



英語ノート指導資料の評価

メタデータ	言語: eng 出版者: 北海道言語研究会 公開日: 2012-02-02 キーワード (Ja): キーワード (En): Japanese Elementary School, English, Eigo Note, Teachers' Guide Evaluation 作成者: ゲイナー, ブライアン メールアドレス: 所属:
URL	http://hdl.handle.net/10258/699

An evaluation of the Teachers' Guide for Eigo Note

その他（別言語等） のタイトル	英語ノート指導資料の評価
著者	GAYNOR Brian
journal or publication title	北海道言語文化研究
volume	9
page range	75-91
year	2011-03-30
URL	http://hdl.handle.net/10258/699

An Evaluation of the Teachers' Guide for *Eigo Note**

Brian GAYNOR

英語ノート指導資料の評価

ブライアン ゲイナー

Abstract : At the start of the school year in April 2011, all public elementary schools in Japan will begin conducting compulsory English classes for 5th and 6th grade students. To meet concerns about the lack of suitable materials MEXT has published and distributed *Eigo Note*, a two level textbook, to all public elementary schools along with a detailed Teachers' Guide. This paper analyzes the Teachers' Guide in order to examine what sort of pedagogical approach is suggested and also reports on the results of a 'snapshot' survey of teachers' attitudes to, and uses of, the guide, in the classroom.

Key words : Japanese Elementary School English, Eigo Note, Teachers' Guide Evaluation

1. Introduction

At the start of the school year in April 2011, all public elementary schools in Japan will begin conducting compulsory English classes¹ for 5th and 6th grade students. For the vast majority of schools, this should entail no major changes from their present curriculum. According to a 2007 survey conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), 97.1% of schools were already conducting 'English activities' (*eigo katsudou*) on a regular basis. However, contained within this percentage was a vast array of approaches, with some schools offering immersion-like programs (Butler, 2007a), while others limited themselves to activities that one teacher described as mere 'play time' (Kusumoto, 2008:31). There is also the related problem of training and guidance for the approximately 417,000 elementary school teachers² (MEXT, 2010) who will, at some stage in their careers, have to teach English classes. In a comprehensive survey of approximately 3,500 elementary school teachers conducted by the education and publishing company

¹ In the MEXT 'The New Course of Study' policy document, the classes are officially referred to as 'Foreign Language Activities' (*gaikokugo katsudou*). However, the same document also states, "In principle English should be selected for foreign language activities". For the purpose of this paper I have used the two terms interchangeably.

² This refers to the total number of teachers in public elementary schools. Obviously, not all of them will be conducting English classes from 2011, but as classes are regularly rotated, over the course of their careers they can expect to be teaching English at some stage.

Benesse (2006), the vast majority of respondents reported having little practical experience in teaching English.

In an attempt to address these issues (and others detailed below), MEXT has published and distributed *Eigo Note*, a two level textbook, to all public elementary schools. The textbook comes accompanied by a Teachers' Guide (TG) that provides detailed instructions on how to teach a full, year-long 35 hour curriculum. Although McGrath warns that "a book should not be a course in the sense that it determines the totality of the learning experience" (2002: 37), for many elementary school teachers in Japan, the course book and TG has to determine the totality of not only the learning experience, but the teaching experience as well.

The purpose of this paper therefore is to analyze the *Eigo Note* TG in order to examine what sort of teaching experience is suggested by the TG. In doing this I approach the TG as both a policy document and a pedagogical guide to teaching English to young learners. This approach is reflected in the structure of the paper, which begins with an overview of the general educational environment of which the TG is part, before moving on to a detailed examination of the contents of the TG. In addition, I also conducted a brief, 'snapshot' survey of teachers' attitudes to, and uses of, the guide, with the results highlighting a number of issues in terms of the guide's effective use in the classroom.

