

## **Providing Customized Training and Support to In-service Teachers of Elementary Schools in Japan**

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### **Background**

Ideally, teachers of elementary schools should not allow a coursebook to set the objectives of the course (Brewster, Ellis and Girard, 2002, p.152). In practice, however, many elementary school teachers in Japan not only rely on *Hi, Friends!*, an official but optional teaching material newly introduced in 2012 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), as their sole coursebook to lay out lesson objectives, but also plan their annual curriculum, and use it as their exclusive activity resource book during Gaikokugo Katsudo or English Activities (EA). Without guidelines, skills, experience, or time, it only seems fair for them to be exploiting this handy resource in every way they can. Coupled with such fundamental deficiencies, elementary school teachers generally seem to possess fear, anxiety, and negativity toward EA.

In stark contrast, trainers of EA and authors of published EA resource books are generally equipped with enthusiasm, confidence, and relevant skills. Many authors of EA resource books publish them altruistically based on the well-intentioned assumption that such books will reduce the anxiety and preparation workload of teachers. In reality, however, many teachers do not seem to possess the enthusiasm or the time to pick up published resource books other than the official *Hi, Friends!*, let alone read through them. Elementary school teachers are basically overworked. They are already responsible for running the whole gamut of affairs ranging from handling of basic welfare issues of students as homeroom teachers, preparing for multiple subjects, putting together major school events, dealing with the demands of parents of students, and grappling with a non-stop deluge of administrative tasks. Is it reasonable then, to expect them to additionally draw on published EA resource books, or attend general EA training courses, and expeditiously create new activities in uncharted waters, all on their own?

In order to better understand the situation of elementary school teachers, and to experience EA classes firsthand, the author coordinated with Atsugi-Daini Elementary School (AES), and spent time observing EA classes at AES throughout the 2011-2012 school year. Upon personally observing elementary school teachers being involuntarily thrust into dire straits, it became clear that directly referring teachers to published EA resource books, or providing fixed EA training courses were not going to be enough to drastically improve the situation. A customized assistance program had to be developed for these teachers.

An extensive needs analysis for developing a teacher training program for elementary school homeroom teachers in Japan has already been conducted by Kusumoto (2008) where attitude and knowledge of homeroom teachers as well as problem areas, skills, and training needs have been identified. Kusumoto infers from the results of her study that teachers are spending a good deal of time, and are struggling with EA class preparations; accordingly, they are keen to know how to prepare for lessons quickly and efficiently. Izumi (2007) has also found that many elementary school teachers wanted access to hands-on training materials that can be used immediately, based on a survey conducted in 2005. A recent study by Motoyanagi (2012) also suggests that there is a real need for EA training covering a wide range of topics, and elementary school teachers feel the need to become confident at using English, among others, based on an analysis of surveys conducted in 2011.

### **Purpose and Research Questions**

The primary purpose of this study is to identify levels of attitude, aptitude, and confidence of elementary school teachers in the current time frame (i.e., one year after the implementation of English education as a compulsory subject in public elementary schools), and analyze changes in their levels of attitude, aptitude, and confidence following the rendering of assistance in the form of customized training, support including easy-to-use activity templates, and made-to-order confidence-building tools. A number of research results suggest that in learning, error correction is especially effective when the learner asks for it. Similarly, the hypothesis of the author is that the rendering of assistance requested by the teachers themselves is more effective than an unsolicited offer of general training courses or generally sold activity resource books, and that by providing such assistance, levels of attitude, aptitude, and confidence of the teachers will soar over time.

The first question of this research project is, therefore, having rendered the requested assistance, are there indications suggesting changes in the teachers' levels of attitude, aptitude, and confidence? The second question is: are there indications suggesting that the changes in teachers have influenced the change in the level of enthusiasm of students? And, are the changes in students as seen through the eyes of the teachers any different to the changes in students actually felt by the students themselves at the beginning and end of the program period?

