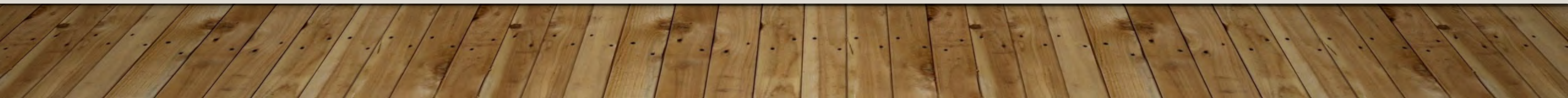


横浜女学院中高 **ESD CLIL**について

英語科主任 白井龍馬

- (1) 本校の紹介**
- (2) ESDについて**
- (3) ESD CLILについて**
- (4) 利点・期待・困難**



(I) 本校について



(2) ESDについて

- Education for Sustainable Developmentの略
- 国連提唱の地球市民教育
- 問題解決型の学習を推奨
- 本校では生物 / 多文化 / 環境 の領域を設定
- 聖書との相性が良い？

(2)-2 本校のESDカリキュラム

中1 世界の子どもについて知る

中2 リーダーシップ 日本について知る

中3 日本とNZの比較 SD提言・実行

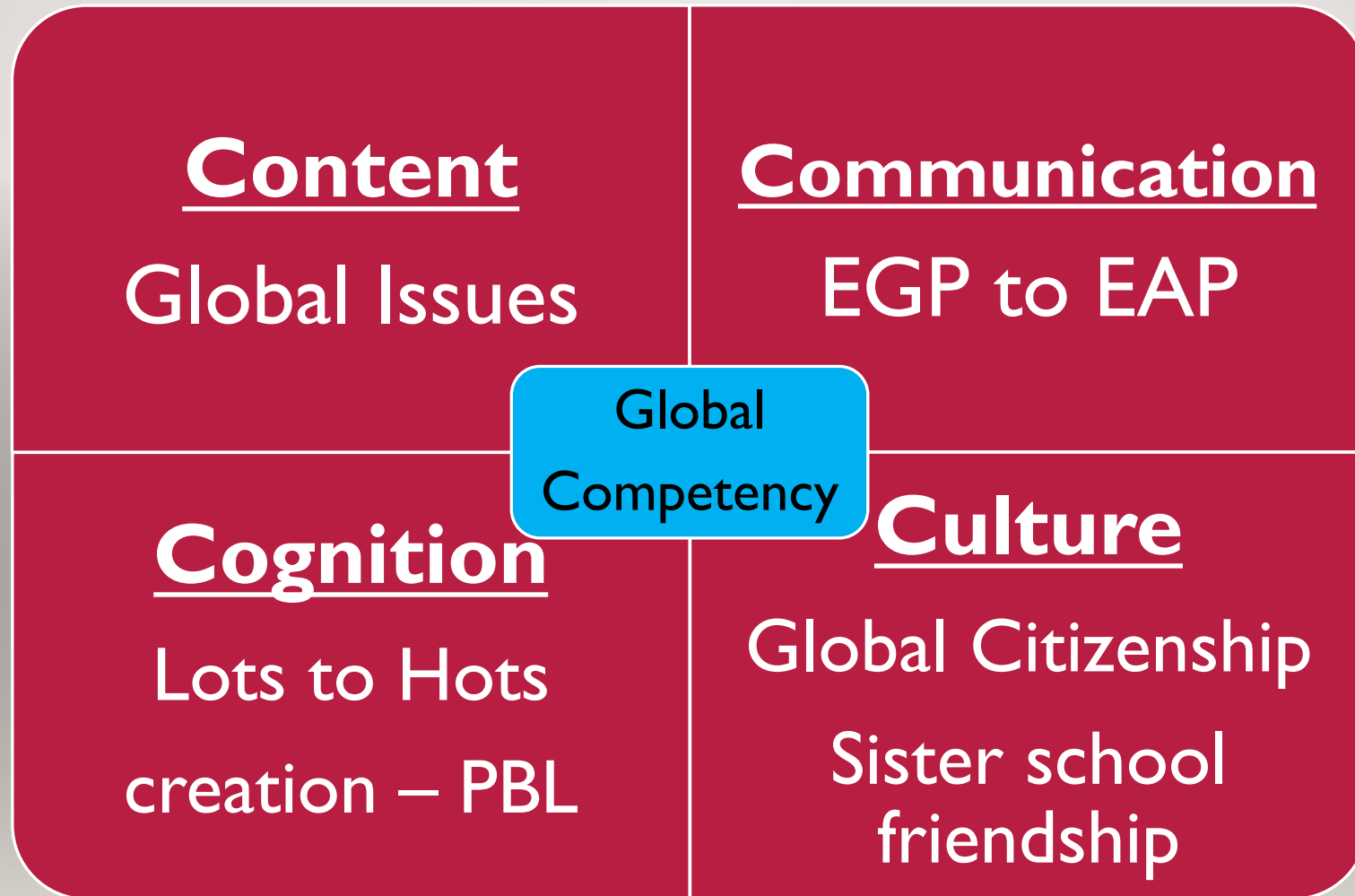
高1 フィールドワーク 探求学習

高2 小論文作成

(3)-I 本校のESD CLILの軌跡

- 2017年1月 CLIL導入決定 同5月 池田先生来校
- 2017年5月~12月 教材・カリキュラム共同開発
- 2018年1月 先行導入 同3月研究会実施
- 2018年4月 本格導入 9月 公開研究授業
- 2018年11月 聖書CLIL導入
- 2018年12月 生物CLIL導入