1.1 Policy Background

In 2002 MEXT allowed local governments and individual elementary schools to conduct foreign language activities so long as these promoted international understanding. MEXT's proposals were issued as 'guidelines' and were not compulsory with the result that there was no set central policy determining such matters as curriculum, syllabus, pedagogical approach, the allocation of resources and materials, and who should conduct these 'foreign language activities' in the classroom. Decisions pertaining to these factors were deferred to either the local Boards of Education, individual schools, and in many cases, individual teachers (Butler, 2007a: 129).

The result was a widespread diversity in methods and approaches. Butler, reporting on this diversity soon after this policy was implanted in 2004, noted that, "while some [schools] have introduced Japanese-English immersion bilingual programs, others have no English or other foreign language activities at all" (2007a: 130).

Cognizant of this and in an attempt to remedy the situation, in 2006 the Central Council of Education proposed that English education should be made compulsory for fifth and sixth grade students in all elementary schools (MEXT, 2006). This recommendation was officially adopted by the Japanese Government in 2008 and passed into law in 2009, with 'compulsory foreign language activities' to be put into practice in all public elementary schools by the start of the 2011 school year.

Although compulsory, English is not deemed an academic subject in the same way Japanese, Maths or Social Studies are. Rather it comes under the domain of 'general integrated studies', akin to art and music. This means that no evaluations or grading is involved in English classes, which in turn

has a number of implications for actual classroom practice, as this paper will subsequently outline. In addition, its non-academic status tends to fudge the issue of standards and content; local boards of education and individual schools are still at liberty to determine their own programs. This in turn affects educational outcomes and impacts on the Junior High School level, where it is feared that the introduction of compulsory classes - standardized only in terms of minimum hours to be taught - will do little to ameliorate the problem of students with differing abilities entering formal English education at the secondary level (Nishizaki, 2009).

2 Analysis of the Teachers' Guide for *Eigo Note*

Much of the existing literature on material's analysis and evaluation assumes that the teacher is either a native speaker of English or highly proficient in the language, and in both cases is trained in teaching English as a foreign language (Cunningsworth & Kusel, 1991; Hemsley, 1997; Gearing, 1999). For this reason, detailed analyses of the TG tend to get short shrift, either being overlooked completely (McGrath, 2002; McDonough & Shaw, 2003; Tomlinson, 2003) or relegated to admonishments about not over using the TG (Good, 2001). However, such implicit biases are quite untenable in situations such as Japan where the opposite of such assumptions hold true. Rather, in such situations the very important aim of the TG is "to provide essential support for teachers whose own knowledge of English is shaky and incomplete, who perhaps only have a basic understanding of some of the rudiments of language teaching" (Cunningsworth & Kusel, 1991: 131). Essentially the TG fulfills the role of teacher-training material in that it provides methodological guidance, linguistic information and background information on cultural issues, and thus "can function explicitly as [a] source(s) for professional development" (Wharton, 2004:212).

Teachers Guides are the poor orphans of EFL: "Literature concerning evaluation of TGs is extremely thin on the ground" (Hemsley, 1997:73); "there is very little on the evaluation or use of teachers' guides" (Good, 2001: 22); "This topic is a neglected area in the literature" (Cunningsworth & Kusel, 1991:128). Thus, in designing an analytical framework for the *Eigo Note* TG, I have relied quite comprehensively on the detailed criteria formulated by Cunningsworth and Kusel. I follow their distinction between global appraisal, which focuses in the broad assumptions underlying the overall methodological approach of the TG; and a detailed evaluation, which examines how teaching objectives, methodology, pedagogy, activities and evaluation are specified for each unit of the course book (1991:129).

2.1 Global Appraisal

The aim of a global appraisal is to elucidate the general principles upon which the TG is based. To this end, Cunningsworth & Kusel propose a series of evaluative questions from which I have adapted the following three:

(1) *What assumptions are made about the teachers' knowledge and experience of language teaching?*

For *Eigo Note* the TG assumes that teachers have minimal knowledge and experience and thus provides a comprehensive lesson plan for each unit, detailing what is to be taught; how it is to be taught and in what order; provides clear instructions on the teacher's, student's and Assistant Language Teacher's (ALT) roles; and addresses a number of underlying linguistic, grammatical and cultural points in order to provide a richer understanding of the lesson's objectives.