### **The Assistance Program**

From May 9<sup>th</sup>, 2012 to November 21<sup>st</sup>, 2012, the author officially rendered assistance to some 30 teachers at AES in the form of 1) made-to-order confidence-building classroom English practice videos, 2) training workshops for facilitating use of customized easy-to-use activity templates, and 3) a customized seminar for parents of students at AES. At the start of the program, continued assistance was planned to be offered to the teachers at AES until March 31<sup>st</sup>, 2013 in an attempt to conduct a more longitudinal study, and hence enabling a more accurate study of the growth and development of the teachers.

Discussions were held with leader teachers of AES in the fall of 2011 as a pre-intervention assessment for selecting two focus areas: 1) classroom English expressions, and 2) activity tools. Next, a preliminary survey on the selected focus areas was conducted on January 18<sup>th</sup>, 2012 for the purpose of understanding interest areas and challenge areas, prior to rendering a full-fledged assistance program.

In the survey, the teachers were asked to write down the equivalent Japanese expressions of classroom English expressions they would have liked to use during past EA classes, and those they would like to newly try using in future EA classes. Then, twenty most popular expressions were translated into appropriate English expressions (See Appendix A), and recorded on video. The video clips were created by the author as a tool for teachers at AES to engage in the self-directed training of requested classroom English expressions, thereby helping boost their confidence levels at using English. Fellow ILCS trainers acted as model teachers all with colorful gestures, varying facial expressions, and voice inflections (See Appendix B). The videos were then shared over the school network at AES, so that the teachers had relative ease locating the electronic files to practice at their leisure, as opposed to creating and disseminating DVDs that might never be located once stashed inside folders and drawers. The electronic sharing of video files was staggered so that they only had to worry about five classroom English expressions (per video file) at a time. A total of four video files were shared in the first four months of the assistance program that lasted approximately six months (May 9<sup>th</sup>, 2012 - November 21<sup>st</sup>, 2012).

In the same preliminary survey, the teachers also shared the types of activities and areas where they were most keen to improve in. Then, the author developed numerous training materials (See Appendix C), and implemented three customized training workshops which were conducted after-school, also within the first four months. These workshops focused on easy-to-use activity templates, in which concrete opportunities to use popular classroom English expressions were also presented. They also featured cross-curricular elements, especially Social Studies and Music, which appeared frequently as areas of interest in the preliminary survey.

During the workshops, teachers in grades five and six were additionally advised by the author to consider incorporating ICT elements into their future activities by leveraging the existing setup of PC and TV monitor necessary for effectively utilizing the newly introduced official teaching aid, *Hi, Friends!*.

The first program survey was conducted on May 9<sup>th</sup> in the form of a closed-ended questionnaire. The teachers were also arbitrarily asked to provide written reasons for the choices they made in these questions (See Appendix D). The survey revealed the levels of attitude, aptitude, and confidence the teachers felt in EA at that point in time. These were then compared with the second and last program survey (identical in content and format to the first program survey) conducted in November 2012, after six months of various forms of training and support.

All the while, two separate surveys had been given to fifth and sixth grade students at AES in tandem with the aforementioned teacher surveys. The two survey formats in both grades were identical in content and format (See Appendix E) comprising two closed-ended questionnaire items. The students were asked to provide written responses to support the choices they made in each item. Instructions were given to the students by each homeroom teacher. No direct contact with the students was made by the author.

Lastly, on October 15<sup>th</sup>, a customized seminar was conducted for some 20 actively engaged parents of students at AES.

## Results

### **RQ1: Having rendered the requested assistance, are there indications suggesting changes in the teachers' levels of attitude, aptitude, and confidence?**

A total of 32 teachers cooperated in the first survey, and 27 cooperated in the second survey. In order to counterbalance the effects of attrition and missing values in some items, the total number of completed questionnaire forms to be used in the data analysis was reduced to 24 participants. The mean was then worked out for each questionnaire item for both surveys (*Table 1*). Here, the mean is the mathematical average of the responses where 4 points is assigned to *very much*, 3 to *somewhat*, 2 to *not very much*, and 1 to *not at all*.

