

# 生成AIによる多読支援

ー自己決定理論に基づくオーダーメイド型テキスト作成の試みー

The 7th Extensive Reading World Congress

2025年度日本多読学会北海道多読指導者セミナー

竹村雅史（北星学園大学短期大学部）

2025.9.7

- **ご挨拶・自己紹介**

- **発表テーマ：**

何故「生成AI×多読×自己決定理論なのか？」

- **今日のゴール：**

生成AIによるオーダーメイド多読教材の意義と課題を共有

## ご挨拶・自己紹介

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北星学園大学図書館  
多読書籍 (9,500冊)



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No	Start Date	Book Title	Page # (if you gave up)	Your Response	★	Word Count
61	7/19	Katie Grows a Bean Plant.		Cute girl and great story	★★★	
62	7/19	Family Island Adventure		Easy to understand the story	★★★	CHECK!
63	9/28/26	STEVE SHARP ~ Finding Jo~		This book is like a manga. A little bit scary picture	★★★	
64	9/26	Fruit		There are a lot of fruit's picture. They are so cute.	★★★	
65	9/26	Finding The TITANIC		This book is the story of the Titanic. I know the history of the Titanic.	★★★	
66	9/26	Rope that Cow!		main character helped a little boy with using the rope.	★★★	
67	9/26	Jojo and the Football		Jojo is a girl. She can't kick the ball and big boys are kidding her. She is angry and kick the ball, this ball goes over and over.	★★	
68	10/26	Animal Camouflage		The boy is angry but she said "I can't kick the ball. It's very interesting."		
69	9/26	Winnie the Pooh and the Honey Tree		Pooh is very cute but a little bit fat, so he is stuck in tree holes.	★★★	
70	9/26	Animal Camouflage.		Some of animals hide themselves to protect from enemy. This book says animals live with camouflage to protect.	★★★	

★★★★ = a great book!

★★★ = a good book

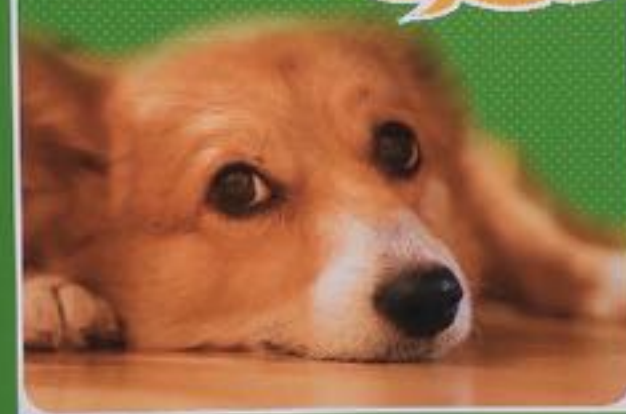
★★ = some good parts

★ = not very interesting

× = a terrible book

## Book Report

Could you read me the story?



Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Hokusei Gakuen University Junior College

### Book Report A



Title: The Golden Compass (The adventure of Lyra)

Author: Chris Weitz Fiction ☒ Nonfiction ☐

Pages: 3 Level of difficulty (1 = very easy, 10 = very difficult): 6

Characters (fiction) or subject (nonfiction): Queen, Polar bear, Lyra Belacqua, Dimone (animals)

Setting (where): North Pole and Louvre Museum

Story (fiction) or what it tells about (nonfiction):

The adventures of Lyra Belacqua and animals. This book tells us about

family love, friendships, and to try something.

Your general opinion: When I read this book

I felt that courageous actions and

I could learn important things about

family, friendships, and consolate.

The best parts, characters, or other things you liked about the book:

The best characters is Lyra! She

has beautiful blond hair and blue

eyes... I'm jealous!!

The worst parts, characters, or other things you disliked about the book:

The battle scene about two polar

bears!! It was a fierce battle.

Rate this book: ★★★★★

★★★★ = a great book!