(2) What assumptions are made about the teachers' knowledge of English?

Here the assumption is, again, that teachers have minimal proficiency in English. All instructions, guidance and explanations are in Japanese, and any actual learner centered English language content such as dialogues, songs, chants, etc., are accompanied by a full Japanese translation. Unfortunately, as the ALT's role is also explained solely in Japanese, a rather bewildering (for the teacher) paradox arises: as the teacher is assumed to have a minimal grasp of English everything is explained in Japanese, yet to explain to the ALT their role in the lesson the teacher is also expected to be able to translate the TG into English.

(3) What assumptions are made about teachers' awareness of the cultural context portrayed in the course material?

Eigo Note is intended to foster both foreign language communication skills and cross-cultural understanding, so there is continued emphasis throughout the TG on various aspects of different foreign cultures. The emphasis, it should be noted in passing, is on 'different': contrasts rather than commonalities with Japan are foregrounded, with a constant 'us and them' approach to the explanations. At the end of each lesson there is a comprehensive explanation of various aspects of foreign culture pertaining to the theme of the lesson; for instance in lesson 3, 'Numbers', there is an overview of counting systems in different countries. In addition, during the detailed instructions for conducting individual classes, possible opportunities for cultural expansion are highlighted in the TG with an asterisk. The presence of the ALT obviously has vast potential for developing and expanding these cross-cultural themes (Butler, 2007b) and the TG makes repeated reference to this, but the practicalities of how both the teacher and the ALT can best exploit these are left unexplained.

2.2 Detailed Evaluation

According to Cunningsworth and Kusel's criteria, detailed evaluation "concerns the way the TG deals with different aspects of the course and how each unit...should be taught" (p.133). For the purpose of this paper, I have chosen Lesson 4, "Let's do a self-introduction" (*jikoshoukai wo shiyou*). As with the global appraisal, I have adapted Cunningsworth and Kusel's criteria to examine the following factors: layout and content; objectives; cultural awareness; procedural guidance; motivation; and assessment.

2.2.1 Layout and Content

The TG is 81 pages long and is intended to provide teachers with complete instructions on

how to teach a year long, 35 hour English curriculum. It begins with a short introduction stating the overall objectives for the course, lists the 9 main lessons and their themes with each lesson further divided into 3 or 4 units, and explains the basic structure of the TG. The structure is separated into four parts:

- (1) Lesson Introduction
- (2) Lesson Explanation
- (3) Example Class
- (4) Vocabulary and Cultural Background Notes

There then follows a curriculum chart for the whole course, showing how each lesson is divided into either three or four related units, what the main content of each unit is, and the main English phrase around which that lesson is based. (A translated version of the chart is given in Appendix 1). The explanation for each lesson and their units also follow a fixed pattern. Each lesson begins with a description of its objective, and the contents and instructions on how to conduct the lesson. Subsequently, each unit within the lesson is explained in terms of: aims, English vocabulary and phrases to be learned, listening tasks, chants, activities, and necessary classroom English. In addition, transcripts for the contents of the CD are provided along with a complete translation into Japanese. There then follows a detailed plan for teaching the unit, with alternative methodologies suggested along with points to note. At the end of the overall lesson there is a section devoted to vocabulary and language use. In Unit 4 this consists of an explanation of countable and uncountable nouns, second and third person question forms, the use of the term ‘juice’, and examples of other ways to express gratitude besides ‘thank you’. The final section of each lesson is devoted to background information on various aspects of cross-cultural understanding deemed relevant to the theme of that lesson. Finally, at the end of the TG is a list, divided by lesson, of all the English vocabulary (with an accompanying Japanese translation) that appears in the TG, student’s book and on the CD.

2.2.2 Objectives

The overall objective for *Eigo Note* is provided in the first paragraph of the introduction to the TG. It quotes directly, and at length, from MEXT’s official policy guidelines on ‘Foreign Language Activities’:

“To form the foundation of pupils’ communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages” (MEXT, 2009).

In turn, each individual lesson has its own specific objective. Thus for Lesson 4, the objective is to expand on the language learned in Lesson 1 in order to convey personal information, including likes and dislikes with the aim of being able to make a brief self-introduction in English. The emphasis is on pronunciation, particularly differentiating between *gairaigo* (Japanese words ‘borrowed’ from

foreign languages) and the corresponding English antecedents (eg: *hamubaga* and hamburger).

2.2.3 Cultural Awareness

As one of the main aims of foreign language activities is “developing the understanding of languages and cultures”, the TG devotes considerable space to detailing how such understanding can be incorporated into the lesson. Each lesson begins with an explanation of that lesson’s intended ‘International Understanding’ (*kokusai rikai*) objective, which, for Lesson 4, is to understand the differences in word pronunciation and gestures. Throughout the lesson, opportunities to incorporate activities that achieve this aim are signposted, and at the end of each lesson is a section that provides background information relevant to the main theme of the lesson. In Lesson 4, for example, in keeping with the theme of likes and dislikes, there is an explanation of the different traditional sports played in other countries.

Lesson 4 does, however, unwittingly highlight the problem of pragmatics, or rather, a lack of awareness of pragmatics, in the TG. The aim of this lesson is to enable students to give a brief self-introduction in English, incorporating some personal information and expressing their likes and dislikes. Yet, the pragmatics underlying this are quite different in Japanese and English. In Japan self-introductions are an integral part of social communication and, even in many informal adult situations, quite often include some expression of personal preferences. In contrast, introducing yourself and detailing your likes and dislikes would seem quite strange to a native speaker of English. The problem with Lesson 4 (and it holds for a number of other lessons too) is that the discourse practice is at odds with the contextual pragmatics. The situation is, in a sense, one where the Japanese students are learning English to communicate with a Japanese audience.

2.2.4 Procedural Guidance

The TG provides comprehensive and detailed instructions on how to conduct foreign language activities for all lessons – it essentially tells teachers what to do and how to do it, from start to finish. For each of the four units contained in every lesson, a detailed, chronological plan is provided, divided into successive time segments, with clearly delineated roles for the teacher, students, ALT, and textbook. In addition, there is explicit guidance on the language to be used, by whom and when; the activities to be undertaken and in what order; along with details of what supplementary materials are required. In its very comprehensiveness, the TG could well be seen to preclude alternatives or encourage any innovation on the teacher’s part. As such the TG could be criticized for ‘deskilling’ teachers (Richards, 1993:7), or relegating the role of the teacher to mere ‘technician’ (Good, 2001: 30).

2.2.5 Motivation

It is axiomatic that learner motivation is a major factor in foreign language learning and the essential criterion for any TG in this respect is: “Does the TG make a positive contribution to heightening and sustaining the learner’s motivation?” (Cunningsworth and Kusel, 1991:136). For *Eigo Note* the answer would be a qualified yes. Although there is no distinct section devoted to learner motivation, there is constant advice given throughout the TG on how to engage students, a wide variety of activities are suggested, and there is a constant awareness of the need to match the course content with the socio-pragmatic skills of the students.

Where the TG could be faulted is its omission of advice on how to develop learner autonomy within students, particularly in encouraging self-study habits outside the classroom. In her study of elementary school student motivation for learning English, Carreira found that students in the higher grades have a “developmental decrease in motivation” (2006:151) compared to younger children. To counter this she follows Lepper and Henderlong’s suggestion that teachers should “promote autonomy and self-determination in learners” (2000: 289), yet the TG provides no advice on how to achieve this.

2.2.6 Assessment

If we follow Pinter’s definitions of formative assessment as “an ongoing process of checking to see if students are achieving target objectives”; and summative assessment as “taking stock of what has been learned and achieved...at the end of a course” (2006: 132), then the TG comprehensively incorporates the former, but clearly eschews the latter. The aims and means of formative assessment are outlined in a separate section at the beginning of the TG, with evaluation considered in terms of the above-mentioned objectives for elementary school English. Examples are given of how such assessment may be carried out for each objective, and within each lesson instructions are given on how and when the students can be observed to monitor progress. By explicitly linking assessment to learning objectives, the TG provides a “check on the potential value of each lesson to the pupils...[which] makes assessment a much more straightforward process because they can act as a target or focus against which we can measure what was actually learnt” (Cameron, 2001:228).

