

Qualitative Research on Japanese Elementary School Teachers and Assistant Language Teachers' Perceptions About Foreign Language Activities

—Transition of English Learning from Elementary School to Junior High School—

Sho NAKAJIMA*, Hiroyuki OKAZAKI

Abstract

本研究は、小学校教員とALT(外国語指導助手)の外国語活動に対する意識についての質的研究であり、両者の小中連携に対する認識を探索的に調査し、仮説を生成した。13名の外国語活動指導経験がある小学校教員(元教員を1名含む)と14名のALTにアンケート調査を行い、分析方法としてM-GTA(木下, 2003)を使用し、事例数や具体数を研究目的と相関的に決定するためにSCQRM(西條, 2007, 2008)をメタ理論として用い、概念モデル(仮説)を作成した。分析の結果、小学校教員とALTは、共通して、外国語活動における「指導改善」「指導者の能力向上」「授業外での英語使用環境」が児童の中学校での経験をより良くするための方法として認識しているという仮説が生成された。しかし「授業改善」における文字指導に関しては、若干の温度差が見られた。小学校教員とALTは、共通して、中学校外国語科における「外国語活動への理解」「生徒の経験を踏まえた指導改善」が生徒の外国語活動での経験を活かす方法として認識しているという仮説が生成された。これらの仮説は暫定的なものであり、より多様で妥当性のある仮説を生成するためには、さらなる研究が必要である。

keywords : English Education, Foreign Language Activities, Assistant Language Teachers (ALTs)

1. Introduction

1.1. Foreign Language Activities

From fiscal 2002, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has permitted every public elementary school to implement English activities in the “period for integrated study” as a non-compulsory part of the school curriculum. In 2008, MEXT revised its Course of Study for elementary schools and secondary schools, and one major change in the elementary school curriculum was that “Foreign Language Activities” became a compulsory part of the school curriculum for 5th and 6th grade students from fiscal 2011 (Davies, Otani & Tsuido, 2010). For fiscal 2009 and 2010, MEXT had transition measures which allowed prefectural and city education boards, and elementary schools to decide whether to implement Foreign Language Activities (Obunsha, 2008). According to MEXT's (2011) survey, about 99% of approximately 20,000 elementary schools implemented Foreign Language Activities in fiscal 2010.

The main goal of these activities is to form the foundation of pupils' communicative abilities through foreign languages by achieving three goals: (1) developing an understanding of languages and cultures through various experiences, (2) fostering a positive attitude toward communication, and (3) familiarizing pupils with the sounds and basic expressions of foreign languages (Davies, Otani & Tuido, 2010). MEXT designated English as a main foreign language which should be treated in Foreign Language Activities (MEXT, 2008).

In order to achieve the goals and avoid imposing an excessive burden on pupils, Foreign Language Activities is mainly focused on speaking and listening. Writing and reading are just treated to support instruction of speaking and listening (MEXT, 2008). The annual number of lessons of Foreign Language Activities is 35. The total number of lessons of Foreign Language Activities is 70 for two years (5th and 6th grade). There is no government-designated textbook. However, MEXT has distributed to elementary

*富山大学人間発達科学研究科 修了生

school pupils and teachers supplemental materials named “Eigo Note” (fiscal 2009-2011) and “Hi, friends” (fiscal 2012-), along with CDs and DVD-ROMs which include audio and visual content related to the materials.

1.2. Transition of English Learning from Elementary School to Junior High School

The overall purposes of foreign language education in elementary school (ES) and junior high school (JHS) are shown below.

Table 1: The Purposes of Foreign Language Education in Elementary School and Junior High School (Takahashi, 2011)

Foreign Language Activities (ES)	Subject of Foreign Language (JHS)
(1) developing the understanding of language and cultures through various experiences, (2) fostering a positive attitude toward communication, and (3) familiarizing pupils with the sounds and basic expressions of foreign languages	(1) developing the understanding of language and cultures, (2) fostering a positive attitude toward communication, and (3) developing communication abilities that include listening, speaking, reading, and writing.

Takahashi (2011) explains the bridging of purposes between ES and JHS. Pupils' learning in Foreign Language Activities (ES) is mainly done through experimental activities, but the subject of foreign language (JHS) includes, in addition, learning with textbooks. Linguistic instruction of Foreign Language Activities (ES) is mainly focused on listening and speaking, but the subject of foreign language (JHS) utilizes students' experiences in ES in learning reading and writing (Takahashi, 2011). Therefore, the purposes of ES and JHS foreign language education seem to be linked.

However, a survey conducted by Naganuma et al. (2012), with 1,138 JHS Japanese teachers of English (JHS JTEs) and 474 ES teachers, reported that many ES teachers do activities of singing and games in Foreign Language Activities (English activities), but many JHS

JTEs expect activities for learning the letters of the alphabet and basic English conversation. This result seems to reveal that there are differences between JHS JTEs and ES teachers about expectations for English education in ES and the bridge between ES and JHS English education.

In addition, Naoyama (2011) states that the purposes of Foreign Language Activities are developing pupils' attitude and familiarizing pupils with the English language, which are difficult to be measured by qualitative assessment. Therefore, Naoyama suggests that JHS JTEs should construct lessons purposefully based on students' experiences in Foreign Language Activities. Mantani et al. (2011) introduces, for example, understanding the purposes and character of Foreign Language Activities, respecting ES teachers and their teaching approaches, and utilizing students' communication abilities developed in Foreign Language Activities for instruction. Moreover, Naoyama (2011) suggests that ES teachers should implement Foreign Language Activities with consideration of pupils' future English learning in JHS. Kanamori (2011) introduces, for example, allowing them to experience success in listening to English through enough listening activities and introducing speaking activities in small steps in order to establish a certain level of pupils' positive attitude toward English learning and familiarization with English. In addition, Nakamura (2012) suggests introducing activities for familiarizing pupils with the letters of the alphabet in small steps in order to reduce students' burden in reading and writing learning in JHS.

Regarding students' opinions about ES and JHS English education, Benesse's (2012) survey reveals that many JHS first grade students feel unfilled by a lack of conversation activities and classes with assistant language teachers (ALTs), and recognize that reading and writing the alphabet and basic English conversation learned in Foreign Language Activities (or English activities) are useful in their English learning in

JHS. In addition, this survey reveals that many JHS first grade students recognize they should have learned reading and writing English in elementary school days.

However, there are few studies which investigate ES HRTs' perception about how they teach in Foreign Language Activities with consideration of pupils' future English learning in JHS, and what they recognize as to how JHS JTEs should teach students in order to utilize students' experiences in Foreign Language Activities. ES HRTs' perceptions about these issues would seem to be of some help for many ES HRTs and JHS JTEs to achieve a smooth transition of English learning from ES to JHS. Therefore, it can be said that investigating qualitatively and generating hypotheses regarding ES HRTs' perception patterns about these issues would have significance. In addition, many ALTs regularly teach in both ESs and JHSs (sometimes and high schools); therefore, they seem to understand the contents of lessons and pupils' (students') abilities in both ES and JHS. Moreover, Shinato's (2010, 2012) qualitative research reported that some HRTs indicated ALTs are useful for teaching and as information resources in order to achieve the smooth transition. Therefore, qualitative investigation and generating hypotheses regarding ALTs' perception patterns about the issues would seem to have significance.

2. The Present Study

2.1. Purpose of the Study

The main purpose of this study is to construct conceptual models (hypotheses) which explain elementary school homeroom teachers (ES HRTs) and assistant language teachers' (ALTs) perception patterns about ways for smooth transition of pupils' English learning from elementary school to junior high school, not to generalize the results to many ES HRTs and ALTs. The research questions are shown below.

1. What do ES HRTs and ALTs recognize as to how they teach pupils in Foreign Language Activities in order to improve pupils' future English learning in junior high school?
2. What do ES HRTs and ALTs recognize as to how junior high school Japanese teachers of English and ALTs should utilize students' experiences in Foreign Language Activities?

2.2. Participants

The participants consisted of 10 public elementary school homeroom teachers (ES HRTs), a public school special classroom teacher, an ex-teacher of an elementary school and 14 assistant language teachers (ALTs). HRTs teach pupils in almost all subjects and do guidance for pupils in their school life. Special classroom teachers are in charge of special classrooms, and support and teach students with special needs. Ministry of Education, Culture, Sports, Science and Technology (MEXT) allows other class HRTs and non-HRTs, including vice-principals and special classroom teachers, to teach Foreign Language Activities instead of HRTs. ALTs are foreign teachers who teach English language, with Japanese teachers, in elementary, junior high schools and high schools. Almost all ALTs belong to the Japan Exchange and Teaching Program (JET program) or are dispatched by private companies. They are hired by city or prefectural education boards. All the participants were recruited via e-mail or face to face.