★★★ = a good book

★★ = some good parts

★ = not very interesting

× = a terrible book

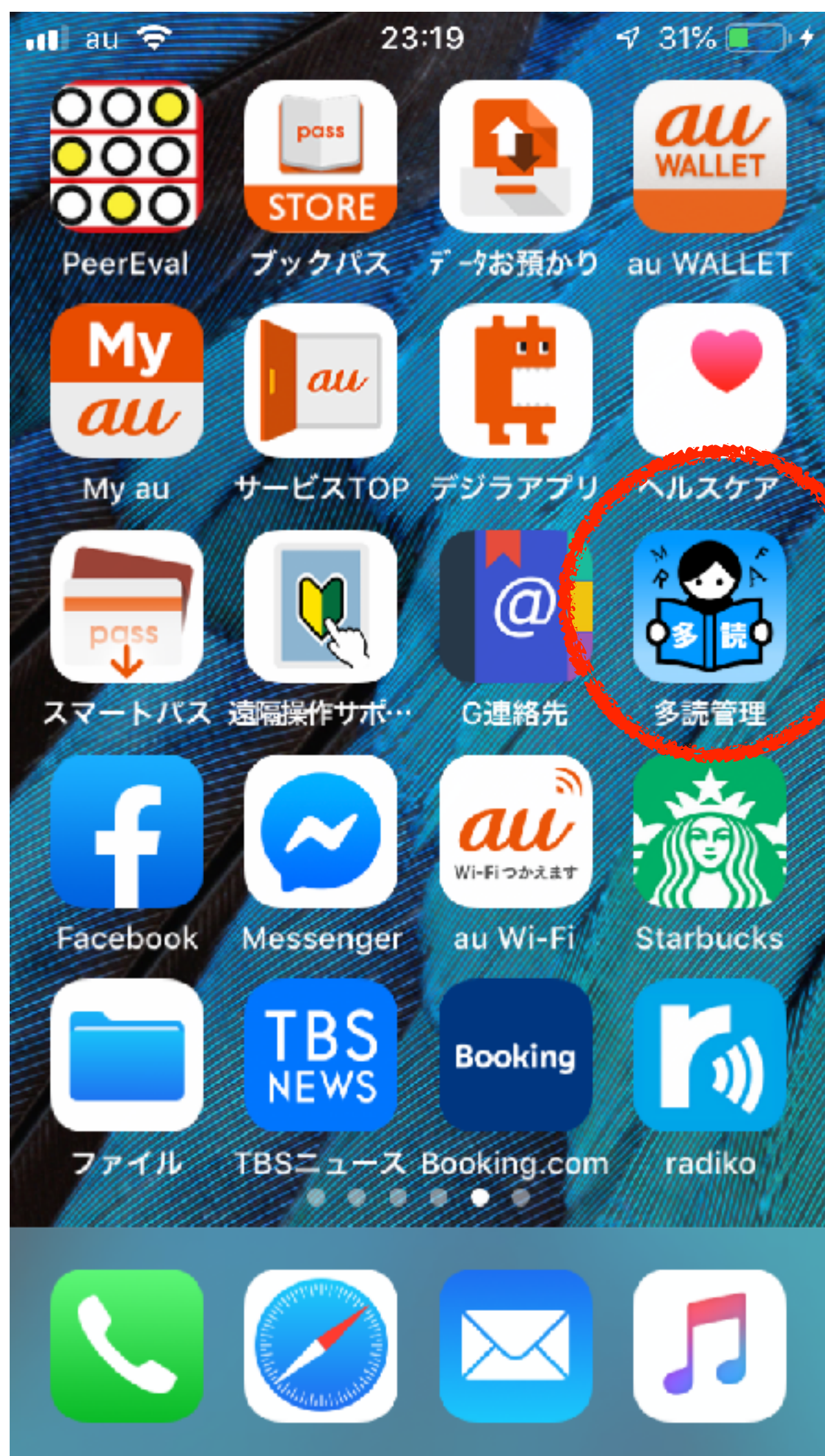


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23:22 33%

# ランキング

週間

月間

年間

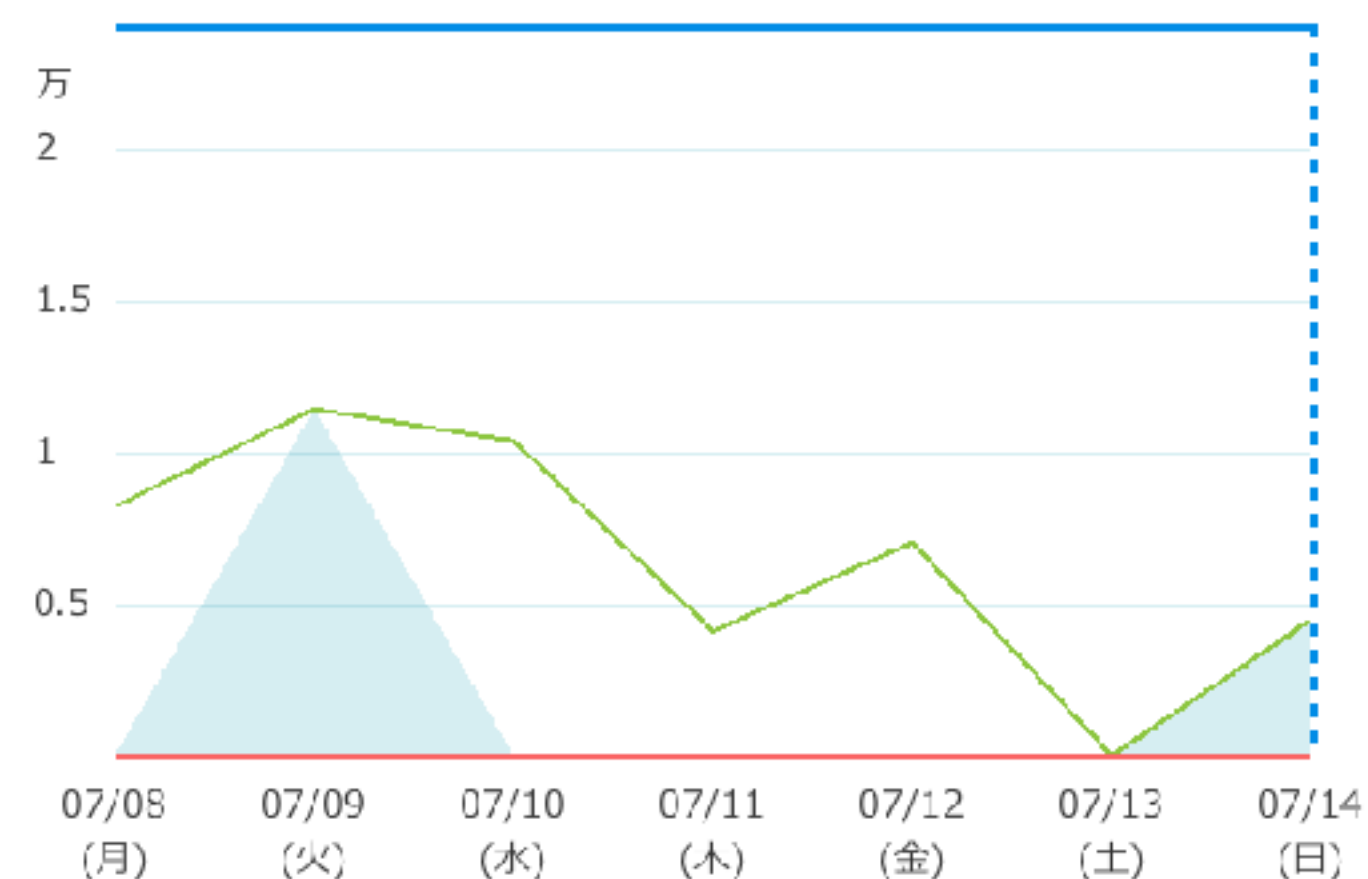
すべて

単語数

書籍数

単語数 **4,423** 今週 ▼

トップ **4,502** 平均値 **17**



全体:780人中

**2** 位

全体 ▼

23:16 29%

# Oxford Reading Tree: Level 18

この書籍を既読にします

評価を入力 (6段階評価)

星なし ★★★★★ ▼

感想文を入力

送信する

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# 多読を支える活動

2022年

## ① Reading Circle (10 分)

- ・ 4～5人のグループ (Circle)
- ・ 一人1分、自分の選んだ多読本を英語で紹介
- ・ 何故これを選んだか
- ・ 作者が意図したものとは
- ・ 背景にあるものは



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## ② Biblio Battle (30分)

- ・ 毎週6人登壇
- ・ その週のチャンプ本を決める
- ・ 参加点5点＋チャンピオン5点（次回継続参加権利）



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従来の英語教育方法が英語習得に効果がなければ、思い切ってそれまでとは全く違った別のアプローチを取るべきです。それは、それまでの苦痛から解放するもの、暗記に頼らないもの、学習者が受動的ではなく能動的に学習できるもの、言語としての英語が身に付く方法でなくてはなりません。



高瀬敦子(2010)

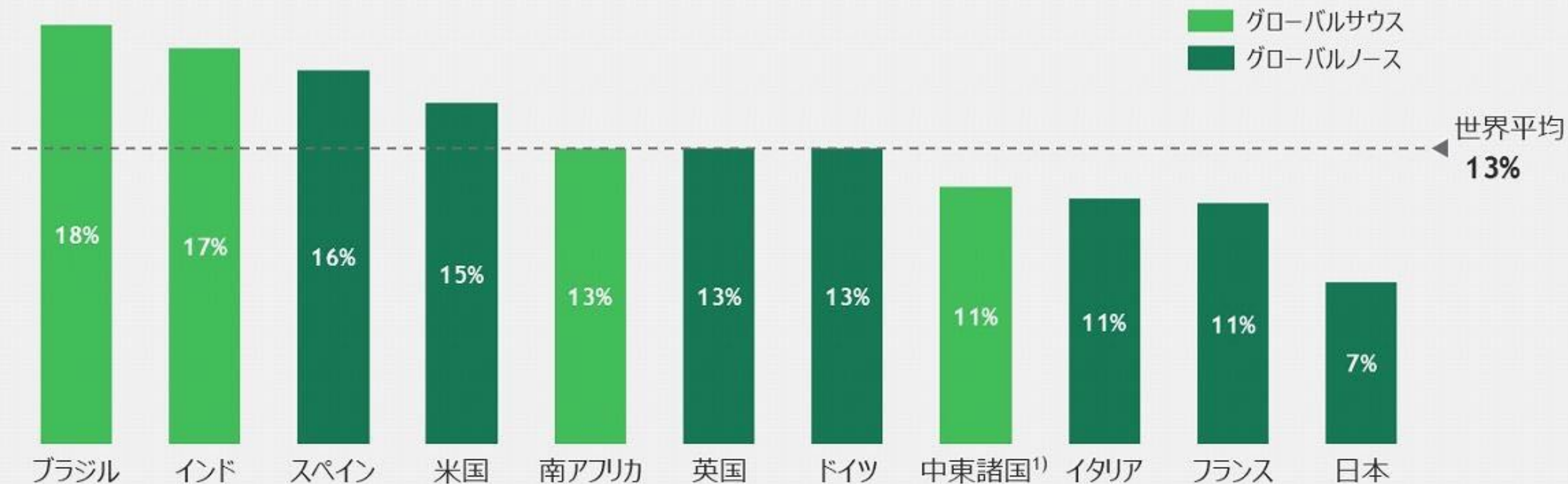


# 多読の世界

今日お話しすること

## 図表4 職場におけるAIエージェントの導入率

AIエージェントが業務フローに統合されていると回答した人の割合



1. 中東諸国は、クウェート、カタール、サウジアラビア、アラブ首長国連邦を指す

注: 各国のn (サンプル数) は調査の条件に基づく

出所: ポストンコンサルティンググループ「AI at Work」調査 (2025年)、n=10,635



図表1 日常的にAIを使う人の割合は、世界平均で72%。  
グローバルサウスで高水準の一方、日本は51%と低迷

週に数回以上AIを使うと答えた人の割合



1. 中東諸国は、クウェート、カタール、サウジアラビア、アラブ首長国連邦を指す

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对立 和解 共存



# 発表テーマ：生成AIによる多読支援

何故「生成AI×多読×自己決定理論なのか？」

- ・ 生成AIは文章作成を短時間で大量に行うことができる  
(これまでできなかったこと)
- ・ 生成AIは語彙制限、文法制限、文章の長短を容易に行うことができる  
(これまでできなかったこと)
- ・ 教師側から多読教材生成ができる、学習者側からも自分で読む教材生成ができる (これまでできなかったこと)
- ・ より読み手に合ったテキスト(生成AI)×多読と自己決定理論との親和性→自律した学習者

# 今日のゴール

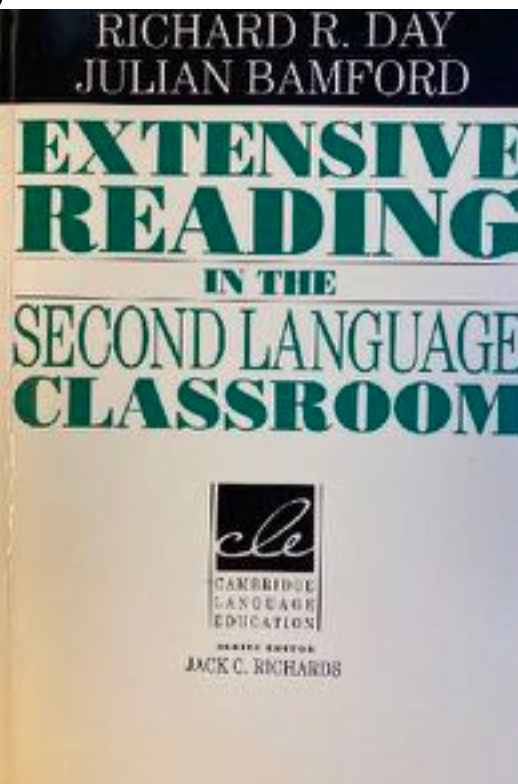
- ・ 生成AIによるオーダーメイド多読教材の意義と今後の課題を共有



# 1. 背景と理論的枠組み

## 1-1 Extensive Reading(ER)の基本理念 (1998: Richard R. Day & Julian Bamford)

1. Students read as much as possible, perhaps in and definitely out of the classroom.
2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.



4. The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the student.

5. Reading is its own reward. There are few or no follow-up exercises after reading.

6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.



7. Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
8. Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
9. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
10. The teacher is a role model of a reader for students-an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

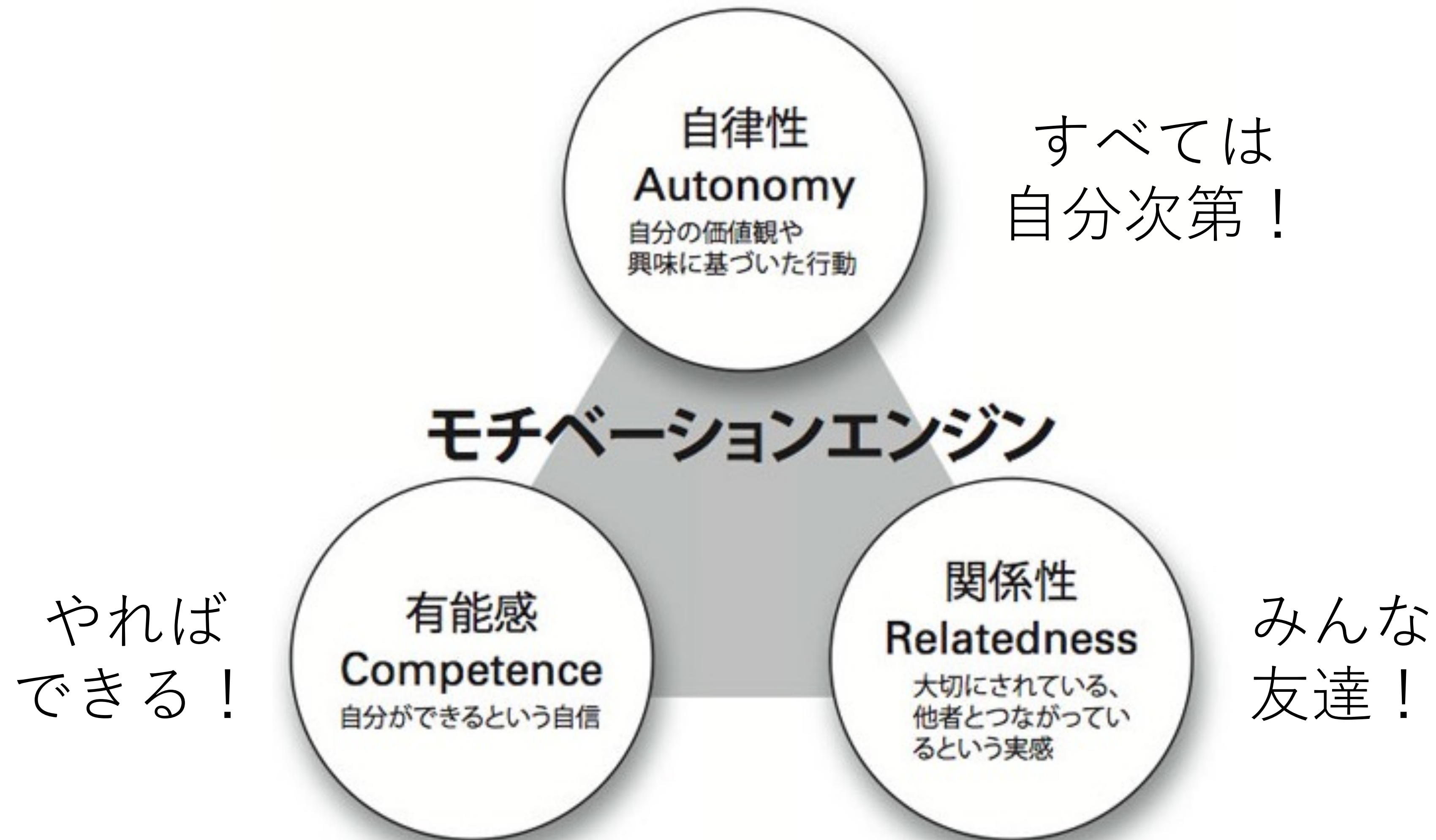
# 1-2 自己決定理論(SDT)とは

- Self-Determination Theory; Deci & Ryan (1985,2002)

学習者の内発的動機付けが高まる前提条件に3つの心理的欲求が満たされることが想定されている。

- ①自律性の欲求(the need for autonomy):自身の行動がより自己決定的であり、責任感を持ちたいという欲求
- ②有能性の欲求(the need for competence):行動をやり遂げる自信や自己の能力を示す機会を持ちたいという欲求
- ③関係性の欲求(the need for relatedness):周りの人や社会と密接な関係を持ち、他者と友好的な連帯感を持ちたいという欲求





これらの3欲求が満たされた結果



学習者は内発的に動機づけられ



学習課題に対して自ら積極的に取り組むようになる



# 3欲求を多読に置き換えると

①自律性の欲求：自身の行動がより自己決定的であり、責任感を持ちたいという欲求

- 自分で選んだ（読みたい）本を自分で読める。
- 多読の際、自分が読みたい本を選ぶことができる。
- 人に言われて読むのではなく、自分で決めて読むことができる。

②有能性の欲求：行動をやり遂げる自信や自己の能力を示す機会を持ちたいという欲求

- 自分が1冊を読み切った時にやればできると感じる。
- 私は多読の学習にうまく取り組んでいると思う。
- 薄い本だけれど、初めて英語1冊を読み切った。

③関係性の欲求：周りの人や社会と密接な関係を持ち、他者と友好的な連帯感を持ちたいという欲求

- 自分ばかりでなく、クラスの仲間や周囲の人と一緒に多読をしていることに励まされる。
- 授業中クラスのリーディング・サークルで自分も多読に取り組んでいる。
- 他の人の感想が聞けて、面白い。

これらの多読の3欲求が満たされた場合



学習者は内発的に動機づけられ



多読に対して自ら積極的に取り組むようになる



多読の継続（自律した学習者）



# 自己決定理論と多読の親和性

短大69名に対して内発的動機付けを高める3欲求と多読が持つ自律性、有能性、関係性との関係の相関を測定した。その結果、高い尺度で数字に表れた。一般化はできないが、我々が抱いている多読の本来持つ魅力を支えているものと学習者の内発的動機付けとの関係性（親和性）は高い。

竹村・廣森（2023）

# 1-3 生成AIの可能性

- ・ AIがもたらす教材作成の可能性

これまでの市販多読テキストから教師の作成した多読テキストの利用も可能  
読み手の好みに合わせ、自由自在にストーリーを生成  
読みの技能に合わせた最適化されたテキスト作成可能

- ・ 特に「個別最適化」と「大量生産」の力

1人1人の読書傾向を把握しながら個別な書籍を適切に紹介アドバイスが可能  
テキストの長さ、章立て、パラグラフ構成、語彙レベル、時間配分を自由自在に最適化



# 1-4 AI×多読×自己決定理論

**自律性支援**：学習者の興味・関心に沿ったテーマの選択

**有能感支援**：レベルに合った達成感あるテキストを自動提示

**関係性支援**：共有・討論タスクを自動生成

# 2. 実践（作成）

## 2-1. 生成AI(Chat GPT5)によるオーダーメイドテキスト作成プロセス

### 1) 入力段階

学習者プロフィール（語彙レベル・興味関心・CEFRレベル別など）を設定

例：中学2年生・語彙1000語・サッカーに興味

### 2) 生成段階

生成AIにプロンプトを与え、テキストを生成

語彙制限や文法レベルを指定

### 3) 編集・調整段階

教員がチェックし、文化的に不自然な部分や難しすぎる表現を修正

図・挿絵を追加（必要あれば）

### 4) 学習者が実際に読んで使用

読後感想を聞いてみて、興味があれば、更なるストーリーの展開を生成

## Step 1. What kind of story do you want to read today?

(今日、どんなジャンルの話を読みたいですか?)

👉 好きなものに ✓ を入れてください (複数選択OK)

- ☐ Adventure (冒険)
- ☐ School Life (学校生活・友情)
- ☐ Family (家族)
- ☐ Sports (スポーツ)
- ☐ Fantasy (ファンタジー)
- ☐ Mystery (ミステリー)
- ☐ Romance (恋愛)
- ☐ Travel & Culture (旅行・文化)
- ☐ History & Biography (歴史・伝記)
- ☐ Science & Technology (科学・技術)



# Step 2. Choose Your Reading Level (YL)

(次に読みやすさレベルを✓選びましょう)

✓	YL	CEFR 目安	特徴	学習者向けの説明
	0.1 – 0.5	A1	超やさしい絵本レベル、1文が短い	"Very easy, short sentences, many pictures."
	1.0 – 2.0	A1–A2	基礎英語、日常会話に近い	"Easy English. Everyday topics. Short paragraphs."
	2.1 – 3.0	A2	少し長め、日常生活・簡単なストーリー	"Simple stories, more words, easy to follow."
	3.1 – 4.0	A2–B1	会話多め、章ごとの展開	"Longer stories, more dialogues."
	4.1 – 5.0	B1	高校生向け、少し複雑な展開	"Challenging but interesting stories."
	5.1 – 6.0	B1–B2	中級、抽象的なテーマも	"Good for advanced students, with new vocabulary."
	6.1 以上	B2–C1	本格的な英文読書に近い	"Like reading a real English book!"

## Step 3. 分量 (Word Count / Length)

- ☐ 極短め (50–300 words) : 初めて読む
- ☐ 短め (500–800 words) : 気軽に読める
- ☐ 標準 (1000–1500 words) : 達成感がある
- ☐ 長め (2000–3000+ words) : 集中して読む

## Step 4. ストーリーのタイプ (Story Style / Format)

- ☐ **物語型 (Narrative)** : 冒険、友情、恋愛などのストーリー仕立て
- ☐ **説明型 (Expository)** : 文化紹介、科学、歴史、雑学
- ☐ **会話型 (Dialogue-based)** : 登場人物同士のやりとり中心



## Step 5. 学習サポート要素 (Support Options)

- ☐ 挿絵イラスト付き (Image support)
- ☐ 語注・注釈つき (Glossary support)
- ☐ 理解確認問題 (Comprehension questions)

## **Step 6.** アクティビティの希望 (Post-reading Activity)

- ☐ **Reading Circle** 用サマリー (友達に紹介できる要約)
- ☐ **Book Report** 用ポイント (レポートに使えるヒント)
- ☐ **Discussion Questions** (会話・討論用の問い)

中学生・高校生向けの例



## 1. School Life (YL 2.5, Narrative, with Questions & Glossary)

### Title: Our Reading Circle

It was the first week of April. The new class had just started, and Ms. Tanaka wanted her students to enjoy English in a new way. She said, “We will begin a reading circle. Each of you will choose a book that feels comfortable. It does not have to be difficult. Easy books are fine.”

At first, the students were nervous. Some thought, “*Isn’t this too simple?*” Others were worried that they could not finish a book in English. But when Yumi opened a short story, she was surprised. She understood the main idea and felt proud.

Every week the class met in a circle. Each student gave a short summary. Sometimes they asked each other questions like, “*Who was your favorite character?*” or “*What did you learn from the story?*” Little by little, everyone became more confident.

