

令和8年度 全国学力・学習状況調査を 活用した授業改善説明会

英語



群馬県教育委員会

群馬 各課提供 全国学力・学習状況調査



英語 全体的な傾向

全国と同程度

	IRTスコア
本県	505
全国	499

3 技能

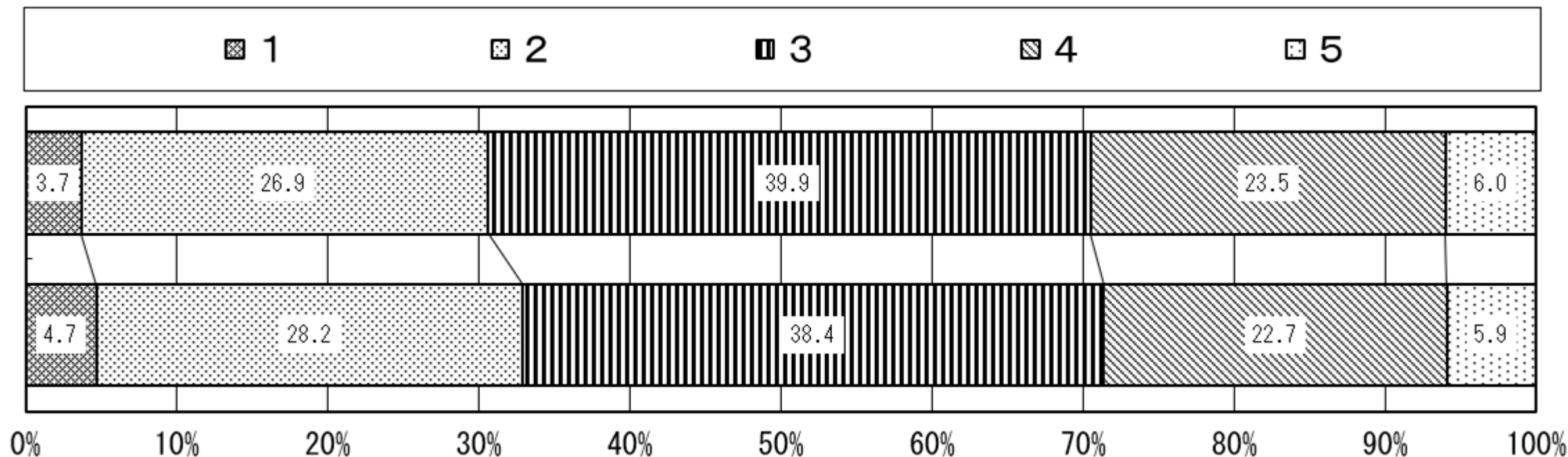
「聞くこと」

「読むこと」

「書くこと」

群馬県
(公立)

全 国
(公立)