2.2.1. Japanese Participants

The Japanese participants consisted of 11 elementary school homeroom teachers (A, B, C, D, E, F, G, H, I, J, K), a special classroom teacher (L) and an ex-teacher of an elementary school (M). They were teachers and an ex-teacher who have experience as a main teacher in foreign language activity classes. They ranged in teaching

years in elementary school from 3 to 29 years. Two (K, M) have teaching experience in junior high schools. The number of foreign language activity classes which the participants teach per week ranges from 0 to 3 for 5th grade, and from 0 to 3 for 6th grade. The majority of teachers were females (n=8) and they were from 12 schools in 6 different cities. The frequency of foreign language activity classes carried with ALTs ranges from once a year to every time. One (G) does not receive support from ALTs.

2.2.2. Assistant Language Teachers

There were 14 assistant language teacher (ALT) participants who ranged in working experience as an ALT from 1 to 7 years. 12 ALTs (A, B, C, D, F, G, H, I, J, K, M, N) have teaching experience in elementary schools and junior high schools. One (E) teaches only in non-regular English activities for 1st to 4th graders. One (L) teaches only in junior high schools. The number of elementary school foreign language classes the participants teach ranged from 2 to 22. The number of junior high school classes the participants teach ranged from 0 to 25. 9 ALTs are taking part in the Japan Exchange and Teaching Program. 2 ALTs are hired by private companies. 3 ALTs are directly hired by city education boards.

2.3. Research Instrument

The data collection instruments used in this study were questionnaires. Two different language type questionnaires for HRTs and ALTs were developed by the researcher based on the research questions (see Appendix A). In order to obtain informed consent from participants, the purpose of this research and a description of the handling of information are described on the first page of the questionnaires.

2.3.1. Questionnaire for the Japanese Teachers

The questionnaire for the Japanese participants is written in Japanese, including 7 items

for background information and two open-ended questions. The two open-ended questions are as follows:

1. How do you teach pupils in order to improve their English language learning in junior high schools?
2. How should junior high school Japanese teachers and ALTs teach students in order to activate knowledge and skills they learned in elementary schools?

2.3.2. Questionnaire for the Assistant Language Teachers

The questionnaire for the ALT participants is written in English, including 10 items for background information and two open-ended questions for each of the research questions. The two open-ended questions are as follows:

1. How should ALTs and elementary school HRTs teach pupils in order to improve their future English language learning in junior high schools?
2. How should ALTs and junior high school Japanese teachers of English teach students in order to activate knowledge and skills they learned in elementary schools?

2.4. Data Analysis

2.4.1. Data Analysis Framework

Qualitative analysis was used because the main purpose of this study is to generate concept models (hypotheses) which would explain Japanese teachers' and ALTs' perceptions regarding ways for smooth transition of pupils' English learning from elementary school to junior high school. Analysis was carried out by Modified Grounded Theory Approach (M-GTA) developed by Kinoshita (2003). However, modified-grounded theory is not available for employment of concepts which have a small

number of examples. Therefore, Structure-Construction Qualitative Research Method (SCQRM) was used as a meta-method. SCQRM was developed by Saijo (2007, 2008), and it determines the number of cases or samples based on the research questions (or interest) of researchers, therefore preserving scientific validity and falsifiability in a few case study by structuring the model of target and showing construction trail (Iwata et al, 2010).

2.4.2 Data Analysis Procedure

Examining the teachers' written responses, sentences or passages that seem to have similar themes or patterns are gathered as a variation (concrete example) and then given a concept name. The concept name, its definition, and concrete examples are written on an analysis worksheet (see Appendix B). On the analysis worksheet, a concept name, its definition, concrete examples and theoretical note with opposite examples and analysis perspective are recorded. One analysis worksheet is created for each concept (Okazaki, 2012). Finally, concept models for each research question were generated and summarized on conceptual diagrams with descriptions of relationships among concepts and categories which include some concepts.

3. Result and Discussion

3.1 Improving Pupils' Future English Learning in Junior High School

3.1.1 Questions in the Questionnaires

In the questionnaires, all Japanese participants were asked to answer the question, "How do you teach pupils in order to improve their future English language learning in junior high schools (JHSs)?", and all assistant language teacher (ALT) participants were asked to answer the question, "How should ALTs and elementary school homeroom teachers (ES HRTs) teach pupils in order to improve their future English language learning in JHSs?", in order to generate a hypothesis for the research question, "What do

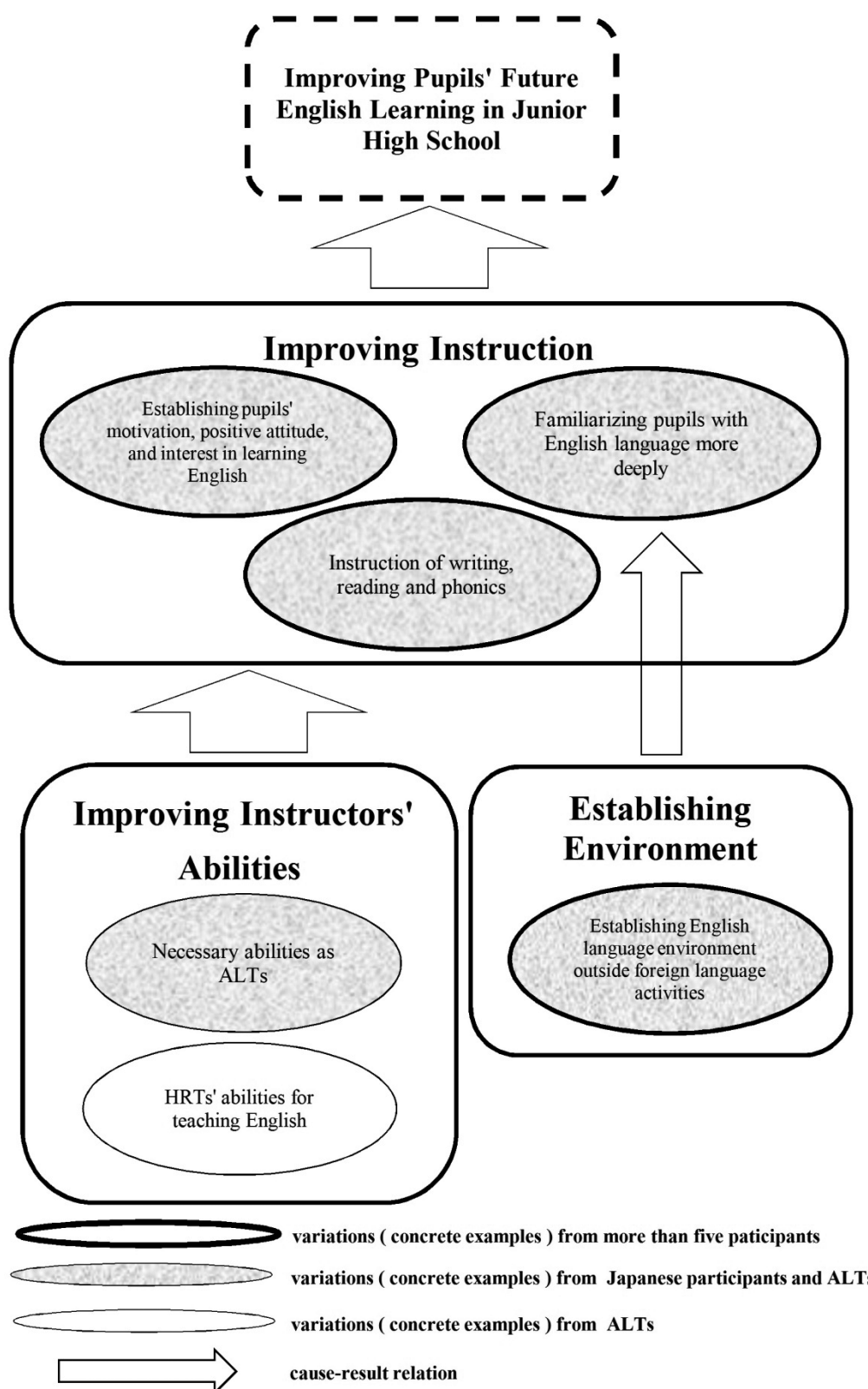
ES HRTs and ALTs recognize as to how they teach pupils in Foreign Language Activities in order to improve pupils' future English learning in JHS? ".

