

令和3年度
兵庫県高等学校教育研究会英語部会
研究大会 ワークショップ I

「欧州における相互文化理解の促進と
グローバル市民の育成」

2022年1月18日(火)
神戸大学 国際教育総合センター
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ファシリテーターについて

- 勤務先(神戸大学)について
- 職務について
- 経歴(海外経験を含む)について

ワークショップの概要

- 日本と欧州の違い
- 欧州言語参照基準 (CEFR) の位置付け
- 相互文化理解力 (intercultural competence)
- 「相互文化的出会いについての自分誌 (Autobiography of Intercultural Encounters)」を実際に書いてみる。
- 「相互文化的市民テスト (Intercultural Citizenship Test)」の紹介
- 意見交換など

日本と欧州の違い

- 日本:改訂学習指導要領「外国語(第8節)」において、4技能の言語活動およびコミュニケーション能力の育成を目指す。

⇒学習者個人に焦点

- 欧州:相互文化理解力(intercultural competence)を持つ欧州市民の育成を目指す。

⇒複言語・複文化社会の形成(多様性の尊重)

欧州言語参照基準 (CEFR)

- 元来、欧州市民の国境を越えた域内移動を念頭に考案された。
- 各種(業者)の外国語テストの共通尺度としてだけに考えられたのではない。
- “...although the CEF included a discussion of intercultural competence and intercultural awareness, ...” (Council of Europe, May 2003)
- 欧州各国の教育機関におけるカリキュラムや成績評価などとの関連付け→RELANG(後述)

複言語学習者への政策

- 欧州連合（EU）における自国語プラス2公用語の習得
- 欧州評議会においてCEFRの延長上に考えられた相互文化理解力（intercultural competence）



European Education Area

Quality education and training for all

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About focus topics

- Improving quality** ▲
- About
- Quality investment

About multilingualism policy

Why is multilingualism important?

Why is multilingualism important?


The EU's motto 'united in diversity' symbolises the essential contribution that [linguistic diversity](#) and [language learning](#) make to the European project.

Languages unite people, render other countries and their cultures accessible, and strengthen intercultural understanding. Foreign language skills play a vital role in enhancing employability and mobility.

Multilingualism also [improves the competitiveness of the EU economy](#).

Poor language skills can cause companies to lose international contracts, as well hindering the mobility of skills and talent. Yet, too many Europeans still leave school without a working knowledge of a second language. For this reason, the EU has set the improvement of language teaching and learning as a priority.

What is the EU doing to promote multilingualism?

In the [Council Conclusions on multilingualism and the development of language competences](#) , Member States committed to enhancing cooperation in the field of multilingualism and improving the effectiveness



COUNCIL OF EUROPE

Language policy

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- Plurilingual education ▾
- Migrants ▾
- National / regional policies ▾
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Council of Europe Language Policy Portal



LANGUAGE POLICY

Languages are a fundamental aspect of people's lives and the democratic functioning of society.

In response to the needs identified in or by its member states, the Council of Europe has been working over the past few decades to compile a set of resources made available to education authorities and professionals and benefiting all Europe's citizens (see [milestones](#)).

Some of the end products have been widely distributed beyond Europe. The objectives of the Language policy Programme form part of the broader role and goals of the Council of Europe (in the context of the European Cultural Convention), concerning in particular the rights of individuals, social inclusion and cohesion, intercultural understanding and equal access to quality education.

Language learners/users lie at the heart of the work of the [Language Policy Programme](#). Whatever their status, all languages are covered: foreign languages, major languages of schooling (used for learning/teaching at school), languages spoken in the family and minority or regional languages. A specific programme focuses on the [linguistic integration of migrants](#) (adults and young people, and also refugees).

The [analytical tools and working aids](#) that have been produced, together with the [studies and reference material](#) that have been made available, are all based on respect for and acknowledgement of linguistic plurality



SHARED PROJECTS



Autobiography of Intercultural Encounters

www.coe.int/lang-autobiography



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Common European Framework of Reference for Languages (CEFR)

- Home
- Newsroom
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- Levels ▾
- The CEFR descriptors ▾
- Learning, Teaching, Assessment ▾
- Tests/Examinations ▾
- Resources ▾

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The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.



Webinar “Developing meaningful tasks for teaching, learning and assessment with the Action-oriented Approach”

ONLINE | 6 OCTOBER 2021





EUROPEAN CENTRE FOR MODERN LANGUAGES

Relating language curricula, tests and examinations to the Common European Framework of Reference (RELANG)

#RELANG
#ECML

The RELANG initiative offers training to stakeholders in the Member States of the European Union and the European Centre for Modern Languages (ECML) in relating language tests and examinations to the CEFR in a valid way and exploring relationships between foreign language curricula and the CEFR.