*Table 1. Changes in mean values between teacher responses in May and November.*

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
May Mean	2.42	2.13	2.38	2.71	3.38	2.13	2.75	1.96	3.08	2.88
Nov. Mean	2.46	2.30	2.71	2.96	3.17	2.67	2.75	2.33	3.38	3.46
Change in Mean	0.04	0.17	0.33	0.25	(0.21)	0.54	0.00	0.37	0.30	0.58

All of the mean values have risen except for Q5 and Q7, possibly suggesting a general boost in the teachers' levels of attitude, aptitude, and confidence. Mean values in Q5 and Q7 were expected to decline over time due to the design of the survey. The two prominent increases seen in Q6 and Q8 (and the associated downtrend in Q5) in November may be signs that the teachers are engaged in the self-directed training of classroom English, and are more serious about practicing, and more confident in using English in the classroom. They are also indicative of a change in the teachers' attitude when these results are taken at face value.

More teachers are also looking forward to EA classes and are enjoying EA classes as observed in the inching up of mean values in Q3 and Q4. This could all be a result of a combined increase in both aptitude and confidence. People generally gain confidence through increase in aptitude.

The mean value in Q2 saw a relatively low level of appreciation, and also exhibited the lowest mean value of 2.3 in November. Both are strong indications suggesting that preparing for EA classes still remains an intimidating task, and a real challenge for many teachers. This could also mean that the relatively higher increases seen in the mean values elsewhere (except for Q1) may have contributed to the supposed boost in the teachers' levels of attitude, aptitude, and confidence, however, notwithstanding the boost, the teachers were still unable to take on the daunting task of preparing for future EA activities.

The collected data were also analyzed using Statistical Package for the Social Sciences (IBM SPSS Statistics ver.19.0.0) software. Changes in responses between identical items in May and November were examined using Wilcoxon's rank-sum test. The test revealed a significant rise in the responses provided by the teachers in Q10 in November when compared to the same in May ( $p = 0.014 < 0.05$ ). This was, however, the only pair that showed statistical significance using this test.

**RQ2: Are there indications suggesting that the changes in teachers have influenced the change in the level of enthusiasm of students? And, are the changes in students as seen through the eyes of the teachers any different to the changes in students actually felt by the students themselves at the beginning and end of the program period?**

The number of students for each grade in this study was cut off at 133 participants, and randomly selected in both the May and November surveys, in an attempt to account for absenteeism. Again, the mean was worked out for each questionnaire item for both surveys.

When responses to the open-ended questions of the student survey were examined, it became questionable as to how well the students understood the difference in meaning between the two questionnaire items - halfway through the program period. The wording difference seemed even more subtle in Japanese, the language used in the surveys. Therefore, a third

column was added (*Table 2*) to show the combined mean of Q1 and Q2, which might be more meaningful in examining changes in the enthusiasm level of students.

Also, in order to readily compare the changes the students felt themselves, and their changes as seen through the eyes of the teachers in the same period, mean values of Q9 and Q10 from the teacher surveys are annexed to the table.

*Table 2.* Comparison of mean values of student responses in May and November

Data set		Q1 Mean	Q2 Mean	Combined Mean
Grade 5 students	May ( <i>n</i> = 133)	3.87	3.90	3.89
Grade 5 students	Nov ( <i>n</i> = 133)	3.80	3.85	3.83
Grade 6 students	May ( <i>n</i> = 133)	3.56	3.74	3.65
Grade 6 students	Nov ( <i>n</i> = 133)	3.41	3.59	3.50
Grade 5 & 6 students combined	May ( <i>n</i> = 266)	3.72	3.82	3.77
Grade 5 & 6 students combined	Nov ( <i>n</i> = 266)	3.61	3.72	3.67
Gr 1-6 & special-needs teachers	May ( <i>n</i> = 24)	3.08	2.88	2.98
Gr 1-6 & special-needs teachers	Nov ( <i>n</i> = 24)	3.38	3.46	3.42

*Note:* Italicized mean values are those of teacher responses in Q9 and Q10 of teacher surveys.

One of the most intriguing findings in this study is the apparent emergence of opposite trends in mean values between what the teachers thought about the change in students versus the changes the students felt themselves in the same period. For this very reason though, it is very difficult to infer whether and how the changes in teachers may have influenced the level of enthusiasm of students. Also, when attempting to draw conclusions about the opposite trends, it should be noted that the students in this study comprise only grade five and six students, while the teachers comprise all teachers from grades one to six plus special-needs teachers who also conduct EAs. This inconsistency in data makeup may be substantially affecting the results, and hence may not be suitable for comparison here. In other words, there is a possibility that teachers in grades one through four and the special needs teachers are seeing a noticeable progress in the enthusiasm level of students, enough to outbalance a decrease in progress possibly felt by the majority of grade five and six teachers.