(3)-2 ESD CLIL カリキュラム全体像



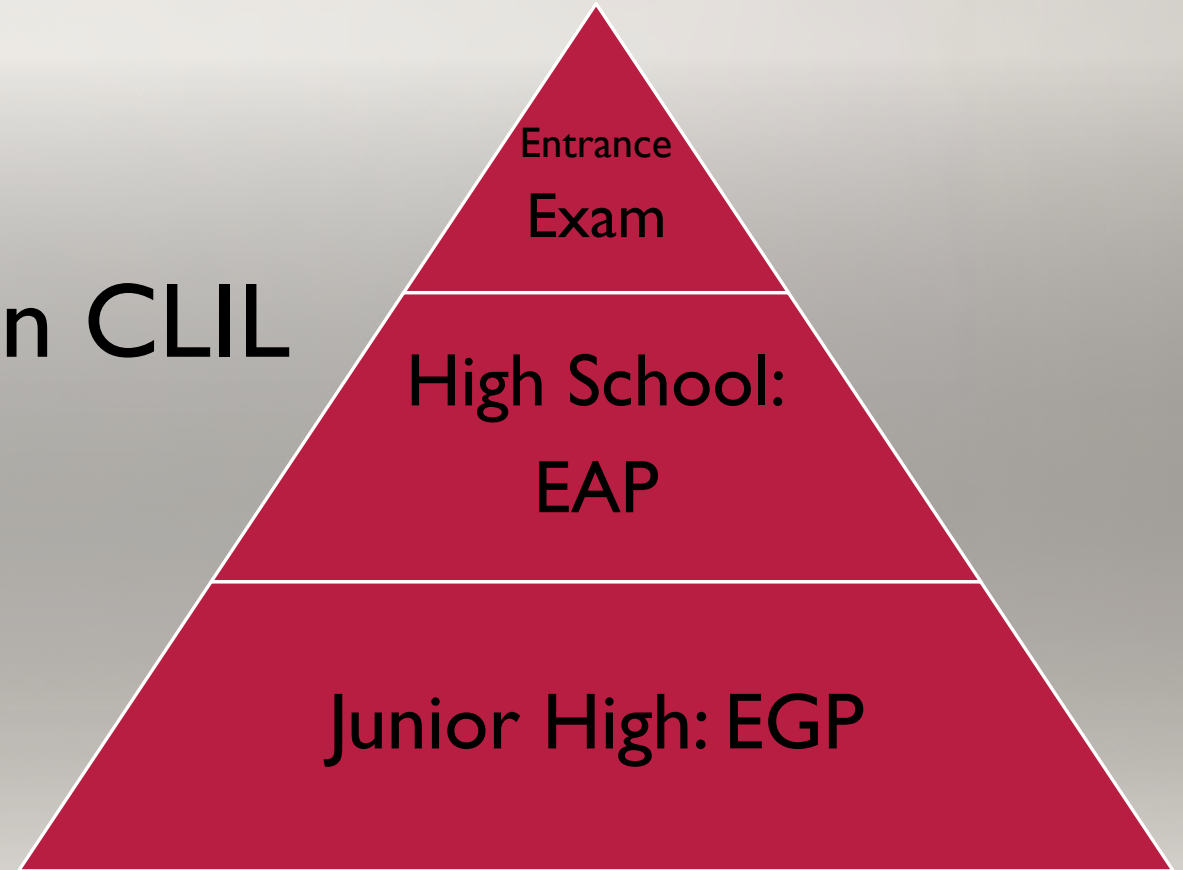
Content Global Issues

- Using original textbooks
- 9th grader : Energy Resources / Biodiversity / Multiculturalism
- 10th grader: Global issues / environment / Multiculturalism
- 11th grader: World Peace

Communication EGP to EAP

Global Competency

7th to 8th : EGP
9th : EGP to EAP in CLIL
10th to 12th : EAP in CLIL



Communicationの授業でscaffolding

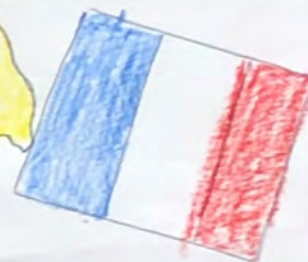
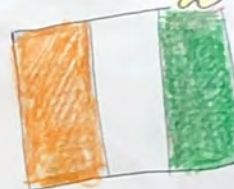
- 中学2年前期 英語日記
 - 中学2年後期 英語で自分の意見を言う
建設的なやりとりの練習
 - 中学3年前期 ICEの練習
 - 中学3年後期 総合・内容の深化
- ★ 言語のサポートで思考を促す

Cognition Lots to Hots / creation – PBL

Sustainable solution
for global / social issues

例) **ESD CLIL ~Multiculturalism~** の流れ

- テキストに沿ってInput + Output
- End Productプレゼン
- End Productの案を実行
- 実行した感想を留学生にプレゼン



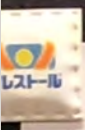
CULTURE DAY





EATING TOGETHER





Perry



横浜開港150周年
でのイベントでもらった
カード!!



