

学校番号	学校名
78	千葉県立佐倉高等学校

令和3年度 千葉県英語教育拠点校 学校訪問及び研究協議会実施報告書

実施日 令和3年11月12日（金）

訪問者 教育振興部学習指導課高等学校指導室

指導主事

小西 一央

外国語指導助手プログラムコーディネーター

Maximilan Gumble

1 自校の英語教育の状況について

生徒は英語学習に対する意欲が高いので、英語科職員は生徒の知的好奇心を刺激するための授業を計画・実践している。学年ごとに、授業用ワークシートを共有する等、組織的に教育活動に取り組んでいる。令和3年度関東地区高等学校英語教育研究協議会では本校の英語科の取り組みを発表したり、各種研修で指導的な役割を務めたりするなど、校外への発信活動を積極的に行っている。

2 公開した各授業について（概要、授業実施者によるコメント、自己評価等）

1年生普通科を対象に教科書 ELEMENT I Lesson 7 Biomimetics の Post-reading Activity を行った。レッスントピックである環境に関連した内容で、2時間で一連の4技能統合型の活動をデザインした。1時間目は Jigsaw reading の手法を用いた Read & Retell で自分が読んだ Tuna に関する記事の要点をクラスメートに伝える、という活動を実施した。この活動は2時間目に行うロールプレイおよび話し合いに使用する語句のインプット、およびアイデアジェネレーションのヒントとしてデザインされている。

2時間目は“Japan should be allowed to catch as many tuna as it wants.”というトピックについて賛成あるいは反対するだろうという立場で意見を述べるロールプレイである。これは自分の意見を形成するためのブレインストーミングとして設定されている。ロールプレイの後、自分の意見をグループで伝え合い、最後に Writing でまとめる形をとっている。

今回の授業にあたって苦労した点は、活動のトピックの選定である。教科書のレッスントピックである環境は語彙や概念が難しい傾向がある。1年生のこの時期では語彙も限られているので、トピックを身近に感じられるように、誰でも食べる機会のあるマグロを選んだ。また、佐倉高校の生徒は authentic materials を扱うと学習意欲が高まるので、インターネットから4つの記事を見つけて、同じくらいの長さで生徒にも読めるように書き換えた。それでも生徒にとっては難しめのテキストだったようだ。

今回工夫した点は、生徒の英語運用能力を高めるために、4技能統合型の活動をデザインしたことである。Reading, Speaking & Listening, Speaking & Writing というプロセスで、

同じトピックについて言語活動を展開しながら、思考を深めるとともに、Vocabulary 等の定着を図っている。また、生徒が自分の意見を形成するまでの過程を工夫した。いきなり自分の意見となると、内容が思い浮かばない、あるいは英語に直すことができないなどの理由で、自分の意見を英語で述べることができない生徒が出てしまう可能性がある。そこで、まずは立場を与え、グループで理由を考えることにより、意見とその理由を思いつきやすくなり、英語が苦手な生徒でも話すことができるようにした。ロールプレイやディベートという段階を踏んでから、自分の意見を述べさせた方が、内容的にも深まり、英語的にもよりわかりやすい英語になるので、このパターンを採用している。また、いずれのスピーキング活動も複数回行うことにより、発話量を増加させ、Fluency、Accuracy を向上させることを意図している。

今回の授業では各アクティビティにおいて、生徒がお互いに協力をして活動することができた。今後は英語での「やりとりの部分」をさらに深め、質問を考えたり、相手の発話に対して即興で意見を述べるができるように取り組んでいきたい。

3 指導主事等による講評・改善指摘等

「対面の授業の必要性」と「ALT の活用方法」という二つの視点で授業を観察した。

Reading 教材の取り組みの中で、生徒同士のインタラクションや ALT からのフィードバックなど、生身の人間とのやりとりが見受けられて、対面授業の必要性を感じた。

Reading 教材が単に同じ読み物ではなく、生徒によって異なる読み物を用意することによってインフォメーション・ギャップが設けられていて、コミュニケーションの必要性が感じられた。読んだ物を他人に伝える際に、簡単な英語に考え直して共有するのは、難易度によるが、本校の生徒にとっていい刺激になると思われる。

ロールプレイが円滑に進むように役割設定がされているなど、教材がよく練られている。ロールプレイで生徒をその立場に置くことで、意見したり、質問したりしやすくなっている。