However, the lack of a summative assessment procedure in the TG does potentially create problems in the transition from elementary to junior high school. Students have little idea of how far they have come in learning English, while English teachers at the junior high school level, confronted with students from diverse elementary schools and thus most likely, diverse English language programs, have no easy way of determining their new students’ relative abilities.

3 Survey

Although the primary purpose of this paper is to evaluate the TG as written, I also

conducted a short exploratory survey to discover teachers' attitudes and use of the TG. The survey, it should be immediately noted, was limited to a convenience sample of four teachers in an elementary school in the town where the author resides. It is not intended to be definitive in any way, but rather to provide a brief snapshot of how working teachers' perceive the TG, and hopefully to act as the basis for a more extensive survey this author plans to conduct in the future.

The survey took the form of a brief questionnaire written in Japanese (see Appendix 2 for the English language version). A total of 9 questions were asked, with the first five questions concerned with the teachers' English proficiency and training in teaching EFL to young learners; the remaining four questions were designed to elicit their attitudes towards the contents and use of the TG. As the sample was so small, I will omit a detailed statistical analysis of the individual questions, instead highlighting the main results from each section.

3.1 Teachers' English proficiency

Of the four teachers surveyed, only one ranked their English ability at the 'intermediate' level. Two rated themselves as 'pre-intermediate' and one as 'elementary'. This was to some extent borne out by their reported test scores for English, with the 'intermediate' teacher having a TOIEC score of 610 and having successfully passed Level 2 of the STEP-Eiken³ test, the 'pre-intermediate' pair having TOIEC scores of 485 and 510 (though their STEP-Eiken levels differed: Level pre-2 and Level 3, respectively); and the 'elementary' teacher having achieved only Level 3 on the STEP-Eiken test.

3.2 Experience and training in teaching English

Only one teacher had more than 2 years experience of teaching English. None of the teachers had received any training in teaching EFL to young learners prior to commencing their careers, while those who have and haven't received in-service training in teaching EFL was evenly split between two teachers who have, and two who haven't.

3.3 Use of *Eigo Note* and the TG

All of the teachers used *Eigo Note* in their classes either 'often' (2 teachers) or 'every class' (2 teachers). Similarly, the question on use of the TG saw three teachers use it in 'every class', with the remaining teacher using it 'often'.

³ 'STEP-Eiken' is the common name for the 'The Eiken Test in Practical English Proficiency' which is conducted by the non-profit organization, the Society for Testing English Proficiency Inc. The test is officially recognized by MEXT, and as part of its plan to cultivate 'Japanese with English abilities', the ministry uses different levels of the test as official benchmarks for measuring English proficiency levels.

3.4 Attitudes towards the TG

Question	1	2	3	4
(a) The Teachers' Guide is easy to use.	1	3	-	-
(b) The TG has all the information I need to teach an English class.	1	2	1	-
(c) I have to adapt the TG for my class.	1	2	1	-
(d) I use the TG with the ALT.	-	-	-	4
(e) The objectives of each lesson are motivating for my students.	-	3	1	-
(f) I follow the lesson plan for each unit exactly.	-	1	2	1
(g) The TG provides enough cultural information for each lesson.	-	1	2	1
(h) I follow the same curriculum as the TG.	4	-	-	-
(i) Using the TG makes it easier for me to plan the English class.	4	-	-	-
(j) Methods of student evaluation are appropriate.	-	1	3	-
(k) The TG provides sufficient theoretical background on how to teach EFL to young learners.	-	1	2	1
(l) The TG makes me a better English teacher.	2	2	-	-
(m) I could teach English classes without the TG.	-	1	-	3

Table 1: Results from Q8. (Note: the numbers in the squares indicate the actual number of teachers who agreed/disagreed with each statement).