TALKING



TANEMARU



ANIVERSARY



안녕하세요



नमस्कार



こんにちは



您好

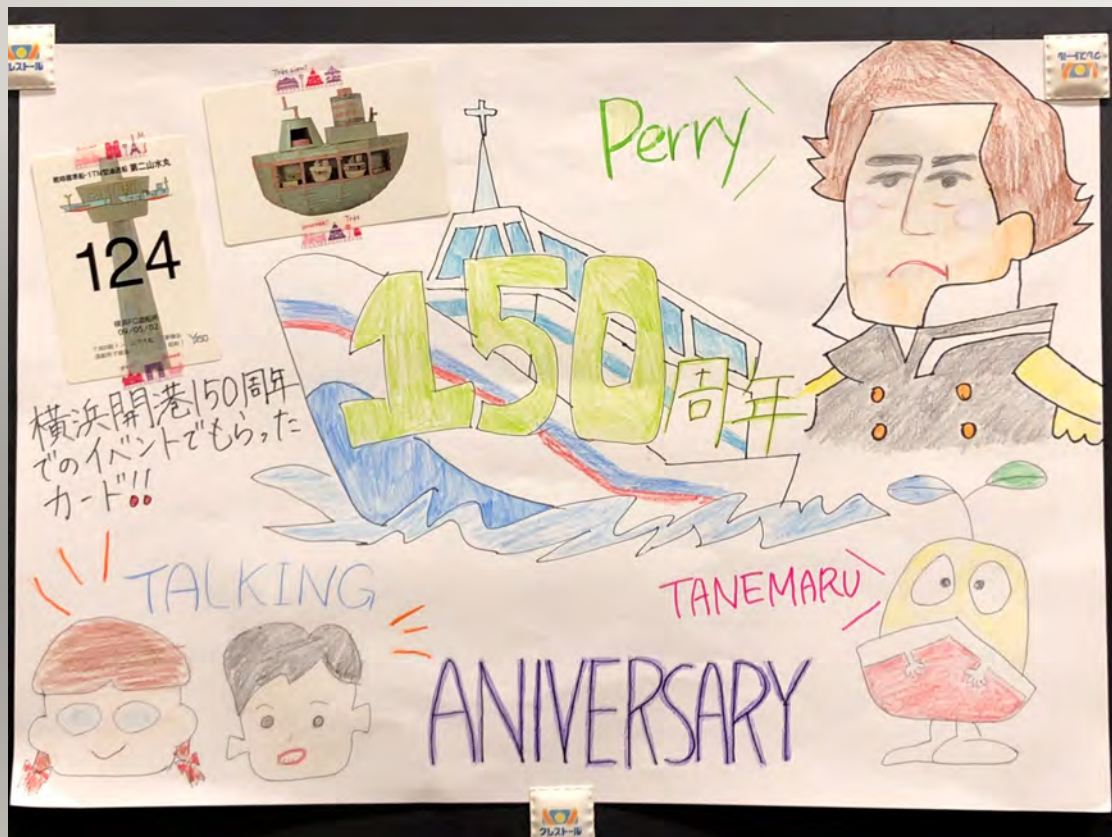


Bonjour



Hello





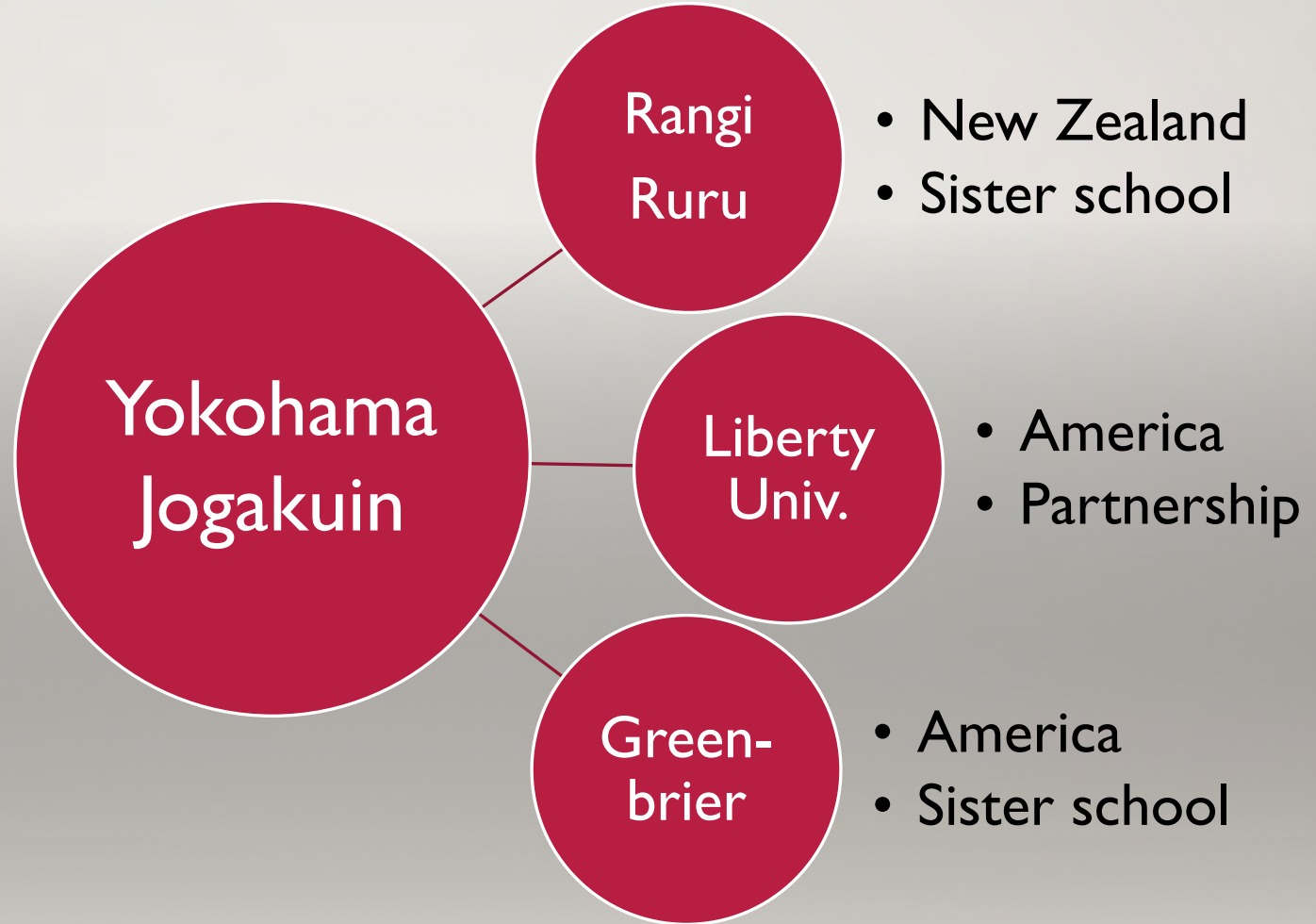


Stop discriminate them! (💧💧)

It is not their hearts ~~that~~ that
are weak. But it is YOURs
that are weak.

**Culture Global
Citizenship /
Sister School
Friendship**

Think about Global Citizenship with...



Bible CLIL について

- 経緯：反抗期 英語の聖書
- 宿題：聖書箇所について思うことを書く
- 25分：4人1組でディスカッション
- 10分：全体発表
- 10分：フィードバック

(4) Perceived Benefits / expectations / difficulties

I. Content

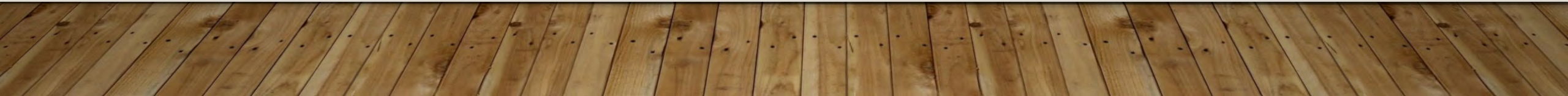
- Students enjoy learning content in English.
- ESD support CLIL, and CLIL support SD.
- Students will understand why they should learn ESD in English.