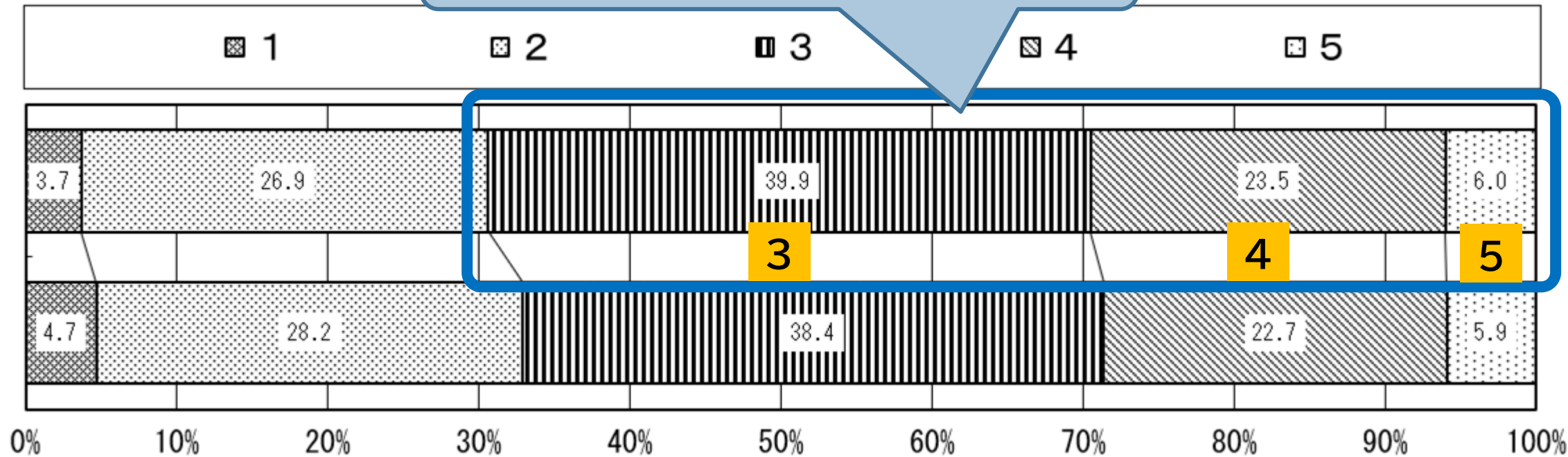
英語 全体的な傾向

	IRTスコア
本県	505
全国	499

約7割を占める

群馬県
(公立)

全 国
(公立)



英語 全体的な傾向

	IRTスコア
本県	505
全国	499

(全国比)

英語の勉強は好きですか

54.2
(+3.0)

1、2年生のときに受けた授業では、キーボード（画面上に表示されるキーボードやフリック入力も含む）を使って英語を書く活動をどれくらい行いましたか

65.4
(+4.1)

「よく行った」
「どちらかといえば、行った」

成果の見られた問題①とその分析

3 置かれた状況などから判断して、必要な情報を聞き取る

▶ ← 再生ボタンを押してください

【学校見学での説明】



【あなたのカード】



【質問】 ※聞いたあとに示されます。

【4つの選択肢】 ※聞いたあとに示されます。

正答率（全国比）

76.0(+3.1)

【質問】

Where will you go on the school tour?

【4つの選択肢】

1. classroom A 2. gym

3. Library 4. music room

◎ 自分が置かれた状況から判断して、必要な情報を聞き取ることができる

成果の見られた問題②とその分析

8 状況から判断して、必要な情報を読み取る

John

How are you? I have a question. My friend, Bob, and his family are coming to our town next Friday and Saturday. Are there any good places to visit on Friday? They want to eat some sweets.

正答率（全国比）

68.5(+4.7)

Hot Spring



■ Experience

This hot spring is on the mountain. You can see a very beautiful view from the bath if it's sunny.

■ Opening hours

Saturday and Sunday
10:00-17:00

Art Museum



■ Experience

This Art Museum is new. It has a lot of pictures of nature in our town. You can enjoy beautiful pictures of mountains.

■ Opening hours

Friday to Sunday
10:00-17:00

Nature Park



■ Experience

You can go around the park by bike and enjoy views. On the way, there is a famous Japanese sweets shop and you can eat some cake.

■ Opening hours

Sunday
10:00-17:00

Temple



■ Experience

You can listen to a talk about the history of the temple. After you listen to the talk, you can enjoy eating Japanese sweets.

■ Opening hours

Friday to Sunday
10:00-17:00

◎ 複数の情報が含まれるまとまりのある文章を読み、置かれた状況に応じて必要な情報を読み取ることができる

課題の見られた問題①とその分析

9 短い文章を読み、概要を捉える

【物語】のはじめから終わりまで、ジャックの気持ちがどのように変化したかをまとめたものとして最も適切なものを、1から4から1つ選びなさい。

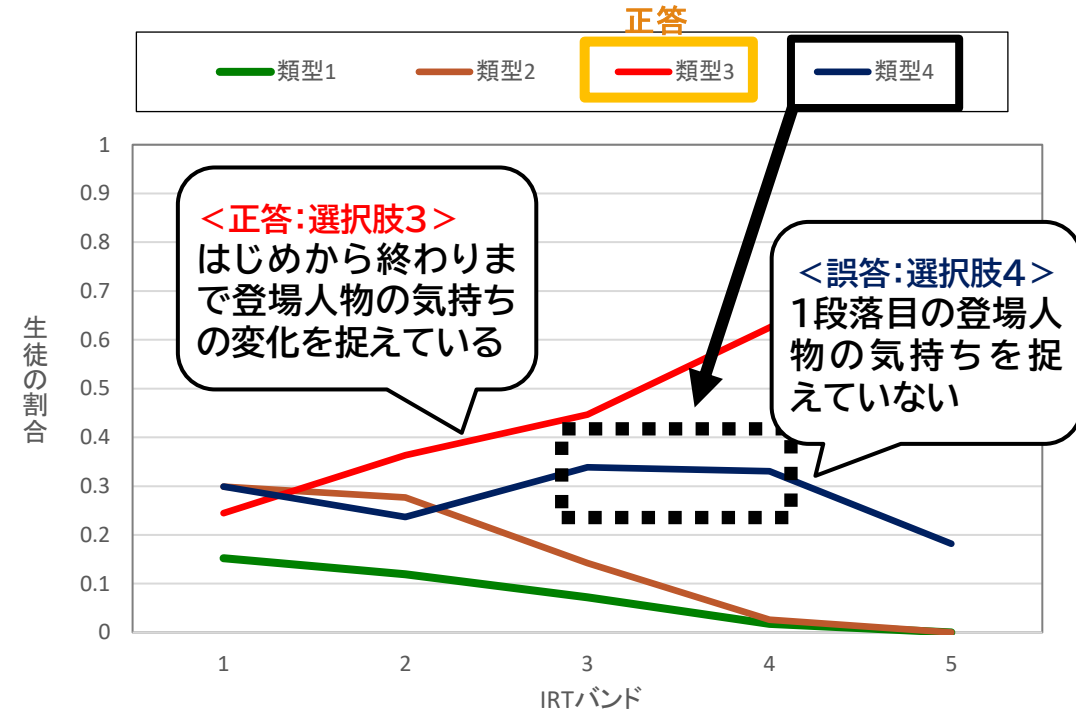
Jack studied Japanese at school when he was in Australia. The school decided to send him to Japan as an exchange student, so he was **excited** about studying in Japan.

