring dreams to us. So, Doraemon is a special character and people all over the world love him. He is one of the most famous characters and technologies from Japan.

20　　　In my preparation sheet, I said I want the tools of Doraemon on Question 4. Of course, I think so now but I want the special alarm clock which can always wake me up.

25

11. Theoretical Basis

Introduction to Discussion

The PDR discussion-based method of teaching was developed in the context of an English as a Foreign Language classroom and is based on a number of Second Language Acquisition theoretical principles.

However, the method of instruction goes beyond the confines of the specific subject that it was developed for and can be used effectively as a teaching methodology across the curriculum.

Accordingly, this section is divided into two parts. The first part will provide support for using the PDR approach based on theories and research in Second Language Acquisition (SLA).

The second will provide evidence that this methodology is a sound approach within the Scholarship of Teaching and Learning (SoTL), in general.

[1] Second Language Acquisition

Although SLA has a relatively short history starting just a little over 70 years ago, theories abound as to how language is acquired. In the 1950s the main theory regarding language learning was a Behaviourist Theory in which it was believed learners needed to develop mannerisms. This lead to methodology such as the Audiolingual Method that focused on memorizing dialogues and eliminating errors from production practice.

As researchers, teachers and other theorists began to see that this approach led to learners being able to repeat set phrases from dialogues, it did almost nothing to promote natural conversation. This fostered more speculating and theorizing. Some of the more influential theories over the subsequent years included the following:

Input Hypothesis (Krashen, 1985) later renamed **Comprehension Hypothesis** in 2008.
  In this hypothesis, Krashen emphasizes that language can only be acquired when the learner is provided input at a level that is slightly higher than his/her current ability.

Swain's Output Hypothesis (Swain, 1985)
  Based on observations from immersion programs, Swain amended Krashen's earlier hypothesis stating that input alone was not sufficient for language acquisition. Learners needed to produce language and analyze what they produced.

11. PDRメソッドの理論的根拠

ディスカッション入門

　ディスカッションに基づくPDRメソッドの教授法は，外国語としての英語（ELT：English as a Foreign Language）の授業を行う中で開発されたものであり，第二言語習得（SLA：Second Language Acquisition）のさまざまな理論的原理に基づいています。

　しかし，この指導方法は，もともとの開発目的だった特定の教科の枠を越えて，カリキュラム全体の教授法としても効果的に利用することができます。

　このセクションは2つの部分に分かれています。最初の部分では，第二言語習得（SLA）における理論と調査に基づいて，PDRメソッドを使用することの理由を示します。

　第2の部分では，この方法論が教授・学習の学識（SoTL：Scholarship of Teaching and Learning）全般において，適切な方式である証拠を示します。

［1］第二言語習得（SLA：Second Language Acquisition）

　SLAの歴史は比較的短く，70数年前に始まったばかりですが，言語の習得過程に関する学説が豊富にあります。1950年代には，言語学習に関する主要な学説は行動主義理論であり，学習者は型を身に付ける必要があると考えられていました。これが対話を記憶し，産出練習（production practice）から誤りを除くことを重視するオーディオリンガル法などの方法論につながりました。

　やがて研究者や教員，その他の理論家が理解し始めたように，この方式では学習者は対話から抜き出した決まり文句を繰り返せるようになるだけで，自然な会話を促す効果はほとんどありませんでした。このことが，なお一層の推測や理論化を促しました。その後，何年間にもわたってさらに多くの影響を与えた学説には，たとえば次のようなものがありました。

インプット仮説（クラッシェン，1985），その後，2008年に**コンプリヘンション仮説**と改名。
　この仮説でクラッシェンが主張したのは，言語は，学習者が現在の能力より少し上の水準のインプットを与えられたときにのみ習得できるということです。

スウェインのアウトプット仮説（スウェイン，1985）
　スウェインはイマージョン（没入）メソッドのプログラムを観察した結果に基づき，インプットだけでは言語習得に不十分であるとして，クラッシェンの初期の仮説を修正しました。そして，学習者は言語を産出する（produce）とともに，自身が産出したものを分析する必要があるとしました。

Interaction Hypothesis (Long, 1996)

Long's Interaction Hypothesis (1996) stated that negotiation of meaning had the potential for making input comprehensible. He goes on to say that interaction, "connects input, internal learner capacities, particularly selective attention and output in productive ways" (Long 1996, 451-452)

Another key concept imbedded within these hypotheses is the idea of "noticing" first postulated by Schmidt (1983). For language to be acquired, it must be "noticed" or attended to for it to move from short- to long-term memory. Brown and Larson-Hall (2012) synthesize previous research to point out that attention, which may foster "noticing", can be achieved in a variety of ways:

1. Input Enhancement – drawing attention to the target form by glossing and highlighting in some form
2. Processing Instruction – because L1, especially at the beginning stages of language learning, can interfere with learning, PI gives learners information about the form, how the L1 is different and how it might interfere with their understanding, and then the target form is practice through designed activities
3. Planning – giving learners time to plan what they will say
4. Repetition – repeating tasks multiple times
5. Output – asking learners to produce certain types of language

Many textbooks are based on presenting a target structure to the learners either inductively or deductively, followed by some sort of controlled practice (many times filling in blanks with the appropriate form of the structure being studied), and then a communicative activity where the intention is for the learners to use the target structure in controlled practice. As one can see, this method embraces many, if not all, of the "noticing" strategies highlighted above depending on how the teacher choses to conduct the class. This approach seems sound for learners who have little knowledge of English (or any other target language).

Japanese learners have had six years of formalized English education prior to entering university. Most of the learners have augmented this education with years of cram school training helping to further prepare themselves for the entrance exams for high school and college. Most of this education has been taught through a grammar/translation methodology because learners need to perform on entrance examinations that require knowledge of the rules (grammar) and vocabulary, but not communication. Thus, most, if not all, of them, have had

インタラクション仮説（ロング，1996）

　ロングの相互交流仮説（1996）は，意味のやりとりがインプットを理解しやすくしている可能性があるというものです。彼はさらに，相互交流が「インプットと学習者の内面的能力―特に選択的注意―とアウトプットを生産的な形で結び付ける」と述べています（Long 1996, 451-452）。

　これらの仮説に組み込まれているもうひとつの主要概念は，シュミット（1983）が最初に提唱した「気づき」という考え方です。言語を習得するためには，言語を短期記憶から長期記憶に移すために言語が「気づかれる」，つまり言語に注意が向けられなければなりません。ブラウンとラーソン－ホール（2012）は従来の研究を統合した上で，注意が「気づき」を促す可能性があり，以下のようなさまざまな方法で注意を喚起できると指摘しています。

1．インプット強化―何らかの形で字を光らせたり色を付けたりすることで，目標言語（target form）に注意を向けさせます。
2．処理指導（PI：processing instruction）―特に言語学習の最初の段階では第一言語（L1）が学習を妨げかねないことから，処理指導（PI）によって目標言語についての情報と，第一言語がどのように異なり，どのように理解を妨げかねないかについての情報を学習者に与え，その上で，計画した活動を通じて目標言語項目を練習します。
3．計画―自分が話す内容について計画を立てる時間を学習者に与えます。
4．反復―課題を何回も繰り返します。
5．アウトプット―特定の種類の言語を産出するように学習者に指示を出します。

　多くの教科書は，まず学習者に帰納的または演繹的に目標言語の構造（target structure）を説明し，次に，何らかの種類の定型練習（多くの場合，学習中の構造の適切な型を使って空欄を埋めるというもの）を行い，その上で，学習者が定型練習の中で目標言語構造を使うことを意図したコミュニケーション活動を行うという方法に基づいています。おわかりのように，教員が選択する授業の進め方にもよりますが，この方式には先ほど取り上げた「気づき」の戦略について，すべてではないにせよ多くが含まれています。この方式は，ほとんど英語（またはその他の目標言語）の知識を持たない学習者にとっては妥当なものと思われます。

　日本人の学習者は，大学に入学する前に正規の英語教育を6年間受けています。そして，ほとんどの学習者は，高校入試や大学入試の準備を万全なものにするために何年間か通う予備校での訓練により，この教育を補強しています。学習者はコミュニケーションではなく規則（文法）の知識と語彙を求められる入学試験で良い成績を挙げる必要があるため，こうした教育の大半は文法や翻訳の方法論を通じて教えられます。そのため，全員ではな

extensive exposure to "Input Enhancement" and "Processing Instruction" as ways of "noticing", but little experience with the last three. They come to their university classes heavy on the input side of language, but severely lacking on the output side. This should be of great concern to teachers since most of them are severely lacking in the areas of interaction and output, which are two of the main criteria for language acquisition. They basically have a broad knowledge of the language, but have never put the knowledge into productive use.

Explicit vs. Implicit Knowledge

Another key concept that needs to be taken into account when selecting an approach to teaching is how to best develop implicit knowledge, or fluent, automatic processing, of the language. By focusing on form (grammar) of language, learners are building their explicit knowledge (understanding of the rules). Although explicit knowledge may aid in the development of implicit knowledge, these are distinctly different and develop in different ways. For Implicit knowledge to develop, learners must be given the opportunity to use language in a natural and meaningful way (Ellis and Shintani, 2014).

The discussion-based approach outlined in this text is an effort to have the learners develop their implicit knowledge of a language. Even though they might not have complete mastery of the structures, they have extensive explicit knowledge of English. It is our belief that spending another 20-30 minutes a week out of the 90 minutes allocated for our classes, expounding further upon the structure and giving them more controlled practice is not going to lead to the "noticing" if this hasn't happened already. Rather, reading or hearing the structures in actual use through selected articles or TEDTalk videos, using the various forms at their disposal in discussions, hearing other learners using structures, receiving corrections from other learners and the teacher and producing written reactions about the concepts in the articles or videos based on their discussions will provide the "noticing" needed at this level. The explicit knowledge that they already possess will also help them to analyze the language that they and others are producing, helping to build their implicit knowledge and their ability to automatically process language.

[2] Scholarship of Teaching and Learning (SoTL)

The discussion-based course also addresses general issues about effective teaching and learning that are applicable across the curriculum. In the mid-1990's, the concept of what higher education

いにしろ，ほとんどの学習者は「気づき」の方法である「インプット強化」と「処理指導（PI）」は大量に受けていますが，残りの3項目についてはほとんど経験がありません。学習者は言語のインプットの側面はたっぷりと身に付けながら，アウトプットの側面については著しく不足した状態で大学の授業を受け始めます。教員にとって，このことは非常に気がかりなはずです。というのも，ほとんどの学習者について，言語習得の主要基準のうち，相互交流とアウトプットという2つの領域が深刻に不足しているからです。基本的に学習者たちは幅広い言語知識を持っていますが，その知識を生産的に利用したことが1度もないのです。

明示的知識と暗示的知識の対比

　教授法を選択する際に考慮する必要があるもうひとつの主要概念は，どのようにして言語の暗示的知識，つまり，なめらかな自動的言語処理を最大限に発達させるかということです。言語の形式（文法）に焦点を当てることにより，学習者は明示的知識（規則の理解）を身に付けます。明示的知識は暗示的知識を習得するのに役立つかもしれませんが，両者は明らかに異なるものであり，習得の仕方も異なります。暗示的知識を身に付けるためには，自然で意味のあるやり方で言語を使う機会が学習者に与えられなければなりません（Ellis and Shintani, 2014）。

　この本で概要を紹介するディスカッションに基づく方式は，学習者に，ある言語についての暗示的知識を身に付けさせようとする取り組みです。学習者は言語構造を完全にマスターしていないにしても，英語の明示的知識を大量に持っています。いまだに「気づき」が起きてないのであれば，私たちの授業に割り当てられた90分間のうち，さらに毎週20～30分間を費やし，構造についてさらに詳しく説明し，もっと多くの定型練習に取り組ませたところで，それが「気づき」につながることはないというのが私たちの信念です。それよりも，選び抜いた記事やTEDトーク（TED Talk）のビデオを通じて実際に使われている構造を読んだり聞いたりすること，ディスカッションの中でさまざまな型を自由に使うこと，他の学習者が使う言語構造を聞くこと，他の学習者や教員から直されること，そして，ディスカッションに基づき記事やビデオの中の概念についてリアクションを書くことが，このレベルの学習者に必要な「気づき」をもたらします。学習者がすでに持っている形式知も，自身や他の学習者が産出する言語を分析する上で有効であり，言語を自動的に処理するための暗示的知識や能力を身に付けるのに役立ちます。

［2］教授・学習の学識（SoTL：Scholarship of Teaching and Learning）

　ディスカッションに基づくコースは効果的な教授と学習をめぐる，カリキュラム全体に当てはまる一般的な課題にも対応しています。1990年代半ば，高等教育の存在意義をめぐる概念

was shifted from providing instruction to producing learning. (Barr and Tagg, 1995). The research in SoTL points out that learning is best achieved when learners have "significant learning experiences" by engaging students in deeper thought processes through active learning techniques (Fink, 2003). The idea of actively engaging learners is often used synonymously with "learner-centered". Traditionally, classrooms have been teacher-centered with the teacher lecturing at the front of the class and the learners passively "receiving" the information. The concept of a learner-centered class encompasses many components which include providing learners with adequate knowledge about the class, giving them a voice in what happens within the class, clearly aligning the objectives, assessments, and evaluations, moving learning from surface-level (rote learning) to deeper levels (more analytical) and incorporating active learning strategies.

To create a learner-centered environment, a great deal of time needs to be invested in the planning stages of the class. As Diamond points out in the forward to The Course Syllabus: A Learning-Centered Approach (Millis et. al., 2008, pg. xi), the more information learners receive about a course, the more successful they will be. A traditional syllabus was often a one-page document that gave the bare-bones details about the class, such as a brief course description, topics to be covered each week, grading criteria and textbook requirements. However, learner-centered syllabuses look more like manuals providing learners with such diverse information as teacher and learner expectations, the teacher's teaching philosophy, university policies about pertinent topics such as plagiarism and cheating, classroom rules, grading criteria, models, examples and reading lists (Millis, et. al., 2008).

Another aspect of developing a learner-centered approach to teaching is giving learners more of "a voice" in their learning. The teacher has traditionally controlled everything that happens in the class. However, research has shown that when learners are given a chance to participate in some of the decisions with regard to class structure, they feel more involved and, thus, do better in the class (Barkley, 2009).

A second aspect is the inverted classroom design. Learners are required to read or watch the material that will be discussed prior to coming to class and to fill out a preparation worksheet giving the learners ample opportunity in the "planning" stage. This also gives learners the opportunity to review the material as many times as necessary in order to make it comprehensible. While many traditional classes provide content through such means as lectures, PowerPoint presentations, readings, and videos within the classroom, the inverted classroom assigns these activities for homework leaving classroom time for tasks, many of which may have been assigned as homework in the traditional setting.