3.1.2 Conceptual Model

All concepts and categories for the second research question were summarized in a conceptual diagram (Figure 2). The discussion will be carried out based on Figure 1. The findings of this study suggest that examining the results obtained from the questionnaire provoked three major categories: (1) improving instruction, (2) improving instructors' abilities, and (3) establishing an English environment outside Foreign Language Activities.

The category "improving instruction" consists of three concepts: "familiarizing pupils with English language more deeply," "establishing pupils' motivation, positive attitude, and interest in learning English," and "teaching writing, reading and phonics". The first concept, "familiarizing pupils with English language more deeply", was generated by 8 participants (five HRTs and three ALTs). One ALT (J) and one HRT (G) stated their attempts to teach pupils proper pronunciation. One HRT (I) stated her attempt to give students enough opportunities to pronounce English. One special classroom teacher (L) stated her attempt to familiarize her pupils with classroom English. One HRT (H) stated the importance of instruction of gestures in activities (game, chants, and so on). One HRT (B) stated that she shows pupils DVDs as English teaching material. One ALT (F) stated that teaching not only pronunciation, but also the meaning of words and expressions, is necessary for familiarizing pupils with them. One ALT (E) claimed that HRTs and ALTs should not expect pupils to remember all vocabulary and expressions they learned in non-regular English activities through 1st to 4th grade. One ALT (F) claimed that assessment of pupils understanding is not always done.

Figure 1 : Conceptual Model of Improving Pupils' Future English Learning in Junior High School



One of the purposes of Foreign Language Activities is familiarizing pupils with English sounds and basic expressions (MEXT, 2008). A survey by Okazaki and Saida (2013), conducted

with approximately 900 JHS first grade students, reports that in JHS they feel the efficacy of Foreign Language Activities when they use vocabulary and expressions learned in Foreign

Language Activities (51.5%), they can achieve conversation learned in Foreign Language Activities (41.8%), they can understand what ALTs say (25.3%), and so on. These results indicate that many JHS first grade students feel the efficacy of learning in Foreign Language Activities. Aoki (2011) states that “familiarization” is not having pupils understand and memorize everything in Foreign Language Activities. However, Kanamori (2010) states that familiarizing is achieved when pupils experience success in using English in activities. Therefore, deep familiarization is necessary and it seems to contribute to the improvement of pupils’ future English learning in JHS.

Kanamori (2011) states, as for pronunciation instruction in Foreign Language Activities, monotonous drills and delicate instruction of pronunciation are not necessary because of the purpose of Foreign Language Activities. However, Allen-Tamai (2010) states that English teachers (even ES HRT) should acquire proper English pronunciation and have pupils discover English sounds which are different from Japanese. Although many ES HRTs worry about their English ability (Benesse, 2006), Nakamura (2011) states that ES HRTs can teach pupils proper English sounds by using CDs and DVD-ROMs which include native speakers’ voices.

Kanamori (2011) states that instruction of the meaning of English vocabulary and expressions should be done through giving pupils enough input and having pupils imagine the meaning of words and expressions they listen to. Kanamori introduces the idea, for example, that when ES HRTs have pupils listen to English words and sentences, they should have the pupils imagine pictures and feelings of the speakers. Butler-Goto (2005) states that even in English education in elementary school (ES), assessing pupils is necessary to obtain information (e.g., abilities, degree of acquisition) about pupils’ leaning in order to utilize the information to improve instruction and pupils’ learning.

The second concept, “establishing pupils’ motivation and positive attitude toward learning English”, was generated by 5 participants (one HRT and four ALTs). One HRT (J) stated his actual attempt to have pupils find communication to be fun. In addition, he tries to have pupils have an interest in foreign countries. One ALT (I) stated that Foreign Language Activities should be fun in order to promote positive attitudes toward learning English. One ALT (M) claimed HRTs should evaluate pupils’ interests, motivation, and attitude in terms of active use of the foreign language for communication. One ALT (D) stated that discipline is necessary for creating the proper attitude for learning English. One ALT (G) indicated that HRT’s guidance is necessary for confused pupils.

The overall purpose of Foreign Language Activities is “forming the foundation of communication abilities” (MEXT, 2008). Mantani (2011) states that the foundation of communication abilities seems to include an affective side and a technical side. Mantani explains that the affective side includes interest, motivation, and the attitude toward communication in English, and the technical side includes being familiar with English sounds and basic expressions. Kanamori (2012) states that establishing pupils’ interest in communication and the cultures of foreign countries is important for forming pupils’ motivation for learning English in JHS.

Making lessons fun seems to be effective in fostering pupils’ positive feelings toward English learning. According to Benesse’s (2012) survey, conducted with approximately 1,500 JHS first grade students, 63% of the participants answered that “they liked English activities (or Foreign Language Activities)” and 73.3% of them answered that “lessons were fun” as the reason. Regarding discipline and supporting pupils, Hinatahata (2011) states that only ES HRTs can understand all students’ conditions and abilities; therefore, they can teach according to each student and offer pupils security. Butler-

Goto (2005) states that assessing pupils' attitudes and other affective features is necessary because establishing a positive attitude is one of the important purposes in English education in ES.

The concepts "familiarizing pupils with English language more deeply" and "establishing pupils' motivation, positive attitude, and interest in learning English" generated by the participants seem to correspond respectively with both the technical and affective side of the foundation of communication abilities (Mantani, 2011). Therefore, it can be said that both HRTs and ALTs recognize that forming the foundation of communication abilities contributes to improving pupils' future English learning in JHS.

The third concept, "instruction of writing, reading, and phonics" was generated by 6 participants (three HRTs and three ALTs). Two ALTs (B, N) stated that HRTs should introduce writing activities for pupils from ES. In addition, one ALT (N) indicated one reason is that pupils will encounter a lot of writing activities, thus, writing activities from ES make the adjustment of their learning between ES and JHS easier. One ALT (A) stated that teaching reading and writing the letters of the alphabet is necessary. One HRT (D) and special classroom teacher (L) indicated that they do not teach reading and writing words but they display letters of words. One HRT (B) stated that she shows pupils DVDs for phonics instruction.

MEXT (2008) indicates that writing and reading should be treated only to support instruction of speaking and listening in Foreign Language Activities. "Eigo Note" (supplemental material developed by MEXT) includes activities for familiarizing pupils with the letters of the alphabets (Nakamura, 2011). Nakamura explains that the purpose of this activity is to make pupils interested in the alphabet and able to recognize small and big letters of the alphabet. Therefore, it can be said that MEXT suggests that familiarizing pupils with the letters of

the alphabet is enough for writing and reading instruction in Foreign Language Activities (Tada, 2010). Nakamura (2011) states that the reasons why writing and reading activities are not done more than instruction of the alphabet in Foreign Language Activities are difficulties of instruction of writing and reading, limited lesson time, and so on. However, according to Benesse's (2012) survey, conducted with approximately 2,400 JHS first grade students, through English learning in English in JHS, they feel they should have learned "writing English words" (33.1%), "writing English sentences" (26.7%), "reading English words" (26.9%), and "reading English sentences" (33.1%) in ES days. In addition, a survey conducted by Koizumi et al. (2012), with 474 junior high school Japanese teachers of English (JHS JTEs) in 2009, reports that about half of the participants wish English activities (Foreign Language Activities) would include instruction of letters of the alphabet. These results seem to reveal that many JHS JTEs and students wish that Foreign Language Activities would include some writing and reading activities.

The category, "improving instructors' abilities", consists of two concepts: "HRTs' abilities for teaching English" and "necessary abilities as ALTs". The first concept, "HRTs' abilities for teaching English", was generated by 4 ALT participants. One ALT (L) stated that HRTs should improve their teaching even without ALTs. Two ALTs (D, H) claimed that HRTs should improve their English ability and use English more in instruction. One ALT (M) stated that HRTs' ability to draw up teaching plans based on the pupils' interests is important. Therefore, HRTs' abilities for teaching English seem to have a positive impact on improving instruction.

Yokoi (2012) states that JHS and high school JTEs should have not only teaching ability but also a certain level of English ability, in order to be able to teach students English in a

practical manner. The ALTs who generated this concept may recognize the point in Yokoi's statement. The concept was generated by only ALT participant. However, some surveys reveal that many HRTs worry about their English ability (Benesse, 2006) and English teaching ability (Otani & Tsuido, 2011), and it can be said that many HRTs even currently worry about these problems. Therefore, it is difficult to generate the hypothesis that HRTs do not recognize they should improve their abilities for teaching English.