SPSS was again used to verify the changes in responses given by the students in May and in November. A significant decrease in progress was observed ( $p = 0.046 < 0.05$ ), when the change in responses to Q2 provided by sixth graders was tested using Wilcoxon’s rank-sum test.

Additionally, in an attempt to look for specific indications, and analyze the general decrease in mean values in both grades in both Q1 and Q2, as well as the statistically significant decrease in progress in Q2 of sixth graders, the frequency of use of the 20 most frequently

occurring words (nouns and adjectives) in the written responses to both Q1 and Q2 provided by both fifth and sixth graders were put through a test known as text-mining using a statistical software package, *R* with RMeCab, as proposed by Murakoshi (2013) (Table 3).

Table 3. Words that appeared frequently in the combined student surveys

Word	Rank (Frequency) in May	Rank (Frequency) in Nov
Game	3 (87)	1 (147)
Fun	9 (52)	7 (77)
Friends	15 (25)	n/a
Communication	20 (15)	n/a
Quiz (Grade 6 only)	11 (11)	n/a
Song (Grade 6 only)	12 (9)	n/a

Despite the general downward trend seen in Table 2, the vast majority of students still provided positive feedback (68% of students chose *very much*, and 31% chose *somewhat*) in November. For this reason, it is evident that the most frequently appearing words including those listed in Table 3 are associated with positive feedback. (This association has also been crosschecked manually.) Words such as ‘game’ and ‘fun’ were used considerably more frequently in November by students in the combined grades, as revealed in Table 3, which seems contradictory to the general downward trend seen in the mean values in Table 2. In contrast, words such as ‘friends’ and ‘communication’, which appeared frequently in May did not even make it to the top 20 list in November. Perhaps, this is a clue that teachers in grades five and six conducted less communication activities with friends during EA classes conducted after May 9<sup>th</sup> for some reason, which may have contributed to the downward progress in the mean values. Also, in the results of grade six, words which made it to the top 20 list in May such as ‘quiz’ and ‘song’ did not make it in November. Here, perhaps the sixth grade teachers may have conducted fewer lessons featuring quizzes and songs during EA classes conducted after May 9<sup>th</sup> which may have contributed to the decrease in student enthusiasm. Well thought-out quizzes are vital to satisfying the intellectual curiosity of upper grade students. Also, contrary to general opinion, perhaps students in upper grades enjoy songs when song-centered activities are done right.

## Discussion

Although there is not enough evidence through descriptive statistics alone to support

the general increase in the teachers' levels of attitude, aptitude, and confidence at the end of the program, the mean values in November indicate an upward trend, and it is worth mentioning that this occurred for most relevant items, within a considerably limited period of six months.

### **Changes in the teachers**

A recent study by Monoi (2011) on the changes in knowledge and anxiety levels of university students enrolled in an elementary school teacher training course seems to back the author's findings that preparing for EA classes remains a daunting task for teachers (and teachers-to-be alike) even after intervention. In Monoi's study, the anxiety levels of students in 39 items were gleaned through the use of surveys given at the beginning and end of the course. The results revealed that students felt a relatively high level of anxiety when it came to: constructing a single course unit (ranked 4<sup>th</sup> highest out of 39), and properly creating teaching materials for elementary school students (ranked 6<sup>th</sup> highest out of 39). What is surprising is that constructing a single course unit was still ranked 6<sup>th</sup> highest in anxiety level even after completing the university training course. Therefore, for incumbent teachers who have not for the most part, and do not receive extensive training unlike their prospective counterparts in university, lesson preparation must be an almost impossible task given the lack of ongoing support in the current environment.

