

**A New Approach to Phonics–Literacy Education:
Phoneme Awareness as a Contribution to Linking
Elementary School English with Junior High English**

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Abstract

"The planning of reform for English education for globalization" was suggested by MEXT in 2013. It insisted on the importance of phonetic and literacy education in elementary school English to develop children's ability for reading and writing. Further Noro (2003) asserted that teaching with consciousness of awareness of phoneme and literacy from an early stage of elementary school will create a smooth link in the gap of junior high English learning. This research presents and Action Research based project on the hypothesis that teaching phonetics to 3rd /4th graders will enable them to read Words and Simple Sentences, and contribute to making a smooth transition to junior high school English. This is the trial of Seven Steps Phonetic Teaching to create awareness of phoneme and natural reading and word writing, and to communicate using with phonetic teaching through songs and chants and story books in 45 minute class, not as module class. Trial of connecting three elements; meaning and sound and reading spirally.

I . Introduction

The purpose of this study is to examine the effectiveness of phoneme awareness among learners in elementary school English in Japan and to consider the best way to accomplish creating phonemic awareness in elementary school learners. In order to undertake this examination, I will do Action Research in the 3rd grade and 4th grade in elementary school, focusing on creating phonemic awareness through use of illustrated books in order to provide a way for students to become accustomed to phonemic awareness through connection of sounds and pictures together with using activities like chants and songs.

Justifying this question of how to best provide phoneme education for 3rd graders, I will also consider that the introduction of phonemes in the 3rd grade is effective as a vital link with higher elementary grades, specifically 5th and 6th grades. Further, such early phonemic awareness and education can be seen as a first step, so to speak, in the solution of the 1st graders gap in junior high school in English. This gap refers to the difference that emerges between elementary school English activities and the teaching methods that characterize junior high school English

education.

As for the effectiveness of phonetics and literacy for early learners such as 3rd graders, the specific Research Questions that will guide this research are:

1. Are chants and songs effective for creating a feeling of English syllables and coincidence with letters and sounds for young learners?
2. What are useful approaches to enable young students to recognize the pronunciations of English letters and to be able to read English words naturally.

Regarding Research Question 1, the importance of establishing such a feeling of English syllables is important for learners to both recognize the onset and rime of such one-syllable words as ‘cat,’ and advance beyond one syllable words to be able to recognize the character and pronunciation of multi-syllable words (‘elephant’ as a three-syllable word as opposed to a two-syllable word: el- phant). While the specific research questions regarding phonetic recognition and awareness are important, the broader objective of this research is to evaluate practices of elementary school level

English teaching through Action Research as a means of identifying appropriate teaching methods for the future of elementary school English in Japan.

I-1 Elements of the Research

First, this research will begin with program evaluations of my studies in elementary school English teaching at Hirosaki University, Faculty of Education, Fuzoku Elementary School for seven years. This will outline what I have done, describe how students have reacted to my methods, and offer conclusions regarding effective teaching and program/school factors that emerged from this.

Next, I will undertake a questionnaire and interviews of 1st grade junior high school students at Hirosaki University, Faculty of Education, Fuzoku Junior High School, focusing on students who learned with me. This will be a questionnaire study clarifying the past good points and identifying critical questions, both quantitatively through analysis of questionnaire responses and qualitatively through analysis of interview responses.

Turning to actual teaching, Noro (2003) asserted that teaching with consciousness of awareness of phoneme and literacy from an early stage of elementary school will create a smooth link in the gap of junior high English learning. Based on this, I will conduct Action Research for elementary school 3rd graders. Here the focus will be on connecting animal names in English with the phonetic elements of the names. In addition, other activities will include the teaching method of chants and songs and books. While research regarding general activities for elementary school English is abundant, little attention has been given to approaches to cultivating phonemic awareness and ability through concrete learning activities like chants and songs.

As above, this Action Research is predicated on the idea that a basis in phonetic literacy will contribute to a better curriculum and better outcomes at the upper levels, in the 5th and 6th grades, such that the gap between elementary and junior high school can be reduced, the transition smoother, and the contribution of elementary school English to junior high school English clearer. The Research outline of the research to be undertaken in this thesis is offered below. (Figure 1)

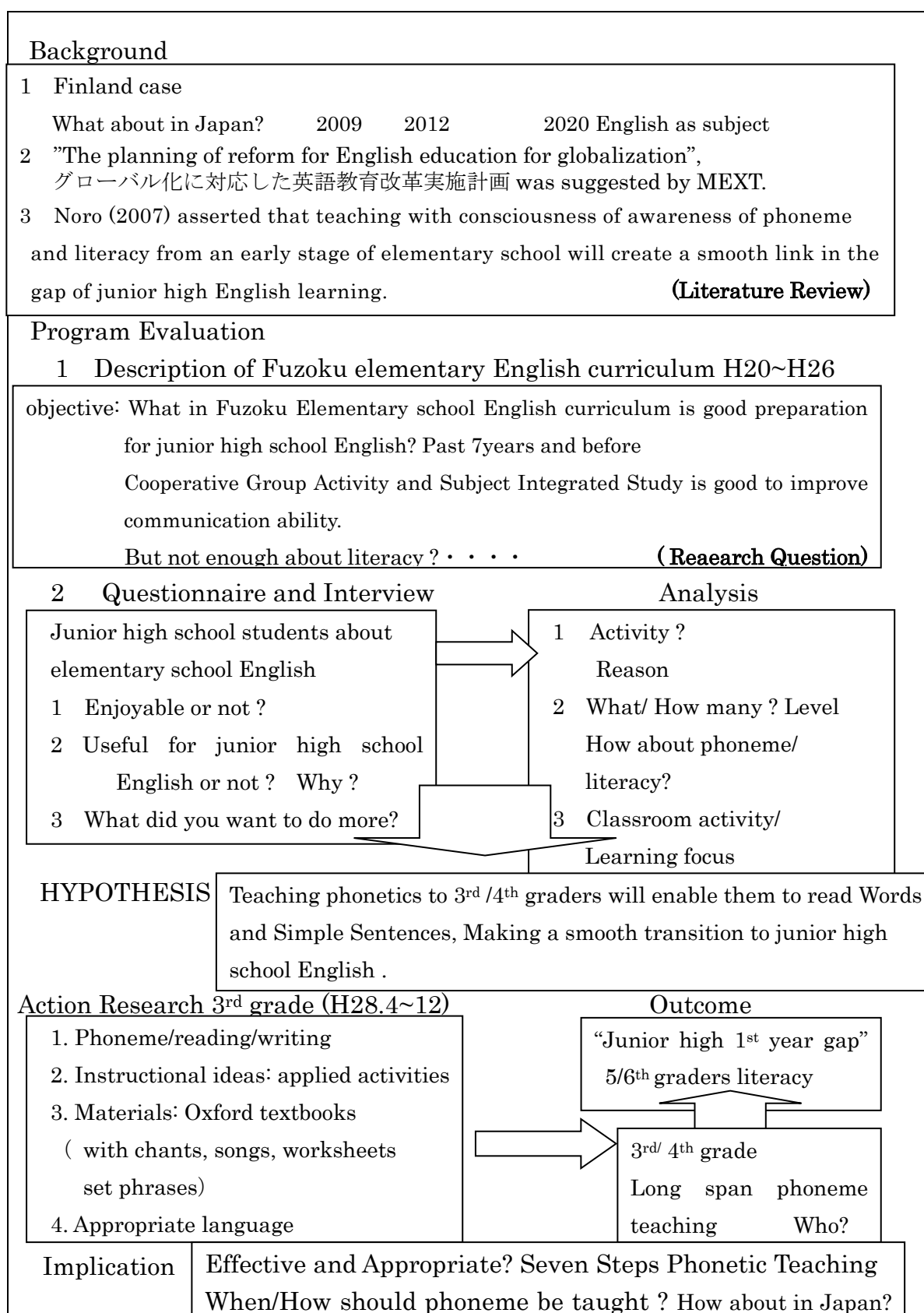


Figure 1 The Research outline of the research

I-2 Importance of the Research

As an introductory part of this broad study, this section will first outline the case of elementary school English in Finland. Looking at the Finnish case, it appears that the Finnish elementary English educational approach begins with and focuses on literacy and phonics together with reading and writing, even at an early stage.

So what is the case for Japan? Of course, the orientation, approach and specific methods all differ based on national economic circumstance and educational system and the educational materials that are used together with the manner of teacher training and the consciousness of English as ESL. As this is outside the extent of this thesis, I will not take up this matter in detail. Suffice it to say, Japan's economic future depends on international trade and negotiation, therefore communicative English is viewed as vitally important. Like many other administrative functions, the education system in Japan is highly centralized, with many policy orientations, if not specific measures, originating in the Ministry of Education, Culture, Sports, Science and Technology, abbreviated as MEXT. Most, if not all, educational materials are approved by MEXT and the Ministry has significant input in the manner

of teacher training at all levels and for all subjects. Given the importance of English in terms of communication skills, MEXT has long emphasized communication as the primary objective of English education in Japan. That noted, one of the significant areas of early language education that points toward various possibilities of teaching English in elementary school in Japan can be found in research of the relationship with literacy and phonetic teaching as in elementary schools in Finland, as will be pointed out in the next section.

Contextualizing the present status of English education at the elementary school level in Japan, five years have passed since elementary English activity was introduced as an elementary school class activity. The Ministry of Education, Culture, Sports, Science and Technology reported in research published in 2015 that over 70 percent (72.3%) of 5th and 6th grade elementary school students “like English” and over 90 percent (91.5%) want to “use English” and over 80 percent (82.8%) of 1st grade junior high school students feel that elementary school English lessons were “useful”, especially “in speaking conversation” and “in practicing pronunciation” . This means that 2/3 of students are affirmative and have positive consciousness

about English, with only 10 percent reporting negative attitudes at the same time. As a whole, this reflects a good situation in which Japanese teachers and students can continue to reduce resistance to learning English.

But as for the “contents” that these students would have liked to have studied more, over 80 percent of 1st grade junior high school students answered “reading English words and sentences”, and “writing”. In this regard, Naoyama (2015) said a smooth link for elementary school with junior high school may be found in the area of language literacy.

Further importance of this research is clear as a significant change to elementary English education in Japan is coming. In 2013, MEXT presented “the planning of reform for English education for globalization”, which will initiate the beginning of elementary school English from 3rd grade as an activity once or twice in a week. Along with this earlier start to English as an activity, three classes of English in a week conducted as a subject will begin for 5th and 6th grade, with the aim at upper level being to improve basic ability to use English effectively. With consideration of the inclusion of a specialist English teacher together with the homeroom teacher, these reforms will be carried out in 2020.

From these changes, it is clear that communication is the priority as has been the focus up to the present, but the importance of literacy can also be seen together with communication. Ito (2014) asserted that, in terms of English already being taught as a subject in elementary school, Japan is behind not only Finland but also other Asian countries like Korea, China, Taiwan and Vietnam. It is the case that literacy constitutes an important component of early English education in these other countries.

Given these various factors—the importance of literacy in early English education, the role of phonemic awareness in literacy, and the practices that include phonemic education in other early English education settings—in this thesis, I will explore and further appropriate phonemic teaching approaches for early learners in elementary school, including consideration of the issues of resistance to reading and writing using picture-books.

II. Literature Review

The survey and interview results indicated that the area that junior high schools respondents saw as most important in terms of the activities of elementary school English education in preparation for junior high school English was literacy. Literacy is a complex area of language skill and development and therefore, with regard to elementary school English education, the focus will be on the precursors to literacy, which will then constitute the objectives of the Action Research component of the research. The literature review of this section will explore literacy, beginning with phonics education and then expand to literacy and the associated content necessary to undertake Action Research.

II-1 Phonics for Early Learners

“Phonemic awareness”(音素認識) is defined by Ito and Kanazawa (2006) as the awareness of phoneme 「音素への気づき」 in the word. Ikeda (2015) said “Phonemic awareness” is the deepest level in phonological awareness (音韻認識), deeper than, in order from shallow to deep, “Rhyme Awareness”(脚韻), “Syllable Awareness”(音節), “Onset-rime Awareness”.

Examples of RA include pan-fan, report-support; examples of Figure SA

include bat, bat-ter, pa-per, re-mem-ber; examples of ORA include b-ag, sw-im, str-ong; Finally, examples of PA include /p/,/e/,/t/.

In these examples, the increasing depth of phonological awareness becomes apparent, and the importance of teaching these to young learners is clear.

Figure 2 phonemic awareness levels

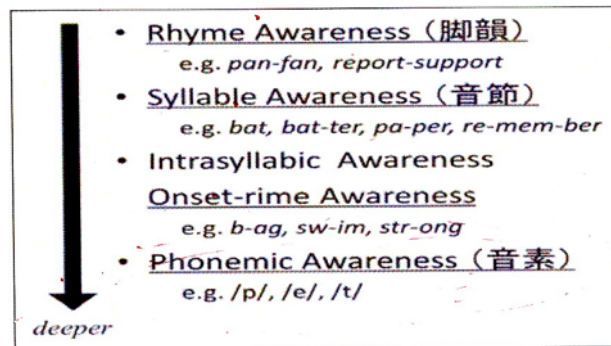


図 1 音韻認識のレベル (池田 2015a を元に作成)

From Tozawa.2016

Reeber (2008) said phonics and phonemic awareness is apt to be mixed and cause a misunderstanding of the meaning. Phonemic awareness teaching is based on the concept of a phoneme of each sound and it is considered that speaking languages consists of combinations of sound and sound in various points of view.

From these points, teaching phoneme awareness is essential for young learners in the management of languages in communication and in the context, not only in a word level. This is the point of difference between

phonics and phoneme awareness.

Ikeda (2015) insisted that explicit teaching is necessary for developing phoneme awareness because there are different structures of phoneme between Japanese and English.

Returning to the Finnish case, Yonezaki and Ito (2010) state that the Finnish English class system is a good model to point the way to improving Japanese English class as subject in elementary school, this due to the characteristics of the textbooks and the teaching approach regarding phonics that are used in English teaching in Finland together with the level of learner autonomy that is characteristic of education in Finland.

In the Finnish system, the textbooks and the level of autonomy take an important part in the development of the real useful ability of English. Of course, the Finnish textbooks include elements of phonics along with reading and writing. However, Finnish students are relatively autonomous in their use of the textbooks. In terms of developing such autonomous study skills in English education, specific practices begin at the 3rd grade and students, where English is taught two times in a week such that the amount of lessons come to be twice the amount in Japanese elementary school. The major

result of this is that learners learn more vocabulary and acquire a greater sense of English grammar than in Japan. In connection with pronunciations of the new words, it is based on phonetic symbols that are learned in the 3rd grade.

Turning from the specifics of the Finnish system to a more general consciousness of phonemes, Nishihara (2008) said that it may be difficult for adults learners to become familiar with the English pronunciation through being conscious of phoneme and syllables. So in this sense, early learning of English syllables naturally in childhood is more effective and convincing than in later or in adults.

As for the ideal time of introduction of English teaching overall and at the level of phonetic awareness for Japanese learners, there are many points of view. Regardless of such debates, the fact is that the phonemic system of English is still unfamiliar even to adult students. Shizuka (2014) conducted research pointing out that ‘feeling’ for English syllables among elementary school students can address this unfamiliarity and improve pronunciation both among young learners and for continuing learners into junior high school and above. In the research, instruction focused on guiding the

children to learn to pronounce correctly and write a range of materials that included common everyday words, songs, and rhymes. The research shows that practice in counting syllables is effective to change the “feeling” for English syllables. Counting syllables is the way of clapping their hands after listening to the word, for example “pineapple” has two syllables and could clap twice as it was being pronounced. Shizuka (2014) continues, stating that teaching English syllables to elementary school students is possible, but the problem is necessity of developing English teachers themselves who can feel English syllables.

The conclusion here is that while it is clear that phonics is important in early EFL education and it is indeed possible to create ways to both increase awareness and skill of phonemics as well as providing a lexical vocabulary base for future learning, developing capable elementary English teachers is perhaps the most important part of developing elementary school learner capability to “feel” English syllable through a range of activities, songs or chants.

Whether songs and chants are effective additional tools in language learning or not is an important question.

Masaki (2014) said the effectiveness of the attitude of students is clear but the effectiveness of phonetic sound and pronunciations is not sufficient to prove the improvement of pronunciation. This is because of lack of use of letters for 3rd graders. Kanamori (2003) said there are no scientific data showing for the reasons of using specific materials like “nursery rhymes”, “jazz chants”, or “walz”. He says, in a recent study, in natural daily English conversation, there is no specific English rhythm. So, he insists it is difficult to study rhythm for Japanese English learners, and there is no need to use it.

On the other side, Chen (n.d.) said songs and chants had a positive effect on learners’ intake of knowledge of a language in areas such as pronunciation, vocabulary and sentence structures, and English songs and chants develop the English language proficiency of young learners. When young learners chant and sing and hear the stress, rhythms, intonations and melodies with high concentrations, from an affective point of view, they tend to be able to maintain and reproduce these language elements. In the thesis questionnaire, 51 percent of the 890 learners in the elementary school, favored the method of learning English through “song and chants”.

And as for the statements of students, they said it is easy to memorize

vocabulary by using gestures, movements and singing, and that singing makes them feel more confident in class. Thus, the effectiveness of songs and chants has been established as providing a relaxing and positive learning atmosphere.

Foster (2006) said songs and chants are valid for young learners “because young children will love anything with music or a beat so why not take advantage of this” 65). (She suggested a four-beat rhythm pattern as the first step of chants with clapping such that children will begin to get a feel for stress- timed aspects of English. As for the linguistic aspect-prosody-, she insists chants can be defined as stretches of real languages put into a rhythmic framework. This is an efficient way of teaching where the stress lies in a phrase and in which syllables or words have less emphasis.