The second concept, "necessary abilities as ALTs", was generated by 2 participants (one HRT and one ALT). One HRT (K) stated that ALTs who teach in JHSs take part in Foreign Language Activities. One ALT (M) stated the necessary abilities of ALTs for Foreign Language Activities. He/she stated that the ability of ALTs to create teaching content and activities that suit pupils' developmental stages and capture their attention and interest, the ability to motivate pupils to actively communicate with others, and the ability to familiarize their pupils with the sounds and basic expression of the foreign language are necessary for ALTs in Foreign Language Activities. Therefore, the necessary abilities of ALTs seem to have a positive impact on improving instruction.

The JET program, which includes many (approximately 4,000) ALTs in Japan, does not require applicants to possess a Bachelor of Education degree, teaching experience, or language proficiency in Japanese (Otani, 2007). In addition, private companies can impose their own application requirements. Therefore, there seems to be ALTs who have various abilities and personal attributes. However, Saito (2009) reports there are some claims from ES teachers who point out there are some ALTs who do not have enough ability as teachers. At the same time, many ES HRTs worry about their English ability (Benesse, 2006) and English teaching ability (Otani & Tsuido, 2011). Therefore,

improving ALTs abilities as teachers seems to be necessary for improving the teaching level of Foreign Language Activities.

According to Shinato's (2012) qualitative research, conducted with ES teachers who teach Foreign Language Activities, an ES teacher participant indicated that some ALTs consider the smooth transition of pupils' English learning from ES to JHS and ES teachers should hear their opinions about this matter. This result seems to lead to the hypothesis that there are some ES HRTs who utilize ALTs' opinions in improving instruction for the smooth transition of pupils' English learning from ES to JHS, and supports the concept generated by the current study.

The category "establishing an environment outside Foreign Language Activities" consists of one concept: "establishing an English language environment outside Foreign Language Activities". The concept "establishing an English language environment outside Foreign Language Activities" was generated by 5 participants (one HRT and four ALTs). Three ALTs (C, K, L) stated that even outside Foreign Language Activities, HRTs should use some expressions of classroom English (not always) and give pupils opportunities to use them. One HRT (I) stated her actual attempt to say numbers, days, and weather in English on a daily basis. One ALT (A) suggested showing pupils short movies everyday from 1st to 6th grade. In addition, one ALT (K) stated the reason is to familiarize pupils with the English language. Therefore, establishing an English language environment outside Foreign Language Activities seems to have a positive impact on familiarizing pupils with the English language more deeply.

Kasahara elementary school, which is an experimental school designated by MEXT, uses English in school announcements and bulletin boards, has 15 minutes of activities which utilize audio and visual material twice per a week, and holds events with foreign university students, in

order to familiarize pupils with English outside classes (Kasahara elementary school and junior high school, 2011). In the listening and speaking section of a test according to a “national survey about English education” (National Institute for Educational Policy Research, 2009), the score of sixth grade students in Kasahara elementary school is significantly higher than the average score of participants all over Japan (Kasahara elementary school and junior high school, 2011). As this ES implements English activities from first grade, establishing an English language environment outside classes seems to affect the test score. Foreign Language Activities are implemented once a week and have the aim to familiarize pupils with English. Therefore, establishing an English language environment outside classes seems to be effective for familiarizing pupils with English more deeply.

All concepts for the research question, “What do ES HRTs and ALTs recognize as to how they teach pupils in Foreign Language Activities in order to improve pupils’ future English learning in JHS?” can be put into the categories “improving instruction”, “improving instructors’ abilities”, and “establishing an English language environment outside Foreign Language Activities”. From this result, the following hypothesis was generated:

1. HRTs and ALTs recognize that improving instruction and instructors’ abilities, and establishing an English language environment outside Foreign Language Activities are ways for achieving a smooth transition of pupils’ English learning from ES to JHS.

Many concepts generated in the current study are related to the purposes of Foreign Language Activities (MEXT, 2008). Therefore, ES HRTs and ALTs seem to recognize that the success of Foreign Language Activities contributes to the smooth transition of pupils’ English learning from ES to JHS. However, they have a

little different perception about the instruction of writing and reading. HRT participants indicated attempts to display letters just to support listening and speaking but ALT participants suggested implementing writing and reading activities.

3.2 Utilizing Students’ Experiences in Foreign Language Activities

3.2.1 Questions in the Questionnaires

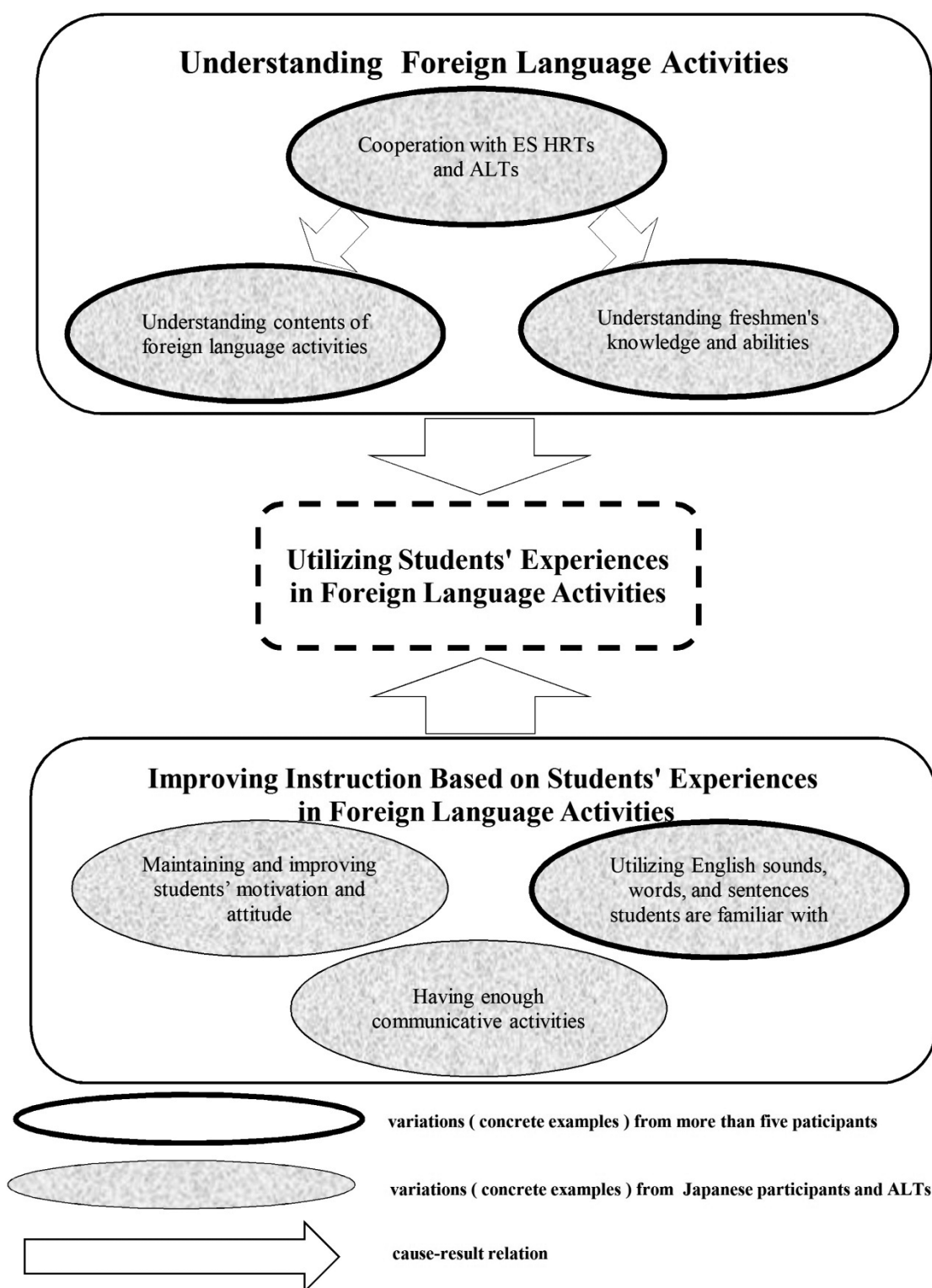
In the questionnaires, all Japanese and assistant language teacher (ALT) participants were asked to answer the question “How should junior high school Japanese teachers (JHS JTEs) and ALTs teach students in order to activate knowledge and skills they learned in elementary schools (ESs)?”, in order to generate a hypothesis for the third research question “What do elementary school homeroom teachers (ES HRTs) and ALTs perceive as to how JHS JTEs and ALTs should utilize students’ experiences in Foreign Language Activities?”