### **Changes in the students**

Perhaps, the decrease in level of enthusiasm felt by upper grade students found in this study is in line with findings by Carreira (2006) that elementary school students' motivation decreases with age. As students get older, generate their own ideas, and develop more logical thinking power, they may not find joy in following activities set by others as much. Their motivation may accordingly decrease when they are unable to connect the English they learn in class to real communication (Carreira, 2006). Teachers of upper grades must, for this reason, enhance their EAs by incorporating real-world contexts into the classroom, thus attempting to offset the perhaps inevitable decrease in enthusiasm and motivation.

### **Limitations**

There are weaknesses in this assistance program which could have produced results that are either possibly misleading or invalid. First, there is an inevitable tender spot in the use of questionnaires. Questionnaires in general can only be effective if the right questions are asked, and with a closed-ended questionnaire, when the right answers are offered. There is an inherent non sequitur in asking someone who needs training to play the role of a specialist in determining what those training needs are. Hiemstra and Long (1974, cited in Kelly, 2002),



found marked discrepancies between the felt needs physical therapists identified on a questionnaire and their real needs as measured by testing (Kelly, 2002). The author, nonetheless, tried to remove potential flaws and weaknesses wherever possible. For example, a four-point Likert scale was used in order to deter participants from selecting the ‘middle choice’. According to Dornyei (2010, p.28), some researchers also opt to use an even number of response options because of the concern that certain respondents might (wittingly or unwittingly) choose the middle category to avoid making a real choice. The middle category choice can also be attributed to the cultural background of respondents. Chen, Lee, and Stevenson (1995, cited in Dornyei, 2010, p.28), for example, report that Asian respondents possessed a tendency to select the middle category more often than their North American counterparts. In light of these considerations, there was all the more reason to opt for an even number of choices because the respondents in this study were mostly Japanese.

It should also be noted that this study (a) lacks a prerequisite pilot questionnaire which has cost the author to combine the results of Q1 and Q2 in the student surveys, (b) lacks sufficient time for it to be a longitudinal study, (c) lacks triangular or qualitative research such as teacher and student interviews, and (d) presents threats to external validity and transferability due to the small size of the samples, and because data came from only one school from a single geographic area, the results of this study may not be representative of the whole country.

Another limitation is the probable lack of transferability in the method due to the strengthening of rapport inescapably established between the author and the teachers prior to and during the official assistance period. In other words, the participating teachers knew that they were completing surveys for the author. Because they received direct services from the author via the creation of video clips and rendering of workshops, some if not all may have felt either pressure, or the need to repay their ‘felt’ debt by answering dishonestly. This tendency to feel indebted is deeply ingrained in Japanese culture even to this day. In better controlled situations, the researcher should not even be present when administering surveys, or better yet, participating teachers would not even have been told whom the surveys were for.

Finally, the attempt to provide a customized seminar to the parents of students was a rather unique endeavor, presumably at convincing parents to further develop empathy for the teachers’ predicament, and spread the good word, thereby relieving teachers from unnecessary and unreasonable parental pressure. It is unlikely though, that the customized seminar gave any immediate impact on the working environment of the teachers, because the seminar was conducted in mid-October, towards the end of the program. It would still be interesting to follow up and see if it had any bearing on the teachers at a later stage, because the feedback from parents looked generally positive; many had stated then that they now understand the hardships that their children’s homeroom teachers are faced with, and also feel confident enough to leave

EA classes in the hands of the homeroom teachers. The impact of this seminar may have to be assessed through either a survey, or a series of interviews with the teachers sometime in 2013.

Even with all the limitations existing in this exploratory study, it is still encouraging to find out that the level of enthusiasm of the students have gone up considerably when perceived through the eyes of the teachers (Q9 and Q10 of the teacher surveys). As for the drop in the level of enthusiasm felt by the students, there may have been other factors at play which influenced the students. It is necessary to explore potential factors in the future. If the result of the student surveys can somehow be discounted, the progress of students as seen through the eyes of the teachers could be a sign that there may be a trickling down effect occurring where the growth in the teachers' levels of attitude, aptitude, and confidence is having a seemingly positive impact on the students' level of enthusiasm in turn.

### **Conclusion and Future Research**

The study would have yielded better results, had the support program period been longer. Reliance on self-directed practice by the teachers could have been another reason why the results did not support the hypothesis of the author. In hindsight, self-directed training was certainly not the best method of support due to the author's very assumption that lack of time was one of the fundamental deficiencies of elementary school teachers. How should lack of time be compensated for, then?