There was a general agreement that the TG was easy to use though as the answer to (c) shows, the majority of the teachers still have to adapt the methodology in the TG to meet the needs of their class. The unanimity of the replies to (d) is perhaps indicative of both the independent role the ALT plays when she/he visits the school, and the lack of an English translation/explanation in the TG that would make it comprehensible to the ALT and thus allow for more team-teaching with the homeroom teacher. Although the answers to (f) mirror those for (c) to some extent in that the teachers don't religiously follow the prescribed plan from start to finish, the unanimity of the replies to (h) show that over the longer term, the TG is the *de facto* English curriculum in their school. This is in line with the results from the Benesse survey (2008), which showed that the most problematic issue facing teachers was the lack of guidance on how to create a complete curriculum for English classes. Similarly, all four teachers agreed with (i) with the TG apparently offering a welcome solution to the

oft-cited complaints (Benesse 2008, Butler 2005; Izumi 2007) of a lack of knowledge of lesson planning and a related lack of class preparation time.

The responses to the final three statements, (k), (l) and (m), are perhaps indicative of a divide in the teachers' perceptions between the practical and theoretical benefits of the TG. In terms of the day-to-day realities of preparing material and teaching same in the classroom, the TG is of considerable help. However, in providing an underlying rationale for what and how they teach, the TG falls short, though this may well be a reflection of the teachers' lack of interest, something that would be worth pursuing in a further study of teacher motivation.

3.5 Comments

Two of the teachers wrote comments to the effect that they wished there was an English language version of the TG available so that they could use it with the ALT. Similarly, one of the teachers would like more detailed guidance on how best to utilize the role of the ALT in the classroom, particularly in terms of promoting cross-cultural understanding. Both of the 6th grade teachers, who had used *Eigo Note* the previous year with their then 5th grade students, complained about the lack of variation in activities from one year to the next and criticizing the repetition of themes. One of the 6th grade teachers also complained about the proposed methods of evaluation, writing that at the end of the year it was "unclear" (*aimai*) what level of English the students had actually achieved in the class.

4 Conclusion

In her 2008 survey of the needs of elementary school teachers of English, Kusumoto (2008) identified the most critical problems as a "lack of tangible guidelines by MEXT. Since most teachers do not have a clear idea of the learning objectives and goals, they struggle to decide what to teach and how much to teach it. These problems lead to another challenge that most teachers identified...a lack of time and materials" (2008:32). The publication and distribution of *Eigo Note* and its accompanying TG has gone a considerable way towards alleviating these problems, though the TG is far from perfect, particularly, as this paper has shown, in terms of the role of the ALT in team-teaching, and its suggested methods of student evaluation.

Yet, it should also be recognized that the TG is never going to be able to attain such perfection. The sheer diversity of elementary schools within Japan, their English language programs, the teachers teaching them, and the students (hopefully) learning from them, is always going to mitigate against an across-the-board success for the guide.

A more valid criticism, I would contend, is that the TG has to do too many things at once. It is assigned roles, particularly in terms of teacher training for EFL and the theory behind second language learning, that should really constitute a part of a dedicated in-service training course for teachers. There is also the issue of what constitutes best practice, exemplified by all four teachers

agreeing to the statement that ‘the TG makes me a better English teacher’. Although the TG explicitly states that it should not be perceived as the sole method of conducting English classes, the day-to-day realities of homeroom teachers, faced with the ongoing demands of teaching a diverse array of subjects, general administrative tasks, and, most importantly, the responsibility for the care and welfare of their students, means that the TG is assigned a broad, all encompassing role from curriculum planner to a source of jazz chants. It becomes the *de facto* English class, and in its detailed, inclusive structure, could be seen to unwittingly thwart the development of both teacher and student autonomy.

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執筆者紹介

氏名：ブライアン ゲイナー

所属：室蘭工業大学大学院工学研究科ひと文化系領

Appendix 1

Eigo Note Teachers' Guide Curriculum for the school year (5th Grade).

