

Smooth Implementation of the English Curriculum at the Japanese Elementary Schools: An Approach from the Teachers' Reality

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Implementation of the English curriculum at the elementary school level has been one of the most challenging issues in many Asian countries (Kawasoe, 2005). In AY2011, all Japanese elementary schools were obliged to offer foreign language education to 5th and 6th graders, based on the new national curriculum. More than 90 percent of the main instructors of the elementary English classes are classroom teachers (MEXT, 2008), and most of them have never been trained to teach any language classes and teach English for the first time in their career. Consequently, many Japanese elementary school teachers are feeling serious anxieties to handle the English classes (Benesse, 2006). The Education Ministry and the local Boards of Education are offering various workshops for these elementary school teachers; however, they still face problems and difficulties in their classroom. It is essential to analyze the real needs and anxieties of these teachers and design workshops addressing their problems more effectively.

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This paper aims to : (1) discuss profiles of Japanese elementary school teachers who are in charge of the English classes, (2) analyze their needs and anxieties in class, and (3) suggest effective workshops/materials for the elementary school teachers to teach English classes, based on (1) and (2). Three kinds of data were collected about the elementary school teachers in the Akita prefecture, Japan : (1) questionnaires, (2) interviews and classroom observations, and (3) feedback to workshops. The results suggest Japanese elementary school teachers teach English with limited English proficiency, limited teaching skills, and limited resources, and they need workshops to improve their English proficiency and knowledge of teaching skills. Because these limitations may seriously undermine the efficacy of their teaching, it seems urgent to develop teaching/reference materials and workshops in order to ease teacher's anxieties and enhance the quality of the English curriculum at Japanese elementary schools.

Introduction

Since the late 1990s, many Asian countries have introduced an English curriculum into their elementary schools : e.g., in 1996 in Thai, in 1997 in Korea, in 2005 in China, and in 2011 in Japan (Mochizuki, Kubota, Iwasaki, and Ushiro, 2010). Consequently each of these countries is now trying hard for successful implementation of an effective English curriculum (Kawasoe, 2005), and Japan is not an exception. From AY2011, all Japanese elementary schools officially started foreign language education to 5th and 6th graders (age 10–12) for 35 unit hours per year¹. The curriculum has been titled with the subject name,

“Foreign Language Activities (*Gaikokugo Katsudo*),” but actually only English is taught at most elementary schools.

Introduction of the English curriculum into the Japanese elementary school was, however, not very easy. Various kinds of concerns and oppositions were declared and discussed. Some of them now seem rather lack of a good basis. For example, a worry that early contact with a foreign language may have negative effects on development of Japanese (the native language) is now believed not very serious because Japanese elementary students’ exposure to English is very limited. Also, in Taiwan, where a similar worry—negative effects of English on children’s development of Mandarin—was discussed, it is reported that introduction of the English curriculum has no negative influence on Mandarin development (Butler, 2005). On the other hand, some concerns have been left without clear solutions: “How should we bridge between the English curriculum in the elementary school and that in the junior high school?” and “In which grade should the elementary school students be first exposed to English?”² Among all of these concerns, one of the most serious ones is preparation and training of instructors who are in charge of Foreign Language Activities in the classroom.

Instructors are always a key of success in implementation of any curriculum, and in the discussion of English language education in Japanese elementary schools, concerns for lack of experienced instructor has been pointed out in

¹ 1 unit hour = 45 minutes.

² Officially, *Gaikokugo Katsudo* is introduced to the 5th graders, but in many schools, students are exposed to some form of the English education in earlier grade.

many arguments (Butler, 2006, Otsu, 2006). According to a survey done by the Japanese Ministry of Education (MEXT, 2008), more than 90% of the main instructors of Foreign Language Activities are classroom teachers, and most of them have never had professional training to teach English or any foreign languages. Thus, there are many Japanese elementary school teachers who are feeling serious anxieties to teach English in their classroom (Benesse, 2006 & 2010, Machida, 2011). MEXT and local Boards of Education started offering workshops for elementary school teachers after the new national curriculum was publicized; however, these teachers' needs and anxieties have not been fully discussed before the implementation of English education, and now we should give a closer look at them with data to design more effective and useful workshops. Based on data of elementary school teachers in Akita, this paper will (1) discuss profiles of Japanese elementary school teachers who are in charge of the English classes, (2) analyze their needs and anxieties in the classrooms, and (3) suggest effective workshops/materials for the elementary school teachers to teach English classes.