- Not all teachers can teach ESD CLIL.

2. Communication

- Students feel it easier to speak English.
- They will have deeper interaction with each other about social / global issues.
- Not every student can take ESD CLIL class.

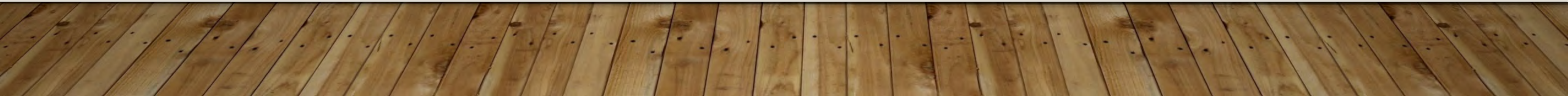
3. Cognition

- Students think seriously and deeply.
- Students will do something, and think again about what they did.
- Thinking about issues, their opinions are naive.



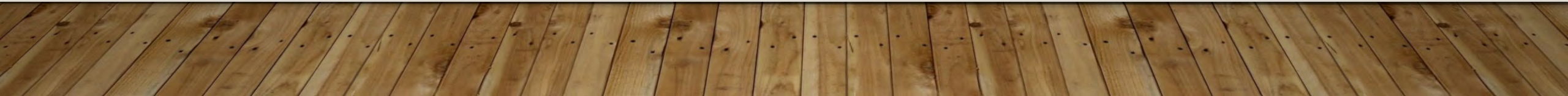
4. Culture

- Their sense of citizenship has become more global.
- They have more confidence about interaction with students in other countries.
- Sometimes their parents don't understand global citizenship.



5. Integrated learning

- Students are getting used to integrated learning.
- They will think that English is just a tool.
- Sometimes it is difficult to communicate with co-workers teaching ESD.



6. Students

- They seem to enjoy learning about SD in English. (verified by questionnaire)
- They are kind enough to think about SD.
- They will choose their careers in a better way.
- They think too much about entrance exams.

7. Teachers

- CLIL teachers are positive.
- More and more teachers will be interested.
- We need to spend a lot of time on many things.

Summary

- There are a lot of perceived benefits.
- Dr. Ikeda and supervisors support us.
- My students are good.
- It is worthwhile to spend a lot of time on CLIL.
- Enjoy doing something new with co-workers😊