Lesson	Title	Contents			
		Unit 1	Unit 2	Unit 3	Unit 4
1	“Hello” around the world	To learn about greetings	To learn how to greet; say your name	Greet your friends; exchange business cards	***** *****
	Main Phrase	What’s your name?/My name is Ken./Nice to meet you.			
2	Using gestures	To learn about emotions	To learn different gestures	To learn about gestures and greetings	To convey emotions in words and gestures
	Main Phrase	How are you?/I am happy.			
3	Playing with numbers	Using gestures from around the world to count 1 to 10	Using gestures from around the world to count 1 to 20	To learn ‘how many’ question forms	To play games with numbers
	Main Phrase	How many?/Five.			
4	Let’s do a self-introduction	Asking about likes and dislikes	Stating your own likes and dislikes	Asking about your friends’ likes and dislikes	Making a self introduction including your likes and dislikes
	Main Phrase	Do you like apples?/Yes, I do./No, I don’t./I like bananas./Thank you.			
5	Learning about clothes	To learn about different clothes from around the world	To clearly state your opinion; to learn phrases for clothes shopping	To clearly state what clothes you like to buy	To state and confirm what clothes you like

Lesson	Title	Contents			
		Unit 1	Unit 2	Unit 3	Unit 4
	Main Phrase	I don't like blue.			
6	Foreign Languages	To learn the difference in pronunciation between foreign words and <i>gairaigo</i>	How to ask and reply to questions about wants	To practice asking and replying to questions about wants	To make a fruit parfait and explain its contents
	Main Phrase	What do you want?/Melon, please.			
7	Quiz competition	Through the writing of kanji, to learn the differences between Japanese and English	To understand the question "what's this?" and how to answer	To practice asking and answering "what's this?" questions	To hold a quiz competition
	Main Phrase	What's this?/It's a pencil.			
8	Timetables	Learning about subjects in foreign elementary schools	To learn subject names and days of the week	To tell your partner about your own timetable	To make a group timetable
	Main Phrase	I study Japanese.			
9	Making a lunch menu	Breakfast in Japan and overseas	Vocabulary for food	How to ask politely for food	To explain your group's lunch menu
	Main Phrase	What would you like?/I'd like juice.			

APPENDIX 2

Questionnaire

1: How many years of experience do you have teaching English in elementary school?

0 – 2 3 – 5 6 – 9 10+

2: What is your level of English?

Beginner Elementary Pre-Intermediate Intermediate
Upper-Intermediate Advanced Native Speaker Like

3: Have you taken any of the following English language proficiency tests?

TOIEC Yes / No Score _____

TOEFL Yes / No Score _____

STEP-Eiken Yes / No Highest level passed _____

4: Did you receive any training in teaching EFL to young learners before you began teaching in elementary school?

Yes / No

5: Have you received any training in teaching EFL to young learners since you began teaching in elementary school?

Yes / No

6: How often do you use *Eigo Note* in your English class?

Every Class Often Sometimes Rarely Never

7: In planning your English class, how often do you use the *Eigo Note Teachers' Guide*?

Every Class Often Sometimes Rarely Never

8: Please rate the following statements about the Teachers' Guide.

Agree 1 2 3 4 Disagree

(a) The Teachers' Guide is easy to use. 1 2 3 4

(b) The TG has all the information I need to teach an English class.

1 2 3 4

(c) I have to adapt the TG for my class.

1 2 3 4

(d) I use the TG with the ALT.

1 2 3 4

(e) The objectives of each lesson are motivating for my students.

1 2 3 4

(f) I follow the lesson plan for each unit exactly.

1 2 3 4

(g) The TG provides enough cultural information for each lesson.

1 2 3 4

(h) I follow the same curriculum as the TG.

1 2 3 4

(i) Using the TG makes it easier for me to plan the English class.

1 2 3 4

(j) Methods of student evaluation are appropriate.

1 2 3 4

(k) The TG provides sufficient theoretical background on how to teach EFL to young learners.

1 2 3 4

(l) The TG makes me a better English teacher.

1 2 3 4

(m) I could teach English classes without the TG.

1 2 3 4

9: Please write down any comments you have about the *Eigo Note* TG?