意見を述べた上で、相手の発話内容に対してアタックをする際に、より論理的に組み立てることができると、生徒のロジカルシンキングの育成につながっていくので、今後の発展に期待したい。

4 研究協議会の他の内容

来年度の新教育課程について、準備の進捗状況（改訂版 Can-Do の提出等）を報告した。

5 今後の取組計画・課題・改善すべき点等

来年度の新教育課程導入に向けて、本校英語科内で準備ワーキンググループを立ち上げた。授業内言語活動の一層の充実や新しい評価方法へのスムーズな移行に向けて、さらにチーム佐倉として取り組んでいきたい。

Communication English I Lesson Plan

School: Sakura Senior High School

Instructor: [REDACTED]

1. Date: Friday, November 12th, 5th period (1:15 p.m-2:05 p.m.)

2. Class: 1D

3. Description of students:

The students are in the General Course. They are motivated to study English and wish to improve their English. Many of them participate in the class actively.

4. Materials: *Revised ELEMENT English Communication I* (Keirinkan)

Lesson 7 Biomimetics

Worksheet

5. Major goals of this lesson:

- (1) Students will actively work in group, checking the listener's understanding and asking for repetition.
- (2) Students will convey the information they read and their own ideas about the topic.
- (3) Students will understand what people have learned from nature and the importance of protecting nature.
- (3) Students will understand the usage of present perfect progressive and relative adverb. .

6. Objectives of this period:

- (1) Students will actively work in group, checking the listener's understanding and asking for repetition.
- (2) Students will convey the main points of the articles about bluefin tuna.
- (3) Students will understand the usage of vocabulary related to endangered species.

7. Evaluation:

①Interest, willingness, and positive attitude toward communicating in English	②Ability to express themselves in English	③Ability to understand English	④Knowledge and understanding of language and culture
Students will actively work in group, checking the listener's understanding and asking for repetition.	Students can convey the main points of the articles about bluefin tuna.		Students can understand the usage of vocabulary related to endangered species.

8. Time Allotment:

1st period: Introduction, Part 1

2nd period: Part 2

3rd period: Part 3

4th period: Part 4

5th period: Communication Activity 1 (this period)

7th periods: Communication Activity 2

9. Procedure:

Activities (time)	Teacher's Role	Students' Role	Evaluation
Introduction (2 min.)	JTE & ALT 1. Greet students (Ss). JTE 2. Introduce today's lesson content and present its objectives.	1. Respond to the teachers. 2. Listen to the teacher.	
Activity 1 (15min.)	ALT 1. Have Ss work in pairs and answer questions concerning endangered species.	1. Work in pairs and answer questions. .	
Activity 2 (30 min.)	JTE & ALT 1. Have Ss read the assigned articles in groups of 5 students. 2. Have Ss choose some key words. 3. Have Ss change groups. 4. Have Ss tell the mainpoints of the articles to their classmates. 5. Have Ss read the other 3 articles.	1. Read the assigned articles in groups of 5 students. 2. Choose some key words. 3. Change groups and make groups of 4. 4. Tell the main points of the articles. 5. Read the 3 other articles.	①② Observation ④ Will be observed in the next class
Closing (3 min.)	JTE& ALT 1. Wrap up the lesson.	1. Listen to the teachers.	

Communication English I Lesson Plan

School: Sakura Senior High School

Instructor:

1. Date: Friday, November 12th, 6th period (2:15 p.m-3:05 p.m.)

2. Class: 1A

3. Description of students:

The students are in the General Course. They are motivated to study English and wish to improve their English. Many of them participate in the class actively.

4. Materials: *Revised ELEMENT English Communication I* (Keirinkan)

Lesson 7 Biomimetics

Worksheet

5. Major goals of this lesson:

- (1) Students will actively work in group, checking the listener's understanding and asking for repetition.
- (2) Students will convey the information they read and their own ideas about the topic.
- (3) Students will understand what people have learned from nature and the importance of protecting nature.
- (3) Students will understand the usage of present perfect progressive and relative adverb. .

6. Objectives of this period:

- (1) Students will actively work in group, checking the listener's understanding and asking for repetition.
- (2) Students will convey the main points of the articles about bluefin tuna.
- (3) Students will understand the usage of vocabulary related to endangered species.