In addition, this course provides learners with ample opportunities for community building,

が，指導することから学びを生み出すことへと転換しました（Barr and Tagg, 1995）。能動的学習手法を通じて学習者をより深い思考プロセスに参加させ，それにより学習者が「顕著な学習体験」を持つときに，学習成果が最大限に達成されることがSoTLにおける研究によって指摘されています（Fink, 2003）。学習者を能動的に参加させるという考え方は，往々にして「学習者主体」と同じ意味で使われます。従来の教室では教員が主役であり，教員がクラスの前方で講義を行い，学習者は受動的に情報を「受け取って」いました。学習者主体の授業という概念は，授業に関する適切な知識を学習者に与えること，授業内容についての発言権を学習者に与えること，目標と評価と評定を明確に整合させること，学習を表面的なレベル（機械的学習）から，もっと深いレベル（より分析的な学習）に移行すること，能動的学習戦略を組み入れることなど，多くの要素により構成されています。

　学習者主体の環境を生み出すためには，授業の計画段階に膨大な時間をかける必要があります。ダイヤモンドが『コースシラバス：学習主体の方式』（"The Course Syllabus: A Learning-Centered Approach"（Millis et. al., 2008, pg. xi））の序文で指摘しているように，学習者はコースに関する情報を多く受け取るほど，多くの成果を挙げます。往々にして，従来のシラバスは簡単なコース説明，毎週取り上げるトピック，成績評定の基準，必要な教科書など，授業について必要最小限の内容を伝える1頁のみの書類にすぎませんでした。しかし，学習者主体のシラバスは，教員と学習者の期待成果，教員の指導原理，盗作や不正行為などに関する大学の方針，授業中の規則，成績評定の基準，モデル，事例，課題図書リストなど，さまざまな情報を学習者に提供するマニュアルのようなものです（Millis, et. al., 2008）。

　学習者主体の教授法を構築する際のもうひとつの側面は，学習についての学習者の発言権を高めることです。従来，授業の内容はすべて教員が管理していました。しかし，授業の構造をめぐる決定の一部に参加する機会を与えられると，学習者の参画意識が高まり，その結果として授業での成績が向上することが研究からわかっています（Barkley, 2009）。

　第二の側面は，授業の構成を反転させることです。学習者は，授業に出席する前にディスカッションの材料となるものを読んだり見たりして，プレパレーションワークシートに記入することを義務づけられていて，これが「計画」段階における機会をたっぷりと学習者に与えることになります。また，こうすることで，学習者には資料を理解するために何度でも必要なだけ資料を見直す機会が与えられます。従来の授業では，授業内容が講義やパワーポイントによるプレゼンテーション，読み物やビデオのような形で教室内で提供されることが多かったのに対して，反転授業ではこうした活動を宿題として課し，授業時間中に，従来の方式では多くは宿題として課されていたであろう課題に取り組みます。

　加えて，このコースはコミュニティづくりの機会を学習者に豊富にもたらします。コースに合格して最終的に大学を卒業することを「成功」とするならば，学習者の定着と成功

which has been determined to be the single most important factor to learner retention and success, if "success" is viewed as passing a course and ultimately graduating from university (McGlynn, 2001). While more traditional approaches provide for learner interaction, the discussion-based approach provides more extensive interaction with a wider variety of discussion partners along with the teacher, thus, giving learners a stronger sense of belonging.

Lastly, this style of learning gives the learners more opportunities to develop global skills such as leadership, communication, and autonomous learning that companies are looking for in potential candidates and what universities are purporting to develop in their student body.

にとり，コミュニティづくりが最も重要な要因であることがわかっています（McGlynn,
2001）。従来型に近い方式でも学習者の交流はあるものの，ディスカッションに基づく方式
の場合は，教員だけでなく，もっと多彩なディスカッション相手ともっと広範な相互交流を
行うことになるので，学習者の帰属意識が強くなるのです。

　最後に，こうした学習スタイルにより学習者がリーダーシップ，コミュニケーション，自
律的学習など世界に通用するスキルを身に付ける機会が増えますが，こうしたスキルは人材
の採用にあたって企業が求めるものであり，また，大学としても自学の学習者の強みとして
訴求している点です。

12.　The PDR Method in Action

The PDR Method is currently in use at two universities in Japan. For this section, four teachers who adopted PDR for their classes have written about their experiences by answering the six questions below:

1. When did you start using the PDR Method?
2. Why did you decide to use the PDR Method?
3. Describe your classes.
4. Has the PDR Method changed your approach to teaching?
5. How do your learners react to the PDR Method?
6. What outcomes do you see?

Teacher 1: Todd Enslen

Lecturer, Institute for Excellence in Higher Education, Tohoku University

1. When did you start using the PDR Method?

I began using the PDR Method in my second-year communication courses in 2014 and then implemented it in my first-year communication courses as well in 2015.

2. Why did you decide to use the PDR Method?

Prior to changing to the PDR Method, I was using a four-skills communication textbook, and I was dissatisfied with the limited amount of time learners actually spent communicating and how limited the communication that took place often was. I was also unhappy with the fact that I mainly emphasized listening and speaking in class, but tested learners' knowledge based on a written test because of practicality.

3. Describe your classes.

I teach mostly first- and second-year university communication classes consisting of 30 – 40 learners. The learners in each class usually come from the same major, and I teach a variety of different majors. The learners in each class often vary considerably in their English abilities and their motivation to learn English.

12. PDRメソッド実践者の声

　現在，PDRメソッドは日本の２つの大学で使われています。このセクションのために，自分の授業にPDRを採用した４人の教員が，以下に挙げる６つの質問に答える形でそれぞれの経験について寄稿してくれました。

　　１．PDRメソッドを使い始めたのはいつですか？
　　２．PDRメソッドを使うことに決めた理由は何ですか？
　　３．自分の授業について説明してください。
　　４．PDRメソッドで自分の教授法が変わりましたか？
　　５．PDRメソッドに対する学習者の反応はどのようなものですか？
　　６．どのような成果がありますか？

教員１：トッド・エンスレン

<div align="right">東北大学　高度教養教育・学生支援機構，講師</div>

１．PDRメソッドを使い始めたのはいつですか？

　2014年に２年生向けのコミュニケーションコースでPDRメソッドを使い始め，その後，2015年に１年生向けのコミュニケーションコースにも導入しました。

２．PDRメソッドを使うことに決めた理由は何ですか？

　PDRメソッドに変更する前は４つのスキルに基づくコミュニケーションの教科書を使っていましたが，学習者が実際にコミュニケーションに使う時間が限られている点と，多くの場合，行われるコミュニケーションが非常に限られている点が不満でした。また，私としても授業では主にリスニングとスピーキングを強調しているのに，実務上の理由から，筆記テストに基づいて学習者の知識をはかっていることも不満でした。

３．自分の授業について説明してください。

　主に大学１年生と２年生のコミュニケーションの授業で教えていて，１クラスの学習者数は30〜40人です。通常，それぞれのクラスの学習者は専攻が統一されていて，私はさまざまな専攻のクラスを教えています。各クラスの中で，よく学習者ごとの英語の能力と学習意欲が大きくばらつくことがあります。

4. Has the PDR Method changed your approach to teaching?

I have always emphasized using language in my classes, so it has augmented my beliefs and approach more than changed it drastically. I believe what has changed most is the amount of time learners spend communicating and my form of evaluation. Prior to this method, I tested learners on their understanding of vocabulary and ability to express certain functions and notions presented in the text. Now, I evaluate learners on their preparation for class, their communication in class, and their written reactions to the topics discussed.

5. How do your learners react to the PDR Method?

Because the PDR Method is very different from what they are used to doing in class, learners are a bit overwhelmed at first. However, they often comment in their writing on how preparing for class and expressing their ideas in class becomes easier. By the end of the class, the vast majority can see how much their ability to communicate in English has improved and evaluate the course positively because of this.

6. What outcomes do you see?

I believe the enthusiasm for learning English is the biggest difference that I see in my learners. They come to class looking forward to the opportunity to discuss the topics with their groups. They are also becoming more independent in their approach to learning English. Learners will often investigate a topic further, or come up with interesting reactions to other learners' comments. In addition, learners build a belief that they can communicate in English. They become more proactive in discussions and more willing to express their opinions even if their responses are not perfect regarding accuracy. Learners also seem to improve their ability to evaluate their own and others' responses to questions.

Teacher 2: John Wiltschier

Professor, Miyagi Gakuin Women's University

1. When did you start using the PDR Method?

I started using the PDR method in 2011 (I think).

2. Why did you decide to use the PDR Method?

The main reason I wanted to try the PDR Method is because I saw my colleague Daniel

４．PDRメソッドで自分の教授法が変わりましたか？

私はこれまで常に授業の中で英語を使うことを強調してきましたから，このメソッドによって私の信念や教授法が劇的に変わったというより，それらが補強されました。最も変わったのは，学習者がコミュニケーションに使う時間の量と，私の評定方式だと思います。この方式を用いる前は，語彙の理解と教科書に示された特定の機能や概念を表現する能力について，学習者に試験を課していました。現在は，授業の予習，授業中のコミュニケーション，討論したトピックに対するリアクションに基づいて学習者を評価しています。

５．PDRメソッドに対する学習者の反応はどのようなものですか？

PDRメソッドは，これまで学習者が親しんできた授業の方法と大きく異なるため，最初のうち，学習者はやや戸惑います。しかし，授業の予習や授業中に自分の考えを述べることがいかに容易になってくるかという点について，多くの学習者がコメントの中で触れています。授業が終わるまでには，圧倒的多数の学習者が英語でのコミュニケーション能力の向上ぶりを自覚できるようになり，その結果として，このコースを肯定的に評価しています。

６．どのような成果がありますか？

英語を学ぼうとする熱意が，学習者に見られる最大の変化だと思います。学習者は，トピックについてグループで討論する機会を楽しみにしながら授業に参加しています。また，英語の学び方も，より自立したものになろうとしています。学習者があるトピックについてさらに深く調査したり，他の学習者のコメントに対して興味深いリアクションを述べたりすることがよくあります。加えて，英語でコミュニケーションができるという自信を学習者が身に付けます。より積極的にディスカッションに参加するようになり，答えの正確さという点では完璧でなくても，より進んで自分の意見を述べるようになります。また，質問に対する自分自身の反応や他の人の反応を評価するという点でも，学習者の能力に改善が見られるようです。

教員２：ジョン・ウィルトシア

宮城学院女子大学，教授

１．PDRメソッドを使い始めたのはいつですか？

（たしか）2011年に使い始めました。

２．PDRメソッドを使うことに決めた理由は何ですか？

PDRメソッドを試してみたいと思った最大の理由は，同僚のダニエル・アイコーストが

Eichhorst using it with his classes.

Several reasons

1. Time on task i.e. speaking is maximised
2. It combines all 4 skills
3. Peer pressure to do homework is naturally occurring
4. Topics are up to date
5. Topics can be selected to appeal to the target group of students (more flexibility than textbooks)

3. Describe your classes.

My classes are first- and second-year university students whose major is English. The classes generally have around 20 students. The students are keen to improve their English –especially spoken English.

4. Has the PDR Method changed your approach to teaching?

No. My approach to teaching has always tried to include the aspects of PDR.

But Daniels method has put all the good bits together into a systematic framework which has relevant content, maximizes student speaking, is self-motivating and easy to deliver in a classroom setting.

5. How do your learners react to the PDR Method?

Students tend to react very positively. At first they have to buy-in to the class. By that I mean they need things explained about what is expected of them –student roles, teacher roles.

The social aspects of the class (getting to know classmates) is a big positive for many students, and the chance to talk about their idea regarding 'big' issues is also motivating.

6. What outcomes do you see?

I see students become much more confident, build up their fluency, and in some cases change the way they approach and think about issues. The biggest outcome is that students realize at a visceral level that they can participate in discussions, and that perfect English is not as important as willingness to join in and having ideas to talk about.

Another point that comes out is students realise their English is not good enough compared to some other students and on more than one occasion this has been stated as the reason why they chose to do 留学 in the 3rd year.

授業で使っているのを見たからです。

次にいくつかの理由を挙げます。

1．目的であるスピーキングに最大限の時間をかけられます。

2．4つのスキルが，すべて統合されています。

3．宿題をやることへの同級生からの圧力がおのずと発生します。

4．トピックを最新の状態に保てます。

5．対象となる学生集団の興味を引くようなトピックが選べます（教科書より高い柔軟性）。

3．自分の授業について説明してください。

私の授業の学生は，英語を専攻する大学1年生と2年生です。通常の授業では学生数は20人ほどです。学生は英語，特に英会話の上達に熱心です。

4．PDRメソッドで自分の教授法が変わりましたか？

いいえ。これまでも常に，PDRの特徴を教授法に取り入れようとしてきました。

しかし，ダニエルの方式は良い要素をすべて統合し，内容的に有意義で，学生が話す機会を最大化し，自発性を高め，授業の中で実施しやすいひとつの体系的な枠組みとするものでした。

5．PDRメソッドに対する学習者の反応はどのようなものですか？

学生の反応はおおむね非常に肯定的です。最初は思い切りが求められます。つまり，学生は自分に期待されること―学生の役割と教員と役割―について，事情を説明してもらう必要があるわけです。

この授業の社会的な側面（クラスメートと知り合えること）は多くの学生にとって大きなメリットですし，「重要な」問題について自分の考えを語る機会が得られることも意欲をかき立てます。

6．どのような成果がありますか？

学生がはるかに大きな自信を持つようになり，なめらかな会話力を身に付けるとともに，場合によっては問題への姿勢や意識が変わるようです。最大の成果は，自分がディスカッションに参加できるということと，参加する意欲や語るべき意見を持つことと比べれば完璧な英語はそれほど重要ではないということを，学生が心の底から悟ることです。

もうひとつの成果は，自分の英語が他の一部の学生と比べてあまり上手でないと学生自身が気づくことで，3年生になって留学することを選択した学生が，この点を理由として挙げた例が1度ならずありました。

Teacher 3: Ben Shearon

Lecturer, Institute for Excellence in Higher Education, Tohoku University

1. When did you start using the PDR Method?

I started using the PDR method in 2013.

2. Why did you decide to use the PDR Method?

The main reason I wanted to try the PDR Method is because I saw my colleague Daniel Eichhorst using it with his classes. It seemed a big improvement over what I was doing in my own classes, so I initially tried it for a semester and then adopted it across the board.

3. Describe your classes.

My classes are first- and second-year university learners whose major is not English. The classes generally have around 30 learners, sometimes as low as 25 and as high as 37. The learners are mostly academic and motivated.

4. Has the PDR Method changed your approach to teaching?

The main change is that I now try to find opportunities for learners to generate the content of classes. I have always seen the value of having learners work in pairs or groups, but the PDR Method has shown me how effective this can be when planned carefully.

5. How do your learners react to the PDR Method?

Learners tend to react very well. At first they are intimidated by how difficult the class seems, but after a couple of classes they get used to working in English for the whole class. The social aspects of the class (getting to know classmates) is a very positive element for many learners, and the chance to talk about their ideas regarding 'big' issues is also motivating.

6. What outcomes do you see?

I see learners become much more confident, build up their fluency, and in some cases change the way they approach and think about issues. The biggest outcome is that learners realize at a visceral level that they can participate in discussions, and that perfect English is not as important as willingness to join in and having ideas to talk about. It's been a wonderful

教員３：ベン・シャーロン

東北大学　高度教養教育・学生支援機構，講師

１．PDRメソッドを使い始めたのはいつですか？

2013年です。

２．PDRメソッドを使うことに決めた理由は何ですか？

PDRメソッドを試してみたいと思った最大の理由は，同僚のダニエル・アイコーストが授業で使っているのを見たからです。自分の授業で実施していたことに対して大幅な改善が見込めたので，最初に１学期だけ試してみて，その後全面的に採用しました。

３．自分の授業について説明してください。

私の授業の学習者は，英語が専攻ではない大学１年生と２年生です。通常の授業では学習者数は30人ほどですが，少ない場合は25人，多い場合は37人の場合もあります。ほとんどの学習者は学究的かつ意欲的です。

４．PDRメソッドで自分の教授法が変わりましたか？

最大の変化として，いまの私は，学習者が授業内容を考案する機会を探しています。私はこれまでも常に，学習者を２人１組かグループで活動させることが大切だと考えてきましたが，慎重に計画すれば，そうすることが非常に効果的になりうることをPDRメソッドが証明しています。

５．PDRメソッドに対する学習者の反応はどのようなものですか？

学習者の反応は，おおむね非常に良好です。最初は授業が非常に難しいものに思えておじけづいていますが，２回の授業を終えれば，授業中にずっと英語で活動することに慣れてしまいます。この授業の社会的な側面（クラスメートと知り合えること）は多くの学習者にとって非常に肯定的な要素ですし，「重要な」問題について自分の考えを語る機会が得られることも意欲をかき立てます。

６．どのような成果がありますか？

学習者がはるかに大きな自信を持つようになり，なめらかな会話力を身に付けるとともに，場合によっては問題への姿勢や意識が変わるようです。最大の成果は，自分がディスカッションに参加できるということと，参加する意欲や語るべき意見を持つことと比べれば完璧な英語はそれほど重要ではないということを，学習者が心の底から悟ることです。学習

experience for me as well, as I get to learn all sorts of things from my learners.

Teacher 4: Joanne Sato

Associate Professor, Miyagi Gakuin Women's University

1. When did you start using the PDR Method?

I started using the PDR method in 2012.