Despite the debate regarding the effectiveness of songs and chants in developing pronunciation, as both sides of this debate have shown, attitude is important. Therefore, we can state that it is necessary for elementary school English learning to study more in the point of view that pronunciations through chants and songs are more effective than other methods, especially for lower grades.

II -2 Literacy for Early Learners

Literacy is defined as “the quality or state of being literate” by Mirriam Webster’s Collegiate Dictionary online (www.m-w.com/cgi-bin/dictionary).

Literate is defined as “able to read and write” and “versed in literature or creative writing ...having knowledge or competence”. <computer-literate> <politically-literate>.

The Literacy Development Council of Newfoundland and Labrador defines the term “Literacy not only involves competency in reading and writing, but goes beyond this to include the critical and effective use of these in peoples’ and the use of lives, and the use of language (oral and written)for all purposes. Langer (1991) took this notion of interaction of reader with text a step further, contrasting “literacy as the act of reading and writing and literacy as ways of thinking.” He said that literacy can be viewed in a broader and educationally more productive way, as the ability to think and reason like literate person, within a particular society.

In this meaning, literacy is not only viewed as reading and writing letters but also literacy thinking manifests itself in different ways in oral and written language in different societies.

Noro (2003) said introducing phonics to Japanese elementary English lessons is necessary to smooth the link to middle schools, and it is important at first for learners to get accustomed to the sound and develop the awareness of phoneme before learning phonics. To develop the awareness of phoneme is the base of phonics, which can then provide the connection to letters and sounds.

Supporting this idea, there are other affirmative positions regarding teaching letters from early stage in the elementary schools. Iiizuka (1997) suggested that to teach with showing the letters of alphabet in the early graders or before elementary schools is valid and Kuri (1999) said that it is natural for children to increase teach words level gradually.

As for the consciousness of teachers, Naganuma and Koizumi (2012) said many elementary school teachers are negative regarding teaching literacy: reading words and sentences or writing. Tanaka and Kawai (2016) reported it is because elementary school teachers don't know how to and when the teaching should be taught. Furthermore, the elementary teachers who don't know how to teach literacy believe to a higher degree that teaching literacy in elementary school is linked with the increase of children who

dislike English, compared to teachers who don't feel uneasiness about teaching methods of literacy.

In other words, teachers who don't understand literacy, associate it with not liking English, as opposed to more neutral views by those familiar with literacy.

Yamaguchi and Toru (2010) identified little difference in the consciousness between junior high and elementary school teachers regarding attitude toward teaching skills of English. In terms of the specific 'skills' that they refer to for elementary school, these include use of a smile, eye contact, a big voice, listening to students carefully and teaching with an open mind.

On the other hand, differences between the two groups emerge in the consciousness regarding the skills, especially in teaching of literacy. The junior high school teachers don't expect literacy teaching to be undertaken specifically, but do expect students to notice linguistic and cultural differences between languages as they learn. In this sense, the junior high school teachers are satisfied with what is taught in elementary school English, both in terms of the awareness of linguistic and cultural differences between languages and in the fact that elementary school English does not

provide for literacy.

Despite the apparent satisfaction that junior high school teachers feel with elementary school English education, it may be the case that this is based on a lack of full understanding of what is done at the elementary school level. Therefore, to further link junior high and elementary school, Yamaguchi and Toru (2010) recommended that the district schools should make the yearly plans, curriculum, and share materials, and discuss these with each other. For example, elementary school teachers of English can give a portfolio of materials as feedback to teaching class to junior high portfolio includes sheets and VTRs.

Hatae (2013) insists that sense for dislike of English in junior high begins from the latter part of the 1st year of junior high and that the cause for this dislike is an inability to read in English. In this sense, there is a big literacy wall between elementary school and junior high, with reading not required in elementary school English, yet becoming a major part of the junior high school curriculum and learning experience. The introduction of literacy activities in elementary school is thus valid and the importance of developing phonological awareness through which young learners can

become accustomed with literacy and with pronunciation and notice the features of phonemes is clear.

From this literature review of phonics for early learners and literacy for early learners, it is apparent that while the contribution of songs and chants to pronunciation itself is debatable, the contribution of songs and chants to the attitude and memorization as well as intonation, rhythm, accent and prosody is notable. Furthermore, songs and chants represent a highly suitable means for the development of phoneme awareness for young learners. The fact that the data is debatable in this regard reinforces the importance of the action Research in seeking out the means for development of phonemic awareness of this research.

III. Fuzoku Elementary School English Program:

Description, Evaluation and Hints from Practice

The research of this thesis opens with evaluation of an existing elementary school English program that has used a variety of approaches and methods. The site for this evaluation is Hirosaki University, Faculty of Education, Fuzoku Elementary School. This evaluation of the Fuzoku Elementary School will describe the Fuzoku elementary English curriculum over the period from H20 (2007) to H 26 (2013). English classes in this school began and have been carried out since 2004 for all grades. Within this broad program, the following evaluation will be based on the classes that I have taught for seven years as part of the annual Fuzoku Open Class. The Fuzoku Open Class is held every year at the end of July as an Open Class for observation by in-service teachers, followed by a discussion regarding the class itself and student participation and performance together with the learning outcomes of the class. As can be seen, the description includes the year of the class, the theme for the grade, the contents and the key words, and the objective of the class. Furthermore, to place the Fuzoku program within the major development of elementary School English education in

Japan, the table format includes major points in MEXT's program development.

However, the Fuzoku program did not, in many cases, follow MEXT's program; for example, Fuzoku English classes often did not use Eigo note, The educational material provided by MEXT.

1998. 12 Elementary school English activity was started in integrated study. Not definite regarding the grade levels. For 5 th and 6 th grade, ' <i>Eigo noto</i> ' was presented as material. But the use and performance depends on the district.			
2002 Elementary school English activity was carried out in Integrated study and in homeroom activity as International Understanding Education.			
Year	Theme (grade)	Contents Key word	Objective
H20 (2007) 東北附連	Let's go shopping (5 th grade) 買い物へ行こう	color shape design consciousness of the other 相手意識 consciousness of objective 目的意識	To promote ability of communication 伝え合う力を育てる英語活動 To think actively and apply and carry out 自ら考える力
2008. 3 New course study said from 2011, English becomes requirement, held once a week for 5 th and 6 th grade 2009. 3 For 5 th and 6 th grade, ' <i>Eigo noto</i> ' was presented as common material.			
H22 (2009)	Let's play with picture book 絵本で遊ぼう What did you eat? なにをたべてきた の? (2nd grade)	animal fruits color What Repetition 繰り返し Rhythm リズム Story telling ストーリーテリング Play 劇	To promote ability of communication 伝え合う力を育てる英語活動 To think actively and apply and carry out 自ら考える力

Good and Critical Points

1. Students could enjoy designing their favorite clothes and selling clothes of their own design and appeal the recommend points when they sell.
On the other hand, they would use consciousness about their favorite points when they buy things. In this, they can express their own thoughts and can convey their ideas clearly.
2. Consciousness of the other was addressed by deciding pair in shopping conversation, and they could enjoy communication with each other. In this, they experienced how to have the relationship.
- 3 The goal of the attitude component was eye contact; use of gesture was good, but in conversation, many substituted Japanese for English: the expression of shape and color and shopping dialogue in Japanese was often seen.
- 4 The plan was suitable to the real tendency of students and with the selected vocabulary, they can have confidence when they communicate with the repeated dialogue and English expression. Such repetition was valid for young learners. In a group, it must be clarified with the partner in a pair , and make it clear how to practice together in a group and should be conscious of the part in that story.

H23 (2110)	I can jump rope. できるようになったよ (3rd grade)	can sports gesture Link with other subjects 他教科とのリンク	To promote high ability of communication 豊かなコミュニケーション能力を育てる 英語活動 Through device in setting the scene of self expression of his own thought 自分の思いをもって自己表現 する場の設定の工夫を通して
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2011 : Public school English activity requirement was set at 35 hours /year
as English Activity as 外国語活動

H24 (2011)	My interior Design お気に入りの部屋 は？ (4th grade)	furniture shape pattern 場の設定の工夫 Device of the setting of 自己表現 Self expression 適応力 adaptation 表現したい思い What you want to express 自分の思い Own ideas	To promote high ability of communication 豊かなコミュニケーション能 力を育てる 英語活動 Through device in setting the scene of self expression of his own thought 自分の思いをもって自己表現 する場の設定の工夫を通して
<p>Good and Critical Points</p> <ol style="list-style-type: none"> 1 In this curriculum, students could express their presentation or thoughts with confidence. They used movements of physical exercise of P.E. knowledge and home design as other subjects home economics. It is suited for the interests of each grades and real school life subjects. 2. Teachers should settle the various task suites for children's interests and life. 3. Students could notice the difference of foreign country life with Japan through designing the room with furniture by asking to guest teacher 's favorite type of house. 4. Through the educational practices and a curriculum with clear purpose and the partner , they can practice seriously and make a speech. 			
H25 (2012)	How to make pancakes パンケーキおすすめ レシピ (5th grade)	cooking foods tools order Link with other subjects 他教科とのリンク Home economics 家庭科	To promote high ability of communication 豊かなコミュニケーション能 力を育てる 英語活動 How to set the scene of self expression for better communication with partner (listener) 相手に伝わる自己表現活動の 場面設定の在り方
2012. <i>Hi, friends</i> as new common material replacing <i>Eigo noto</i> .			
2013.12 : "The planning of reform for English education for globalization", グローバル化に対応した英語教育改革実施計画 was suggested by MEXT.			

H26 (2013)	世界に誇る日本の偉人 (6th grade)	Link with other subjects 他教科とのリンク History (social study) 社会科歴史 Sheets of conversation pattern : Qand A シート Curriculum カリキュラム Task タスク Goal ゴール Necessity 必然性	To promote high ability of communication 豊かなコミュニケーション能力を育てる 英語活動 Through device the curriculum Link with other subjects and events 他教科や行事に関連させた単元構成の工夫を通して
2014.9.26 : 5 points of reform for English education for globalization was suggested . Active learning was suggested by MEXT. Materials for elementary English education ‘ Hi, friends Plus’ was developed			
<p>Good and Critical Points</p> <ol style="list-style-type: none"> 1. Connecting to other subjects and events creates interest in the activity. In home economics, students could communicate with Gahna, a guest teacher, through making favorite pan cakes in several groups. They could notice of food culture and habits of Islam. Students used the English they have learned and gesture with eager. 2. Cooperation in pair and group in making something creates communication between learners. In six grade, the study of history as new subject, and introducing famous historical persons to others were stimulating. 3. Development of an attitude of and activating use of set dialogue in communication. It is valid for children sight word teaching. 4. Students can evaluate not only attitudes but also English itself, for example, pronunciations and stress, in a word and fluency, of sentences in show and tell activity. 5. Improvement of lack of clarity about which activities and events are appropriate for which grades. 6. Students want to learn to write English, but it hasn't been done at this level yet. This brings up the question of “writing” as the connection to junior high school English. 			

This examination of my English teaching experience at Fuzoku points to several implications for the current research.

The implications regarding elementary school English education that I draw from my experience are several. First, I could find that through speaking activities of English such as cooperative learning activities based on real-life scenarios such as making a purchase, students showed development of a communicative attitude, evidenced in such behaviors as eye contact and use of gestures. Second, through exposure to ALTs in classroom activities, students learned how to make the effort to be understood, whether through language—the English they know—or through gestures. In this sense, students came to think about how to be understood by others, and as teachers develop various tasks, students can gain a consciousness both of ‘communication purpose’ as well as the ‘communicative other’ when engaged in communicative activities. Third, through both speaking and listening activities, specifically in increased use of familiar expressions and listening comprehension activities focusing on clarifying content, it could be seen that students were able to identify cultural differences in communication done in English when viewed in comparison with that in Japanese. Finally, more recently, students have shown flexibility in their English and a capability to move beyond the set phrases they have learned in order to respond to new

linguistic and communicative tasks.

As this relates to phonics and literacy, it must be pointed out that vocabulary is introduced in elementary school English largely on the basis of sight-word reading, which differs from literacy. On the other hand, literacy, by definition, is more than simply understanding the phonetic reading of letters, even when combined in relatively phonetically-predictable words. Hence, sixth-graders who have may have accomplished some degree of sight-word reading but have had little opportunity to study about the connection of sound to letters of the alphabet will be at loss when they advance to junior high school English. At Fuzoku elementary school, speaking and listening were the main activities, if not goals, of English teaching, and it was left up to the children as to whether they would approach reading and writing. In this sense, literacy was dependent on their motivation and intention, and the intention of their parents. In this sense, I came to question whether I could satisfy their intention, as well as the inherent need, for literacy. This was powerful in providing the motivation, origin and orientation for the ideas of this thesis.

IV. A Usefulness Survey of Junior High School Students

IV-1 Links regarding Usefulness of Elementary English Education for Junior High School English

Itagaki (2011) argues that communication ability can be defined as being comprised of explicit knowledge and implicit knowledge, and viewed operationally as controlled processing and automatic processing. Based on this model, in elementary school, English should be taught as implicit and automatic knowledge through which students become accustomed with sounds. On the other hand, Itagaki's view would hold that in junior high school, English should be taught as explicit and non-automatic, with a focus on grammar, vocabulary and pronunciation. Finally, according to this view, in high school, English should be taught as explicit and automatic knowledge that is gained consistently and gradually through practice.

There is a great deal of interest and research regarding the links between elementary school English education and junior high English education. However, very little attention has been given to “usefulness”. There are many investigations that have focused on asking elementary school students about how they feel regarding learning English.

However, as important as how students “feel” about learning English is their ideas about the “usefulness” of English, particularly as they advance from one level to the next.

It is important to think of the whole view for English teaching from early learners to high school and college.

IV-2 Survey Preparation and Method

As in the Research Outline, a questionnaire and interview component of the research was undertaken. This questionnaire and interview component was designed to have Fuzoku junior high school first-year students assess their Fuzoku elementary school English classes on several criteria relevant to the research. Specifically, students were asked to respond in terms of (1) whether those classes were enjoyable and (2) whether those classes were useful for junior high school English. In addition, students were asked to identify what additional activities in the elementary school setting they think might have been useful for junior high school English and what they wanted the elementary school English to have covered. In other words, the questionnaire and interview component attempted to identify what they feel,

if it had been taught in elementary school, would be most useful for their junior high school English study.

I constructed a seven-question survey, which was pre-tested through the Fuzoku vice principal, the other teachers and graduate students and 3rd year undergraduate students at Hirosaki University, Faculty of Education who had participated in Teaching Practice. After revisions, the survey was undertaken in late January 2016 in classes with the researcher present for explanation.

The interviews were conducted using a guided discussion format in which the students used their own questionnaire to respond together in groups of 5 to 7 to the interviewer's prompts. The prompts attempted to illicit more detailed and expanded responses to the themes of the questionnaire. The interview participants were selected on the basis of their questionnaire responses. The 17 participants (male: 9, female: 8) represented varied responses regarding usefulness, from very useful to not so useful. The interviews were conducted at the school during the lunch break, taking 20 minutes on three separate days. The interviews were video- recorded.

The Survey

Question 1 of the survey attempts to identify enjoyment; students were instructed to select two areas as shown in Figure 3(items a~q)that they viewed as enjoyable from the 17 provided and provide a reason for this selection.

Question 2 and Question 3 of the survey attempts to identify what students did ‘not enjoy’; as above in Question 1, students were instructed to select two areas from Figure 3(items a~q) from the 17 provided and provide a reason for this selection.

Figure 3 Items for Questions1, 2, 3

a あいさつ greeting	i 自分の言いたいことを考えたこと thinking what he wants to say
b 歌やチャンツ songs and chants	j 自分一人で発表したこと presentation by oneself
c ゲーム games	k グループで協力して発表したこと presentation in a group
d ペアやグループで英語を話したこと speaking English in pairs or in a group	l 発表のためのものを書いたり物を作ったりしたこと preparing and writing for presentation
e 英語を聞いたこと listening to English	m 本やインターネットで調べる活動 looking over books and internet
f 英語を読んだこと reading English	n 外国の生活・文化・行事を知ること knowing about foreign country life and culture and events
g 英語を書いたこと writing English	o 先生方や外国人と話したり交流したりしたこと cultural exchange between foreigners and teachers
h 辞書で英単語を調べたこと using dictionaries	p 友達と交流したこと studying and discussing with friends
	q writing portfolio ふり返りを書いたこと

Question 4 of the survey attempts to identify what students found ‘useful’, by having them indicate what was ‘useful, what was ‘so-so useful’ and what was ‘not useful’; students were instructed to select one area from Figure3 (items a~q).

Question 5(1)(2) of the survey attempts to identify ‘consciousness with 7 attitude goals’; students were instructed to select two areas from the 7 attitude behaviors provided in Figure 4 (items ①～⑦) and provide a reason for this selection.

Figure 4 Items for Attitude Consciousness

①	アイコンタクト（目をあわせて）	eye contact
②	スマイル（ほほ笑んで）	smile
③	ビッグボイス（大きな声ではっきりと）	big and clear voice
④	フレンドリー（ともだちとなかよく）	friendly
⑤	ビッグハズ（よく聞き拍手してあげる）	big and clear voice
⑥	できるだけ英語を使って話す	speaking English as much as he can
⑦	自分から進んで積極的に	act positively

Question 6(1) of the survey attempts to identify ‘areas of success in junior high school English study’; students were instructed to select five areas from the 13 provided in Figure 5(items1～13). After selecting the five areas, students were instructed to connect the elementary school English activities

(items a~q) that contributed to the success with each area selected.