7. Evaluation:

①Interest, willingness, and positive attitude toward communicating in English	②Ability to express themselves in English	③Ability to understand English	④Knowledge and understanding of language and culture
Students will actively work in group, checking the listener's understanding and asking for repetition.	Students express their ideas logically with enough explanation		

8. Time Allotment:

1st period: Introduction, Part 1

2nd period: Part 2

3rd period: Part 3

4th period: Part 4

5th period: Communication Activity 1 (this period)

7th periods: Communication Activity 2

9. Procedure:

Activities (time)	Teacher's Role	Students' Role	Evaluation
Introduction (2 min.)	JTE & ALT 1. Greet students (Ss). JTE 2. Introduce today's lesson content and present its objectives.	1. Respond to the teachers. 2. Listen to the teacher.	
Warm-up (10min.)	ALT 1. Have Ss work in pairs and answer questions concerning tuna.	1. Work in pairs and answer questions. .	
Activity 1 Role play (20 min.)	JTE & ALT 1. Have Ss make a group of 4. 2. Have Ss prepare for the discussion. 3. Have Ss change groups. 4. Have Ss exchange their opinions.	1. Make a group of 4. 2. Talk with other members to prepare for the discussion. 3. Change groups and make groups of 5. 4. Exchange their opinions.	①② Observation
Activity 2 (15 min.)	JTE& ALT 1. Have Ss prepare for the next discussion. 2. Have Ss go back to the original group of 4. 3. Have Ss exchange their opinions. 4. Have Ss report the summary of the discussion. 5. Have Ss write their own ideas.	1. Think by themselves 2. Change groups and make groups of 4 3. Exchange their opinions. 4. Report the summary of the discussion 5. write their own ideas	①② Observation ② Worksheet will be collected
Wrap-up (3 min.)	1. Wrap up the activity, have Ss reflect their performance and give feedback.	1. Listen and respond to the teacher.	

Communication Activity **Sheet A**

Objectives of the Activities

- To convey information you read to others
- To keep the conversation going by checking the listener's understanding and asking for repetition when you don't understand

Jigsaw Reading

Step 1 Vocabulary

quota (n.) 割り当て species (n.) 種 overfish (v.) 魚を乱獲する biologist (n.) 生物学者 food chain 食物連鎖
the Western and Central Pacific Fisheries Commission 中西部太平洋まぐろ類委員会 stock (n.) 群体
the Marine Stewardship Council (MSC) 海洋管理協議会 certification (n.) 認証、認可 the Fisheries Agency 水産庁

Step 2 Reading: Read the passage below in groups of five people. Help each other to understand the story.

Pacific bluefin tuna no longer listed as 'vulnerable'

September 07, 2021

Pacific bluefin tuna are on the way to recovery, according to the latest update of the Red List of Threatened Species. The International Union for Conservation of Nature (IUCN) changed the category of Pacific bluefin tuna from "vulnerable" to "near threatened."

A popular sushi topping, Pacific bluefin tuna are widely caught in waters around Japan.

The global stock of parent fish was about 160,000 tons in the 1960s, but the number had decreased to about 10,000 tons by 2010.

In order to increase international protection, in 2014 the IUCN put Pacific bluefin tuna on the Red List as "vulnerable," the lowest of the three risk levels of endangered species.

The Western and Central Pacific Fisheries Commission, an international meeting that discusses resources management, reduced tuna quotas so as to stop tuna from decreasing.

In the latest Red List update, the IUCN assessed the species and moved it to "near threatened," talking about the impact of countries that have been limiting the amount of Pacific bluefin tuna they have caught.

However, the IUCN also pointed out that the "species remains severely reduced at less than 10% of its original amount," and called for continued protection.



<https://the-japan-news.com/news/article/0007748985>

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Communication English I

Step 3 Sharing: Write down some keywords to tell other students the summary of the passage. *Use simple words so that other members will understand.

Step 4: Change groups. Make groups of four people.

Step 5: Fold the paper in half and tell your group members the main points of the passage without looking at the article.

Step 6: Listen to your group members and write down some keywords.

A	B
C	D

If you cannot catch what your group members said, you can ask your partner to repeat it.

e.g. Can you repeat that, please?
Can you speak a little more slowly / clearly?
What does () mean? Can you explain?

If your group members don't seem to understand what you are saying, you can ask...

e.g. Are you with me?
You see what I'm saying?
You know what I mean?

Step 7: Read other texts and check your understanding.

Communication Activity **Sheet B**

Objectives of the Activities

- To learn what is happening in the world in English
- To convey information you read to others

Part 1: Jigsaw Reading

Step 1 Vocabulary

quota (n.) 割り当て species (n.) 種 overfish (v.) 魚を乱獲する biologist (n.) 生物学者 food chain 食物連鎖
the Western and Central Pacific Fisheries Commission 中西部太平洋まぐろ類委員会 stock (n.) 群体
the Marine Stewardship Council (MSC) 海洋管理協議会 certification (n.) 認証、認可 the Fisheries Agency 水産庁

Step 2 Reading: Read the passage below in groups of five people. Help each other to understand the story.

These popular tuna species are no longer endangered, surprising scientists

September 4, 2021

Scientists announced some good news: Several important tuna species are no longer endangered.

Two bluefin species are no longer critically endangered or have moved off the international list of endangered species. The fast recovery resulted from the efforts to end overfishing.

However, Beth Polidoro, a marine biologist at Arizona State University warned that the changes in rank should not be the reason to stop quotas. “We need to keep doing what’s working,” Polidoro says. Polidoro has been part of a specialist group assessing the ranks of tuna for the IUCN. Her team announced its first findings in 2011, showing that the number of commercially fished tuna species were dangerously close to disappearing. Ten years later, Polidoro says she was surprised to see so much improvement.



Most people think tuna is only food, but these fish are marvelous creatures. The bluefin tuna is in the highest positions in the food chain, playing an important role in maintaining the ecological balance of the marine environment. Furthermore, because of its low reproduction rate, this animal is very vulnerable to overfishing.

However, reduced catch quotas helped their comeback, says Polidoro. The western Atlantic population of the Atlantic bluefin tuna has been severely reduced since the 1970s and has yet to fully recover, she says.

<https://www.nationalgeographic.com/animals/article/good-news-for-tuna-populations-in-latest-iucn-update>

Communication Activity **Sheet C**

Objectives of the Activities

- To learn what is happening in the world in English
- To convey information you read to others

Part 1: Jigsaw Reading

Step 1 Vocabulary

quota (n.) 割り当て species (n.) 種 overfish (v.) 魚を乱獲する biologist (n.) 生物学者 food chain 食物連鎖
the Western and Central Pacific Fisheries Commission 中西部太平洋まぐろ類委員会 stock (n.) 群体
the Marine Stewardship Council (MSC) 海洋管理協議会 certification (n.) 認証、認可 the Fisheries Agency 水産庁

Step 2 Reading: Read the passage below in groups of five people. Help each other to understand the story.

Bluefin tuna catch limit left unchanged in setback for Japan

September 7, 2019

PORTLAND, Oregon (Kyodo) -- The Western and Central Pacific Fisheries Commission (WCPFC) decided Friday to give up an increase in fishing quotas next year for bluefin tuna requested by Japan because the United States disagreed with the quota increase. Tuna is a popular fish for sushi and sashimi.

Japan requested a 20 percent increase of large bluefin tuna quota and a 10 percent increase in the small fish quota at the meeting of the Western and Central Pacific Fisheries Commission. The United States was against the proposed quota increase, saying stocks of the species have not recovered enough.



"We were disappointed that our proposal was not accepted because our fishery industry had high hopes of quota increases," said Shingo Ota, from Japan's Fisheries Agency. "Japan will continue to propose a quota increase next year," Ota said.

According to the stock assessment, the stock of large Pacific bluefin tuna dropped to about 12,000 tons in 2010 from a peak of 168,000 tons in 1961. Restrictions on bluefin tuna fishing were introduced in 2015, setting a limit on each country's catch. The stock had since been estimated to have recovered to around 21,000 tons in 2016, still short of the WCPFC's recovery target of about 43,000 tons.

<https://asia.nikkei.com/Business/Fisheries/Bluefin-tuna-catch-limit-left-unchanged-in-setback-for-Japan>

Communication Activity **Sheet D**

Objectives of the Activities

- To learn what is happening in the world in English
- To convey information you read to others

Part 1: Jigsaw Reading

Step 1 Vocabulary

quota (n.) 割り当て species (n.) 種 overfish (v.) 魚を乱獲する biologist (n.) 生物学者 food chain 食物連鎖
the Western and Central Pacific Fisheries Commission 中西部太平洋まぐろ類委員会 stock (n.) 群体
the Marine Stewardship Council (MSC) 海洋管理協議会 certification (n.) 認証、認可 the Fisheries Agency 水産庁

Step 2 Reading: Read the passage below in groups of five people. Help each other to understand the story.

Japanese company wins world's 1st sustainable label for bluefin tuna fishing

Aug 14, 2020

A company in Miyagi Prefecture, Japan, acquired the world's first certification for sustainable bluefin tuna fishing, according to the Marine Stewardship Council (MSC), an international non-profit organization that works to end overfishing around the world.

The MSC's blue fish label certifies that Usufuku Honten Co. in Kesennuma, Miyagi Prefecture, takes full measures to ensure that the endangered bluefin tuna -- a popular fish for sushi and sashimi -- is sustainably sourced, said the MSC. The company operates in the eastern Atlantic Ocean, where the population of bluefin tuna has been recovering thanks to efforts to protect tuna, according to the MSC. The MSC has determined that the company's activities meet global standards for sustainable fishing.

Sotaro Usui, president of Usufuku Honten, said many products of illegal fishing are circulating in the Japanese market and expressed concern over illegal fishing around the world. "We hope this certification leads to a deeper understanding of the need for sustainable seafood," Usui added.

Some environmentalist groups argued that it is too early to hand out sustainability certifications, as the bluefin tuna population is still in the process of recovering.

But the company obtained certification after an independent legal expert assessed that the company's measures had reflected such concerns.



<https://english.kyodonews.net/news/2020/08/3c0ccce2247b-japan-firm-wins-worlds-1st-sustainable-label-for-tuna-fishing.html>

Communication Activity

Part 2: Role Play Japan's Fisheries Agency will attend the meeting of the Western and Central Pacific Fisheries Commission (中西部太平洋まぐろ類委員会) next year. So the Fisheries Agency is listening to opinions about the topic below from different kinds of people.

Main Idea: Japan should be allowed to catch as many tuna as it wants.

Step 1 Decide roles: Your group will be given one of the roles:

A: A worker of the Fisheries Agency (MC)



水産庁

B: A fisherman



C: A chef at a sushi restaurant



D: A member of an environmentalist group



E: *A biologist*



Step 2 Preparation: Do you agree or disagree with the **Main Idea** above? Why? Write your opinions and reasons in groups. If you are the MC, think of some points to discuss. Write only key words.

Your Role [

Opinion	Reasons
	Points to Discuss (MC only)

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Communication English I

Step 3 Discussion: Change groups.

Stage 1 MC will start the discussion. Everybody will present their opinions and reasons.



- I'm (**Your Name**), a worker of the Fisheries Agency...
- ○○, what do you think?
- How about you, ○○?

1st Speaker

- ① Introduce yourself.
- ② Say your opinion with reasons.



I'm (**Your Name**). I'm ...
I think ... because

2nd Speakers -

- ① Introduce yourself.
- ② Repeat the previous speaker.
- ③ Give comments.
- ④ Say your opinion with reasons.

I'm ... ○○ said ...
I think so too / I agree with you. ...
I see your point,
I see what you are saying, } but...
I know how you feel,



Step 4 Change groups.

Stage 2 Now it's time to express **your own idea**. Do you think Japan should be allowed to catch as many fish as it wants? Why / Why not?

Step 5 Discussion ①: Everybody will present their opinions and reasons. The speaker will choose the next speaker, saying "How about you, ○○?"

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Step 6 Discussion ②: Change groups.

Name	Agree / Disagree	Reasons (Key words)

Step 7 Reporting: Reporters will report the summary of discussion.

Step 8 Writing: Write your own ideas.

Article A Pacific bluefin tuna no longer listed as 'vulnerable'

September 07, 2021

Pacific bluefin tuna are on the way to recovery, according to the latest update of the Red List of Threatened Species. The International Union for Conservation of Nature (IUCN) changed the category of Pacific bluefin tuna from "vulnerable" to "near threatened."

A popular sushi topping, Pacific bluefin tuna are widely caught in waters around Japan. The global stock of parent fish was about 160,000 tons in the 1960s, but the number had decreased to about 10,000 tons by 2010.

In order to increase international protection, in 2014 the IUCN put Pacific bluefin tuna on the Red List as "vulnerable," the lowest of the three risk levels of endangered species.

The Western and Central Pacific Fisheries Commission, an international meeting that discusses resources management, reduced tuna quotas so as to stop tuna from decreasing.