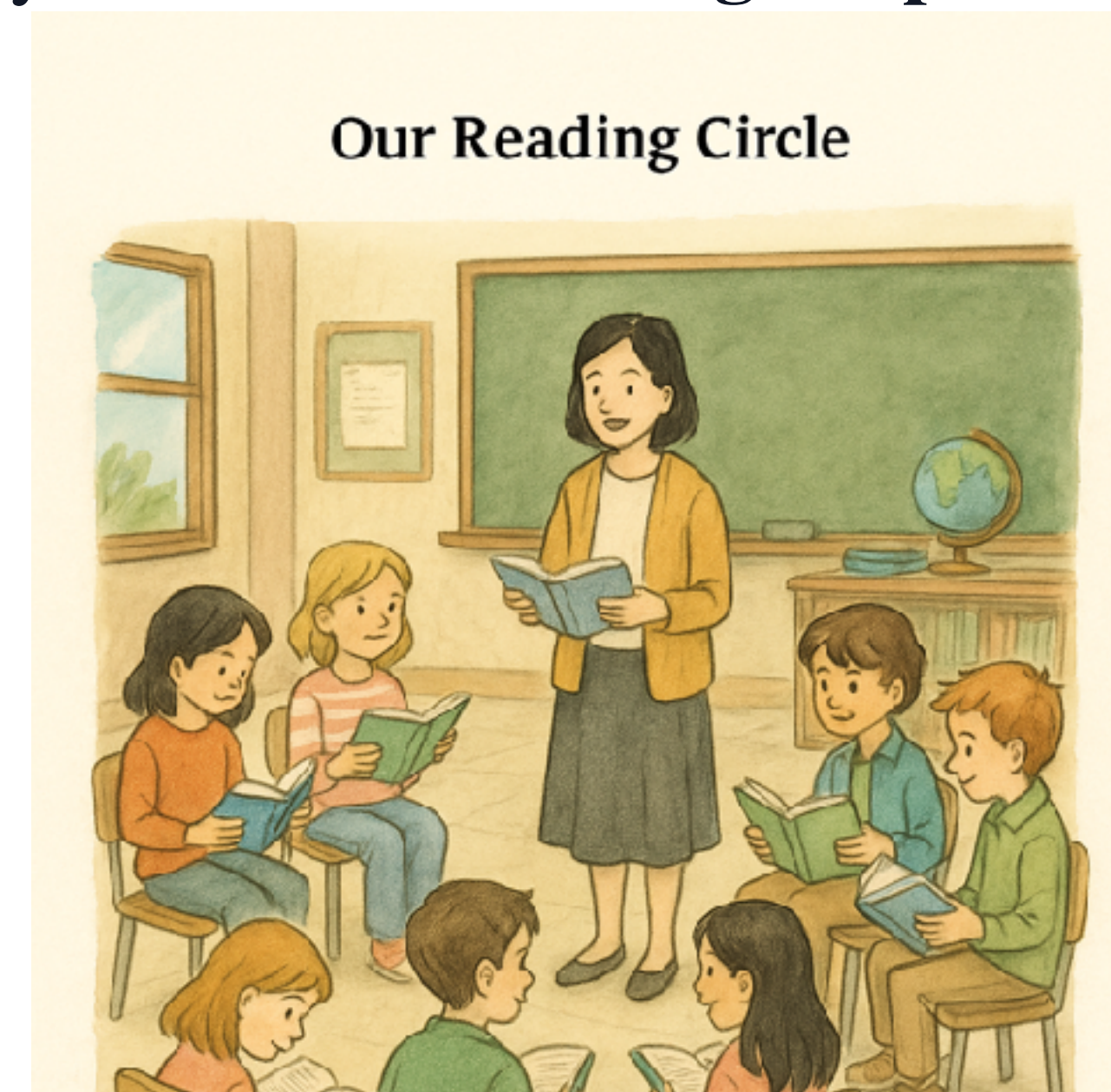
By the end of the semester, many students had read more than ten books. They learned that **reading for pleasure** could also improve their skills.

### Glossary:

- summary = a short telling of the main points
- character = person in a story
- confident = sure of yourself

### Comprehension Questions:

1. What new activity did the teacher start?
2. How did Yumi feel after reading her first story?
3. What did the students do every week in the circle?





## 2. Fantasy (YL 3.5, Narrative, with Questions)

### **Title: The Door in the Library**

Ken liked spending time in the school library. One rainy afternoon, he noticed an old wooden door at the back of the shelves. It was half hidden by tall books. When he pulled it open, a soft light shone through.

Inside was a passage that led to another world. There were tall mountains, green forests, and animals that could speak. A small fox said, “Welcome, traveler. You must be kind, for only kind people can enter this place.”

Ken joined the fox and met other creatures. They asked him to help find a lost book of stories. The book had the power to keep their world alive. Ken agreed, and together they traveled across rivers and valleys.

At last, Ken found the book in a cave. When he opened it, the words glowed like fireflies. The forest grew brighter, and the animals cheered. Then Ken returned to the library, holding only a single page as proof.

### **Comprehension Questions:**

1. Where did Ken find the secret door?
2. What special rule allowed him to enter the world?
3. Why was the lost book important?







### 3. Travel & Culture (YL 1.5, Expository, with Glossary & Discussion)

#### Title: Visiting Kyoto

Kyoto is one of the most famous cities in Japan. Long ago, it was the capital of the country. Today, it is known for its beautiful temples, gardens, and traditional culture.

When visitors walk in Kyoto, they can see many old wooden houses and quiet streets. In spring, cherry blossoms fill the parks. In autumn, red and yellow leaves cover the mountains. Each season has its own beauty.

Many travelers like to try Japanese food in Kyoto. Green tea, rice cakes, and special noodles are popular. Some shops even let visitors watch how sweets are made.

Kyoto is also a place for history. People can learn about samurai, emperors, and old festivals. Museums and guides help travelers understand the past.

#### Glossary:

- temple = a building for religious practice
- tradition = custom from long ago
- festival = special event with music, food, and celebration

#### Discussion Questions:

- 1.What makes Kyoto beautiful in each season?
- 2.What foods can visitors enjoy there?
- 3.Why is Kyoto important for history?





高校生・大学生向けの例

興味関心のジャンルはイタリア料理です。YLを3.0に設定し、500語で英文を作成して下さい。添付の挿絵も同時に添付してください。

# Title: A Journey into Italian Cuisine

Italian food is famous around the world. Many people know dishes like pizza, pasta, and gelato, but Italian cuisine is more than these three foods. It is a story of history, family, and tradition. Each region in Italy has its own style of cooking. The north uses butter, rice, and cheese, while the south is known for olive oil, tomatoes, and seafood.

Pasta is one of the most common Italian dishes. There are more than 300 types of pasta. Spaghetti, penne, fusilli, and farfalle are only a few examples. Pasta can be served with many different sauces. Tomato sauce, cream sauce, and pesto are popular choices. In Italy, pasta is often a first course, called “primo.” After pasta, people may eat meat or fish as the second course, called “secondo.”

Pizza is another world-famous Italian food. The most traditional type is pizza Margherita, which has tomato, mozzarella cheese, and basil. These three colors represent the Italian flag: red, white, and green. Pizza is often baked in a wood-fired oven, which gives it a special taste and smell. In Naples, the birthplace of pizza, people believe pizza should be soft, not too crispy.

Italian cuisine is not only about pasta and pizza. Risotto, a creamy rice dish, is popular in the north. Lasagna, layers of pasta with meat, sauce, and cheese, is loved by families. Polenta, made from cornmeal, is another traditional northern food. In the south, people enjoy eggplant dishes, seafood pasta, and spicy flavors. Sicily is famous for sweets like cannoli and cassata.



Meals in Italy are not only about food. They are also about time with family and friends. Italians like to eat slowly and talk at the table. Lunch can take more than an hour, and dinner can last for two or three hours, especially on weekends. Eating together is a way to celebrate life and relationships.

Desserts also play an important role. Gelato is Italian ice cream. It is softer and denser than regular ice cream, and it comes in many flavors, such as pistachio, lemon, and chocolate. Tiramisu, made with coffee, cream, and cocoa, is another famous dessert. Espresso, a strong coffee, is often enjoyed after a meal.

Italian food has spread across the world. In many countries, you can find Italian restaurants and bakeries. Of course, some recipes are changed to match local tastes, but the heart of Italian cuisine remains the same: fresh ingredients, simple methods, and love of flavor. Eating Italian food is like taking a journey to Italy itself.

Another important part of Italian food culture is the local market. Many Italians shop at outdoor markets to buy fresh vegetables, fruit, cheese, and bread. These markets are colorful and lively, with people talking and laughing. Farmers bring seasonal products, and shoppers choose carefully. Freshness is very important in Italian cooking, so buying food directly from the market is a tradition.

Olive oil also has a special place in Italian cuisine. It is used in salads, pasta, soups, and even desserts. Extra virgin olive oil is considered the best because of its pure taste and health benefits. In the countryside, families sometimes make their own olive oil, and the harvest season is a big event.

Italian cuisine shows us that food is more than nutrition. It is culture, memory, and joy. Every bite tells a story of people, history, and tradition. That is why Italian food continues to be loved all over the world.



# A Journey into Italian Cuisine



Italian food is famous around the world. Many people know dishes like pizza, pasta, and gelato. It is a story of history, food, and more on taste and beauty.

Pizza is one of the most common Italian dishes. There are more than an hour and a half, is a story of her history, family, and tradition. Eating together is important. Meals in Italy are not only about pasta and pizza. It is a time to spend with family and friends. It is a time to relax, especially on weekends, and to enjoy the food.

Meals in Italy are not only about food. They are also about time with family and friends. It is a time to relax, especially on weekends, and to enjoy the food. Desserts also play an important role. They are also about time with family and friends. It is a time to relax, especially on weekends, and to enjoy the food.

Meals in Italy are not only about food. They are also about time with family and friends. It is a time to relax, especially on weekends, and to enjoy the food. Eating Italian food is like a journey to a beautiful world.

