

関西英語教育学会 2013 年度（第 18 回）研究大会 イブニング・セミナー
「英語授業における学びを再考する—社会文化的アプローチから—」

ダイナミック・アセスメント：生徒のパフォーマンスの見立てと将来の発達の可能性への援助

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資料 1 インタビューテスト (HOPE) のデータ(今井・吉田他, 2007)

I: Did you go to a beach last summer?

S: Oh, no.

I: What did you do in the summer?

S: I went to er.. firework.

I: Uh-huh. Mmm. [2 sec] Tell me about the firework.

S: Mmm. My house is near Ohyama Park, so I, I went to Ohyama Park, Ohyama Park's firework with my boy friend.

I: Oh. Very good.

S: [Laughter] Thank you.

This year's firework is so good than last year.

I: Mmm. What was the difference?

S: Mmm. [2 sec] This year, many titles of firework, Japan, er, Europe, I think.

I: Mmm. I see. That is the difference.

S: Yes.

資料 2 援助の水準

1. 沈黙する。
2. 誤りを含む句を上昇調(質問調)で繰り返す。
3. 誤りを含む文の該当部分だけを反復する。
4. 誤りを含む部分がおかしいことを指摘する。あるいは、「今の文のどこがおかしいかな」とたずねる。
5. 誤りとなっている語を指摘する。
6. 二者択一の質問をする（「negros, それとも negras かな」）。
7. 正しい表現を教える。
8. 正しい表現となる理由を示す。

(Lantolf & Poehner, 2011: p. 153-154 邦訳は筆者)

資料 3

3. T: ¿Cuántas orejas? [how many ears?]
 4. V: tiene dos orejas [it has two ears]
 (long pause, points at the image on the cube, then looks at the teacher) *café [*brown]
 (looks out to the class, then back to the teacher) *café [*brown]
 (then looks back at the cube)
 5. T: ¿**Tiene dos oreja * café?** [it has two *brown ears?]
 6. V: (looks at the cube again and points at it twice with his finger)
 sí dos orejas (pause) *café
 [yes two *brown ears]
 7. T: ¿***Café?** [*brown?]
 8. V: ¿Amarillo? [yellow?]
 9. T: ‘Café’ es correcto pero ¿**dos orejas café?** [‘brown’ is correct but two brown ears?]
 (中略)
 12. T: **Hay un problema (pause) con la palabra ‘café’** [there is a problem (pause) with the word ‘brown’]
 13. T: ¿**Es *café o cafés?** [Is it *brown or brown?]
 14. V: Cafés [Brown]

(Lantolf & Poehner, 2011: 482-483, 太字, 下線は発表者による)

資料 4

1. D: ...*en train de compter dans un livre tout à coup elle a dit à Samuel ah* [in the process of counting in a book all of a sudden she said to Samuel]
 2. *bon je suis enceinte et Samuel était très choqué a été choqué était choqué* [well I am pregnant and Samuel was very shocked was shocked was shocked]
 3. M: which one?
 4. D: (laughs) okay
 5. M: était, a été? [was, has been ?]
 6. D: *c’était un choque à lui cette nouvelle donc il était choqué et ça juste*
 [it was a shock to him this news so he was shocked and that just after]
 7. *après ça—* [that]
 8. M: *il était choqué—* [he was shocked]
 9. D: *il était choqué à cause de cette nouvelle* [he was shocked because of this news]
 10. M: okay, using imparfait
 11. D: using imparfait
 12. M: because?
 13. D: *parce que il était choqué*, he was shocked he started to be shocked and because he was shocked continued to be shocked by this news but I think I first chose *pâssé composé* to note that at a very distinct point he started to become shocked
 14. M: so emphasizing that?
 15. D: right so maybe what I want to say is *il a été choqué* [he was he was shocked]

(Lantolf & Poehner, 2011: p.137-138 太字, 下線は発表者による)

「子どもの知能の発達は、菜園で大豆やエンドウが生長することほどの単純な過程ではありませんが、実際にはそこでも、園丁は実が結ぶずっと前から、そこへ至るまでの段階を見てとることができます。収穫や結果を見なければ彼が観察した植物の状態を判断することができないような園丁は、よくありません。それと同じように、発達のなかで、すでに起こったこと、つまり機能の発達を総括すること以外には何も規定できないような児童学者はあわれです。」(ヴィゴツキー, 2003: pp. 64-65)

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