Data

Akita International University has earnestly supported implementation of English education in elementary schools in Akita since its introduction, and most of the data used in this paper have been collected by the researcher and Prof. Hiroki Uchida (Akita International University) through their workshops for elementary school teachers in Akita through AY2009–AY2011. The first data source is a questionnaire developed by Prof. Uchida and the researcher distributed and completed by participants of these workshops³. The first part of the

questionnaire consists of 4-scale questions⁴, and the second part is composed of multiple-choice questions, and the third part is a free description. The questionnaire asks questions regarding elementary school teachers' profile (age, gender, and etc.), their English skills (e.g. "I'm confident in my English skills."), their ideas about Foreign Language Activities, and their needs for workshops. 195 elementary school teachers in Akita completed the questionnaire. The prefectural BOE in Akita and the Consortium of Universities in Akita who sponsored some workshops conducted their own survey on the workshops as a part of feedback. This feedback is also discussed and analyzed as a part of data.

Finally, the researcher visited a local elementary school 3 times from October through December in AY2011 to observe their English classes and interview three Japanese teachers, and the classroom observation and interviews are used as data. This local school was very small; there was only one class for each grade, and each class included less than 15 students. They offered English education to not only the 5th and the 6th graders but to all students, though younger students had fewer hours of English classes. International students who were studying at a nearby college visited the school regularly to support

³ Akita International University has hosted a series of annual intensive workshop for elementary school teachers supported by the prefectural BOE in Akita which is called "Shogakko Gaikokugokatudo Kyoin Kenshu Jigyō" since 2009. In addition to this BOE workshop, Prof. Uchida and the researcher co-offered workshops for elementary school teachers as a part of a public workshop project sponsored by the Consortium of Universities in Akita in AY2011, and each of them offered several workshops in some other elementary schools in Akita. Participants of all these workshops kindly fulfilled the questionnaire.

⁴ 4 scales are: Scale 1: "Strongly Agree," Scale 2: "Agree," Scale 3: "Disagree," and Scale 4: "Strongly Disagree."

Japanese teachers in Foreign Language Activities classes. The researcher observed three classrooms—the one of the fourth graders, the fifth graders, and the sixth graders. The sixth grader’s class was taught by the classroom teacher supported by international students and another Japanese teacher (who was the classroom teacher of the 5th graders). The fifth grader’s class was observed twice. In the first class, only the classroom teacher taught English, while there were international students who supported the teacher in the second occasion. The international students also supported the classroom teacher in the fourth grader’s class, too. These Japanese classroom teachers were interviewed by the researcher after their class periods.

Results

Questionnaire Answers

First of all, the questionnaire answers imply a profile of Japanese elementary school teachers who are in charge of Foreign Language Activities or English activities. More than half of the participants are in their 40s (53.6%), and about 20% are in their 20s and in 50s. Their gender seems balanced, although there are more female teachers than male teachers (54.8% vs. 45%). On the other hand, answers to some questions clearly show that they feel difficulty in the classroom because of lack of English skills. For example, to the question 1, “I’m confident in my English skills,” 0% of the participants chose “Strongly Agree,” and 93.3% chose either “Disagree” (45.9%) or “Strongly Disagree” (47.4%), and more than 90% of the teachers answered they don’t have a chance to speak English in their daily life (Question 2: “I have opportunities to

speak in English in my daily life.” “Strongly Agree” and “Agree”: 8.2%; “Disagree” and “Strongly Disagree”: 91.8%). In addition, about a half of the participants feel difficulty in communication with their ALTs (Assistant Language Teachers⁵), and the most major cause of difficulty is the Japanese teachers’ lack of English skills (Question 14, “I feel difficulty in communication with ALTs”—“Strongly Agree” and “Agree”: 47.4%; Question 15, “What are the causes of your communication difficulty with ALTs?”—“My English skills”: 97%). Thus, many of these teachers keenly seem to feel their lack of English skills; however, most of them do not study English by themselves (Question 3, “I usually study English by myself”: “Strongly Agree” and “Agree” 16.9%, “Disagree” and “Strongly Disagree” 83.1%). The free description part of the questionnaire (Part 3) supports the results of the questionnaire. For example, there are comments as follows.