Desserts also play an important role. It is a time to relax, especially on weekends, and to enjoy the food. Eating Italian food has spread across the world. To buy fresh vegetables, it is a time to relax, especially on weekends, and to enjoy the food.

Italian cuisine shows us that food is more than nutrition. It is a culture, a memory, and a joy. Every bite tells a story to an Italian cuisine.

Another important part of Italian food culture is the local market. Local markets, where you can find fresh produce and other goods, are a part of the Italian food culture.



高校生の友情を描いたサッカー物語（YL 3.0、約1000語）



## A Goal for Friendship

Kenji and Taro had been friends since middle school. They both loved soccer, and when they entered high school, they joined the school soccer team together. Kenji was tall and strong, with powerful kicks, while Taro was smaller but fast, with quick thinking and sharp passes. They made a good pair on the field. Everyone said they were like two parts of one body.

At the start of the new season, the coach announced that the team would join a big city tournament. The players were excited. Winning this tournament meant more than just a trophy; it meant respect from other schools. Kenji dreamed of being the top scorer, while Taro simply wanted the team to play well together.

In the first few weeks, everything went smoothly. Kenji scored goals, Taro assisted, and the team cheered for them. But as the matches became tougher, Kenji started to feel pressure. He wanted to prove himself as the best player. Sometimes, he ignored Taro's passes and tried to score by himself.

One afternoon, during practice, Kenji took a long shot without passing. The ball went far over the goal. Taro ran up to him and shouted, "Why didn't you pass? I was open!" Kenji frowned. "I can score on my own. I don't always need you," he replied. The words cut Taro's heart. He felt like his best friend no longer trusted him.

That night, Taro couldn't sleep. He thought about quitting the team. But then he remembered all the times they had practiced together in the park, laughing and chasing the ball until sunset. Their friendship had always been stronger than winning or losing.

The next day, the coach noticed the tension between them. After practice, he called them over. "Soccer is not about one star," the coach said firmly. "It's about teamwork. Kenji, you have power. Taro, you have vision. Together, you are strong. Apart, you are weak." The boys stayed silent but listened carefully.

The tournament finally began. In the first match, the team played against a strong opponent. Kenji tried to take control again, but the defenders blocked him easily. At halftime, the score was still 0–0. The coach looked at Kenji and Taro and simply said, "Play together."

In the second half, Taro received the ball in midfield. He saw Kenji running forward. Instead of keeping it, Taro gave a perfect pass through the defenders. Kenji reached it just in time and scored. The crowd cheered loudly. Kenji turned and saw Taro smiling. For the first time in weeks, Kenji smiled back.

From then on, they worked as a pair again. Kenji scored another goal, thanks to Taro's quick pass, and their team won the first match. After the game, Kenji put his arm around Taro and said, "I'm sorry. I need you. We're better together." Taro laughed. "I know. Let's win this tournament, together."

The team advanced to the final. The last match was the hardest. Their opponents were fast, skilled, and confident. The score was 1–1, and only ten minutes were left. Everyone was tired. Kenji wanted to be the hero, but he remembered the coach's words. He looked at Taro, who was waiting for the ball.

In the last minutes, Taro dribbled past one defender and saw Kenji in front of the goal. He kicked the ball forward. Kenji controlled it, looked at Taro again, and then surprised everyone by passing it back. Taro shot with all his strength. The ball flew into the net. Goal! The crowd went wild.

When the referee blew the final whistle, their school had won the tournament. The team lifted Kenji and Taro on their shoulders. The two friends looked at each other, their eyes shining with joy. They didn't need words. They both knew this victory was not just about soccer. It was about friendship, trust, and learning to play as one.







大学生向けの例

**Romance／YL6.1+（上級）／長めのテキスト(1,000語)／5章構成／注釈／  
挿絵つきのサンプル教材**



# *Beneath the Autumn Sky*

## Chapter 1: A Chance Encounter

The university campus in Kyoto had begun to glow with the colors of autumn. The ginkgo trees that lined the main avenue dropped golden leaves, creating a soft carpet where students walked briskly to their classes. For Aya, a third-year literature major, this season always carried a mixture of melancholy and hope. She often carried a small notebook of poems, sometimes by her favorite Japanese poets, sometimes her own attempts at capturing fleeting moments.

On a crisp afternoon in late October, Aya chose a bench near the library. The air was cool enough for a scarf, yet the sun still warmed her face. She opened her book and read softly, mouthing the words of Bashō. The quiet rhythm of the haiku helped her settle her mind after a long morning of lectures. She was absorbed, yet she soon noticed a presence a few steps away.

A tall young man sat on the ground beneath another ginkgo tree. He held a sketchbook, his pencil moving quickly across the page. His concentration was intense, but his expression was gentle. Aya had seen him once or twice in the cafeteria line but had never spoken to him. His hair was light brown, his skin pale, and he wore a dark coat that made him stand out among the students.

Curiosity drew Aya's eyes again and again toward him. Finally, their gazes met. The young man smiled politely, almost shyly, and Aya quickly looked back at her book. She felt an unfamiliar heat rise in her cheeks. She wondered if he had noticed her staring.

Minutes passed. Aya tried to return to her poem, but the scratch of pencil on paper kept pulling her attention. She stole another glance. He was sketching the ginkgo tree itself, capturing the way the leaves fanned outward like small hands. His lines were strong but delicate. She admired the ease with which he turned observation into art.

Suddenly, a leaf drifted down between them, landing directly on her open page. She laughed softly and lifted it. The young man spoke, his Japanese accented but clear.

“Beautiful, isn’t it?”

Aya hesitated, then answered, “Yes, very beautiful. Like golden rain.”

He closed his sketchbook halfway and nodded toward her book. “Are you reading poetry?”

Surprised by his courage, Aya held up the slim volume. “Bashō. Do you know him?”

The young man’s eyes brightened. “I know... frog and old pond,” he said with a grin. Aya laughed. The haiku was famous even abroad, and his attempt at reciting it felt both charming and clumsy.

“I’m Aya,” she said.

“Daniel,” he replied, with a small bow. “I’m an exchange student from Canada. I study art.”

Their words hung awkwardly for a moment. Aya wanted to ask more but felt unsure. Daniel seemed equally hesitant. Yet the leaf in her hand gave her courage.

“Do you like Kyoto?” Aya asked.

Daniel looked up at the golden branches above. “Yes. It feels... slower, calmer. In my country, the seasons change, but here the change feels alive. I try to catch it in sketches, but it is difficult.”

Aya nodded, understanding. “That’s why we write poems. To hold a moment before it passes.”

The conversation was brief, interrupted by the chime of the library bell. Daniel gathered his pencils. Aya closed her book. They exchanged another shy smile before walking off in different directions. But the encounter lingered in Aya’s mind all evening. She replayed the sound of his accented Japanese and the sincerity in his eyes.

That night, she opened her notebook and began to write.



*Golden leaf falling*

*Between two strangers' silence*

*New season begins*

Aya paused, reading her own words. She thought of Daniel's sketchbook, of his smile beneath the ginkgo tree. She felt a quiet thrill. Perhaps it was nothing more than a fleeting encounter. Yet perhaps it was the start of something more.

The following week, Aya returned to the same bench. She told herself it was coincidence, but in truth, she hoped to see him again. The ginkgo trees had shed more of their leaves, and the ground looked like a golden sea. She opened her book, but her eyes searched the campus. For several minutes, she saw no sign of him. Disappointment began to settle.

Then she heard the familiar scratch of pencil. She turned. Daniel sat once again beneath the ginkgo tree. This time, when their eyes met, he raised his hand in greeting. Aya smiled back, less shy than before. She felt the first thread of connection tighten. The autumn sky above seemed brighter than usual, as though it, too, had noticed

## Glossary (語注)

- **melancholy** = a gentle sadness (ものの悲しさ)
- **curiosity** = a strong desire to know or learn (好奇心)
- **hesitate** = to pause before speaking or acting (ためらう)
- **linger** = to stay in one's mind for a long time (心に残る)
- **fleeting** = lasting for only a short time (つかの間の)

## ? Discussion Questions

1. What first drew Aya's attention to Daniel?
2. How did the falling leaf change the situation between them?
3. What does Aya's haiku at the end of the chapter suggest about her feelings?
4. How do art and poetry serve as bridges between people from different cultures?







## *Beneath the Autumn Sky*

### **Chapter 2: Conversations in the Library**

The library at Kyoto University was often Aya's refuge. The tall wooden shelves, the faint smell of old paper, and the warm pools of light on the study tables created a space where she could breathe freely. She had spent countless hours here, reading novels and preparing reports. Yet on one particular afternoon, as rain tapped softly against the high windows, she noticed a familiar figure sitting at a corner desk.

Daniel was hunched over a book, his brow furrowed in concentration. His sketchbook lay closed beside him, replaced this time by a volume of Japanese haiku. The cover looked worn, as if borrowed many times. Aya paused a few steps away, watching him struggle with the pages. His lips moved as he tried to pronounce the words. Finally, he shook his head in frustration.

Aya gathered her courage and approached. "Excuse me... do you understand what you're reading?"

Daniel looked up, startled, then smiled sheepishly. "Not really. The characters are so small, and the meaning... it slips away. I thought I could understand, but haiku is... how do you say... tricky."

Aya pulled out the chair beside him. "May I?"

"Please," Daniel said with relief.

Aya leaned over the page. “This one is by Buson. The seasonal word here is *yamazakura*—wild mountain cherry blossoms. In haiku, every season has special words, called *kigo*. They carry feelings, not only images.”

Daniel listened carefully, his eyes intent on her face. “So, one word can carry a whole atmosphere?”

“Yes,” Aya said. “It’s like... when you say ‘snow,’ you feel winter. When you say ‘cicada,’ you feel summer.”

Daniel chuckled. “English feels clumsy for such delicate things. I can say ‘autumn leaves,’ but it doesn’t hold the same weight.”