2. Why did you decide to use the PDR Method?

I started a new job in 2012 and my colleague, John Wiltshier, was using the PDR method with the higher-level students in the English Department. I team-taught with John for a year using the method and the following year I used the PDR method with my own lasses after I realized how much more progress the students were making compared to other speaking class formats I had tried.

3. Describe your classes.

I teach first and second year English Department students, most are highly motivated and dedicated to improving their English ability. Class sizes are small, with most having between 15-20 students.

4. Has the PDR Method changed your approach to teaching?

The PDR method has certainly changed my approach to teaching and has provided me with newfound confidence in my ability to 'teach' speaking. I often felt I was not able to see the improvements my students and myself expected when I used a more traditional four-skills textbook approach. I have always used interesting topics as a base for class speaking activities but have never applied strict time-keeping methods to the extent of the PDR method. I have learnt that stricter time controls can be very positive for speaking classes. I also find that through completing the homework every week the students' ability to write fluently, with more accuracy, is improving. Through exploring the topics in detail at home before the class the students' are better able to truly discuss their ideas without resorting to rote-memorized language. As a teacher this is rewarding and motivating.

者からあらゆる種類のことを学ぶことができるので，私にとってもすばらしい経験です。

教員4：ジョアン・サトウ

宮城学院女子大学，准教授

1．PDRメソッドを使い始めたのはいつですか？
2012年です。

2．PDRメソッドを使うことに決めた理由は何ですか？
　私は2012年に着任したのですが，当時，同僚のジョン・ウィルトシアが英文学科の上級レベルの学生にPDRメソッドを使っていました。私はこの方式を使ってジョンとチームティーチングを1年間行ったのですが，前に試したことがある他のスピーキングの授業手法と比べて学生が格段に進歩したことに気づき，翌年，私自身の授業でPDRメソッドを採用しました。

3．自分の授業について説明してください。
　私は英文学科の1年生と2年生の学生を教えていますが，学生の大半は非常に意欲的で，英語能力の向上に熱心に取り組んでいます。クラスの規模は小さく，ほとんどの場合，学生数は15〜20人です。

4．PDRメソッドで自分の教授法が変わりましたか？
　PDRメソッドで間違いなく私の教授法は変わりましたし，スピーキングを「教える」能力について新たな自信を得ることができました。より伝統的な4つのスキルを用いた教科書の方式を使っていたころは，学生や私自身が期待するような能力向上の効果が見られないと感じることがよくありました。私は授業でのスピーキング活動の基礎として，いつも興味深いトピックを使ってきましたが，PDRメソッドほど厳密な時間管理の方式を取り入れたことは1度もありませんでした。スピーキングの授業にとり，時間管理を厳しくすることが非常に効果的な場合があることを学びました。また，毎週宿題を完成することを通じて，学生のなめらかに，そしてより正確に書く能力が向上することもわかりました。授業の前に家でトピックについて詳しく調べることを通じて，学生は機械的に記憶した言葉に頼ることなく，自分の考えを正確に討論することが上手になっていきます。これは教員にとってやりがいがあることで，意欲も高まります。

5. How do your learners react to the PDR Method?

Students are very positive about the PDR Method because they see themselves and their classmates interacting on an entirely different level. Some may face a few problems with adjusting to expressing their ideas in front of other students and I find it is essential to create a collaborative and comfortable classroom atmosphere in which students are responsible for creating positive group dynamics to combat any students feeling apprehensive. Also, through the continual mixing of groups students get to know all of the other students in the class, this leads to a healthy social environment, which reaches beyond the classroom and spreads throughout the entire department.

6. What outcomes do you see?

I teach a third year high-level elective discussion class in which I have used the PDR Method with an additional element of presentations. The students in this class have had two years of the PDR Method and the results are really quite incredible. Not only can they think about complex social issues and form opinions about them, they can discuss them in fluent English without fear. They also listen to their fellow classmates ideas and are able to summarize, respond and initiate new threads in the discussion. They seem to revel in their abilities to actually speak English, something that I think they would have doubted possible as first years. That students choose to take this class is a vindication to the positive feeling both teacher and students have for the PDR method.

５．PDRメソッドに対する学習者の反応はどのようなものですか？

　自分自身もクラスメートも以前とはまったく異なるレベルでやりとりしていることがわかるので，学生はPDRメソッドについて非常に肯定的です。他の学生の前で自分の考えを述べることに順応する上でやや問題がある学生がいる場合もあるので，不安を感じている学生に対応できる肯定的なグループダイナミックス（集団力学）を学生が責任を持って生み出すような，協力的でなごやかな授業の雰囲気を醸成することが欠かせないと思います。また，グループを頻繁に組み替えることで，学生はクラス内の他の学生全員と知り合うことができ，これがひいては健全な社会的環境につながり，さらには教室を越えて学科全体にわたって広がっていきます。

６．どのような成果がありますか？

　私が教えている３年生の上級レベル向けの選択科目としてのディスカッションの授業では，PDRメソッドをプレゼンテーションの追加的な要素と併せて使っています。この授業を受ける学生は２年間にわたってPDRメソッドで学んできており，その成果は本当に信じられないほどすばらしいものです。学生は複雑な社会問題について考え，それについて意見をまとめることができるだけでなく，それについてなめらかな英語で，おじけづくことなく討論することができます。また，クラスの仲間の考えを聞き，ディスカッションの中でそれを要約し，反応し，話の流れを切り替えることができます。１年生のころにはそんなことが可能だと本人たちも信じていなかったように私には思えますが，実際に英語を話せる能力を得て，学生たちは大いに満足しているようです。学生がこの授業を選択することが，教員と学生が共にPDRメソッドに対して抱く肯定的な感情の証拠です。

13. Reflections by Learners about Discussion

As well as the experience of teachers, it is useful to discuss the results of the PDR Method as experienced by learners.

Learners feel the difference between studying English in high school and university. Learners are able to build on their previous 6-7 years of English study and utilize all four skills: reading, writing, listening, and speaking.

13. 学習者の声

PDRメソッドの効果については，教員の視点だけでなく，学生の視点から語ってもらうのが本当でしょう。以下にいくつかの事例を紹介します。

学習者は高校と大学における英語学習の違いを感じます。学習者はそれまでの６，７年間にわたる英語学習を足がかりにして，リーディング，ライティング，リスニング，スピーキングという４つのスキルをすべて活用することができます。

2nd-Year Law Learner

This class is the most interesting class I have ever had. I think to improve English skills I have to do input and output. Almost classes need only input, but this is not. I can improve and realize my English skill.

2nd-Year Law Learner (lived in America for 3-4 years when in elementary school)

This English class was very exciting for me, and it was the first English class that I have felt like that. We do not have so many chances to speak English, so this class was a time that I could show my ability, and get stimulated by other learners.

I had a really good time making a discussion with my friends, and the most enjoyable discussion was about "Happiness and Success." It was so funny to speak with both the super positive person and the super negative person in this class. I enjoyed hearing their episodes, which were very humorous. I also learned in this class that my classmates are studying very positively about law. I thought that I should try to enjoy what I can learn whether I do not have interest or not.

Until learning in this class I never knew that there are so many learners how can speak English, and they are so eager to speak English. I got a lot of power from them, and I would like to talk with them sometimes if I have a chance. I could also make some friends in this class,

which was the most happy thing.

2^(nd)-Year Law Learner

At first, I was negative about the discussion. Because I am not good at speaking English. However, through this class, my opinion changed. Now, I am positive about the English discussion and it is fun for me to discuss with other people.

I think my English skills were improved by this class. For example, speaking, listening, and writing. Moreover, discussion skills also improved. So, in this class, I could get useful things for the future.

2^(nd)-Year Medical Dept. Learner

This class was a little difficult for me because I forgot almost all English. So, it was hard to write discussion sheets and reaction papers every week. It took many hours to finish. First, I didn't like this class. I couldn't speak or write English well. I was ashamed of not being able to do that well. But, in June, I notice that I could remember many English words which I learned when I was a high school learner, so I enjoyed writing in English a little and I thought I wanted to study English.

2^(nd)-Year Medical Dept. Learner

I this English class, I improved my English skills, especially speaking and writing. I do not usually speak English in my daily life and I needed to write a lot of sentences once a week, so it was hard for me to write. But, I got used to it.

2^(nd)-Year Engineering Dept. Learner

Through this class, learners can realize the difficulty of talking English and difference between speaking and talking, and goodness of talking English. In fact, there is a big hurdle for beginning to talk with English, however, learners can start English dialogue from this class. I would like this program to be in high school's education program. I like this class very much. We can also make friends through discussions. They will be a treasure. I am satisfied to touch many kinds of discussions. Story that I don't know in detail is difficult for me, but nice experience. Thank you very much.

1^(st)-Year Engineering Dept. Learner

In this class, I have to read, write, speak, and listen to English. At first, it is difficult for me to write my idea speedily, but I gradually got to be able to do it in a short time. The most difficult thing I had to do was write a reaction paper. I had to write my idea in 15 minutes, it is a short time. However, I gradually got to be able to write many sentences and I was surprised at it.

1^(st)-Year Engineering Dept. Learner

I think this discussion class is good. That's because we can learn four skills of English which are reading, writing, speaking, and listening. In high school, learning English is for only getting

good scores on English tests. This will not enable us to use English. But, this class is different from English class of high school.

1st-Year Engineering Dept. Learner

It was the most interesting class in this semester because we had to speak English all the time! I love English very much so I enjoyed the discussion. However, I was worried to tell my opinions to the learners in English for the first time of this class. I can listen and pronounce English well but I cannot speak what I think in English so I made many efforts to tell it clearly, for example, giving some gestures, look at the learners' eyes, speak slowly and clearly. Finally, I could tell my opinion without looking at my preparation sheet! I could get some skills of talking with many people in this class.

1st-Year Literature Dept. Learner

I have done discussion for four months. I can't believe this class has finished. When I began to do discussion, I felt nervous because I couldn't speak English very well and I didn't like English. However, I began to like discussion and English through this class. It is hard for me to tell others things in English, but it became fun for me to do.

The time when I felt fun is third discussion. By original question, I could know more about other classmates and made friends.

Through this class I could realize that I improved my English skill because I could tell them in English gradually.

Learners become autonomous learners. They are able to talk about their personal experiences, share their opinions and develop their general knowledge and critical thinking ability. Please focus not on the fact that learners are using English, but on the way they are using English to think about issues and express their opinions.

PDRメソッドの授業を受けることによって学習者は自律的な学習者になります。自分の個人的な体験について語ったり，自分の意見を伝えたりすることができるようになり，一般常識と批判的な思考能力を身に付けられます。英語を使っていることだけに注目するのではなく，彼らが英語を使って思考し，表現している内容に注目してください。

2nd-Year Law Learner

My favorite topic is topic 3 "Death." I often think why I was born, why I live, or how to die. But, I wasn't able to say in public but only keep in memory. It was a good chance to be known how I am by my classmates. And I dislike any topic. It was great time to discuss with my classmates.

2nd-Year Law Learner

I experienced hot discussion in this class. It was so good and exciting experience for me. We don't discuss these timely and difficult problems or topics usually. So, this class gave me a fresh experience.

2nd-Year Law Learner

We discuss many topics in this semester. The most interesting topic was body language. Other topics were also interesting, but I choose this topic – body language. Through that topic, I got new knowledge and understand what I couldn't understand. And, I knew that we have many body language.

2nd-Year Law Learner

Through this class I improved my English skills. I can talk a long time in English. Each topic was difficult and I tried to think in English and write English. Talking with friend, I discovered other views. Discussion is the most efficient way to make my thoughts deep.

2nd-Year Medical Dept. Learner

I was interested in "Happiness and Success" in discussion, because it told me many positive things. The topic of "Death" was very difficult, because I don't know anything about death.

2nd-Year Medical Dept. Learner

I think this class requires much time for preparation. It is positive aspect and negative aspect, because if there were no homework, our time for studying English is only class and our English skill will not improve at all. But, for some difficult topics, I took 2 hours or more for my preparation. It was a little hard for me. I like to watch TED and read the articles because I could know so many new things! It is wonderful! So, I think this style is good and you must keep it. I enjoyed discussing almost all the topics.

2nd-Year Medical Dept. Learner

I enjoyed this English class very much. Watching many videos in English is difficult but I can understand English more than before. And I talked about many problems with many learners in English. So now, I don't feel fear of listening and talking in English with people. And this class gave me various skills! Every week I thought of many problems, so I have much information and many more ideas than 4 months ago. And I have communication skill more than before. Especially I enjoyed talking about "Happiness and Success."

1st-Year Engineering Dept. Learner

Thanks to this class, I improve my ability to speak, listen, write, and think in English very much. I want to go abroad to study chemistry so this discussion class is good for me in that I can discuss in English with other people. Furthermore, I like talking in English and reading essays in English more than before. Now, I often buy Reader's Digest and read it. It is very interesting

for me.

The most interesting topic for me is "Engineering Challenges" because I belong to the department of Engineering. There will be many troubles in Japan. So, we should try to make a difference. I want to study protein and help a large number of people who suffer from various diseases.

1st-Year Literature Dept. Learner

First of all, I really enjoyed this class. I've never experienced this kind of class before and first, I suffered from a lot of preparations for this class, but those efforts made my English writing and speaking skills improved. This discussion-style class was much more sophisticated and creative than the other classes which my friends were in.

At first, almost all of the learners, including me, were not so good at telling their opinions to others in English, but they gradually improved and now we can discuss many things actually in English. This change was very impressive for me.

The discussion I enjoyed the most is the discussion about "beauty." It was a very appropriate topic for us to talk about. I heard so many interesting questions and answers.

I've been very lucky to be in this class. I'm sure that this discussion class improves our English skills more than the other classes. I really want to continue this kind of training to improve my English more.

Learners make friends and, as we discussed earlier, an atmosphere conducive to collaborative learning becomes possible through PDR.（学習者同士が友だちになります。そして，私たちが当初述べたように**PDR**メソッドは学習者同士を結び付ける建設的な関係を作ります。）

2nd-Year Medical Dept. Learner

Especially, it was precious to meet various learners. I could speak to many learners. I found a learner who was born in the same area as me. I found a learner who worked in a similar place. It was very fun.

2nd-Year Medical Dept. Learner

In this class I also made a lot of friends. First, I cannot speak English naturally, but now, I enjoy speaking English. It was my best English class. Thank you very much.

1st-Year Engineering Dept. Learner

I enjoyed this class. What is the most interesting for me was talking with my friends who I don't usually talk with. Through this class I made many new friends and it was the best thing for me.

1ˢᵗ-Year Literature Dept. Learner

    Through doing discussion in English this semester, I think I could make more friends because it was difficult for us to speak English well, but we managed to do so. This experience made me mentally stronger than I had been.

    I'm so shy that I can't talk to someone. However, this class taught me that I can talk with someone if I try to.

Currently the PDR Method has only been used by six teachers at two universities, but we believe that this method offers an exciting possibility for expanding English education at the tertiary level in Japan.

If you have any questions or comments about the contents of this Handbook please let us know.

    PDRメソッドは，まだ２つの大学，６人の教員のみによって実践されている方法であり，したがって，日本の大学で教えるより多くの英語教育教員が，これを活用することで，新たなオプションが付け加えられ，大学・高等教育機関，高等学校の多様性を超えて，また広がり進化していくものと私たちは信じています。

    ぜひ，本書を活用しご意見をおよせください。

資　料　編

Materials

Appendix 1. Discussion-based Communication Course Guide

Appendix 2. Topic Guide – Excerpts

Appendix 3. Discussion Model (video & article) – Preparation, Discussion, Reaction

Appendix 4. Preparation Worksheet

Appendix 5. Reaction Form

Appendix 6. Casual Conversation Worksheet

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Appendix 8. Final Discussion Homework Worksheet

Discussion-based Communication Course Guide

Discussion is an exchange of knowledge; an argument, an exchange of ignorance.

Robert Quillen

Name _____

Table of Contents

1. **What is the concept of the Discussion-based Communication Course?**
    ディスカッションを用いたコミュニケーション授業のコンセプトはなんですか。
    Communication involves all 4 language skills: reading, writing, speaking, and listening. A discussion-based course can develop all of these skills.