3.2.2 Conceptual Model

All concepts and categories for the third research question were summarized into a conceptual diagram (Figure 2). The discussion will be carried out based on Figure 2. The findings of this study suggest that examining the results obtained from the questionnaire provoked two major categories: (1) understanding Foreign Language Activities, and (2) improving instruction based on students’ experience in Foreign Language Activities.

The category, “understanding Foreign Language Activities”, consists of three concepts: “understanding the contents of Foreign Language Activities,” “understanding freshmen’s knowledge and abilities”, and “cooperation with ES HRTs and ALTs”.

Figure 2 : Conceptual Model of Utilizing Students' Experiences in Foreign Language Activities



The first concept, “understanding the contents of Foreign Language Activities”, was generated by 7 participants (3 Japanese participants and 4 ALTs). One special classroom teacher (L) and two ALTs (H, M) indicated the importance of understanding the contents and teaching methods of Foreign Language Activities. In

order to understand the practice of Foreign Language Activities and improve instruction, two HRTs (J, K) stated the importance of observing Foreign Language Activities, and two ALTs (D, G) indicated that JHS JTEs and ALTs should become familiar with the course materials of Foreign Language Activities (e.g., “Eigo Note”,

“Hi, Friends”).

Mantani et al. (2011) states that there are many differences between Foreign Language Activities and junior high school (JHS) English education because Foreign Language Activities is not a subject and is for pupils at a different developmental stage than those at JHS. Therefore, JHS JTEs should understand the purposes and character of Foreign Language Activities.

Kobayashi et al. (2012) suggests that JHS JTEs understand the contents of “Eigo Note”, in order to understand the contents which students learned in Foreign Language Activities because many ES HRTs use “Eigo Note”, even if as supplemental material. Naoyama (2011) recommends observing lessons of Foreign Language Activities as a way of understanding the contents and teaching approaches of these activities.

The second concept, “understanding freshmen’s knowledge and abilities”, was generated by 5 participants (1 Japanese participant and 4 ALTs). The ex-teacher (M) indicated the importance of understanding what new students can and cannot do in using English, in order to make lesson plans. One ALT (F) suggested having new students realize what they can do in using English, in order to motivate students. One ALT (B) states that JHS JTEs and ALTs should not assume that freshmen have no English knowledge when they enter JHS. In contrast, two ALTs (C, E) claimed that JHS JTEs and ALTs should not assume that students remember everything learned in Foreign Language Activities. In addition, one ALT (C) stated it is because the goal of Foreign Language Activities is not establishing English skills and knowledge.

One of the purposes of Foreign Language Activities is “familiarizing pupils with English sounds and basic expressions” (MEXT, 2008). Therefore, it can be said that JHS JTEs and ALTs cannot highly expect students to remember all English vocabulary and expressions which they learned in Foreign Language

Activities. Hida (2011) recommends for JHS JTEs to understand freshmen’s current knowledge and attitude toward English, in order to utilize their experiences in Foreign Language Activities in their instruction. Hida recommends observing freshmen in activities and conducting questionnaires, in order to understand English sounds, vocabulary and expressions they are familiar with, and their attitude towards English communication. In addition, Hida states that permitting freshmen to affirm their English abilities contributes to improving their motivation for English learning in JHS.

The third concept, “cooperation with ES HRTs and ALTs”, was generated by 6 participants (2 HRTs and 4 ALTs). Two ALTs (D, M) described the importance of cooperation with ES HRTs, in order to understand the contents of Foreign Language Activities. In addition, one ALT (M) stated that, through exchanging information, JHS JTEs should learn teaching methods employed by ES HRTs. One ALT (B) described the importance of cooperation with ES HRTs, in order to assess freshmen’s ability and knowledge in using English. One ALT suggested that JHS JTEs can ask ALTs about the contents of Foreign Language Activities. Therefore, “cooperation with ES HRTs and ALTs” seems to have a positive impact on “understanding contents of Foreign Language Activities” and “assessment and consideration of new students’ knowledge and ability”.

Naoyama (2011) states that information exchange and interaction among them is necessary in order to achieve cooperation between ES HRTs and JHS JTEs. Naoyama explains that information exchange involves ES HRTs and JHS JTEs understanding each other’s teaching approaches, and includes lesson observation. Interaction involves ES HRTs and JHS JTE discussing together to improve their teaching, and includes discussion after lesson observation.

Sou (2011) states that to improve instruction, JHS JTEs can learn a lot from ES HRTs,

even though ES HRTs are not professional English teachers. ES HRTs are superior in terms of utilizing the contents of other subjects into instruction of Foreign Language Activities, giving pupils effective feedback which improves pupils' attitude toward learning, and teaching non-verbal communication strategies (e.g., gestures), because they teach pupils almost all subjects and teach pupils in various developmental stages.

Many ALTs teach in both ES and JHS. Therefore, they seem to understand pupils' conditions, and the contents and teaching approaches of Foreign Language Activities. It can be said that cooperation with ALTs contributes to utilizing students' experiences in JHS.

The category, "improving instruction based on students' experience in Foreign Language Activities", consists of three concepts: "utilizing English sounds, words, and sentences students are familiar with from learning in Foreign Language Activities," "maintaining and improving students' motivation and attitude toward learning English", and "having enough communicative activities". The first concept, "utilizing English sounds, words, and sentences students are familiar with from learning in Foreign Language Activities," was generated by 5 participants (4 HRTs and 1 ALT). Four HRTs (A, D, H, I) indicated the importance of having enough listening and speaking activities, in order to improve students' listening and speaking ability by utilizing sounds familiar to students from learning in Foreign Language Activities. One HRT (H) suggested utilizing sentences and words familiar to students into writing and reading. One ALT (F) indicated that JHS JTEs and ALTs should teach vocabulary based on words and expressions familiar to students from learning in Foreign Language Activities.

According to Nakajo et al. (2009), "Eigo Note" (supplemental material edited by MEXT) includes 386 vocabulary items and 60 expressions. In addition, about half of all the

vocabulary and expressions in "Eigo Note" are repeated in JHS (Ishizuka, 2011). Even if not all ES HRTs use "Hi, Friends" (revised edition of "Eigo Note") and the purpose of Foreign Language Activities is not having pupils memorize all things in "Hi, Friends", utilizing vocabulary and expressions familiar to students from learning in Foreign Language Activities into English instruction seems to be possible.

Pupils become familiar with vocabulary and expressions through listening and speaking activities. Benesse's (2010) survey, conducted with approximately 2,400 JHS first grade students, reported they could become familiar with listening to English (50.8%), with sounds and rhythms of English (41.2%), and with speaking English (18.9%), in English activities (Foreign Language Activities). Therefore, having listening and speaking activities seems to be effective for utilizing students' experiences in Foreign Language Activities. In addition, Teruyama (2011) states that in writing and reading activities, English sounds familiar to students can be used to assist them to recognize relationships between spelling and sounds.

The second concept, "maintaining and improving students' motivation and attitude toward learning English", was generated by 4 participants (1 Japanese participant and 3 ALTs). One HRT (E) and two ALTs (D, I) indicated the importance of maintaining students' motivation, positive attitude and interest which were established in Foreign Language Activities. In addition, one ALT (D) stated that ALTs should be used for fun activities outside the textbook.

Benesse's (2010) survey, conducted with JHS first grade students, reported 60% of the participants liked English activities (Foreign Language Activities). Okazaki and Saida (2013) report that about 80% of approximately 900 JHS first grade students answered that they enjoyed Foreign Language Activities. However, Benesse's (2009) survey, conducted with 1,800 JHS second

grade students, reported 60% of participants chose “I’m not good in English”. It can be said that a lot of students’ motivation and positive attitude established in Foreign Language Activities are lost in JHS. Therefore, utilizing and improving students’ attitude and motivation are one of the problems in English education in JHS.

The third concept, “having enough communicative activities”, was generated by 3 participants (1 HRT and 2 ALTs). One HRT (B) indicated the importance of giving students enough oral communication activities in which to use expressions, before teaching writing. Two ALTs (F, K) claimed that JHS English lessons should be more communicative, in order to utilize sounds, words, and expressions that students are familiar with from learning in Foreign Language Activities. In detail, one ALT (F) stated that before teaching grammar and vocabulary, JHS JTEs and ALTs should teach students to express their own thoughts and ideas, using words they are familiar with from learning in Foreign Language Activities.

Takahashi (2011) explains the difference between the overall purposes of Foreign Language Activities and JHS English education. The purpose of Foreign Language Activities is to establish pupils’ communication abilities which can create good relationships with others. The purpose of JHS English education is to establish students’ communication abilities in order to achieve others’ understanding of students’ feelings and thoughts. Therefore, students’ experiences in communicative activities in Foreign Language Activities should be utilized for expanding students’ expression in self-expression activities in JHS (Takahashi, 2011).

Okazaki and Saida (2013) researched what JHS first grade students were satisfied with in Foreign Language Activities, by using an open-ended questionnaire with approximately 900 participants. The survey reported that 46 participants wrote they are satisfied with

“conversation in English”, 12 participants wrote “activities with peers”. From these results, Okazaki states that some pupils feel communicating with their classmates in English can give them a different sense of achievement and interest from communicating in Japanese; therefore, it is recommended for JHS English education to have instruction and activities which focus on communication and relating with others.

All concepts for the research question, “What do ES HRTs and ALTs recognize as to how JHS JTEs and ALTs should utilize students’ experiences in Foreign Language Activities?” can be put into the categories, “understanding Foreign Language Activities” and “improving instruction based on students’ experience in Foreign Language Activities”. In addition, all concepts were generated by descriptions from both HRTs and ALTs. From these results, the following hypotheses were generated:

1. ES HRTs and ALTs recognize that understanding Foreign Language Activities and improving instruction based on students’ experiences in Foreign Language Activities are effective for JHS JTEs and ALTs to utilize students’ experiences in Foreign Language Activities in JHS English education.
2. ES HRTs and ALTs have a similar perception about what JHS JTEs and ALTs should do to utilize students’ experiences in Foreign Language Activities.

4. Conclusion

The purpose of this study was to construct conceptual models (hypotheses) which explain what elementary school homeroom teachers (ES HRTs) and assistant language teachers (ALTs) recognize about ways for the smooth transition of pupils’ English learning from elementary school (ES) to junior high school (JHS).

From the results of this study, some

hypotheses have been generated. ES HRTs and ALTs have almost similar perceptions about ways for achieving the smooth transition of pupils' English learning from ES to JHS. They commonly recognize that improving instruction and instructors' abilities, and establishing an English language environment outside Foreign Language Activities are ways for improving pupils' future English learning in JHS. However, they have different perceptions about instruction of writing and reading.

ES HRTs and ALTs have similar perceptions about ways for utilizing students' experiences in Foreign Language Activities. They commonly recognize that understanding Foreign Language Activities and improving instruction based on students' experiences in Foreign Language Activities are effective for junior high school Japanese teachers of English (JHS JTEs) and ALTs to utilize students' experiences in Foreign Language Activities in JHS English education.

These hypotheses were explained with associated research studies, so it can be said these have enough validity. However, the current study investigated and generated hypotheses only about ES HRTs and ALTs perceptions about ways and attempts for achieving smooth transition of pupils' English learning from ES to JHS. Further studies should investigate JHS JTEs' perceptions about that matter. In addition, to generate more various concepts and categories, and relationships among these, further studies are necessary in order to generate more valid hypotheses.

References

Iwata, K., Sakurai, C., Kimura, K., Muta, A., Doi, A., Oba, Y., Oka, H., Ohji, G., and Saijo, T. (2010). How were the High-Fever Consultation Center Perceived by the Officers Who Provided it in Kobe City, During Swine-Origin Influenza A (H1N1) Outbreak? A Qualitative Study Utilizing SCQRM. *Kobe J.*

Med. Sci 56.5, 195-203

Okazaki, H. (2012). English Teacher Reflective Thinking Based on Student Feedback. *Annual Review of English Education in Japan* 23, 185-199. The Japan Society of English Language Education.

青木昭六. (2011). 「児童の言語習得の足掛かりとして必要なこと」 高橋美由紀 (編) 『これからの小学校英語教育の発展』 35-45頁 東京: アプリコット出版

アレン玉井光江. (2010). 『小学校教育法 理論と実践』 東京: 大修館

石塚博規. (2011). 「小学校ではどのくらいの単語やフレーズを学習してくるのですか?」 萬谷隆一・直山木綿子・卯城祐司他 (編) 『小中連携 Q&A と実践』 36, 37頁 東京: 開隆堂

旺文社. (2008). 「21年度からの「移行措置」で、小学5・6年生に「外国語活動」を実施!」 2012年12月25日検索

<http://eic.obunsha.co.jp/resource/topics/0804/0403.pdf>

大谷みどり・築道和明. (2011). 「小学校外国語活動の現状と課題への一考察—島根県教員へのアンケート調査から—」 『島根大学教育学部紀要』 第45巻, 9-17頁.

岡崎浩幸・西田幸江. (2013). 「中学1年生から見た小学校外国語活動」 『人間発達科学研究実践センター紀要』 第8号

岐阜県多治見市立笠原小学校・笠原中学校. (2011). 「教育研究開発事業 (英語教育改善関係) 公表会」.

金森強. (2010). 「小学校「外国語活動」の評価のあり方を考える」 『ARCLE REVIEW』 第4号, 103-117頁

金森強. (2011). 『小学校外国語活動 成功させる55の秘訣』 東京: 成美堂

金森強. (2012). 「小学校外国語活動に求められるのは何か」 『英語教育』 第60巻11号 (1月号), 10, 11頁.

木下康仁. (2003). 『グラウンデッド・セオリー・アプローチの実践』 東京: 弘文堂

国立教育政策研究所・教育実践センター. (2009). 「小学校における英語教育の在り方に関する調査研究」.

- 小林美音・卯城祐司・佐藤梓・直山木綿子・中島武史. (2012). 「小学校外国語活動の現在, そして未来」『英語教育』第60巻11号 (1月号), 34-41頁.
- 西條剛央. (2007). 『ライブ講義・質的研究とは何か SCQRM ベーシック編』東京: 新曜社
- 西條剛央. (2008). 『ライブ講義・質的研究とは何か SCQRM アドバンス編』東京: 新曜社
- 斎藤剛史. (2009). 「急増する「ALT」の質は大丈夫?」2012年12月16日検索
<http://benesse.jp/blog/20091001/p4.html>
- 階戸陽太. (2010). 「外国語活動・小中連携に対する小中学校教員の意識差からの示唆ー質的研究を通してー」『広島大学大学院教育学研究科紀要』第2部 第50号, 211-218頁
- 階戸陽太. (2012). 「外国語活動に対する小学校教員の意識に関する質的研究ー必修化後の現状ー」『小学校英語教育学会紀要』第12号, 102-114頁
- 宗誠. (2011). 「中学校英語教師が小学校教師の授業で参考になるところはありますか?」 萬谷隆一・直山木綿子・卯城祐司他 (編)『小中連携 Q&A と実践』62, 63頁 東京: 開隆堂
- 高橋美由紀. (2011). 「小学校外国語活動から中学校英語教育へー円滑な橋渡しのための指導法ー」高橋美由紀 (編)『これからの小学校英語教育の発展』9-34頁 東京: アプリコット出版
- 築道 and 明・大谷みどり・ウォルター・デイヴィス. (2010). 「小学校外国語活動における ALT の活用の在り方に関する基礎的研究 (2)」『広島外国語教育研究』13, 1-14.
- 照山秀一. (2011). 「外国語活動を受けて, これから中学校の読み書き指導で注意すべきことは?」 萬谷隆一・直山木綿子・卯城祐司他 (編)『小中連携 Q&A と実践』74, 75頁 東京: 開隆堂
- 直山木綿子. (2011). 「外国語活動における小中連携」 萬谷隆一・直山木綿子・卯城祐司他 (編)『小中連携 Q&A と実践』6, 7頁 東京: 開隆堂
- 直山木綿子. (2012). 「外国語活動これからの課題」2012年12月25日検索
http://benesse.jp/berd/center/open/report/syo_eigo/2010/hon1_2_05.html
- 中條清美・西垣知佳子・宮崎海理. (2009). 「小学校5・6年生「英語ノート」の語彙一覧」『日本大學生生産工学部研究報告B』第42号, 99-115頁.
- 長沼君主・小泉仁. (2012). 「小中連携における小学校英語活動に関する小中教員意識差」『ARCLE REVIEW』第6号, 22-32頁.
- 中村香恵子. (2011). 「小学校で身についた発音や文法上の細かなミスが目につきます。どうしたらよいのでしょうか?」 萬谷隆一・直山木綿子・卯城祐司他 (編)『小中連携 Q&A と実践』84, 85頁 東京: 開隆堂
- 中村典生. (2011). 「小学校では英語の読み書きは学ばないのですか?」 萬谷隆一・直山木綿子・卯城祐司他 (編)『小中連携 Q&A と実践』34, 35頁 東京: 開隆堂
- 中村有佐. (2012). 「小学校教員の立場から「喜び」のパワーをもって中学校へ」『英語教育』第60巻 11号 (1月号), 22, 23頁
- バトラー後藤裕子. (2005). 『日本の小学校英語を考える』 東京: 三省堂
- 樋田光代. (2011). 「これからの中学校の入門期指導はどのようにすべきですか?」 萬谷隆一・直山木綿子・卯城祐司他 (編)『小中連携 Q&A と実践』72, 73頁 東京: 開隆堂
- 日向端聖. (2011). 「なぜ英語専科の先生ではなく担任の先生が教えるのですか?」 萬谷隆一・直山木綿子・卯城祐司他 (編)『小中連携 Q&A と実践』24, 25頁 東京: 開隆堂
- ベネッセ教育研究開発センター. (2006). 「第1回小学校英語に関する基本調査 (教員調査) 2012年12月21日検索
http://benesse.jp/berd/center/open/report/syo_eigo/2006/index.shtml
- ベネッセ教育研究開発センター. (2009). 「第1回中学校英語に関する基本調査 (生徒調査) ・速報版」2012年12月08日検索
http://benesse.jp/berd/center/open/report/chu_eigo/seito_soku/index.html
- ベネッセ教育研究開発センター. (2010). 「第2回小学校英語に関する基本調査 (教員調査) 2012年12月21日検索
http://benesse.jp/berd/center/open/report/syo_eigo/2010/index.html
- ベネッセ教育研究開発センター. (2012). 「小・中学校の英語教育に関する調査・速報版」2012年12月3日検索