“I feel increasing concern if we, classroom teachers, need to improve our English skills”

“I want to improve my own English,”

“I’m going to study more.”

“I want to speak English more fluently.”

Thus, these elementary school teachers in Japan who have to teach English in their classroom are not confident in their English and not have many chances to use English in daily life or make opportunities to study English by themselves.

⁵ ALT (Assistant Language Teachers) is non-Japanese assistant instructors who visit English/Foreign Language Activities classes to support Japanese teachers.

Some questions that are directly asking about Foreign Language Activities show interesting results, too. Many teachers are not confident in teaching Foreign Language Activities (Question 5 “I’m confident in teaching Foreign Language Activities”: “Strongly Agree” and “Agree”—8.7%, “Disagree” and “Strongly Disagree”—89.7%) and feel difficulty in teaching the subject (Question 6 “I feel difficulty in teaching Foreign Language Activities”: “Strongly Agree” and “Agree”—59.0%). To conduct the Foreign Language Activities class, most teachers depend on guidelines and a guidebook offered by MEXT (Q8 “I plan my Foreign Language Activities classes in reference to the national Course of Study”: “Strongly Agree” and “Agree”—57.9%; Q9 “*The Guidebook of Foreign Language Activities Workshops (Shogakko Gaikokugo Katudo Kenshu Gaidobukku)* is useful to teach the class”: “Strongly Agree” and “Agree”—79.3%). Finally, most teachers agree that elementary school teachers need more effective workshops to the Foreign Language Activities class. In addition, most of the teachers want to participate in workshops of Foreign Language Activities by themselves (Q16 “If there is an opportunity to participate in a workshop of Foreign Language Activities”: “Strongly Agree” and “Agree”—82.1%). The content areas of workshops they are interested are from the highest request: teaching techniques (69.4%), conversation (67.5%), games (39.4%), and listening comprehension (36.4%). In the free description part, these teachers explain their requests:

“I wanted to practice classroom and basic English more.”

“I want to participate in a workshop that shows “fun class” in English.”

These comments imply that these teachers want to attend workshops in which

they can improve their teaching techniques to teach English in the class, which includes competency to use English appropriately in the classroom.

Feedback to workshops

The participants' feedback to the two workshops which the researcher was involved as a lecturer—the five day intensive workshop sponsored by Akita BOE and the one sponsored by the Consortium of Universities in Akita—seem to support the questionnaire results, too. Both workshops were designed to include a teaching-skill focus part and an English-skill improvement part, and the general feedback to the workshops was very positive. For example, the 4-point scale that evaluated the 5-day intensive workshop shows 3.8 point level satisfaction.

In their free description part, we can find comments as follows :

“Before the workshop, I expected to have a hard time for 5 days, but I have learned a lot . . . and can think about the Foreign Language Activities class more positively.”

“Through these 5 days, my worries and negative feelings toward the Foreign Language Activities class have been dissolved little by little.”

Thus, participation in these workshops seems to ease teacher's anxieties and develop more positive attitude toward the Foreign Language Activities class. On the other hand, some comments indicate that there are still strong needs

for more workshops in future :

“I wanted to practice classroom and basic English more.”

“I want to participate in a workshop that teaches me to prepare a “fun class” in English.”

Teachers want to participate in workshops to improve their own English skills and learn teaching skills to teach how to communicate in English in their class.

Interviews and classroom observations

Both classroom observations and interviews with the three Japanese teachers imply difficulty and burden of Japanese classroom teachers who are in charge of Foreign Language Activities. In the interviews, all three teachers mentioned that preparation for Foreign Language Activities was a time-consuming burden in their job, and the fifth grade classroom teacher said, “Eigo wa amari tokui dewa nainode Gaikokugo Katsudo wa chotto nigatena men ga arimasu (Because I’m no very good at English, I have a little trouble in teaching Foreign Language Activities).” Only one teacher—the fifth grade classroom teacher—said that she enjoyed teaching Foreign Language Activities including communication with international students.