    Discussion is something that you actively do and the key to having a good discussion is doing good preparation. The preparation involves reading, listening, and writing. If you discuss a topic multiple times you can develop your thinking and become comfortable with the language related to a topic. A timed written reaction is a fair way to evaluate how much you have developed your thinking about a topic and how well you know the language related to a topic.

    コミュニケーションには読む、書く、話す、聞くの4種類の言語スキルが必要です。ディスカッションを用いたコミュニケーション授業はそれらすべてのスキルを磨くことを目的とします。

    学習者は実際にディスカッションを行います。良いディスカッションをするためには十分な準備が不可欠です。準備の際に、読む、聞く、書くことをします。一つのトピックについて何度かディスカッションするうちに、自分の考えを発展させることができ、そのトピックに関する単語や表現を楽に使えるようになります。限定時間内で書くリアクションは、一つのトピックについて自分の考えをどれくらい発展させたか、そのトピックに関する言葉をどれくらい覚えているかを正しく評価するために有効な方法です。

2. **What do students do in class?** 学生は授業中に何をしますか。
    The main activity involves students doing 15- to 20-minute discussions about a topic in groups of 3 or 4 (approximately 50 minutes). Normally, students do three discussions. Following the discussions students individually write a reaction for that discussion (exactly 15 minutes).

    主要部分は学習者らによるディスカッションです。3-4人のグループに分かれ与えられたトピックについて15-20分話し合います（約50分間）。ディスカッションの回数は通常3回です。ディスカッションに続き、学習者は各自リアクションを書きます。（15分間）

3. **What are the 3 Steps of Discussion?** ディスカッションの3つのステップはなんですか。
    1. **Preparation Step:** students read an article or watch a video about a topic and complete a preparation worksheet.
    2. **Discussion Step:** students do three discussions in groups of three or four people that are 15-20 minutes long.
    3. **Reaction Step (15 minutes):** students write a reaction in English focusing on the discussion topic.

    1. プレパレーションステップ：一つのトピックに関する記事を読む又はビデオを見る。
       プレパレーションワークシートに記入する。
    2. ディスカッションステップ：3-4人のグループで15-20分のディスカッションを3回行う。
    3. リアクションステップ（15分）：ディスカッションした内容を振り返り英語でリアクションを書く。

4. **What do students do for the Preparation Step?** プレパレーションステップ

For the preparation step you read an article in Japanese or English, or watch a video as input about a topic. The purpose of this input is to get you to think about the topic and to introduce some vocabulary related to the topic. In the case of an article, you are not expected to translate the article, and there will be no test about your understanding of it. Think of the input as a starting point for developing your thinking about a topic and evaluating your ability to discuss this topic in English.

プレパレーションステップでは、日本語または英語の記事を読むか動画を見てトピックに関する情報を得ます。情報を得る目的は、トピックについて考えトピックに関係した語彙を学ぶためです。記事を読む場合は自分で訳す必要はなく、どれくらい内容を理解しているかについてのテストもありません。情報を得ることとはトピックに関する自分の考えを深め、また、トピックについて英語でディスカッションする能力を自己評価するための出発点と考えて下さい。

After reading or watching the input, complete the preparation worksheet. You are encouraged to research a topic on your own to further develop your knowledge and thinking about the topic.

記事を読んだり動画をみて情報を得た後、プレパレーションワークシートを記入して下さい。自分自身で調べてトピックに関する自分の知識や考えをさらに発展させることを勧めます。

5. **How do students complete the Preparation Worksheet?** プレパレーションワークシートの書き方

1. Discussion Questions ディスカッション用の質問
For Question 1 you should write about your general impressions of the article you read or video you watched. 質問 1 には読んだ記事または観た動画のリアクションを書きます。

Questions 2 thru 4 are the required questions identified by an asterisk.
※のついている質問 2〜4 は必ず答えてください。

For the fifth and sixth question you should select an additional question from those listed and answer it. 5 番目と 6 番目の質問ではそのほかの質問の中から選び、答えてください。

2. Original Question オリジナルの質問
You should think of a question appropriate for this discussion and write the question in English and your answer to it. Other students will be answering your question so take that into consideration when making it. You should write your original question on the blackboard at the beginning of class.

ディスカッションにふさわしい質問を考え、その質問を英語で書き自分の答えも書きます 。他の学習者があなたの質問に答えることを考慮して質問を作成して下さい。授業のはじめに自分のオリジナルの質問を黒板に書きます。

6. **How is the Preparation Worksheet evaluated?** プレパレーションワークシートの評価
At the start of class the teacher visually checks your preparation worksheet and stamps it with either a blue **OK** or red **X**. Experience has shown that students who are prepared are capable of having a high level and interesting discussion in English. Students who are not prepared cannot discuss well which negatively affects the improvement of other students.

教員は講義のはじめにあなたのプレパレーションワークシートを目視でチェックし、**OK** 又は **X** のスタンプを押します。準備のよく出来ている学習者ほど有益でレベルの高い英語のディスカッションができることが分かっています。準備の出来ていない学習者はディスカッションがうまく出来ないばかりか、他の学習者の実力向上も妨げてしまいます。

This is the circle for the <u>OK</u> or <u>X</u> stamp:この〇の中に<u>OK</u>または<u>X</u>のスタンプが押されます。

Red <u>X</u> Stamp Evaluation 　　赤の<u>X</u>スタンプ評価

1. If a stamp is placed in the circle the score is 0 (Unprepared).
〇の中に<u>X</u>スタンプが押してあるときは0点です。（準備不十分）
2. If a stamp is placed in a place other than the circle the score will be 1(Could Do Better).
〇の外に<u>X</u>スタンプが押してあるときは1点です。（準備に改善の余地あり）

Blue <u>OK</u> Stamp Evaluation 　　青の<u>OK</u>スタンプ評価

An <u>OK</u> in the circle indicates that all sections of the preparation worksheet have been completed. The teacher will later give it a score of either 2 (Satisfactory), 3 (Fully Prepared) or 4 (Superior).
ワークシートの全セクションが完成しているとき、〇の中に<u>OK</u>スタンプが押されます。教員は内容を確認の上、スコア2（可）、3（十分に準備済み）又は4（非常によく準備が出来ている）の評価をします。

Coming late 　　遅刻について

A student who comes late will not receive a stamp. This will result in a one point deduction of the score they would originally have received.
遅刻した学習者はスタンプをもらえません。これは必ずもらえることになっている1点を失うということです。

When you are absent 　　欠席について

If you were absent you can earn up to 3 points if you turn in a completed preparation worksheet immediately at the start of the next class for the discussion you missed.
欠席の場合は参加できなかったディスカッション用の完成したプレパレーションワークシートを次の講義のはじめに提出すれば3点を得ることができます。

7. **What do students do for the Discussion Step?** 　ディスカッションステップ

1. Students are assigned to a group.
2. Students go to the location of their assigned group.
3. The members of the group select the leader for the discussion.
4. The leader starts the discussion.
5. All students participate about equally.

1. 教員がグループ分けをする。
2. 学習者は割り当てられたグループの場所に移動する。
3. グループのメンバーの中からディスカッションリーダーを選ぶ。
4. リーダーがディスカッションを開始する。
5. 全員が均等に参加する。

8. **How do students warm up for discussion?** 　　ディスカッションに向けたウォームアップ
Oral Reading (3 minutes) 　音読（3分）

Students read the warm up by reading their preparation worksheet out loud.
ウォームアップとして、全員が声を出して自分のプレパレーションワークシートを読みます。

9. **What are the instructions for the 3 Discussions?**　三回のディスカッションの指示

Discussion 1 (Practice):
　　1. Discuss all of the questions.
　　2. If time permits, talk about additional original questions.
　　✧ <u>You are permitted to read</u> your answers on the preparation worksheet.
　　✧ You may use a dictionary, cell phone, etc. to look up the meaning of words or expressions.

ディスカッション1回目（練習）：
1. すべての質問について話し合う。
2. 時間があれば、追加のオリジナル質問について話す。
　✧ プレパレーションワークシートに書いた<u>自分の答えを読み上げてもかまいません</u>。
　✧ 辞書、携帯電話などを使って単語や表現の意味を調べてもかまいません。

Discussion 2 (Practice Game)
　　1. Discuss the questions you are interested in as fully as possible.
　　2. Be sure to talk about your original questions.
　　✧ <u>You are permitted to refer</u> to your answers on the preparation worksheet. <u>You should not read</u> them.
　　✧ You may use a dictionary, cell phone, etc. to look up the meaning of words or expressions.

ディスカッション2回目（練習試合）：
1. 自分に興味がある質問について可能な限り話し合う。
2. 自分が考えたオリジナル質問について必ず話す。
　✧ プレパレーションワークシートに書いた<u>自分の答えを参考にしてもかまいません</u>。しかし、<u>答えを読み上げてはいけません</u>。
　✧ 辞書、携帯電話などを使って言葉や表現の意味を調べてもかまいません。

Discussion 3 (Game):
　　1. Discuss your original questions and the questions on the blackboard.
　　2. Discuss the questions you are interested in as fully as possible.
　　3. Following the final discussion you should complete the self-evaluation section on the reaction form.
　　✧ <u>You should talk about the questions without using your preparation worksheet.</u>
　　✧ Ideally, this discussion will be 100% in English.

ディスカッション3回目（試合）：
1. 自分が考えたオリジナル質問と黒板に書き出された質問について話す。
2. 興味のある質問について可能な限り話し合う。
3. 最後のディスカッションの後、リアクションの自己評価枠に記入する。
　✧ 参加者は<u>自分のプレパレーションワークシートを使わずに質問について話すようにしましょう</u>。
　✧ このディスカッションは100%英語で行うことが理想です。

Following Discussion 3, remain seated with your group and take out the reaction form that you picked up at the beginning of class.

3回目のディスカッション終了後、グループの自分の席にすわったまま、講義のはじめに受け取ったリアクション用紙を取り出します。

10. **What do students do for the Reaction Step?**   リアクションステップ

The reaction form is used to write a reaction. When you pick up the reaction form you should immediately write your name and name card number.

リアクションペーパーを使ってリアクションを書きます。リアクションペーパーを手にしたらすぐに名前とネームカード番号を書いて下さい。

Following Discussion 3, you should circle a Speaking Habit Score in the self-evaluation score box.
３回目のディスカッション終了後すぐに自己評価ボックス内の自己評価スコアを選び○をしてください。

Speaking Habit Score (Circle your score)
Percentage of your speaking in English

Less than 95%	95% - 98%	99% - 100%
1	2	3

Note: If you do not circle a number your score will be 1.
注意：自己評価スコアに○がない場合、評価は１点です。

You have exactly 15 minutes to write a reaction in English. A reaction should focus on the topic and content of the discussion and be logically organized and written in paragraph form. You should demonstrate your knowledge of vocabulary related to the topic and freely share your opinions, experiences and information regarding the topic.

英語でリアクションを書く制限時間は 15 分です。リアクションはディスカッションのトピックと内容に焦点を 当てパラグラフ形式で理論的にまとめます。各自はトピックに関連する語彙の知識を示しな がら、トピックに関する意見、経験、情報を自由に記述します。

11. **What resources can you use when you write a reaction?**
リアクションを書くときに使ってもよい資料は？

When writing a reaction you are allowed to use any resource you want. For example, you can use your preparation worksheet, dictionary, or cell phone. However, you should not copy directly from a resource.

リアクションを書くときにはどんな資料を使っても構いません。例えば、プレパレーションペーパー、 辞書、携帯電話などを使用できます。ただし、使用している資料から直接内容をコピーしてはいけません。

12. **How is a reaction evaluated?**   リアクションはどのように評価されるのか？

The teacher reads a reaction and scores it based on the quantity and quality of the content. The teacher is looking for a clear expression of your knowledge and thinking about the topic and your reaction to what other students said during the discussion time. The use of English that is specific to the topic will improve the evaluation.

教員はリアクションを読み内容の量と質に基づいて採点します。教員は本人の知識、考え、他の学習者学生の発言に対する意見などが書かれているか確認をします。トピックに関連する重要な英語の語彙を使用すると評価に有利です。

13. **What is the grading scale for a reaction?**   リアクションの評価基準は？

    The following grading scale is used for a reaction.
    リアクションの評価基準は以下の通りです。
        AA: 11   A: 10   B: 9 ~ 8   C: 7 ~ 6   D: 5 ~ 0

14. **What is the format for writing a reaction?**   リアクションのフォーマットは？
    1. Do not skip lines within a paragraph.   パラグラフ内では行を空けない。
    2. Make a space of one line between paragraphs   パラグラフ間に一行分スペースを空ける
    3. Keep the left margin straight.   左端はきちんと揃える
    4. The right margin should be kept reasonably straight.   右端は大体揃うようにする。

15. **How long should a reaction be?**   リアクションの長さは？
    These are general guidelines for how the length is evaluated.
    リアクションは長さによって大方以下のように評価されます。
        Below ½ of the paper   Below Average   用紙の 1/2　以下   平均以下
        1/2 to 3/4 of the paper   Average   用紙の 1/2〜3/4   平均
        3/4 to on the back of the paper Above Average   用紙の 3/4〜裏面まで使用 平均以上

16. **Will grammar usage and English usage affect your score?**
    文法および英語の使い方は評価に関係するのか？
    Grammar mistakes are only important if they make it difficult for the teacher to understand your message. I suggest you use the simplest and most direct grammatical constructions. You are under time pressure so you should not be thinking about grammar mistakes while you are writing. Use grammar that you are comfortable with.

    Using English that is directly related to the topic can contribute to your evaluation. There is always some vocabulary specific to a given topic and demonstrating that you can use that vocabulary will improve your evaluation. On the other hand, simply using specialized words without being sure of how they are used will hurt your evaluation.

    文法的間違いは、それによって本人が言わんとしていることを教員が読み取ることが困難な場合に問題となります。単純かつ最も直接的な文法構造を使用することを勧めます。時間に制限がありますから文法の間違いはあまり心配せずに書きましょう。自分が使い慣れている文法を使いましょう。トピックに直接関係する英語を使用すると評価に有利です。与えられたトピックには必ず関連する重要な語彙があります。その語彙を使えることを示すと評価に有利です。一方、使い方をよく知らずにただ専門用語を書いているだけの場合は評価に不利となります。

17.   **What should you write in a reaction?** リアクションには何を書くか？
These are the kinds of things you should write in a reaction:
1. Your thinking, impressions, and opinions about the topic of the discussion
2. Your reaction to what classmates said during the discussion
3. Your experience
4. Some interesting information that you know
5. Comparing and contrasting two things

リアクションに書く事柄は以下のようなものがあります。
1. ディスカッションのトピックについて自分の考え、リアクション、意見
2. ディスカッション中に他の学習者が発言した内容に対する自分の反応
3. 自分の経験
4. 自分が知っている興味深い情報
5. 二つの事柄の比較または対比

18.   **What will result in a bad evaluation?**   低い評価になるのはどのようなリアクションか？

These kinds of things will hurt your evaluation:
1. Not focusing on the topic of the discussion
2. Not clearly organizing your message
3. Not being able to properly follow the basic punctuation rules of English
4. Not following the directions about how to complete the form
5. Only repeating what you wrote in your preparation worksheet

以下のような場合は評価が低くなります。
1. ディスカッションのトピックに焦点を当てていない
2. 意見がきちんと整理されていない
3. 基本的な英語の句読法に従っていない
4. フォーム記入についての指示に従っていない
5. プレパレーションワークシートに書いたことをただ繰り返している

At the end of the 15-minute reaction writing time the leader for each group collects the preparation worksheets and reactions of the members in their group and brings them to the teacher at the front of the class.

リアクションを書く時間（15 分間）の終わりに、各グループのリーダーはプレパレーションワークシートとリアクションをメンバーから回収し教壇にいる教員のところに持っていきます。

Hints for writing a reaction:
1. Write down comments other students make during the discussion.
2. Make notes about what you think are the main points during the discussion.
3. Have your reaction planned in your mind before the reaction writing time.