http://benesse.jp/berd/center/open/report/syochu_eigo/2011/soku/index.html

萬谷隆一. (2011). 「コミュニケーション能力の素地とは何ですか？」 萬谷隆一・直山木綿子・卯城祐司他（編）『小中連携 Q&A と実践』 20, 21 頁 東京：開隆堂

萬谷隆一・直山木綿子・卯城祐司・石塚博規・中村香恵子・中村典生. (2011). 『小中連携 Q&A と実践』. 東京：開隆堂

文部科学省. (2011). 「平成23年度公立小・中学校における教育課程の編成・実施状況調査（B 票）の結果について」 2012年12月21日検索

http://www.mext.go.jp/a_menu/shotou/new-cs/_icsFiles/afieldfile/2012/01/31/1315677_2_1.pdf

文部科学省. (2008). 『小学校学習指導要領解説 外国語活動編』.

横井利佳子. (2012). 「日本における英語教師の英語力に関する覚書」『武庫川女子大学大学院 教育学研究論集』 第 7 号, 153-160頁.

(2013年 5 月17日受付)

(2013年 7 月10日受理)

Appendixes

Appendix A-1

Questionnaire for the Japanese Participants

小学校外国語活動に関するアンケート

外国語活動に対する先生方の率直なご意見を是非お伺いしたいと思います。お忙しい所を恐縮ですが、以下の質問にお答え頂けますでしょうか。なお、頂いた情報は本研究のみにために用い、個人情報については秘密を厳守します。

◆先生ご自身と現勤務校での状況についてお伺いします。

(1) 性別
1. 男性 2. 女性

(2) 教員経験年数
小学校 () 年
中学校 () 年 教科 ()
高校 () 年 教科 ()

(3) 担当
1. 教務主任 2. 5 年生担任 3. 6 年生担任 4. 外国語活動担当
5. その他 ()

(4) 全校児童数
1. 100 人以下 2. 101 人～300 人 3. 301 人～500 人 4. 501 人～700 人 5. 701 人以上

(5) 外国語活動を担当しているクラス
5 年生 () クラス
6 年生 () クラス

(6) 指導者
1. 主として学級担任が中心 2. 主として学級担任と ALT
3. 主として ALT が中心 4. 主として学級担任と日本人協力員
5. 主として外国語活動担当教員 6. その他 ()

(7) ALT あるいは日本人協力員の支援のある授業回数についてお答えください。ALT と日本人協力員の支援がある場合は両方にお答えください。
ALT: 1. 毎回 2. 月に () 回 3. () ヶ月に 1 回 4. その他 ()
日本人補助員: 1. 毎回 2. 月に () 回 3. () ヶ月に 1 回 4. その他 ()

1

A. 小中の比較、小中連携について

(1) 生徒の中学校における学習をより良くするために、どのような指導をされていますか？

(2) 小学校で学習したことを活かすために、中学校ではどのような指導を行えばよいとお考えですか？

ご協力ありがとうございました。

Appendix A-1 Questionnaire for the ALT Participants

QUESTIONNAIRE FOR ALTs

This survey is being conducted as a part of the thesis of a post-graduate student of Toyama University in order to better understand ALTs' perceptions about English education in Japanese elementary schools and, thus, to improve it. This questionnaire consists of four sections. Please read each instruction and write your answers. The results of this survey will be used only for research purposes, so please give your answers sincerely. Thank you very much for your help.

Part 1

Please briefly tell me your background

Your country		Your major at university	
Your reasons for becoming an ALT			

As an ALT:

(1) Which is your professional affiliation? (Please circle below.)
JET program Private company Other ()

(2) Please answer if you belong to a private company. Which is the format of contract between your company and local authorities? (Please circle below.)
consignment contract (your company plans whole classes instead of HRTs)
dispatch contract (your company does not plan classes) other ()

(3) How many years have you worked as an ALT? (Please circle below.)
This is my (1st, 2nd, 3rd, 4th, 5th, other) year

(4) During this time, how many kinds of schools have you worked at and how often have you worked as an ALT?

Kinds of schools (ES, JHS, HS, other)	Frequency of your visits to that school (ex.) 3 times a week/ 1 week a month	Grade and number of classes you teach at that school (ex.) 5 th graders, 2 classes and 6 th graders, 2 classes	Frequency of your teaching of the same class at that school (ex.) once a week/ twice a month

Part 2
Cooperation between elementary schools and junior high schools

(1) In your opinion, how should ALTs and elementary schools' HRTs teach pupils in order to improve upon their English language learning in junior high schools?

(2) In your opinion, how should ALTs and junior high schools' Japanese teachers of English teach students in order to activate knowledge and skills they learned in elementary schools?

Thank you very much for your cooperation.

Appendix B-1 Analysis Worksheet 1

概念名		より深い慣れ親しみのための指導・配慮
定義		内容をより深く慣れ親しませるための指導方法や配慮
	JPN-B	フォニックスDVDや映像をwarming upで流している。
	JPN-H	チャンツ、ゲーム、等の活動の中で、ジェスチャーを大切にしている。
	JPN-I	どんだん声に出す。
	JPN-J	残音やイントネーションに気をつけている。
	JPN-L	クラスルームイングリッシュに慣れ親しめるようにしている。
	ALT-E	However, I feel that if English is not mandatory for 1st to 4th graders at elementary schools, they should NOT assume that 5th and 6th graders remember everything they learned previously. For example, 5th and 6th grade English teachers expect students to remember names of fruits, vegetables or simple phrases we learned in 1st to 4th grade, so they just move on with the next lesson.
	ALT-E	Therefore, I think team teaching classes should focus on reviewing previous work instead of teaching new grammar or vocabulary.
	ALT-F	One of the biggest problems I see is that when the students are taught English in elementary school they don't learn the Japanese equivalent of anything.
	ALT-F	Vocabulary words and phrases are taught, but their understanding isn't always
ブラエーション	ALT-G	Introduce proper sound understanding and pronunciation,
理解メモ		カテゴリ「指導改善」