Aya smiled. “That is why many Japanese poets keep it short. Seventeen syllables, but full of life.”

They bent over the book together. Aya explained the rhythm, the pause between the first five and the following seven syllables. Daniel tried to read aloud, stumbling over pronunciation, but Aya gently corrected him. Their heads nearly touched as they whispered the lines back and forth. Around them, the library remained silent, yet Aya felt as if their voices filled the room with warmth.

Over the next weeks, their meetings became regular. Sometimes Daniel waited for her at the library entrance, sketchbook under one arm, haiku book in hand. Sometimes Aya found him already seated, surrounded by dictionaries. They began to teach each other—Aya guiding him through Japanese idioms, Daniel introducing Aya to English poetry.

One afternoon, Daniel read aloud a poem by William Wordsworth. His voice carried a quiet rhythm, different from haiku yet equally gentle. Aya listened, closing her eyes to imagine the landscapes he described—fields of daffodils, wandering clouds. When he finished, she said softly, “It feels like a painting.”

Daniel grinned. “Exactly. Poetry and art are sisters. One uses words, the other lines and colors. Both try to hold a moment.”

Aya nodded, remembering the first time she had seen him sketch beneath the ginkgo tree. The memory felt less distant now, less fragile. She realized that every meeting layered new colors onto that first image, deepening the connection.

Still, she wondered what he thought of her. Did he see her only as a helpful tutor? Or did he feel the same quiet pull she could not deny? She did not dare ask. For now, she was content to listen, to speak, to share the silence that grew comfortable between them.



Rain came often in November. On those afternoons, the library windows blurred with mist, and the sound of pages turning echoed softly. Aya and Daniel sat close, their heads bent over poems that crossed languages. She felt time moving differently here—not rushing like the outside world, but pausing, stretching, allowing her to notice the details: the curve of Daniel’s handwriting, the way his lips shaped unfamiliar syllables, the smile that came when he finally understood.

One evening, as the bell rang to announce closing time, Daniel whispered, “Thank you, Aya. Without you, these words would stay locked. You opened them.”

Aya looked down quickly, embarrassed by the warmth rising in her chest. “It is nothing. I like sharing poetry.”

Daniel tilted his head. “Still, it feels special. Like the poems are not only between us and the page, but between us, too.”

Aya could not reply. She simply gathered her books, heart trembling with unspoken emotion.

Outside, the rain had stopped. They walked together beneath the damp trees. The lamps lit their path, and the air smelled of wet earth. Aya thought of a new haiku forming in her mind, but she kept it hidden. Some poems were too fragile to share just yet.

## Glossary (語注)

- **furrowed brow** = wrinkled forehead showing worry or focus (眉をひそめる)
- **slips away** = disappears, cannot be held (消えてしまう)
- **kigo** = seasonal word in haiku (季語)
- **delicate** = fine, subtle, easily broken (繊細な)
- **wander** = to move without direction (さまよう)
- **fragile** = easily broken, weak (壊れやすい)
- **idiom** = expression whose meaning is different from the words (慣用句)
- **blurred** = unclear, not sharp (ぼやけた)
- **unspoken** = not said but felt (言葉にされないが感じられる)
- **tremble** = shake slightly from emotion or cold (震える)

## Discussion Questions

1. Why was Daniel struggling with haiku at first?
2. How did Aya explain the importance of seasonal words?
3. What role did English poetry play in their conversations?
4. How does silence function in their growing relationship?
5. Do you think literature can connect people across cultures better than casual conversation? Why or why not?

## *Beneath the Autumn Sky*

### Chapter 3: A Walk by the River

The Kamo River cut through the heart of Kyoto like a silver ribbon. On autumn evenings, its surface reflected the orange lamps that lined the paths, each light shimmering as if it were a lantern floating on the water. Aya had walked here many times alone, but this evening felt different. Daniel had invited her, and now they strolled side by side, their steps falling into an easy rhythm.

The air was crisp, carrying the scent of roasted chestnuts from a nearby vendor. Aya wrapped her scarf tighter, glancing at Daniel. He seemed more relaxed than usual, hands in his coat pockets, eyes lifted toward the darkening sky. “In Canada,” he said, “the autumn is also beautiful, but somehow colder. Here, even with the chill, I feel warmth. Maybe because everything is so alive—lights, people, the river. And...” He hesitated. “Because you are here.”

Aya’s heart skipped. She looked down quickly at the river, where ripples spread like quiet music. She wasn’t sure how to respond, so she let silence settle between them. But it was not an uncomfortable silence. It carried a weight, like an invisible thread binding them closer.

They stopped at a bridge. Below, children released small paper boats with candles inside, watching them drift downstream. Daniel leaned against the railing. “Do you know this custom?”

Aya nodded. “Yes. It’s called *toro nagashi*. People float lanterns to honor spirits or to let go of regrets. It’s like sending wishes away on the water.”



Daniel's eyes followed the glowing boats. "It's beautiful. Back home, we don't have this. I wish I could draw every light."

Aya smiled. "Maybe you don't need to draw everything. Some moments... you only hold here." She touched her chest lightly.

Daniel looked at her, and the sincerity in his gaze made her breath catch. "Aya, can I tell you something?"

She nodded, though her pulse raced.

"I never felt at peace in my own country. Always rushing, always trying to prove something. But here... walking, reading, talking with you—I feel calm. It scares me, because calm is not what I'm used to. But I like it. More than I expected."

Aya felt her cheeks warm. She wanted to tell him that she felt the same, that his presence had begun to fill spaces she didn't know were empty. But the words tangled on her tongue. Instead, she leaned on the railing beside him, close enough to feel the warmth of his arm through the coat.

They resumed walking, the night deepening around them. Street performers played soft tunes on shamisen, and the air was threaded with music. Daniel bought two roasted sweet potatoes from a stand and handed one to Aya. She laughed, surprised. "This is very Japanese. Did you know?"

“I wanted to try,” Daniel said, peeling the skin clumsily. “But maybe you should teach me.”

They sat on a low stone wall, eating. The sweetness of the potato mixed with the cool air, making Aya feel oddly content. Daniel spoke about his childhood—long winters, snow piled high, days spent drawing by the fire. Aya shared her own memories—festivals in her hometown, fireworks, the way her grandmother recited poems at night. The exchange felt natural, as if they were weaving two lives into a single fabric.

When the meal was done, they walked again, slower now. The river whispered beside them. At a quieter spot, Daniel stopped suddenly. “Aya, may I draw you?”

She blinked. “Here? Now?”

He nodded, pulling out his sketchbook. “You by the river, under these lights—it’s something I want to remember.”

Aya hesitated, then laughed softly. “All right. But don’t make me look strange.”

She sat on a stone by the water. Daniel began sketching quickly, his eyes darting from her to the page. Aya sat still, trying not to fidget. She felt self-conscious under his gaze, yet also flattered. The way he looked at her was different from others—it wasn’t just about appearance. It was as though he saw her thoughts, her quiet strength, even her uncertainties.

When he finished, he turned the sketchbook around. The drawing captured her with remarkable tenderness—the curve of her scarf, the glint of lamplight in her hair, the calm of her posture. Aya stared at it, speechless.

“Do you like it?” Daniel asked, suddenly unsure.

Aya touched the page lightly. “It’s... beautiful. You make me look braver than I am.”

Daniel smiled. “Maybe you are braver than you think.”

They sat for a while longer, the sketchbook between them, the sound of the river flowing steadily. Aya realized that the night had given them more than a walk—it had given them a memory they both would carry.

As they stood to leave, Daniel said softly, “Aya, I don’t know what will happen tomorrow, or next year. But tonight, walking with you, I feel something real.”

Aya met his eyes, her voice barely above a whisper. “So do I.”

The lanterns on the river drifted farther away, their lights fading into the distance. But in Aya’s heart, a new light had begun to shine.



## Glossary (語注)

- **crisp** = cool and fresh (ひんやりしてさわやかな)
- **hesitate** = to pause before speaking (ためらう)
- **custom** = a traditional practice (習慣)
- **sincerity** = honesty, truthfulness (誠実さ)
- **content** = quietly happy and satisfied (満ち足りた)
- **fidget** = move nervously or restlessly (そわそわする)
- **flattered** = pleased because of praise (喜ばしく思う)
- **tenderness** = gentleness and affection (優しさ、愛情)
- **posture** = the way one holds their body (姿勢)
- **steadily** = in a continuous, even way (着実に、安定して)

## Discussion Questions

- 1.How does the walk by the river deepen Aya and Daniel’s relationship?
- 2.What role do cultural traditions (like *toro nagashi* or roasted sweet potatoes) play in their bond?
- 3.Why does Daniel feel calmer in Kyoto compared to his home country?
- 4.What does Daniel’s sketch of Aya reveal about his feelings for her?
- 5.In what ways do shared experiences create stronger connections than words alone?

## *Beneath the Autumn Sky*

### **Chapter 4: The Distance of Choices**

Winter crept into Kyoto quietly, replacing the golden glow of autumn with the hush of cold mornings and the soft crunch of frost beneath students' shoes. The ginkgo trees that once shimmered with life now stood bare, their branches like thin fingers reaching toward the pale sky. Aya pulled her coat tighter as she crossed the campus courtyard. Each breath rose in white puffs.

She had not seen Daniel for two days. The end of the semester brought heavy workloads—papers to write, presentations to prepare. But that wasn't the only reason for the distance. Aya had sensed a change in Daniel's mood, a heaviness that lingered even when he smiled. Something unspoken hung between them.

They finally met at a small café near the river, a quiet place they had discovered weeks earlier. The windows fogged with steam, and the smell of coffee beans filled the air. Aya arrived to find Daniel already there, his sketchbook closed, his hands wrapped tightly around a cup. He looked up as she entered, his eyes both warm and troubled.

“Aya,” he began once she sat, “I need to tell you something.”

Aya's heart quickened. “What is it?”