Figure 5 Areas of Success and Elementary School Contribution

中学校での英語学習 English study in junior high school		小学校での英語活動 English study in elementary school
1 英語を話すこと speaking English	•	• a あいさつ greeting
2 英語の単語を調べること looking up English words	•	• b 歌やチャンツ songs and chants
3 英文を読むこと reading English	•	• c ゲーム games
	•	• d ペアやグループで英語を話したこと speaking English in pairs or in a group
4 英語を聞くこと listening to English	•	• e 英語を聞いたこと listening to English
5 単語を書くこと writing English words	•	• f 英語を読んだこと reading English
6 自分の考えを話すこと Presenting his thoughts	•	• g 英語を書いたこと writing English
7 友達と会話練習すること	•	• h 辞書で英単語を調べたこと using dictionaries
(ペア・グループ) Practicing conversation in pairs or in a group	•	• i 自分の言いたいことを考えたこと thinking what he wants to express
8 グループで練習すること practicing in a group	•	• j 自分一人で発表したこと presentation by oneself
9 外国について学ぶこと learning about foreign country	•	• k グループで協力して発表したこと presentation in a group
10 外国人と話すこと Talking with foreigners	•	• l 発表のためのものを書いたり物を 作ったりしたこと making crafts and writing for presentation
11 英語で自分の考えを書くこと writing his thoughts in English	•	• m 本やインターネットで調べる活動 looking over books and internet
12 会話で身振りを付けること gesture and use body language	•	• n 外国の生活・文化・行事を知ること knowing about foreign country life and culture and events
13 文法を学ぶこと Studying grammar	•	• o 先生方や外国人と話したり交流し たりしたこと cultural exchange between foreigners and teachers
		• p 友達と交流したこと studying and discussing with friends
		• q ふり返りを書いたこと writing portfolio

Question 6(2), (3), (4) of the survey attempts to identify 'useful' and 'not useful'; students were instructed to select three areas from the 17 provided (the same as in Question 1; see Figure 4 (items a~q)) and provide a reason for this selection.'

Question 7 of the survey attempts to identify 'not working well in junior high school English study' and to describe the activities that students believe should have been done in elementary school English study so as to be of value in junior high school English; students were instructed to select three areas from the 13 provided (Figure2; a~q) and then were invited to describe other activities which they believe should have been done in elementary school English activities.

IV-3 Survey Results

The results of the questionnaire survey showed several key points:

First of all, a majority of the student respondents indicated that they had enjoyed the elementary school English activities, as evidenced by the positive responses for most of the activities (Table 1). This is confirmed in the response to Question 2, where seventy percent indicated that there were no activities that they specifically did not enjoy and only two activities were

identified as not enjoyable (‘presentation by oneself’ and ‘writing in English’; Table 2). In particular, positive responses were clear for ‘games’, ‘cross-cultural understanding activities’ and ‘presentation activities’, both preparation and group presentation. On the other hand, it was apparent that ‘speaking and writing in English’, together with ‘listening’ and ‘reading in English’ were less enjoyable than other activities, with ‘individual presentation’ and ‘self-assessment activities’ deemed not enjoyable.

Table 1: Impressive and Enjoyable Activities (Survey Question 1)

Impressive and Enjoyable Activities in elementary English lessons		percent
c.	Playing games	53.60
n.	Learning about foreign country	25.77
o.	Participating in cultural exchange	23.71
l.	Preparing for presentations	20.61
k.	Making presentations: in a group	12.37
b.	Doing songs and chants	11.34
h.	Using dictionaries	7.21
j.	Making a presentation by oneself	7.21
m.	Looking over books and internet	7.21
d.	Speaking English in pairs or in a group	5.15
g.	Writing English	5.15
a.	Doing greeting	3.09
i.	Thinking about what one wants to express	3.09
e.	Listening to English	1.03
f.	Reading English	1.03
q.	Keeping a written portfolio	0

Table 2: Not Enjoyable Activities (Survey Question 2)

Not Enjoyable Activities in Elementary English lessons (%)	
presentation by oneself	8.24
writing English	6.18

Second, elementary school English activities were seen as useful overall by over 40 percent and somewhat useful by over 50 percent (Table 3). The student respondents felt that ‘reading-writing activities’, ‘pair and group work activities with conversation’ and ‘listening-speaking’ were useful as contributing to success in junior high school English (Table 3). However, the students felt that the elementary school English activities that were not useful were related to ‘communicating with foreigners in English’ and ‘learning about foreign countries’, as well as ‘using gestures and body language’, this because for the latter two, there are no such activities in junior school. Further, most did not see an apparent link between the elementary school English activities and their English study in junior high school.

Table 3: ‘Useful’ Activities (Survey Question 3, 6 (1))

Very useful: 41.23%	Somewhat useful: 52.57%	Not useful: 6.1%
Areas of Success in junior high school English	Percent response	Viewed as useful elementary school study for junior high school very relatively
3 reading English	53.6	f b-c-d-e-g-h-i-j-k-l-m
7 conversation practice	50.5	d a-c-i-j-k-o-p
1 speaking English	45.4	a-d b-c-e-f-g-h-i-j-l-o
4 listening to English	44.3	b-e a-c-d-f-g-j-k-l-n-o-p-q
5 writing English words	44.3	g-h-l c-e
13 studying grammar	38.1	a-b-c-d-e-f-g-h-i-l-m-o-q
11 writing thoughts in English	27.8	i-g-l h-j-k-l-m-o-p
6 presenting in English	21.6	i-j a-d-f-g-k-l-o-p
8 practicing in a group	18.6	d-k-p i-j

2 looking up English words	16.5		c-e-f-g-h-l
10 speaking with foreigners	14.4	o	a-d-n
12 using gesture and body language	14.4		b-c-d-e-j-k-l-o-p
9 learning about foreign countries	11.3	n	m-o

Third, approximately one-quarter of the students (25%) felt that Internet activities, as well as the games and songs and chants, together with self-assessments, were not useful for junior high school English study, this also because these activities are not done in junior high school English (Table 4). In particular, for the middle elementary school grades (3rd and 4th) and the upper elementary school grades (5th and 6th), aspects such as being troublesome and feeling embarrassed when doing songs and chants was clear in their responses.

Table 4: 'Not Useful Activities (Survey Question 3, 6 (2) (4))

Not Useful	Percent Response	Reasons
m. Looking over books and Internet	27.8	Not done in junior high lessons
c. Playing games	26.8	Too playful; limited words
b. Doing songs and chants	23.7	Not done in junior high lessons Feel embarrassed
q. Keeping a writing portfolio	23.7	Bothersome
n. Learning about foreign countries	12.4	Not done in junior high lessons
j. Making a presentation by oneself	10.3	Solo activity; creates tension
o. Participating in a cultural exchange	8.2	Not done in junior high lessons
h. Using dictionaries for study	7.2	
k. Making a presentation in a group	6.2	
i. Thinking about what to say	5.2	
g. Writing in English	4.1	
l. Preparing for a presentation	4.1	
d. Speaking English in pairs/group	3.1	
f. Reading in English	3.1	
a. Doing greetings	2.1	
e. Listening to English	1.0	
	0	

Fourth, as shown in Table 5, the activities that students believe should have been done in elementary school English study so as to be of value in junior high school English include ‘writing in English’, ‘reading in English’ and ‘making a presentation by oneself’, at over 40 percent, 34 percent and 32 percent respectively. The next grouping of activities seen as ‘should have been done’ include ‘listening to/in English’, ‘participating in cultural exchanges’, ‘using dictionaries’ and ‘thinking more about what one wants to express’, each in the 20 percent range.

Table 5: ‘Should have done’ Activities (Survey Question 7)

	should have been done in elementary school English study so as to be of value in junior high school English	Percent Response	Reasons / Key words
g.	Writing in English	42.3	Spelling done using notebook
f.	Reading in English	34.0	Alphabet composition
j.	Making a presentation by oneself	31.2	Often done in junior high
e.	Listening to English	28.9	Useful for listening test
o.	Participating in cultural exchange	26.1	Interesting with ALTs
h.	Using dictionaries to study	22.7	Necessary for grammar
i.	Thinking of what want to express	22.7	Good for pronunciation
l.	Preparing for a presentation	11.3	
m.	Looking over books and Internet	11.3	
q.	Keeping a portfolio	10.3	
k.	Making a presentation in a group	9.3	
d.	Speaking English in pairs/group	8.2	
b.	Doing songs and chants	5.2	
n.	Learning about foreign countries	5.2	
a.	Doing greetings	0	
c.	Playing games	0	

Finally, in the comments section of the survey, students indicated that

prior to entering junior high school, they had wanted to do reading and spelling activities in English along with writing and composition activities. The reason indicated for this was the increased need for writing skills and listening comprehension in junior high school English, usually in the form of testing. Here again, the respondents noted the lack of a link between English study in elementary school versus that in junior high school.

From the data above, it is apparent that respondents would have liked to have more reading and writing activities along with more vocabulary introduction and composition focus. In particular, learners would have liked to have more spelling practice and more phonics introduction in elementary school. The responses indicating wanting more individual presentation activities and more listening to English activities reflect the fact that such activities take the form of testing activities in junior high school English study.

IV-4 Interview Results

The results of the interviews (as Table 3 Table 4 and Table 5; 'Useful' 'Not

Useful' Activities, 'Should have done' Activities) revealed an additional set of key themes.

The first point that these results indicate is that songs and chants are not useful, revealed in the interview to be seen as such because they are not done in junior high school English. This general response noted, one respondent did indicate in the comments that such activities (songs and chants) were useful for junior high school English listening tests. Songs and chants were useful in the sense that they contribute to learning phrases naturally, but they make students feel embarrassed, especially for 6th graders. They should be selected appropriately in terms of content.

Secondly, there is a connection between the conversation that is learned in elementary school English activities and the grammar study of junior high school. This is viewed as being in the consciousness base of conversation in elementary school, which is then activated in the concrete and constructive activities done in junior high school. Thus, the conversation of elementary school provides a semantic communicative base; this is then re-captured as grammar in junior high school study.

Third, the respondents indicated that, from the viewpoint of their junior

high school English study, they would have wanted more note writing activities, more alphabetic phonetic activities and more word spelling activities. This again reflects the transition from the communicative base in elementary school activities to the grammatical activities of junior high school. As above, while this transition is apparent and meaningful, in order for elementary school English to be useful, there are concrete activities that could be undertaken in elementary school English that would better prepare learners for junior high school English study.

Fourth, the interviews revealed that the short conversation practice that is undertaken in elementary school English activities is useful in junior high school. The reason given for this is that there is abundant pair practice activities in junior high school English activities. The conversation practice of elementary school English activities was viewed as preparation for such junior high school activities (See Appendix 2).

An interpretation of these results would be that speaking and listening activities in elementary school English are certainly enjoyable and useful for junior high school English study. However, as communication with foreigners is a limited activity in junior high school English, the realization of such

communication activities in their junior high school study is limited. The focus on reading and writing activities in junior high school English study therefore presents a significant gap between the activities at the two levels. Junior high school English study requires full comprehension and understanding, often with production activities in the form of writing. This is a different priority from elementary school, where communication is primary and participation is more important than correct output.

V Action Research

V-1 Action Research Classes

The Action Research Sequence was undertaken at Fuzoku Elementary School, using 3rd and 4th grade classes. There are 25~32 students in the class, 82 at 3rd grade and 103 at 4th grade. They have been learning English and I have been teaching to them from this April. They have experienced English learning from the 1st graders by English teachers and ALT. However, it is the first learning with alphabets and phoneme teaching.

Action Research Class Number One

Action Research Class Number One was conducted on May 24 (Tuesday) as a Fuzoku Elementary School Research Class. They are 25 students in the 3rd grade. I have taught for two months from this year April but I am not charge in this homeroom. The teaching plan is offered in its original form in Japanese.

May 24 Teaching Plan of English Activities

○月のテーマ：虫

○題材名：昆虫クイズを作ろう You are ～. I am 形容詞 I have ついてい
る物

○ねらい：色や形容詞を使って昆虫の名前に慣れ親しむ。アルファベットの
大文字と音を結びつける

段階	Class Activities (students)	Teacher	Notes
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Greeting (sing) (5)	1 あいさつをする。 2 “Are you happy?”を歌う		○ 準備物
Introduction (5)	3 いろいろな形容詞を知る 4 本時のめあてを知る。 め・・昆虫クイズに答えよう	Tall/long /short/ Soft/Hard Big/small	○ 形容詞カード ・ジェスチャーを付ける
New words (10)	5 昆虫の名前を知る 今日のアルファベットクイズ B	ant cricket butterfly dragonfly beetle 次時 Stag beetle ladybug cicada mantis	○ 昆虫カード 名前シート 部位シート えさシート
Communication Game (10)	6 3 ヒントゲームをする。 ① I am (色) ② I am 形容詞 I have ついている物 can できること ③ I like えさ・ 場所 好きな物・ You are ～. で答える Yes, I am No, I am not 7 アルファベットを選ぶ ABCD の4つから カードをかかげる	初めてのなので全体でやりとりする ちょう butterfly (T2) 1 beautiful 2 I have long mouth 3 I like flower. 話し手 Who am I ? 聞き手 You are ～で答える 話し手 Yes, I am No, I am not ルール説明。 その虫になりきるジェスチャー	○ はてなカード昆虫カード 掲示用大

Communication Game (10)	8 ALT からのクイズに答える コオロギ cricket ① brown ② I have good sound 鳴き声 Chirp chirp を入れる ③ I like small bug grass/autumn. 9 おもしろポイントを聞き感想を話す 10 こおろぎの鳴き声を入れてグループで動作を表現する。 Be a cricket.	感想表現を紹介する かわいい cute びっくり Amazing ・他にこおろぎについて知っていることがないか聞く	○感想表現カード 絵付き ○グループ用アルファベットカード
Greeting (5)	11 感想発表・自己評価をする。 12 あいさつ		○評価カード

Explanation: This is the teaching plan of the first trial concerning the phonemic awareness in the 3rd graders. The theme is “Let’s make a quiz about insects.” The aims are as below.

1. Students can communicate with each other actively by asking and answering the three hints quiz about insects.
2. Students can identify the first sound of the word and connect the sound with the correct alphabet letter from among the choices.

The target sentences include:

You are ～. I am ～(adjective) . I have～. I like～. I can ～.

As introducing song from the text book of Oxford chants and songs

Are you happy ? include the phrases Yes I am.

Assessment by Lead Teacher: Iwabuchi

1. The song “Are you happy?” was very popular among children, they said, “Once more please, I want to sing again.” The reason is they moved rhythmically and making pairs promoted eye contact. And they changed the phrase to “Are you ○○? (using the name of themselves and friends) . This is valid for sentence structure afterwards as implicitly teaching.
2. Selecting the appropriate initial letter of the word by listening to the English sound from foreigner speakers and talking in a group was valid as a communicative activity and yielded communicating actively for children. In undertaking the activity, students were cooperative. Given that it was a group activity, students who didn’t have confidence could also participate and all of the six groups could select the appropriate card (Bb) from the four options that were included. The activity was enjoyable and stimulating for the children. The lesson both accomplished the learning goals and provided a good way for the students lacking confidence to begin to learn English. With this activity, five groups of the six could choose the correct card “B”.
3. The students were actively talking about the interesting parts of insects. They were actively engaged in the activity. Listeners concentrated and listened carefully, expressing their reaction with the word that had been

introduced for this communicative function (Amazing).

4. Using listening to the sound of the actual insects as a first step and then secondly using the insect name in English accompanied by an appropriate 'gesture' for the insect was very important to ensure that the learners could confirm and memorize the name of the insect. This was true particularly when the insect name was difficult to both remember and repeat (cicada.)

For the 3rd grade students, such confirmation presents an essential part of such activities. They also can recognize the differences of the sounds of the insects as represented auditorily, representing a cross-cultural component to the class.

5. Students could use the phrase 'can' when applied to insects they were familiar with (butterfly can fly). However, they were not able to confidently use 'can' when applied to insects that they were unfamiliar with. This would seem to imply the importance of fully understanding content as necessary for the application of new functional vocabulary such as 'can.'
6. Setting the time for selecting the first letter from listening to the new words of the study in the class, students soon became familiar with the sound and the meaning. This indicates that they could become accustomed through careful listening to recognize the first sound of the new words.

Assessment by Advisor: Rausch

Fuzoku Elementary School; May 24, 2016; Grade 3,

JTE: Iwabuchi; ALT: Sandra

Iwabuchi is serving as JTE only; this class is supervised regularly by another teacher. This was the first English class for this class of the school year.

The Monthly Theme was insects and the Activity Name was 昆虫クイズを作ろう.

The aim was using colors and adjectives with insects so as to increase familiarity. In addition, connecting the alphabet (capital letters) with the phonetic sound.

The Introduction included such adjectives as tall / long / short / soft / hard / big / small. These were introduced with universal items and examples (pencil, cake, etc.).

The New Words were insect names: ant, cricket, butterfly, dragonfly, beetle. These were taught with picture cards. The first letter of the insect name is emphasized: the letter is 'b'; the sound is 'bbb'.

The Communication Game used the Three Hint Game.

Hints

I am (color)

I am (adjective),

I have (some quality / characteristic),

I can (ability / capability)

I like (food item)

Students are instructed to wait until all the hints have been given before responding. This proves difficult for one student, who shouts out his answer multiple times.

Quiz Guess: You are ~ . Response: Yes, I am. No, I am not.

Example: I am beautiful. I have a long mouth. I like flower. (sic)

Who am I?

Based on the quiz, students (working in groups) choose the alphabet that begins the insect name and show the correct alphabet card.

The Communication Game is repeated several times.

After this, students are encouraged to offer to the class interesting facts about the insects; anything they might know. Use of an English response—amazing, interesting—is encouraged.

Comments:

The activity includes multiple elements: visual use of letters, phonetic concentration on alphabet, nouns (insect names), cultural differences (insect name and sound), communication within a group, group cooperation.

Classroom English associated with the Communication Game: Do you want a hint? Hint 1.

However, for the request, 'please' should be added (Hint 1 please)

Language variation emerged based on the 'I' start: I am ~, I have ~, I can ~.

There are multiple opportunities for thinking, speaking, acting, both within the group and as individuals.

There is a meta-communication pattern evident:

Stage 1: Information Exchange

Hints and Guessing:	Hint 1
	Hint 2 please
	You are (a) ~
	Yes, I am.

Stage 2: Meaningful Interaction

Follow-up Picture with Target Pattern Reaction

The picture of the insect from Stage 1 is shown

(Here repeat hints to ensure all students understand
and to solidify this input.)

Invite student reaction, using other patterns and adjectives.

(I am ~, I have ~, I can ~, I like ~)

Allow inter-language (Japanese and English mixed)

Stage 3: Associated Student Contribution with Appropriate Reaction

Students ‘interesting fact’ contribution with ‘Amazing.’

This meta-communication pattern encourages several interactive turns and students can feel real communication and a contribution to the class.

Points to Consider

As with all activities, there is the tension between

Communicative fluency – where the language is intentionally enunciated clearly so that learners can distinguish what is inside each utterance.

versus

Objective fluency – where the language is ‘natural’ and students work to understand the meaning despite the natural enunciation and run-on nature of utterances.

Action Research Class Number Two

This class was the Fuzoku Elementary School Open Research class, held on July 22. The departmental objectives are given, followed by the teaching plan (in Japanese)

第3学年2組 外国語活動学習指導案

指導者 岩渕 淑子

第2多目的教室

ALT Kreuss Sandra

提案（アクティブラーニングの視点をいかして）
動物の特徴や鳴き声についての動物紹介やクイズを通して，グループの話合いや音と

文字の結び付きを意識させる活動を工夫することにより，進んでコミュニケーションを図ろうとする児童を育てることができる。

I 単元名 What sound ? ～動物っておもしろい～

II 指導に当たって

1 児童について

本学級の児童は1年生から外国語活動を行い，今年度で3年目となる。これまでの学習の様子から，あいさつや歌，チャンツでは，大きな声で楽しそうに取り組む姿が見られる。一方で，自分から進んで話しかけることが苦手な児童も見受けられ，相手の話すことに対してうなずいたり，内容を聞き返したりしている児童はまだ少ない。

事 項	割 合 (%)
習った英語を使って伝えようとする	63
自分から進んで話しかける	48
話し手の目を見て話をする	44
ジェスチャーを使って話す	43
相手に聞こえる声量で話す	38
人の話を最後まで聞く	38
その他	0

表1の昨年度のアンケート調査の結果に示されているように，「習った英語

表1 来年度特にがんばりたい事項

を使って伝えようとする」に次いで「自分から進んで話しかける」をがんばりたいと答えている児童が半数近くと多いことが分かる。これまでの関連単元の学習では，昆虫の特徴やクイズを作り，“Do you have ~?”や“Are you ~?”等の簡単な質問には，ジェスチャーなども用いて物怖じせずに反応していた。また，単語の頭文字の音を聞き分けるクイズでは，興味深く取り組む姿が見られた。音と文字の結びつきを図らせるために深い関係があるローマ字の読み書きについては，今後の3学年の国語の時間に学習する予定である。

2 単元について

(1) 単元の概要

本単元では動物を題材に取り上げる。児童は2年生までの生活科で，四季それぞれの植物や小動物について，3年生の理科では昆虫について学んでいる。動物は児童にとって，特に関心をもって取り組ませることができるであろうと思い，本単元に設定した。ここでは，自分の好きな動物を紹介したり，既習の表現を用いて3ヒントクイズを作成したりする。歌やチャンツを用いて音声に慣れさせながら，ペアやグループで出題したり答えを話し合ったりする活動を取り入れる。それらのやりとりや話し合いを通して，動物の自分たちが決めた特徴を友達やALTと伝え合うことで，進んでコミュニケーションを図ろうとする態度を育成したい。

関連する単元として、前単元で、昆虫についての学習を設定した。ここで色や形、好きな物（えさやすみか）などの情報を相手に伝える楽しさを味わわせる。動物でも、自分の好きな生き物の情報を相手に伝えたいという思いを大切に組み合わせた。その際、好きな理由を日本語で聞いたり、聞き手が私は好きではないと自分の考えを伝えたりして、**Do you have ~?** や **Do you like ~?** などの既習表現を使って対話を広げられれば理想的である。高学年になるまでに対話を徐々に広げられるようにし、本単元の実践をきっかけとして、「聞く」から「聴く」そして「訊く」という水準に達するように指導していきたい。

さらに高学年の文字指導への橋渡しとなるように、音と文字の結び付きを図る。3年生の発達段階を考慮し、大文字のアルファベットを中心に、音声からインプットし、その最初の音を単語から見付けられるようにした。高学年のように単語の文字を読む・書くという目的ではなく、聞いて分かる、大文字を見て慣れさせる、鳴き声や動物の名称を音として識別できるようにさせたい。クイズや教師とのやりとりの中で、決まった表現の問答を繰り返させることで、自然に児童に音と文字の関係を意識付けさせるようにしたい。

その一つとして、時間の始めに「今日のアルファベット」を取り入れる。例えば“**Hello, song**” で**Hello**に慣れた後に、**H**のアルファベットを取り上げ、**Hello**の他に**hot**や**hungry**等ジェスチャーを取り入れながら**H**の音を意識付けられるようにする。アルファベットを**A**から**Z**まで順番に扱わずに、慣れ親しんだ表現や単語から毎回取り上げていくようにし、**A L T**とのクイズ形式にすることで、最初の音を聞いて新しい語彙の中の頭文字との関係の意識付けを図る方法を試みる。

それに加えて、「鳴き声クイズ」を取り入れる。本当の動物の鳴き声を聞かせた後、**What sound?** と尋ね、どう聞こえるか話す。例えば、犬の鳴き声なら「わんわん」と答えるであろう。その後で**A L T**から英語の**Bowwow** を聞き、何の動物か考えさせ、答えとして映像を見せる。英語の鳴き声**Bowwow**自体を聞かせ、アルファベットの頭文字が何であるかグループで答えるために話し合い、鳴き声とジェスチャーで表現するという活動である。慣れ親しんだ動物でも友達からの情報で初めて知った驚きや、国により動物の鳴き声の違いがあるというおもしろさを感じて、世界には様々な言語があることと同様に、周囲にはいろいろな音があり、同じ音でも日本と外国では聞こえ方がちがうということに気付くだろう。

これらの活動を通して、聞いた音声を自分たちが繰り返し発音することで、動物の鳴き声を媒介に最初の大文字を見て音と一致させることで、今後のフォニックスの音韻指導の基礎や文字を読む・書く上での基盤となることを期待したい。

最後に、明確な観点の元で自己評価や相互評価ができるようにするために、「今月の**Can do**」として評価規準を評価カードに明示し1から5の自己評価を折れ線グラフで示し、達成度が一目で分かるようにした。次時につながるようにコメントを

記入する欄を設けた。自己評価と観察だけではなく、友達の良い所を中心に感想を発表させ、アドバイスできる観点を徐々に明確に身に付けさせて高学年へとつなげたい。

(2) 本単元で伸ばすことができる力

本単元で伸ばすことのできる力は、以下の3点である。

① 問いをもちながら、相手の話している内容を積極的に聞き取ろうとする力

問いをもちながら相手の話を聞くようにするために、自分の好きな動物紹介をする際には、相手のことを聞いて初めて分かったこと、自分と同じ所やよく分からないことはないかを、発表を聞く前に提示した。また、クイズのやりとりを通して、聞き返したり確認したりする事の大切さを知り、はずかしがらずに受け答えができるような態度を育てる。「主体的に対話を作り上げることができる児童」を育成することは、3年生の発達段階では語彙が限られ、経験も少ないので難しいが、特に、相手の言っていることをよく聞き受容する態度を育てたい。

② 問い返しや同調・感想を述べる表現を使って相手に反応する力

問い返しや同調・感想を述べる表現を選定し、やりとりの中に入れて教師から積極的に発信する。以下の表現の他にも、驚きや興味をそそる表現方法を工夫して相手に伝えるように促す。そのために、発表の中に「おもしろポイント」としてその動物の生態などについての情報を1つ加えさせる。感想として、Amazing や Cute などが言えるように慣れさせる。

表2 本単元で身に付けさせたい表現

問い返しの表現	同調の表現	感想を述べる表現
Pardon ?	Me too.	Wow ! Amazing !
Are you ~ ?	I see.	Really ? Big ! Cute !
What color ?	Yes.	Beautiful ! Scary !
What food ?	Aha.	Interesting !
Where ? Why ?		

また、本単元では、個人の動物紹介からペアでの発表、グループ内での発表から2グループ同士での発表に形態を変える。一人では自信がもてなくとも、互いに教え合うこと、グループでの協働作業をさせることによって、自然に身につけさせたい英語表現や自分の思いを表現する回数を増やす工夫をした。そうすることで、決まった表現に自然に慣れさせながら、相手の言ったことを聞き反応を返すことができる児童、すなわち主体的にコミュニケーションを図ろうとする児童が育つ。

④ 音と文字を結び付けようとする意識をもつことによって育つ表現力

英語のリズムや強弱を感じて耳を通して聞きとった音をまねして、英語の音そのも

のを体感させる。クイズのやりとりや音の確かめをしながら、ペアやグループで協働し、答えを導き出そうと進んで質問したり答えたりする中で、アルファベットの大字と音を結びつけようとする意識が育つ。鳴き声のおもしろさを英語表現だけでなく、体の動きや声色を話し合って発表させることで、表現力も楽しく身に付く。

3 研究主題との関わりについて

研究主題

主体的にコミュニケーションを図る力を育てる外国語活動

目指す児童の姿

内容を聞き取ろうと相手の話を聞いたり、問い返しや同調・感想を述べる表現を使って反応したりして、主体的にコミュニケーションを図ろうとする児童

本時では、主体的にコミュニケーションを図ろうとする態度を身に付けさせることをねらいとして実践する。本時で目指す児童の具体的な姿は、問いをもちながら相手の話の内容を聞き取ろうとする姿、問い返しや同調・感想を述べる表現を使って相手に反応する姿、の2点である。これらの姿を具現化するために、以下の2つの手立てを用いて学習を展開する。

(1) 鳴き声クイズにグループで答え、表現を工夫させる活動

鳴き声クイズでは、動物の鳴き声を当て、さらに日本語にはない英語の聞こえ方があることを知り、声色やジェスチャー等の表現方法を工夫して、グループで協力して話し合わせる活動を取り入れる。どんな動作や声色にするかを話し合う活動を設定することで、友だちと進んでコミュニケーションを図ろうとする児童を育

(2) 3ヒントクイズの内容や分担を話し合ったり受け答えしたりする活動

クイズの利点は、決まった表現を何度も繰り返し聞き話すことができること、答えを導くために思考し、答えたり質問したりする必要性が生まれることである。そこで、動物の3ヒントクイズを出題するために、グループの話し合いを設定する。また、聞き手は答えを予想し、ヒントにはない質問をするという手順を設けた。そうすることで、よく聞き、答えを導き出そうと自分がほしい情報に関する質問を考えて、受け答えをしようとする態度が育つ。

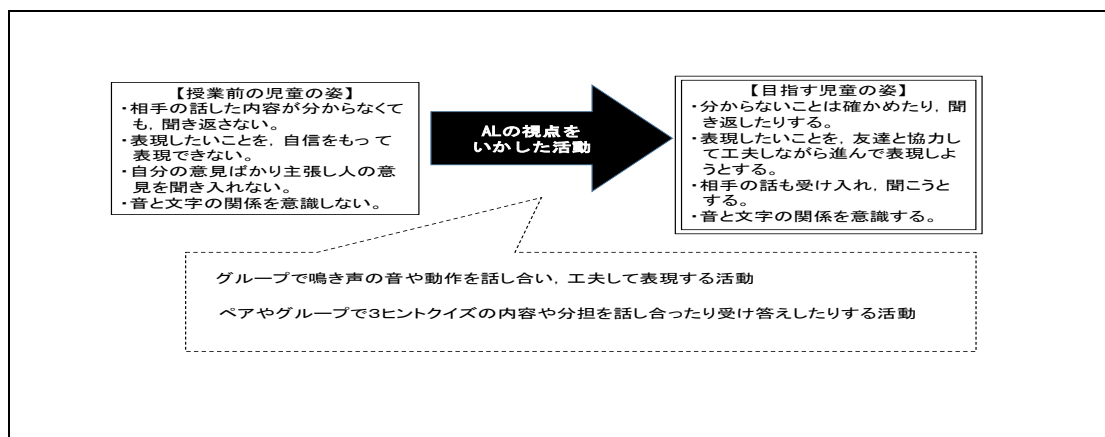


図1 ALの視点をいかした授業構成

Ⅲ 単元目標と評価規準

1 単元の目標

- ・自分が好きな動物について、好きな理由や面白さを紹介したり、クイズや動作の表現を工夫したりして、進んでコミュニケーションをとろうとする。
(コミュニケーションへの関心・意欲・態度)
- ・相手の動物紹介やクイズを聞き、ペアやグループで協力して、感想や答えを積極的に相手に伝えようとする。
(コミュニケーションへの関心・意欲・態度)
- ・動物名や色、形容詞、You are ～. I am ～. What sound ? などの表現、大文字のアルファベットの音や文字に慣れ親しむ。
(外国語への慣れ親しみ)
- ・同じ動物の鳴き声でも、外国では聞こえ方がちがうことやその面白さに気付く。
(言語や文化に関する気付き)

2 単元の評価規準

- ・自分が好きな動物について、好きな理由や面白さを紹介したり、クイズや動作の表現を工夫したりして、進んでコミュニケーションをとろうとしている。
(コミュニケーションへの関心・意欲・態度)
- ・相手の動物紹介やクイズを聞き、ペアやグループで協力して、感想や答えを積極的に相手に伝えようとしている。
(コミュニケーションへの関心・意欲・態度)
- ・動物名や色、形容詞、You are ～. I am ～. What sound ? などの表現、大文字のアルファベットの音や文字に慣れ親しんでいる。
(外国語への慣れ親しみ)
- ・同じ動物の鳴き声でも、外国では聞こえ方がちがうことやその面白さに気付いている。
(言語や文化に関する気付き)

Ⅳ 単元の指導計画（全5時間）

	○目標 ・主な学習活動	使用する言語材料及び表現	評価規準 (観点)
1	○動物名や色や形容詞の英語表現に慣れ親しむ。 ・アルファベットクイズを通して・動物の名前の言い方を知る ・ペアやグループで、動物紹介を聞いて感想を話したり、質問したりする。	動物名 cat, chicken, cow, dog, frog, horse, mouseなど 形容詞 big, small, gentle, awful, long cute, amazingなど えさ grass, meat, insect など What animal do you like? I like ～. I see. Pardon? Once more, please. That's all. Thank you.	・動物名や色、形容詞、 You are ～. I am ～. What sound ? などの表現、大文字のアルファベットの音や文字に慣れ親しんでいる。 (外国語への慣れ親しみ)

2	<p>○自分の好きな動物の3ヒントクイズを出し合い、感想や答えを進んで伝えようとする。</p> <ul style="list-style-type: none">・動物名やすみかの英語表現に慣れ親しむ。・動物の3ヒントクイズを作り、ペアで出題し合う。	<p>第1時の表現 すみか woods, river, the sea, lakeなど Where do you live? Who am I? You are ~? That's right./ No , close</p>	<p>・自分の好きな動物の3ヒントクイズを出し合い、感想や答えを進んで伝えようとしている。</p> <p>(コミュニケーションへの関心・意欲・態度)</p>						
3・4	<table><tr><td></td><td>○友達やALTからのクイズを聞き、グループで協力して、感想や答えを進んで伝えようとする。</td></tr><tr><td>3</td><td><ul style="list-style-type: none">・グループ内でクイズを出題し合う。</td></tr><tr><td>4</td><td><ul style="list-style-type: none">・ALTからの鳴き声クイズに答える・2つの班ごとにクイズを出題し合う。</td></tr></table>		○友達やALTからのクイズを聞き、グループで協力して、感想や答えを進んで伝えようとする。	3	<ul style="list-style-type: none">・グループ内でクイズを出題し合う。	4	<ul style="list-style-type: none">・ALTからの鳴き声クイズに答える・2つの班ごとにクイズを出題し合う。	<p>第2時までの表現 What sound? Hint ○, please. I am ~. I have /like /can~. Who am I? One question. Do you have /like ~? Can you ~?</p>	<p>・友達やALTからのクイズを聞き、グループで協力して、感想や答えを進んで伝えようとしている。</p> <p>(コミュニケーションへの関心・意欲・態度)</p>
	○友達やALTからのクイズを聞き、グループで協力して、感想や答えを進んで伝えようとする。								
3	<ul style="list-style-type: none">・グループ内でクイズを出題し合う。								
4	<ul style="list-style-type: none">・ALTからの鳴き声クイズに答える・2つの班ごとにクイズを出題し合う。								
5 (本時)	<p>○グループで協力して、鳴き声クイズに答えるために表現方法の工夫を話し合ったり、動物の3ヒントクイズを作って出し合ったりして、進んでコミュニケーションを図ろうとする。</p> <ul style="list-style-type: none">・ALTからの鳴き声クイズに答える・グループに分かれて3ヒントクイズを出題し合う。	<p>第4時までの表現</p>	<p>・グループで協力して、鳴き声クイズに答えるために表現方法の工夫を話し合ったり、動物の3ヒントクイズを作って出し合ったりして、進んでコミュニケーションを図ろうとしている。</p> <p>(コミュニケーションへの関心・意欲・態度)</p>						

V (5/5)

1 目標

グループで協力して、鳴き声クイズに答えるために表現方法の工夫を話し合ったり、動物の3ヒントクイズを作って出し合ったりして、進んでコミュニケーションを図ろうとする。

(コミュニケーションへの関心・意欲・態度)

2 展開

procedure	Class activities C : 児童 T1 : HRT T2 : ALT	Notes ・ 教師の関わり ○ 準備物 ◎ 具体の評価規準 (方法) AL の視点をいかした活動
Greeting (3)	1 挨拶をする。 2 態度面と単元のめあてを確認する。 <div>グループで協力して話し合い、鳴き声を表現したり 3 ヒントクイズを出し合ったりしよ</div>	・ 前時のふりかえりをもとにめあてを確認させる。
Introduction (3)	3 チャンツをする。	○ 電子黒板 作成したチャンツ ・ ジェスチャーを入れるように促す。
Communication ① (15)	4 Today's alphabet quiz ・ 最初の文字と音から何の動物か予測する T1 : What animal? T2 : The first letter is~. The first sound is~. T2 : Which animal? C : Tiger. 5 ALTからの鳴き声クイズを聞く。 T1 : Next is "What sound quiz." T2 : What sound? C : あっ、かえるだ。 T2 : なんて鳴くのかな? どう聞こえる? C : ケロケロッ T2 : :No, No. Ribbit ribbit. 6 グループで話し合って最初の音を含むアルファベットを選びかかげる。 T1 : Choose one alphabet. What is the first sound? C : リビって聞こえるからRじゃない? C : :ハローの「はっ」だからちがうよ C : Rのカードを挙げる	○ 大文字と小文字の並んだアルファベットカード (掲示用・プリント) ○ 動物絵カード (掲示用・プリント) ○ 電子黒板画像 ○ HとRとPのアルファベットカード グループで鳴き声の音や動作を話し合い、工夫して表現したりアルファベットカードを選んだりする活動

<p>Communication② (21)</p>	<p>7 正解を聞き、頭文字を確認しながら全体で鳴き声とジェスチャーを話し合って表現する。</p> <p>T2 : Who is it ?</p> <p>C : It is a frog かえるの映像を見る。</p> <p>T2 : First letter is R.</p>	<p>・声色やジェスチャーを工夫させ発表させる。</p>
	<p>8 グループで指定された動物について3ヒントクイズを考え話し合う。</p> <div style="border: 1px dashed black; padding: 5px; margin: 5px 0;"> <p>最初は誰が言うだろう？</p> <p>だれかいわないかなあ。</p> <p>なんて言ったらいいのかなあ。</p> <p>好きな食べものが分からない。</p> <p>ぼくがここを言いたいのに。</p> <p>ヒント2が聞こえなかったんだけど・・・。</p> </div> <p>① 色</p> <p>② 形や特徴</p> <p>③ すみかや好きな物</p> <p>9 クイズを出し合う。</p> <p>① Hint 1 I am brown.</p> <p>② Hint 2 I am big.</p> <p>③ Hint3 I like honey.</p> <p>④ One question.</p> <p>⑤ Who am I ?</p> <p>⑥ You are 動物名</p> <p>⑦ That's right. / No, close.</p> <p>⑧ おもしろポイント</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>○○さんの番だよ。</p> <p>象は長い鼻を持っているから long を使おうよ。</p> <p>それいい考えだね。</p> <p>ヒント1, 言いたい人? じゃあぼくはえさを言ってもいい?</p> <p>もう一度言ってくれないか</p> </div>	<p>○3ヒントクイズを考えるためのホワイトボード</p> <p>ペアやグループで3ヒントクイズの内容や分担を話し合ったり受け答えしたりする活動</p> <p>・話し合う時間は5分間とする。内容と役割を話し合い決まったことをボードに書かせる。</p> <p>・グループで協力して話し合い、カードの動物のクイズを出し合うことを確認する。</p> <p>・うなずいたり、分からなければ聞き返したりする表現を確認する。</p> <p>・グループの話し合いを見て回り、聞き手から1つの質問をさせる確認をする。</p> <p>T1… 1～3班</p> <p>T2… 4～6班</p> <p>◎グループで協力して、鳴き声クイズに答えるために表現方法の工夫を話し合ったり、動物の3ヒントクイズを作って出し合ったりして、進んでコミュニケーションを図ろうとしている。</p>
	<p>10 全体の前で代表の班が、与えられた動物に</p>	

Evaluation	11 自己評価を書く。	(コミュニケーションへの 関心・意欲・態度/発表 の観察, ふり返しカード)
Greeting (3分)	12 終わりのあいさつをする。	

3 板書計画

“What sound? ～動物って面白い～			
態度面の めあて	グループで協力して話し合い, 鳴き声を表現したり 3 ヒントクイズを出し合ったりしよう。		
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">クイズの形式</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ヒント 1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">ヒント 2</div> <div style="border: 1px solid black; padding: 5px;">ヒント 3</div>	<div style="border: 1px solid black; height: 80px; margin-bottom: 5px;">動物の写真</div>	<div style="border: 1px solid black; height: 80px;">感情表現</div>
	アルファベットカード <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div>		

Explanation: This is the teaching plan of the second trial concerning the phonemic awareness for the 3rd graders. The theme is “Let’s make a quiz about animals.” The aims are as below.

1. Students can communicate with each other actively by asking and answering “the three hints quiz” about animals and making sounds in a group co-operatively.
2. Students can identify the first sound of the word and connect the sound with the correct alphabet letter from among the choices.

The target sentences include:

You are ~. I am ~(adjective). I have~. I like~. I can ~.

In addition, original chants were introduced as shown below.

Assessment by Lead Teacher: Iwabuchi

The main activities of the class were

the Alphabet Quiz and What Sound Quiz.

(1) Today's Alphabet Quiz

I introduced new words with this quiz, using pictures to ensure student understanding. Students were introduced to the first sound and the letter of these words as below. They could talk about the words and the first letter of the words in a group and thus, they didn't feel uneasiness regarding the study activity. For the word 'tiger,' they could identify the 'T' as a capital alphabet letter in the written word 'tiger' and they could recognize the phonetic sound as the onset sound of the word.

The verbal interaction was as follows:

T 1 : What animal?

T 2 : The first letter is T.

The first sound is 't'.

T 2 : Which animal?

C : Tiger. (talking in a group)

(2) What Sound Quiz

One of the fundamental points to be considered in this class is that, for

students, it is natural to start with the sound of animal (the sound that the animal makes) rather than the name of the animal. Students could distinguish this onset sound as a ‘sound’ in itself, but also associated with the animal. In this sense, even though they might not know the name of the animal or have a sense of the meaning of the word for the animal, they could talk and think about the animal sound in English. The repetition of this activity as the last part of the class is important, as students could feel the syllable and the first sound, outlined as below.

T 1 : Next is “What Sound Quiz.”

ALT : What sound? (*ribbit, ribbit*)

C : *KAERU!*

ALT : What did you hear? What was the sound?

C : *kerokero*

ALT : :No, No. *Ribbit ribbit.*

T 1 : Choose one alphabet (letter). What is the first sound?

C : リビって聞こえるからRじゃない？

(C are questioning if the sound is an r, because they hear *ribbit*)

Ss : :ハローの「はっ」だからちがうよ

(C are noticing that the sound is different from the H of hello)

Ss : Rのカードを挙げる

(C raise the ‘r’ card)

In this activity, they could come to know the name of the animal and express it both by gesture and by the animal sound while in their groups. For

example, if the animal is a frog, children could experience this by jumping and making the 'frog' sound "*ribbit ribbit*." They looked very happy to express the animal through these gestures and natural sounds, this is a highly suitable activity for early learner motivation. In addition, they could develop their awareness of phoneme onset and become accustomed with the alphabet letters as used in a word. In such communicative study, they practiced and could listen carefully, and the repetition in the quiz part of the activity is valid for continuation of the conversation, and selection of the onset letter in a group is linked with reading words afterwards. Pronunciation provided by native speaker was a positive aspect for the listeners, as they came to say 'once more, please' naturally when they couldn't hear what was said clearly. This is one aspect of having a native speaker participate in such activities: the interaction that emerges is natural use of the language. Moreover, in addition to the focus on phonics and literacy, this natural communication is an important element in terms of the development of communication strategies as part of the Fuzoku School Research Theme. One of the realities that emerges in undertaking this type of Action Research is the awareness that in many cases the specific order of the teaching of phonics in teaching procedures like this is not important and doesn't significantly influence the effectiveness.

Thus, in this activity, in addition to the communicative experience that is gained by students, there is cooperative activity that is linked with the active learning of listening, identifying and connecting the sound and the letters while developing awareness of phonetic and linguistic connections.

(3) Songs and chants

I used songs and introduced original chants including animal sounds with ICT in cooperation with ALT. This is as below:

Students see the part of the tail of an animal body picture on the electronic board.

T1: Are you a lion? (the picture of back and tail)

C: Yes, Yes. I am a lion , Roar roar (turns to the front)

T2: Are you a lion? (the picture of back and tail)

C: No, No. I am a cat , Meow meow (turns to the front)
(follow as above)

T1: Are you a dog?

C: Yes, Yes. I am a dog, Bowwow

T2: Are you a dog?

C: No, No. I am a pig, Oink Oink

T1: Are you a snake?

C: Yes, Yes. I am a snake , hiss

T2: Are you a snake ?

C: No, No. I am a monkey, screech screech

Animal sound chants 2

T1: What sound ? clap clap

C: Horses say neigh neigh

T2: What sound ? clap clap

C: Donkeys say hee-haw hee-haw

About the original chants, they liked the animation of animals, and were interested in the quiz song. They could understand the meaning and sing assisted by the picture.

It is very useful to use the ICT and make the original chants.

From student's portfolio files:

comment 1 犬の音がちがう。動物の音がとてもおもしろい。

- comment 2 かえるの鳴き声がリビットという鳴き声なのは知らなかった。
- comment 3 聞き返したりできてよかった。クイズは英語の言い方がむずかしかったけどおもしろかった。
- comment 4 友達と協力して3ヒントクイズを英語でうまくできてよかったです。
- comment 5 おもしろポイントを教えてあげた。ジェスチャーをやって楽しかった。
- comment 6 今度やるときはもっと答えやすい動物の3ヒントクイズにしたいです。
- comment 7 今日やったすみかの言葉が一つわかったので次の時は違うすみかの言い方がわかればいいなと思った。リアクションカードをいっぱい使えた。
- comment 8 おもしろポイントがおもしろかったです。鶏は雄しか鳴かないこと、蛙はリビットとなくことがびっくりしました。
- comment 9 動物の言い方に少し慣れた。蛇の発音がスネイクというのを初めて知りました。友達の好きな動物を知ってよかったです。
- comment 10 鳴き声をまねしたりジェスチャーをしたりして楽しかったです。もっと英語をしゃべれるようになりたいです
- comment 11 フクロウの最後の文字がしだとわかりました。英語をすらすらいえるようになりたいです。鳴き声をまねしたりジェスチャーをしたりして楽しかったです。もっと英語をしゃべれるようになりたいです。

As you can see, children enjoyed making the quiz and they were interested in those alphabets and sounds. The frog sound (ribbit ribbit) was an especially impressive sound for children and it was very effective to help them become accustomed to learning about conjecture of a sound with a letter. The animal and animal name and those alphabets were conjectured. As for chants and songs, some of the children looked like they enjoyed it but some were reluctant to sing.

Action Research Class Number Three

This class was the Fuzoku Elementary School Research class, held on

October 18. The departmental objectives are given, followed by the teaching plan (in Japanese)

第3／4学年 英語活動学習指導案 10月18日

- 月のテーマ アルファベットで遊ぼう 身近な英語をさがそう
- 題材名 BROWN BEAR BROWN BEAR What do you see? の絵本を演じよう
- ねらい(2/3)
 - ・絵本の英語表現を聞きまねをしながらリズムや rhyme を体感する。
 - ・最初と最後の音を聞きアルファベットをならべ変える
 - ・音節を手拍子で体感する 1音節2音節.

過程	Class Activities (students)	HRT	ALT	Notes ○準備物
Greeting	1. あいさつをする。(日直)			
Singing	2 アルファベットの歌 フォニックスソング	・一緒に歌う	手拍子	○Super star songs book ○プリント Phonemic awareness
Introduction (10)	3. 本時のめあてを知る。 役割演技をしよう 4 身近な英語をさがそう 読む なぞる 他にないか話し合う	WC START GO PARKING VS AM PM VTR	読む リピート	
Practice	5 絵本を聞く 役割演技をする	指示		大型絵本
Communication Game (20)	6 4文字の動物を並べる bird bear frog duck ①□IR□を掲示して bird を聞かせる ②最初の音を選ばせる B ③最後の音を選ばせる D ④並べる ⑤□RO□ Frog を聞かせ同様 ⑥他の4文字の動物並べ替 え DUCK BEAR LION	板書と指示 手拍子 1音節 1拍手 Frog	発音 2 回 3 文字 Cat dog 4 文字 bird frog duck 音節ごとに ゆっくり発音 BEAR	個人用アル ファベットカ ード 掲示用カード BIRD Bird など

Greeting (5)	7. 感想発表・自己評価。 8. あいさつ。(日直)	That 's all For today.		振り返りカード
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Explanation: This is the teaching plan of the third trial concerning phonemic awareness and literacy for the 3rd and 4th graders. The theme is “ Let’s act out BROWN BEAR BROWN BEAR, What do you see?” The aims are as below.

1. Students can communicate with each other actively by acting out the picture book “BROWN BEAR BROWN BEAR , What do you see?” in a group co-operatively.
2. Students can identify the first and the last sound of the word and connect the sound with the correct alphabet letter from among the choices by talking in a group.

The target sentences include:

Brown bear, Brown bear, what do you see?

I see a red (color) bird (animal name) looking at me/us.

For singing the alphabet song, a handout with letters and rhythm was passed to the students. The phonic songs were the Matsuka phonics song.

Assessment by Lead Teacher: Iwabuchi

The main activities of the class were Picture book acting and Alphabet Quiz of Animal.

- (1) Acting out Picture book “BROWN BEAR BROWN BEAR, WHAT DO YOU SEE?”

I introduced the phrase “Name of students ○○ san, ○○ san” (in Japanese) for the initial part of ‘Brown bear, Brown bear,・・・’Students listen to the story by ALT using a big book, and take the part of animals of the story by using gesture. They practice it in a group, talking to decide the parts and gestures. The answer part, “I see a red (color)bird(animal name) looking at me/us.” was repeated after the ALT. After the practice of each group, I picked one group and they showed group performance. They enjoyed the acting with each other. The answer part was a little difficult

at first, but they could become accustomed to it. Using pictures books ensures student understanding. The first reading is by the ALT and the second is divided in Q and Answer between two groups, in chorus, they can repeat after the ALT and me. Repeating with the animal sound and gestures, they could imitate the pronunciation and feel rhythm. Students enjoyed the picture and the repetition, looking at the friend's action and hearing the voice tone.

(2) Choosing onset and rime through Alphabet Quiz of Animal.

Starting from 'Word from Society'; familiar KATAKANA words from English like WC, GO, TV, AM was interesting for them and they were eager to collect familiar English presented in big letter alphabets. They wrote on the black board IN, SOS, F and BS-TBS. It was so valid for the young learners to read and recognize naturally the English letters.

This activity is added distinguishing the last part of the word, the rime. It seemed difficult for 3rd and 4th graders of this stage, they didn't have sufficient awareness to separate as whole syllables of 'b-ird' or bi-rd rather than segments as 'B-IR-D'. The latter should be better accustomed with syllables by clapping hands. Specially for □IR□, B and D, they could choose B but it was difficult choosing D. But for □RO□, students could distinguish this onset sound like F(frog) and B(bird), while associating with rime was difficult, like G(frog), CK(duck), R(bear)

They could talk and think about the animal name in English and the recognition of the letter in visual as the last sound. I should take more time to become accustomed with pronunciation with clapping hands to make them feel syllables.

In this activity, they could come to know the name of the animal and choose the alphabet card of F and B.

They looked a little confused, but this is sufficient effect for today, for 3rd and 4th graders. They commented that it was fun to express the animal name by the cards in a group, and it is the first time to know the same pronunciation in spite of the different spelling, like CK and C and K.

In addition, they could develop their awareness of phoneme onset and rime and become accustomed with the alphabet cards as used in a word. In such communicative study, they practiced and could recognize the shape of letters carefully, and the talking in a group and listening to the pronunciation of the ALT in the quiz part of the activity is valid for reading

words afterwards.

Here I considered that the phonetic orders is not so important to Japanese students, but becoming accustomed to feeling of syllables as a word and seeing the letter with pronunciation with pictures is. It is related to the connection of three elements of sound and meaning and reading.

I confirmed one of the realities that emerges in undertaking this type of Action Research is the awareness that in many cases the specific order of the teaching of phonics in teaching procedures like this doesn't significantly influence the effectiveness.

(3) Sing Alphabet Song and Alphabet-Phonics Chant

This is the traditional Alphabet-Phonics Chant, where students sing the 'A says a-a-apple' chant, along with the ALT. The vocabulary is shown with pictures. I use MATSUKA alphabet song and phonics song using a handout of the alphabet sheets. It was shown with the first sound A as apple, and picture. CD for music, students sing following the rhythm.

The teacher pointed to the alphabet pictures singing with them in the front, so they could see both it they prefer. I sing a little ahead of them by with repeating the word and pointing to the picture. For example, during the first part, pronouncing 'yyy' and pointing to the picture of 'yard' with saying 'yard' before they say it. But it should be better by a native ALT the singing. Unfortunately, the ALT doesn't like singing for embarrassment. But he shows the shape of mouth and advised students the point of correct pronunciation actively.

Students check in pairs whether their partner can sing with big and clear voice and whether they can point to the correct letter with singing. The checking and the movement of pointing is very useful to recognize the shape of letters and reading. Three teachers walk and check the student's attitude for singing with singing together. Singing together is very important as the atmosphere is made by the teachers' attitude for singing.

Assessment by Advisor: Rausch

Hirosaki University, Faculty of Education, Fuzoku Elementary School;
October 18, 2016; Grade 3,
JTE: Iwabuchi; ALT: Patton

Class Outline

1. Greeting
2. Sing 'Alphabet Song'
3. Alphabet Phonics Chant
4. 'Word from Society' Activity
5. Story Reading Activities

Class Activities

Sing Alphabet Song

This activity takes a traditional approach: a CD for music, students sing following the rhythm.

Alphabet-Phonics Chant

This is the traditional Alphabet-Phonics Chant, where students sing the 'A says a-a-apple' chant, along with the ALT. The vocabulary is the usual set associated with chants.

'Word from Society' Activity

This activity involves students offering vocabulary from 'society' that uses the alphabet. Today's samples were: OUT (with Iwabuchi following with IN), SOS (the international Morse code meaning a call for assistance), F (where the F indicates floor of a building), and BS-TBS (the insignia for Tokyo Broadcasting System).

Story Reading Activities

The story read to students was "Brown Bear, Brown Bear, what do you see?" The story was provided by CD, which included an overview of the story in Japanese.

The story consists of a repeated communicative turn accompanying illustrations representing the variation in the first part of the turn. The content of the story is a question directed at ten animals regarding what they see. The question is directed toward the illustrated animal as follows: "COLOR ANIMAL, COLOR ANIMAL, what do you see?" on the page where the color animal is shown. This is followed by the response "I see a COLOR

ANIMAL looking at me.” The page is turned to find that colored animal, and the turn repeats itself.

The COLOR-ANIMAL combinations are as follows:

brown bear	red bird	yellow duck	blue horse	green frog
purple cat	white dog	black sheep	orange fish	monkey

As the story was played on the CD, it was clear that students can repeat the first part of the turn (“COLOR ANIMAL, COLOR ANIMAL, what do you see?”), as in “Brown Bear, Brown Bear, what do you see?” The response was clearly more difficult for students, as their capability to repeat was clearly less for this. While the story was being read, there were comments such as *kawaii* or *kowai*, for which students had ‘comment cards’ among the card sets they had for class, but they used neither the cards nor the English words.

The activity associated with the story involves some class members having ‘animal-color’ signs and making a line as in the order of the story. The ALT prompts the students in order with the key sentence (Brown Bear, Brown Bear, what do you see?, Red Bird, Red Bird, what do you see?, Yellow Duck, Yellow Duck, what do you see?). The student responds with the response sentence (I see a COLOR ANIMAL looking at me) as appropriate for the student standing next to them in line.

The activity continues with the whole class recalling the assorted animal sounds. The ‘sounds’ are: roar for the bear, chirp for the bird, quack for the duck, neigh for the horse, ribbit for the frog, meow for the cat, ruff for the dog, baa for sheep and blub for the fish.

Finally the activity finished with a literacy activity. The words bear and frog were put on the board (in the form of white paper sheets with a letter on each sheet), sequentially (i.e. not simultaneously), but with the first and last letter shown as blank, as follows:

__ E A __ __ R O __

Students were then asked to think about what the sound for the space was

and then what letter that would be, as the ALT said the word. Time was provided, with students choosing the letter from the alphabet cards they have and then showing their choice on the count of 3-2-1. In this manner, students practice discerning the sound and connecting the sound to the letter of the alphabet. The activity provides for guessing at the first and last sound-letter combination, while also providing for what is 'inside' each word. The final word, D U C K, was done without use of the board above, and the difficulty for the student was in the number of alphabet elements. Looking about the room, I observed DUG and DUK, until the question was asked about how many letters the word had. Upon learning that the word had four letters, students set up their alphabet cards as: DACK, DUCK (correct), and DUAG.

My Comments

I support all the activities and the overall composition of the activities. At several points, I made a note questioning if something was perhaps missing or if an additional activity could be beneficial; in many cases, continuation of the class allayed my concerns.

That said, my comments take up an area for adjustment/expansion and areas where I might consider changing the order of the activities overall and the order within an activity.

The story activity in which the students stand in the order of the story could, in subsequent classes, involve mixing up the order such that students have to break from the direct story effect. Also, the ANIMAL-COLOR combinations could be mixed and other ANIMAL-COLOR combinations could be added.

Regarding the order of the activities overall and the order within an activity: First, perhaps the phonics-literacy activity (__EA__, __RO__, (D)(U)(C)(K)) could be the second activity of the Reading Activities sequence, directly after reading the story and the animal sound activity. My reason for this is only because the ALT prompt-response activity is very communicative, and therefore makes a satisfying completion for the class. Ending the class on the literacy activity finished the class in a bit of a quiet manner and with the

potential for lingering confusion if a student could not fully understand the sound-phonics connect, especially for DUCK. That said, I do believe that the order combination of the animal sounds followed by the phonics-literacy activity is appropriate, as the animal sound activity provides for students 'feeling' the phonics, which is then followed by an activity operationalizing this.

Secondly, the choice of animals seemed a bit difficult for the students. The available animal vocabulary included: bear, bird, duck, horse, frog, cat, dog, sheep, fish, and monkey. Bear, frog and duck were chosen for the activity. Looking at the vocabulary, several combinative phonic sets can be discerned:

The three-letter, hard sound set: cat dog

The four letter hard beginning-ending sound set: bird frog

The four letter soft beginning or ending sound set: bear

The four-plus letter hard/soft beginning or ending but double letter set:

fish duck sheep horse

In the case of the words chosen for the sound-phonics activity, 'frog' presents a very clear starting and ending sound-letter pattern, but 'bear' and 'duck' are more problematic. While bear requires students to accept the 'ea' as the middle sound-alphabet combination, the final 'r' of bear is soft and therefore difficult as the starting case. In the case of duck, whereas the first 'd' is hard and the 'u' is representative of the standard sound-alphabet pattern for 'u', the final 'ck' is problematic. While presenting such cases is important to foster in students the transition from phonics reading to whole-word sight reading, the activity might have been easier if begun with 'frog' before turning to 'bear' and then 'duck.' That said, this is a minor point and I can accept that literacy should not be approached strictly in order from simplest to more complex, as this would inhibit free reading, but this would likely be a point of concern, if not contention among some teachers and education experts.

In conclusion, one of the most important elements of the lesson above was the 'coverage' of learning activities. The story activity where students interacted with the ALT involved sentence structure memory and repetition

(“COLOR ANIMAL, COLOR ANIMAL, what do you see?” and “I see a COLOR ANIMAL looking at me.”), demand for variation dependent on situational change (the changes in ANIMAL and COLOR), and communication among various actors (with ALT and with other students). The phonics-literacy activity provided for focus on beginning and ending sound-alphabet connections both known from the phonics chant (b, d, etc.) as well as in combinations (sh in sheep and fish, ck in duck, etc.) as well as incidental learning that occurs with the provision of the internal elements of the animal names (the ‘ea’ of ‘bear’, the ‘ir’ or bird, etc.).

Action Research Class Number Four 校内全体研修 11 / 30

This class was the Fuzoku Elementary School Research class, held on

November 30. The departmental objectives are given, followed by the

teaching plan (in Japanese)

本時の学習（４／５）

1 目標

①相手や自分の持ち物について受け答えしたり，詳しい情報を得るためにさらに質問を考えたりして，相手の持ち物を探ろうと主体的にコミュニケーションを深めようとする。
(コミュニケーションへの関心・意欲・態度)

②Do you have～？ を用いて問答したり，音を聞きアルファベットカードを正しい順序に並べようとグループで話し合ったりして，音と文字を結び付けようとする。
(英語への慣れ親しみ)

2 展開

procedure	Class activities C : 児童 T1 : HRT T2 : JTE T3 : ALT	Notes ・ 教師の関わり○準備物 ◎ 具体の評価規準（方法） AL の視点をいかした活動
Greeting	1 挨拶をする。 2 歌を歌う。(アルファベットソング)	○アルファベットカード (プリント)

	<p>・ペアでチェックし合う。</p> <p>C:リズムと指が合っていたよ。</p> <p>C:もっとはっきり歌った方がいいよ。</p> <p>“Good.”“ Nice.”“Excellent.”</p>	
Introduc- tion	<p>3 スキットを見る。</p> <p>T 1 : Mr.Patton, Mr.Patton, What do you have ? (カテゴリーから選ぶ) Do you have PC?</p> <p>T 3 : Yes/No.</p> <p>T 1 : Me, too. How about DS?</p> <p>T 3 : Yes/No. How about you?</p> <p>T 2 : No. I don't play games.</p>	○持ち物絵カード (掲示用)
Practice	<p>4 態度面と本時のめあてを確認する。</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>パットン先生の持ち物を探れ！</p> <p>① どんなものかくわしく探る質問を考えよう。</p> <p>② 感想を言ったり聞き返したりしよう。</p> </div> <p>5 班のパートナーを入れ替えてインタビュー練習をする。</p> <p>4人終わったら前を向きALTへの質問を考えておく。</p>	<p>前時のふり返りをもとにめあてを確認させる。</p> <p>○リアクションカード</p> <p>○持ち物ファイルワークシート</p>
Communi- cation①	<div style="border: 1px dashed black; padding: 5px; margin: 5px 0;"> <p>・詳しく知り得た情報はワークシートにメモする。</p> <p>・Yes/Noをはっきりさせて反応したり、詳しい情報を得るために質問を重ねたりする。</p> <p>・友達の持ち物についてまとめ、みんなに教える。</p> </div> <p>6 先生の持ち物についてインタビューする。</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>パットン先生はペットをかってそうだから、聞いてみよう。“Mr.Patton,Mr.Patton, What do you have?”</p> <p>“Do you have a cat?”</p> <p>わたしも飼ってる。“Me, too.”何色かなあ。</p> <p>“What color?”なんて言ったのかな “Pardon?”</p> <p>〇〇さんの番だよ。ゲームのことを聞いてみたら？</p> <p>“Do you have POKEMON GO game?”</p> <p>“Amazing!”</p> </div>	<p>グループでインタビューし合い、情報を整理し伝え合う活動</p> <p>・グループで、聞き手から1つの質問をしているか見て回る。</p> <p>T1…3年生</p> <p>T2…4年生</p> <p>T3…両学年</p> <p>◎相手や自分の持ち物について受け答えしたり、詳しい情報を得るためにさらに質問を考えたりして、相手の持ち物を探ろうと主体的にコミュニケーションを深めようとする</p>

	<p>7 ファイルにメモをして発表する。</p> <p>・A 1 班から 4 班順番に発表した後、自由に全体からインタビューする。</p>	<p>る。(コミュニケーションへの関心・意欲・態度/発表の観察, ふり返りカード)</p>
Communication②	<p>8 アルファベットクイズをする。</p> <p>T 1 : Next is “Alphabet quiz.”</p> <p>グループで指定された単語の文字を当てるために質問し合う。</p> <p>④ 色 What color? Is it ~?種類</p> <p>⑤ 文字数 How many letters?</p> <p>⑥ Do you have H? Yes/No.</p> <p>⑦ 並べ終わったら文字を読む。</p> <p>⑧ That's right.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>スポーツ用品かな Is it sports goods?</p> <p>数を聞こう。それいい考えだね。</p> <p>How many? 5 文字だ。</p> <p>Mr.Patton, please come here.</p> <p>グローブだよ。グって聞こえるから G だ。</p> <p>もう一度言ってくれませんか。</p> <p>Pardon?</p> <p>やった。当たった。</p> <p>最後は発音しない E だね。</p> </div>	<p>○ホワイトボード</p> <p>○アルファベットカード</p> <p>掲示用</p> <p>グループでアルファベットクイズの内容を話し合ったり受け答えしたりする活動</p> <p>・グループで協力して話し合い, アルファベットを並べることや分からなければヒントとして ALT の発音をよく聞くことを確認する。</p> <p>・うなずいたり, 分からなければ聞き返したりする表現を確認する。</p>
Evaluation	9 自己評価を書く。	
Greeting	10 終わりのあいさつをする。	

Explanation: This is the teaching plan of the fourth trial concerning the phonemic awareness and literacy for the 3rd and 4th graders. The theme is “Let’s interview about goods ALT has and get information about that”. It is related to continuing the conversation using English they have already learned ; development for active learning and strategy as the school theme. The aims are as below.

1. Students can communicate with each other actively by interview to the ALT and friends in a group co-operatively.

2. Students can ask and answer using the phrase “Do you have A?” and identify the first and the last sound of the word and connect the sound with the correct alphabet letter from among the choices, talking in a group.

The target sentences include:

(Name, name), what do you have?

I have a (adjective/ color) ~ (goods).

I use MATSUKA alphabet song and phonics song using a handout of the alphabet sheets. It was shown with the first sound A as apple, and picture, CD for music, students sing following the rhythm.

Assessment by Lead Teacher: Iwabuchi

The main activities of the class were Interview for ALT and the friends and Alphabet Quiz of many categories.

(1) Interview for ALT and the friends

They can use the phrase “Do you have~?” to know his/her own goods.

It is communicative interaction to express and exchange their thoughts naturally. It is effective to prevent mistakes of question style from answer style,(“ I have ~”) . Repetition was good for collecting information from ALT.

In a group activity under the rule of continuing conversation to collect as much information as possible, they use the expression they learned about color, place, numbers, and other information.

The conversation is as below;

Q C1: “〇〇さん〇〇さん, What do you have? ” (select from pictures on the wall learned before: animals , instruments, furniture, sports goods)

Q1: “Do you have a bat?” AC2: Yes.”

Q C3 “What color?” AC2: Blue and black.

Q C4: 何聞けばいい? talking to neighbor about what he should ask

C1: 何本あるか聞けば? advised “Why don’t you ask *how many*?”

C4: なんて言うっけ? (How many doesn't come out; uses finger gesture)
Two?

A2: Two. お父さんが誕生日に買ってきて、部屋の棚と小屋にあります。

(in Japanese) my father bought it for me and they are in my room and garage.

(he added the private other information in Japanese, and the others respond nodding and say Amazing.) Student is interested in friends' pet and instruments and games They can ask the color and size. They are so interested about the pet the ALT has. The content and the base of communication are important for young learners. Not as an English speaker, but as a person, students responded actively the picture of the dog the ALT has.

As students want to ask the dog's name, they can't ask in English, it is the difficulty from pattern of practice. What's your dog's name or "What's name" is possible, but they didn't speak the words except some students. They can use the phrase "What sports do you like?" but can't say "What name is the dog?"

As well, they started the sentence "Mr. Patton, Mr. Patton, what do you have? Only once Mr. Patton is OK. But students practiced the pattern of twice repetition so, they use twice naming.

It should be explicit teaching is possible for elementary school as grammar; the order and the place of words.

(2) The Activity: Alphabet Quiz

This presented an effort to incorporate a communication activity into a phonics/literacy activity.

"How many letters does (it / your word) have?", is correct, but I use "Do you have~? And How many letters? Accuracy is important, but in elementary school communication, it may disturb smooth speaking or active motivation of children.

The word 'spelling' is not familiar to the students, but it is not taught explicitly. The Class activity included: glove, sheep, skateboard, gold fish. These were relatively long words and difficult. But they can guess the onset letters, but not the middle and 'sh' (gold fish) as rime.

The Group cooperation was very good in terms of talking and teaching and helping each other. But individual activity who read and write should be included as concentrated study.

For 3,4 graders, it is valid for them to become to read letters in a group gradually.

Teacher management for this activity as below . (Iwabuchi)

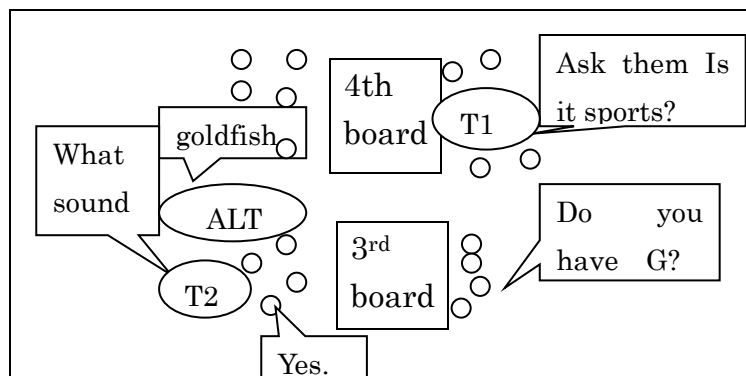


Figure6 : Classroom organization and Teacher management

Classroom Activity

- (1) Students guess the category
(animals, sports goods, furniture, instruments)
Teacher asks them: “what animal?” or furniture? sports?”
- (2) Teacher asks them, “Listen to the sounds.” ALT pronounces “sheep.”
“Baa”
- (3) Teacher makes them notice the association learned before.