The author would like to propose tackling this monolithic obstacle by developing a training program for encouraging use of English during Physical Education (PE) classes to make up for the lack of time in both self-directed practice, and scheduled training workshops. In PE, ample body language is already used in combination with verbal language consisting of many imported words. Plus, the teachers do not have to be overly nervous about making mistakes in English expressions, because they are not teaching English per se during PE. Another benefit is that they do not have to be bound by textbooks during PE which means time is largely spent developing communication skills through use of verbal and non-verbal language. For students, it should be just as fun and natural because both subjects encourage use of communicative skills, and active participation in activities. To this end, the author plans to newly develop and encourage use of 'track & field English', or 'gymnasium English' in addition to the already embraced 'classroom English', and start providing outbound training workshops through future programs offered by Kanagawa Prefectural Institute of Language and Culture Studies. This way, in-service teachers will not have to carve out extra time for ongoing training.

As a final note, the rendering of practice tools and activity templates related to language was the sole focus of this study, although the new *Course of Study* or Shin Gakushu Shido Yoryo (MEXT, 2010) advises teachers to cover understanding of different cultures as well as the English language. There were two principal reasons for the author's decision to do away with culture: the first was the assumption that most teachers, in light of their current plight, can focus on getting better at only one thing at a time, and the second was that one of the author's future research projects will specifically focus on the readiness of teaching and learning culture in the Japanese elementary school setting. Teaching culture can present another avenue for teachers lacking aptitude, experience, confidence, or knowledge of English to base their activities on, and fulfill the intellectual needs of students. Upper grade students are clearly showing interest in the world; when asked to provide the reason why they enjoy EAs, several students at AES wrote, "Because I can learn about the world through EAs." The disposition to look outward should and could all start during EAs, and it is all up to how elementary school teachers are trained and supported.

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## Appendix A.

### List of requested classroom English expressions

2012年1月18日に実施したアンケートの結果

厚木第二小の先生たちの間で一番ポピュラーだったクラスルーム・イングリッシュの一覧表です。

ビデオクリップを見ながら、ジェスチャーや表情も練習してみてください！


指示を出すとき TOP FIVE POPULAR EXPRESSIONS	褒めるとき TOP FIVE POPULAR EXPRESSIONS
1 Everyone, together. One, two. (9) さん、はい！せーの！	1 Good job, Yuki. (5) よくできました。
2 (Books) inside your desks. (7) 机の中に入れてください。	2 Well done, Hiroshi. (4) 上手。
3 Pass your papers forward. (5) 後ろから集めてください。	3 Fantastic. (4) すごい。
4 Come forward. (3) 教室の前に出てください。	4 You rock, Ken. (4) すばらしいね。
5 Please stop. (3) やめましょう。	5 You are a star, Arisa. (4) えらい。


注意をするとき TOP FIVE POPULAR EXPRESSIONS	質問をするとき TOP FIVE POPULAR EXPRESSIONS
1 Listen carefully. (9) よく聞いてください。	1 Do you understand? (3) やっていることがわかりますか？
2 Be quiet. Listen to Hiroshi. (9) 静かに聞きましょう。	2 Are you finished? (3) 終わりましたか？
3 Face the front. (8) 前を向きなさい。	3 Who is finished? (2) 終わった人？
4 Look this way. (7) こちらを見てください。	4 Who doesn't understand? (2) わからない人？
5 Stop talking. (7) 勝手に話をしない。	5 Shall we start? (2) 始めていいですか？

Note: Numeral in parentheses represent number of teachers who requested the expression.

