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| 函館工業高等専門学校 | | 開講年度 | 令和06年度 (2024年度) | | 授業科目 | Global English II | |
| 科目基礎情報 | | | | | | | |
| 科目番号 | 0073 | | 科目区分 | | 一般 / 選択 | | |
| 授業形態 | 授業 | | 単位の種別と単位数 | | 学修単位: 2 | | |
| 開設学科 | 生産システム工学科 | | 対象学年 | | 3 | | |
| 開設期 | 前期 | | 週時間数 | | 2 | | |
| 教科書/教材 | The teacher will bring activities and materials when needed. | | | | | | |
| 担当教員 | デイヴィッド タケ | | | | | | |
| 到達目標 | | | | | | | |
| 1. Developing the fundamental ability to think, express opinions, and persuade others in English is essential for being able to navigate the global society. English proficiency not only facilitates communication but also enables individuals to engage in meaningful dialogue, share perspectives, and advocate for their ideas effectively across cultural and linguistic boundaries. 2. When considering statements on various topics, one must be capable of articulating their own viewpoint in English, whether in agreement or disagreement. This entails not only expressing personal beliefs but also providing logical reasoning and evidence to support one's stance. 3. Engaging in dialogue-related topics involves synthesizing one's opinions logically and coherently in paragraph form. This skill encompasses the ability to organize thoughts, construct arguments, and convey ideas persuasively in written English discourse. | | | | | | | |
| ルーブリック | | | | | | | |
| | 理想的な到達レベルの目安 | | 標準的な到達レベルの目安 | | 未到達レベルの目安 | | |
| 評価項目1 | 身近な話題ややや社会的な話題で10分程度のプレゼンテーションで自分の考えを首尾一貫した内容で正確に書くことができる。 | | 身近な話題ややや社会的な話題で10分程度のプレゼンテーションで自分の考えをある程度正確に書くことができる。 | | 身近な話題ややや社会的な話題で10分程度のプレゼンテーションで自分の考えを書くことができない。 | | |
| 評価項目2 | 書いた内容に基づき、英語で相手に正確に伝えたり、スムーズに質問に答えたりすることができる。 | | 書いた内容に基づき、英語で相手に伝えたり、質問に答えたりすることが間違えながらもできる。 | | 書いた内容に基づき、英語で相手に伝えたり、質問に答えたりすることができない。 | | |
| 評価項目3 | アクティビティの活動でゴールを達成したり自分の英語を振り返りながら十分に向上させることができる。 | | アクティビティの活動でゴールを達成したり自分の英語を振り返りながら少しでも向上させることができる。 | | アクティビティの活動でゴールを達成できない。また、自分の英語を振り返ることができない。 | | |
| 学科の到達目標項目との関係 | | | | | | | |
| 函館高専教育目標 E | | | | | | | |
| 教育方法等 | | | | | | | |
| 概要 | This course aims to enhance students' proficiency in all four language skills: listening, speaking, reading, and writing, while integrating cultural understanding and international communication strategies. Through interactive activities, real-life scenarios, and engagement with international students, participants will develop the language skills necessary to thrive in diverse global settings. | | | | | | |
| 授業の進め方・方法 | 1. Improve proficiency in listening, speaking, reading, and writing in English. 2. Enhance cross-cultural awareness and sensitivity. 3. Develop strategies for effective communication in international contexts. 4. Foster confidence and comfort in interacting with individuals from diverse cultural backgrounds. 5. Cultivate interpersonal skills essential for successful collaboration in multicultural environments. | | | | | | |
| 注意点 | The most important aspect of the class is energy and passion for learning English. However, since we will use a mix of Japanese and English, it is recommended for students who are already comfortable with speaking English. The syllabus may change in order to accomodate students' needs and interests. | | | | | | |
| 授業の属性・履修上の区分 | | | | | | | |
| <input checked="" type="checkbox"/> アクティブラーニング | | <input checked="" type="checkbox"/> ICT 利用 | | <input type="checkbox"/> 遠隔授業対応 | | <input type="checkbox"/> 実務経験のある教員による授業 | |
| 授業計画 | | | | | | | |
| | | 週 | 授業内容 | | 週ごとの到達目標 | | |
| 前期 | 1stQ | 1週 | ガイダンス Self-introduction and resolution in English Ice breaking activities | | 授業の進め方、評価方法などを理解できる 簡単な自己紹介と決意を英語で言うことができる。 タスクとは何か、遂行する際の心構え、その効果などがわかる | | |
| | | 2週 | Board Games 1 | | We will read and understand instructions for playing board games | | |
| | | 3週 | Drama 1 | | We will discuss how to use English language drama to improve English skills. We will also watch the drama in class, making comments on it and also taking notes | | |
| | | 4週 | International students activities | | International students will come to our class and make presentations. We will then intereact with them. | | |
| | | 5週 | Debate 1 | | Choosing relevant topics, students will prepare discussion points and a strategy for a debate | | |
| | | 6週 | Debate 2 | | After preparing in the previous class, students will do the debate | | |
| | | 7週 | Board Games 2 | | Receiving less guidance than before, students will enjoy playing board games in English | | |
| | | 8週 | Presentations preparation 1 | | Students will prepare a short presentation using topics among a list | | |
| | 2ndQ | 9週 | Presentations practice and evaluations 1 | | Students will present their work, and receive advice and evaluation | | |

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| | | 10週 | Drama 2 | Building up on Drama 1, students will watch another drama in class, making comments on it and also taking notes with less guidance from the teacher |
| | | 11週 | Culture Day | The teacher will introduce several aspect of his countries and students will ask questions, and discuss some topics connected to their own countries |
| | | 12週 | Presentations preparation 2 | Students will prepare a longer presentation using advice from the teacher |
| | | 13週 | Presentations practice 2 | Students will practice a longer presentation and make changes based on the class and teacher's advice |
| | | 14週 | Presentations evaluations 2 | We will evaluate the students' presentations in class |
| | | 15週 | Final Interview | During a one-on-one interview with the teacher, students will reflect on their progress and objectives for the future. |
| | | 16週 | Results and reflection | The last class will be dedicated to sharing with the class how the students can continue their effort to use English for international communication |

モデルコアカリキュラムの学習内容と到達目標

| 分類 | 分野 | 学習内容 | 学習内容の到達目標 | 到達レベル | 授業週 | | |
|---------|---------------|---------------|-----------|-------|---------|------|-----|
| 評価割合 | | | | | | | |
| | Drama Reports | Presentations | Interview | 態度 | ポートフォリオ | 小テスト | 合計 |
| 総合評価割合 | 40 | 40 | 20 | 0 | 0 | 0 | 100 |
| 基礎的能力 | 40 | 40 | 20 | 0 | 0 | 0 | 100 |
| 専門的能力 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 分野横断的能力 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |