

Learning to Learn in Elementary School Foreign Language Activities

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CHAPTER 1 INTRODUCTION

The present research is a case study of foreign language activities at a Japanese elementary school. Foreign language activities (FLA) has been as a part of compulsory education for 5th and 6th graders in Japanese elementary schools since 2011. By then over twenty years had been spent disputing whether or not English education should be taught in elementary schools. During that time, the previous Course of Study allowed English Activities to be implemented as a part of international understanding. In 2006, most schools conducted English Activities (the *Survey on implementation of English Conversation Activities at Elementary Schools in 2007* by MEXT). However, many differences in ways and content to teach English depending on schools have prevented a smooth connection between elementary schools and junior high schools. Therefore, from the point of ensuring equal education, common teaching materials in English education in elementary schools are demanded with views of drawing on pupils' adaptability and responding to the advance of globalization. Now FLA is established in the new Course of Study (MEXT, 2008b, 2009a).

The main objective of FLA is not to develop language skills, but rather to form the foundation of pupils' communication abilities through foreign languages (MEXT, 2008b). Pupils are not expected to master language knowledge and skills, but, it is obvious that they learn foreign languages and cultures in FLA. If pupils are regarded as beginners in foreign language learning, in light of lifelong learning,

it seems to be significant for them to foster a foundation of autonomous language learning. Learning strategies instruction seems to be effective in promoting learner autonomy. Through actions or processes of thinking to learn foreign languages and it supports pupils in their efforts to enhance communication abilities. Learning strategies instruction, sometimes called learning-to-learn instruction, aims ultimately to promote autonomous learners (Chamot, et al., 1999; JACET, 2005, 2010; O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 2002). Just as the *Common European Framework of Reference for Languages* (CEFR) suggests to instruct learning strategies to promote learner autonomy (Council of Europe, 2001), it has been recognized that one of the aims of teaching foreign languages is to foster autonomous learners throughout the world (JACET, 2010). Even in FLA, instructing how to learn foreign language might foster a foundation of pupils' autonomy in language learning, which might enhance learning English in junior high or high school and motivate them to learn English.

Furthermore, in schools as a community of learning and practice, cooperative learning and collaboration among teachers have been required (Sato, 2006, 2010; Akita, 2006, 2010). Cooperative learning is said to enhance learning through positive interdependence, promote learner autonomy, and provide opportunities to communicate (Barkley, Cross, & Major, 2005, JACET, 2010). Particularly social strategies instruction through cooperative learning might improve pupils' communication skills and foster positive attitudes toward communication. Moreover, in a professional teaching context, it seems that collaborative teaching and reflection would promote each teacher's professional development (Akita,

2010; JACET, 2010; Richards & Farrell, 2005). Since many elementary school teachers have little experience to instruct FLA, it seems necessary to support them and develop their teaching abilities collaboratively.

The study aims to examine ways to what extent learning strategy instruction in FLA promote pupils' learning to learn and to what extent collaboration among FLA teachers assist them in professional development.

CHAPTER 2 LITERATURE REVIEW

This chapter outlines Foreign Language Activities (FLA) in Japanese elementary schools, learning to learn, cooperative learning and collaborative teaching.

2.1 Foreign Language Activities in elementary schools

In 1986, “the second report on education” by Ad Hoc Council on Education indicated that the beginning grade for English education should be reviewed. Since then, over twenty years have been spent discussing whether English education should be conducted in elementary schools or not. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) announced the new Course of Study in 2008 and decided to implement Foreign Language Activities (FLA) compulsorily in 5th and 6th grades in elementary schools in 2011. FLA must officially be conducted for 35 hours per school year. This section will provide the basic principles for the introduction of FLA in the Course of Study, the views on the introduction, the overall objectives, and current practice of FLA, taking into account FLA instruction at the author's school.

2.1.1 Foreign Language Activities in the Course of Study

2.1.1.1 Basic principles for the introduction of Foreign Language Activities

The Ministry of Education, Culture, Sports, Science and Technology (MEXT)

proposes the following three main reasons for introducing FLA in elementary schools (MEXT, 2009a, p.8; 2010, pp.1-2):

(1) Drawing on the Flexible Adaptability of Elementary School Pupils

Children today have a considerable number of opportunities for exposure to foreigners and foreign cultures through various types of media including TV, and are thus thought to have little resistance toward Foreign Language Activities (English Activities). Furthermore, even though children are currently introduced to English phrases through greetings and self-introductions at junior high schools, it is thought that these activities are more suitable at the elementary school level. In addition, the flexible adaptability of elementary school pupils helps foster a positive attitude toward and familiarize them with English sounds and basic expressions, and is thus an important factor for fostering their communication abilities.

(2) Responding to the Advance of Globalization

The demand for foreign language education at elementary schools has been growing with the advance of globalization, and foreign language education has been rapidly introduced around the world. Moreover, requests to make it compulsory are expressed by many parents, guardians and administrative officials.

Meanwhile, there are designated schools, such as research and development schools, where teaching English as a subject is carried out and studied. It is essential to improve foreign language education at elementary schools in order to foster the communication abilities and international perspectives of our children, who are to be responsible for our future society.

(3) Ensuring Equal Educational Opportunity

In 2007, over 97% of elementary schools conducted English Activities, mainly in the Period of Integrated Study. However, the teaching content and the number of lessons allocated to English Activities varied significantly from school to school. Considering these circumstances, it was necessary to ensure equal educational opportunity and provided necessary teaching content at the elementary school level and establish a common foundation in English among students when they enter junior high school.

From the above three points, the government decided to introduce FLA in elementary schools. Generally, it is said that elementary school students have flexible adaptability. Indeed they seem to be able to pronounce English they listen to, and they try to communicate with other people more positively than junior high school students. In addition, as globalization is growing, it has been needed to foster pupils' communication abilities and international understanding.

In the previous Course of Study, English Activities (EA) could be conducted at each school's discretion during the Period of Integrated Study or Special activities, “as foreign language conversation etc. as a part of international understanding study” (MEXT, 2001, p.2). According to the *Survey on implementation of English Conversation Activities at Elementary Schools in 2007* (MEXT), over 80% of public elementary schools conducted EA in the Period of Integrated Study, and 97% of schools conducted EA in the Period of Integrated Study or Special Activities. In 6th grade, most of the schools conducted EA to familiarize students with English songs and games, which practiced simple English conversation and pronunciation. The annual average of school hours of EA in 6th grade has been increasing year by year.

Meanwhile, the number of public elementary schools designed as research and development schools where English is taught as a subject has been increasing. In 2006, seventy-eight schools for structural reform taught English as a subject. According to a MEXT survey provided by these schools, their students' motivation toward an interest in learning English and their skills have been improved to a certain extent.

However, when considering a smooth connection between elementary schools and junior high schools and ensuring equal education, these situations might have unfavorable effects on English language education at the junior high school level. There are many differences from school to school in the way to teach English, the teaching content or objective, the number of lessons of EA and the starting grade to learn English, etc. These differences will lead to some troubles in teaching English in junior high schools. Besides, many elementary schools are likely to put too much emphasis on acquiring English abilities, which might cause some students to feel pressured and to hate English (Kan, 2008; 「Eigo-note」 Kenkyukai, 2008). Therefore, it is necessary to establish common teaching content (MEXT, 2009a, p.9, 2010 p.3).

2.1.1.2 Views on the introduction of Foreign Language Activities

Recently, it has been supposed that children have less experiences with verbal communication and tend to have problems in communication with other people. They need more verbal communication abilities to understand people around them and express themselves. Therefore, to foster communication abilities is an educational challenge, and it is also important to develop children's abilities to understand foreign cultures and explain Japanese cultures to others (MEXT, 2009a).

Based on the above challenges,

Foreign Language Activities at elementary schools has been established as a part of education to foster communication abilities in a broader sense. Language is a medium to communicate with others and is essential in order to coexist with

people from other cultures in our globalized modern society. FLA will contribute to the synergistic improvement of children's Japanese language abilities, through active comparison between foreign languages and the Japanese language. In this setting, children are exposed to languages different from Japanese, noticing the interesting aspects and richness of the languages, and are able to form a respectful attitude toward language (MEXT, 2009a, p.8, 2010, p.2).

This means that the primary aim of FLA is not to improve the skills to use conversational expressions and grammar of a foreign language. Instead, through learning foreign languages, pupils are expected to recognize richness of the Japanese language and Japanese cultures and to notice the importance of international understanding. Furthermore, it means that conducting suitable communication activities in a foreign language in elementary schools will establish the foundation of pupils' communication abilities and connect to develop the communication abilities which is the aim of English learning in junior and senior high schools.

2.1.1.3 Overall objectives of Foreign Language Activities

Based on the principles and the views mentioned above, the overall objectives of FLA in elementary schools are; “to form the foundation of pupils' communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages” (MEXT, 2008b, p.7).

These goals consist of three mainstays: “to develop the understanding of

languages and cultures through foreign languages through various experiences,” “to foster a positive attitude toward communication through various experiences,” and “to familiarize pupils with the sounds and basic expressions of foreign languages through various experiences.” It is stipulated that all of these mainstays should be conducted “through foreign languages” (MEXT, 2008b, p.7). It is important for pupils to experience integrated activities through these three mainstays. This establishes the foundation of pupils' communication abilities, which is further developed in junior and senior high schools. In addition, “the foundation of pupils' communication” is regarded as “understanding of languages and cultures through various experiences,” “a positive attitude toward communication” and “familiarity with the sounds and basic expressions of foreign languages,” which are fostered through FLA in elementary school level. The primary objective of the activities of FLA in elementary schools is not to improve pupils' foreign language skills but “the foundation of pupils' communication abilities through foreign Languages” (MEXT, 2008b, pp.7-9).

2.1.2 Current practice of Foreign Language Activities

2.1.2.1 Materials and lessons

Many schools used “*Eigo Note*,” which was provided by MEXT in 2010 and 2011, now “Hi, friends!,” which is the new version of “*Eigo Note*,” was provided in 2012. “*Eigo Note*” and “Hi, friends!” follow the Course of Study and indicate some degree of orientation on how to instruct FLA. According to the survey by Benesse (2011), 89.6% of schools claimed to use “*Eigo Note*,” In *Eigo Note Instruction*

Materials (MEXT, 2009c), every unit is composed in the following order: starting with listening to target expressions, then mimicry, memorization and acquisition of them, and communication activities using the expressions such as interviewing others or introducing themselves with “show and tell.” Naoyama (2012), who is an investigator in MEXT, announced that “Hi, friends!” was provided 99.4% of schools by MEXT. In the case of “Hi, friends!,” the process are some modified in the following order: activities to promote pupils noticing foreign languages and cultures, activities to be familiar with English sounds and expressions through repetition of listening and speaking, and activities to communicate with friends (MEXT, 2012c).

At my school, “*Eigo Note*” was used to instruct FLA in 2010 and 2011, and now “Hi, friends!” has been used as the main material since April, 2012 and FLA has been mainly conducted based on “Hi, friends!.” The pupils look cheerful and active but they are likely to follow teachers' directions and do activities passively. Because the flow of lesson tends to be teaching-centered. In order to get pupils to take lessons of FLA more positively, it seems to be necessary that lessons should be leaning-centered.

2.1.2.2 Pupils

How do pupils feel FLA? According to the survey with first graders in junior high school by Benesse (2012), 62.9% of students answered “I liked English well” or “I rather liked English” when they were 6th graders. The main reasons were: “I enjoyed English. (73.3%)” and “English was always interesting. (30.2%).” On the

other hand, 36.2% students answered, “I hated English” or “I rather hated English.” The main reasons were: “English was not always interesting (56.0%),” “English lessons were not interesting (31.4%),” and “English lessons were difficult (21.4%).”

I conducted questionnaires for the 5th and the 6th graders at my school in 2010. The answers of most pupils were: “I like FLA.” “I rather like FLA.” and “I enjoy FLA.” or “I rather enjoy FLA.” The main reasons why they enjoyed FLA were “playing games,” “singing English songs and chanting,” and “interacting with friends, teachers and ALTs.” On the other hand, a few pupils answered “I hate FLA.” or “I rather hate FLA.” These pupils answered “I do not understand the contents of FLA,” “I do not understand the contents of FLA well.” or “I understand half of the contents of FLA.” In this case, they might not be interested in English, or they might be interested in English but not know how to learn English. Therefore, instructing pupils how to learn English would be able to assist them in understanding lesson contents and enhance their confidence or willingness to communicate in English. It is also important for them to develop learner autonomy and to be life-long learners. Instructing learning strategies might help them to foster the foundation to be autonomous language learners in the future.

2.1.2.3 Teachers

MEXT (2009a) advocates that homeroom teachers (HRTs) should lead lessons of FLA. The reason is that HRTs understand pupils deeply in terms of both their academic studies and their daily lives. Accordingly, they have the abilities “to create teaching content and activities that suit their pupils' developmental stages and

capture their attention and interest” and “to motivate their attention and interest” in order to realize the objective of FLA (MEXT, 2009a). It is often pointed out that even if HRTs can not speak English well, the important thing is to show pupils teachers' positive attitudes toward interaction in English, and that such attitudes will cause to enhance pupils' interest in foreign languages. Furthermore, MEXT states that HRTs' roles are expected in the three stages, which are design, implementation, and evaluation, of the lesson.

HRTs' roles are to both prepare and conduct activities as they have the best understanding of their pupils. During the actual lesson, HRTs lead the lesson while paying attention to the pupils' responses, observe and evaluate pupils' attitudes toward using the foreign language, thus linking the current lesson to the next lesson (MEXT, 2009a, p.17; 2010, p.6).

However, many teachers feel anxious about their FLA instruction. According to an investigation by the Benesse corporation (2011), 68% of teachers, who are in charge of 5th or 6th graders, are uncertain about their FLA instruction and 62% of them feel that it is a burden to be responsible for FLA.

Most teachers at my school also feel anxious about instructing FLA. The main reasons are that they lack experience to instruct FLA and self-confidence in skills and knowledge of foreign languages. In order to promote teachers' understanding of FLA and to help them learn how to instruct FLA effectively, lectures on FLA have been given by instructors from the board of education, and workshops have been conducted since 2008, discussing principles, objectives, how

to instruct, observation, evaluation, etc. Teachers in charge of 5th or 6th graders have been addressed to instruct FLA, with an ALT who is a native English speaker or a local Japanese person proficient in the target language, on a non-HRT in charge of FLA (core teacher). However, in order to develop each teachers' FLA instruction skills, collaboration among teachers should be more emphasized.

2.1.2.4 Evaluation

Evaluation is essential for FLA as well as other subjects in elementary schools. The Central Council for Education states, “It is appropriate to conduct a certain number of activities as a unit, considering the objective and content of FLA in elementary schools, but numerical evaluation used for subjects is not suitable for FLA” (MEXT, 2009a, p.23). Therefore, evaluation in FLA should be carried out comprehensively by integrating various methods. Moreover, evaluation should be done by statements describing pupils' progress based on objectives of FLA. The following concrete methods are exemplified: teachers' observation of pupils' activities or presentations, pupils' self-evaluation or peer evaluation, interviews, check list, questionnaires, and so on (MEXT, 2009a).

Various ways of evaluation are utilized in FLA at my school: teachers' observation and check lists based on three pillars of the objectives of FLA, questionnaires, and pupils' self-evaluation cards. Various ways of evaluation should be developed through practice and reflections.

2.2 Learning to Learn

Learning to learn is “the acquisition of attitudes, learning strategies and learning skills that will be applied in future learning situations and make future learning more effective. Study skills and learning strategies are examples of the domain of *learning to learn*” (Richards & Schmidt, 2010, p.332). This section outlines learning strategies and learning strategies instruction.

2.2.1 Learning strategies

In general, learning strategies are “the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning.... In second language learning, a strategy is usually an intentional or potentially behavior carried out with the goal of learning” (Richards & Schmidt, 2010, p.331). In English education, as the paradigm has been shifting from teaching-centered to learning-centered, learning strategies have been focused on as one of the individual differences in second language acquisition. The reason is that the existence of both faster and slower learners in foreign language acquisition are recognized regardless of the same learning conditions and environments around them (JACET, 2005, 2010). Some researchers have tried to identify characteristics of “the good language learner” and compare strategies of more effective and less effective language learners (Chamot et al., 1999). Then, some research on learning strategies has been studied within the framework of cognitive psychology (JACET, 2005, 2010).

2.2.1.1 Definition of learning strategies

The definitions of language learning strategies differ among researchers. The reason is that not only criteria of definition of leaning strategies but also the framework of research are different (O'Malley & Chamot, 1990). Table 2.1 exemplifies various definitions of learning strategies.

Table 2.1 Definitions of learning strategies

Researchers	Learning strategies:
Rubin (1987)	Any set of operations, plans or routines by learners to facilitate the obtaining, retrieval, storage and use of information.
Oxford (1990)	Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.
O'Malley & Chamot (1990)	The special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information
Wenden (1991)	Mental steps and operations that learners use to learn a new language and regulate their efforts to do so.
Chamot, Barnhardt, El-Dinary, & Robbins (1999)	Procedure or techniques that learners can use to facilitate a learning task.
Macaro (2006)	The raw material of conscious cognitive processing and their effectiveness and noneffectiveness derives from the way they are used and combined in tasks and processes.

While Rubin, Wenden, and Oxford consider learning strategies from the standpoint of second language acquisition research and the language teaching, O'Malley & Chamot and Macaro situate learning strategies in the theoretic framework of cognitive psychology (JACET, 2005). Thus, there are a variety of definitions of learning strategies depending on researchers, yet these have a lot in common in a

general meaning; learning strategies are actions or processes of thinking so that learners can enhance comprehension, learning and retention of incoming information (JACET, 2010). The present research will adopt this definition, which seems to be suitable for FLA and pupils' developmental stage.

In FLA, before communication activities, pupils are required to understand, notice and learn incoming English expressions and the meanings, and memorize and intake them. That is to say, potential learning strategies used in the sequence of a lesson flow are a basis of communication activities in English. Therefore, learning strategies instruction seems to contribute to pupils' understanding of English more effectively, and it might cause pupils to get pleasure from understanding and learning English, motivate pupils to learn English or other foreign languages, and enhance their self-esteem.

2.2.1.2 Characteristics of learning strategies

Learning strategies have the following characteristics (JACET, 2010, p.76):

- (1) While addressing tasks, not only a specific strategy but also plural strategies are used in connection with other strategies (Ozeki, 2000).
- (2) Through instructions learners can acquire strategies which they have never used.
- (3) Learners can transfer mastered strategies to a new and similar task.
- (4) Learning strategies vary depending on learning environments.
- (5) When learners use learning strategies, they always have some goals.
- (6) Neither good nor bad strategies exist. It is important to use adequate strategies for tasks.

2.2.1.3 Classification of learning strategies

A variety of classifications of learning strategies are proposed as well as definitions of learning strategies, yet there are a lot of points of similarity with respect to classifications. The following makes reference to two major classifications: O'Malley & Chamot (1990) and Oxford (1990).

Oxford divided strategies into two major classes: direct and indirect. These two classes are subdivided into a total of six groups: direct strategies consist of memory, cognitive, and compensation, whereas indirect strategies consist of metacognitive, affective, and social strategies (Figure 1):

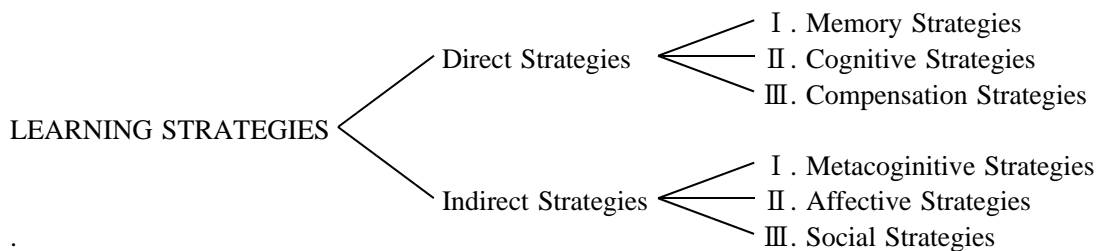


Figure 2.1 Diagram of the Strategies System: Overview. (Oxford, 1999, p.16)

On the other hand, O'Malley & Chamot (1990) classified strategies into three categories: metacognitive, cognitive, and social/affective strategies. These definitions (pp.44-45) are:

- (1) Metacognitive strategies: higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity.
ex.) planning, monitoring, problem-solving, evaluation
- (2) Cognitive strategies: operate directly on incoming information, manipulating it in ways that enhance learning.
ex.) practice, use resources, take note, vocalize

- (3) Social/affective strategies: represent a broad grouping that involves either interaction with another person or ideational control over affect.

ex.) ask questions to clarify, cooperate, self-talk, self-reinforcement, cultivate positive attitudes towards self/others

There are some overlaps between Oxford and O'Malley & Chamot in the classification. Memory strategies and compensation strategies in Oxford's classes are mostly included in cognitive strategies classified by O'Malley & Chamot (JACET, 2005, 2010). The present research will use the categories classified by O'Malley & Chamot because of few but adequate categories for FLA, taking into consideration pupils' developmental stage and the features of each strategy.

The following examples demonstrate how these strategies are likely to be used in FLA. Metacognitive strategies such as planning and evaluating might be used at the beginning and end of lessons or terms. Cognitive strategies might be used in listening and memorizing incoming English expressions and words. Social strategies might be used while addressing communication activities, and affective strategies might be used in carrying out presentations or show and tell.

2.2.2 Learning strategies instruction

This section will outline objectives and forms of learning strategies instruction, portfolios, and Strategy Inventory for Language Learning (SILL) (Oxford, 1990) utilized in order to compare pupils' indication of strategies before and after learning strategies instruction.

2.2.2.1 Objectives of learning strategies instruction

Instructing strategies is sometimes called learning-to-learn instructing. When learners know how to learn foreign languages, this can help them to learn more efficiently (Oxford, 1990). The major objectives of learning strategy instruction are said to foster competence to select and use learning strategies according to tasks and to enhance practical communication ability (JACET, 2005). Many researchers consider that the ultimate goal of learning strategies instruction is to foster autonomous learners (Chamot, et al., 1999; JACET, 2005, 2010; O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 2002), who can control their own learning with respect to self-regulation, metacognitive processes, and learning contents (Benson, 2001). Chamot et al. (1999, p.2) state that “the goal of learning strategies instruction is to assist students in developing awareness of their own metacognition and thus control of their own learning. Learners who are aware of their own learning processes, strategies, and preferences are able to regulate their learning endeavors to meet their own goals.” This is to say, learning strategies instruction cultivates learners to develop metacognition which is equivalent to autonomous learning.

In FLA, through instructing learning strategies, it seems to be valuable to foster metacognition and a foundation of learning to learn. Yamamoto, Kimura, Tsuda, Carreira-Matsuzaki, & Hiromori (2009) examined at a Japanese elementary school what effect might result from learning strategies instruction in elementary school activities regarding pupils' interests and attitudes toward their self-directed learning and their English ability. They placed an emphasis on understanding and

using metacognitive strategies such as *setting goals* and *self-evaluation*. This study suggests that strategy instruction may well be integrated into English activities in the way strategies instruction is moderately implemented in a regular class with utilization of supportive materials such as *Study Journal*, which brings about favorable changes on pupils' strategic behavior without hiding their motivation.

Pupils learn foreign language in FLA even though they are not required to develop foreign language skills. Therefore, it seems to be important to instruct pupils how to learn foreign languages. This might foster a foundation of foreign languages learning, and could assist pupils in understanding lesson contents, communicating with others in foreign languages, and fostering the foundation of communication abilities. Moreover, instructing pupils suitable learning strategies for their developmental stage might develop their metacognition and foster the foundation of autonomy as life-long language learners.

2.2.2.2 Forms of learning strategies instruction

In recent years, it has been said that explicit instruction is an effective way: selecting necessary learning strategies and instructing their strategies' names, how and when use them and how they are useful in the lesson (Chamot, et al., 1999, JACET, 2005, 2010; Oxford, 1990). Chamot et al. (1999) conclude that “explicit instruction is far more effective than simply asking students to use one or more strategies and also fosters metacognition, students' ability to understand their own thinking and learning processes” (p.123).

It is also said to be necessary that learning strategies instruction are instructed

properly while carrying out tasks (JACET, 2005). It is essential to consider whether strategies and tasks are suitable for learners and whether the strategies match the tasks. In case of beginner level proficiency, it is better to instruct only a small limited number of strategies than many learning strategies at once (O'Malley & Chamot, 1990) and it is necessary to explain repeatedly how to use strategies and to teach clearly what part the strategies should be used in (JACET, 2005, p. 139). Therefore, in FLA, explicit and repetitive instruction seems to be effective, and selected strategies which seem to be suitable for pupils should be instructed incorporating activities into lessons.

2.2.2.3 Portfolios

Quantitative and qualitative evaluation through observation and assessment of learners' strategies usage for a given period of time is needed in learning strategies instruction. Portfolios are a means to understand such time variation of strategies usage (JACET, 2005, 2006) and can be defined as collected learning materials so that learners implement self-evaluation of the degree of learning progress in a given domain or program (JACET, 2010).

Danielson & Abrutyn (1997) classify portfolios into three types: working, display, and assessment. Working portfolio is a type of filing learners' learning materials. Display portfolio is a type of storing of learners' best works. Assessment portfolio is a type of recording what learners learn in a curriculum. It has been showed that implementing assessment portfolio brings learners qualitative improvement on their own language abilities so that they can demonstrate

autonomous and positive attitudes toward learning (Mineishi, 2002).

Portfolios have been focused on both an agenda of learners' autonomous development and an effective means to evaluate providing the framework of appropriate teaching for teachers (JACET, 2010). Portfolios are originally a means to evaluate students' learning, yet it is also utilized as a way of understanding and evaluating students' learning process in which students acquire languages using learning strategies (Chamot et al., 1999). Learners can do self-reflection on their own learning through self-evaluation of the degree of achievement of their own goals so that they can gradually develop their metacognitive strategies (Chamot, et al., 1999; JACET, 2005, 2006, 2010; Smolen, Newman, Wathen, & Lee, 1995). Thus, portfolios are said to play an important role in education that enhances learners' self-evaluation and metacognitive abilities (Smolen, Newman, Wathen, & Lee, 1995; JACET, 2010). Moreover, it is significant to incorporate portfolios not only into instruction programs but also into teaching and learning as a means of evaluating (JACET, 2010).

Portfolios are likely to be used particularly in the Period of Integrated Study in elementary schools. In addition, setting goals and self-evaluation not only for an aspect of learning but also for aspects of life and health are mostly implemented every term in elementary schools. Self-evaluation at the end of lessons in FLA are recommended (MEXT, 2009a) and some elementary schools carry out self-evaluation through portfolios. The potential contents of portfolios are observation of pupils' activities by teachers, self-evaluation and a check list, a mutual evaluation list, worksheets, and records of activities such as pictures and

works (MEXT, 2009a). In addition to such working portfolios and assessment portfolios, setting goals and reflection seem to be needed every term and at the end of the academic year. Moreover, through reflection on various learning strategies in portfolios pupils might become aware of their strategies usage and foster their metacognition.

2.2.2.4 SILL

SILL is one of the most used questionnaires to measure strategy traits by delayed consecutive introspection (JACET, 2010). The present research adopts the definition and clarification of learning strategies by Chamot et al., who do not exhibit a questionnaire like SILL. Therefore, this research will investigate with SILL pupils' tendencies to use learning strategies before and after learning strategies instruction. SILL Version 7.0 (Oxford, 1999, pp.293-297) will be utilized. However, it is clearly too difficult for elementary school pupils to answer the questionnaire. I will select appropriate items for pupils, translate them into Japanese, and then implement the investigation.

2.3 Cooperation among learners

In recent years, cooperative learning has been raised attention in Japan (Akita, 2006, 2010; Sato, 2006, 2010). Cooperation in learning is working together with one or more peers to solve a problem, complete a learning task, share information or get feedback on performance. Such an approach to learning is said to promote students' learning since it is less threatening for many students and

increases the amount of student participation in the classroom (Richards & Schmidt, 2010).

This section outlines cooperative learning. In this thesis, “cooperation” is used for pupils, who need some support from others to learn and work together to accomplish shared goals in groups. On the other hand, “collaboration” is used for teachers, who are likely to be autonomous, and to teach and learn together in order to achieve the common goals.

2.3.1 Cooperative learning

Cooperative learning (CL) is “an approach to teaching and learning in which classrooms are organized so that students work together in small cooperative teams. Such an approach to learning is said to increase students' learning” (Richards, & Schmidt, 2010, p.135). Chamot et al. (1999, p.41) state that “CL is compatible with strategies instruction.” Especially, CL is said to connect with social strategies (Takeuchi, 2007) and provide many opportunities for students to communicate interactively (McCafferty, Jacobs, & DaSilva Iddings, 2006).

2.3.2 Definition of cooperative learning

The definitions of CL are slightly different among researchers. Johnson, Johnson, & Holubec (1993, p.9) define CL as “the instructional use of small groups so that students work together to maximize their own and each other's learning.” Jacobs, Power, & Loh (2002) consider that CL has value beyond the small group, and define CL as “principles and techniques for helping students work together

more effectively” (p.ix). Fushino (2008, p.7) integrates these definitions and defines CL as “principles and techniques that involve small groups as an instruction means so that students work together to maximize their own and each other's learning.” The present research will take the position of Fushino, because CL is likely to be used not only in small groups but also in the class as a whole in FLA.

All CL techniques include basic aims which are to promote each other's learning and raise individual's learning through learning and encouraging each other, and performing their own roles (Barkley, Cross, & Major, 2005). In second language teaching, CL provides many opportunities for input and output, communication and interacting in target languages, and promoting their communication skills and autonomy (McCafferty, Jacobs, & DaSilva Iddings, 2006; Fushino, 2011). Then, major advantages of incorporating CL into FLA might provide opportunities for input and output, and interaction and communication in a foreign language. This seems to suit the objectives of FLA: to familiarize pupils with the sounds and basic expressions of foreign languages and foster their positive attitude toward communication. Moreover, CL in FLA might bring pupils to use of social strategies such as *cooperation*. Through positive interdependence, pupils might learn foreign languages together and play their own roles in activities, so that they could develop learner autonomy.

2.3.3 Essential components of cooperative learning

For successful cooperative learning, there are various CL components or principles to be incorporated into CL proposed by CL proponents:

- Five essential components by Johnson et al. (1993, 2002):

positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small-group skills, and group processing.

- Eight principles by Jacobs et al. (2002):

cooperation as a value, heterogeneous grouping, positive interdependence, individual accountability, simultaneous interaction, equal participation, collaborative skills, and group autonomy.

- Nine principles by Fushino (2010, p.360):

- (1) *Positive interdependence*. “The perception that you are linked with others in a way so that cannot succeed unless they do (and vice versa)” (Johnson et al., 2002, p.225).
- (2) *Individual accountability*. Each member must fulfill his or her share of work so that the group can achieve its goal (Johnson & Johnson, 1999).
- (3) *(Face to face) promotive interaction*. Students are urged to help, encourage, and support group members in achieving each other's goals as opposed to impeding other's success (Johnson & Johnson, 1999).
- (4) *Small group skills*. Interpersonal and small group skills are essential in interacting effectively with other learners (Johnson & Johnson, 1999).
- (5) *Group processing*. This illustrates the importance of “reflecting on a group session to describe what member actions were helpful and unhelpful and make decisions about what actions to continue or change” (Johnson & Johnson, 1999, p.236).
- (6) *Heterogenous grouping*. Groups should consist of a wide variety of students so that they can learn how to deal with people who are different from themselves and thereby benefit from a variety of ideas and viewpoints (Jacobs et al., 2002).
- (7) *Maximum peer interaction*. Both the number of students actively participating at any one moment and the amount of time students spend actively participating in an activity should be maximized (Kagan, 1994)
- (8) *Equal opportunity to participate*. Everyone should have an equal chance to participate in group work by speaking, writing, or performing (Kagan, 1994)
- (9) *Cooperation as a value*. Students should be encouraged “to see mutual assistance as a goal to strive for, to view others as potential collaborators, and choose cooperation as often as possible as a viable alternative to competition and

individual work” (Jacobs et al., 2002, p.4).

It seems to be difficult to strictly incorporate all components or principles of CL into FLA lessons. Therefore, the selection of elements is required so as to fit CL for FLA. Although CL involves various techniques such as “Group investigation” and “Jigsaw,” most of them emphasize two key elements, positive interdependence and individual accountability (Barkley, et al., 2005; McCafferty, et al., 2006). In FLA these two elements are crucially incorporated and the other elements are properly incorporated. For instance, group processing is carried out at the end of a lesson as group processing, and heterogenous grouping is employed in each group work.

2.4 Collaboration among teachers

Teachers also work, teach, and learn collaboratively to enhance learner development, while at the same time teachers are also expected to promote self-development collaboratively (Akita, 2007; Ford, McMahon; Harmer, 2001; McPhee & Patrick, 2006; Sato, 2010). In an organizational context of schools, collaboration among teachers is essential. Teachers are frequently required to carry out planning, teaching and reflecting collaboratively in order to achieve shared common goals such as educational goals and each subject's goals. Team-teaching (TT) is a form of collaboration among teachers and it is likely to be introduced into FLA in many Japanese elementary schools in order to instruct FLA effectively. In addition, teachers are required to learn collaboratively through practice and

reflection (Akita, 2007; JACET, 2010; Richards & Farrell, 2005).

2.4.1 Team-teaching between HRTs and ALTs/JTEs

Richards & Farrell (2005) state that “team-teaching (TT) is a process in which two or more teachers share the responsibility for teaching a class” (p.159) and “TT involves a shared and collaborative approach to planning, developing, teaching, and evaluating lessons” (p.167). They also state that although there are likely to be some difficulties in implementing TT, there are many benefits to taking part in it on a regular basis: collegiality, different roles, combined expertise, teacher development opportunities, and learner benefits. For TT to be successful, teachers are needed to understand their different roles within the team so that they can choose and adopt those that best suit their situation (Richards & Farrell, 2005).

In Japanese elementary schools, most subjects are taught by HRTs alone, but some subjects are given lessons by TT in order to give more individualized and detailed instruction to pupils (MEXT, 2009a). FLA is also likely to be implemented by TT. The major reasons are, in addition to the above reason, that most teachers have not had the opportunity to acquire specialized knowledge and methods for teaching foreign languages, and that many teachers are not confident in their English knowledge and skills. In such cases, MEXT (2009a) recommends that HRTs can not only use audio-visual materials such as CDs, DVDs and ICT (Information and Communication Technology) but also opt TT by HRTs, ALTs, local persons proficient in the foreign language (GTs) and non-HRTs in charge of FLA, etc. TT is make it possible to provide and teach appropriate pronunciation,

and to create opportunities in which pupils can communicate with ALTs and GTs in that target language (MEXT, 2009a).

MEXT (2009a) proposes the roles of HRTs, ALTs and GTs in FLA. HRTs' roles are:

- (1) To design lessons and prepare materials suited for the class condition
- (2) To manage the class and control the lesson
- (3) To flexibly respond to the pupils' reaction
- (4) To be model learners of foreign languages
- (5) To participate in activities with pupils
- (6) To assist pupils in understanding the ALTs language

ALTs' and GTs' roles are:

- (1) As native and proficient speakers of the foreign language, to give pupils guidance on natural usage and pronunciation of the foreign language appropriate to given situations.
- (2) To share the various customs and views of foreign language countries through their own experiences, and arouse the pupils' interest in foreign countries and languages.
- (3) To collaborate with HRTs in preparing of materials and activities.

It is also claimed that HRTs or ALTs and GTs can demonstrate their interactions using the foreign language in the classroom so that pupils realize that language is a tool for communication. When planning TT with ALTs or GTs, HRTs should ensure that each makes full use of their roles, and they should have meetings before lessons and clearly understand the lesson content, activities and their respective roles (MEXT, 2009a).

The author's school have implemented TT by HRTs and non-HRTs as a core teacher in charge of FLA, and ALTs since 2010. The core teacher was appointed by the principal and requested to support HRTs in order to give effective lessons.

2.4.2 Collaborative and reflective teaching practice

In recent years, the school has been viewed as a learning community in which not only pupils learn together but also teachers learn and develop as teaching-experts (Sato, 2010, pp.183-184). Teachers are learning-experts who learn from both pupils and colleagues so that they enhance their own profession (Akita, 2007; JACET, 2010; Sato, 2006). Although teacher development can occur through a teacher's own personal initiative, collaboration with others enhances individual learning and serves the shared goal of schools (Richards & Farrell, 2005). Moreover, school is also said to be a “community of practice” (Lave & Wenger, 1991) which is a group of individuals participating in communal activities that involve collaboration to achieve shared goals. Central to the concept of community of practice is the idea of learning through social participation, particularly in an organizational setting (Richards & Schmidt, 2010). In other words, teachers participate in the organized school where they work and teach collaboratively in order to achieve common goals. In such a context teachers learn many things. In communities of learning and practice, collaborative instruction and reflection promote individual teacher's professional development through positive interdependence (JACET, 2010). Regarding FLA, teachers need to deepen their understanding of FLA and promote their instruction abilities and skills. In that case,

it seems to be expected to address FLA in school as a whole.

MEXT (2009a) expects elementary school principals to establish a system and an in-house study group of FLA in which a core teacher appointed by a principal leads and implements lesson study workshops with the aim of understanding principles of FLA and promoting teachers' teaching abilities and skills, English proficiency, and smooth practice of FLA lessons. The core teachers consider how to conduct workshops, understand the actual teachers' condition and needs, and make a training plan with managerial teachers, a curriculum coordinator, and a head of training. Moreover, the core teachers enhance mutual understanding among teachers and share concerns, problems and challenges. The workshops, for example, include the following: discussing a lesson plan before the observation session, lesson observation, and reflection on the lesson. In addition, it is needed to invite experts and instructors from a board of education and to receive their practical and professional advice respectively (MEXT, 2009a).

Furthermore, it seems to be necessary to build an in-house collegial system with the aim of supporting HRTs in charge of the upper grades in schools. At the author's school, in addition to a school system as a whole which a head of training and a central teacher of FLA lead, another system is established to support the teachers' practice in the 5th and 6th grades. The system is constituted of two HRTs in charge of the 5th grades, two HRTs in charge of the 6th grades, and non-HRTs in charge of FLA (core teacher). In the system, the core teacher is involved in preparing materials and designing lessons and instructing FLA as one of TT. This seems to help HRTs' understanding and promote their teaching abilities and skills

of FLA. It also seems to be necessary for teachers to identify problems in instruction and solve them through self-reflection and collaborative reflection (JACET, 2010; Richards & Farrell, 2005).

CHAPTER 3 PURPOSE

This study has two purposes. One of them is to explore ways to promote pupils' learning to learn in FLA at a Japanese elementary school. The principal objective of FLA is to form a foundation of pupils' communication abilities (MEXT, 2008b). However, it is certain that pupils learn foreign languages in FLA and if they are regarded as beginners in foreign language learning, it seems to be significant to instruct how to learn foreign languages. Moreover, the other purpose is to promote the professional development of FLA teachers. In a community of learning and practice, it also seems to be necessary that individual teachers learn to teach and practice FLA through collaboration among colleagues.

In recent years, as the *Common European Framework of Reference for Languages* (CEFR) emphasizes learner autonomy in life-long learning (Council of Europe, 2001), it has been recognized that one of the aims of teaching foreign languages is to foster autonomous learners throughout the world (JACET, 2010). CEFR states that “learning to learn” is an integral part of language learning in order to promote autonomous learning, and suggests the need of learning strategies instruction. For example, Finland is said to be successful in teaching foreign languages, promoting learner autonomy as an educational goal (FNBE, 2004) and incorporating learning strategies instruction in the classroom (Ito, 2010; JACET, 2010).

Today, even in Japan school education as part of lifelong learning is required

and is necessary to foster autonomous learners in EFL education (JACET, 2010). Therefore, it seems to be significant to foster a foundation of learning to learn at the primary stage so as to develop autonomous language learners. In order to build up the foundation, I will instruct pupils learning strategies in FLA with portfolios. This might foster metacognitive abilities which are considered to be essential to develop autonomous learning. Then the foundation of learning to learn might be effective in English learning in junior high schools and motivate pupils to learn English positively. I will instruct social strategies so that pupils can communicate adequately through cooperative learning, where pupils are expected to promote their learning through positive interdependence and foster autonomy through performing their own roles and group processing.

Furthermore, collaboration among teachers in a professional teaching context might promote individual teacher's professional development (Akita, 2010; JACET, 2010; Richards & Farrell, 2005). Many teachers at my school have little experience to instruct FLA. Therefore, collaborative teaching and reflection might have effects on enhancing teachers' professional development.

The research questions are:

- Q1: To what extent does learning strategies instruction in FLA promote pupils' learning to learn?
- Q2: To what extent does collaboration among FLA teachers assist them in professional development?

CHAPTER 4 METHOD

4.1 Participants

This research was conducted at a Japanese public elementary school in Aomori Prefecture. The number of participants was 104 pupils (44 5th graders and 60 6th graders) who had taken English classes instructed by ALTs a few times per school year until they became 5th graders. Although a few pupils have experience to learn in cram schools, most pupils have not learned English outside of school. Both the 5th and the 6th grades in this study consisted of two classes. The 5th graders belonged to Class A on B, and the 6th graders belonged Class C on D. The features of Classes A, B, C, and D were as follows:

- Class A consisted of 10 boys and 12 girls. Although a few of them had anxiety to take FLA, most of them were looking forward to taking FLA and seemed to be motivated to learn new English words or expressions.
- Class B consisted of 11 boys and 11 girls. Most of them were looking forward to taking a lot of FLA, whereas a few of them seemed to have a negative image of English such as “it is hard to learn English.” “I can not understand English.” and “It seems to be difficult to take FLA.” Though they had some anxiety, they were looking forward to playing games in FLA and learning foreign cultures.
- Class C consisted of 17 boys and 13 girls. Many pupils claimed that they liked to take FLA very much. They were likely to enjoy taking FLA such as playing games and chanting English.

- Class D also consisted of 17 boys and 13 girls. Most of them had positive attitude towards FLA. They seemed to be motivated to learn foreign languages. They were enjoying FLA.

Four HRTs were also participants. They were in their forties and experienced teachers in elementary education. Teachers A, B, C, and D were in charge of Class A, B, C, and D respectively. Each teacher's experience in teaching FLA or English Activities was as follows:

- Teacher A (male) had an English teaching license for junior and senior high schools. He had instructed FLA at the school since 2010 and English Activities at his previous school. He instructed 5th graders in 2010 and 6th graders in 2011.
- Teacher B (female) had never experienced either English Activities or FLA, yet she was interested in FLA instruction.
- Teacher C (male) had instructed FLA since 2010. He had never taught English Activities until then. He instructed 5th graders in 2010 and 6th graders in 2011.
- Teacher D (female) had never experienced English Activities before she instructed FLA for 5th graders in 2011. She instructed FLA to the same pupils in the 6th grade in 2012.

4.2 Materials

In order to analyze the present research, quantitative and qualitative materials were used: questionnaires, pupils' learning and assessment portfolios, teaching portfolios, pupils' and teachers' observations, interviews, learner reflections, and

teacher reflections. As for quantitative materials, several kinds of questionnaires were prepared. Two were made by the author, one for 5th graders (APPENDIX I) and the other for 6th graders (APPENDIX II). Another was SILL, version 7.0 (Oxford, 1990, pp. 293-297). The original English questionnaire was translated into Japanese by the author and items from SILL were selected and combined with several questions concerning cognitive and social strategies. The Japanese version of SILL consisted of 8 memory strategies, 8 cognitive strategies, 4 compensation strategies, 3 metacognitive strategies, 5 affective strategies, and 8 social strategies (APPENDIX III).

4.3 Procedure

This research was conducted at three stages: Preliminary Research, Practice I , and Practice II . In the preliminary research, several kinds of questionnaires were implemented in April and May. In Practice I , learning strategies were instructed explicitly in FLA, which sometimes incorporated CL into activities, from May to the middle of July. Practice II was conducted from September to October. A CL technique “Group investigation” was used which involves the pupils in working together on projects.

The preliminary research needed to be implemented in order to identify pupils' attitudes towards FLA and their situation of language learning strategy use, to raise their consciousness of learning strategies, and to consider the implications for further research. The author's original questionnaires were administered to the 5th and the 6th graders in April in order to find out their feelings towards FLA.

The 5th graders had never taken FLA, whereas, the 6th graders had taken FLA for one year. Another was the Japanese version of SILL for pupils, which was administered to the pupil participants in May in order to discover their tendencies for using learning strategies and to raise their consciousness to use such strategies. These questionnaires were administered in each class, where the author read out and explained question items to the pupils one by one to make sure that all the pupils would answer all the questions.

Practice I was carried out in May through July, when learning strategies were instructed explicitly in FLA. “Hi, friends!” was used mainly as teaching materials and sometimes CL was incorporated into activities. At the beginning of the lessons, “Today's strategies” were introduced by the author with the lesson objects (APPENDIX IV and V). Then, in actual activities, teachers encouraged pupils to use the strategies. At the end of lessons, pupils evaluated whether the strategies were useful, whether pupils wanted to try to use them from now on, and whether they used other strategies on an evaluation list (APPENDIX VI). In addition, the pupils described their feelings on the lessons on another evaluation cards. These were filed as assessment portfolios.

Practice II was implemented from September through October. “Group investigation” developed by Sharan and Sharan (1992) was used as a technique of cooperative learning (CL), which involved students in working together on projects. The whole class worked on a theme. Each group decided how they would conduct their investigation, assign tasks to the members and complete the tasks. Each group planned and carried out presentations of their findings to the whole class. The 5th

graders worked on the project where each group interviewed different teachers about their likes or dislikes and carried out presentations. In the case of the 6th graders, each group investigated and introduced the country which they wanted to visit. The 6th graders presented the project for the school teachers, the other graders, and their parents in the school play. I asked the HRTs to make groups heterogeneously and they made five or six groups in each class. Through CL, the pupils were assigned tasks impartially in each group and had individual accountability so that they could play their own roles through positive interdependence. One of the purposes of the projects was to promote the pupils' use of integral strategies through cooperation. The pupils evaluated themselves on their self-evaluation cards and each group reflected on how well they functioned. Several items on the self-evaluation cards were related with small group skills which were social strategies: offering suggestions, compromising, and so on. After the projects, the pupils answered the questionnaires and their answers were analyzed. I had meetings with the HRTs in order to reflect on the projects.

Regarding the participating teachers, three meetings were conducted. The first one was carried out before the start of the new term in April. I interviewed their impressions of FLA, had them understand this research, and discussed how to collaborate among teachers in FLA. The second one was conducted at the beginning of August to reflect on Practice I . The third one was implemented at the beginning of November to reflect on Practice II . A lesson study workshop was also carried out in July for all teachers at the school. Many teachers observed FLA in Class C and learned about FLA.

CHAPTER 5 RESULTS AND DISCUSSION

5.1 Preliminary research

5.1.1 The 5th graders' perceptions of FLA

For the purpose of finding the 5th graders' perceptions of FLA, the data was taken from the questionnaire and free description. The following results were obtained. In what follows, pupils' comments are my translation.

Table 5.1 Q1: Are you looking forward to taking FLA?

Items	Class A	Class B	Total
	n=22 (%)	n=22 (%)	n=44 (%)
1. I am looking forward to taking FLA a lot.	19 (86.3)	12 (54.5)	31 (70.4)
2. I am looking forward to taking FLA.	3 (13.6)	2 (9.0)	5 (11.3)
3. I would just as soon take FLA.		3 (13.6)	3 (6.8)
4. I am not looking forward to taking FLA.		3 (13.6)	3 (6.8)
5. I am not looking forward to taking FLA at all.		2 (9.0)	2 (4.5)

The main reasons in each class are summarized as follows:

【Class A】

<Positive>

- I am looking forward to playing games.
- English activities was the most interesting lesson I have ever taken.
- It is interesting that more difficult English is dealt with in FLA.
- I can have the chance to learn English with foreigners so that I can speak English.
- I want to like learning English because of taking FLA.

<Negative>

- I really do not like English.
- I have never learned English.
- It is not useful to learn English.

【Class B】

<Positive>

- I can have the chance to learn English and I hope to be able to speak a little English.
- I like English and FLA seems interesting.
- I want to talk with foreigners and I am happy if I can read English.
- It is useful to be able to speak English.
- If I learn English, I will be able to talk with my friends in English.

<Negative>

- I think that my pronunciation is bad.
- It is hard to learn English and I can not understand English.
- FLA seems difficult.
- I am not interested in learning English.

Table 5.1 and the reasons above indicate the following tendencies of each class:

【Class A】

As Table 5.1 shows, most pupils were highly motivated to take FLA. Though a few pupils had a negative image toward taking FLA, most pupils were looking forward to learning English and claimed to have a drive to learn English. Some pupils had intrinsic motivation such as “I want to learn English.” and “I want to communicate with foreigners in English.”

【Class B】

Fourteen pupils were motivated to take FLA. They hoped to be able to speak English and wanted to talk with foreigners. On the other hand, five pupils were “not looking forward to taking FLA or at all.” They claimed to have a negative image of English and were anxious about taking FLA.

Table 5.2 shows which activities pupils were interested in:

Table 5.2 Q2: What do you want to do in FLA? (Multiple answers)

Items	Class A	Class B	Total
	n=22 (%)	n=22 (%)	n=44 (%)
1. To learn English words or expressions.	15 (68.1)	7 (31.8)	22 (50.0)
2. To express myself in English.	8 (36.3)	5 (22.7)	13 (29.5)
3. To write English.	17 (77.2)	8 (36.3)	25 (56.8)
4. To sing English songs or say English with rhythm.	10 (45.4)	7 (31.8)	17 (38.6)
5. To play English games.	16 (72.7)	20 (90.0)	36 (81.8)
6. To talk with friends in English.	11 (50.0)	10 (45.4)	21 (47.7)
7. To talk with HRTs in English.	8 (36.3)	5 (22.7)	13 (29.5)
8. To talk with the ALT in English.	11 (50.0)	9 (40.9)	20 (45.4)
9. To learn about foreign countries or cultures	14 (63.6)	11 (50.0)	25 (56.8)

As expected, item 5 (81.8% in total) had the highest ratio. Surprisingly, item 3 (56.8% in total) and item 9 (56.8% in total) had the second highest ratio. The that pupils might expect not only to enjoy speaking, listening, and singing in foreign languages but also to learn international understanding and to write or read foreign languages, which are not included in the goals of FLA but are higher cognitive activities.

Particularly, in Class A, item 3 (77.2%) had the highest ratio. As well as item 1 (68.1%), the pupils desired more intellectual activities in FLA. In the view of the result that most pupils answered multiple items, they claimed to have positive attitudes towards FLA.

On the other hand, in Class B, while item 5 (90%) had the highest ratio, item 3 (36.3%) and item 1 (31.8%) regarded as cognitive activities had lower ratios. They tended to prefer affective activities to cognitive activities. Moreover, item 2 (22.7%) and item 4 (31.8%) also had lower ratios. They claimed to have anxiety in speaking foreign languages. Accordingly, repeated instruction of cognitive and

affective strategies seem to be needed.

Classes A and B had something in common. About half of the pupils answered that they wanted to talk with friends in English (item 6, Class A:50.0%, Class B: 45.4%) and talk with ALTs in English (item 8, Class A:50.0%; Class B: 40.9%). They claimed to be interested in communicating with others, especially ALTs in English.

Table 5.3 suggests how pupils were motivated to learn English:

Table 5.3 Q3: If you can use English, what good things will it bring you in the future?

Class	The main comments (Number of pupils)
Class A	<ul style="list-style-type: none"> • I will be able to communicate with foreigners. (7) • When I am asked directions by foreigners, I will be able to tell them. (5) • When I go abroad, I will be able to talk with foreigners. (4) • It will be useful when I travel abroad. (3) • I will be able to talk with foreigners. (2) • It will be useful for a job. (1) • I will be able to get a good job. (1) • I will be able to use English when I have American friends. (1) • When foreigners have trouble, I want to help them. (1) • I will go abroad and I want to learn everything. (1)
Class B	<ul style="list-style-type: none"> • I will be able to communicate with foreigners. (8) • When I go abroad, I will be able to talk with foreigners. (7) • It will be useful when I travel abroad. (3) • When I am asked directions by foreigners, I will be able to tell them. (2) • I will be able to read English. (2) • When I go abroad on business, I will be able to express myself. (1) • I will be able to make friends from foreign countries and might be able to speak English. (1) • When foreigners have trouble, I want to help them. (1) • I can go to many countries and talk with everyone. (1)

There was a similarity between Classes A and B. Many pupils wanted to go abroad and communicate with foreigners. They claimed to have intrinsic

motivations to learn foreign languages. A few pupils had extrinsic motivations such as “I can get a good job.” I should also add that many pupils wanted to help foreigners. The reason for this might be a foreigners' place of residence near the school. The pupils often saw foreigners in the neighborhood.

5.1.2 The 6th graders' perceptions of FLA

As for the 6th graders who had taken FLA for one year, the data was taken from the questionnaire to find their perceptions of FLA. The following results were obtained.

Table 5.4 Q1: Do you like FLA?

Items	<u>Class C</u> n=30 (%)	<u>Class D</u> n=30 (%)	<u>Total</u> n=60 (%)
1. I like FLA.	16 (53.3)	28 (93.3)	44 (73.3)
2. I rather like FLA.	7 (23.3)	2 (6.7)	9 (15.0)
3. I am neutral.	4 (13.3)		4 (6.7)
4. I do not rather like FLA	2 (6.7)		2 (3.3)
5. I do not like FLA.	1 (3.3)		1 (1.7)

The main reasons in Classes C and D are summarized as follows:

<Positive>

- I enjoy FLA: playing English games, saying chants, singing songs, speaking English, writing English, learning foreign languages, and introducing myself.
- I enjoy FLA more than other subjects.
- Learning English words gives me a sense of accomplishment.
- It is interesting to learn English pronunciation, which is unique.
- The ability to use English will be useful when I grow up and I go abroad.
- Sometimes I can not understand English, yet when I can I am happy.

<Negative>

- I do not understand what ALTs say in English.
- I am not good at communication with friends or presentation in the classroom.
- I listen carefully when teachers speak in English, but I can not understand them.

Table 5.4 shows that most pupils liked or rather liked FLA (88.3% in total). The main reason is that they enjoyed FLA in the previous year. The pupils enjoyed not only affective activities such as playing games but also cognitive activities such as speaking, writing, and learning English. They claimed to feel satisfaction because of learning English itself.

Reasons given for “I do not like or rather like FLA.” were: some pupils did not understand what teachers (especially ALTs) said in English; some pupils felt anxiety to communicate or present. The findings imply that strategy instruction is needed: cognitive strategies such as *guessing*, or *ask question to clarify* and affective strategies to lower their anxiety such as *relaxation* or *encouraging yourself*.

Table 5.5 Q2: Do you take part in FLA positively?

Items	<u>Class C</u> n=30 (%)	<u>Class D</u> n=30 (%)	<u>Total</u> n=60 (%)
1. I usually take part in FLA positively.	10 (33.3)	14 (46.7)	24 (40.0)
2. I take part in FLA positively.	11 (36.7)	11 (36.7)	22 (36.6)
3. I am neutral.	7 (23.3)	3 (10.0)	10 (16.6)
4. I do not take part in FLA positively.	2 (6.0)	2 (6.7)	4 (6.6)
5. I do not usually take part in FLA positively.	0 (0.0)	0 (0.0)	0 (0.0)

The main reasons are summarized as follows:

<Positive>

- I enjoyed/was excited taking FLA.
- I raised my hand and tried to respond positively.
- I sang songs positively and cheerfully.
- I could learn English words, expressions, and pronunciation
- I liked presenting in English.
- I wanted to learn English.
- I enjoyed speaking English.

<Negative>

- I did not took part in FLA very much.
- I would not respond positively very much.
- Sometimes I would not respond because of embarrassment.
- I was nervous to speak English.

As Table 5.5 shows, many pupils “(usually) took part in FLA positively” (77.6% in total). Through the positive comments, it found that they tried to respond to teachers' requests and learn English. Through the negative comments, it turned out that some pupils felt anxiety to speak English. Affective strategies instruction seemed to be needed.

Table 5.6 Q3: How much do you understand lesson content in FLA?

Items	<u>Class C</u>	<u>Class D</u>	<u>Total</u>
	n=30 (%)	n=30 (%)	n=60 (%)
1. I understand a lot.	5 (16.7)	16 (53.3)	21 (35.0)
2. I understand.	15 (50.0)	12 (40.0)	27 (45.0)
3. I am neutral.	6 (20.0)	2 (6.7)	8 (13.3)
4. I do not understand.	4 (13.3)	0 (0.0)	4 (6.6)
5. I do not understand at all.	0 (0.0)	0 (0.0)	0 (0.0)

The main reasons are summarized as follows:

<Positive>

- I repeated English expressions teachers said.
- I concentrated on listening.
- I asked my friends/teachers what I did not understand.
- I knew some English words.
- I tried to speak loudly like teachers' English pronunciation.
- I understood what teachers said in English.
- It was easy to learn English through saying chants and playing games.
- Teachers interpreted what ALTs said in English.
- I could respond to questions what teachers asked.
- I learned English at a cram school.
- I thought that I understood/learned English expressions or lesson content.

<Negative>

- I seldom understood English.
- I did not understand half of the lesson content.
- It was hard to pronounce English.
- I forgot some English.
- I often/sometimes did not understand what teachers said in English.

As Table 5.6 shows, many pupils claimed to understand the lesson content (80.0% in total). While some positive comments suggest that they used some learning strategies: *repeating*, *paying attention*, and *asking questions to clarify*, the negative comments such as “I forgot some English.” imply that cognitive strategies need to be instructed.

Table 5.7 Q4: Do you want to be able to use English in the future?

Items	<u>Class C</u>	<u>Class D</u>	<u>Total</u>
	n=30 (%)	n=30 (%)	n=60 (%)
1. I strongly agree.	22 (73.3)	27 (90.0)	49 (84.4)
2. I agree.	4 (13.3)	2 (6.7)	6 (10.0)
3. I am neutral.	3 (10.0)	0 (0.0)	3 (5.0)
4. I disagree.	0 (0.0)	0 (0.0)	0 (0.0)
5. I strongly disagree.	1 (3.3)	1 (3.3)	2 (6.6)

The main reasons are summarized as follows:

<Positive>

- English will be useful when I go abroad.
- I want to go abroad someday.
- I want to communicate with foreigners.
- I want to make new friends.
- People who can speak English are cool and great.
- I want to use English a lot when I grow up.
- It will be advantageous for getting a job.
- English will be used in business.
- English will be needed in the future.
- I want to be a useful member of society.
- When I will be asked directions by foreigners, I will be able to tell them.
- I want to teach English.
- It will be possible to spread my ideas all over the world if I can use English.

- If I become a professional soccer player, I will need to speak English.

<Negative>

- It doesn't matter whether I can use English or not.
- English is not very useful.
- I hate English.
- I enjoyed FLA but I wonder if I can speak English when I use English in the future.
- I am embarrassed to speak English.

Table 5.7 shows that most pupils wanted to be able to use English in the future (94.4% in total). The most common reason was when going abroad on a trip or business they would like to communicate with foreigners. Some pupils thought that English was a tool to get a job and others thought that English was needed to make their dream come true. The negative comments demonstrate that a few pupils were not interested in English and that a few pupils did not have confidence to speak English.

The following summarized comments were obtained from Question 5: What good things did taking FLA bring you? In what follows, parentheses represent the number of pupils.

- I could learn foreign languages/English: words, expressions, pronunciation, and greetings. (26)
- I could have a variety of activities: making parfait, introducing each other, talking to each other about what we like. (4)
- I improved my English speaking. (3)
- I could communicate with friends/foreigners in English. (3)
- I became to interested in learning English. (2)
- I could respond positively. (2)
- I taught my family what I learned in FLA. (1)
- I practiced English at home so that my English improved. (1)
- I started using English at home. (1)
- I enjoyed talking with my friends in English. (1)
- I gained good friends. (1)
- I could talk with classmates who I did not communicate with very much. (1)

- I could present well in front of the class. (1)

According to these comments, many pupils claimed to value learning English in FLA. Using English they learned, they experienced a variety of activities, which helped them to develop a more positive attitude towards learning English and communicating with others in English.

On the other hand, many pupils had trouble in FLA. As for Question 6: What problem did you have during FLA?, the main comments are summarized as follows:

- I forgot English or was puzzled about what to say so I could not speak. (7)
- I could not understand what ALTs/teachers said in English. (6)
- I did not get used to making a presentation in front of the class. (3)
- I did not know how to make a presentation. (3)
- I forgot English. / I could not remember English. (2)
- Everyone seemed to understand, but I did not understand. (1)
- I made mistakes with pronunciation. (1)
- I could not respond positively. (1)

Many pupils claimed to have trouble in case of making a presentation such as “show and tell” in front of the class. Some pupils were likely to forget English or not to be able to think of things to talk about. This implies that teachers should give more opportunities for input and output to be familiar with the target English, and give enough time for pupils to think about what to talk about. Also, it suggests that the pupils should be instructed on cognitive strategies such as *guessing* and *tolerance of ambiguity*, and *finding patterns in English*.

As for Question 7: How did you try to improve your English learning?, the

main comments are summarized as follows:

- I watched an English TV program. (9)
- I concentrated on listening. (9)
- I practiced/repeated English I learned many times. (9)
- I tried to pronounce like English native speakers. (5)
- I took notes English. (3)
- I remembered English by saying it another way. (2)
- I wrote English in my self-study notebook. (2)
- I tried to use English words in daily life. (2)
- I learned English through talking teachers. (2)
- I guessed what teachers said in English. (1)
- I tried to speak English as loud as I could. (2)
- I wrote down English I learned on vocabulary cards/*Eigo Note*. (2)
- I learned English words through looking at picture cards. (1)
- I tried to talk with friends in English as much as possible. (1)
- I asked someone what I did not understand in English. (1)
- I tried to use English all on the same day I learned it in FLA. (1)
- I found English word I already knew when teachers talked in English. (1)
- I used English greetings. (1)

The answers to question 7 suggest that there were some pupils using some learning strategies without being aware of them. Many pupils used cognitive strategies and a few pupils used social strategies. However, no pupils described using affective strategies. The pupils described that no ways to improve learning were identical with pupils who answered they “do not understand FLA (at all).” and “hate or rather hate FLA.” Most pupils in Class D described something they tried to improve learning. One of the reasons for this was that Teacher D had given advice that pupils should find their own ways of memorizing English because they had trouble in memorizing English in the previous year.

As for Question 8: What do you think about TT in FLA?, the main comments were summarized as follows:

<Positive>

- It became easier to understand/learn English. (13)
- I was happy that there were many teachers in the class. (8)
- When I did not understand, it was easy to ask teachers. (7)
- I had the chance to hear teachers' opinions and communicate with different teachers. (5)
- Teachers were cooperative and shared the work. (4)
- I had the chance to listen to ALTs pronounce. (4)
- I could learn English through listening to teachers talking to each other in English. (3)
- FLA went smoothly. (2)
- I did not understand what ALTs said, yet when I listened, I wanted to speak English and talk with ALTs. (1)
- I could get support by different teachers. (1)
- ALTs helped HRTs who were not good at English. (1)

<Negative>

- I did not understand what ALTs said. (2)
- I wanted teachers to interpret English into Japanese. (1)
- I was nervous that there were many teachers in the class. (1)

On the whole, pupils favorably considered TT. It seemed to help pupils to understand English expressions or words through teachers demonstrating together. And by having more than one teacher in the class, it might be easy for pupils to ask questions, to make a pleasant atmosphere, and to have the chance to know a variety of opinions or things. Moreover, having the opportunity of exposure to native speakers, it might be said that pupils became interested in foreign languages. In addition, it was interesting that pupils thought that the cooperation among teachers led to FLA going smoothly.

5.1.3 SILL in May

For the purpose of finding pupils' tendencies of using learning strategies before learning strategies instruction, the Japanese version of SILL for pupils, which was modified from Oxford's SILL by the author, was implemented.

Responses were given on a five-point scale. The following results were obtained.

As shown in table 5.8, it was clear that there were differences in mean scores between 5th and 6th graders:

Table 5.8 Results of SILL of the 5th/6th graders, in May

Part	5th graders				6th graders				Overall			
	Mean	Max	Min	SD	Mean	Max	Min	SD	Mean	Max	Min	SD
Part A	2.66	4.38	1	0.85	3.49	5	1	0.87	3.14	5	1	0.95
Part B	2.36	4.38	1	0.82	3.29	5	1	0.82	2.90	5	1	0.94
Part C	2.40	4.25	1	0.94	3.39	5	1.25	0.87	2.98	5	1	1.02
Part D	2.83	5	1	0.95	3.88	5	1.33	0.91	3.44	5	1	1.06
Part E	2.50	4.8	1	1.02	3.29	5	1	1.01	2.96	5	1	1.08
Part F	2.87	4.75	1	0.86	3.65	5	1.13	0.79	3.32	5	1	0.92
Total	2.63	4.51	1.22	0.81	3.39	5	1.26	0.73	3.11	5	1	0.9

The mean scores of the 6th graders were higher than those of the 5th graders in all categories. The 6th graders, who had taken FLA for one year, claimed to use strategies unconsciously during FLA. On the other hand, the 5th graders, who took only two FLA lessons in April, were not used to taking FLA yet and they had little experience learning foreign languages. Moreover, the difference in cognitive development stage between 5th and 6th graders might be considered to be one of causes.

However, it was found that there were similar tendencies between the 5th and the 6th graders. Memory, metacognitive, and social strategies had higher scores. Whereas cognitive, affective, and compensation strategies had lower scores.

In what follows, the results of each category of each grader are stated. Each item was translated from the Japanese version of SILL for pupils into English by the author.

5.1.3.1 Memory strategies

Table 5.9 Results of Part A: Memory strategies, in May

Items	5th graders	6th graders
	<i>M (SD)</i>	<i>M (SD)</i>
1. I think of the relationship between what I already know and new things I learn in English.	2.71 (0.93)	3.84 (0.98)
2. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	2.83 (1.27)	3.57 (1.18)
3. I remember a new English word by making a mental picture of a situation in which the word might be used.	2.67 (1.13)	3.48 (1.16)
4. I use rhythms to remember new English words.	2.38 (1.17)	3.38 (1.27)
5. I physically act out new English words.	2.10 (1.09)	3.21 (1.36)
6. I review English lessons often.	3.10 (1.38)	3.66 (1.18)
7. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	2.57 (1.00)	3.38 (1.17)
8. I remember by classifying words according to attributes.	2.95 (1.29)	3.40 (1.20)

In the 5th grade, memory strategies were not be used much. In the 6th grade, items 1, 2, and 3 were likely to be used. Although the goal of FLA does not to require pupils to learn English by heart, the 6th graders seem to have their own ways of memorizing unconsciously during FLA. As stated in the previous section, a pupil described “I learned English words through looking at picture cards.” Actually, picture cards were likely to be shown with new vocabulary. In addition, FLA incorporates and mixes various types of syllabus: situational, functional, task-based, content-based, and topic-based so that items 2 and 3 might be likely to be used.

5.1.3.2 Cognitive strategies

Table 5.10 shows pupils' tendencies of cognitive strategies use:

Table 5.10 Results of Part B: Cognitive strategies, in May

Items	5th graders	6th graders
	<i>M (SD)</i>	<i>M (SD)</i>
1. I say new English words several times.	2.80 (1.27)	4.10 (1.12)
2. I try to talk like native English speakers.	2.67 (1.15)	4.09 (1.12)
3. I practice the sounds of English.	2.52 (1.24)	3.66 (1.20)
4. I watch English language TV shows spoken in English.	2.67 (1.34)	2.57 (1.30)
5. I take notes on what I know, notice, or look up about English.	1.74 (0.95)	2.43 (1.16)
6. I look for words in my own language that are similar to new words in English.	2.31 (1.30)	3.52 (1.12)
7. I try to find patterns in English.	2.45 (1.05)	3.41 (1.29)
8. I look up in the dictionary or ask teachers English words I don't know.	1.71 (0.98)	2.55 (1.16)

As for the 6th graders, items 1, 2, and 3, which are regarded as “*practicing*” strategies (Oxford, 1990), seemed to be often used. One of the reasons for this may be that the pupils had many chances to repeat new English words and phrases following ALTs in lessons. On the other hand, in both 5th and 6th graders, items 5 and 8 was not likely to be used. It might be because *taking note* and *looking up in the dictionary* were not be required in FLA. Learning strategies needed in lessons seemed to be likely to be used.

5.1.3.3 Compensation strategies

The results of compensation strategies are shown in table 5.11:

Table 5.11 Results of Part C: Compensation strategies, in May

Items	5th graders	6th graders
	<i>M (SD)</i>	<i>M (SD)</i>
1. When teachers speak English, I make guesses.	3.14 (1.37)	4.17 (1.00)
2. When I can't think of a word during a conversation in English, I use gestures.	2.10 (1.11)	2.95 (1.24)
3. I try to guess what pupils or teachers will say next in English.	2.38 (1.11)	3.40 (1.19)

4. If I can't think of an English word, I use a word that means the same thing.	2.00 (1.02)	3.05 (1.22)
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In the 5th grade, item 1 was used with the most frequency in compensation strategies. This might be because they were repeatedly instructed to use the strategy when needed during the two lessons in April. In the 6th grade, item 1 tended to be often used. ALTs came to the school over twice per month on average, it might be necessary for pupils to use this strategy. On the contrary, Items 2 and 4 didn't seem to be often used. Judging from the lack of gestures used at the beginning of lesson greeting, item 2 seems not to have been instructed much. It might be said that item 4 was difficult to be used due to not having enough vocabulary to paraphrase. Item 3 might have been used when pupils guessed answers of quizzes.

5.1.3.4 Metacognitive strategies

Table 5.12 indicates the results of metacognitive strategies as follows:

Table 5.12 Results of Part D: Metacognitive strategies, in May

Items	5 th graders	6 th graders
	<i>M (SD)</i>	<i>M (SD)</i>
1. I pay attention when someone is speaking English.	3.48 (1.30)	4.53 (0.70)
2. I have clear goals for learning English.	2.45 (1.10)	3.67 (1.19)
3. I think about my English learning.	2.55 (1.14)	3.48 (1.21)

Item 1 was likely to be used frequently in both grades. Judging from observation during lessons, they tried to listen to English carefully. As for item 2, from the fact that most 6th graders agreed or strongly agreed to “I want be able to use English in the future,” they might have their own goals to learn English. Also,

the goals of every lesson were considered as short-term goals. Item 3, which is regarded as a way of developing pupils metacognitive ability (Chamot et al., 1999), was likely to be used. This might mean that the pupils thought about their English learning by writing down self-evaluation on cards at the end of lessons.

5.1.3.5 Affective strategies

The results of affective strategies are shown in table 5.13:

Table 5.13 Results of Part E: Affective strategies, in May

Items	5th graders	6th graders
	<i>M (SD)</i>	<i>M (SD)</i>
1. I try to relax whenever I feel afraid of using English.	2.81 (1.31)	3.64 (1.27)
2. I encourage myself to speak English even when I am afraid of making a mistake.	2.31 (1.14)	2.83 (1.31)
3. I praise myself when I do well in English.	2.05 (1.13)	2.84 (1.35)
4. I notice if I am tense or nervous when I am learning or using English.	3.14 (1.51)	3.88 (1.30)
5. I talk to someone else about how I feel when I am learning English.	2.19 (1.18)	3.26 (1.46)

In the 5th grade, item 4 was likely to be relatively used. They might be nervous in taking FLA which had started. In the previous questionnaires, no 6th graders described using affective strategies, but, it was found that pupils used some affective strategies. Many pupils were likely to use items 1 and 2. This might mean that some pupils noticed that they were nervous while learning English and tried to relax by themselves. On the other hand, items 2 and 3, which are regarded as *self-talking*, were not likely to be often used. One reason for this might be that these strategies were not recognized as ways of learning in Japanese education and

were rarely instructed to pupils. That is why affective strategy instruction seems to be needed in order to lower pupils anxiety and to enhance their self-confidence.

5.1.3.6 Social strategies

Table 5.14 shows the results of social strategies as follows:

Table 5.14 Results of Part F: Social strategies, in May

Items	5th graders	6th grader
	<i>M (SD)</i>	<i>M (SD)</i>
1. If I do not understand something in English, I ask peers/ the other person to slow down or say it again.	3.30 (1.28)	3.24 (1.25)
2. I practice English with my friends.	2.50 (1.38)	3.19 (1.48)
3. I ask for help from my classmates or teachers.	2.65 (1.24)	3.62 (1.23)
4. I ask questions to clarify.	2.45 (1.14)	3.26 (1.15)
5. I cooperate with my friends.	3.55 (1.35)	4.14 (0.94)
6. I try to find the good points of my friends.	2.75 (1.16)	3.66 (1.14)
7. In pair or group activities, I try to play my own role.	3.50 (1.12)	4.24 (0.95)
8. I try to learn the culture of foreign countries.	2.85 (1.34)	3.71 (1.19)

Social strategies were likely to be used in 6th grade. Items 5 and 7, which are regarded as elements of cooperative learning, were likely to be often used. The reason for this may be that, in elementary schools, pair or group work often is incorporated in a variety of subjects or scenes, so pupils were familiar with them. In addition, in FLA, pair or group work is applied in some activities, so pupils needed to play their own role or cooperate with classmates. In the 5th grade, items 5 and 7 were likely to be often used as well as the 6th grade. One of the reasons might be that I was in charge of the 5th grader's Science from April in 2012, where CL was frequently used and *Cooperation* with group members and playing their own role were emphasized in CL. That is why they tended to use these strategies

consciously. Item 1 was also taught in FLA in April, particularly asking teachers to repeat when pupils did not understand English.

Throughout the results of this questionnaire, necessary learning strategies in FLA were likely to be used. This seems that pupils used strategies when necessary but without thinking about it. That is to say, pupils did not control learning as autonomous learners but tended to use strategies unconsciously in FLA. However, learning strategies instructed were likely to be used more frequently. Through learning strategy instruction, it seems important to have pupils use learning strategies consciously.

5.2 Practice I

Practice I was carried out nine lessons in May through July in order to instruct and promote the use of learning strategies. The lessons were conducted in team-teaching by a HRT, a core teacher (me), and one ALT out of two ALTs (one is English native speaker and the other is a local Japanese person proficient in English). “Hi, friends!” was mainly used as teaching materials and sometimes CL was incorporated into activities. “Today's strategy,” which seemed to be potential strategies in activities during lessons, were instructed by me with the lesson goals at the beginning of the lessons so as to raise the pupils' consciousness of learning strategies use (APPENDIX VII). I told the pupils when and how to use “Today's strategy.” Then, the HRTs and I prompted the pupils to use the strategy in actual activities. At the end of lessons, pupils evaluated whether the strategy was useful,

whether pupils wanted to try to use it from now on, and whether they used other strategies on an evaluation list. Also, pupils described their ideas and feelings on another evaluation cards. These were filed as assessment portfolios.

After Practice I , a free description was done by the pupils about how learning strategies were useful. The Japanese version of SILL was implemented again in July in order to investigate the pupils' changes of learning strategies use in my analysis the pupils' comments and the results of SILL were used integrately. Moreover, for the statistical analysis, *t*-test was carried out with Excel statistics 2010. The absentees when the SILL was implemented in May or July were for the matched-pair *t*-test. In what follows, letters and numbers after “Pupils” represent classes and pupils' numbers respectively. In addition, pupils' and teachers' comments are my translation.

5.2.1 Memory strategies

Table 5.17 shows the results of memory strategies:

Table 5.17 Results of Part A: Memory strategies

Item	5th graders n=42				6th graders n=58			
	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=41)	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=57)
1.	3.26	(1.14)	0.55	3.02*	3.76	(1.06)	0.08	0.67
2.	3.21	(1.23)	0.38	2.19*	3.93	(0.98)	0.36	2.84**
3.	2.86	(1.28)	0.19	1.68	3.64	(1.11)	0.16	0.90
4.	2.74	(1.16)	0.36	0.10	3.72	(1.19)	0.34	1.95
5.	2.90	(1.38)	0.80	0.00**	3.21	(1.21)	0.00	1.00
6.	3.19	(1.38)	0.09	0.68	3.88	(1.16)	0.22	1.47
7.	2.31	(1.29)	0.26	1.47	3.55	(1.21)	0.17	1.01
8.	2.89	(1.01)	0.06	0.10	3.31	(1.22)	0.09	0.84

p*<.05 *p*<.01

For the 5th graders, only item 5 (I physically act out new English words.) was instructed as “Today's strategy” in the lesson. The difference of mean scores between in May and July was statistically significant. The strategy was instructed repeatedly even in other lessons in which the pupils learned sports and the game of “rock-paper-scissors.” The mean score was relatively low, so more repeated instruction seemed to need. Items 1 (I think of the relationship between what I already know and new things I learn in English.) and 2 (I connect the sound of a new English word and an image or picture of the word to help me remember the word.) were not instructed as “Today's strategy,” but a significant difference was found. One of reasons might be that the pupils were shown flash cards with many loan words and other English words when they listened to the words. Thus, it might possible for them to connect the sound of new English words and the picture cards or to what they already had known. Two pupils commented on this in the free description:

I could learn English by connecting words or expressions and what I knew. (Pupils B-12 and B-20)

For the 6th graders, both items 1 and 2 were instructed in lessons. Item 1 was instructed in the lesson in which they learned alphabet. This strategy was not clearly instructed as “today's strategy” but briefly introduced as the lesson was going on. Therefore, pupils might to be unconscious of the learning strategy. This strategy was likely to be used, but there was no significant difference. Item 2 was instructed as “Today's strategy” in one lesson, in which pupils learned “months”

using picture cards representing characteristic events of each month. Item 2 had a significant difference. After the lesson, pupil C-24 wrote in her self-evaluation card as follows:

I used “Today's strategy” consciously so that I could learn “months” such as April and May. I enjoyed today's lesson.

From the above comment, it might be said that the pupil used “Today's strategy” consciously because of the learning strategy instruction, where she could learn “months” effectively.

5.2.2 Cognitive strategies

Table 5.18 shows the results of cognitive strategies:

Table 5.18 Results of Part B: Cognitive strategies

Item	5th graders n=42				6th graders n=58			
	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=41)	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=57)
1.	3.02	(1.30)	0.22	0.95	4.14	(1.01)	0.04	0.36
2.	3.29	(1.50)	0.62	3.37**	4.10	(1.03)	0.01	0.16
3.	3.21	(1.26)	0.69	3.14**	3.59	(1.33)	0.07	0.46
4.	2.62	(1.29)	0.05	0.16	2.24	(1.25)	0.33	1.97
5.	1.95	(1.17)	0.21	1.17	2.53	(1.22)	0.10	0.60
6.	2.83	(1.40)	0.52	2.39*	3.71	(1.17)	0.19	1.22
7.	2.64	(1.34)	0.19	0.87	3.53	(1.30)	0.12	0.81
8.	2.36	(1.36)	0.65	2.50*	3.40	(1.13)	0.85	4.86

* $p < .05$ ** $p < .01$

With the 5th graders, items 2, 6, and 7 were instructed as target strategies. Item 2 were instructed for the 6th graders too. Item 2 (I try to talk like native English speakers.) was often observed in lessons and most of the pupils checked this item on their self-evaluation cards every lesson. Items 2 had a significant

difference in the 5th grade. Although there was no significant difference in the 6th grade, many pupils claimed to use the strategy consciously. Some pupils commented on their self-evaluation cards or free descriptions as follows:

- I was able to speak English more like native speakers. (Pupil B-1)
- I kept trying hard to speak English like the ALT. (Pupil B-14, C-28, and C-24)
- It was hard to say learn months in English, but I could say them by copying the ALT. (Pupil C-18 and D-13)
- “Today's strategy” was “to try to talk like native speakers.” I could try to speak like the ALT and learn some months. (Pupils D-2 and D-15)
- I learned months today. I was happy that I could pronounce months like the ALT after listening to him. (Pupil D-22 and D-28)

They claimed to try to copy the ALT consciously. As for item 6 (I look for words in my own language that are similar to new words in English.) was instructed in the lesson where they learned some kinds of fruits, animals, and sports. Item 6 had a significant difference. Many 5th graders claimed to make effective use of this strategy. After the lesson, some pupils wrote on their self-evaluation cards as follows:

- I knew that “kumo” means spider in English. I thought “spider” was similar to the movie “Spider Man.” (Pupil A-18)
- I could look for words in Japanese that were similar to new words in English keeping with “Today's strategy.” (Pupil B-19)

Because, the mean score was relatively low, more repetitive instruction would be needed. Item 7 (I try to find patterns in English.) was instructed when they learned the expressions of “Do you like ~ ?,” “Yes, I do.,” and “No, I don't.” This item had no significant difference. The reason might be because the lessons was the second period of the unit, so the pupils had already listened to and known the expressions

in the previous lesson. Therefore, they didn't make effective use of this strategy. Also, I could not gain significant comments from the pupils. Items 3 and 8 were not instructed but these were significant differences. As for item 3 (I practice the sounds of English.), it might be because they often practiced saying English with the teachers. As for item 8 (I look up in the dictionary or ask teachers English words I don't know.), some pupils claimed to look up a word in the dictionary. In addition, some pupils began to ask teachers how to say a word in English inside and outside lessons. Also, as for item 5, several pupils taking notes in “Hi, friends!” were observed in lessons. It could be said that they started to learn English positively and independently with metacognition.

For the 6th graders, item 7 (I try to find patterns in English.) was instructed explicitly when they learned ordinal numbers so as to say their birthday and English expressions, “I can ~ .,” and “I can't ~ .” Many pupils noticed the difference of the termination between number and ordinal number and they were interested in “th” sound. After the second lessons, many pupils claimed that this strategy was useful.

- I could find patterns like “I can” and “I can't” (in hiragana). (Pupil C-3, D-22 and 28)
- I understood that I should answer “I can” (in katakana) when I can and “I can't” (in katakana) when I can't. (Pupils C-8 and D-5)
- “Today's strategy” was useful and interesting. I would like to continue to use this strategy. (Pupil C-12)
- I understood patterns very much by comparing “I can” with “I can't” (in hiragana). I would like to understand English more and more. (Pupil C-15)
- I found the patterns adding “play” and not adding “play” today. (Pupil C-26)
- I was happy to find that “I can ~” (in hiragana) was spoken at the beginning of a sentence. (Pupils D-22 and 27)

This item had no significant difference. However, judging from the above descriptions, some pupils could consciously use *finding patterns in English* as a strategy so that some pupils could recognize set expressions as English patterns. These pupils claimed to start to use it consciously, and some pupils claimed to be able to deepen their understanding of English. Teacher C claimed that *finding patterns* might be one of the most effective strategies for the pupils. In FLA, where grammar is not taught, pupils are said to consider set expressions as a chunk without thinking about individual words. That is why the strategy of *finding patterns* might help pupils to deepen their understanding and learning meanings of a set expression.

5.2.3 Compensation strategies

The results of compensation strategies are shown in table 5.19.

Table 5.19 Results of Part C: Compensation strategies

Item	5th graders n=42				6th graders n=58			
	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=41)	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=57)
1.	3.40	(1.43)	0.26	1.19	3.76	(1.06)	0.30	2.33*
2.	2.95	(1.45)	0.85	3.94**	3.93	(0.98)	0.52	3.59**
3.	3.21	(1.26)	0.38	3.82**	3.64	(1.11)	0.05	1.98
4.	2.43	(1.37)	0.43	1.81	3.72	(1.19)	0.78	2.37*

* $p < .05$ ** $p < .01$

Item 1 (When teachers speak English, I make guesses.) was explicitly instructed to the 5th graders as “Today's strategy” and repeatedly for a chance such as when ALTs gave feedback about the class time at the end of lessons and explained how to play games. This item had no significant difference. When this strategy was instructed in April, many pupils claimed to use consciously judging

from the mean score. Whereas, in the 6th grade item 1 had a significant difference. Item 1 was not emphasized as “Today's strategy” but was instructed repeatedly in the same way as the 5th graders. In addition, pupils evaluated this strategy themselves in every lesson, so that they tended to use it consciously. Some pupils wrote:

- I did not try to listen carefully what teachers said in English. But recently I have been trying to listen to them. (Pupil C-18)
- I came to be somewhat able to understand what ALTs said. (Pupils C-7 and 13)

Judging from the above comments, because they could not understand English, they were unable to concentrate or listen carefully. By activating *guessing*, they might be able to try to listen to English and infer meanings with *tolerance of ambiguity*.

Item 2 (When I can't think of a word during a conversation in English, I use gestures.) was instructed explicitly to the 6th graders in the lesson in which the pupils asked each other what they could or couldn't do and always expressed their feelings at the beginning of every lesson greeting. This item had a significant difference in the 6th graders. It was observed that some pupils asked with gestures while interviewing each other what they could or couldn't. Pupils D-2 wrote on their self-evaluation cards as follows:

I was glad to gesture positively. (Pupil D-2)

The pupil used this strategy consciously. This item had a significant difference in the 5th grade too. *Gesturing* required to express their feelings at the beginning of every lesson greeting for the 5th graders. This strategy was useful when pupils did

not know or forgot a word. It was important to instruct repeatedly how to use of the learning strategy. Three pupils wrote:

- When I could not find an English word, I used gestures. (Pupil A-8)
- Gesturing was convenient when I made a mistake English. (Pupil A-18)
- I could gesture a little. I will try to use gestures positively. (Pupil B-20)

They claimed to gesture and feel useful.

Item 3 (I try to guess what pupils or teachers will say next in English.) was instructed as “Today's strategy” when they listened to audio-visual materials and answered the quizzes. Before listening to the CD, both the 5th and the 6th graders were asked to guess the answers. While, this strategy had a significant difference only in the 5th grade. This might be because the strategy had been instructed repeatedly for the 5th graders before. However, in the 6th graders learned it for the first time. In addition, the CD material was too difficult for some 6th graders to understand. That is why the strategy might no be useful for them. Six pupils wrote:

Today's script was too difficult to understand to listen to. (Pupils C-4, 6, 10, 11, 13, and 30)

Teachers had to consider the difficulty of materials.

Although item 4 (If I can't think of an English word, I use a word that means the same thing.) was not instructed to either 5th or 6th graders. But, this item had a significant difference in the 6th grade. It might be because they had a chance to use this strategy when the HRTs asked how words such as sports, fruits, or animals etc. were called in English and when pupils tried to answer in gesture games. Some

pupils tried to answer somehow with the same things and similar words using their knowledge. This item tended to be too difficult to instruct, but it might be possible to instruct this strategy depending on activities.

5.2.4 Metacognitive strategies

The results of metacognitive strategies are shown in table 5.20.

Table 5.20 Results of Part D: Metacognitive strategies

D							
Item	5th graders n=42				6th graders n=58		
	<i>M</i>	<i>(SD)</i>	<i>Md</i>	<i>t</i> (df=41)	<i>M</i>	<i>(SD)</i>	<i>Md</i> <i>t</i> (df=57)
1.	3.98	(1.08)	0.50	2.97**	4.53	(0.89)	0.00 1.67
2.	3.31	(1.49)	0.86	4.04**	3.98	(1.11)	0.31 2.33*
3.	3.55	(1.13)	1.00	3.49**	4.10	(0.90)	0.62 2.33*

* $p < .05$ ** $p < .01$

Metacognitive strategies were not instructed as “Today's strategy,” but the pupils reflected on goals before they decided their annual and first term goals. In addition, pupils thought about all the items with self-evaluation cards in every lesson.

Regarding item 1 (I pay attention when someone is speaking English.), judging from lesson observations, most pupils in both grades carefully listened to someone speaking English or audio-visual materials. Pupil B-22 reflected:

- I did not understand what teachers said in English in April and May. Then I could not listen carefully. But now I can understand what they said and keep concentrating on listening. (Pupil B-22)

Item 1 had a significant difference in the 5th grade. Although item 1 had no

significant difference in the 6th grade, many pupils seemed to use the strategy consciously.

As for items 2 (I have clear goals for learning English.) and 3 (I think about my English learning.), there were significant differences in both grades. Two reasons are given. One is that a goal of each lesson was shown at the beginning of every lesson and it was reflected on at the end of lessons with their self-evaluation cards. The other is that the pupils decided their own goals by the end of the first term in May. These tended to raise their consciousness of strategies use. Some pupils reflected on the first term as follows:

Annual goal: I will try to speak English every day.

The first term goal: I will practice English at home every day.

Reflection on the first term: I have been practicing English at home every day. So my English is getting better. I will continue practicing English as much as possible at home. (Pupil C-4)

Annual goal: I will use English in daily life.

The first term goal: I will learn as many English words as possible.

Reflection on the first term: It was good me that I always tried to think about my first term goal. I will do my best in the second term. (Pupil C-5)

Annual goal: I want to learn to speak English very well.

The first term goal: I will learn English in FLA and practice English at home.

Reflection on the first term: I practiced English I learned in FLA with my friends, and kept my goal. (Pupil C-22)

From the above comments, it might be said that these 6th grade pupils are controlling their learning with metacognition. It might be said that setting and reflecting on short and long term goals gave the pupils an opportunity for planning and monitoring their English learning. The 5th graders did not claim to plan and monitor their learning, but they could set and reflect on their goals. Some 5th

graders commented as follows:

Annual goal: I want to use English.

The first term goal: I will try to speak in English with gestures.

Reflection on the first term: I did not do gestures very much, but I could speak in English with a big voice. (Pupil A-5)

Annual goal: I want to speak English smoothly.

The first term goal: I will try to sing English songs without being shy.

Reflection on the first term: I was happy I could sing English songs without being shy. (Pupil A-15)

Annual goal: I want to speak English smoothly.

The first term goal: I want to speak my mind in English so as to communicate with others.

Reflection on the first term: I was happy that I could speak my feelings in English when I was asked how I was. (Pupil A-18)

Annual goal: I want to learn English and talk with my friends in English.

The first term goal: I will learn English with gestures.

Reflection on the first term: I was happy I could use a lot of gestures and speak English in a loud voice. (Pupil B-3)

Annual goal: I want to speak English well.

The first term goal: I will try to speak English like the ALT.

Reflection on the first term: It was good that I could copy the ALT's English. (Pupil B-5)

The differences between the 5th and the 6th graders can perhaps be attributed to the differences in their cognitive development and experiences of learning English.

Moreover, some pupils described practicing English outside of lessons, which is regarded as *seeking practice opportunities* for metacognitive strategies (Oxford, 1990). The descriptions of these expressions are indicated as follows:

- I am happy practicing English with my parents. (Pupil A-3)
- I talk with my family in simple English. (Pupil A-10)
- I can talk with my family in English. (Pupil A-14)
- I came to be able to talk with my sister in English. (Pupil C-18)

These pupils claimed to try to speak English as much as possible.

Furthermore, showing target strategies as “Today's strategy” at the beginning of lessons taught the pupils how to learn foreign languages, and promoted their learning. Some pupils' commented as follows:

- “Today's strategy” showed how to learn for the lessons so that I could concentrate.
- “Today's strategy” is one of the goals of a lesson so that I was able to use the strategy (consciously/ hard). (Pupils A-1, C-1, 2, 6, 15, 22, 24, and D-6)
- “Today's strategy” was a way to address the lesson's goal and it was easier to understand English. (Pupil B-3)
- I did not know what to do in FLA when I was a 5th grader, but now I have changed my feelings and attitude toward FLA. (Pupil D-4)
- I used “Today's strategy” consciously in order to reflect on it after lessons. (Pupil C-12)
- I did not know how to learn English, but now I know how to do it. (Pupil D-28)
- I have been trying to use strategies positively. (Pupil D-19)
- I felt it complicated and tiresome to use strategies at first, but now it is more interesting and easier to use them. (Pupils B-3 and D-10)
- I am more interested in English. (Pupils C-24 and D-1)
- I want to learn how to study English positively. (Pupils D-2 and D-9)

However, several pupils described that learning strategies were not very useful or at all (Pupils B-9, 21, C-20, and 21). These pupils tended to be lower motivated, and claimed that they did not understand lesson content very much in the previous questionnaire in April.

The results of metacognitive strategies give two findings. One is that having and reflecting on pupils' own short and long term goals and every lesson goals with self-evaluation cards might develop their metacognitive strategies. The other is that instructing target strategies at the beginning of lessons might teach them how to learn, and encourage and motivate them to learn foreign languages.

5.2.5 Affective strategies

Table 5.22 shows the results of affective strategies.

Table 5.22 Results of Part E: Affective strategies
E

Item	5th graders n=42				6th graders n=58			
	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=41)	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=57)
1.	3.24	(1.39)	0.43	1.70	3.78	(1.30)	0.14	0.84
2.	2.26	(1.27)	0.05	0.22	3.07	(1.26)	0.24	1.37
3.	1.98	(1.16)	0.07	0.33	2.98	(1.40)	0.14	0.89
4.	3.10	(1.41)	0.04	0.23	3.71	(1.36)	0.17	0.98
5.	2.10	(1.17)	0.09	0.47	3.07	(1.44)	0.19	0.77

* $p < .05$ ** $p < .01$

Item 1 (I try to relax whenever I feel afraid of using English.) was explicitly instructed only to the 5th graders in a lesson and was evaluated by both grades with cards every lesson. In addition, whenever the pupils looked nervous and hesitated to speak English, the pupils were instructed to relax and encourage themselves in the both grades. Some comments on item 1 are as follows:

- I came to relax when speaking English. (Pupils A-3, D-5, and D-11)
- I tried to relax when I was nervous so that I could speak English loudly. (Pupil B-2)
- When I got nervous, I tried to relax and then speak English. (Pupil D-26)
- When I was nervous, I tried to relax so that I could speak English in the same way as Japanese. (Pupil D-23)

These pupils claimed that this strategy affected their English speaking. Many pupils checked this item on their self-evaluation cards after every lesson. Item 1 had no significant difference but the strategy was likely to be used.

Items 2 (I encourage myself to speak English even when I am afraid of making a mistake.) was sometimes instructed when they were expected to speak English.

Item 3 (I praise myself when I do well in English.) was instructed as “Today's strategy” in both grades. However, the 5th graders was not likely to use it. Some 5th graders were shy and poor at expressing their feelings. Most of them did not check the items of evaluation cards and answered that they never or almost never used item 3.

Item 4 (I notice if I am tense or nervous when I am learning or using English.) was no instructed but was likely to be used. This might be that most of the pupils got used to taking the FLA, so they were not very nervous. Some pupils described their feelings as follows:

- I did not get nervous during FLA. (Pupil A-4)
- I did not get nervous so much and was able to enjoy FLA more. (Pupil D-5)

For both grades, all affective strategies had no significant differences. Many pupils did not check many affective strategy items in self-evaluation cards. These strategies might be vague for pupils and depend on their minds or personalities. Due to the lesson flow, item 5 (I talk to someone else about how I feel when I am learning English.) could not be used very often, so they did not have enough time to talk about their feelings with one another in lessons. However, many pupils tended to try to relax when they felt nervous.

Affective strategies might be unfamiliar to the pupils. While most of the pupils had encouraged or praised their peers, they did not praise and encourage themselves so often and they had not been instructed to do so. In addition, learning strategies which learners try to use mutually affect individual differences toward

language learning (JACET, 2005). Personality factors such as being shy seemed to affect strategies use. Shy pupils might hesitate to use affective strategies. Moreover, repetitive instruction seemed to be necessary.

5.2.6 Social strategies

Table 5.23 shows the results of social strategies.

Table 5.23 Results of Part F: Social strategies

Item	5th graders n=42				6th graders n=58			
	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=41)	<i>M</i>	(<i>SD</i>)	<i>Md</i>	<i>t</i> (df=57)
1.	3.60	(1.24)	0.30	1.94	4.10	(1.18)	0.86	4.93
2.	2.55	(1.40)	0.05	0.60	3.24	(1.39)	0.05	0.27
3.	3.14	(1.41)	0.49	2.37*	4.09	(1.07)	0.47	2.52*
4.	2.45	(1.40)	0.00	0.75	3.41	(1.23)	0.15	0.88
5.	3.67	(1.27)	0.12	1.90	4.19	(0.94)	0.05	0.44
6.	3.17	(1.46)	0.42	2.09*	3.60	(1.16)	0.06	0.32
7.	3.74	(1.36)	0.24	1.05	4.21	(0.98)	0.03	0.25
8.	2.71	(1.44)	0.14	0.17	3.88	(0.82)	0.17	1.03

* $p < .05$ ** $p < .01$

The social strategies instructed as target strategies to both the 5th and the 6th graders were 1, 3, 5, and 7. These items were mainly instructed in the situations where pair or group work was dealt with in order to incorporate cooperative learning into activities.

Item 1 (If I do not understand something in English, I ask peers/the other person to slow down or say it again) was instructed explicitly in the both grades. *Asking the other person say it again* was instructed when the pupils did not understand English in the both grades. *Asking slow down* was instructed just to the 6th graders. “One more time, please.” was often used when some pupils could not catch audio-visual prompts or what the ALT said and when some pupils worked in

pair or groups. This item had no significant difference in the both grades. However, many pupils tried to use this strategy.

Item 3 (I ask for help from my friends or teachers.) was explicitly instructed in the both grade. In the 5th grade, it was observed that some pupils asked other group members what a word they forgot was called in English when they played a game in groups. In the 6th grade, while interviewing each other or playing games in groups, the pupils asked for help friends or the teachers when they didn't know or forgot English. Some 6th graders commented as follows:

- When I talked with my partner, he asked me what he did not know. (Pupil C-8)
- I asked the next classmate whether he could or couldn't do something today. It was good for me that I asked him what I did not know or what I forget. (Pupil C-22)
- When I forgot months while asking my classmates birthday, I could asked my friends or teachers. (Pupil C-27 and D-7)
- When I did not know English words while asking classmates what they could or couldn't do, I asked my friends and could communicate with them. (Pupils C-28 and D-10)
- After I guessed what my partner could do, I could communicate with my partner because of asking what he could or couldn't do. When I did not know what to say, I asked my partner. (Pupil D-23)
- I could ask my partner what we could or couldn't do. When I forgot a word, I could ask her "How do you say this in English?" (in Japanese). (Pupils D-12 and D-21)
- I could ask my friends when I did not know something, and it was interesting to ask my friends what they could or couldn't do. (Pupil D-25)
- I could ask my friends "Could you repeat that?" in today's lesson. I could learn English happily. (Pupil D-23)
- Because I asked my friends/teacher what I did not know, English words I learned increased. (Pupil D-3 and 18)

This item was significant difference in the both grades. From the above comments, they tended not to hesitate to ask others for help. Usually, some pupils were ashamed to ask others what they did not know or about something they forgot. However, they tried to ask for help from others. They might realize that it was

useful for them to learn strategies. This is to say that explicit instruction might be said to promote their positive attitudes toward asking for help from others.

Items 5 (I cooperate with my friends.) and 7 (In pair or group activities, I try to play my own role.) were instructed when they played games in pairs or groups. Although some groups had trouble, most of the pupils played games cooperatively and smoothly while performing their own role in pairs or groups. Nine Pupils described cooperation as follows:

- I was happy that I could cooperate with my pair in arranging picture cards following what the ALT said. (Pupil B-4 and B-14)
- I cooperated with my group members while playing “Stereo game.” (Pupils A-21,B-2, C-24)
- I was happy that I cooperated with my group members whiling playing “Concentration game” (Pupil B-13)
- I was able to make “How many quizzes” with my group members. (Pupils B-6 and B-10)

In addition, many pupils were likely to play their role when they exchanged greeting, interviewed others, or played games in English. Their comments are shown as follows:

- I exchanged greetings and feelings with gestures. (Pupil A-4 and B-24)
- I was happy that I was able to interview in “How many quizzes.” (Pupils A-6,16, B-1, 3, 4, 8, 12, 14, and 17)
- I asked some classmates their birthdays so I was happy to know their birthdays. (Pupils C-11,14 15, 19,23, 25, 19, D-2, 4, 7, 9, 19, 21,12, 22, 24, and 21)
- I found a birthday person who had a birth day written in a card by asking my classmates their birthdays. It was hard to find the classmates but happy. (Pupils C-1, 2, 4, 9, 22, 26, D-3, 6, 11, and 22)
- I tried to get as many as possible by interviewing many classmates in group match game. (D-6 and D12)

Items 5 and 7 had no significant differences. However, many pupils in the both grades tended to use consciously. It might to be said that they could communicate

with classmates because of trying to play their role.

Item 6 was not instructed explicitly in the both grades. But the item in the 5th graders had a significant difference. Pair or group work might to prompt them to find the good points of their peers. Three pupils' comments are shown as follows:

- When my classmates played “Stereo game,” all classmates were in a loud voice even a classmate usually was in a low voice. (Pupils B-5)
- I was impressed that my friends told her feeling to me without being shy. (Pupils A-10 and B-15)

The results of social strategies imply that explicit instruction promotes the attitude toward using *asking from help from others* consciously so that the pupils can realize the effect of the learning strategy through positive interdependence in pair or group work. Many Pupils tried to cooperate and play their roles. However, pair or group work in Practice I was mainly incorporated into playing games or communication activities. Accordingly, it seems that cooperative learning to solve a problem or complete a project with peers needs to be incorporated into lessons in order to enhance pupils' learning together.

5.2.7 Reflections on Practice I

Explicit and repetitive instructions of learning strategies tended to raise consciousness of using some strategies. As a result, some pupils claimed to learn effectively and be motivated to learn foreign languages. Raising consciousness of using some strategies with self-evaluation cards might prompt pupils to use the

strategies more often. In addition, having pupils' own short and long term goals and reflecting on them tended to promote their metacognitive strategies use. Affective strategies need more repeated instruction to enhance the pupils' self-confidence. Moreover, it might be said that many pupils tried to work together in pair or group and play their roles to communicate with others.

It was found from the HRTs interview that the pupils' consciousness of learning strategies use tended to depend on experience of FLA and their developmental stages. At the beginning of August, I had a meeting with the HRTs in order to reflect on FLA in the first term. I found that learning strategies instruction was especially effective for the 6th graders. Their experience taking FLA for one year was likely to make them interested in learning strategies. Teacher D stated as follows:

At the beginning of lessons, the core teacher explicitly introduced target strategies, so that the pupils could understand what they would learn and how they would act when they had trouble. Compared with the 5th graders' attitudes, they didn't hesitate but tried to act something such as asking their friends or me what they didn't know. In a lesson of the first term, after they were instructed to ask friends what they didn't know, I observed that they tried to use it. I thought that "Today's goals and strategies" helped pupils to recognize clear goals. (Teacher D)

Teacher C also realized the strategies' effectiveness, and stated:

The pupils in my class started to consciously use some strategies such as *finding patterns*.

The 6th graders were accustomed to taking FLA through their experience in previous year, when they maybe enjoyed FLA but were rather passive in the classes. Learning to learn was one of their definite goals to take FLA, so they

might be more motivated to do FLA. In addition, the ALT who is a native English speaker commented on strategy instruction as follows:

As an ALT, I visit a number of elementary schools, but the pupils at the school seem the most enthusiastic about learning English, and more confident in using it. In large part, this is because of the learning strategies the pupils learn from the teachers.

Regarding the 5th graders, they needed to become more accustomed to taking FLA. Teacher B stated:

It seems that the 5th graders have become familiar with the lesson flows and contents in FLA, they have gradually enjoyed FLA since April. It is important for them to be familiar with FLA before using learning strategies.

Indeed, the pupils in her class had looked nervous in speaking English in April, but their voice gradually became louder and their hesitation was eased. Teacher A stated:

The pupils in my class were able to consciously use a single strategy only when they were instructed, so they needed to be instructed repeatedly. As for strategies instructed in a lesson, they were able to consciously use them but they didn't seem to use them in the next lesson. (Teacher A)

For the 5th graders who started to take FLA in April, they needed to adapt to lesson flows or activities in FLA where suitable strategies were instructed repeatedly. However, many pupils in the 5th grade started using a variety of strategies in FLA classroom.

5.3 Practice II

This section will describe the results of Practice II and discuss them in regards to each grade. I will describe the results of how the teachers (the HRTs, ALTs, and I) collaboratively worked on FLA lessons. In the 5th grade, they were divided into five groups, and in the case of the 6th graders, they were divided into six groups. In what follows, letters and numbers after “Group” represent classes and groups' numbers respectively. In addition, pupils' and teachers' comments are my translation.

5.3.1 Cooperative learning in the 5th grade

The title of the unit in the 5th grade was “What do you like?” The theme of the project was “Let's interview teachers.” The goal was for the pupils to ask the teachers at the school about their preferences and present what they learned in English. The unit was carried out over seven hours from September to October.

<Unit Aims>

- To positively try to ask the classmates about their likes and dislikes and answer the questions, too.
- To interview the teachers about their preferences in cooperative group works and try to present their reports.
- To familiarize themselves with English expressions such as “What do you like?,” “What ~ do you like?,” and “I like ~ .”
- To realize differences between Japanese and English in sound.

<Main Expression>

What animal/fruit/subject/sport, etc. do you like? I like ~ .

[Period 1]

In the first period, I told the pupils the unit title, the project theme, and the tasks. Each group was expected to conduct the groups interview project and present the information they received from the teachers through the group interview. I emphasized *Cooperation*. This lesson's goals were to decide interview categories and to look up words about the categories with Japanese-English dictionaries and English books for pupils. In addition, I instructed two strategies: *looking up in the dictionary or asking teachers English words they don 't know* and *taking notes what they know, notice, or look up*.

Then, the HRTs asked their pupils what they wanted to ask teachers. The pupils responded with some categories in Japanese: foods, sports, animals, subject, movies, and etc. The HRTs had them guess what these categories were called in English. The pupils responded foods, animals, sports by looking for loan words in Japanese which regarded as cognitive strategy. The HRTs had each group opt for one category and look up words about the category together. The pupils used Japanese-English dictionaries or English books or asked the teachers. They took notes on their worksheet in katakana what they looked up and a few pupils did in English. They tried to use target strategies. Some pupils' comments after the lesson are as follows:

- I made a plan to interview the teachers. Discussing it with the classmates was exciting. (Pupils A-6 and 12)
- It was good that I could cooperate with my group members to look up words about seasons. (Pupil A-21)
- I could look up and write many sports words in group work. I am looking forward to interviewing the teachers. (Pupil B-19)
- I learned many words about vegetables. Although we call ta-ma-ne-gi “o-ni-o-n,” I found

- that the pronunciation was different between Japanese and English. (Pupil B-12)
- I wanted to learn many words in English. (Pupil A-18)

They used the target strategies so that they could notice the differences between Japanese and English and were motivated to learn English.

[Period 2]

In this lesson, the pupils asked an ALT how pronounce the words, which they looked up in the previous lesson, and learned English expressions to ask someone about their preferences; that is “What do you like?” I emphasized to try to copy what the ALT spoke. Each group introduced the words and asked the ALT English words they didn't know how to pronounce in the class as a whole so that the other pupils could get exposure to many words. Most pupils tried to copy the ALT and some pupils took notes on their worksheet in katakana. It was observed that many pupils were aware of differences or similarities between Japanese and English. Four pupils described this on their self-evaluation cards as follows:

- I tried to copy the ALT when I asked him subject words that my group looked up. (Pupils B-13 and 17)
- When I listened to the ALT's pronunciation, I thought pronunciation of some English words were different from Japanese. (Pupil B-21)

Then pupils discussed and decided in groups which teacher they wanted to interview. A pupil in Group A-2 insisted on his opinion too much, so Teacher A instructed him to accept other's opinions. Pupil A-1 in Group A-2 described that he wanted the discussion to flow more smoothly in his group. The other groups were

able to have discussions smoothly. Three pupils described their discussions as follows:

I am happy that my group could decide the teacher who we are going to interview. (Pupils A-14, 16, and B-12)

In retrospect, I should have given them instruction on small group skills such as *compromising* because some pupils did not have enough skills to take part in the discussion effectively.

As of this lesson, few pupils described their monitoring. Most pupils commented on only their acts and feelings such as “I am happy” or “I enjoyed it.”

After the lessons, when Teachers A, B, and I checked the teachers who the pupils decided to interview, we found that the principal was the only person chosen by both Classes A and B. So we decided that the two classes would have lessons together and present to each other in the last lesson.

[Period 3]

This lesson aimed that the pupils would become familiar with using English words for subjects and colors, questions about preference, and each group would decide which categories they would interview the teacher. I emphasized *cooperation* and *playing their own roles*.

The first activity was a communication game with subjects. Most pupils played the game cooperatively and played their roles. Many pupils were observed asking their group members when they had forgotten words or expressions. As was

typical of fifteen pupils, A-19 commented as follows:

When I forgot how to say certain subjects, I asked my group members or the teachers, and I was able to learn a variety of subjects. (Pupils A-19)

In the second activity, the pupils learned colors. The HRTs showed color cards and asked the pupils what they were called in English. Some pupils responded by looking for loan words or thinking what they already knew such as pink, black, and white. It seemed that four pupils consciously applied what they had learned previously. Four pupils commented as follows:

I was surprised that ki-mi-do-ri was called “yellow green” in English. Because I learned that mi-zu-i-ro was called “light blue” in English, so I guessed that ki-mi-do-ri was called “light green.” (Pupils A-14)

Lastly, each group chose categories, and then discussed the order of interviewing and which group members were in charge of which categories. Before the lessons the HRTs and I had decided that each pupils would be in charge of two categories.

In this lesson, all groups had face-to-face discussions which went smoothly. It seemed that small group skills such as *offering suggestions* and *compromising* were being promoted. As was typical of seven pupils, B-19 commented as follows:

My group was able to decide on a teacher to interview. It was a rather smooth discussion. (Pupils B-19)

After discussion, some groups asked the teachers words which they had forgotten or did not know, and some pupils took notes them on their worksheet.

Group B-1 started to practice in unison and Group B-3 guessed the teacher's answers.

[Period 4]

The pupils would interview each other about their preferences to become familiar with expressions they would later use in the teacher interview. From this lesson, I did not instruct any strategies at the beginning of the lessons, but during the lessons I sometimes raised some strategies use consciously and praised pupils who used them.

Karuta game was played in groups with vegetables in Class A and sports in Class B. These categories, which had not been used in the previous activities, were selected by the HRTs, taking their pupils' interests into consideration. And then the pupils conducted communication activities in which pupils interviewed each other teachers about their preferences. Lastly, each group practiced the interview.

While playing the game, in which the pupils took a card the ALT pointed out, some pupils were able to guess what the ALT would say next. Pupil A-5 described that he could do so. Pupil A-14 described that there were some vegetables usually called in English that were similar to Japanese. It might be said that she looked for words in Japanese that were similar to new words in English. This might be regarded as a cognitive strategy.

It seemed that the pupils' comments from this lesson had changed compared to earlier evaluations. Five pupils described not only their actions but their own goals for the next activities. As was typical of them, A-17 commented as follows:

I practiced interviewing and singing. I was a little nervous but could sing well. I want to interview the teacher well. (Pupils A-17)

It might be said that these pupils were conscious of the project aim, and that they had their own goals in order to play their role.

[Interviewing]

After the fourth period, the pupils interviewed their target teachers in English during recess over one week. I observed three groups: Groups A-1, 2, and B-4. Some pupils told me they were nervous, and then a pupil tried to relax by taking a deep breath or flexing while waiting their target teacher. They interviewed the teachers using the questions they had been assigned in their groups. When some pupils forgot or felt anxious about asking their parts in English, they asked for help from the other group members or made sure of their parts for themselves. When some pupils could not hear the teachers' answers clearly, they asked the teachers to repeat the answers. When some pupils could not understand the teachers' answers, they asked the teachers to clarify. They wrote down the answers on their worksheet. From their impressions after the interview, it was inferred that while interviewing many pupils could helping and teaching each other in groups. Some pupils' comments are as follows:

- I cooperated with my group members so that I could interview the teacher. (Pupil A-16)
- I was happy that I could teach my group member some words he/she forgot. (Pupil A-1)
- Teacher C's unexpected answers were interesting. It was good that I could interview with a loud voice. (Pupil A-17)
- It was the first time that I interviewed a teacher in English. I was happy that I could communicate with him in English. (Pupil B-13)

The comments by the interviewed teachers are as follows:

- When a pupil forgot words or expressions in English, the other group members taught them. The pupils seemed to be shy, but communicated with a smile. (Teacher C)
- The pupils seemed to be nervous when they spoke in English, but they interviewed smoothly. It seemed that they had practiced. The interviewing was done in a friendly manner. (Ms. T. S)
- Because the pupils were assigned questions in advance, they were not confused. When a pupil forgot his/her question, other group members taught him/her in a low voice. It was very peaceful/heartwarming. (Principal and Vice-principal)

Judging from the above comments, it seemed that the pupils performed their own roles through positive interdependence so that they could feel a sense of achievement and self-efficiency. As is typical of Pupil A-17's comment, fifteen pupils described that they found an unexpected side of the teachers. Throughout the interviewing, the pupils discovered new things about the teachers and that they had things in common with them, so they could have a pleasant experience communicating with others (MEXT, 2008b), which is emphasized in FLA.

[Period 5]

The lesson was given with an ALT. The pupils prepared for their presentation: asking the ALT how to pronounce the teachers' answers and making cards with a category and the answer in Japanese. The pupils used the expression: "How do you say ~ in English?" It was observed that some pupils took notes of the pronunciation in katakana on their worksheets, some pupils practiced by repetition, and some pupils made sure of pronunciation by confirming with other group members.

The pupils' comments on their evaluation cards had been changing. Nine pupils gave a description of not only of their action but what they wanted to be or do. Comments as is typical of Pupil A-15, B-14, and B-18 are as follows:

- I practiced the presentation so that I could speak my parts. I was good that I could ask teachers about English words when I didn't know. When my friends didn't know English words, I could teach them. I will try to present without being nervous. (Pupil A-14)
- I want to present in a loud voice so others can hear my presentation. (Pupil B-14)
- I prepared for the presentation on Friday next week. I hope I can present well. (Pupil B-18)

The number of pupils who were conscious of the project goal and were able to have their own goals for it had increased. It seemed that their metacognition had been developing gradually.

[Period 6]

After the fifth period, the HRTs and I reflected on the pupils' condition for the presentation, and we decided to have one more lesson in order to have the pupils more confidence to speak their parts. In each class, the presentation groups told the other pupils the teachers they had interviewed and showed cards on which various categories were written. The other pupils chose one category and asked questions in union. After the HRTs had the pupils guess the answer, the answer was announced by the pupils who were in charge of the parts. When some pupils couldn't understand, they asked the presentation groups to say it again. Some pupils asked for help from their group members so they could announce their assigned parts. It might be said that these pupils used *asking to clarify* or *helping each other* as social strategies. They could perform their own role and communicate with

others.

From self-evaluation cards, nine pupils wrote comments in which they were critical of themselves and discussed improving themselves. Pupil A-18 wrote:

We had a rehearsal today. I was a little nervous so my voice was low. I will do my best. I want to practice a little more. (Pupil A-18)

It might be said that these pupils' metacognition had gradually been promoted because they had used metacognitive strategies: *monitoring*, *evaluating themselves*, and *having their own goals* expect planning.

[Period 7]

Class A and B had a joint lesson. The HRTs and I had the pupils keep secret which teachers the pupils from the other class had interviewed. We set an activity in which the pupils guessed the interviewed teachers from the teacher's preferences and then revealed the answers showing the teacher's portraits. While interacting, it was observed that some pupils asked to clarify and some groups helped and taught one another. Not all pupils asked a question positively, so I asked the HRTs to call on their pupils in order to have all pupils ask a question. Thus, all pupils was able to ask by themselves. Some pupils asked or made sure that their classmates around them knew what a category was called in English. For example: in the case of "What vegetable do you like?," "vegetable" is the category. When some pupils made the presentation in front of the classes, they looked nervous. Three pupils described on their feelings that they were to nervous to announce in a loud voice. Twenty-four pupils seemed to gain a sense of achievement because of having done

the project. Pupils A-5 and B-8 wrote as follows:

- I could speak my parts in a loud voice in English. I could ask questions positively. (Pupil A-5)
- Although today's lesson was done jointly with Class A, as usual, I could speak my parts in English without being nervous. (Pupil B-8)

It seemed that the pupils had enhanced one another through positive interdependence. Individual pupils could perform their own parts or ask questions.

The HRTs discussed the lesson as follows:

- The pupils seemed to enjoy the joint lesson. My pupils listened to presentations guessing more than usual with classmates which teachers were interviewed. Even pupils who were usually not positive seemed to enjoy it. (Teacher B)
- It seemed that each other's classes were the target audience for the presentation. Because the identity of the interviewed teachers were kept secret, it seemed that they had more motivation to introduce them to the other class. (Teacher A)

An interviewed teacher visited the lesson. He gave me his impression that the pupils seemed to enjoy the portraits. It was important for the pupils to experience a variety of activities. Showing the portrait lastly seemed to motivate pupils to find out the answers.

5.3.2 Reflections on cooperative learning in the 5th grade

Cooperative learning with “group investigation” might bring pupils to the integrated use of learning strategies. Having final goals which needed reciprocal cooperation in order to carry out projects, the pupils used various strategies including strategies they learned in Practice I . For example, they were *activating background knowledge, predicting, deduction, taking notes, using resources*, and so

on, which are cognitive strategies. Among affective strategies, *Trying to relax* also seemed to be used. Pupils A-1, A-3, and B-6 wrote as follows:

- I could speak English while trying to relax as much as possible. (Pupil A-1)
- I tried to relax so I could interview the teacher. (Pupil A-3)
- When interviewing, I got nervous but it was interesting. Also, I tried to relax. (Pupil B-6)

From the following comments by Pupils A-6 and A-16, it was inferred that they felt accomplishment.

- Although I was nervous when interviewing, it was good that I could speak my parts. (Pupil A-6)
- I was happy that I managed to interview my target teacher despite being nervous. (Pupil A-16)

In light of the FLA's aim, which is “to form the foundation of pupils' communication abilities” (MEXT, 2008b), incorporating CL into FLA seemed to be meaningful. Using *cooperation* as a social strategy, the pupils could carry out communication activities such as interviewing and presenting through positive interdependence. That is to say, it might be said that the strategies contributed to promoting experience and gaining pleasure through communication, which are aims of FLA. This was inferred from the following comments by Pupils A-19 and B-13.

- I could practice advising with my group members with each other. (Pupil A-19)
- Throughout group activities, I thought that it was important to cooperate. If I worked by myself, nobody caught my mistakes, but in a group, someone helped me. When I interviewed the teacher, I wondered if I could speak English well. But my group members helped me, so I could communicate with the teacher. (Pupil B-13)

Having the goal of the project, the pupils positively worked on it with their group members. This seemed to lead the pupils to cooperate and to learn with one another. The HRTs commented on the project as follows:

In this unit, the pupils worked on the goal that they were going to have a presentation. They seemed to be motivated more than before. They taught each other in group activities and tried to work out the project together. (Teacher B)

The pupils could address the project positively because the final goal was clear. But some pupils didn't work hard to consult dictionaries. This might be partly because the interviewers were really not in need of interacting in English, and partly because it wasn't so necessary for the pupils to look up English words. If the interviewers were ALTs or foreigners, the pupils might have to look up what they wanted to ask. They tried to accomplish the project with one another. The pupils are learning how to work in groups in FLA and the other subjects. Some pupils were able to cooperate well, but some pupils were not able to. (Teacher A)

The pupils in Class B seemed to be less motivated toward taking FLA at the beginning of the first term. That's why Teacher B had been concerned about their attitudes toward taking FLA, but now she was pleased with their positive attitude toward carrying out the project. As Teacher A claimed, if foreigners were targets for interviewing, the pupils might work more positively. However, they worked on the project together interviewing the Japanese teachers and the individual pupils could play their roles for successful presentations. In addition, Teachers A and B mentioned just after the last lesson that all pupils could ask questions, and they were impressed that Pupils A-22 and B-17 could clearly ask questions in English. They are usually quiet and speak in a low voice, so I was also surprised by this. It seemed that they were inspired to speak English in a louder voice by group dynamics and input English many times from around them because of the jointly

lesson.

Furthermore, it was inferred that some pupils' metacognition skills had been improved by this project. As mentioned above, regarding some pupils' self-evaluation cards, the change of their comments as the lessons progress might imply a slight possibility of fostering their metacognition. After reading the pupils' comments, Teacher A mentioned as follows:

It seems that the pupils have been learning how to behave in FLA. For example: when they don't know something they have to ask someone or they wish they can speak English in a loud voice, but they checked themselves in a low voice, and so on. They seemed to have set out to become an ideal learner in FLA. (Teacher A)

It might to be said that the pupils had an ideal image of themselves in FLA. They evaluated and tried to improve themselves. Pupil A-1 claimed:

I could practice to achieve my own goal. When presenting, I set my own goal and tried to do it so that I could work hard to present. (Pupil A-1)

In fact, Pupil A-1 set a goal to speak clearly and in a louder voice after the sixth period. After the last lesson, he described that he couldn't speak his parts so loudly. He was sorry that he couldn't carry out his goal. He set a goal, monitored, and evaluated himself. Moreover, it was found that there were three pupils who practiced English outside the classroom. They activated metacognitive strategies, judging from their following comments:

- I practiced chants I learned in FLA in the bathroom or ran over them while riding my bicycle. (Pupil A-15)
- When I didn't know English how to say something, I asked my family. (Pupil B-3)
- I repeated English words I learned in FLA at home, so I could learn them. (Pupil B-15)

It might to be said that these pupils tried to find out ways to learn English for themselves.

The aim of FLA is not to foster speaking and listening skills in English but to foster a positive attitude toward communication through various experiences. During communication activities using English in FLA, the pupils needed to recognize English words, and express them in English. Learning strategies might help the pupils to communicate with others while carrying out the project. Throughout CL, the pupils learned using integrated learning strategies. They were aware of and memorized English using cognitive strategies, and they communicated with others using affective strategies to reduce their anxiety. They worked on the project fostering *cooperation* as a social strategies. They learned and supported each other through positive interdependence so that they could play their roles. They had various experiences in relation to communication. In addition, it might be said that some pupils started to learn autonomously. However, it seemed that not all pupils consciously used appropriate learning strategies. Some pupils used them just when they were emphasized. For these pupils, learning strategies need to be instructed repeatedly. It's possible that the pupils didn't have enough time to process in their groups. In that case, the teachers should have allowed more time for the pupils to process their work and presentations as well as to work and practice. By doing so, it might be possible to foster the pupils' autonomy more effectively.

In addition, some learning strategies instructed in FLA could be transferred to other subjects. I sometimes had emphasized that learning strategies could be used in

other subjects, but the HRTs didn't do so. They mentioned that they didn't raise the use consciously in other subjects. However, Teacher B claimed that the pupils had been tried to ask what they didn't know whether during lessons or not. I agreed with her because some pupils asked me more often during classes such as mathematics where I had team-teaching, and science, where I taught as a specialized teacher, and recess. Fifteen pupils agreed that the strategy use was effective in their free descriptions, which questioned how learning strategies were useful in other subjects. Some useful learning strategies for the pupils were *cooperation* by ten pupils, *asking to clarify* by six pupils, and *paying attention* by seven pupils. It might be said that learning strategies instruction in FLA could have effect on pupils' learning in other subjects.

5.3.3 Cooperative learning in the 6th grade

The title of the unit with the 6th grade was “Let's go to Italy.” The theme of the project was “Let's introduce the country we want to visit.” Teachers C and D instructed the pupils with the intention of presenting what they learned in the school play. They made the presentation into a play where each group presented one country, which they had selected cooperatively. Each group member introduced one thing about the country using a poster. The lessons combined FLA with the Period of Integrated Study where international understanding was an aim, and arts and crafts where posters were drawn. I will describe the pupils' methods and strategies of learning, including planning, research, group discussion, preparing, practicing, and presentation.

<Unit Aims>

- To present the country one would like to visit, while trying to clearly communicate with others and listen to someone's presentation positively.
- To try to look up and introduce the country one would like to recommend in cooperation.
- To familiarize with sounds and expressions to ask which country someone wants to go to or to answer questions.
- To notice that various people live in various ways.

<Main Expressions>

Let's go to ~ . I want to go to ~ . Where do you want to go? You can see/eat, etc. ~ . ~ is a nice country.

[Introduction]

At the beginning of the unit, the pupils were told that one of the unit's aims was that the pupils would learn English expressions to introduce a country, and that they would introduce it together in groups for their school play. They learned about some foreign countries and World Heritages Sites in English. Then, they learned the English expressions to introduce countries, to ask the place they would like to go to, and to answer questions. I told them to try to use the strategies they had learned, emphasizing cooperation and to play their roles.

During the lessons, the pupils used some cognitive strategies to learn the expressions. When they learned foreign words in English with the ALT, they tried to copy the ALT, and some pupils noticed the difference between Japanese and English in the pronunciation. It was inferred from the following comments from Pupil C-27 that ten pupils used the strategy of *looking for words* in Japanese that are similar to new words in English.

I learned about various countries in English. It was interesting to me that some English pronunciation were similar to Japanese but some English pronunciations were not similar to Japanese at all. (Pupils C-27)

When they learned the expressions to introduce a country, to ask the place they would like to visit, and to answer questions, Pupil D-14 used *finding patterns*. He described on his evaluation card as follows:

In today's activities, I could learn the English expression by finding the pattern "I want to go to ~ ." (Pupils D-14)

He seemed to use the strategy consciously. When the pupils learned new English words and expressions, some of them seemed to consciously use some cognitive strategies.

[Planning and Research]

First, the HRTs had the pupils decide the countries that they wanted to introduce in groups. The lesson was conducted jointly, with classes C and D, with care that groups didn't choose the same countries as each other. Before the lesson, because the HRTs already helped each group decide their country, the discussion was conducted smoothly. After that, just Class D was conducted with FLA. Teacher D asked her pupils which categories they wanted to investigate. Pupils were interested in food, World Heritage Sites, buildings, nature, culture, souvenirs, animals, festivals, events, folk costume, greetings, and so on. Then, the teacher asked them to collect as much information as possible. Each pupil in Class D started researching countries on the Internet, in reference books or the dictionary.

After the lesson of Class D, Teacher C, D and I had a meeting for about five minutes. Teacher D advised Teacher C to assign categories in groups before the investigation. In the next period, after Teacher C had each pupils in the group decide what category to research and present in groups, they started. Pupils in both classes positively examined and took notes on their worksheets. While working, some pupils asked the teachers and me about English expressions or words which they didn't know and took notes in katakana. On the other hand, some pupils collected too much information. The teachers advised pupils to make a choice from the information. There was not enough time to finish researching during the lesson, so we assigned the Period of Integrated Study to do it. Ten pupils described that by investigating the countries, they learned their countries' distinctive cultures and customs. Pupils C-1 and D-5 wrote;

- I looked up the Wold Heritage Sites, buildings and animals in Australia. I learned that these were quite different from those in Japan. (Pupil C-1)
- When I looked up Sweden on the Internet and in books, I found that they had many Wold Heritage Sites, and in the summer sometimes the sun doesn't set and in the winter, sometimes the sun doesn't rise. (Pupil D-5)

For some countries, there was not enough information, and some pupils had difficulty collecting information. Teacher D mentioned that she should have examined countries before the pupils came to a decision.

[Group Discussion]

After their investigation, they discussed making a manuscript in groups. They selected the categories they would like to introduce with *Reverse Snowball*, which

is a technique in CL. They were assigned the role of facilitator, recorder, monitor, time-keeper, and checker. They discussed what category selected with face-to-face interaction but did not negotiate very much with each other. Most groups offered their ideas and compromised, which are small-group skills. Group D-1 took time to discuss because they had gathered lots of information. In Class C, because each group members had been assigned categories, their discussion seemed to go more smoothly. Concerning assigning, facilitators and recorders worked well but the others did not play their roles very much. This seemed to be because the pupils had experienced facilitating and recording but never had done the other roles. Pupil D-5 described that he could play the recorder but he was sorry that the other group members didn't play their roles. Teacher D reflected on the project as follows:

I thought that because the pupils had had experience with facilitating and recording but no pupils had ever done the other roles, they couldn't play their roles well. A time-keeper watched a clock and they told his group members time. A pupil wrote that he/she couldn't play his/her role well in her diary. So It seems that many pupils couldn't play their roles, but they tried to do it. (Teacher D)

It seemed that pupils need to have many experiences to discuss and play their specific roles and responsibilities. Therefore, it seemed that CL should be incorporated into not only FLA but also other subjects, in order to make good use of the principles and rules of CL.

In group discussion, it was inferred that many pupils cooperated while discussing. Although many pupils couldn't play their specific roles, they could interact face-to-face using small-group skills. Then each group made up their manuscripts together. An example is the manuscript of Australia which can be seen

as follows:

Let's go to Australia!
You can see the opera house.
You can see koalas and kangaroos.
You can eat kangaroos, fish and chips.
You can see Ayers Rock and Great Barrier Reef.
You can see Great Victoria and Great Sandy Desert.
Australia is a nice country.
Let's go to Australia!

[Preparing and Practicing]

When lessons were given with an ALT, Teachers C, D, and I had decided to set time to have the pupils ask the ALTs how to pronounce certain words from their manuscripts in English. I had told the HRTs that the activities the 5th graders' took more time than we had expected, so they decided to deal with a game which would not take so long to play at the beginning of the lessons. When meeting with the ALTs, we told them to use the expression, "You can ~ ." and decided to teach the expression, "There is ~ ." because some pupils used Japanese equivalents for this in their manuscripts.

The pupils asked the ALTs their parts using the expression, "How do you say ~ ?" When some pupils forgot the expression, they made sure of the expression. When some pupils couldn't catch what the ALT said, they asked them to say it again. Some pupils repeated after the ALTs and took notes on the English pronunciation in katakana. As was typical of some pupils, Pupils C-8 and C-15 noticed that there were differences between Japanese and English.

- In my group discussion, I learned many English words. It was interesting that some English words were similar to Japanese or had different pronunciation. (Pupil C-8)

- I learned that the English pronunciation of Malaysia is different from the Japanese pronunciation, ma-re-shi-a. (Pupil C-15)

After learning pronunciation from the ALT, as is typical of nine pupils, Pupils C-24 and D-19 reported that they practiced pronunciation in groups or pairs.

- The ALT taught me English expressions about my parts. I repeatedly practiced them with my group members. I could learn with my peers pleasantly. (Pupil C-24)
- I asked the ALT English expressions about my parts and it was hard to learn them. But, I practiced by repeating them many times, so that I could learn them. (Pupil D-19)

It was also observed that the pupils in Group C-4 praised group members for their good pronunciation in English. A pupil tried to learn his parts by *acting out*, and many pupils tried to copy the ALT's pronunciation.

Posters were painted by individual pupils referring to pictures gotten from the Internet or books in arts and crafts. Some pupils who were good at drawing pictures could completely finish it by themselves, but others who were not good at drawing had difficulties finishing it. So, as is typical, Pupils D-20 and D-25 advised each other in groups.

- I worked hard on preparing cooperatively. I advised my group members to draw pictures and tried to draw my picture to be better. (Pupil D-20)
- I drew my picture while discussing it with my group members. We gave each other advice on how to draw. (Pupil D-25)

Teachers C and D also mentioned as follows:

- When a pupil drew many things on paper, other group member told him/her to narrow down to one thing and to draw it bigger. (Teacher C)
- At the beginning of drawing the posters, some pupils who are not good at drawing were at a loss about how to draw their posters whether they looked at pictures or not. In groups, they advised each other how to draw so that they could finish it. (Teacher D)

It seemed that the pupils offered their ideas and accepted others' opinions, and helped each other.

The presentation was made into a play for the school play, in which the pupils set scenes where each group introduced the country they investigated. While practicing in groups, they discussed gestures and timing for showing their posters. As is typical, following pupils' reports they exchanged their ideas to make presentations better:

- My group discussed the good and bad points of our presentation about Korea so that our presentation was better. (Pupil C-24)
- Our group devised a way to communicate our country to the audience and discussed a way of entertaining them with our presentation. (Pupil D-2)
- I had my group members or teachers check my pronunciation or spelling during lessons. (Pupil D-6)
- While practicing, my group was careful about the way to show our poster, and how to speak effectively. (Pupil D-20)
- While practicing in groups, my group had a little trouble. But, it was good finally to be of the same mind and to be successful in our presentation. (Pupil D-19)

Pupil D-19's group was originally split on their ideas but became of the same mind by discussing. But some groups were likely to put the most stress on gestures, so I instructed them that the way of speaking was more important.

The rehearsal took place in the school hall, where the pupils had an opportunity to present for other graders and teachers. After that, a teacher said to the HRTs that the audience might not understand the play in English and that the pupils should add explanations in Japanese when introducing the countries. The HRTs accepted his opinion, and they modified the play and added some lines in

order to explain the countries in Japanese after every group's presentation.

[Presentation]

The school play was held for parents and the community in order to show what pupils learned at the school. The title of the 6th graders' presentation was “Let's go to dream countries.” I observed them from behind the scenes. Some pupils told peers that they were nervous, but tried to relax. While a few pupils reflected that they spoke too quietly, too fast, or made small mistakes, many pupils felt that their presentations were successful.

- I couldn't pronounce my parts well. (Pupil C-25)
- At home, I had practiced my parts as much as possible, so my pronunciation resembled the ALTs. I was happy that I could speak well in the presentation. But I thought my voice was too quiet to communicate with the audience, so I will try to improve. (Pupil D-28)
- I was delighted that I could speak English just the way I practiced. The audience gave us big hands. (Pupil D-1)
- It was good that I could speak in a loud voice and rhythmically. (Pupil C-20)
- Although I made a small mistake, I was glad that I could introduce about Sweden and show my poster to the audiences. (Pupil D-5)

Judging from the above comments, it might be said that individual pupils had their own goals, monitored, and evaluated themselves. Through the presentation, they seemed to have a sense of achievement because they could introduce the countries which they investigated.

I implemented a questionnaire for the 6th graders' parents. Their main comments were: the pupils had good pronunciation in a loud voice and seemed to enjoy each presentation, so this helped them to learn about the countries. In addition, the posters were drawn well and helped the audience to understand the

presentation in English. The scenario had a sense of humor so that they could enjoy the play. Using posters and gestures in order to compensate what the pupils couldn't communicate well in English, and using humor when telling the story, helped the audience to understand the play easily in English. As a result, they enjoyed the play. On the other hand, there were some comments that pupils spoke too fast to understand or that the posters should have been bigger or written with Japanese captions. Because some pupils tended to be nervous and speak fast, I should have emphasized to the pupils how it could be important and rewarding communicate in English through effective words, gestures, and rhythm.

5.3.4 Reflections on cooperative learning in the 6th grade

Having the pupils clearly set goals so as to present in English what they investigated in their school play, allowed them to positively work on the project. Learning strategies were integrated depending on activities while working on the project. When they learned English words, such as countries and World Heritage Sites, some pupils used *looking for words in Japanese that are similar to new words in English* and *trying to speak like native English speakers*, which are cognitive strategies. When they collected information about the countries, some pupils used cognitive strategies, too: *using resources* such as on the Internet and reference books, and *taking notes* while researching. And then they selected from the information and made their manuscripts. This series of activities are equivalent to “the ability to think, to make decisions, to express themselves” declared in the course of study for elementary schools (MEXT, 2008a). In addition, by *looking for*

words in Japanese that are similar to new English words, they were able to notice the differences between Japanese and English pronunciation, which is one of the aspect of FLA. When they made posters, they advised and helped each other so that all the pupils could complete the task. In group discussions, although some groups had trouble, they promoted small-group skills such as *offering their ideas* and *compromising*, which are needed to *cooperate* with others (Jacobs et al., 2002). They practiced successful presentation techniques giving mutual evaluation in groups. Some pupils practiced their parts not only with peers but also by themselves by *repetition* or *acting out*. Sixteen pupils described their practicing not only inside but also outside of school. Pupils C-25 and D-3 reflected:

- I practiced with my friends on my way home from school so I could correct my pronunciation. I practiced with my group members and also practiced my part at home after I finished my homework. (Pupil C-25)
- I practiced my part at home and I asked teachers about the pronunciation of my part so I could speak it successfully. (Pupil D-3)

These pupils made their own opportunities for practicing English inside and outside the classroom. It was also found from the questionnaire for parents that some pupils practiced their parts or investigated countries at home. These pupils used metacognitive strategies: *reviewing their learning situation, practicing, monitoring, evaluating*. That is to say, they might have learned autonomously with metacognition. When they presented in the school play, some nervous pupils tried to relax which is an affective strategy. For the successful project in the 6th grade, the pupils used some learning strategies in playing their own roles through positive interdependence.

After the project finished, I interviewed the HRTs in charge of the 6th graders. When reading their comments, I also found that the pupils positively worked on the project, cooperated, helped each other, learned together, and had an opportunity for international understanding by learning about foreign cultures and customs. Teacher C reflected:

In this unit, the pupils worked hard towards the goal. They decided their own goals and what they presented, and then investigated and practiced in order to express what they wanted to introduce about their countries. Having the final goal seemed to be effective for the pupils to address the project piece by piece. It seemed that they could come up with any ideas together and offer them each other. Although they sometimes had trouble, they were inspired by other groups or Teacher D's advice. In doing so, they could carry out the project. This unit was meaningful. Moreover, they tried to speak like native English speakers. They were willing to ask ALTs and teachers about English pronunciation. I could observe their positive attitude towards the project. I thought that the project was challenging for the pupils. (Teacher C)

Teacher D also reflected:

After having an image by seeing a model in “Hi, friends!,” the pupils started to investigate independently, considering what the final presentation would be like. It was meaningful that each group investigated and presented different countries, and that each group had responsibilities to present the countries they investigated. They had to make the project and decide what they were in charge of themselves. While investigating, some pupils asked me how to say certain words in English. I had the pupils investigate the English spelling, and they diligently did it. It seemed that the pupils were interested in investigating English words. In addition, they could have international understanding: for example, there are countries where people don't eat meat; in Egypt people don't allow women to show their face or skin. It was good for each group to share their presentations with the class before the school play. When they reviewed their recorded practices, they learned the other groups' contents. While watching the DVD, some groups asked the other groups “What is that?” or “What building is it?” Some pupils couldn't answer the questions. When it comes to international understanding, too, it was meaningful that they could work hard on the project. (Teacher D)

As for the 6th graders, because they chose the countries to investigate

themselves, they seemed more interested and motivated. To complete the project successfully, each group was responsible for presenting one country and each group member was assigned a specific role. This helped the pupils to be responsible for playing their own roles. Kagan (1998) defines individual accountability as being when an individual public performance is required of all group members. It might be said that they communicated with peers while promoting their communication skills in small groups, and that they learned together, helped and enhanced each other so that they could play their own roles. As CL is compatible with strategy instruction (Chamot et al., 1999), the integral use of instructed learning strategies throughout the project might contribute to the pupils' successful presentation. Moreover, most of the pupils were able to develop their metacognition and foster the foundation of autonomous learning.

Upon reflection, interaction between groups should have been fostered more. Every two groups had a chance to and advise each other's presentation. However, in each class, more time should have been set so that the pupils could have more chances to interact and evaluate each other. In addition, group processing was not enough. Because they had restricted time until the day of the school play, the teachers couldn't afford to give the pupils enough time to discuss or reflect on the presentations or group dynamics. If group processing was effectively implemented, group autonomy could have been promoted more and the pupils' metacognition could have been developed more.

Moreover, among the 6th graders as well as the 5th graders, the use of learning strategies seemed to be applied to other subjects. Twelve pupils answered

that *paying attention when someone speaks* was useful and eighteen pupils answered that *asking someone what they didn't know* were useful. When I team-taught mathematics for the 6th graders, more pupils asked me about what they didn't know during lessons. Teacher D mentioned:

Pupils in my class seemed to come to learn how to learn in FLA. I instructed to ask someone what they would like to know. I observed that they taught each other and tried to ask someone. They understood that it was good not just to receive lessons from teachers but also to ask teachers or pupils what they didn't know. After Pupil D-21 was instructed to use the strategy in FLA, she came to ask questions positively during other subjects. In the FLA lesson, she could do it. Her hesitation about asking was decreased. During the interview between the pupils, she could ask her classmates what she had forgotten. Such an experience helped her change. (Teacher D)

I also realized Pupil D-21's change of attitude after the FLA lesson. She asked me what she didn't know not only in FLA but also in mathematics lessons. Pupil D-21 described this as follows:

I could ask my friends or the person sitting next to me what I didn't know in Japanese and mathematics. I started to think harder than before. I want to take notes on important things.

As for *taking notes*, six pupils answered that it was very useful. The pupils in Class C were especially observed taking notes more often in mathematics lessons. Teacher C mentioned:

Although I have never instructed them to take notes, when they do so in their own way I emphasize important things during lessons. (Teacher C)

Pupil C-24 wrote:

Taking notes was useful in all subjects. I kept paying attention when someone spoke especially in Japanese. Learning strategies helped me in all subject.

Most of the pupils answered that learning strategies were useful in other subjects, too. Since the 6th graders' were higher than the 5th graders in cognitive level, they seemed to be able to recognize the usefulness of learning strategies. Learning strategies in FLA could be applied their learning in other subjects. Some learning strategies might have been used unconsciously before instruction. However, it is important that pupils are aware of using learning strategies. Chamot, et al. (1999, p.2-3) state that "Learners who are aware of their learning process, strategies, and preference are able to regulate their learning endeavors to meet their own goals. In other words, they become increasingly independent and self-regulated learners." Thus, teachers should instruct learning strategies in other subjects as well as in FLA in order to foster learner autonomy.

5.4 Collaboration among teachers

5.4.1 Strategy instruction in FLA

A meeting among the participating teachers was conducted before the start of the new term in April. The aims were to interview the teachers' impressions of FLA instructions, to have them understand this research, and to discuss how to collaborate among teachers in FLA. I handed out materials for learning strategies and CL and explained their outlines. From the teachers' impressions, I found that the school's own teaching plans and materials for FLA were helpful.

The teachers claimed that the teaching plans helped them, which were designed based on *Eigo-Note* by me in 2010 and filed at the school, and they

learned how to conduct FLA from the teaching plans. Teacher D stated:

Last year was the first year when I instructed FLA. I learned how to flow lessons and what kinds of activities to employ from teaching plans. Although I didn't design lessons by myself, the teaching plans helped me to instruct FLA. I shudder to think what would have happened without them. (Teacher D)

Teacher B who was a beginner for FLA instruction stated:

I assumed that I could get by using the teaching plans. (Teacher B)

It seemed that the concrete teaching plans helped the teachers to practice FLA and reduced their anxieties.

The teachers also claimed that it was helpful that materials had already been prepared and kept by a core teacher. Teacher C stated:

Materials prepared by the previous core teacher helped me. Luckily that a supporter for FLA has been assigned at this school. (Teacher C)

In fact, it took a lot of time to just make picture cards. The HRTs in charge of the 5th on 6th grades were in the central positions in all school events, so they were busy not only teaching but also preparing for events. Therefore, the core teacher's support seemed to lighten their load.

At the end of the meeting, we decided that the HRTs would be main-teachers and that the ALTs and I would be sub-teachers, and that I would assist the HRTs in designing basic teaching plans and preparing materials. I also would have detailed meetings about lessons with the ALTs in the first period on the days they visited,

and have short meetings with each HRT during recess before each class lesson.

It might be hoped that HRTs could design lessons and make materials by themselves. However, because *Hi, friends! 1 and 2*, which were newer versions on *Eigo-Note 1 and 2*, were adopted at the school as one of instruction materials, new teaching plans and materials based on them had to be made. Although MEXT provides teaching materials and teaching plans for *Hi, friends!* on their Website, it seemed too be difficult for teachers to design effective lessons based on them. In addition, I explained learning strategies and cooperate learning in the meeting but there was not enough time to get them acquainted with both ideas. Thus, I needed to design special lesson plans in order to instruct learning strategies in FLA. I handed over lesson plans to the teachers a few days prior to the lesson days and tried to discuss lesson plans with the HRTs as much as possible. The HRTs sometimes talked with me to add or reject an activity, or to change the order of activities. I sometimes had the HRTs choose activities taking their pupils' interests and conditions into consideration.

Lessons were conducted in team-teaching, where I supported the teachers and pupils. Regarding the pupils, I spoke with them in English with them in order to input the target language, helped them to pronounce English, and supported individual pupils or groups. I also instructed learning strategies with basic words in Japanese at the beginning of lessons, and prompted pupils to use target strategies. Regarding the teachers, I coordinated my instruction parts taking individual teacher's FLA teaching experience into consideration. I also gave the teachers advice when they were puzzled as to how to explain activities, when they hesitated

to decide to move to the next activities, or when I judged proper timing to be more effective instruction. After lessons, I tried to reflect on lessons with the teachers, however, I had hardly enough time to do it. Thus, I attempted to put reflections on teachers and pupils on the next lesson plans. In the teacher's activity section in teaching plans, I concretely described desirable teacher's actions such as asking ALTs to explain how to do activities and demonstrating with ALTs how to play games with the English scripts. In the remarks section, I explicitly described target strategies and the timing for instructing them so that the HRTs could promote the use of the target strategies.

Through the instruction of learning strategies in FLA, it might be said that the teachers promoted their understanding of learning strategies and consciousness-raising of learning-centeredness. Based on the teachers' comments in section 5.2.7, Teachers C and D claimed to perceive the needs of pupils and instructed how to learn considering the pupils' changes. Teacher A, who had more experience in teaching English also stated as follows:

Should learning strategies be spirally instructed from elementary to junior-high and high school? I think that if a learning strategies' list was posted in classrooms, they could use strategies from the list. I suppose that some strategies are promoted by teachers, and some strategies are chosen by pupils. Judging from the pupils' present state, they did not seem to be able to choose a strategy. By posting a list, they could choose a strategy from the list.
(Teacher A)

He seemed to consider from the standpoint of pupils' learning, and he could perceive the importance of repetition of a learning strategy instruction and the necessity to foster autonomous learning. Teacher B appeared to be anxious to

teaching. Thus, it was important for her to get accustomed to give FLA. She could not afford encourage the pupils to use learning strategies. She realized that some strategies were used in all lessons and some strategies were used according to activities.

The teaching plans seemed to help Teacher B's development. She reflected:

Although the pupils in my class appeared anxious about FLA in April and May, became relaxed little by little. I was also anxious about teaching FLA. Following teaching plans, I could understand the lesson flows in FLA. I suppose I have begun to conduct FLA on my own terms step by step. (Teacher B)

The teaching plans seemed to help her to learn how to conduct FLA. When I interviewed the Vice-principal about collaboration among the school teachers, he stated as follows:

Following teaching plans helps teachers to develop their teaching skills. Designing lessons by a teacher who observes lessons leads to the improvement of lessons. Because improving lessons is reflected in the next teaching plans, and desirable teacher's actions are described in it. Although teachers are likely to focus on the lesson practice, following the teaching plans leads to improving their lesson skills and instructing effectively. If a HRT conducts lessons with an ALT, it doesn't seem that the HRT develop them more by him/herself. But a third person who team-teaches can realize the improvement reflect in the next teaching plan. This will foster in the HRT's teaching skills, and, as a result, the pupils the pupils will have a lot of benefits.

HRTs should make teaching plans by themselves. However, judging from the present teachers' state at the school, they do not seem to be able to instruct autonomously. Many teachers felt anxiety in instructing FLA, preparing materials, and their English skills at the workshop in July. But, it was difficult for all the teachers to have workshops many times, so individual teachers were required to

learn about FLA and promote their teaching skills by themselves. Teachers who were interested in FLA seemed to self-study hard, but most teachers did not seem to do. Therefore, they seemed to need assistance in promoting their teaching skills through practicing FLA and the teaching plans seemed to be a guide to instruct FLA.

Talking with the core teacher during lessons seemed to help the teachers to instruct smoothly. Teachers A and C stated as follows:

During lessons, I can conduct FLA without anxiety, because I am allowed to ask the core teacher when I am not confidence. If I team-teach with an ALT, we need to have a meeting in detail, and I sometimes can not communicate with ALTs during lessons. The core teacher has detailed meetings with ALTs in advance, and she advises and supports me at the important points, so lessons are more effective. (Teacher A)

I can give FLA without anxiety because the core teacher supports me. I can team-teach with ALTs well. I think that it is hard for the core teacher to prepare materials, but this helps us. (Teacher C)

Judging from the above comments, the teachers seemed to feel anxious to conduct FLA by themselves. Confirming their instruction during lessons and lightening their load such as preparing materials helped to reduce their anxiety, They might be motivated to instruct FLA and develop their teaching skills through practicing FLA. It seemed to be important for me to help them to instruct autonomously by removing the scaffolding step by step.

I could rarely reflect on every lesson with the HRTs. They were too busy to do it. After lessons they had to prepare for the next period or pupil guidance during recess. Even after school, I couldn't have any meetings for reflection. I was also likely reserved to schedule a meeting or to reflect because I knew that they were

busy. I managed to coordinate the two meetings in April and August. If we had more time to reflect together, we could have identified more problems and solved them collaboratively.

5.4.2 Strategy integration in FLA

We also discussed cooperative learning in the second meeting. I attempted to modify some games for working on together in groups and incorporate them into FLA. But that didn't work well. Teacher A stated as follows:

Pupils seemed to consider that an aim of group work in FLA was not to learn together but to play with peers. There was not a problem for pupils to solve in FLA, because the objective of FLA is to have pupils use English in activities so as to be familiar with English. (Teacher A)

Teacher C stated as follows:

If there are some aims and problems which pupils have to work together, they may try to do it cooperatively, they just seem to have fun in group work.

So, I introduced some activities using “group investigation” and suggested the teachers have pupils work on a project together for the to integrated use of learning strategies. The HRTs in charge of the 6th graders were interested in my suggestion, which was to introduce a country the pupils wanted to visit, and decided the outline of the project soon. On the other hand, the HRTs in charge of the 5th graders had difficulty in deciding the project contents, because the number of English expressions the pupils had learned was very small. Finally, the HRTs agreed to my suggestion that the pupils have an interview with the other teachers about their

preferences. The results of collaboration between the HRTs and I in Practice II are described and discussed in both sections 5.3.1 and 5.3.3.

In the 5th grade, the collaboration among the teachers was essential to the project. We discussed what kinds of activities/categories should be dealt with and decided them considering the pupils' interests and conditions. We discussed how to collaborate with the ALTs and asked them to select and teach suitable English for pupils' developmental stage. The “group investigation” was likely to be employed in the Period of Integrated Study, so the teachers were familiar with the technique. They could have a concrete image of the teaching plan. They seemed to have their ideas and suggestions for the plans. Moreover, I mediated between both classes and told the teachers the pupils' behaviors or some problems with instruction. This sometimes might lead to the improvement of the next lesson. The HRTs and I made picture cards of words which the pupils looked up by themselves. However, we did not have enough time to reflect on every lesson. We should have had more sufficient time to discuss the teaching plan in great detail before the start of the project. Teacher A mentioned that the project should have been carried out in a shorter period of time in order to keep the pupils' motivation. Two months were spent because FLA was only conducted once a week. We should have considered more strictly how long the project should be carried out.

In 6th grade, too, collaboration among the teachers contributed to the pupils' successful presentations. In the school organization, the teachers performed their accountability for the successful school play. The principal allowed the contents the teachers wanted to present in the school play. The teachers were assigned and

performed their roles: planning, management, programing, and so on. The teachers in charge of each class instructed their pupils with responsibility. In the case of 6th grade, the HRTs, ALTs, and I collaborated for the successful presentation. Teacher D was the main teacher. She made the manuscript incorporated into each groups' English presentations, cast the play taking the pupils' characters into consideration, and instructed how to perform the play and do the presentation. Teacher C instructed gestures and supported Teacher D. The ALTs and I were in charge of English parts. We taught English the pupils wanted to use in their presentations and instructed English pronunciation. The ALTs selected acceptable English considering their developmental stage. Individual teachers performed their accountability. Advice from a colleague was useful for better presentations. In addition, the core teacher were involved in FLA as a team-teacher understood the both classes' conditions, and shared the information with the HRTs. This was effective in promoting lessons. We reflected on each lesson and discussed how we should instruct the next lesson. Teacher D claimed as follows:

Assigning individual teacher's role worked well such as in teaching how to perform the play in English. I could discuss everything with the teachers each time, so that I didn't have any trouble.

With regard to having the pupils present what they investigated and practiced in FLA, the teachers were able to plan, act, observe, and reflect on, which is regarded as action research in collaboration. This may have contribute to improve lessons, teachers' development, and pupils' promotion of learning.

In order to have the pupils achieve the projects, the teachers discussed and

reflected on FLA through positive interdependence. This might promote their professional consciousness, and finally enhance the pupils' learning and development.

5.4.3 Individual teacher's professional development

In a community of practice, individual teachers could develop their FLA teaching skills and promote their professional consciousness. I will describe each teacher's development.

Teachers A and C instructed FLA with me in 2010. At first, I instructed as a main teacher and they were sub-teachers. I involved them into lessons and gradually increased their instruction parts so that they could instruct autonomously. In 2011, they instructed FLA as main teachers with another core teacher. Teacher C claimed in the first meeting:

I didn't know how to teach FLA well during my first year of FLA teaching. Observing the core teacher (me) teaching FLA, I could learn how to teach and do activities with the pupils. I didn't understand the objectives of FLA very well, in the first year I tried to teach FLA. During the second year, I managed to teach FLA following teaching plans. (Teacher C)

He seemed to have understanding of how to conduct FLA, and his lessons went smoothly in April because of two years teaching experience. He realized the potential problems in FLA and tried to improve his instruction. He had positive attitudes toward teaching learning strategies. When I proposed to demonstrate a lesson for the workshop in July, he readily accepted demonstrating his FLA instruction to the other teachers at the school. He would like to develop his

teaching skills by demonstrating his lesson. His lesson went smoothly, and he considered that the pupils could communicate with each other in various ways. Now, he intentionally uses classroom English and instructs FLA autonomously.

Teacher A's lessons also went smoothly in April. He had instructed English at his previous school and had enough skills to instruct FLA. I mostly supported the pupils and helped him when he asked me about the way to teach as well as Teacher C. He understood learning strategies and cooperative learning, and positively helped the pupils to use leaning strategies. Now, he collaborates with ALTs effectively, uses classroom English as often as possible, and instructs in the learner-centered classroom.

Teacher B stated that she could barely could instruct FLA before. Her lessons were not promoted as well as she hoped. She couldn't implement next activities timely or explain how to play games well. Thus, I often helped her, gave her a lot of advice during lessons, and sometimes explained how to play games instead of her. As she gradually got used to teaching FLA, her lessons were improved. She reflected on her instruction in the first term as follows:

When I observed Teacher C's lessons, they were smooth and in sequenced. My lessons were not effective, and I was often helped by the core teacher. (Teacher B)

By observing Teacher C's classes, she reflected on her lessons and improved them. In the second term, she positively discussed teaching plans with me before lessons and reflected on her lessons. Besides, she had implemented the “group investigation” in the Period of Integrated Study. This helped her to have an image

of the lesson plans. In Practice II, she started doing to the next activities without hesitation and going on lessons effectively. Thus, I proposed that she demonstrated FLA for teacher consultants from the board of education when they would visit the school in November. She accepted my proposal and wrote a teaching plan after discussing it with me and taking advice from the vice-principal. This experience seemed to help her to promote professional development. The teaching plan considered the pupils' attentions and interests. The lesson was much better because she could give more effective feedback to their responses. She made the pupils' self-evaluation cards by herself to foster their metacognitive abilities, taking their conditions into consideration.

Teacher D, who had one year of experience teaching FLA and could motivate the pupils well. However, she often hesitated to lead FLA because she couldn't effectively use team-teaching. She claimed that she had no confidence to speak English. Since she appeared to feel anxious to lead lessons, I advised her to conduct lessons as she would like. She was likely to spend a lot of time doing one activity, so I often asked her to move on to the next activity during lessons. She was also likely to teach the pupils English expressions before the pupils noticed them. I advised her to allow the pupils to notice them first. After that her lessons began to go on more smoothly. In Practice II, she effectively collaborated with the ALTs and made suggestions for the next lessons. She seemed to start having a leadership role and building her own teaching style. I proposed that she demonstrate FLA lesson when junior high school teachers in the school district visit and observe lessons at the elementary school to exchange information about

education. She accepted it and wrote a teaching plan and discussed it with me. The lesson was smoother and more interesting. Designing the teaching plan seemed to be a good experience for her. She claimed:

Although it was hard to design the teaching plan, it was interesting to choose activities. I managed to design lessons if there were some teaching materials. The teaching plans for “Hi, friends!” I downloaded didn't describe how to interact in English, so I found some suggestions from a commercial reference. Having a chance to make the teaching plan, I checked the objectives of FLA and I studied how to design FLA. (Teacher D)

Making the teaching plan seemed to be a good chance for Teachers B and D to develop their teaching skills. However, Teacher D also talked about designing FLA as follows:

I thought that it was so hard to design lessons every week unlike Japanese and mathematics. I guess that a teacher with enough English knowledge could design easily.

Because elementary school teachers had a lot of experience to teach subjects but FLA, they can design lessons without working hard. However, regarding FLA, because they have less experience to teach FLA, even the experienced teachers seemed to spent a lot of time designing FLA.

The core teacher, I, also learned a lot of things from the HRTs through positive interdependence. Their class managements were excellent. They were able to make the best of pupils' individual characteristics. They sometimes modified games and group work for the pupils' interests. These led to more effective instruction than I had expected. I learned how to guide pupils effectively. I realized the importance of FLA instruction by HRTs. In addition, designing lessons made

me more understand FLA, and learning strategies instruction made me pay more attention to pupils' learning. Collaboration among the teachers helped me to notice the importance of collegiality.

Individual teachers could develop their teaching skills to instruct FLA through collaborative practice and reflection on FLA, where the teachers could learn together through positive interdependence. The core teacher played a leadership role in the community of practice and assisted the HRTs in instructing FLA. It might be said that this system contributed to promoting their professional development.

CHAPTER 6 CONCLUSION

In this study I have explored ways to foster pupils' learning to learn in FLA at a Japanese elementary school and to promote the professional development of FLA teachers through collaboration among them in a community of learning and practice. Here I summarize the answers to the research questions and consider some implications for FLA in Japan based on the things in this study. Learning strategies instruction and collaboration among teachers have demonstrated may be essential in order to develop successful learning to learn and teacher development in FLA.

(1) To what extent does learning strategies instruction in FLA promote pupils' learning to learn?

- Explicit and repetitive instruction of learning strategies proper for activities raised the pupils' consciousness of using some strategies. This helped them to reconsider their ways of learning and motivated them to learn foreign languages effectively.
- Having the pupils make their own short and long term goals and reflecting on them helped them to develop their metacognitive abilities.
- In a lesson which incorporated cooperative learning (CL) into FLA, the pupils learned together using integrated learning strategies and played their roles through positive interdependence, so that positive attitudes toward communication with others and the foundation of language learning were fostered.

- Learning strategies the pupils learned in FLA helped them to learn other subjects effectively and self-directedly.

In Practice I , it was found that learning strategies instruction promoted the pupils' consciousness of making use of learning strategies in their language learning. This encouraged them to consider how to learn effectively and enhanced their motivation to learn English. Having the pupils set a clear goal and reflect on their attitudes seemed to develop their metacognition, which is essential for the foundation of autonomous learning. Many pupils were likely to use a single strategy only in the classroom where it was instructed to them. Thus, it seemed to be important to instruct the strategies repeatedly and encourage the pupils to use self-evaluation cards with a list of learning strategies. In Practice II , the pupils worked to accomplish their projects activating integrated strategies. Through positive interdependence, they learned together and helped each other so that they could play their own roles: interviewing and presenting in English, which are regarded as communicative tasks. Learning strategies contributed to the pupils' cooperative language learning and to the enhancement of their positive attitudes toward communication, which is one of the objectives of FLA (MEXT, 2008b). Some 6th graders seemed to improve their skills related to communication abilities. MEXT (2008b) emphasizes familiarizing pupils with sounds and expressions in foreign languages and international understanding in FLA. These aims of FLA tended to be obscure for the pupils, but learning to learn in learning strategies instruction was one of their practical goals and it seemed to be rewarding for them. Thus, the pupils were likely to use some learning strategies they learned in FLA in

other subjects.

In learning strategies instruction, FLA teachers need to take into account the following:

- To instruct learning strategies in light of language activities mentioned in the Course of Study (MEXT, 2008a)
- To choose strategies while considering pupils' developmental stages and differences of experience in learning foreign languages
- To instruct when and how to use strategies explicitly and repeatedly
- To give pupils feedback on their use of strategies
- To provide lessons where pupils can use integrated learning strategies and communicate with each other
- To help pupils to complete a cooperative project activating various strategies
- To encourage pupils to use strategies they learned in FLA
- To foster the foundation of autonomous learning

The Central Education Council (2012) submitted a report that calls for citizens who can work with others and solve problems cooperatively in order to foster abilities to live through in twenty-first century. Therefore, it is necessary to pay attention to learner development through various language activities and cooperative learning in schools. It seems meaningful to incorporate CL into FLA with pair or group work. In order to foster the foundation of communication abilities and autonomous learning, the principles of CL should be considered. In addition, CL should be incorporated into other subjects in which communicative and social skills are expected to be developed through positive interdependence, even in Japanese

language. Teachers need to learn the principles and techniques of CL. Especially, more attention should be given to group processing. This may take much time to process in groups, but it seems to foster the attitude towards learning autonomously.

In order to realize learner-centered instruction more effectively, teachers are required to deepen their understanding of learning strategies, CL, and learner autonomy. More practical use of portfolios in the future may help foster pupils' learning through teachers' feedback. In this study the HRTs did not use portfolios effectively. They need to recognize the importance of portfolios. In addition, there was not enough time to have meetings between the HRTs and the ALTs. More organization is needed to have enough time to have meetings as often as possible at the school.

The foundation of learning to learn in elementary schools will help students to learn English in junior-high and high schools. These days, it is said that junior high school students are unwillingly to study English in the classroom. One of the reasons might be that the methods of teaching English are different between elementary and junior-high schools. In FLA in elementary schools, English sounds-based instruction are employed, so pupils are accustomed to speaking and listening to basic English expressions, but they don't study grammar which will be emphasized in the future. Therefore, junior high school teachers need to connect between letters and sounds at the beginning of English instruction and teach English knowledge such as grammar while reviewing what was taught in FLA in elementary schools. In learner-centered lessons in junior-high schools, it is expected that teachers instruct learning strategies on the four language skills (listening,

reading, speaking, and writing) and foster autonomous learning. Thus, FLA should be conducted from a perspective that develops students' communicative competence and autonomy for life-long learning.

(2) To what extent does collaboration among FLA teachers assist them in promoting their professional development?

- The less experienced HRTs tried to develop their teaching skills and improve their lessons through practice and reflecting on lessons in team-teaching.
- The more experienced HRTs started improving their lessons, using classroom English as much as possible, promoting pupils' use of learning strategies, raising consciousness of learning-centeredness, and giving lessons autonomously.
- The core teacher assisted the HRTs in promoting their professional consciousness and continuing professional development through positive interdependence in the community of practice.
- Teacher collaboration in the FLA projects promoted collegiality in the community of practice.

Team-teaching (TT) provides teacher-development opportunities (Richards & Farrell, 2005, p.161). For less experienced teachers in FLA instruction, TT was effective in developing their teaching skills. The important thing was that less experienced teachers instructed FLA not only with ALTs but also with a core teacher with knowledge of FLA or foreign language education. The ALTs performed their roles so as to give pupils guidance on natural usage and pronunciation of the foreign language appropriate to given situations. The HRTs led lessons considering pupils' conditions. The more experienced teacher, as a core

assisted the HRTs in designing concrete teaching plans, preparing materials, and having meetings with the ALTs. This seemed to help lighten their loads and enhance their motivation for FLA instruction. The HRTs could develop their teaching skills through practicing FLA asking or taking advice from the core teacher following the concrete teaching plans. These plans taught them how to conduct FLA. Then they tried to improve their lessons and started leading lessons positively so that they could establish their own teaching styles. More experienced teachers as well as less experienced teachers raised their professional consciousness. They could develop their teaching skills such as using classroom English positively and arranging activities considering their pupils' interests and conditions. They enhanced the pupils to use learning strategies and deepened their understanding of learner autonomy. Regarding the projects in both grades, collaborative practice and reflection to complete projects promoted collegiality among the teachers, including me. We learned a lot of things and had a valuable experience.

Of course individual teachers have to study by themselves and develop themselves autonomously. However, every teacher felt anxiety in FLA instruction because they had little or no teaching experience. This might be true of other elementary schools. Therefore, it seems important to establish an in-house collegial system to support HRTs and reduce their anxiety so that they can conduct FLA effectively. Core teachers in FLA instruction is needed to organize the system to promote FLA teachers' professional development taking their autonomy into consideration.

Many elementary schools in Japan have adopted homeroom-based teacher

assignments. This seems to cause a problem in FLA instruction. After teachers have enhanced their FLA instruction skills through FLA when they are in charge of upper graders, they are usually put in charge of lower graders. Thus, their experience of instructing FLA may not be used, and new teachers with no FLA experience are in charge of upper grades. Taking this situation into account, it seems to be important to establish a professional community of practice, where every teacher can have opportunities to learn FLA and enhance their technical knowledge and teaching skills through positive interdependence. Fortunately, the in-house collegial system has been built at my school. However, I wonder whether the system can be maintained for further development. The principal's perspective for FLA teachers' situations at the school seems to be crucial. Therefore, MEXT should take a measure such as assigning a teacher with professional knowledge of FLA in all schools.

For further research, I would like to improve the Japanese version of SILL for pupils and study proper learning strategies to help pupils to learn foreign languages. Also, I would like to research on cooperative learning dealing with more substantial content, which may integrate FLA and other subjects so as to enhance pupils' learning to learn more effectively in the school education context.

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APPENDIX I

Let's Start English Class!

5 年 組 番 名 前 _____

5年生のみなさん、進級おめでとう！高学年に仲間入りして、外国語活動の授業が始まります。そこで、みなさんに外国語活動についてどう思っているか、今の気持ちを聞きたいと思います。正直に答えてください。

Q1 外国語（英語）活動の授業が楽しみですか？あてはまる番号を○で囲んでください

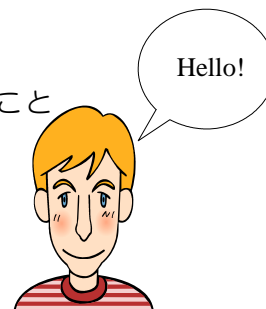
- | | |
|-------------|-------------------|
| 1 とても楽しみ | 2 どちらかといえば楽しみ |
| 3 どちらともいえない | 4 どちらかといえば楽しみではない |
| 5 楽しみにしていない | |



それはどうしてですか？理由を書いてください。

Q2 外国語（英語）活動でどんなことがしてみたいですか？
してみたいことの番号を○で囲んでください。いくつでもいいです。

- 1 英語の単語や表現を覚えること
- 2 英語で自分のことを表現すること
- 3 英語を書くこと
- 4 英語で歌を歌ったり、リズムに合わせて歌ったりすること
- 5 英語でゲームをすること
- 6 英語で友達と会話をすること
- 7 英語で担任の先生と会話すること
- 8 英語でニコラス先生と会話すること
- 9 外国のことについて学ぶこと
- 10 その他



Q3 英語を使えると、自分にとって将来どんないいことがありますか？

APPENDIX II

外国語活動についてのアンケート

6年 組 番 名前 _____

1年間外国語活動の授業を受けた皆さんの今の気持ちと、皆さんの学習の様子を知るためのアンケートです。素直な心で正直に教えてください。

Q1 外国語活動は好きですか？次の中から1つ選んで、番号を○で囲んでください。

- | | |
|-------------|--------------|
| 1 好き | 2 どちらかといえば好き |
| 3 どちらともいえない | 4 どちらかといえば嫌い |
| 5 嫌い | |

それはなぜですか？

Q2 外国語活動の授業に進んで参加していますか？次の中から1つ選んで、番号を○で囲んでください。

- | | |
|--------------|----------------------|
| 1 進んで参加している | 2 どちらかといえば進んで参加している |
| 3 どちらともいえない | 4 どちらかといえば進んで参加していない |
| 5 進んで参加していない | |

それはなぜですか？

Q3 外国語活動の授業の内容をどのくらい理解していると思いますか？次の中から1つ選んで、番号を○で囲んでください。

- | | |
|-------------|-------------------|
| 1 理解している | 2 どちらかといえば理解している |
| 3 どちらともいえない | 4 どちらかといえば理解していない |
| 5 理解していない | |

それはどうしてだと思いますか？

Q4 将来英語を使えるようになりたいですか？次の中から1つ選んで、番号を○で囲んでください。

- | | |
|----------|------------------|
| 1 そう思う | 2 どちらかといえばそう思う |
| 3 わからない | 4 どちらかといえばそう思わない |
| 5 そう思わない | |

それはなぜですか？

Q5 外国語活動をやってみて良かったと思うことをか条書きで書いてください。

Q6 外国語活動で困ったことをか条書きで書いてください

Q7 外国語活動で英語を覚えるために自分で工夫していることや、気を付けていること、取り組んでいることをか条書きで書いてください。

Q8 先生たちがティーム・ティーチングで外国語活動の授業をしていることをどう思いますか。

APPENDIX III

外国語活動アンケート

年 組 番 名 前

これはみなさんの外国語の学びの様子についてのアンケートです。
それぞれの質問に下の1～5で最もあてはまると思う番号を選んで（ ）の中に書いてください。

いつも、だいたい	だいたいあてはまる	少しあてはまる	あまりあてはまらない	全然、ほとんどあてはまらない
5	4	3	2	1
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

パート A 英語の単語や表現を覚えるために

1. すでに知っていることと新しい単語や表現と結びつけている ()
2. 新しい単語を覚えるために、単語の音をイメージや絵と結びつけている ()
3. 新しい単語や表現が使われている様子を思い描いている ()
4. 同じような音を持っている語と一緒に覚える ()
5. 新しい単語や表現を覚えるときに体を動かす ()
6. 授業で習ったことを振り返る ()
7. 単語や表現の書いてあるページや黒板、町の標識などを思い出す ()
8. 英語の単語を仲間わけしている ()

合 計

①

÷ 8 =

パート B 英語の言い方になれるために

1. 何度か単語や表現を繰り返す ()
2. ネイティブ（英語を自分の国の言葉として使っている人）のように発音しようとする ()
3. 英語の音声を練習する ()
4. 英語の TV 番組を見る ()
5. わかったこと、気づいたこと、調べたことについてメモをとる ()
6. 新しい英語の単語や表現で日本語に似ている単語を探す ()
7. 英語のパターンを見つけるようにしている ()
8. 辞典で調べたり、先生に聞く ()

合 計

②

÷ 8 =

パート C 英語を聞いているときは

1. 先生たちが英語で話しているときに「たぶんこんなことを言っているのかな」と考えながら聞く ()
2. 英語で会話しているときに、分からない単語はジェスチャーを使う ()
3. 友だちや先生たちが次にどんなことを話すかを考えて聞く ()
4. 単語を思い浮かばなかったら、似たような意味の単語を使う ()

合 計 ③
÷ 4 = _____

パート D 英語を学ぶために

1. いろいろな方法を見つけて英語を使うように心がける ()
2. 誰かが英語を話している時に集中して聞いている ()
3. 英語を学ぶためのはっきりとしためあてがある ()
4. 英語の学習について振り返りをする ()

合 計 ④
÷ 4 = _____

パート E 英語を言うときは

1. 英語を使うときに緊張したら、リラックスするようにする ()
2. 英語を間違えるのではないかと心配なときは自分を励ます ()
3. 英語が上手に言えたときは自分をほめる ()
4. 英語を学んでいるときや使っている時に緊張しているかどうか気づく ()
5. 英語を学んでいる時に、自分がどう感じているか他の人に話す ()

合 計 ⑤
÷ 5 = _____

パート F 友だちや先生と活動するときは

1. 英語を理解できないときは「ゆっくり話してください」とか、「もう一度話してください」とお願いする ()
2. 友だちと英語を練習する ()
3. 分からないときや困ったときは、友だちや先生に助けを求める ()
4. 分からないときは質問して確かめる ()
5. 友だちと協力する ()
6. 友だちの良いところを見つけようとする ()
7. ペアやグループでの活動のとき、自分の役割をきちんと果たそうとする ()
8. 外国の文化について学ぼうとする ()

合 計 ⑥
÷ 8 = _____

$$\textcircled{1} + \textcircled{2} + \textcircled{3} + \textcircled{4} + \textcircled{5} + \textcircled{6} = \text{ ⑦ }$$
$$\text{ ⑦ } \div 37 = \underline{\hspace{2cm}}$$

APPENDIX IV

Learning Strategies Instruction for 5th graders

	Date	Unit	Title	Strategies
1	5/11	Lesson 2	I'm happy.	<ul style="list-style-type: none"> ・先生たちが英語を言っているときに「たぶんこんなことを言っているのかな」と考えながら聞く ・英語の単語や表現を覚えるために身体を動かす
2	5/18	Lesson 2	I'm happy.	<ul style="list-style-type: none"> ・ペアやグループでの活動のとき自分の役割を果たす
3	6/1	Lesson 3	How many?	<ul style="list-style-type: none"> ・英語の単語や表現を覚えるために身体を動かす ・ネイティブのように発音する
4	6/8	Lesson 3	How many?	<ul style="list-style-type: none"> ・友だちと協力する ・英語を理解できないときは「もう一度話してください」とお願いする
5	6/15	Lesson 3	How many?	<ul style="list-style-type: none"> ・ペアやグループでの活動のとき自分の役割を果たす
6	6/22	Lesson 3	How many?	<ul style="list-style-type: none"> ・英語を使うとき緊張したら、リラックスするようにする ・英語を上手に言えたとき、自分をほめる
7	6/29	Lesson 4	I like apples.	<ul style="list-style-type: none"> ・新しい英語の単語や表現で日本語に似ている単語を探す
8	7/6	Lesson 4	I like apples.	<ul style="list-style-type: none"> ・次にどんなことを話すかを考えて聞く ・英語のパターンを見つける
9	7/13	Lesson 4	I like apples.	<ul style="list-style-type: none"> ・分からないときや困ったときは、友だちや先生に助けを求める

APPENDIX V

Learning Strategies Instruction for 6th graders

	Date	Unit	Title	Strategies
1	5/11	Lesson 1	Do you have “a” ?	<ul style="list-style-type: none"> ・すでに知っていることと新しい単語や表現と結びつけている ・友だちと協力する
2	5/18	Lesson 1	Do you have “a” ?	<ul style="list-style-type: none"> ・ペアやグループでの活動のとき、自分の役割をきちんと果たそうとする
3	6/1	Lesson 2	When is your birthday?	<ul style="list-style-type: none"> ・ネイティブ人のように発音しようとする 新しい単語を覚えるために、単語の音をイメージや絵と結びつけている
4	6/8	Lesson 2	When is your birthday?	<ul style="list-style-type: none"> ・友だちを励ます ・英語のパターンを見つけるようにしている
5	6/15	Lesson 2	When is your birthday?	<ul style="list-style-type: none"> ・友だちと協力する ・英語が上手に言えたときは自分をほめる
6	6/22	Lesson 2	When is your birthday?	<ul style="list-style-type: none"> ・分からないときや困ったときは、友だちや先生に助けを求める
7	6/29	Lesson 3	I can swim.	<ul style="list-style-type: none"> ・英語のパターンを見つけるようにしている ・友だちや先生たちが次にどんなことを話すかを考えて聞く
8	7/6	Lesson 3	I can swim.	<ul style="list-style-type: none"> ・英語で会話しているときに、分からない単語はジェスチャーを使う ・ペアやグループでの活動のとき、自分の役割をきちんと果たそうとする
9	7/13	Lesson 3	I can swim.	<ul style="list-style-type: none"> ・英語を理解できないときは「ゆっくり話してください」とか、「もう一度話してください」とお願いする

今日の授業を振り返ってみよう！

5年 組 番 Name

今日のめあて（6月29日）

友だちの好きなもの、嫌いなものを知ろう。

☆ 今日のストラテジー

①英語の言い方に慣れるために

新しい英語の単語や表現で日本語に似ている単語を探す

☆ このストラテジーは役に立ちましたか？

は い ・ い い え

☆ このストラテジーをこれからも使ってみようと思いますか？

は い ・ い い え



☆ 今日使ったストラテジーに ☒ を付けよう。

英語の単語や表現を覚えるために

- ☐ 身体を動かした
- ☐ イメージや絵と結びつけた
- ☐ リズムを使った

英語の言い方に慣れるために

- ☐ 英語を声に出して練習した
- ☐ ネイティブのように発音しようとした

英語を聞いているときは

- ☐ 先生たちが英語を言っているときに「たぶんこんなことを言っているのかな」と考えながら聞く
- ☐ 集中して聞いた
- ☐ 相手の目を見て聞いた



英語を言うときは

- ☐ 言い方が分からないときはジェスチャーを使った
- ☐ リラックスして言うようにした
- ☐ 「自分ができる」と自分をほめました
- ☐ 上手に言えたとき自分をほめた

友だちや先生と活動するとき

- ☐ 進んで友だちや先生と交流した
- ☐ 英語がよく分からないとき、「もう一度話してください」とお願いした
- ☐ 友だちと練習した
- ☐ 友だちと協力した
- ☐ 友だちをほめました
- ☐ 友だちの良いところを見つげようとした / 見つけた
- ☐ ペアやグループ活動のとき自分の役割をきちんと果たした

英語を学ぶために

- ☐ ストラテジーを意識して使おうとした
- ☐ めあてを意識して学んだ
- ☐ 今日の授業を振り返ることができた

APPENDIX VI

APPENDIX VII

第 5 学年 外国語活動指導案

H24.6.29

- 1 単元名 Lesson-4 I like apples.
- 2 目 標 日本語と英語との音の違いに気づき、好きなものを表す表現を知る。(言語や文化)
- 3 学習ストラテジー 新しい英語の単語や表現で日本語に似ている単語を探す。
- 4 展 開 (1 / 5)

<p>○児童の活動 S : 児童の反応 H: HRT の活動 / A: ALT の活動 / J : JTE の活動</p>	<p>・留 意 点 *準 備 物 ※評価の観点 LS : ストラテジー</p>
<p>○挨拶をする。 H : Let's start the English class. H / A : Hello / Good morning, everyone. S : Hello. / Good morning ~ <i>sensei</i>. H : How are you? S : I'm ~ . How are you, ~ <i>sensei</i> ? H : I'm ~ .</p>	<p>・全体に挨拶をした後、指導者が一人一人と挨拶をする。 ・ジェスチャーや表情を評価しながら進める。</p>
<p>○めあてと今日のストラテジーを知る。</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>めあて 友だちの好きなものや嫌いなものを知ろう。</p> </div> <p>○指導者の好きなもの、嫌いなものを聞く。 H : 果物などの教師用絵カードを提示しながら、I like ~ . I don't like ~ . の表現を使って、表情豊かにジェスチャーをつけて好きな物ものや嫌いなものを紹介する。その後、ALT と JTE にも紹介してもらう。 A / J : 児童に自分の好きなものや嫌いなものを紹介する。 I like ~ . I don't like ~ .</p>	<p>・めあてを板書する。 ・JTE が今日のストラテジーを提示する。</p> <p>* 教師用絵カード (果物・食べ物・動物・スポーツ) ・日本語と英語の音の違いに気づかせるよう、何度も繰り返して聞かせる。 LS : 新しい英語の単語や表現で日本語に似ている単語を探す。</p>
<p>【Let's Play】 ○おはじきゲームをする。 ① p.14、15 の絵から 5 つ選んで、絵の上におはじきを置く。</p>	<p>* Hi, friends 1、おはじき (1 人 5 個ずつ)</p>

<p>② ALT の言う語の絵の上におはじきがあれば、それを取る。 ③ 全て取ればあがりになる。 H : おはじきゲームの仕方を説明する。 A : 複数形で繰り返し言い、児童に自然な形でその音を何度も聞かせる。 apples/ grapes/ strawberries/ cherries... etc</p>	
<p>○ ミッシング・ゲームをする。 ① 目を閉じて、指導者が絵カードを減らすのを待つ。 ② 目を開けるよう指示されたら、目を開け隠された絵カードを答える。 H : 目を閉じるように児童に指示する。Close your eyes. 黒板に貼ってある絵カードから 1 枚を隠す。 目を開けるように指示し (Open your eyes.)、ALT に尋ねてもらう。 A : What's missing?</p>	<p>* 教師用絵カード (果物・食べ物・動物・スポーツ) ・慣れてきたら、隠す枚数を 2~3 枚に増やしてもよい。</p>
<p>○ キーワード・ゲームをする。 ① ペアになり向かい合い、2 人の間に消しゴムを置く。 ② p.14.15 の絵の中からキーワードを選ぶ。 ③ ALT が言った後、手を 2 回たたいてキーワードを言う。 ④ キーワードが言われたら、繰り返さずに消しゴムを取る。 H : キーワード・ゲームのやり方を確認する。 A : I like apples/ bananas /pineapples...etc.</p>	<p>* 絵カード</p>
<p>【Let's Chant】 ○ "I like apples." p.16 のチャンツを言う。 H : 音声教材を聞かせ、いっしょに歌う。</p>	<p>* 電子黒板、音声教材、絵カード</p>
<p>○ 振り返りをする。 H/J : 児童の英語を使おうとする態度面についてよかったところを言う。 A : 児童の英語についてよかったところを言う。 Give students feedback about the class time in easy English. ○ 挨拶をする。 H : That's all for today. Good-bye. S : Thank you, ~ <i>sensei</i> (to HRT) . Good-bye, ~ <i>sensei</i> (to ALT) . H/A : See you. S : See you.</p>	<p>・自己評価カードに書かせる。</p>

APPENDIX VIII

Lesson 5 What do you like? 先生たちにインタビューしよう!



5年 1組 5班 Name _____

小笠原

先生へ インタビュー !

インタビューすること	インタビューする人	先生の答え
1 キャラクター	あいり	サクラギ ハナミチ
^{アンバー} 2 数字	かのん	7
^{ムービー} 3 映画	まな	クレヨンしんちゃん レイトクリフ
^{シンガー} 4 歌手	れいほ	ゆず、コブクロ
^{TVプログラム} 5 テレビ番組	れいほ	関ジャニの仕分け
^{プリファード} 6 都道府県	かのん	青森
^{シーズン} 7 季節	まな	^{スプリング} 春
^{カラー} 8 色	あいり	^{ネイビーブルー} こん
9		
10		

APPENDIX IX

Lesson 5 Let's go to Italy.

おすすめの国を紹介しよう！

4

班

アメリカ

へ行こう！

☆ おすすめすることを決めよう！

進行係 (英真) 記録係 (月菜)
モニター係 (悠真) 計時係 (賢太)
確認係 (遙)

サイン

スタチュー オブ リバティ

世界遺産 ~ 自由の女神、グランド・キャニオン

海 ~ スキューバダイビング (ハワイ) スリバーダイビング

あいさつ ~ アロハの意、種類

食 ~ ビーフステーキ、ロコモコ、ホットドック

文化 ~ ハワイの説明、お金、国期、

おしゃべり

マナー

クリスマス・フエーション

高層ビル、ワグネル、ウルル、フエーション

スリバーダイビング ~ スリバーダイビング

サイン

スリバーダイビング

スリバーダイビング

☆ 班での活動を振り返ってみよう！

◇ グループでの話し合いはうまくいった

(^o^)

(^_^)

(>_<)

ユウキョウ

◇ 班の一人一人が自分の役割を果たした

(^o^)

(^_^)

(>_<)

チャレンジ

ユウキョウ