## Appendix B.

### Random series of screenshots of video clips of requested classroom English expressions





**Who doesn't understand?**

分からない人？

**You rock, Ken.**

すばらしいね。

### Appendix C.

#### Example of an activity template provided by the author

**4.3 首都クイズ - Capital City Quiz using PowerPoint (中～高学年)**

新しい野菜やくだものを覚えた児童には原産国や国旗を、原産国や国旗を覚えた児童には首都や人口を、首都や人口を覚えた児童には言語や通貨を教えるのはどうでしょうか。【社会】ただ暗記させるのではなく、チーム別クイズ形式に効果音や映像を加えて楽しく！【ICT】

ICT でアクティビティ自体を行う必要はまったくありません！たとえば、いつものように選択問題のクイズを行う時に、無料でダウンロードして使えるパワーポイントのスライドショーを使えば、児童の集中力は増し、英語での指示を熱心に聞き取ろうとしてくれるでしょう。パソコンを教室にあるテレビに繋ぐだけで、児童が喜ぶ効果音や鮮やかなグラフィックスを楽しみながら学べます。以下の URL に掲載しているゲームはすべて教育者向けで著作権フリーです。

[http://people.uncw.edu/ertzbergerj/ppt\\_games.html](http://people.uncw.edu/ertzbergerj/ppt_games.html)

例：児童は5つのチームに分かれ、教員は選択問題のクイズ・ゲームを行う。Who knows the answer? Raise your hand! などのクラスルーム・イングリッシュを使って答えさせる。正解を答えた児童のチームが保有する車を動かし、ポイントを与える。

<p>Q1: Canberra is the capital city of:</p> <ul style="list-style-type: none"> <li>a. U.S.A.</li> <li>b. Canada</li> <li>c. Egypt</li> <li>d. Australia</li> </ul>	<p>Q2: The capital city of Australia is:</p> <ul style="list-style-type: none"> <li>a. Sydney</li> <li>b. Adelaide</li> <li>c. Melbourne</li> <li>d. Canberra</li> </ul>
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### Appendix E.

#### Survey provided to Grade 5 and Grade 6 students, with English translations

English Activity Survey 外国語活動アンケート

Circle the number that corresponds to your answer. あてはまる数字に○をつけてください

Very much とてもそう思う(4)      Somewhat まあまあそう思う(3)  
 Not really あまり思わない(2)      Not at all まったく思わない(1)

Q1 I look forward to English Activity classes. 外国語活動の時間は楽しみだ。      4      3      2      1  
 (What is your reason? 理由は?)

Q2 I enjoy English Activity classes. 外国語活動の時間は楽しい。      4      3      2      1  
 (What is your reason? 理由は?)

Appendix D.

Teacher survey, with English translations

FY2012 Joint Project Survey 平成 24 年度 協同研究 アンケート

協同研究へのご理解・ご協力をいただきありがとうございます！  
 皆様からの率直で正直なご回答を頂けるように匿名にさせていただいています。アンケートの結果は今後の研修を先生方の「かゆいところに手が届く」プログラムに更に発展させることに直接つながります。

Circle the number that corresponds to your answer あてはまる数字に ○ をつけてください	
Very much とても思う(4)    Somewhat まあまあ思う(3)    Not very much あまり思わない(2)    Not at all まったく思わない(1)	
Q1	I enjoy speaking in English. 英語で話すことは好きだ。 (What is your reason? 理由は?)
Q2	I can prepare for EAs effortlessly. 英語(外国語)活動の準備は問題なくできる。 (What is your reason? 理由は?)
Q3	I look forward to EA classes. 英語(外国語)活動の時間は楽しみだ。 (What is your reason? 理由は?)
Q4	I enjoy EA classes. 英語(外国語)活動の時間は楽しい。 (What is your reason? 理由は?)
Q5	I plan to practice classroom English. クラスルームイングリッシュを練習しようと思っている。 (What is your reason? 理由は?)
Q6	I am practicing classroom English. クラスルームイングリッシュを練習している。 (What is your reason? 理由は?)
Q7	I plan to use classroom English. 様々な場面でクラスルームイングリッシュを使おうと思っている。 (What is your reason? 理由は?)
Q8	I am using classroom English. 様々な場面でクラスルームイングリッシュを使っている。 (What is your reason? 理由は?)
Q9	My students look forward to EA classes. 自分のクラスの児童たちは英語(外国語)活動の時間を楽しみにしている。 (What is your reason? 理由は?)
Q10	My students enjoy EA classes. 自分のクラスの児童たちは英語(外国語)活動の時間を楽しんでいる。 (What is your reason? 理由は?)