良いリアクションを書くためのヒント
1. ディスカッション中に他の学習者が言ったことを書きとめる。
2. ディスカッション中に主要なポイントだと思ったことを書いておく。
3. リアクションを書く時間が来る前に頭の中で内容を組み立てる。

19.   **What is expected of the leader during a discussion?**
ディスカッション中にリーダーに求められることは？
The leader:
1. Starts the discussion.
2. Ensures that each person has an equal chance to speak.
3. Ensures that each person can be heard.
4. Advances the discussion.
5. Communicates with the teacher in the event there is a problem.
リーダーは
1. ディスカッションを開始する。
2. 各メンバーが均等に話す機会を得られるようにする。
3. 各メンバーの意見が聞かれるようにする。
4. ディスカッションを展開する。
5. 問題が発生した場合に教員と相談する。

20.   **What is expected of participants during a discussion?**
ディスカッション中に参加者に求められることは？
Each participant, including the leader, is expected to:
1. Be fully prepared for a discussion with a fully completed preparation worksheet.
2. Treat each participant in a discussion with respect.
3. Speak in a voice that other participants can hear.
4. Listen attentively to others.
5. Work to expand the discussion by making comments and asking and answering follow-up questions.
6. Use the expressions listed in the Useful Expressions for Discussing a Topic.

リーダーを含め各参加者は
1. 完全に準備したプレパレーションワークシートを使ってディスカッションの準備を完全にする。
2. ディスカッションに参加する一人ひとり敬意をもって遇する。
3. 他の参加者によく聞こえるような声で話す。
4. 他の参加者の言うことをよく注意して聞く。
5. コメントをしたりフォローアップの質問をしたりそれらに答えたりしてディスカッションを展開する。
6. Useful Expressions for Discussing a Topic に載っている表現を使ってみる。

21. **What does the teacher do during class?**   講義中教員は何をするのか？
The teacher:
1. Checks that students have a completed preparation worksheet for a discussion.
2. Determines the length of each discussion.
3. Observes individual students and discussions.
4. Answers any question a student has about a topic or English.
5. Supervises the reaction writing time.

教師は
1. 学習者がディスカッションに使用する完全に準備されたプレパレーションワークシートを持っていることを確認する。
2. ディスカッションのタイムキーパーをする。
3. 各学習者の様子およびディカッションを観察する。
4. 学習者から出されるトピック又は英語に関する質問に答える。
5. リアクションを書く時間を管理する。

22. **What factors determine a student's grade?**
    成績の評価項目は何ですか。

    1. Total preparation worksheet points
    2. Total reaction points
    3. Total in-class participation points
    4. Observation of student activity by the teacher
    5. Attendance (In this course there is no test. Students receive points for every class.

    Therefore, each class a student misses means they will not receive the points for that class. It is typical that a student's grade drops one level for each absence.)

    1. プレパレーションワークシートのトータルスコア
    2. リアクションの評価
    3. 授業への参加
    4. 教員の目から見た学習者の活動状況
    5. 出席率（このコースにはテストがありません。代わりに学学習者は各授業でスコアを取得します。従って、授業を欠席するたびにその授業に対するスコアを取りそびれることになります。通常、一回欠席するごとに成績が一段階下がると思って下さい。）

23. **What should a student do to get an AA grade?**
    AA 評価を得るには何が必要ですか。

    1. Get a maximum score on ALL of the preparation worksheets.
    2. Participate positively as a member and leader during discussions.
    3. Average 10 points or more for the reactions. Consistently write reactions that are long enough to communicate your thinking in detail and demonstrate your knowledge of the topic and comprehension of what other students said.
    4. Attend all of the classes.

    1. すべてのプレパレーションワークシートで満点を取る。
    2. ディスカッションにメンバーとしてまたリーダーとして積極的に参加する。
    3. リアクションで平均 10 点以上を取る。自分の考えを詳細に伝え、トピックに関する自分の知　識及び他の学習者の発言に対する自分の理解を実証する内容を含む十分な長さのリアクションを常に書く。
    4. すべての授業に出席する。

24. **What is the minimum required to get credit with a C grade?**
    C 評価を得るには最低何が必要ですか。

    1. Get an average of at least 2 on the preparation worksheets.
    2. Participate positively as a member and leader during discussions.
    3. Average 6 points or more for the reactions.
    4. Attend at least 2/3 of the scheduled classes.

    1. プレパレーションワークシートで最低平均 2 点を取る。
    2. ディスカッションにメンバーとしてまたリーダーとして積極的に参加する。
    3. リアクションで平均 6 点以上を取る。
    4. 授業の 3 分の 2 以上に出席する。

Appendix 1

25. Useful Expressions for Discussing a Topic

Asking someone for their opinion about a topic
（人にトピックについての意見を求める時）
1. *What do you think ...?*
2. *Do you believe ...?*
3. *Are you for or against ...?*
4. *What are the advantages and disadvantages of...?*

Giving your opinion about a topic
（トピックについて自分の意見を述べる時）
Expressing a strong opinion （強い意見を述べる時）
5. *In my opinion, ...*
6. *In my view, ...*
7. *I definitely think ...*

Expressing your opinion with high certainty
（高い確信をもって意見を述べたい時）
8. *According to government data ...*
9. *There's no doubt that ...*
10. *The truth is ...*

Expressing your opinion with fair certainty
（ある程度の確信をもって意見を述べたい時）
11. *I guess that ...*
12. *I suppose ...*
13. *I believe ...*

Agreeing （同意する時）
Expressing complete agreement （完全に同意する時）
14. *Exactly, ...*
15. *Precisely, ...*
16. *That's absolutely right.*

Expressing conditional agreement
（条件付きで同意する時）
17. *I'd agree with you if ...*
18. *I partially agree, but...*

Disagreeing （同意しない時）
Expressing complete disagreement
（まったく同意しない時）
19. *I don't agree.*
20. *I'm afraid I can't agree.*
21. *I disagree entirely.*

Disagreeing diplomatically （遠回しに同意を避ける時）
22. *I'm not so sure about that.*
23. *I wonder whether that's the case.*
24. *Are you sure about that?*

Disagreeing in part （部分的に同意しない時）
25. *That's not necessarily true.*
26. *That's not exactly right.*
27. *That's only partially correct.*

Countering an argument （反論する時）
Countering directly （真っ向から反論する時）
28. *But ...*
29. *But if ...*
30. *However, ...*

Countering politely using agreement
（相手の意見を受け入れながら柔らかく反論する時）
31. *Yes, but ...*
32. *That may be true, but...*
33. *I understand, but ...*

Logical argument （論理的な論拠）
Questions using "if" (if を使って質問をする時)
34. *If ..., why ...?*
35. *What if ...?*
36. *What happens if ...?*

Strongly argued questions with "Why"
（Why を使って強気の質問をする時）
37. *Why do I have to ...?*
38. *Why should ...?*
39. *Why is it necessary ...?*

Asking for clarification （具体的な説明を求める時）
40. *Can you be a bit more specific?*
41. *What's wrong with ...?*
42. *What do you mean by ...?*
43. *Could you explain that more?*
44. *Why do you say that?*
45. *Why not?*

Topic Guide - Excerpts

Topic Guide - Excerpts
Example for 1st Year Introductory Classes

Discussion 1

Topic: Study Abroad

Article: Fear of Studying Abroad

Vocabulary

1. barrier	7. financial problem	13. human resource
2. character building	8. gap year	14. multilingual
3. compete (competition)	9. globalization	15. recruitment
4. curiosity	10. government policy	16. scholarship
5. employment	11. government subsidy	17. student loan
6. fear	12. homesickness	18. working holiday

Discussion questions
*2. What do you think are the positive and negative aspects of globalization?
*3. What do you think are the advantages/disadvantages of studying abroad?
*4. What do you think could be done to get more Japanese students to study abroad?
 5. If you have a chance to go abroad, where do you want to go?
 6. Share an experience you have had in a foreign country or communicating with a foreigner.
 7. How do you predict society will change in the next 10 years in your country?
 8. What do you think about being sent overseas to work?

An asterisk means you are required to answer the question.
＊の質問は必ず答えてください。

Discussion 2

Topic: Cell Phone in Society / Social Networks

Article: My Cellphone, My Love

Vocabulary

1. addiction	7. fraud	13. personal information
2. anxiety	8. information society	14. prohibit
3. compulsive	9. innovation	15. public transportation
4. convenient	10. interpersonal relationship	16. self-restraint
5. dependence	11. media literacy	17. technophile
6. etiquette	12. offensive	18. technophobia

Discussion questions
*2. What are some of the advantages and disadvantages of cell phones?
*3. What age do you think children should be allowed to have a mobile phone?
*4. What are some good and bad points about using social networks? Give some examples.
 5. Do you use a social networking site? If so, how do you use it? If not, why don't you use one?
 6. Do you think it should be illegal to speak on your cell phone while driving?
 7. Do you think social networking sites are benefitting or hurting society?
 8. Why do you think people are comfortable putting so much personal information on the Internet?

Discussion 1

Fear of Studying Abroad

Data disclosed by the education ministry Dec. 22 confirms that fewer and fewer Japanese students are studying abroad. After the number of students studying overseas hit a peak of 82,945 in 2004, it declined for four straight years. In 2008 it dropped a staggering 11 percent from 2007 to 66,833. Of these, 29,264 were in the United States (down 13.9 percent from 2007), 16,733 in China (down 10.2 percent) and 4,465 in Britain (down 21.7 percent).

In this age of globalization, it is imperative that Japanese develop abilities to compete and cooperate with people from other countries through the experience of living and studying abroad. The government, educators and enterprises must take necessary steps to encourage and help students to study abroad.

While the number of Japanese students studying abroad has been falling, the number of foreign students studying in Japan as of May 1 stood at a record 141,774 — a rise of 6.8 percent from a year before, according to the Japan Student Services Organization.

A likely reason for the fall in the number of students studying abroad is a fear among students that if they study abroad, they may lose the chance to find employment when they come back to Japan from their studies. This is because many enterprises stop accepting applications before students reach the fourth year of college. Students have to start visiting enterprises to find job opportunities quite early.

Enterprises can rectify the situation by changing their recruitment practice. Universities could lighten the burden of returning students by setting up a semester specially timed for their return. The government should financially help students who want to study overseas. The government and private sector should realize that a decline in the number of students studying abroad could have a devastating effect on the future of Japan.

Discussion 2

My Cellphone, My Love
By Michael Pronko

If you think Japan is cellphone-obsessed, a recent poll found that all over the world people are closer than ever to their cellphones. A recent Time survey of eight countries reported that people nowadays feel they simply cannot live without their mobile devices. Cellphones have transformed the way we live and the way we feel.

In the countries where the poll was conducted (the U.S., the U.K., China, India, South Korea, South Africa, Indonesia and Brazil), 43 percent of people said their cellphone was the first and last thing they looked at every day. An amazingly high 68 percent of respondents said they put their cellphone right next to their bed, and another 16 percent said they placed it in the bedroom while they slept. People are becoming closer to their devices than ever before.

That might not be love, but it's close. Humans have always been fond of domesticated animals and pets -- dogs, cats, horses -- but never before in human history have people developed such close relationships to technological devices. Is that cause for concern or just an interesting shift?

Whatever the answer, cellphones are very much like an addiction. One-third of those surveyed admitted that being without their phone for even short periods left them anxious. The poll found that one in five people check their phone every 30 minutes. About the same number check their phone every 10 minutes. That anxiety and compulsiveness is similar to how people sometimes act when they fall in love.

And yet, most people in the poll felt that their cellphone was a positive addition to their lives. Just over 80 percent said they felt more safe and secure knowing they could get help anytime they needed it. Most also felt having a cellphone helped them achieve a better work-life balance, partially because cellphones made business more efficient. So, even though cellphones have become a sort of fetish, the benefits were plain.

Cellphones seem to mesh with life easily and completely. A majority reported using their cellphones while doing the most basic activities in life -- riding public transportation, watching TV or attending a party. An astonishing 17 percent said they check their cellphone regardless of whom they are dining with. Cellphones distract and focus attention. What other bit of technology is so diverse and so flexible?

Cellphones are like a screen onto which we project our needs. In the future, whether cellphones adapt to humans or humans change to fit cellphones remains to be seen. Ways may yet be found in which cellphones contribute substantially to improving our personal well-being and interpersonal relationships. Will we become closer to our gadgets or, like disappointed lovers, will the relationship between human and phone somehow break up? The end of this affair will not be anytime soon.

Example for classes using TED Talks and an article

<u>Discussion 1 - Creativity</u>

Video: Ken Robinson says schools kill creativity   (19:29)
ケン・ロビンソン「学校教育は創造性を殺してしまっている」

http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

Article: How to Create Creativity

http://sixrevisions.com/creativity/how-to-create-creativity/

Discussion Questions

*3. What do you think it means to be intelligent? What do you think it means to be creative?

*4. How do you feel about your experience as a student? What good and bad experiences have you had?

 5. What problems do you see in the education system in your native country?

 6. How would you change the educational system in your native country to improve it?

 7. What do you think teachers can do to foster creativity in their students?

 8. What can we do to make creativity as important as literacy as the speaker suggests?

＊ An asterisk means you are required to answer the question.
＊の質問は必ず答えてください。

<u>Discussion 2 - Motivation</u>

Video: Dan Pink: The puzzle of motivation (18:36)
ダニエル・ピンク　「やる気に関する驚きの科学」

http://www.ted.com/talks/lang/en/dan_pink_on_motivation.html

Article: The Secret of Effective Motivation

http://www.nytimes.com/2014/07/06/opinion/sunday/the-secret-of-effective-motivation.html?_r=0

Discussion Questions

*3. What do you think about the 3 elements of the new operating system for businesses?

*4. Do you consider yourself to be a leader or a follower? Why?

 5. What motivated you to come to Tohoku University?

 6. Do you think grades are useful for motivating university students?

 7. What motivates you to work hard in your classes?

 8. Have you had a chance to be autonomous in your classes?

Discussion 1

<div align="center">How to Create Creativity
Jan 31, 2010 by Martina Skender</div>

'Creative' is the most popular adjective in the design world. Everybody wants to be a creative individual, find a creative solution, or discover a creative book. There are many synonyms for the word 'creative': *ingenious, clever, prolific, innovative, gifted, inspired, inventive, original, stimulating*. But what does this word really mean? And how can we **activate our own creativity**?

The Latin word *creatio* was originally applied solely to deeds of God. Only later, in The Renaissance Period – when man first recognized his own ability to create something new into existence – the word creativity became used for describing human accomplishments.

Creativity is a mental and social process involving the discovery of new ideas or concepts. It is the ability to make or otherwise bring into existence something new that has a value – be it a new solution to a problem, a new method or device, or a new artistic object, form or idea. Either way, the end result of creative thought is both original and useful.

A number of personality traits have been shown to be associated with creative productivity. A high degree of self-confidence is a basic need for an individual that aims to create something new, so is unconventional thought and curiosity. In order to practice creativity, one must be a master of his particular domain, while also having the autonomy to explore and the flexibility to step outside of the box.

However, having the right characteristics and even the most inspiring work conditions doesn't guarantee a creative result. Creativity techniques are thought processes or methods used to generate divergent thinking – a form of thinking which aims to produce many different ideas in a short period of time. Creativity techniques are used to release the creativity out of our brains and put it into a practical solution. Let's imagine them as "output techniques".

Three well-known techniques for igniting creativity:

Brainstorming
A term invented by Alex Osborn, and first used in his book "Applied Imagination"–Brainstorming works best in small groups of people, but can also be done individually.

The Brainstorming process starts off with the problem clearly stated and recognized by all participants. One person out of the group is chosen to write down all the ideas that are suggested in order to make them simultaneously visible to all others.

The Brainstormers suggest solution to the problem, starting from very obvious answers, and often going to the extreme.

Criticizing suggested solutions is not allowed. Every idea is accepted and written down.

Participants are to build on and develop each others' ideas.

Jean-Michel Basquiat, an American artist and the first painter of African descent to become an

international art star, depicted his own identity struggle using various symbols from Haitian, Puerto Rican and African American cultures in a brainstorming manner. Staring from simple elements – colors, shapes – later adding the more developed ones followed with words and lines connecting them.

Lateral Thinking

Lateral Thinking is a creative technique that encourages reasoning that is not immediately obvious, and ideas that may not be obtainable by using only traditional step-by-step logic. It is about **finding a solution to problems through an indirect approach**.