He hesitated. “I received an offer. My university back in Canada wants me to extend my studies there. My family... they expect me to return.” He sighed, glancing at the floor. “But I also received another option—to stay here one more year as part of an exchange program. I don’t know what to do.”

Aya froze. She had imagined this moment, yet hearing it aloud made her chest tighten. She forced her voice steady. “Do you want to go back?”

Daniel’s lips pressed together. “I don’t know. At home, I feel pressure—expectations, responsibilities. Here, I feel free. But freedom is fragile. If I stay, I’m afraid I will disappoint my family. If I leave, I’m afraid I will disappoint myself. And...” His voice trailed off. “I’m afraid I will lose you.”

Aya’s breath caught. The words she had longed to hear, yet feared, now lay between them. She stared into her coffee, unable to meet his eyes. Her own dilemma mirrored his. Professors had encouraged her to apply for graduate school abroad. Opportunities waited in Tokyo and even in Europe. Yet her parents reminded her of stability, of finding work in Japan. She felt torn between a safe future and the fragile thread of connection that had grown between them.

Silence settled, thick as the steam against the window. Finally, Aya whispered, “Love is not only about staying. It is about carrying each other, even when apart.”



Daniel's hand reached across the table, warm against hers. His grip was firm, almost desperate. "But can we? Oceans are wide. Promises are easy to make and hard to keep."

Aya looked up. His eyes were earnest, full of both fear and hope. "We can try," she said softly. "If what we have is real, distance cannot break it. It will test us, yes. But poetry, art, memory—they can hold us together."

Daniel smiled faintly, though his eyes glistened. "You make it sound possible."

Aya squeezed his hand. "It is possible. But we must be brave."

They sat like that for a long time, hands joined across the table, the café nearly empty around them. Outside, snow began to fall in delicate flakes, each one dissolving as it touched the ground.

The days that followed were heavy with uncertainty. They continued to meet—studying, walking, sometimes laughing—but beneath every moment lay the question: what comes next? Daniel drew more than ever, filling page after page with sketches of rivers, streets, and Aya herself. “So I don’t forget,” he explained. Aya, too, wrote more poems, filling her notebook with lines that spoke of holding and letting go.

One evening, after a long study session, Aya walked Daniel to his dormitory. They stood by the gate, the cold air biting at their faces. Daniel said quietly, “If I stay, it will be for you. If I go, it will be for them. How do I choose?”

Aya swallowed hard. “Choose for yourself. Not for me, not for them. For you. Because in the end, that is the only way we will be strong enough to survive the distance.”

He touched her cheek gently, his hand trembling. “I don’t want to lose this.”

“You won’t,” Aya whispered. “Even if the distance grows, this—” she pressed her hand to his chest, “—will remain.”

That night, Aya lay awake long after midnight, the words echoing in her mind. She knew the next chapter of their story would be shaped not only by love but by courage—the courage to let go, or the courage to hold on across the divide.

## Glossary (語注)

- **linger** = to stay longer than expected (残る、長引く)
- **dilemma** = a difficult choice between two options (板挟みの状況)
- **earnest** = serious and sincere (真剣な、誠実な)
- **fragile** = easily broken, delicate (壊れやすい)
- **brave** = showing courage (勇敢な)
- **desperate** = feeling hopeless but still trying hard (必死の)
- **uncertainty** = not knowing what will happen (不確実さ)
- **tremble** = to shake slightly (震える)
- **divide** = a separation or gap (隔たり)
- **courage** = strength to face fear or difficulty (勇気)

## Discussion Questions

1. What pressures are Daniel and Aya facing from their families and futures?
2. Why does Aya say that love is about “carrying each other, even when apart”?
3. Do you think Daniel should decide based on family expectations or his own feelings? Why?
4. How do art and poetry act as tools to preserve their bond?
5. If you were Aya or Daniel, would you choose to stay or to leave?



## *Beneath the Autumn Sky*

### **Chapter 5: Beneath the Autumn Sky Again**

Spring returned to Kyoto, soft and tentative at first. The cold winter winds gave way to gentle breezes, and the ginkgo trees—bare for so many months—began to show signs of green again. Students filled the campus paths, their laughter echoing as they hurried to new classes. Yet for Aya, the season carried a weight of memory.

Daniel had left two months earlier. Their final days together had been bittersweet: evenings spent walking the city, afternoons sketching and reading in the library, quiet moments where words failed but emotions overflowed. When he boarded the plane at Kansai Airport, Aya had held his hand until the last possible moment, memorizing the warmth of his touch. Now, only letters remained.

She received the first one a week after his departure. The envelope carried his careful handwriting in Japanese, uneven but earnest.

*Dear Aya,  
I see the river here, but it is not the Kamo. I walk beneath trees, but they are not ginkgo. Still, every golden leaf I remember belongs to Kyoto—and to you. No matter the distance, the autumn sky will always remind me of you.*

Aya had read those words again and again, tracing each character with her finger. The letter smelled faintly of pencil lead and coffee—Daniel’s world carried across an ocean.

Now, as she sat once again beneath the ginkgo trees, Aya opened her notebook. She wrote slowly, her pen scratching against the page:

*Spring returns gently*  
*But memory holds stronger still*  
*Across distant seas*

She paused, smiling through tears. It was not sadness alone that filled her heart. It was also gratitude. She had loved, and been loved. That fact would not vanish, even if miles and years stretched between them.

In the weeks that followed, Aya discovered new routines. She attended her classes, prepared for graduate school applications, and continued to write poetry. Friends noticed a quiet change in her—an air of maturity, as if she carried a secret strength. She did not tell them everything. Love, she realized, was not only a public story but also a private garden, tended in silence.

One afternoon, as she organized books in the library, a familiar envelope slipped from her bag. A friend picked it up and teased, “A letter from someone special?” Aya smiled faintly and tucked it away without answering. Some bonds, she knew, did not require explanation.

As summer approached, Aya received another letter. Daniel wrote of his struggles adjusting back home—the pressure of expectations, the cold pace of life. Yet he also wrote of hope:

*I draw every day. Sometimes, I sketch lanterns floating on a river, or a girl reading beneath golden trees. People ask me who she is, but I never explain. Some things are meant to remain between two souls.*



Aya pressed the letter to her chest. She knew their futures were uncertain. Perhaps they would reunite; perhaps life would lead them in different directions. But what they had shared would never be erased. It had become part of who she was, shaping her view of love, of courage, of herself.

On a bright October morning months later, Aya returned to the same bench where it had all begun. The ginkgo trees had turned gold once more, their leaves drifting down like whispers of the past. She opened Daniel's letters and placed them gently on her lap. Above her, the autumn sky stretched wide and endless.

Aya closed her eyes and breathed deeply. In the quiet of her heart, she heard his voice: “*No matter the ocean between us, the autumn sky will always remind me of you.*”

And with that, she smiled—not with sorrow, but with a new understanding. Love was not diminished by distance. It was carried forward, like a poem written on the wind, always present beneath the autumn sky.

## Glossary (語注)

- **tentative** = uncertain, not fully settled (ためらいがちな)
- **earnest** = serious and sincere (真剣な、誠実な)
- **gratitude** = thankfulness (感謝の気持ち)
- **vanish** = to disappear completely (消える)
- **maturity** = grown-up quality, wisdom (成熟)
- **bond** = a close connection (絆)
- **erase** = to remove completely (消し去る)
- **endless** = without limit (果てしない)
- **diminished** = reduced, made smaller (弱められた)
- **carried forward** = continued into the future (受け継がれる)

## Discussion Questions

1. How does Aya cope with Daniel's absence?
2. What role do letters play in maintaining their connection?
3. Why does Aya describe love as a “private garden”?
4. What does Daniel's decision to keep Aya's identity private in his sketches suggest?
5. Do you think their love will endure in the future, or is it destined to remain a memory?