At school in Japan, Jack made a short speech in Japanese. When he was speaking Japanese, he made mistakes. He thought his classmates did not understand his speech. He felt **sad**, but he finished his speech.

Later at lunch time, a girl came to Jack and said, "I'm Masao. Your speech was great! I was able to understand your Japanese." Jack smiled and said, "Thank you for your kind words." He felt **happy**. After that, he tried to use Japanese more.

正答率（全国比）

47.8(−1.2)



▲ 場面や出来事と関連させて登場人物の気持ちの変化を捉えられていない。

課題の見られた問題②とその分析

10 (1) 短い文章を読み、要点を捉える

中学生のまいこ(Maiko)が英語の授業で インターネットの使用に関する文章 を書きました。

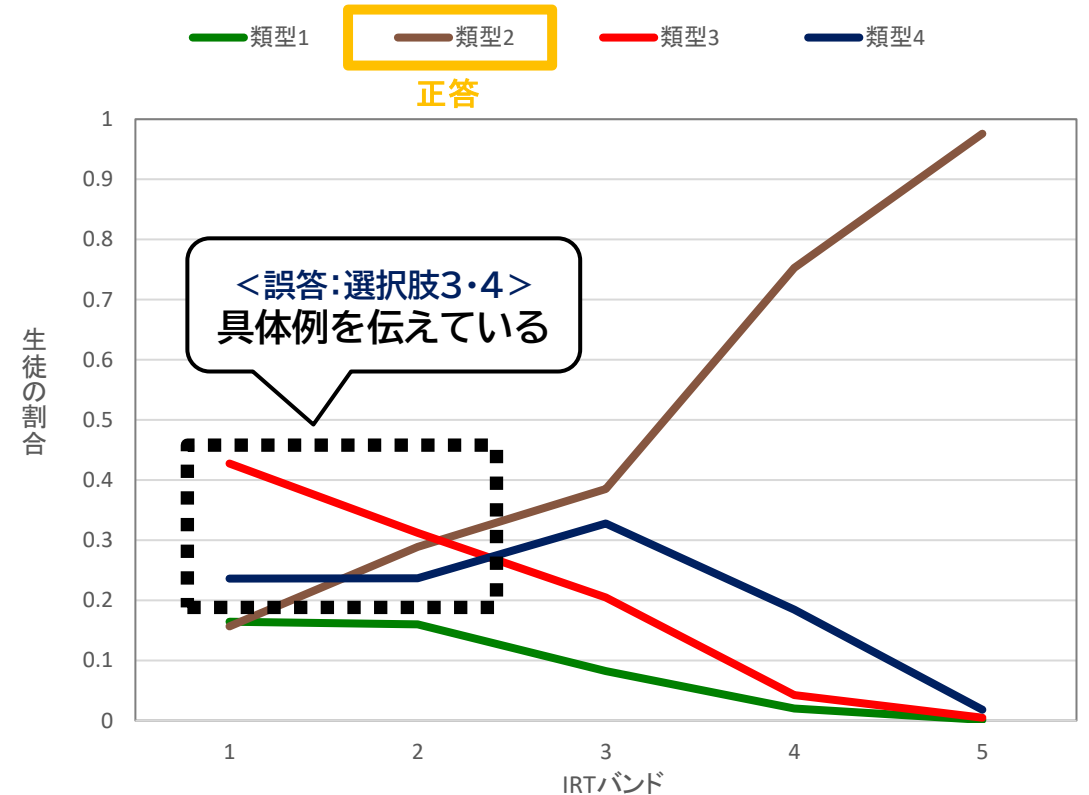
(1)【まいこが書いた文章】を読み、まいこが最も伝えたいことを、
＜解答欄＞の1から4までのの中から1つ選びなさい。

Today, many junior high school students use the internet to play games. However, I think we should use the internet for learning more often because it is useful. For example, there are many good videos for learning English. They are easy to understand. Also, there are many good dictionaries on the internet. We can find the meaning of an English word quickly.