Comments from test and survey

- ①Comments about the activity of selecting onset alphabet in group cooperation (3rd graders)

	Difficult	so-so	easy
comment 1	It was interesting to learn the feature of insects and animals.		
comment 2	It was interesting to select with classmates in a group.		
comment 3	It was a little difficult because there were the same sounds.		
comment 4	It was fun to do Three Hints Game.		
comment 5	It was difficult to select the first sound alphabet		
comment 6	It was so interesting to make the sound of animals and pretend to do them by gesture		
comment 7	It was easy because the names of animals in Japanese and English resemble each other.		
comment 8	I was a little confused because there were various pronunciations, but I could understand after listening well.		
comment 9	It was interesting because it is difficult activity.		

(difficult=interesting)

comment 10 I could guess the letter half and half ,so it was so-so.

②Comments about the activity of putting the all alphabet cards on the board.

(Including listening to the picture book story and acting the part of animals and children) (3rd graders)

comment 1 It was enjoyable to listen to the story.

comment 2 I could guess the first letter and the last, but couldn't the middle .

comment 3 I was glad to become accustomed with it .

comment 4 It was easy to tell the color and the shape.

comment 5 It was very fun to act "Brown bear".

comment 6 It was a little difficult to select the alphabet card in order. because the pronunciation is changed to Romaji.

comment 7 It was good to react and ask question.

comment 8 It was difficult to put in order in the middle.

comment 9 It was difficult, but talking in a group was helpful to me, and not so problem.

comment 10 Hiding the card as a secret was funny and answering to the questions was funny.

comment 11 It was useful to study alphabet in order.

comment 12 I was sorry I can't guess the alphabets.

comment 13 I could guess the first alphabet.

comment 14 Putting "Bear" in order was easy.

③Selecting onset alphabet Z and F for zebra and fox

Class A

Both correct: 9/ 25; Z only correct: 14/25; F only correct: 2/25; None: 2/25

Most students selected X as the last sound for fox.

It was for phonics song? This is mostly likely to do that association the phonic songs

Class B

Both correct: 1/8; Z only correct: 4/8; F only correct: 2/8; None: 1/8

① Comments about the activity of selecting onset alphabet in group
co-operation (4th graders)

comment 1 It was easy to guess the first sound and alphabet.

comment 2 At first, I feel difficult, but in a group, I can understand.

comment 3 At first, I feel difficult, but I can become accustomed gradually
so enjoyed.

comment 4 I could answer by talking cooperatively.

②Comments about the activity of putting the all cards on the board.
(Including listening to the picture book story and acting the part of animals
and children) (4th graders)

comment 1 It was easy to listen to the sounds correctly.

comment 2 It was difficult R and L, a and u.

comment 3 I couldn't understand the spelling.

comment 4 I could understand within 5 letters, but above 5 was difficult.

comment 5 I couldn't guess "skateboard", so I want to try another one .

③Selecting d for desk(picture) and v for violin(picture)

Both correct y only correct 7/8 None × t 1/8

Comments about the activity of putting all the cards on the board (including
listening to the picture book story and acting the part of animals and
children; 3th graders) from student's portfolio files as seen in Appendix 3.

Assessment by Advisor: Rausch

Hirosaki University, Faculty of Education, Fuzoku Elementary School; November 30,
2016; 3rd – 4th Grade Elementary School English Class

Fuzoku Elementary School Teacher: Iwabuchi; JTE: Nakagawara; ALT:
Patton

Overall

Very good use of classroom English

Good use of pictures placed in the classroom – used as reference by students

Good group activities: three ask question to one

Points to Consider

It is important for the students to notice and understand the difference between ‘repetition’ focus and ‘communication’ focus. For example, in their repetitive practice they would use the pattern on the left, however, in actual communication, they would shorten this to the pattern on the right.

Mr. Patton, Mr. Patton

Mr. Patton, do you have a ~?

What do you have

versus

-- Do you have a ~?

There is a question about allowing students to initiate and organize their own content for communicative activities, versus ‘forcing’ students to use certain

vocabulary

reactions

follow-up Qs

For example:

Students couldn’t think of questions for Patton:

use vocabulary cards

Students didn’t always use a reaction:

use reaction cards

Students didn’t always use a follow-up Q:

use follow-up Q cards

Information Summaries

At one point, I heard: “OK . . . one red goldfish in the living room.”

This has four information units: number, color, thing, place

This could be a point of language reinforcement; if the teacher (or the ALT) summarizes the content that has been negotiated, this could influence students and allow them to experience the content aspects of the communication again.

The Activity: Alphabet Quiz

This presented an effort to incorporate a communication activity into a phonics/literacy activity. In this sense, the activity should be recognized as valid and as contributing to a communicative class. However:

1. There emerged a fundamental tension between the class target language versus real language use, particularly as in the following samples of language used.

Do you have a ~? (person – thing) becomes Does it have a ~? (word – letter)

2. In addition to this, there is a question of whether the activity should be allowed to begin even if ‘correct communicative language’ is not used to initiate it. Specifically, the activity should be initiated with “How many letters does (it / your word) have?”, followed by “It has xx letters.” I question whether this is always adhered to.

3. Continuing with Point 2, confirmation of the target word can be done in the target language via spelling versus numbered spelling

How do you spell it? Followed by simply spelling

How do you spell it? Followed by 1st ~, 2nd ~, 3rd ~

Expanded to: The 1st letter is ~. The 2nd letter is ~.

For Reference: the words used in the class activity were:

glove, sheep, skateboard, goldfish

Consideration of the Alphabet Quiz also initiates ideas about ‘Teacher Activity Management Points.’

By this, I am referring to how a teacher manages an activity so that the activity is successful in several regards. For example in the Alphabet Quiz activity above, the teacher can use the following ‘Activity Management Points.’

1. The teacher can manage students’ choice of content, and thus vocabulary, by asking “What do you want to use? An animal, an activity or an object?” (from the previously studied vocabulary

which is now shown as information in the classroom). In this way, the teacher manages the students to efficiently choose from the categories while also reinforcing language hierarchies (animal: specific animals) and specific vocabulary (specific animals).

2. The teacher can then manage very specifically the 'phonetic' focus of the activity, whether it is the whole word (glove, sheep, skateboard, goldfish), the initial sound, the final sound or the middle sounds. In this way, the teacher ensures both that the phonetic element is the focus and the placement of the phonetic element in the word is recognized.
3. The teacher can also manage any 'associations' that emerge in the activity, such as 'glove' being associated with 'hand' in terms of meaning association (use), with 'globe' in terms of initial sound, and 'baseball' and 'winter' in terms of expanded meaning associations (use). Likewise, 'sheep' is associated with 'white and soft' (descriptive adjectives) with 'baaa' (animal sound) and with a farm (place).

VI. Implications and Conclusion

This research has looked at phoneme and phonetic awareness in elementary school English education. The research is based on the idea that teaching phonetics to 3rd /4th graders will enable them to read Words and Simple Sentences, and contribute to making a smooth transition to junior high school English.

The research consists of an evaluation of long term teaching at the elementary school lead by the author, together with an assessment of “usefulness” of elementary school English by junior high school English students. This was followed by Action Research cycle of four classes that aimed at creating awareness of phoneme and natural reading and word writing, and communication using phonetic teaching through songs and chants and story books in 45 minutes class , not as a module class.

The research constitutes a Trial of connecting three elements; meaning and sound and reading.

VI-1. A New Approach for Phonics-Literacy Education

The Action Research conducted in this research is based on a conceptual outline including three elements: meaning, sound, and reading.

This conceptual outline is shown in Figure 7.

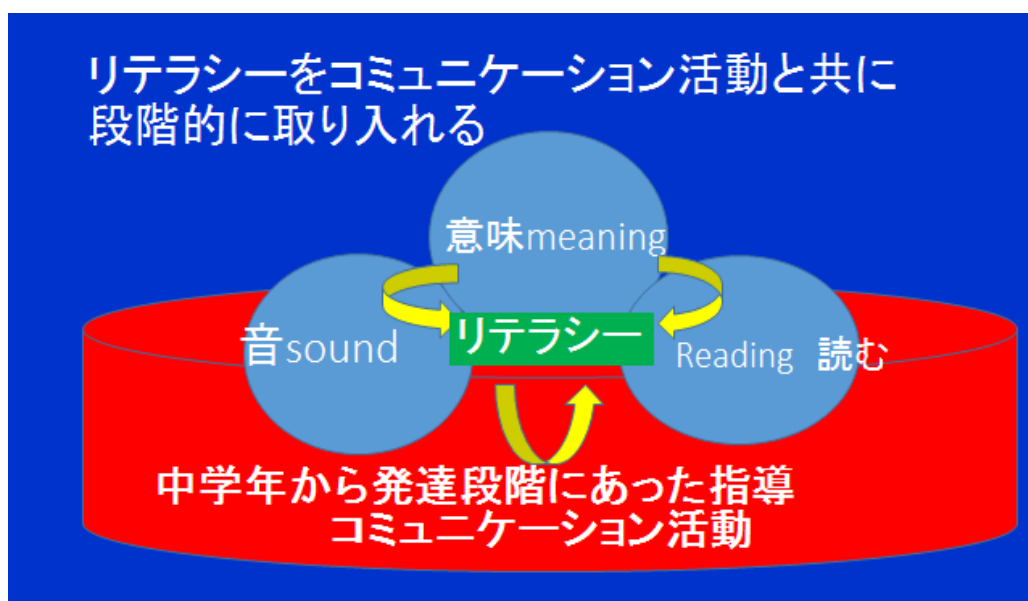


Figure 7: Three elements of literacy into communication

As this was initially operationalized at the 3-4th grade elementary school levels, the initial treatment was relatively simple. This operationalization — application to third and fourth graders — highlighted several characteristics of three components.

The first component to note is ‘meaning’ which implies use of themes that are of interest to elementary grade level students. These themes must represent real or actual content (e.g. animals) and be presented initially visually (through use of pictures). The second component is ‘sound,’ where the implication is that sound associated with the theme should have both a representational sense (e.g. animal sounds, where the sound an animal

makes is represented in letters) and a meaning sense (e.g. animal names, where the pronounced name of the animal in English is represented in letters). This ensures both a 'feeling' of the alphabetic phonics, through the association of the alphabet with the sound of the animal, as well as a 'cognitive' sense of the alphabetic phonics through the representation of the animal through letters, which then indicate the sound of the animal name in English. The third component of the conceptual outline is 'reading,' which, in the case of being read to, provides the students with meaningful auditory input (usually associated with the visual input of meaning) that is connected to the sample representations of the word alphabetically. This implies the use of picture-text books, where the pictures or illustrations provide the visual input and the reading of the text while it is viewed by the students provides both for a 'phonics-in-use' experience as well as a transition to whole-word sight reading when such vocabulary arises.

VI-2. A Phonetics-Literacy Approach: An Action Research Sequence

The link between chants and songs and literacy through clapping hands to achieve a feeling of English is important. Having learners make the

transition from a ‘three-clap’ sequence for “I like calligraphy,” where ‘calligraphy’ is one clap, to four claps for ‘calligraphy’ represents a transition from chants as communicative meaning (I like calligraphy) to the ability to decode for literacy (I like cal-li-gra-phy).

In examining the possibility of connecting alphabet letters and their phonetic sounds for early learners, I decided not to take up the alphabet in order or in the usual order of phonetic instruction, but rather to begin with vocabulary that is close to learners’ lives, believing that this would be more meaningful and therefore more effective. Rather than adopting a traditional phonics approach where learners associated alphabet letters with their sounds, my attempt was to have students associate sounds with meanings based on three factors - meaning, sound, reading- as the first step to becoming naturally used to the association of alphabet to sounds. In addition, such an approach would be motivating to students based on their interests and connect with both other subjects and the foundations of communication skill. Finally, this approach incorporates bottom-up building of alphabet-sound connections as well as top-down meaningful access of content based on ‘informed conjecture’ together with phonics. While songs

and chants can be used and matched to the materials and this progression, becoming accustomed to the meaning together with the phonics called for use of picture books to instruct the alphabet and quizzes to establish the words. The progression is provided below.

These activities are conducted for approximately 10 minutes at the beginning or end of the class within the 45-minute class period. These ‘steps’ are continued for approximately four or five classes over four or five weeks, with classes meeting once per week. This seven-step program is envisioned as being adaptable to various grades and various paces, depending on the students.

It is similar to and reflects the basis of the Neyagawa city “5 steps from sound to letters” program, as Kashiwagi (2016) outlines below.

Figure 8: Neyagawa steps from sound to letter

ステップ 1	音韻を体で感じる活動	絵本に耳を傾ける活動	(1・2年)(中1)
ステップ 2	アルファベット大文字の形	名前読み 絵本の音声を真似る活動	(3年)(中1)
ステップ 3	アルファベット小文字の形	仕事読み 絵本の音声を真似る活動	(4年)(中1)
ステップ 4	アルファベット大文字と小文字の一致	先頭音の聞き分け 9つの音素 絵本の短い文を目で読む活動 9つのサイトワード	(5年)(中1)
ステップ 5	語尾音の聞き分け 9つの音素	母音の聞き分け (a e i o u) 絵本についている短い文を目で読む活動 身の回りの単語を見つける活動 短い単語の写し書きを楽しむ活動 9つのサイトワード	(6年)(中1)

In the Neyagawa City plan, the five steps were envisioned and used in 20

minute modules. over six years of elementary school. However, reflecting my research focus I am suggesting an approach that begins with third grade in a semi- CBI(content-based-instruction) approach, where the phonics and language elements are connected and integrated with various themes and subjects, and communication is an additional objective. The 7 steps to construct letters from sounds is shown below.

Step One: Identifying Onset Sound

Step One focuses the meaningful vocabulary used for the phonics association with a theme, for example, insects, animals, etc. The teacher orally leads the students through a sound to letter association as follows. The teachers says “The first sound is ~ and the first letter is ~.” With this, the students choose the letter they believe is correct from those written in large sized (including both capital letters and lower-case letters) on cards. The teacher confirms the correct letter by showing the students. For example, for the insect ‘ant,’ the teacher says “The first sound is () and the first letter is ‘a.’ Please choose one from these cards.” The students then choose and the teacher confirms, with “Yes, that’s right. The alphabet is A

and today's letter is A.”

Step Two: Inclusion of Known Vocabulary

Step Two expands the extent of possible alphabet to include ‘words’ and ‘meanings’ that are known, high frequency, presented within the Japanese language, but through use of either the alphabet or katakana. Examples of this include NHK, TV, Coca Cola, sofa, pizza, chair, door, and so on. The aim here is simply to see these examples and produce very clear phonetic pronunciations.

Step Three: Three-Letter Words

In Step Three, the vocabulary is expanded to three-letter words, such as ‘C-A-T,’ ‘D-O-G,’ and so on. Words that include three lower-case letters with vowels as the middle letter [a e i o u] are shown together with an image of the word; for example: for cat: C-○-T. In this case, the focus is on the middle vowel [a e i o u], but the ending sound is also included so as to create a consciousness of this. This can be expanded to a game activity where consonants are included with the vowels. For example, for ‘cat,’ C-○-○ would be an exercise in choosing the vowel ‘a’ for the middle place and the consonant ‘t’ for the final place.

Step Four: Expansion to Four or Five-Letter Words

With Step Four, the activity advances to student conjecture of four and five letter words. Examples of the words that could be used include ‘lion,’ ‘meat,’ ‘bear,’ ‘bird,’ ‘door,’ and so on. In this case, words that had been introduced with the katakana to clear pronunciation of Step Two are repeated with the addition of visual association.

Step Five: Expansion to New Combinations

With Step Five, there is a transition to a partial ‘whole word’ approach to literacy.

Using illustrations to portray possibly known, but more difficult words, word conjecture for whole word reading is begun. For example, a word like ‘cloth’ and ‘photo’ includes conjecture of the ‘th’ and the ‘ph’ to a somewhat unusual and difficult word. Examples here also include ‘wh’ for who, what, where, when and why. Examples of ‘ch’ could include cherry, church and chocolate. Finally, words like ‘cake,’ ‘life,’ ‘home’ and . . . involve conjecture of the function of the final ‘e’ for known words. But magic ‘e’ is often seen in familiar foods name like “grape” “apple” “pie”, in sports names like “skate” and verbs “like” and “have”. Given that magic ‘e’ is so important in such common words as “like” and “have”, it might be preferable for students to experience the

magic 'e' earlier in the steps, possibly Step Four.

Step Six: Extension to Simple Sentences

Step Six continues with the conjecture idea leading to whole word reading capability. In this case, the conjecture is advanced to representing known phrases as words. In addition, a shift from nouns alone to include verbs which are commonly used can be undertaken, as in [like, make, take, have, play]. From here, conjecture is used to advance to reading short sentences, such as [I like cake.] or [I have a pencil] where the sentence might be known to some degree as a katakana utterance (even if incomplete, as in [I have pencil], with the final word dependent on learner choice.

Step Seven: From Speaking and Reading to Writing

Step Seven attempts to advance the transition from 'hearing to phonics' to 'reading known and unknown words' to actually writing. While confirming the difference places in use of ROMAJI, enjoyable writing practice based on tracing and simple worksheets is included.

Referring to Step 1 and 2, it is sufficient to develop phoneme awareness for 3rd grade in elementary school beginning with the onset sound distinction. But I felt it is difficult for children to distinguish the rime sound. As for my

students, third graders cannot distinguish the middle sound and last sound over three syllables, I was unable to continue the step progression past step four. However, we can assume the progression could be continued as I have indicated.

VI-3. Link with Junior High School

As for the Survey and Questionnaire results regarding the usefulness of Elementary school English education for junior high teaching, phonetic Learners in junior high school is done in a very short time. Students feel difficulty about tests of spelling words and sentences, and they must become accustomed with reading and writing rather than speaking and listening. Therefore, in the first year of junior high school English, more instruction in the areas below is needed.