As a result of the interviews, it turned out that the fifth grade teacher planned and prepared for the sixth grade class the researcher observed. Actually, during the observation, the researcher noticed that the sixth grade classroom teacher who had picture cards at hand waved the cards to the fifth grade

teacher and made a silent gesture with his mouth, “Kore wa? (What should I do with these?)”. Those were the cards used in the next activity, but clearly, the sixth grade teacher did not remember the activity which was planned by the fifth grade teacher. The fifth grade teacher who seemed the only Japanese teacher who enjoyed Foreign Language Activities in that elementary school voluntarily played a role of a coordinator of the Foreign Language Activities curriculum there. She made arrangement with a college to send their international students to the elementary school regularly, planned lessons and activities of Foreign Language Activities for other teachers, and supported other teachers in their classroom. When the researcher visited the 6th grade classroom, the fifth grade teacher was in the room for a half of the period to support the 6th grade teacher, and the school principal substituted her and taught her 5th grade class. In the 6th grade class, the 5th grade teacher functioned as the main teacher while she was there, and she gave directions to the students and the three international students there. During the interview, the 5th grade teacher told me that she could be in all classes of Foreign Language Activities because she had her own class, but she explained that sometimes she made lesson plans for other teachers and supported them in class if some other teacher could take care of her class. Thus, implementation of English education or Foreign Language Activities in this school heavily depended on efforts of this one teacher.

The 5th grade teacher, however, mentioned that she knew that her English skills were too limited to handle the situation, while she enjoyed Foreign Language Activities and communication with foreign people: “Gaikokugo Katsudo o amari yaritakunai tteiu sensei wa mochiron irassharundesuga watashi wa koi-uno tanosiindesu. Demo eigo ga tomonawanain desu yo nee. (There are of

course some teachers who don't want to teach Foreign Language Activities, but I like this. However, in my case, my English proficiency is not high enough.)” During the observation, she actually misinterpreted an international student's comment in class. At the end of the 6th grade class, one American student said to the students, “I really enjoyed studying English with you today. Please continue your study of English and come to visit my city in the States.” This was translated as “Otonani nattara eigo de shigoto ga dekiru yoni ganbattene (Please study English hard as you can work in English in future).” When she translated, she added that she was not 100% sure what the student said, but it was simple English, and that student spoke rather slowly as a native speaker, caring for the Japanese students who were learning English.

On the other hand, the Foreign Language Activities classes observed looked fun for the students. In the 6th grade class, the students played a card game to remember names of food (e.g. a hamburger, French fries, a pizza, and etc.), and in the 4th grade class, the students enjoyed playing a game called “A Fruit Basket” and repeated the names of the four seasons in the process of the game. In some case, however, the teacher's intention did not work. For example, in the 4th grade class, they also played a game in which the students saw a part of a shadow of some item and guess what the item was. The classroom teacher prepared a handout with a picture of items and distributed a copy to each student. Then the teacher told the students (who were seated in groups of 4 people) to guess which item's shadow she put on the blackboard with their group members. First, she showed a shadow of scissors. She must have expected to hear a word, “scissors,” from some student, but instead of saying the target word, many students pointed at the picture of scissors on their hand-

out and say “hasami (scissors)” in Japanese. “Scissors” was one of the target vocabulary words the students learned in that class, and the teacher wanted to make her students to repeat the word to remember. But the students who played the game found an easier way to complete the way and chose that.

Discussion

First of all, the data of this paper are limited to induce generalized conclusion. The number of participants of the questionnaire investigation and feedback survey is small, and they were not based on a random sampling. The qualitative part of the data—classroom observations and interviews—was also very limited. The researcher visited the participant school only for three times and interviewed each of the three teachers for short time after their class. The results based on the data, however, show a picture of elementary school teachers who are struggling to implement the curriculum of a new subject, Foreign Language Activities, in their own schools. This picture seems to deserve serious consideration when we design workshops for elementary school teachers in future because data of elementary school teachers who are actually teaching Foreign Language Activities in their classroom are still scarce.

Profiles of Japanese elementary school teachers

General profiles of the elementary school teachers in this study are similar to the results of the national survey (MEXT, 2010) in gender ratio and different in component ratio in ages. The biggest age group in the elementary school teachers is the one in the 50s in Japan, while among the participants of the

study, teachers in their 40s were the majority (53.6%). A possible reason for this age difference may lie in the process through which the participants of the intensive BOE workshops were chosen. These teachers were chosen to join the workshop based on their school principal's recommendation. The Akita prefectural BOE requested elementary school principals to recommend one teacher per school to attend the workshop to be a leader to implement the curriculum of Foreign Language Activities, and school principals seem to choose teachers in their 40s who have good teaching experience but still are able to stay in school for longer time than teachers in 50s to implement the new curriculum.

Regarding their English skills, all data show that these teachers do not have confidence in English or have opportunities to be exposed to English in daily life, and many of them do not study English by themselves to improve their skills. It is not clear why these teachers do not study English by themselves. This might be because they don't like English very much as the 6th grade teacher's words in the interview implies. According to the survey on elementary school teachers by Benesse (2006), about 40% of the teachers do not like English. It is also understandable that Japanese elementary school teachers are very busy and it must be very difficult for them to find time to study English by themselves. Anyway, the Japanese elementary school teachers who are in charge of the Foreign Language Activities class seem struggling to teach the class because of lack of their English skills but do not have enough opportunities to improve their English skills by themselves.

Needs and anxieties of elementary school teachers

We can imagine that it must be quite stressful for a teacher to teach a subject which they are not confident in or know they are not good at. Elementary school teachers of Foreign Language Activities are not confident in their English skills, and consequently, they are not confident in teaching Foreign Language Activities and “feel increasing concern” when they face the need to improve their English skills to teach the class.

As mentioned in the Introduction, lack of experienced instructor was pointed out before the introduction of Foreign Language Activities in elementary schools (Butler, 2006, Otsu, 2006) ; nevertheless, instead of preparing enough instructors in time, MEXT and BOEs seem to spend more efforts to solve the problem by providing with new teaching aids like electric blackboards and with ALTs and other human resources to the classroom. The deployment plan of electric blackboards was suspended in mid-course, and as the questionnaire shows, Japanese teachers who are not confident in English enhance their anxieties in communication with ALTs who are supposed to take a burden from their shoulders by supporting their teaching English in class. Instructors of a foreign language need to acquire special teaching knowledge and techniques and performance competency in the target language (Furuishi, 2006), and it takes a long time to train foreign language instructors with these attributions. Competent instructors are, however, essential for the success of English education in elementary schools, and we may not have discussed enough how we can secure to provide a competent instructor to each elementary school classroom before we start implementation of Foreign Language Activities. Time con-

suming but the only possible way to do that now seems to train practicing elementary school teachers through workshops. As many participants agreed in their feedback or comments, workshops appropriately designed to improve their own English skills and teach useful teaching techniques can support them, and they need to have more opportunities to participate in further workshops which can improve their competency to teach Foreign Language Activities in their class.

Effective workshops for teachers to teach Foreign Language Activities

Thus, elementary school teachers need workshops that can improve both English skills and teaching techniques that are reflected in their answers to the questionnaire. They want to participate in workshops that are addressing to teaching techniques including games and songs and English skills like conversations and listening comprehension. These answers seem to imply that elementary school teachers understand what they need to improve through workshops appropriately, but results of the classroom observations indicate teachers do not always know what the cause of their problem is.

For example, the teacher who prepared a game using a shadow of scissors did not know a couple of teaching techniques. First of all, language teachers always want to include games in their class to make their students accomplish certain linguistic tasks—e.g. repeat the target vocabulary words like “scissors” without being conscious to their behavior. On the other hand, when students are allowed to play a game, their goal is usually to play the game and accomplish the goals of the game. Thus, for the teacher the goal of the game was to make the

students repeat a word, “scissors,” many times to remember the word, but for the students, the most important thing was to identify the object in shadow, and choice of language (or non-use of language) was not the matter. In addition, the teacher can learn how to bridge this gap and make the students repeat the target word. There should be several good answers to this. One of them may be not to distribute the handout to the students. Because of this handout, the students could avoid saying the word orally by pointing at the picture on the handout. Also, the teacher could state a rule clearly before she started game, “You have to say the name of the object in English.” Moreover, if she combined the broken telephone game with this one, she could make each student listen to and say the word repeatedly. By learning some language techniques, elementary school teachers can teach their Foreign Language Activities class much more effectively, and in some cases, they do not understand what they need to know.