Do you think my opinion is good?

正答率（全国比）

47.3(－0.2)



▲ 英語の表現に着目して、要点と具体例を区別して読めていない。

課題をまとめると・・・

- ①文章の概要や要点を捉えること
- ②場面や出来事と関連させて登場人物の気持ちの変化を捉えること
- ③英語の表現に着目して話の展開を捉えること

- ・ 目的や場面、状況に応じて「何を」読み取るのかを判断すること
- ・ **手掛かりとなる表現**に着目して読むこと

授業改善のポイント

Think “What”, Teach “How”



授業改善例①

概要(話の大まかな内容)を捉える

Ken's Memory

Last year, I joined the gardening club at school. I was excited but also nervous because I knew little about plants. However, the other club members taught me kindly, and I soon enjoyed the activities.

Every week, we watered the plants and removed weeds. After a few months, we harvested vegetables. I was happy because I helped grow them. Through gardening, I have become more patient and responsible.

これまでの授業では・・・



I'll give you 5 minutes. Please read it.

Now, let's check the contents of this essay.
Please answer my questions...

...

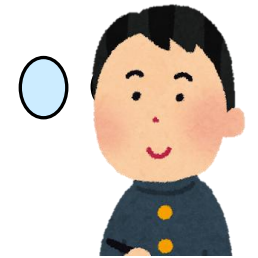


各段落の内容確認で終わっていませんか？

目的や場面・状況

これまでの経験を振り返り、私たちが学んだことや成長したことをJohn先生に分かりやすく伝えよう。

僕たちが学んだことや成長したことを、John先生に分かりやすく伝えるには、**何を、どのように**伝えるといいかな・・・



When we explain experiences, **what points should we keep in mind?**

Let's read an essay written by Ken and **get some ideas.**

授業改善例①

概要(話の大まかな内容)を捉える

Ken's Memory

Last year, **I joined the gardening club** at school. I was **excited** but also **nervous** because I knew little about plants. However, **the other club members taught me kindly**, and I soon enjoyed the activities.

Every week, **we watered the plants and removed weeds**. After a few months, **we harvested vegetables**. I was **happy** because I helped grow them. Through gardening, I have become more patient and responsible.



Do you think Ken's essay is good?



Yes. His essay is good.

Why? Think and talk with your friends.

具体的な**出来事**と、ケンが**感じたこと**が書かれているから、読んでいてその場面がイメージできるな

授業改善例①

概要(話の大まかな内容)を捉える



Read his essay **again** and underline events and underline feelings with wavy line.

Ken's Memory

Last year, I joined the gardening club at school. I was excited but also nervous because I knew little about plants. However, the other club members taught me kindly, and I soon enjoyed the activities.

Every week, we watered the plants and removed weeds. After a few months, we harvested vegetables. I was happy because I helped grow them. Through gardening, I have become more patient and responsible.



「**What**」・・・生徒に考えさせ、気付くように問いかける(出来事や感情)

「**How**」・・・印で情報を可視化する(表現に着目して情報を整理する)

読んで「概要を捉える」活動

を通して学んだことを生かして・・・

「話すこと（発表）」の言語活動

これまでの経験を振り返り、私たちが学んだことや成長したことをJohn先生に分かりやすく伝えよう。



読んで学んだこと

Kenのエッセイのように、出来事とそのときに感じたことや考えたことを具体的に伝えてみよう。

The Importance of Breakfast

Many junior high school students get up late, so they do not have enough time to eat breakfast. However, breakfast is important for students because it gives them energy and helps them concentrate in class. For example, students who do not eat breakfast may feel tired and sleepy at school. Also, they may have difficulty listening to their teachers. So, I think all students should eat breakfast every day.

これまでの授業では・・・



Underline the main idea.

どの文も大切に感じてしまうな・・・



線を引かせて答えを確認するだけの作業になっていませんか？



Do you eat breakfast every morning?
In health class, we learned that **30% of the students in our grade do not eat breakfast.**
What do you think about this?