- 1 There should be more time to become accustomed with the connection of sounds and letters by listening to sounds and the alphabet letters by listening to sounds and alphabets.
- 2 This is possible by using songs and chants even in junior high. Teachers

could study about songs suited for junior high students which can stimulate them and their interests.

- 3 Junior high school teachers should learn the content in elementary school English teaching, and teach to 6th graders by visiting elementary schools. On the other hand, elementary school teachers should do teach developing phoneme awareness from early grades.
- 4 More content based instruction is needed to create a stronger connection between sounds and letters in 45 minute classes. Furthermore, young learners can also learn naturally the literacy for learning 2nd languages through a conjecture curriculum of integrated study or through connection to other subjects in communication.

As a thesis summary, from the broadest view of the research—my teaching evaluation, the survey and questionnaire on the phonetic-literacy teaching and the interviews of junior high school 1st graders, together with the Action Research cycle of four classes—it was shown that gradual phonetic teaching

in the 3rd /4th grade will enable elementary school students to read Words and to feel Syllables coincident with the Onset and first letters. It can be assumed that such student advancement will contribute to making a smooth transition to junior high school English. As for sentence-reading, more studies continuing to upper grade 5th and 6th will be needed.

The effectiveness of a connection of sounds and pictures together with using activities like chants and songs, in the development of pronunciation was not proven clearly, but the use of those should be seen as effective for elementary young learners to feel syllables and rhyme and stress and to stimulate their interests.

As a means of identifying appropriate teaching methods for the future of elementary school English in Japan, I suggest the Seven Steps Phonetic Teaching outlined above, for the link with junior high English literacy. This trial of the Seven Steps Phonetic Teaching should be seen as an effective way to create awareness of phoneme and develop natural reading and word writing, and to communicate using phonetic teaching through songs and chants and story books in 45 minute classes, not as module classes. Finally, as shown in this research, teachers don't need to be obsessed by the ideas

and practices of typical phonetic teaching like the strict orders of teaching as seen in foreign English phonetic teaching books.

For young learners and junior high English learners, it is essential to learn phonetics systematically (rhyme awareness, syllable awareness, onset-rime awareness, phonemic awareness) in natural communication activities regardless of whether an established phonics-learning order is followed, and it could provide for a smooth development of phoneme awareness from elementary school and reading and writing afterwards to adults. Further trials that contribute to the connecting, if not spiraling, of the three elements—meaning and sound and reading— is important to the future of teaching English for young learners.

To close, the introduction of phonemes in the 3rd grade is effective as a vital link with higher elementary 5th and 6th grades, and early phonemic awareness and education can be seen as a first step, so to speak, in the solution of the 1st graders gap in junior high school English.

Appendices

Appendix 1

Questionnaire アンケート調査

附属中学校 1 年生対象 object : the 1st graders of Fuzoku junior high school
小学校英語活動に関するアンケート調査

a questionnaire for elementary English class that they had experienced

1 年 組 氏名 小学校名 出身

Grade and class name the name of elementary school

附属中学校に入学して半年が過ぎ英語の学習をがんばっていることと思います。小学校での英語活動についてのアンケートです。中学校 1 年生現在で思うことを率直にお答えください。成績には関係ありません。Several months has passed since you entered, and I think you are studying English very hard. This is a questionnaire of elementary English class that you experienced. Answer honestly what you are thinking now, and it is not included the score of junior high school English.

Q 1 小学校の英語活動の中で、楽しかった活動や印象に残っている活動を下の a～qの中から 2 つ選んで()に書いてください。またそれらのうち、具体的な活動や特に印象に残って楽しかった理由を□に書いてください。また他の活動があったら下の□に書いてもいいです。分かる範囲でかまいません。

Select the two that was impressive and enjoyable activities from 17 ones below, and fill the (), and write reason .

a あいさつ greeting 3.09%	i 自分の言いたいことを考えたこと thinking what he wants to say 3.09%
b 歌やチャンツ songs and chants 11.34%	j 自分一人で発表したこと presentation by oneself 7.21%
c ゲーム games 53.60%	k グループで協力して発表したこと presentation in a group 12.37%
d ペアやグループで英語を話したこと speaking English in pairs or in a group 5.15%	l 発表のためのものを書いたり物を 作ったりしたこと making crafts and writing for presentation 20.61%
e 英語を聞いたこと listening to English	m 本やインターネットで調べる活動

	1.03%	looking over books and internet	7.21%
f 英語を読んだこと reading English		n 外国の生活・文化・行事を知ること	
	1.03%	knowing about foreign country life and culture and events	25.77%
g 英語を書いたこと writing English		o 先生方や外国人と話したり交流したりしたこと	
	5.15%	cultural exchange between foreigners and teachers	23.71%
h 辞書で英単語を調べたこと		p 友達と交流したこと	
using dictionaries	7.21%	studying and discussing with friends	13.40%
		q writing portfolio ふり返りを書いたこと	0%

理由 reasons

他の活動（ある人だけ） other activities (If you have)

Q 2 Q 1 の a～q の中で、あまり楽しく感じられなかった活動はありますか。どちらかの番号を○で囲んでください。 Circle 1 or 2. Do you have any activities in elementary English lessons ‘not enjoyable’?

1 ある Yes 28.86% 2 ない No 69%

Q 3 「1 ある」と答えた人は、あまり楽しく感じられなかった活動を a～q の中から 2 つ選び、あまり楽しく感じられなかった理由を□に書いてください。

If you select 「1 ある」 Select two activities from 17 ones below, and fill the

() .and write reason the square . (j 8.24%)(g 6.18%)

Q 4 中学に入学して半年以上たちましたが、今の中学校での英語学習に、小学校の英語活動が役に立っていると思いますか。1 から 3 のあてはまる番号に○をしてください。
Circle 1 or 2 or 3. What do you think about 'usefulness' of activities in elementary English lesson ?

1 とてもそう思う 2 まあそう思う 3 あまりそう思わない
useful 41.23% so-so useful 52.57% not useful 6.18%

Q 5 (1) 下の①から⑦は小学校での英語活動のめあてです。今の中学校の英語学習で意識してやっていると思うものの番号を下の①～⑦の中から2つ選んで () に書いてください。 Select two from①～⑦goals of attitude' below that you are 'conscious in studying English now .

① アイコンタクト (目をあわせて)	eye contact	11.34%
② スマイル (ほほ笑んで)	smile	13.40%
③ ビッグボイス (大きな声ではっきりと)	big and clear voice	41.23%
④ フレンドリー (ともだちとなかよく)	friendly	29.89%
⑤ ビッグハンズ (よく聞き拍手してあげる)	big and clear voice	22.68%
⑥ できるだけ英語を使って話す	speaking English as much as possible	53.60%
⑦ 自分から進んで積極的に	act positively	32.98%

() ()

Q 5 (2) **Q 5** (1) の2つを選んだ理由を□に書いてください。

Write reason why you select that two .

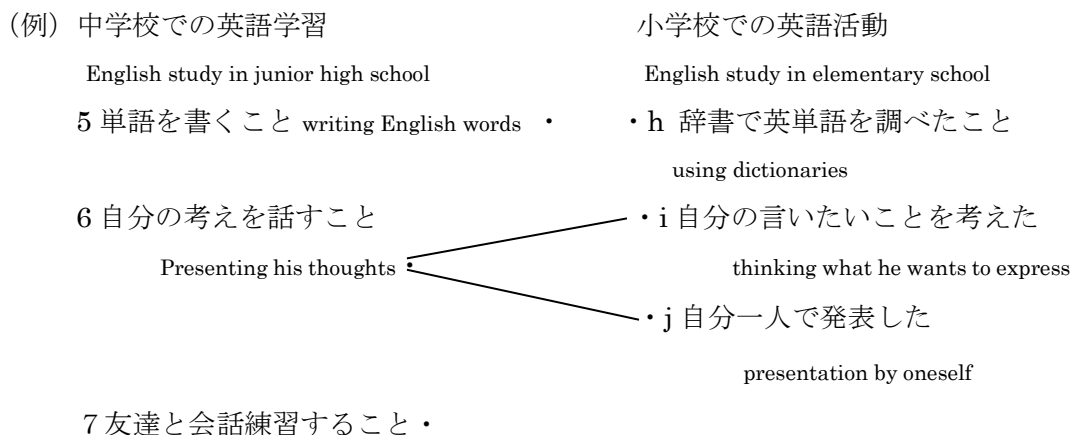
Continued

Q 6 (1) 中学校の今の英語学習でうまくいっていると思うことがあったら、下の1～13の中から5つ以内選び、番号に○をしてください。それは小学校でのどの活動が役立っていると思いますか。a～qのうち当てはまると思うものを、5つ以内選び線で結んでください。(5つ以内なのでそれより少なくても可。)

Select within five from a～q 13 activities that 'work going well in study of junior high school English' with those and line what activities of elementary

school English are connected with 17 responses of elementary school English activities.

Example



中学校での英語学習		小学校での英語活動
English study in junior high school		English study in elementary school
1 英語を話すこと	・	・ a あいさつ greeting 1,4,6,7,10,13
speaking English 45.36%		
2 英語の単語を調べること	・	・ b 歌やチャンツ songs and chants 1,3,4,12,13
looking up English words 16.49%		
3 英文を読むこと	・	・ c ゲーム games 1,2,3,4,5,7,12,13
reading English 53.60%		・ d ペアやグループで英語を話したこと speaking English in pairs or in a group 1,3,4,6,7,8,10,12,13
4 英語を聞くこと	・	・ e 英語を聞いたこと listening to English 1,2,3,4,5,12,13
listening to English 44.32%		
5 単語を書くこと	・	・ f 英語を読んだこと reading English 1,2,3,4,5,6,13
writing English words 44.32%		
6 自分の考えを話すこと	・	・ g 英語を書いたこと writing English 1,2,3,4,5,6,11,13
presenting his thoughts 21.64%		
7 友達と会話練習すること	・	・ h 辞書で英単語を調べたこと using dictionaries 1,2,3,5,11,13
(ペア・グループ) Practicing conversation	・	・ i 自分の言いたいことを考えたこと thinking what he wants to express 1,3,6,7,8,11,13
in pairs or in a group 50.51%		

8 グループで練習すること a group practicing in 18.55%	・ j 自分一人で発表したこと presentation by oneself 1,3,4,6,7,8,11,12
9 外国について学ぶこと foreign country learning about 11.34%	・ k グループで協力して発表したこと presentation in a group 3,4,6,7,8,11,12
10 外国人と話すこと Talking with foreigners 14.43%	・ l 発表のためのものを書いたり、物を作ったりしたこと making crafts and writing for presentation 1,2,3,4,5,6,11,12,13
11 英語で自分の考えを書くこと his thoughts in English writing 27.83%	・ m 本やインターネットで調べる活動 looking over books and internet 3,9,11,13
12 会話で身振りを付けること and use body language gesture 14.43%	・ n 外国の生活・文化・行事を知ること knowing about foreign country life and culture and events 4,9,10
13 文法を学ぶこと Studying grammar 38.14%	・ o 先生方や外国人と話したり交流したりしたこと cultural exchange between foreigners and teachers 1,4,5,6,7,9,10,11,12,13 ・ p 友達と交流したこと studying and discussing with friends 4,6,7,8,11,12 ・ q ふり返りを書いたこと writing portfolio 4,13

Q 6 (2) 小学校英語活動の中で、今の中学校の英語学習に役に立っていないと思う事があったら、a～q の中であてはまるものに×をしてください。(複数回答可)
その中で特に3つ選んで下の()に記号を書いてください。

Mark ×if you feel 'not useful', for studying English in junior high school.And select three

Example

- | | |
|---|--|
| (例) a あいさつ greeting | i 自分の言いたいことを考えたこと
thinking what he wants to express |
| b 歌やチャンツ songs and chants | j 自分一人で発表したこと
presentation by oneself |
| c ゲーム games | k グループで協力して発表したこと
presentation in a group |
| d ペアやグループで英語を話したこと
speaking English in pairs or in a group | l 発表のためのものを書いたり物・・・
making crafts and writing for |

presentation

(b) (c) (l)

a	あいさつ	greeting	2.06%	i	自分の言いたいことを考えたこと	
					thinking what he wants to say	5.15%
b	歌やチャンツ	songs and chants	23.7%	j	自分一人で発表したこと	
					presentation by oneself	10.30%
c	ゲーム	games	26.80%	k	グループで協力して発表したこと	
					presentation in a group	6.18%
d	ペアやグループで英語を話したこと			l	発表のためのものを書いたり物を	
	speaking English in pairs or in a group				作ったりしたこと	
			3.09%		making crafts and writing for presentation	4.12%
e	英語を聞いたこと	listening to English	1.03%	m	本やインターネットで調べる活動	
					looking over books and internet	27.83%
f	英語を読んだこと	reading English	3.09%	n	外国の生活・文化・行事を知ること	
					knowing about foreign country life and	
					culture and events	12.37%
g	英語を書いたこと	writing English	4.12%	o	先生方や外国人と話したり交流した	
					りしたこと	
					cultural exchange between foreigners and	
					teachers	8.24%
h	辞書で英単語を調べたこと			p	友達と交流したこと	
	using dictionaries		7.21%		studying and discussing with friends	2.06%
				q	ふり返りを書いたこと	writing portfolio 23.7%

Q 6 (3) 役に立っていると思う事がらがあったら、その理由を書いてください。

provide a reason of 'useful'

Q 6 (4) 役に立っていないと思う事がらがあったら、その理由を書いてください。

provide a reason of 'Not useful'

Q 7 中学校の英語の学習で、あまりうまくいっていないと思う事がらを考えながら答えてください。小学校6年生までに英語活動で、もっと、これをやっておけば良かったと思う事がらを**Q 6 (2)**の a～q の中から3つ選んでください。 g 42.26%

f 34.02% j 31.95%

① () ② () ③ ()

Thinking 'not working well in junior high school English study now 'and select three to have been

done in elementary school English study, from 17 activities below.

a～q 以外でやっておきたかったことがあったら、具体的に書いてください。

If you have other things which you think it might better been done in elementary school English

activities except a～q , describe other activities.

ご協力ありがとうございました。

Thank you for your attendance.

Appendix 2 (questioaire)

Comment 1 小学校の時グループで物を書いたり準備したりするのが楽しかった。テストとかないし、いろいろ話せて楽しい。

Comment 2 小学校の英語は役に立ったとは思いうが、中学校で文法を習って初めて小学校の時は訳も分からなく言ってたけど、なるほどこういうことかって分かった。たとえば **Where are you from ?** とかもまとまりで言えて **Where** は「どこ」で **you** は主語でみたいな。

Comment 3 一人で自己紹介するスピーチがいやだった。はずかしいし、話してるけど、ほんとの一つ一つの単語の意味が分からないまま言っている感じだった。

Comment 4 中学校に入ると単語のテストとかヒアリングテストとかあるから、もっと小学校の時にノートを使って練習したりしたかった。

Comment 5 アルファベットは一応やったけどもっと読めるようにすれば良かった。フォニックスみたいな決まりを教えてほしかった。

- Comment 6 英語でしゃべりたいことを書くこととかしなかったし、ああこれは中学校に行ってから詳しく習ってねって感じで。もっと英作文の順序のようなものを知りたかった。
- Comment 7 中学校ではほとんど外国の文化とか調べたりしないし、地理とかで世界遺産とか習うんだから小学校でフランスとかブラジルとかやらなくても良かった気がする。
- Comment 8 もっと外国の人の英語を聞けば良かった。(外国人は日本人と) 発音が違うから良く聞き取れないし、もっと聞くことをすれば良かった。
- Comment 9 中学校でテストの後ふり返りシートを書かせるから小学校の時のふり返りをもっとちゃんとやっておけば良かった。小学校の時はふり返りを書く時間もなかったし、書いてもこのくらいでいいかって。ふつうとかいい方に○してた。
- Comment10 ゲームは楽しかったけど、中学校ではやらないし歌も面倒くさいときもあった。あんまり歌わないしほとんどやらない。

Appendix 3 (elementary school portfolio file)

- comment 1 アルファベットクイズは初めてやってむずかしかった。4年生になったらもうすこしできるようになりたい。最初の英語を当てるクイズでは最後の英語は間違えることもあったけど当たった。
- comment 2 フォニックスソングは発音がむずかしかったけど何回かやったらだんだんできるようになった。
- comment 3 アルファベットクイズは動物の名前を一文字一文字当てていくのは少しむずかしかった。字数が少ないとわかったけど多くなるとむずかしい。動物の方がわかりやすかった。
- comment 4 アルファベットクイズで班のみんなと協力したけれど文字がローマ字と違うのでむずかしかったけれど、最初と最後の音が当たっていたのでうれしかったです。
- comment 5 アルファベットの歌はCDの速さに合わせて指をさすのが楽しかったです。
- comment 6 もっといろいろなことを聞けるようにしたいです。ほかには聞こえなかったと聞き返せたらいいです。
- comment 7 アルファベットクイズは当てたりするのが楽しかったし動物の最初の文字を覚えることができた。最初はむずかしくてなかなか当てられなかったけどアルファベットカードでやるとできるようになったから楽しくなった。アルファベットソングは最初の b b b とかを覚えたからアルファベットクイズも同じ感じでできた。CAT DOG PIG など
- comment 8 絵本を読みリズムに合わせてやりとりできた。

- comment 9 絵本でグループでやったらうまくリズムにのれたのもっと大きな声で絵本を読みたい。
- comment 10 アルファベットクイズはいろいろな種類があって少しむずかしかったです。でもだんだんなれてきてかんたんになったのですごく楽しかったです。アルファベットソングはふつうの ABC の歌とはちがってノリノリだったので楽しかったです。

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