As a result, we need to design workshops for elementary school teachers with two objectives : to improve their English skills and to learn necessary language teaching techniques in the classroom. Also, we need further research, especially direct observation of Foreign Language Activities classrooms, to catch teacher’s unconscious needs to improve their teaching.

Conclusion

It has been found that Japanese elementary school teachers are trying very hard to teach English in their classes with :

1. Limited English proficiency
2. Limited teaching skills
3. Limited resources.

And they definitely needs more teaching/reference materials and opportunities to participate in effective workshops. To design effective workshops or prepare materials for these teachers, we need more research to know their needs. The Foreign Language Activities classroom in elementary school classrooms functions with various participants in complex conditions, and this paper touches only a part of it. To improve the quality of education in the classroom we need to analyze various aspects in details. For example, this paper does not address to the role and functions of international students and ALTs in the classroom, although they are an important part of the class and deserve a fuller look in future study. Many international students are studying at AIU, and if we can develop a program or workshops for international students to support Foreign Language Activities, that will be a great opportunity of community contribution for both AIU and international students.

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Appendix 1. Questionnaire on Foreign Language Activities in Elementary Schools

小学校外国語活動アンケート

趣旨：国際教養大学の内田浩樹・佐々木有紀は、小学校における外国語活動について研究を進めております。この研究は、外国語活動に大学教員としてどのような貢献ができるかを明らかにすることを初期段階の目的としております。最終的には外国語活動の指導にあたっておられる小学校の先生方のニーズに合致した研修方法、研修制度のあり方を議論して、効果的で経済的な研修教材・研修方法をまとめ、全国の教育委員会、小学校に研究成果を発信し活用していただくこととしております。このプロジェクトの基礎データ収集にご協力をいただきたくお願い申し上げます。

本研究に関連するあらゆるアンケート、インタビュー等の調査活動に際しましては、個人情報管理には細心の注意を払います。また、許可なく個人名や所属を引用することは一切ございません。

第1部 (Part 1)

回答方法：番号に○を付してください。各々の番号は次のような意味を持ちます。

(Please circle a number to answer. Each number means as follows.)¹

1	2	3	4
まったくそのとおりだ	そのとおりだ	そうではない	全然そうではない
(Strongly Agree	Agree	Disagree	Strongly Disagree)

問 01 私は英語には自信がある。(I'm confident in my English skills.)

1	2	3	4
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問 02 私は普段英語で会話する機会がある。(I have opportunities to speak English in my daily life.)

1	2	3	4
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問 03 私は普段英語の学習をしている。(I usually study English by myself.)

1	2	3	4
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問 04 外国語活動の導入に意義を感じている。(I feel importance of implementation of the Foreign Language Activities curriculum.)

1	2	3	4
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問 05 外国語活動の指導に自信がある。(I feel confident in teaching Foreign Language Activities.)

1	2	3	4
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問 06 外国語活動の指導に困難を感じている。(I feel difficulty in teaching Foreign Language Activities)

1	2	3	4
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¹ Originally, this questionnaire was developed and answered in Japanese, and English translation is added for this paper.)

問 07 外国語活動の指導は、英語教育担当の教員を採用して専門に指導させるべきだと思う。
(We should hire specialists in English education as instructors to teach Foreign Language Activities.)

1 2 3 4

問 08 学習指導要領を参照しながら外国語活動の授業を組み立てている。
(I plan my Foreign Language Activities classes in reference to the national Course of Study.)

1 2 3 4

問 09 「小学校外国語活動研修ガイドブック」は授業をおこなう上で役に立つ。
(*The Guidebook of Foreign Language Activities Workshops* [*Shogakko Gaikokugo Katudo Kenshu Gaidobukku*] is useful to teach the class):

1 2 3 4

問 10 私は外国語活動の目的・目標がはっきり理解できていると思う。(I think I understand the objectives and goals of Foreign Language Activities.)

1 2 3 4

問 11 外国語活動の教壇に立つための研修制度を充実させる必要があると感じている。
(Elementary school teachers need effective workshops to teach Foreign Language Activities.)

1 2 3 4

第 2 部 (Part 2)

それぞれの問にお答えください。該当する場合は、質問の続きにお答えください。
(Answer each question. If applicable, answer the following related questions.)