Edward de Bono, who coined the term Lateral Thinking (acknowledged in the Oxford English Dictionary) is regarded by many as the leading authority in the field of creative thinking, innovation and the direct teaching of thinking as a skill. De Bono claims that it is important to disrupt the conventional patterns adopted by the brain. In notes from definition on Lateral Thinking, De Bono states: "*Lateral Thinking is used for changing concepts and perceptions instead of trying harder with the same concepts and perceptions*".

To demonstrate this form of thinking, take for example a simple problem like opening a door. Now think of some new solution except the doorknob. This forces you to think about creative solutions that are close to or the extreme opposite of a doorknob. It promotes thinking outside of the box.

Albert Einstein, whose name is a synonym for genius of originality and creativity, once said: "*The problems of today will not be solved by the same thinking that produced the problems in the first place*". It is obvious that Einstein had used lateral thinking to go around existing paradigms. He used Lateral Thinking in coming up with his theories to explain the physics world to us.

Problem Reversal

In his book "What a Great Idea", Charles Thompson suggested that the only way to truly understand this world is to learn from positives as well as from negatives. Ying-Yang, Summer-Winter, Day-Night are just some examples of that.

Problem reversal method is based on **stating the problem in reverse**. Change a positive statement into a negative one. Next, try to define what something is not, change the direction or location of your perspective. This will give you the opportunity to look at your problem from radically different point of view, which might lead to completely new and unexpected practical solutions.

Rene Magritte, a famous Belgian surrealist painted this picture that shows a smoking pipe.

Below it, Magritte wrote – "*Ceci n'est pas une pipe*" (*This is not a pipe*). By explicitly stating that this is not a pipe, Magritte tricks the observer into posing a question to themselves: if it's not a pipe, what is it actually?

Naturally, the answer comes: it is **a painting**. Magritte used the problem reversal technique to emphasize the real subject of his work: a painting, rather than what that painting is supposed to represent.

Conclusion

Sir Ken Robinson, a 20th century thinker in the development of innovation and human resources,

claims that by the time kids became adults, most have lost their capacity to be creative; they have become frightened to be wrong – they **get educated out of creativity**.

Why does this happen? Is there a downside to being creative?

Encouraging creativity means encouraging departure from society's existing norms and values. Creativity's main goal is to question old ways and to find new and better ones, which is not always fitting to the world we live in. **Conformity** and **creativity** run in separate directions.

People working in the Creative industry know very good how big of a fight that is. However, don't let it beat you, keep strong and keep demanding your freedom. Arrange your environments so that they encourage freethinking. Expand your mind and give it lots of input. Apply "output techniques" and let it all out.

Creativity is waiting to be awakened, enjoy it!

http://sixrevisions.com/creativity/how-to-create-creativity/

Discussion 2

The Secret of Effective Motivation
July 4, 2014 by Amy Wrzesniewski and Barry Schwartz

THERE are two kinds of motive for engaging in any activity: internal and instrumental. If a scientist conducts research because she wants to discover important facts about the world, that's an internal motive, since discovering facts is inherently related to the activity of research. If she conducts research because she wants to achieve scholarly renown, that's an instrumental motive, since the relation between fame and research is not so inherent. Often, people have both internal and instrumental motives for doing what they do.

What mix of motives — internal or instrumental or both — is most conducive to success? You might suppose that a scientist motivated by a desire to discover facts *and* by a desire to achieve renown will do better work than a scientist motivated by just one of those desires. Surely two motives are better than one. But as we and our colleagues argue in a paper newly published in the Proceedings of the National Academy of Sciences, instrumental motives are not always an asset and can actually be counterproductive to success.

We analyzed data drawn from 11,320 cadets in nine entering classes at the United States Military Academy at West Point, all of whom rated how much each of a set of motives influenced their decision to attend the academy. The motives included things like a desire to get a good job later in life (an instrumental motive) and a desire to be trained as a leader in the United States Army (an internal motive).

How did the cadets fare, years later? And how did their progress relate to their original motives for attending West Point?

We found, unsurprisingly, that the stronger their internal reasons were to attend West Point, the more likely cadets were to graduate and become commissioned officers. Also unsurprisingly, cadets

with internal motives did better in the military (as evidenced by early promotion recommendations) than did those without internal motives and were also more likely to stay in the military after their five years of mandatory service — *unless* (and this is the surprising part) *they also had strong instrumental motives*.

Remarkably, cadets with strong internal and strong instrumental motives for attending West Point performed worse on every measure than did those with strong internal motives but weak instrumental ones. They were less likely to graduate, less outstanding as military officers and less committed to staying in the military.

The implications of this finding are significant. Whenever a person performs a task well, there are typically both internal and instrumental consequences. A conscientious student learns (internal) and gets good grades (instrumental). A skilled doctor cures patients (internal) and makes a good living (instrumental). But just because activities can have both internal and instrumental *consequences* does not mean that the people who thrive in these activities have both internal and instrumental *motives*.

Our study suggests that efforts should be made to structure activities so that instrumental consequences do not become motives. Helping people focus on the meaning and impact of their work, rather than on, say, the financial returns it will bring, may be the best way to improve not only the quality of their work but also — counterintuitive though it may seem — their financial success.

There is a temptation among educators and instructors to use whatever motivational tools are available to recruit participants or improve performance. If the desire for military excellence and service to country fails to attract all the recruits that the Army needs, then perhaps appeals to "money for college," "career training" or "seeing the world" will do the job. While this strategy may lure more recruits, it may also yield worse soldiers. Similarly, for students uninterested in learning, financial incentives for good attendance or pizza parties for high performance may prompt them to participate, but it may result in less well-educated students.

The same goes for motivating teachers themselves. We wring our hands when they "teach to the test" because we fear that it detracts from actual educating. It is possible that teachers do this because of an overreliance on accountability that transforms the instrumental consequences of good teaching (things like salary bonuses) into instrumental motives. Accountability is important, but structured crudely, it can create the very behavior (such as poor teaching) that it is designed to prevent.

Rendering an activity more attractive by emphasizing both internal and instrumental motives to engage in it is completely understandable, but it may have the unintended effect of weakening the internal motives so essential to success.

http://www.nytimes.com/2014/07/06/opinion/sunday/the-secret-of-effective-motivation.html?_r=1

<div align="center">Example for Classes Using two Ted Talk videos</div>

Discussion 1

Video 1:   Ken Robinson says schools kill creativity　（19:29）
             ケン・ロビンソン「学校教育は創造性を殺してしまっている」

             http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

Video 2:   Ramsey Musallam: 3 rules to spark learning (6:30)
             ラムジー・ムサラム　「学びを輝かせる３つのルール」

             http://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning.html

Discussion Questions:
    ＊3.　What do you think it means to be intelligent? What do you think it means to be
        creative?
    ＊4.　How do you feel about your experience as a student? What good and bad experiences
        have you had?
    ＊5.　What problems do you see in the education system in your native country?
      6.　How would you change the educational system in your native country to improve it?
      7.　What do you think about Ramsey's 3 rules?
      8.　What do you think motivates students to learn?

＊ An asterisk means you are required to answer the question.
    ＊の質問は必ず答えてください。

Discussion 2

Video 1:   Simon Sinek: How great leaders inspire action (18:05)
             サイモン　シネック：優れたリーダーはどうやって行動を促すか

             http://www.ted.com/talks/lang/en/simon_sinek_how_great_leaders_inspire_action.html

Video 2:   Derek Sivers: How to Start a Movement　（3:10)
             デレク・シヴァーズ　「社会運動はどうやって起こすか」

             http://www.ted.com/talks/derek_sivers_how_to_start_a_movement.html

Discussion questions:
    ＊3.　What kind of experiences have you had with being a leader or follower? Explain.
    ＊4.　Give an example of a movement in your native country. How did it start?
      5.　What skills do you think a good leader needs?
      6.　How would you describe a bad leader? Give an example of a bad leader.
      7.　What company in your country do you think is innovative and why do you think so?
      8.　Who do you think is a great leader in the history of your country? Why?

Discussion Model (video & article)

Preparation

Discussion

Reaction

Part A

Name_____ Name Card # [   ]

Discussion Number <u>Model Discussion</u>
Topic: _____

Superior	4
Fully Prepared	3
Satisfactory	2
Could Do Better	1

OK
X

Discussion Questions:
1. <u>What do you think about the video?</u>
A1. I agree with this presentation. I think schools kill creativity, too. In fact, children have extraordinary capacities for innovation. I like children, because when I talk with children they often say something funny or clever that I think is creative. In school, adults and teachers judge a student by their score. So, those things that are easy to give a score to become important. I think this kills creativity.

2. <u>What do you think about the article?</u>
A2.   I liked the article because it gives useful tips for being more creative. Although we often hear how important it is to be creative, it is difficult to understand how to become more creative. This article gives us specific ways to change our way of thinking and examples of how these have been put into practice. I can understand easily how these methods are used. I would like to try to improve my own creativity and will try to use some of the methods provided in this article.

* 3. <u>What do you think it means to be intelligent? What do you think it means to be creative?</u>
A3. I have studied in school most of my life. So, I tend to think that an intelligent person is a person who gets a high score. But now, in university, I have met a lot of different types of people and I notice that intelligence does not only mean getting a high score. I think creative people tend to do things that ordinary people can't do.

* 4. <u>How do you feel about your experience as a student? What good and bad experiences have you had?</u>
A4. I am mostly satisfied with my experience as a student. When I was younger I was disappointed that I couldn't draw well or sing well, but when I got a good score it made me and the adults around me happy. My one bad experience was that everyone assumed that I would go to university. I am happy to be at Tohoku University, but I don't think it is necessarily good to force a student to go to university.

5. <u>What problems do you see in the education system in your native country?</u>
A5. I think the university entrance examination system is a bad point in Japan. We study for the examination, and succeeding is the main goal. The point of education, especially in high schools, is to study for the university entrance exam. Schools do not encourage students to study something they are interested in. I think this is a very bad situation.

7. <u>What do you think teachers can do to foster creativity in their students?</u>
A7.   I think teachers should give us opportunities to use the methods described in the article. Actually, I have used "brainstorming" in one of my writing classes, so I can understand how much it can help. I would never have come up with such good ideas without using it. I also think it would be easy for teachers to provide opportunities to use "problem reversal" and "lateral thinking" in the classes by guiding the students with the right questions.

Write your own question related to this topic and write your answer.
   Original Question: <u>What did your parents do to help you become more intelligent and creative?</u>
A9. My parents wanted me to meet different kinds of people and experience different ways of thinking, so they enrolled me in an international preschool. I think this helps me to be creative because I often think differently from my classmates. To help with intelligence, my parents made me go to cram school and various other activities.

Part B

Name_____ Name Card # [_____]

Discussion Number   <u>Model Discussion</u>
Topic: _____

Superior	4
Fully Prepared	3
Satisfactory	2
Could Do Better	1

(OK X)

Discussion Questions:

1. <u>What do you think about the video?</u>
B1. I also think schools squander the creativity of children. Today, lots of students seek to find only one right answer and after that they stop thinking. However, creativity is different from that situation. Finding various answers or ideas to a problem is a way to improve your creativity. Thinking about things like children is the best way to develop creativity.

2. <u>What do you think about the article?</u>
B2.   The article helped me better understand what "creativity" means. I felt I might be the only one who didn't really understand what being creative meant, but she said most people don't really know. Now, I understand that it is creating new ideas and concepts. She also provides an explanation of ways that we can become more creative. I think I will try to follow her advice and use some of these techniques for group projects in the future.

* 3. <u>What do you think it means to be intelligent? What do you think it means to be creative?</u>
B3. I feel that intelligent and creative are a little different. Intelligent people know a lot of things such as history, science, and so on. In contrast, creative people invent surprising things and I think innovation is a kind of creativity. Creative is similar to making something new.

* 4. <u>How do you feel about your experience as a student? What good and bad experiences have you had?</u>
B4. During my student life I can experience many wonderful things. Studying and making new friends are the main point of my life. A good point is that I can get a lot of information about the world through classes. However, I feel I studied too much when I was a high school student. I should have played with my friends more.

5. <u>What problems do you see in the education system in your native country?</u>
B5. Among the subjects I have studied, I think English is the most important. A lot of Japanese students can read English, listen to conversation in English, and write in English, but we cannot speak English since it is not an essential part of the education curriculum. So, I feel the Japanese government should change the education system in such a way that we can become better speakers of English.

6. <u>How would you change the educational system in your native country to improve it?</u>
B6. Recently, elementary school students have started to study English and this is good for them to improve their English skill. In addition, schools should give students more opportunity to speak English because people who can speak English are able to use English as a tool.

Write your own question related to this topic and write your answer.
   Original Question: <u>Do you think of yourself as being an intelligent or creative person?</u>
B9. I think of myself as being more intelligent than creative. But, I need to be more creative because my dream is to start my own company after I finish university. Sometimes I try to think about something creatively, but I usually fail. Maybe by practicing the techniques mentioned in the article, I will be able to improve. Being creative in business is so important, but Japanese have little experience with this.

Part C

Name_____   Name Card # [   ]

Discussion Number   <u>Model Discussion</u>
Topic: _____

Superior	4
Fully Prepared	3
Satisfactory	2
Could Do Better	1

OK
X

Discussion Questions:

1. <u>What do you think about the video?</u>
C1. His presentation is very interesting. But, I couldn't grasp everything, so, I couldn't laugh when the audience laughed. I agree with him that every education system on earth has the same hierarchy of subjects. It's true that a fixed education system kills creativity, but I think it's necessary for children to adapt to this kind of society.

2. <u>What do you think about the article?</u>
C2. I think the article gives very good ideas about creativity and how to become more creative, but I was most interested in what was said at the end. The author says that conformity and creativity run in separate directions. As Japanese we live in a society that values conformity and are used to thinking and acting in similar ways, so I wonder whether the techniques provided will help us or create problems for us in school and in life.

* 3. <u>What do you think it means to be intelligent? What do you think it means to be creative?</u>
C3. I think to be intelligent means having good abilities to understand, think, and find an answer to a difficult problem. To be creative means having good ability to invent something that other people have not thought of.

* 4. <u>How do you feel about your experience as a student? What good and bad experiences have you had?</u>
C4. I don't have a bad impression of school. There were many rules but they were not so strict. So, I wasn't uncomfortable in school. But, my junior high school and high school were both all boys so it was very boring.

5. <u>What problems do you see in the education system in your native country?</u>
C5. In junior high school and high school there is no discussion class. I think this is one reason that Japanese are not good at discussion. There is also a problem with English education. Nowadays, many elementary schools teach English. I oppose it because I think elementary school students need to develop their ability to use Japanese.

8. <u>What can we do to make creativity as important as literacy as the speaker suggests?</u>
C8. The first thing is educating people about creativity and how to develop it. Administrators and teachers need to be aware of the importance of creativity for success in life and need to be trained in ways to develop creativity in their students. The methods in the article are a good starting point, but teachers should be required to attend workshops to practice using these methods.

Write your own question related to this topic and write your answer.
   Original Question: <u>What activities in junior high or high school helped you develop creativity?</u>
C9. My science teacher pushed us to think of original ways to do things or to try to explain why something happened rather than just telling us the reason why. For example, he had us mix various chemicals together and try to explain why we thought a certain reaction happened. It was really difficult, but really interesting because groups came up with very different answers.

MODEL DISCUSSION
Beginning of Class
①Write Original Question on the Blackboard
  You should write your original question on the front or back blackboard before the start of the   class.
②Preparation Check
  At the start of class you should have your preparation worksheet on top of your desk so that the teacher can view it and stamp it.
③Group Assignment
  The teacher will assign you to a group and you should go to the location of the group and arrange the desks.
④Warming up for Discussion
  For warm-up you should read the answers you have written on your preparation worksheet out loud until the teacher tells you to stop.