<https://www.youtube.com/watch?v=4gZWwrDjo6s>



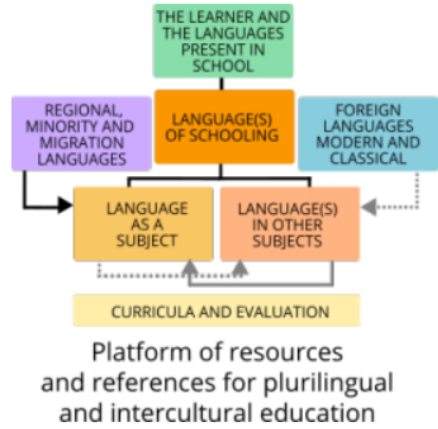
**Relating language examinations to the Common European Framework of Reference
Levels of Languages Proficiency**

By José Noijons

Intercultural education

Every language conveys and is a vehicle for culture. Taking into account the cultural dimension of the languages present and taught in schools is a fundamental – and particularly delicate – aspect of plurilingual and intercultural education.

Today's children are exposed to cultural diversity at an early stage, both in a social context and when starting school. The intercultural aspect of school education constitutes a space where children can come together, make contact and interact with difference and otherness. It also contributes to their preparation for community life, their development as democratic citizens and their ability to engage.



Reference texts

Specifying languages' contribution to intercultural education. Lessons learned from the CEFR (2013)

Jean-Claude Beacco

- Curricula and Evaluation
- Conferences



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Autobiography of Intercultural Encounters

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- Autobiography of Intercultural Encounters
- Images of Others
- Online self-study course for educators ▾
- FAQ

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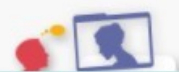
The Autobiography of Intercultural Encounters project is related to the work of the [Education Department](#) which is part of the Directorate of Democratic Participation within the [Directorate General of Democracy](#) ("DGII") of the Council of Europe.

The Autobiography is a resource designed to encourage people to think about and learn from intercultural encounters they have had either **face to face** or through **visual media** such as television, magazines, films, the Internet, etc.

There are therefore two separate but parallel tools:

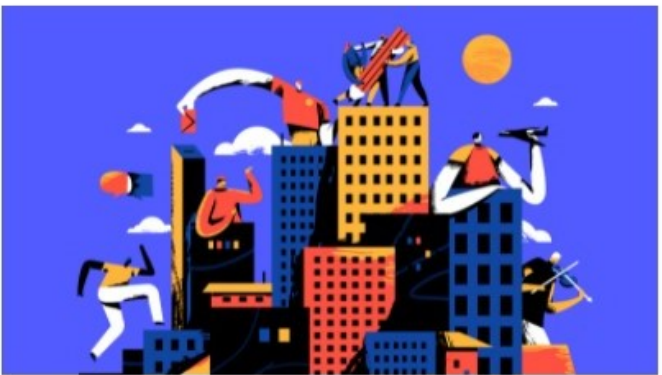


[Autobiography of Intercultural Encounters \(AIE\)](#) is also available in

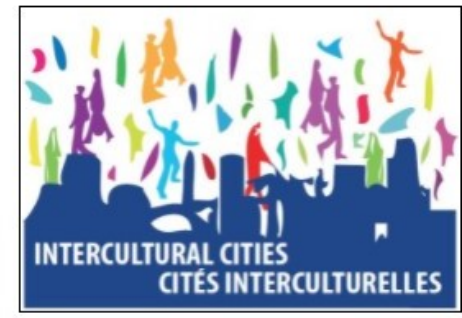


[Images of Others: An Autobiography of Intercultural Encounters through Visual](#)

Intercultural Citizenship Test



Interculturalism is about understanding that well managed diversity and positive interaction between different cultures can be an advantage. It moves beyond simply accepting different cultures and celebrates both the differences and similarities between them as something that can make communities stronger.



This of course does not mean that it is only about praising new or stranger cultures, but also about honouring traditional and local sides of culture. It is all about the relationship between these, and the many aspects that make up a community. These could be, but are not limited to, nationality, ethnic origin, language, gender identity and sexual orientation and religious beliefs.

The Intercultural Citizenship Test is **available in several languages**. To access the language versions, please follow the link

Resources

- Background documents
- ICC welcome pack

意見交換

- 外国語(英語)教育の目的
- 相互文化理解力と実践的な外国語コミュニケーション能力の関係
- グローバル化と多様性(複言語・複文化)

ご清聴ありがとうございました。

- 雑駁な話が多くて、申し訳ありませんでした。欧州における参考事例の紹介ということで、お許し下さい。今後とも、よろしくお願い申し上げます。
- Council of Europe, Intercultural Competence, edit. M. Byram, May 2003
- マイケル・バイラム「相互文化的能力を育む外国語教育」大修館書店(2015年)