小学生向けの例



初心者が「1ページ＝単語1個 or フレーズ2個 or センテンス2文」で少しずつ慣れていくスタイルの  
超やさしめの多読テキスト（YL 0.1～0.2相当）

## Unit 1: Cat

### Word

- Cat（ねこ）

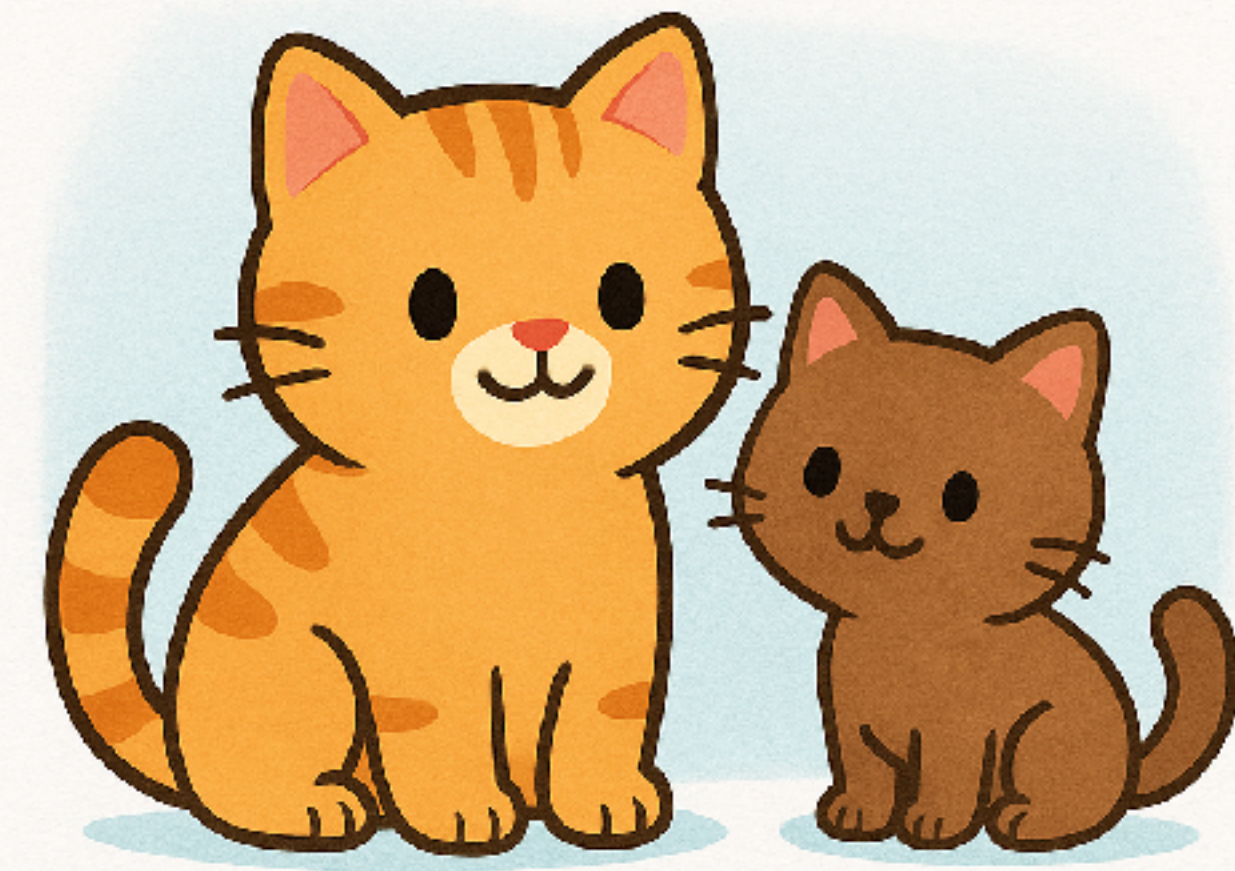
### Phrases

- a big cat（大きなねこ）
- a small cat（小さなねこ）

### Sentences

- This is a cat.（これはねこです。）
- The cat is big.（そのねこは大きいです。）

## Unit 1



## Cat

ねこ

### Phrases

a big cat	大きなねこ
a small cat	小さなねこ

### Sentences

This is a cat.	これはねこです。
The cat is big.	そのねこは大きいです。



## Story: Big Cat and Small Cat

This is a cat.

It is a big cat.

This is a cat.

It is a small cat.

The big cat is kind.

The small cat is funny.

The big cat sits.

The small cat runs.

The big cat looks at the small cat.

The small cat jumps to the big cat.

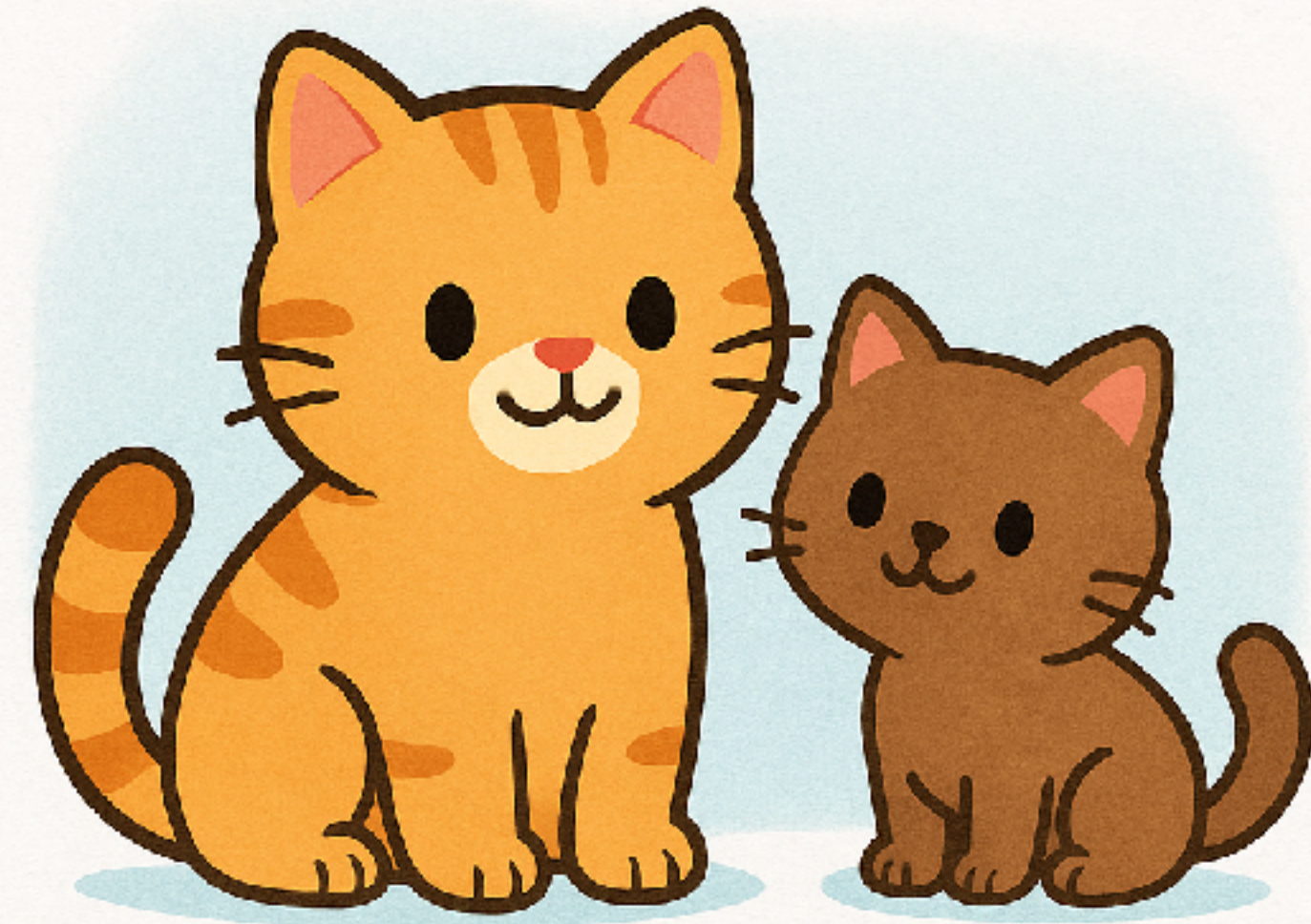
“Meow, meow!” says the big cat.

“Meow, meow!” says the small cat.

They are friends.

Big cat and small cat are happy.

### Unit 1



## Cat

ねこ

### Phrases

a big cat

大きなねこ

a small cat

小さなねこ

### Sentences

This is a cat.

これはねこです。

The cat is big.

そのねこは大きいです。



## Unit 3: Bus

### Word

- Bus (バス)

### Phrases

- a red bus (赤いバス)
- a big bus (大きなバス)

### Sentences

- This is a bus. (これはバスです。)
- The bus is red. (そのバスは赤いです。)





## Story: The Red Bus

This is a bus.

It is a big bus.

This bus is red.

The red bus is bright.

The red bus stops.

The red bus goes.

A boy looks at the bus.

A girl gets on the bus.

The red bus is full.

The red bus is fast.

“Beep, beep!” goes the red bus.

“Beep, beep!” again!

The bus goes down the road.

The bus goes to the city.

The red bus is strong.

The red bus is happy.





## 学習者が多読テキストを「生成しながら完成」させる手順

### 1. 入口：自己選択（テーマ・ジャンルの決定）

- 学習者に「読みたいジャンル／テーマ」を決めてもらう  
（例：Fantasy, Romance, Sports, School Life, Travel & Culture など）
- 先生やシステムが 選択肢リスト＋自由記入欄 を提示する  
→ 自分の興味に合った題材を選ぶことで「読む意欲」が高まる

### 2. 難易度・分量の設定（YL / 語数）

- YL（読みやすさレベル）や語数を学習者が選択  
（例：YL 1.0 / 300 words → 初級、YL 3.5 / 1000 words → 中級）
- 自分の力に合わせた設定を行うことで「達成感」と「挑戦」が両立

### 3. 生成の補助プロンプトを入力

- 学習者が自分で「どんな物語にしたいか」短く入力する  
（例：「高校生の友情をテーマにしたサッカーの物語」「京都旅行の体験談風に」など）
- システムはそれを元にテキストの初稿を生成

## 4. リライト＆カスタマイズ（協働生成）

- 学習者が生成結果を読んで、
  - 「もっと会話を入れてほしい」
  - 「登場人物を日本人にして」
  - 「結末をハッピーエンドに」などフィードバックする
- システムが修正し、学習者が「納得いくテキスト」になるまで繰り返す

## 5. 語注・イラスト・理解確認の追加

- 完成したテキストに対して：
  - **Glossary**（難単語に簡単な注釈）
  - **Illustration**（イメージを補助する挿絵）
  - **Comprehension Questions**（理解確認やDiscussion用）
- 学習者自身が「Glossaryに入れてほしい単語」を選ぶ形式も有効

## 6. 完成＆シェア

- 完成したテキストを Word / PDF で出力し「自分の本」として保存
- 学習者同士で作品を交換して読む「Reading Circle」を実施  
→ 他人の作品を読むことで「読む量」と「多様性」も確保できる



### 3. 活用の可能性と**その限界**

- ・ 多読書籍が容易に入手できない学校では、AIによるテキストでの補完も可能では？
- ・ 多読の入門テキストとして活用していけるのでは？
- ・ ジャンル別の共有テキストを用いてグループでの読み合わせ？
- ・ ジャンル別のグループ内で学習者の作成したテキストの講評？
- ・ **テキストの出来の善し悪しは人間の創造性に依拠する**

## 4. 今後の課題

- ・ 個人情報への入力危険性
- ・ 著作権への理解
- ・ ハルシネーション（事実と異なる内容の生成）の認識

## 5.まとめとディスカッション

- 生成AIは教材作成ツールを超えて「学習者支援ツール」になりうるのか？
- 生成AIを使った多読支援、皆さんならどう活用するか？



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