Part A: Leader / Participant   Part B: Participant   Part C: Participant

1	A:	First, let's share our impressions and opinions about the video.
2	A:	C's name , what do you think about Ken Robinson's presentation?
3	C:	read C1 from preparation worksheet
4	A:	I couldn't grasp everything either the first time I watched it. But, the second and third time I could laugh a little. You said that "it's necessary for children to adapt to this kind of society." Would you please explain what you mean by this in more detail?
5	C:	I know I sound strict, but I think no society exists where everyone can do only what they want. I have seen my parents and know that there is little freedom in a job.
6	A:	B's name , what do you think about this presentation?
7	B:	read B1 from preparation worksheet
8	C:	I think this is a big problem. I also want to find the one correct answer to a problem. I feel I have been trained this way. This is a kind of mind control which negatively affects creativity.
9	B:	I am the same. But, now in university I am trying to change this habit.
10	A:	For question 1 my answer is … read A1 from preparation worksheet
11	B:	I have a little brother and he always surprises me by saying some really clever things. I wonder when this will change and he will lose his creativity.
12	A:	My little sister is the same way.
13	C:	I agree with you that schools focus too much on scores, but I also believe scores are important. If there were no scores I think there would be chaos.
14	A:	There is some truth to that. It is my belief that the balance has to be changed.
15	A:	Now, let's talk about the article. I'd like each person to read their answer and then we can discuss. I will begin, then B's name and then C's name .
16	A:	read A2 from preparation worksheet

17	B:	read B2 from preparation worksheet
18	C:	read C2 from preparation worksheet
19	A:	Thank you. We all seem to be interested in the suggestions for being creative. Now, let's talk about the required questions – number 3 and number 4.
20	A:	B's name, what do you think it means to be intelligent? What do you think it means to be creative?
21	B:	read B3 from preparation worksheet
22	A:	My answer is very similar. read A3 from preparation worksheet
23	C:	We all think the same. My answer is read C3 from preparation worksheet
24	A:	Do either of you know someone who you consider to be creative?
25	B:	Yes. One of my grandfather's friends is 90 years old. He is a self-taught artist and has won some awards. I really like his paintings and I think he is creative.
26	C:	I have a friend who loves computer programming. He is always trying to create new apps. I think he is very creative. What about you, A's name?
27	A:	I don't really know anyone who I think is creative like those people. Now, let's share our answers for question 4. How do you feel about your experience as a student? What good and bad experiences have you had? I'll begin. read A4 from preparation worksheet
28	B:	How did you decide to come to Tohoku University?
29	A:	My father studied here, so he just assumed I would study here as well. Fortunately, I am interested in engineering, so Tohoku University is a good place for me. But, I didn't even think about going to a different university. What about you?
30	B:	I really wanted to go to Tokyo University, but my scores weren't good enough so I came here. My answer to question 4 is read B4 from preparation worksheet
31	C:	Did you really study so much?
32	B:	Yes, I studied until late every night and then I attended special classes every Sunday to prepare for the university entrance exam.
33	A:	How did you answer number 4, C's name?
34	C:	read C4 from preparation worksheet
35	A:	Why did you go to such a school?
36	C:	It was a family tradition, so I didn't really have any choice.
37	A:	Now, let's move on and talk about the problems in the education system. B's name, what problems do you see in the education system?
38	B:	read B5 from preparation worksheet
39	A:	Did you have any English speaking classes in high school?

40	B:	No, all of my classes were focused on grammar to pass the Center test.
41	A:	For question number 5, I wrote about the university entrance exam. read A5 from preparation worksheet
42	B:	That's exactly what I think.
43	C:	My answer is a little bit different. read C5 from preparation worksheet
44	A:	I agree with you about the discussion class, but I disagree with you about studying English in elementary school.
45	B:	Me, too. I think we should first learn discussion skills in Japanese before discussing in English. But, since there are no such classes we have to learn discussion using English. As for studying English in elementary school, I think it's OK. I think there is research that shows it is helpful to learn languages when you are young.
46	C:	I would like to know about that research. But, I'm sure we need to improve how Japanese is taught. I will check about that research.
47	A:	We have surely identified some problems. Now, let's talk about the other questions. Did anyone answer question 6 – How would you change the educational system in your native country to improve it?
48	B:	Yes. read B6 from preparation worksheet
49	C:	As I said earlier, my opinion about studying English in elementary school is different. I don't think English needs to be studied in elementary school. I think the reason that Japanese are not good at English is because of the way of education, not the amount of English classes.
50	A:	Surely, only studying something a lot does not always lead to good results. We have to consider other factors when finding solutions. I answered question 7 – What do you think teachers can do to foster creativity in their students? read A7 from preparation worksheet
51	C:	I answered question 8 – What can we do to make creativity as important as literacy, as the speaker suggests? read C8 from preparation worksheet
52	B:	I definitely agree that teachers should be better educated about developing creativity in their students.
53	A	Now, let's talk about our original questions. My original question is "What did your parents do to help you become more intelligent and creative?" read A9 from preparation worksheet C's name, what do you think about the way your parents educated you?
54	C:	I like the way my parents educated me. My father was very busy but when he was home he talked to me a lot about my studies and about my future. My discussion ability comes from talking so much with my parents.
55	B:	I felt a little pressure from my parents to always study.
56	A:	What is your original question, B's name?
57	B:	Do you think of yourself as being an intelligent or creative person? read B9 from preparation worksheet
58	C:	Me, too.

59	A:	Me, too. What's your question, C's name?
60	C:	What activities in junior high school or high school helped you develop creativity? read C9 from preparation worksheet
61	B:	I had a couple of really good teachers, who had us work in groups to come up with answers. I really learned a lot from my classmates. These activities also helped me make some good friends, so I really enjoyed my school life.
62	A:	We have a couple of more minutes so let's talk about the original questions of some other students. Choose some questions from the Original Question List and talk about them.

Original Question List

1. What do you think about Japanese education?

2. What do you think is the problem with English education in Japan?

3. What kind of education do you want to see in elementary, junior high, and high school?

4. Do you think clever and creative are opposites?

5. Have you ever been taught by a very good or very bad teacher?

6. If you are given authority, what decision would you make to change the education system?

7. What subjects do you think are important for your own life?

8. Have you studied any kind of art outside of school?

9. If you become a teacher, how will you teach?

10. In the future, how should we bring up children?

11. Do you want to be a teacher?

12. What do you think about studying English in the Japanese education system?

13. Should we increase the amount of time students study technical subjects?

14. Which subjects did you like in high school?

15. What do you think about achievement tests?

16. What do you think about the way your parents educated you?

17. What do you think about home education?

18. Which do you think you are, a creative or intelligent person, or both?

19. Did you like your junior high and high school?

20. What do you think about the six-year education system combining junior and senior high school?

21. How will you teach your children?

22. What do you think about yutori kyouiku?

23. What is your image of a good teacher?

24. What do you think of Japanese universities?

25. If you have a certain specialty or skill, would you still go to university?

26. What do you do to develop your creativity?

27. Do you think that art and music should be required subjects in university?

Appendix 3

Example of a Reaction　リアクションの例

Name:　Ichiro Watanabe　　　　　　　　Name Card # [　　99　　]

Evaluation	Score
AA: 11　A: 10　B: 9, 8　C: 7, 6　D: 5…	

Speaking Habit Score (Circle your score)
Percentage of your speaking in English
Less than 95%　　　95% - 98%　　　99% - 100%
　　　1　　　　　　　　2　　　　　　　③

Reaction (Write in paragraphs in English)

I think that today's topic is very important. Many people all over the world are concerned about the problems of education. Through Ken Robinson's presentation and the discussion I could understand many things.

First, one of my classmates suggested that one of the education system problems in Japan is the compulsory education system. He said that while this system has many good aspects it also means that all students are allowed to graduate even if they don't study well. I listened to his idea and I think that this is a problem, too. Although this problem is very difficult to solve, some people are trying to address it. For example, the mayor of Osaka, Mr. Hashimoto, said that elementary and junior high school students who do not have passing grades will have to repeat that year in school. I think this idea is a method to solve an educational problem, but it also is an example of how schools kill creativity. This creates an environment where only the grades of certain subjects are important and all other subjects become unimportant. So, I don't think this is a good result.

Another thing I talked about with my classmates was the difference between intelligent and creative. I think they are different, but I could not explain what the main difference is, so during these discussions I asked my classmates what they thought. One person said that when intelligent people work they need direction from a boss or some other person, but creative people can find and discover work or something on their own. This explanation is very useful and gives me hope that I can be a creative person.

Finally, we discussed about "*yutori kyoiku*". At first I felt that it is good because we don't have to study hard. However, after hearing some ideas, my opinion changed. One student said that younger people study hard now because they did not experience "*yutori kyoiku*" and we have to compete with these people. They are more intelligent and creative, so now I resent it and feel I have to study more to keep up with them. This was a very bad policy by the government and shows how important educational policy decisions are.

Preparation Worksheet

Appendix 4

Name_____ Name Card # [_____]

Due Date _____

Discussion #_____

Topic: _____

Superior	4
Fully Prepared	3
Satisfactory	2
Could Do Better	1
Unprepared	0

OK
X

Discussion Questions:

1. What do you think about the article?

----

*2._____

----

*3._____

----

*4._____

__._____

Write your own question related to this topic and write your answer.

Original Question: _____

Name_____   Name Card # [   ]

Due Date _____
Discussion Number _____

Topic: _____

Superior	4
Fully Prepared	3
Satisfactory	2
Could Do Better	1
Unprepared	0

OK
X

Discussion Questions:

1. What do you think about the video?

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2. What do you think about the article?

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*3._____

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*4._____

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Write your own question related to this topic and write your answer.
Original Question: _____

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Appendix 4

Name_____   Name Card # [   ]

Due Date _____
Discussion Number _____

Topic: _____

Discussion Questions:
1. What do you think about the Video 1?

<table>
<tr><td>Superior</td><td>4</td></tr>
<tr><td><u>Fully Prepared</u></td><td>3</td></tr>
<tr><td>Satisfactory</td><td>2</td></tr>
<tr><td>Could Do Better</td><td>1</td></tr>
<tr><td>Unprepared</td><td>0</td></tr>
</table>

OK
X

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2. What do you think about Video 2?

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*3._____

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*4._____

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Write your own question related to this topic and write your answer.
Original Question: _____

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Reaction Form

Name: _____   Name Card # [_____]

Evaluation AA: 11 A: 10 B: 9, 8 C: 7, 6 D: 5...	Score

Speaking Habit Score (Circle your score)
Percentage of your speaking in English

Less than 95%	95% - 98%	99% - 100%
1	**2**	**3**

Reaction (Write in paragraphs in English)

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5 ....
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10 ....
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35 ....

Casual Conversation Worksheet

Appendix 6

Casual Conversation by Topic

				1 回	2 回	3 回
Name:			Name Card # [			]
		Put a check mark ✔ for each question you talk about.	1 回	2 回	3 回	
College / Student Life						
	1	What time do you usually come to school?				
	2	How long does it take you to come to school? How do you come to school?				
	3	What subject do you like / dislike? What subject are you good at?				
	4	What language are you learning as a second language?				
	5	What do you usually eat for lunch?				
	6	What do you think of the Tohoku University cafeteria?				
	7	What club or university circle do you belong to?				
	8	How many hours do you study a day?				
	9	Do you live alone?				
	10	Do you come to the university on Saturday?				
	11	Who is your favorite teacher in this university?				
	12	Where is your favorite place in this university?				
Part-time job						
	1	Do you have a part-time job? What kind of part-time job do you want to get?				
	2	What kind of part-time job do you have?				
	3	Why did you choose your part-time job?				
	4	How did you find your part-time job?				
	5	How often do you work a week?				
	6	How much is your hourly wage?				
	7	What are the good and bad points of your part-time job?				
	8	How do you use the money you earn from your part-time job?				
	9	How many hours a week should a student work?				
	10	Do some students work too many hours doing a part-time job?				
Home/Moving						
	1	Which do you like, a Japanese or Western style room?				
	2	Where would you like to move to in the future?				
	3	What kind of home interior do you like?				
	4	What do you think are the good and bad points of living at home?				
	5	What do you think are the good and bad points of living alone?				
	6	How much is the rent of your apartment?				
	7	How many times have you moved?				
	8	How did you find your apartment in Sendai?				
	9	Do you have a dream of owning a house some day?				
	10	After you finish university do you want to live at home again?				
	Comment:					
	Original Question:					

Casual Conversation by Random Questions

Name:		Name Card # [		]	
	Put a check mark ✔ for each question you talk about.		1 回	2 回	3 回
1	What do you want to do in your university life?				
2	What movie do you think is the worst you have ever watched?				
3	What do you think are your strong points / weak points?				
4	What do you do at your home after school?				
5	What do you think about marriage?				
6	Where do you want to go in the future?				
7	Have you eaten *wanko* soba?				
8	What is your favorite place?				
9	Do you like traveling alone?				
10	What kind of Pokemon do you like?				
11	What club or student circle are you interested in at Tohoku University?				
12	Do you have a pet?				
13	Do you like to take pictures with your cell phone?				
14	How did you choose Tohoku University?				
15	What thing that you own do you like the best?				
16	Why don't many Japanese believe in God?				
17	Who is a person you want to speak to?				
18	What sports do you like?				
19	What do you think about your present life?				
20	What time do you get up in the morning on a holiday?				
21	Do you like your hometown?				
22	What has surprised you about Tohoku University?				
23	What kind of fish do you like?				
24	Are you comfortable speaking to women/men?				
25	Do you like reading books?				
26	Do you have your driver's license?				
27	What food that is cooked by your mother do you like?				
28	What's the best memory in your life?				
29	What type of person do you like?				
30	What do you think about religion?				
31	What do you think of Japanese lifestyle?				
32	What country do you want to visit the most?				
33	What is the purpose of your studying?				
34	Do you like speaking English?				
35	What kind of TV show do you like?				
Comment:					
Original Question:					

Three Major Problems in Your Country / The World Worksheet

Name_____   Name Card # [   ]

Superior	4
Fully Prepared	3
Satisfactory	2
Could Do Better	1
Unprepared	0

OK
X

Version 1:   Select three major problems in your country now.

Version 2:   Select three major problems in the world today.

Describe each problem and how you think it could be solved.

Problem 1: _____

Problem 2:_____

Problem 3:_____

Final Discussion Homework Worksheet

Name_____   Name Card # [   ]

<u>Final Discussion Homework</u>   Due Date: _____
1. Find an article in English on a topic you are interested in.
2. Document where the article is from and staple a copy of it with this paper. The staple should be placed in the upper left hand corner. Articles from the Internet must have a full web address.
3. Write the topic of the article.
   Topic: _____

Write 5 Discussion Questions for this topic with your answers.
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2._____
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4._____
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Name_____ Name Card # [_____]

<u>Final Discussion Homework</u>   Due Date: _____

1. Find a video on TED Talk on a topic you are interested in and write the following information.
   a. Title of talk: _____
   b. Name of speaker: _____
   c. Length of video: _____

Write 5 Discussion Questions for this topic with your answers.

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4._____
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5._____
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Author Profiles

Daniel Eichhorst

Prior to coming to Tohoku University in 2010, Daniel taught for 18 years at Shokei Gakuin Junior & Senior High School in Sendai. He obtained Professional Education Certification through the University of Washington, USA and also has Japanese high school teacher certification.

Daniel is active in program and curriculum design with his major projects involving development of extensive reading and discussion-based curriculums. He is a co-author of the Tohoku University Extensive Reading Manual and in 2015 was awarded the Tohoku University President's Education Award and Tohoku University Higher Education Contribution Award.

Todd Enslen

Todd earned his MATESOL degree from the University of Illinois in 1998 and has a total of 20+ years of teaching experience at mostly the junior college, university, and graduate levels in Japan. He has been at Tohoku University as an English Language Lecturer in the IEHE faculty for over six years.

Since coming to Tohoku University, Todd's role within IEHE has steadily diversified. He cooperates with the Center for Professional Development to offer teacher training workshops on teaching in English, active learning and teaching English as a Foreign Language. In addition, he has helped set up and coordinate study abroad programs.

Ben Shearon

A Lecturer at Tohoku University, Ben Shearon also has experience teaching in Japanese elementary, junior and senior high, and private language schools. He serves as an educational advisor to Cambridge English language school and Nika Junior and Senior High School in Sendai.