In the latest Red List update, the IUCN assessed the species and moved it to "near threatened," talking about the impact of countries that have been limiting the amount of Pacific bluefin tuna they have caught.

However, the IUCN also pointed out that the "species remains severely reduced at less than 10% of its original amount," and called for continued protection.

<https://the-japan-news.com/news/article/0007748985>



Article B These popular tuna species are no longer endangered, surprising scientists

September 4, 2021

Scientists announced some good news: Several important tuna species are no longer endangered.

Two bluefin species are no longer critically endangered or have moved off the international list of endangered species. The fast recovery resulted from the efforts to end overfishing.

However, Beth Polidoro, a marine biologist at Arizona State University warned that the changes in rank should not be the reason to stop quotas.

"We need to keep doing what's working," Polidoro says. Polidoro has been part of a specialist group assessing the ranks of tuna for the IUCN. Her team announced its first findings in 2011, showing that the number of commercially fished tuna species were dangerously close to disappearing.

Ten years later, Polidoro says she was surprised to see so much improvement.

Most people think tuna is only food, but these fish are marvelous creatures. The bluefin tuna is in the highest positions in the food chain, playing an important role in maintaining the ecological balance of the marine environment. Furthermore, because of its low reproduction rate, this animal is very vulnerable to overfishing.

However, reduced catch quotas helped their comeback, says Polidoro. The western Atlantic population of the Atlantic bluefin tuna has been severely reduced since the 1970s and has yet to fully recover, she says.

<https://www.nationalgeographic.com/animals/article/good-news-for-tuna-populations-in-latest-iucn-update>



Article C Bluefin tuna catch limit left unchanged in setback for Japan

September 7, 2019

PORTLAND, Oregon (Kyodo) -- The Western and Central Pacific Fisheries Commission (WCPFC) decided Friday to give up an increase in fishing quotas next year for bluefin tuna requested by Japan because the United States disagreed with the quota increase. Tuna is a popular fish for sushi and sashimi.

Japan requested a 20 percent increase of large bluefin tuna quota and a 10 percent increase in the small fish quota at the meeting of the Western and Central Pacific Fisheries Commission. The United States opposed the proposed quota increase, saying stocks of the species have not recovered enough.



"We were disappointed that our proposal was not accepted because our fishery industry had high hopes of quota increases," said Shingo Ota, from Japan's Fisheries Agency. "Japan will continue to propose a quota increase next year," Ota said.

According to the stock assessment, the stock of large Pacific bluefin tuna dropped to about 12,000 tons in 2010 from a peak of 168,000 tons in 1961. Restrictions on bluefin tuna fishing were introduced in 2015, setting a limit on each country's catch. The stock had since been estimated to have recovered to around 21,000 tons in 2016, still short of the WCPFC's recovery target of about 43,000 tons.

<https://asia.nikkei.com/Business/Fisheries/Bluefin-tuna-catch-limit-left-unchanged-in-setback-for-Japan>

Article D Japan firm wins world's 1st sustainable label for bluefin tuna fishing

Aug 14, 2020

A company in Miyagi Prefecture, Japan, acquired the world's first certification for sustainable bluefin tuna fishing, according to the Marine Stewardship Council (MSC), an international non-profit organization that works to end overfishing around the world.

The MSC's blue fish label certifies that Usufuku Honten Co. in Kesennuma, Miyagi Prefecture, takes full measures to ensure that the endangered bluefin tuna -- a popular fish for sushi and sashimi -- is sustainably sourced, said the MSC. The company operates in the eastern Atlantic Ocean, where the population of bluefin tuna has been recovering thanks to efforts to protect tuna, according to the MSC. The MSC has determined that the company's activities meet global standards for sustainable fishing.

Sotaro Usui, president of Usufuku Honten, said many products of illegal fishing are circulating in the Japanese market and expressed concern over illegal fishing around the world. "We hope this certification leads to a deeper understanding of the need for sustainable seafood," Usui added.

Some environmentalist groups argued that it is too early to hand out sustainability certifications, as the bluefin tuna population is still in the process of recovering. But the company obtained certification after an independent legal expert assessed that the company's measures had reflected such concerns.



<https://english.kyodonews.net/news/2020/08/3c0ccce2247b-japan-firm-wins-worlds-1st-sustainable-label-for-tuna-fishing.html>