30%も朝食を食べない子がいるんだな。そういえば、保健の授業で朝食の大切さについて学んだな。



目的や場面・状況

よりよい生活について考えるために、文章を読み、考えたことを基に自分の意見を書こう。



This is a passage written by Mai.
At first, please read it by yourself and underline her main idea.

The Importance of Breakfast

Many junior high school students get up late, so they do not have enough time to eat breakfast. However, breakfast is important for students because it gives them energy and helps them concentrate in class. For example, students who do not eat breakfast may feel tired and sleepy at school. Also, they may have difficulty listening to their teachers. So, I think all students should eat breakfast every day.

朝食の大切さについて伝えているのは、この文かなあ・・・。



例

ディスコースマーカー

「話の流れや展開の目印」となる表現

逆説($A \Leftarrow B$)	追加($A + B$)	言い換え($A = B$)	例示($A = A'$)	結果($A \rightarrow B$)
but	and	in other word	for example	so
on the other hand	also	or	such as	because of this
however	in addition	in fact	like	as a result
still	at the same time	it means	especially	therefore

These expressions are very **useful when you read**. Think and talk about which part is Mai's main idea **using this chart**.

順序	理由
first, second..	because
next, finally	because of
then	

文章で使われていた表現があるかな。

However, because, for example
が使われていたね。



Pay attention to the **expressions** and **discuss which sentence expresses Mai's main idea. Give a reason, too.**



学習活動:「Maiさんが最も伝えたいこと」と判断した文と、その文を選んだ「理由」を伝え合う

The Importance of Breakfast

Many junior high school students get up late, so they do not have enough time to eat breakfast. **However**, breakfast is important for students **because** it gives them energy and helps them concentrate in class. **For example**, students who do not eat breakfast may feel tired and sleepy at school. **Also**, they may have difficulty listening to their teachers. **So**, I think all students should eat breakfast every day.





“so”は、「結果」を伝えるときに使われるよね。
それに、“I think”とあるから、ここがMaiさんが一番伝えたい部分だと思うよ



The Importance of Breakfast

Many junior high school students get up late, so they do not have enough time to eat breakfast. However, breakfast is important for students because it gives them energy and helps them concentrate in class. For example, students who do not eat breakfast may feel tired and sleepy at school. Also, they may have difficulty listening to their teachers. So, I think all students should eat breakfast every day.

「What」・・・生徒が考え、議論して思考、判断する（最も伝えたいこと）

「How」・・・着目すべき表現を教える（ディスコースマーカー）

読んで「要点を捉える」活動

を通して学んだこと・考えたことを
生かして・・・

「書くこと」の言語活動

よりよい生活について考えるために、文章を読み、考えた
ことを基に自分の意見を書こう



読んで学んだこと

読んだ人に自分の考えを分かりやすく伝えたいな。
ディスコースマーカーを使って書いてみよう

授業改善例②

読む領域を**書く**領域につなげる

I think all students should eat breakfast every day.

≫ 自分の考えとその理由を書こう

I agree with Mai. Because if I don't eat breakfast, I can't study well.



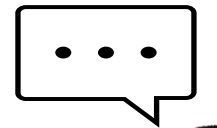
That's a good reason. But do you have any other reasons to support your idea?

Think and talk with your friends.



What did you learn about the importance of breakfast in health class?

You can also talk about **your own experiences.**





Mai's idea :
All the students should eat breakfast every day.

Maiさんの意見に 対する自分の立場	賛成
理由① because	朝ごはんを食べないと 授業に集中できない（経験）
理由② also,	朝ごはんを食べると病気になり づらくなる（保健で学んだこと）
So, I think 伝えたいこと	少し早く起きて、毎日朝ごはん を食べる時間を作るべき

逆説(A↔B)	追加(A+B)	言い換え(A=B)
but	and	in other word
on the other hand	also	or
however	in addition	in fact
still	at the same time	it means



授業改善のポイント

Think “What”, Teach “How”

目的や場面、状況を明確にする



「何を」読み取るのかを判断する



「どのように」読み取るのかを指導する

「内容面」と「言語面」からのアプローチ





小中連携の視点

○「読むこと」について

小学校：音声で十分慣れ親しませる → 読む
「英語の文字」と「音」を関連付ける

中学校：「綴り」と「発音」を関連付ける



小中連携の視点

○「概要を捉える」思考力、判断力について

小学校「聞くこと」(ウ)

「ゆっくりはっきりと話されれば、日常生活に関する身近で簡単な事柄について、短い話の概要を捉えることができるようにする。」