Ben also works as a teacher trainer, conducting presentations and workshops throughout Asia. His main areas of interest are program and curriculum design, extensive reading, self-access and technology in language learning, and presenting skills. He is a presenting skills consultant for Oxford University Press and co-author of the Tohoku University Extensive Reading Manual.

著者略歴

ダニエル・アイコースト
講　師

2010年に東北大学に移るまで，ダニエルは仙台にある尚絅学院中学校・高等学校で18年間にわたり教鞭を執っていました。アメリカのワシントン大学で教員資格（Professional Education Certification）を取得し，日本の高校教員免許も持っています。

ダニエルは多読とディスカッションに基づくカリキュラムの開発という自身の主要プロジェクトを通じて，プログラムとカリキュラムの設計に積極的に取り組んでいます。東北大学多読マニュアル（PDブックレットvol. 4：ER@TU－多読のすすめ）の共同執筆者であり，2015年には東北大学総長教育賞と東北大学全学教育貢献賞を受賞しました。

トッド・エンスレン
講　師

トッドは1998年にイリノイ大学で英語教授法修士号（MATESOL）を取得しており，日本の短期大学，大学，大学院の各レベルを中心に合計20年を超える指導経験があります。東北大学では 6 年以上にわたり，高度教養教育・学習者支援機構（IEHE）の英語講師を務めています。

東北大学に着任して以来，高度教養教育・学生支援機構におけるトッドの役割は着実に広がっています。大学教育支援センターと共同で，英語による授業，能動的学習，外国語としての英語教育に関する教員向けの研修ワークショップを開催するとともに，留学制度の整備と調整にも力を注いでいます。

ベン・シャーロン
講　師

東北大学講師のベン・シャーロンは，日本の小学校，中学校，高等学校，および私立の語学学校での指導経験があります。仙台にあるケンブリッチイングリッシュ英会話スクールと仙台二華中学校・高等学校の教育顧問を務めています。

また，教員指導も手がけており，アジア各地でプレゼンテーションやワークショップを実施しています。主な関心分野はプログラムとカリキュラムの設計，語学学習における多読と自己学習とテクノロジー，および表現スキルです。オックスフォード大学出版局の表現スキルコンサルタントを務めるとともに，東北大学の多読マニュアル（PDブックレットvol. 4：ER@TU－多読のすすめ）の共著者でもあります。

History and Evolution of the PDR Method

The PDR Method emerged from the fertile ground of Daniel Eichhorst's 20-year career teaching English in Japan, in response to perceived student need for opportunities to practice discussion, extensive speaking, and extensive writing within a coherent framework. In this section, he reviews his experiences.

Timeline

2007   noticed the need for discussion method

2008   first iteration of PDR

2009   second iteration of PDR

2010   adaptation of PDR to a different teaching context

2011   third iteration of PDR

2012   other teachers adopt PDR

2013   more teachers adopt PDR

2014   alternative versions of PDR

2015   PDR Method Handbook written

2016   PDR Method Handbook published

2007 The Seed

In 2007-2008 I started teaching at the university level as a part-time teacher at Miyagi Gakuin Women's University where I was asked to teach a class called Discussion Seminar for juniors and seniors in the English Literature Department. I investigated the few textbooks available for such a course; chose one; and followed its curriculum. By the end of the first semester I concluded that the textbook was not generating what I consider to be discussion, which I define as the free exchange of opinions, ideas and information about a specific topic. Therefore, I determined that it was necessary to develop my own materials to do a discussion class successfully.

2008 Green Shoots

In 2008-2009 I again taught the Discussion Seminar class at Miyagi Gakuin Women's University and used Version 1 of my original discussion class materials. The system implemented for Version 1 was as follows:

Preparation Step (homework):

1) Learners read an article in English.

History and Evolution of the PDR Method

　PDRメソッドは，ディスカッションやスピーキングやライティングを首尾一貫した枠組みの中で徹底的に練習する機会が学習者には必要であるという認識の下で，20年間にわたって日本で英語教育に携わってきたダニエル・アイコーストの豊富な経験から誕生したものです。著者あとがきとして，彼の経験を振り返ります。

経緯

　　2007年　ディスカッション方式の必要性を認識

　　2008年　PDR第１版

　　2009年　PDR第２版

　　2010年　異なる教授環境へのPDRの適用

　　2011年　PDR第３版

　　2012年　他の教員がPDRを採用

　　2013年　さらに多くの教員がPDRを採用

　　2014年　PDR別版

　　2015年　PDRメソッドハンドブックを執筆

　　2016年　PDRメソッドハンドブックを出版

2007年　きっかけ

　　私は2007-2008年度に宮城学院女子大学の非常勤講師として大学レベルで教え始め，英文学科の３，４年生向けに設けられたディスカッションゼミと呼ばれる授業を担当することになりました。そこで，こうしたコース向けの教科書をいくつか調べ，１冊を選んでそのカリキュラムに沿って教えました。しかし，前期が終わるころには，その教科書が私が考えるディスカッションの姿，つまり，特定のテーマに関する意見や考えや情報の自由なやりとりという私の定義に見合うものを生み出していないという結論に至りました。そのため，実りあるディスカッションの授業を行うためには，独自の教材を開発する必要があると判断しました。

2008年　芽生え

　　2008-2009年度も再び宮城学院女子大学のディスカッションゼミの授業を担当し，自作のディスカッション授業教材の第１版を使用しました。第１版で実施したのは，以下のような体系でした。

　　　予習段階（宿題）：
　　　1）学習者が英語の記事を読みます。

2) Learners completed a preparation worksheet which required them to write 4 vocabulary words related to the topic and answer 5 or 6 assigned questions.

Discussion Step (in-class):

3) Each learner wrote a vocabulary word on the blackboard at the start of class.
4) The teacher went over the vocabulary words.
5) The teacher assigned learners to groups of 4 learners with some groups of 5.
6) Learners read the assigned article out loud as a warm up activity.
7) Learners did three discussions of 15-20 minutes.
8) Learners picked up a reaction paper at the end of class.

Reaction Step (homework):

9) Learners wrote a reaction to be submitted at the start of the next class.

Various problems became evident during the year.

Preparation Step

1) Some learners did not do the preparation worksheet at all or did it inadequately.
2) Learners with inadequately completed preparation worksheets would be filling them out during class.

Discussion Step

3) It was clear that in a group of 5 students the overall participation dropped in terms of amount of speaking and attention of the learners. The physical distance between learners also made it difficult for learners to hear.

Reaction Step

4) The most conscientious learners spent too much time writing a reaction and turned it into a major writing project. Since they also had to do the preparation for the next discussion the time required to do the reaction and preparation became a burden.
5) If a learner was absent the week following it meant that the final processing for one discussion might take several weeks.

2）学習者は，トピックに関連する単語を 4 つ書き出し，所定の5〜6題の質問に答えることを求められるプレパレーションワークシートを完成させます。

ディスカッション段階（授業中）：
　　3）授業の最初に，学習者 1 人ひとりが黒板に単語をひとつずつ書きます。
　　4）教員がそれらの単語を点検します。
　　5）教員が学習者を 4 人ずつグループに分けます（一部のグループは 5 人）。
　　6）ウォームアップのための活動として，学習者は指定された記事を音読します。
　　7）学習者が15〜20分間のディスカッションを 3 回行います。
　　8）授業の最後に，学習者はリアクションの用紙を受け取ります。

リアクション段階（宿題）：
　　9）学習者はリアクションを記入し，次の授業の最初に提出します。

この年度中に，さまざまな課題が明らかになりました。

予習段階：
　　1）一部の学習者はプレパレーションワークシートにまったく取り組まないか，取り組みが不十分でした。
　　2）プレパレーションワークシートが未完成の学習者は，いつも授業中に記入していました。

ディスカッション段階：
　　3）学習者が 5 人のグループでは，スピーキングの量と学習者の集中という点で，総合的に見て明らかに参画の水準が下がりました。学習者間の物理的な距離も，聞き取りの妨げになりました。

リアクション段階：
　　4）特に勤勉な学習者たちはリアクションを書くことに時間を使いすぎて，ライティングの一大プロジェクトと化してしまいました。学習者は次回のディスカッションの予習もしなければならないため，リアクションと予習に必要な時間が重荷になりました。
　　5）学習者が翌週欠席すると，ひとつのディスカッションの最終的な処理に数週間かかりかねませんでした。

2009 Sapling

In 2009-2010 I tried to rectify some of the issues I encountered the previous year and rolled out Version 2 of the materials and system. The major changes were:

Preparation Step

1) At the very start of class the teacher visually assessed the preparation worksheet and stamped it with either an OK (positive) or X (negative) stamp.

Discussion Step

2) Group size was limited to 4 and 3 learners.

3) Due to the change in the reaction writing less time was spent going over vocabulary.

Reaction Step

4) Rather than assigning the reaction as homework, learners wrote the reaction immediately following the third discussion. Reaction writing time was 15 minutes.

Results

The solutions implemented were successful. In particular, the reaction of learners to the visual inspection and stamping of their preparation worksheet was interesting. After the first class where a number of learners received a negative X stamp all learners who attended the class came with a completed preparation worksheet. This significantly improved the smooth operation of the class.

Problems encountered with Version 2:

Two logistical problems became clear during class: it was difficult for the teacher to keep track of how students were performing during the discussions without knowing all their names, and organizing student assignments using their official registration numbers was time-consuming. To address the problems students were given name signs to display on their desks during class time and a two-digit class number to use for their assignments.

2010 New Growth

In 2010-11 I started teaching at Tohoku University and used the PDR Discussion Method in the sophomore English communication class and introduced it in the last 3 classes of the freshman communication class.

2009年　成長

　　2009-2010年度は前年に遭遇した課題の一部を修正しようと試み，教材と体系の第２版を導入しました。主な変更点は以下のとおりでした。

　　　予習段階：
　　　　1）授業の冒頭で教員がプレパレーションワークシートを目で見て確認し，OK（肯定的）またはX（否定的）のスタンプを押すことにしました。

　　　ディスカッション段階：
　　　　2）グループの大きさを学習者３，４人に制限しました。
　　　　3）リアクションについて変更したことで，語彙を調べる時間が減りました。

　　　リアクション段階：
　　　　4）リアクションを宿題として課す代わりに，３回目のディスカッションの直後に学習者がリアクションを書くことにしました。リアクションを書く時間は15分間としました。

　　　結果
　　　　実施した解決策は成功でした。特に，プレパレーションワークシートを目で見て検査し，スタンプを押すことへの学生の反応は興味深いものでした。最初の授業で多くの学生が否定的なXのスタンプをもらった後は，その授業に出席した学生全員が，プレパレーションワークシートを完成させた上で授業に出席するようになりました。これにより，授業の円滑な進行が大幅に改善されました。

　　　第２版で遭遇した課題：
　　　　授業の中で，実施上の課題が２つ明らかになりました。すなわち，学生全員の名前を知らないまま，学生がディスカッション中にどのように行動しているかを教員が把握するのが難しかったことと，正式の学籍番号を使って学生の課題を整理するのに非常に時間がかかったことです。この課題に対処するため，授業時間中に机の上に置くための名札が学生に配られ，（学籍番号とは別にクラス内で使用する）２ケタの名札番号も割り当てられました。

2010年　新たな発展

　　2010-11年度には東北大学で教え始め，２年生の英語コミュニケーションの授業でPDRディスカッションメソッドを使用するとともに，１年生のコミュニケーションの授業の最後の３回分にこの方式を導入しました。

One of the important things I did this year was to have a Japanese colleague come and observe and participate in a discussion class. Her observation was that learners were having trouble expanding the discussion beyond what they had written on their preparation worksheets. To try and rectify this problem I added the original question section to the worksheet.

2011 Fertile Ground

In 2011-2012 I again taught the Discussion Seminar class at MGU and at Tohoku University. At MGU two teachers showed an interest in using the PDR method and came to observe the class. As a result they both started using the method.

2012 Further Development

In 2012-2013 I presented about the PDR method at the Sendai chapter of the Japanese Association for Language Teaching.

2013 A Team Effort

In 2013-2014 another teacher at Tohoku University started using the PDR method, and I presented about the method at a Tohoku University faculty development.

2014 Strong Growth

In 2014 another teacher at Tohoku University started using the method and additionally two other teachers at MGU started using it. The method was also introduced at an active learning workshop at Tohoku University and I presented about it at a conference.

2015 Documentation

In 2015 the Center for Professional Development at Tohoku University commissioned this Handbook, and online resources were developed to help teachers and learners with the PDR Method.

2016 and beyond

Future plans for PDR include presentations at conferences, the creation of further online support, and working with teachers to develop PDR curricula for other contexts.

この年の私の取り組みとして重要だったのは，あるディスカッションの授業に１人の日本人の同僚を招き，観察と参加を依頼したことです。彼女の観察によると，学習者は自分のプレパレーションワークシートに書いたことを越えてディスカッションの内容を広げることに苦労していました。この問題を是正するため，私はワークシートに独自の質問のセクションを付け加えました。

2011年　豊富な蓄積

2011-2012年度には，私は再び宮城学院女子大学（MGU）と東北大学でディスカッションゼミの授業を担当しました。MGUでは，２人の教員がPDRメソッドを使うことに興味を示し，授業を見学に訪れました。その結果，２人ともこの方式を使い始めました。

2012年　さらなる発展

2012-2013年度には，全国語学教育学会の仙台支部でPDRメソッドについて発表しました。

2013年　チームでの取り組み

2013-2014年度には東北大学の別の教員がPDRメソッドを使い始め，私は東北大学の研修会でこの方式について発表しました。

2014年　目覚ましい成長

2014年には東北大学のさらに別の教員がPDRメソッドを使い始め，加えて，宮城学院女子大学の別の教員２名もこれを使い始めました。また，この方式が東北大学の能動的学習のワークショップでも紹介され，東北大学全学FDにおいて発表を行いました。

2015年　文書化

2015年には東北大学の大学教育支援センターがこのハンドブックの作成を依頼し，また，PDRメソッドに関して教員と学習者を支援するためにオンラインのリソースが開発されました。

2016年以降

PDRの今後の計画としては，会議での発表，さらなるオンラインによる支援策の開発，そして，他の状況に対応したPDRカリキュラムを開発するための教師陣との協力などがあります。

おわりに

　日本の社会構造が大きく変わっていくなかで，大学においてもGlobal人材育成が強く求められるようになり，英語教育についてあらためて見直しが図られています。すでに中等教育課程ではCommunication中心の英語学習に重点が置かれるようになり，海外経験はなくても，ある程度会話力を持った学生も徐々に増えてきています。こういった社会情勢もあり英語学習法や教育手法として様々なmethodが提案され，その効果についての検証も行われてきています。

　大学で英語を担当する教員は，大学における英語教育として何を教育するのか，英語運用能力としてどういった力を学生に身につけてもらいたいのかを常に自問自答しながら授業を行っています。一つの英文教材をじっくり読み込み，逐語訳を含めて作者の意図するところを読み解く精読も古くから行われている教育手法ですが，最近はActive Learningや学生の主体的な学習が重視されるようになり，Communication やDiscussionベースでの授業を行う教員も増えてきています。しかし，こういった授業ではえてして英語で会話をすることが目的化され，大学で必要なAcademic Skillの育成という観点が見落とされている例も見受けられます。また英語に限りませんがActive Learningを授業の中でどう取り入れていくかも課題の１つであり適当な指導法やガイドラインが求められているところです。

　本ブックレットではこの指導法の一つを紹介していますが，一つ一つの項目ごとに注意事項や指導目的，指導上の注意点や工夫，学生からのレポート例なども紹介されています。大学や各教育機関で英語を指導される方々が，Active Learningを授業の中で取り入れていく際に，本書が参考となれば幸いです。

　英語教育にかぎらずActive Learningを取り入れる際に大切なのは，学ぶ学生と指導者との対話だけでなく，学生同士の対話の機会を十分確保することや，学生が考え表現する際に指導する側がどのような補助を行うことができるか十分に準備を行うことです。国際共通語としての英語能力として，自分の考えを英語で表現する力を身につけることは高等教育においても必要な教育です。本書がその一助になることを期待しています。

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東北大学　高度教養教育・学生支援機構

言語・文化教育センター長

安　藤　　　晃

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