問 12 年齢をお教えください。(回答は任意)

(What is your age group?—an optional question)

1) 20代 (20s) 2) 30代 (30s) 3) 40代 (40s) 4) 50代 (50s) 5) 60代 (60s)

問 13 性別をお教えください。(回答は任意)

(What is your gender?—an optional question)

1) 女性 (Female) 2) 男性 (Male)

問 14 外国語指導助手 (ALT) とのコミュニケーションに困難がある。

(I feel difficulty in communication with my ALTs.)

1 2 3 4 5

まったくそのとおりだ そのとおりだ そうではない 全然そうではない 経験がない
(Strongly Agree Agree Disagree Strongly Disagree No Experience)

問 15 問 14 で 1. 2. を選択された場合→その理由は何ですか? 複数回答可)

(If you chose 1 or 2 for Q14, please choose reasons for your answer. Multiple answers allowed.)

a) 自分の英語力 (Your English skills) b) ALT の人柄 (Personality of ALTs) c) 準備の煩雑さ (Cumbersome preparation) d) 打ち合わせ時間の不足 (Lack of discussion)

time)

e) その他(自由にお書きください) (Other reasons. Discuss freely)

問 16 外国語活動の研修会があれば参加したい。

(I want to participate in workshops for Foreign Language Activities.)

1	2	3	4
まったくそのとおりだ	そのとおりだ	そうではない	全然そうではない
(Strongly Agree	Agree	Disagree	Strongly Disagree)

問 17 問 16 で 1. 2. を選択された場合→どのような研修内容が望ましいですか? (複数回答可) (If you chose 1 or 2 for Q16, what kinds of contents do you want to study in workshops?)

- a) 文法 (Grammar)
- b) 会話 (Conversation)
- c) リーディング (Reading comprehension)
- d) リスニング (Listening comprehension)
- e) 発音 (pronunciation)
- f) 授業テクニック (Teaching techniques)
- g) 英語教育理論 (English teaching methods)
- h) ゲーム (Games)
- i) 歌 (Songs)
- j) その他(自由にお書きください) (Other. Free description)

問 18 外国語活動の導入にあたり、新たに英語の学習を開始した。(I have started studying English to teach Foreign Language Activities.)

1 はい (Yes) 2 いいえ (No)

1. を選択された場合→具体的な学習内容、教材などをお教えてください
(If you chose 1, please write how you are studying and what materials you use.)

問 19 文部科学省、教育委員会から配布された資料以外に、外国語活動のために参照している書籍がある。(In addition to the materials distributed by MEXT or BOE, I use other materials to plan my Foreign Language Activities classes.)

1 はい (Yes) 2 いいえ (No)

1. を選択された場合→具体的な書籍をお教えてください (だいたいタイトルでも可)
(If you chose 1, please write what materials you use.)

第 3 部 (Part 3)

小学校外国語活動に関してお感じになっていることをどのようなことでもお書きください。(意見、感想、印象、要望、その他)

(Please write any ideas about Foreign Language Activities at elementary schools, e.g. opinions, thoughts, impressions, requests, and etc.)

Appendix 2: Results of the Questionnaire on Foreign Language Activities in Elementary Schools (Appendix 1)

Part I.

	Scale 1	Scale 2	Scale 3	Scale 4	no answer	valid
Q1	0	13	89	92	1	194
Q2	2	14	61	118	0	195
Q3	5	28	51	111	0	195
Q4	13	30	10	3	139	56
Q5	1	16	91	84	3	192
Q6	35	80	56	20	4	191
Q7	39	71	72	10	3	192
Q8	10	103	53	12	17	178
Q9	17	129	35	3	11	184
Q10	7	87	85	13	3	192
Q11	46	126	18	3	2	193

Part II.

	20s	30s	40s	50s	60s	no answer	valid
Q12	4	42	103	41	2	3	192

	female	male	no answer	valid
Q13	102	84	9	186

	Scale 1	Scale 2	Scale 3	Scale 4	NA	no answer	valid
Q14	11	79	71	26	3	5	190

	a	b	c	d	e
Q15	88	12	18	49	3

	Scale 1	Scale 2	Scale 3	Scale 4	no answer	valid
Q16	27	133	22	0	13	182

	a	b	c	d	e	f	g	h	i	j
Q17	3	108	17	58	71	111	11	63	27	3