概念名		文字を取り扱った指導(読み書き、フォニックス)
定義		文字を用いて指導を行うこと。
	JPN-B	フォニックスDVDや映像をwarming upで流している。
	JPN-D	6年生の2学期頃から、ダイアログの文字も提示している。
	JPN-L	文字を読むことは教えないが、目にする機会は作るようにしている。
	ALT-A	In the opinion of my JTE coworkers at my JHS, teaching the alphabet is essential at the ES level. If the goal of English here is to get into a good high school and a good college thereafter, then I agree. However, if the goal is language acquisition, I think HRT's don't necessarily have to do all that much.
	ALT-B	Focus more on fostering writing and speaking skills
	ALT-N	Students moving from elementary to junior high experience a big shock when they encounter lots of writing and grammar. To make the adjustment easier for students, they should be introduced to writing activities from elementary school.
ブラエーション	ALT-N	
理解メモ		カテゴリ「指導改善」

概念名		学習意欲・姿勢形成のための指導・配慮
定義		児童の学習意欲や姿勢を形成するための指導・配慮
	JPN-J	コミュニケーションをする楽しさや味を味わうようにしている。
	JPN-J	外面への興味・関心が高まるようにしている。
	ALT-D	Discipline early is extremely vital because continually allowing students to misbehave during ES can potentially ruin future JHS classes.
	ALT-G	The students look to their HRTs for guidance during the confusing and uncomfortable time of learning a new language.
	ALT-I	Activities in English classes should be fun in order to promote positive attitudes to learning English.
	ALT-M	lastly HRT must mainly evaluate the pupils interest, motivation and attitude in terms of active use of the foreign language for communication as well as pupils international understanding.
ブラエーション	ALT-M	
理解メモ		カテゴリ「指導改善」

概念名		担任教員の能力向上
定義		担任教員の外国語活動の指導に必要な能力を向上させること。
	ALT-D	Since the HRTs usually don't speak English (or even necessarily like English), they should have little to no role in planning for the English lesson. They are simply not qualified to lead English language learning on a regular basis.
	ALT-H	I think a big step would be improving the English of the HRTs and getting them to use English with their students more.
	ALT-L	If an ALT does a great job every time he/she goes to a school but the HRT does not teach effectively when the ALT is not there, then students will not be helped very much.
ブラエーション	ALT-M	And for the HRT, her ability to draw up teaching plan based on the pupils interest and create teaching content and activities is the most important.
理解メモ		カテゴリ「指導者の指導力向上」、カテゴリ「指導改善」に好影響

概念名		ALTに求められる能力
定義		外国語活動指導においてALTに求められる能力。
	JPN-K	中学校のALTが、町の6小学校に順に来校し授業に参加している。1校の5〜6回来校している。ただ、年間1クラスに1〜2回である。
	ALT-M	In my opinion, the ability of ALT to create teaching content and activities that suits pupils developmental stages and capture their attention and interest is one of the most important.
	ALT-M	Second the ALT's ability to motivate pupils to actively communicate with other and lastly, ALT's ability to familiarize their pupils with the sounds and basic expression of the foreign language.
ブラエーション	ALT-M	
理解メモ		カテゴリ「指導者の指導力」、カテゴリ「指導改善」に好影響

概念名		外国語活動外の英語環境作り
定義		外国語活動以外でも児童が英語に触れることができる環境を作ること。
	JPN-I	秋、曜日や天気などを日常的に使っている。
	ALT-A	Theoretically, if one could play an hour's worth of TV shows or a half of a movie per day for ES students starting from the first grade and continuing through to sixth grade, then I think we wouldn't have to start JHS English with underhanded, incomprehensive, and misleading phonics lessons.
	ALT-C	They should try to incorporate classroom English into other classes as well
	ALT-K	They should use easy English in their everyday lessons like "Ohayou gozaimasu" to "Good morning" to be able to familiarize students in the language of English.
	ALT-L	I think that the teacher should create an environment where kids must use some English. For example if a kid wants a ball for P.E. they have to ask the teacher in English. This requires effort on the part of the teacher.
ブラエーション	ALT-L	
理解メモ		カテゴリ「外国語活動以外の環境整備」、「より深い慣れ親しむ」に好影響

Appendix B-2

Analysis Worksheet 2

概念名		外国語活動の内容理解
定義		中学校教員及びALTが外国語活動の内容を理解すること。 全中学校教員が外国語活動を夏学する。そうすればプロの先生が指導を考えられると思います。
ヴァリエーション	JPN-J	小学校での指導の様子をもっと参観するなどして理解して欲しい。その上で指導方法に活かして欲しい。
	JPN-K	小学校の授業形態や内容をしっかりと理解し、活動内容を工夫する。
	JPN-L	First of all, JHS JTEs should familiarize themselves with the material in the ES textbooks.
	ALT-D	Be familiar with the course material used in ES so that they can trigger memories.
	ALT-G	At the very least, JHS teachers should coordinate more with the elementary school teachers because there is weird overlap between what ES kids learn and JHS
	ALT-H	In addition, it is necessary for elementary and junior high school teacher to learn about each other's teaching content and methods through exchanging information.
理論メモ	ALT-M	カテゴリー「外国語活動への理解」
概念名		入学時の生徒能力把握
定義		中学校教員及びALTが新入生の能力を把握するための配慮・手段
ヴァリエーション	JPN-M	小6の状況を確認して(できるところ、できないところ)、中1のプログラムを計画する。 Work with the Elementary school teachers to find out student's level of knowledge. Don't just assume every student has zero English knowledge when become first graders.
	ALT-B	Because of the ES curriculum and the way the JHS textbook is organized, we essentially have to teach first grade students as if they have no prior knowledge of English, which can be a waste of time for many students.
	ALT-C	and because junior high teachers simply assume that the students remember everything from elementary schools, they move on with the next lesson. In the end, students get lost in junior high because of this high expectation that was not fulfilled in elementary school.
	ALT-E	If students can see what they're able to do with English first, they may be more motivated to continue learning!
	ALT-F	カテゴリー「外国語活動への理解」
理論メモ		
概念名		コミュニケーション活動の充実
定義		中学校教員及びALTが授業にコミュニケーション活動を充実させること。
ヴァリエーション	JPN-B	書くことの前につこうコミュニケーションの充実。 I think it's extremely important that students learn to form their own thoughts and ideas in English using words they already know first, before teaching them a lot of new vocabulary along with grammar. It becomes too much.
	ALT-F	I believe that making the English lessons in JHS more communicative like ES would help the students develop their skills learned in ES.
	ALT-K	カテゴリー「生徒の経験を増えた指導改善」
理論メモ		
概念名		学習意欲の維持・向上
定義		中学校教員及びALTが生徒の学習意欲・姿勢を維持または向上させること。
ヴァリエーション	JPN-E	まずは、英語は楽しいものだという意識を植えさせたい。 They also need to use ALTs to lessen the tedium of the English lessons by allocating time for activities outside of the textbook, whether these activities be fun games or cultural presentations.
	ALT-D	Continue to teach English in a fun and positive manner, in order to maintain/create the student's positive dispositions to learning English.
	ALT-I	カテゴリー「生徒の経験を増えた指導改善」
理論メモ		
概念名		外国語活動での慣れ親しみを活かす指導
定義		中学校教員及びALTが生徒が外国語活動で慣れ親しんだ表現や語彙を活かす活動を行うこと。
ヴァリエーション	JPN-A	英会話と文法を分けて学習するといふ。小学校の延長は英会話です。ALTの先生との会話の時間を充実させる。
	JPN-D	話す・聞く活動を必ず行う。
	JPN-H	引続き音声をもっと大切にするが、音声で慣れ親しんだ表現を文字に表すようにしたらいのでは。
	JPN-I	たくさん話す。
	ALT-F	I think we need to build on vocabulary already learned in elementary school and use that to help the students make their own sentences.
理論メモ		カテゴリー「生徒の経験を増えた指導改善」
概念名		外国語活動指導者との連携
定義		中学校教員が小学校教員及び外国語活動でも指導しているALTと連携を図ること。
ヴァリエーション	JPN-J	全中学校教員が外国語活動を夏学する。そうすればプロの先生が指導を考えられると思います。
	JPN-K	小学校での指導の様子をもっと参観するなどして理解して欲しい。その上で指導方法に活かして欲しい。
	ALT-B	Work with the Elementary school teachers to find out student's level of knowledge. Don't just assume every student has zero English knowledge when become first graders.
	ALT-D	The JTE can simply ask the ALT or look in the ES textbooks to find out this information.
	ALT-M	In addition, it is necessary for elementary and junior high school teacher to learn about each other's teaching content and methods through exchanging information.
理論メモ		「外国語活動の内容理解」「入学時の能力把握」に好影響。カテゴリー「外国語活動への理解」

