

This survey is for research study of Research Division of Education of Kyoto University of Education to investigate how teachers use classroom English in Foreign language Activities. Therefore, this survey is for teachers who have taught Foreign Language Activities.(It is available for all grades.)

【Q1】 【Q2】 【Q3】 are multiplechoice and **【Q4】 【Q5】** are also multiple choice with descriptive questions. Please write them using a black pencil or a ballpoint pen. I'm sorry to bother you, but please return this survey by April, 30th. Thank you for your cooperation.

March, 2014

Research Division of Education of Kyoto University of Education Satoko Yano

Prefecture : ()

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What grade do you teach now? (5th grade • 6th grade • other [])

() I wish to receive the outcome of this survey.

【Q4】 Please answer questions ① to ⑤ listed below.

① What is the ratio of Japanese to English spoken in your Foreign Language Activities? (Ex. 6 : 4)	Japanese : English (:)
② Do you think it is more effective to use Japanese rather than English in Foreign Language Activities? Please choose one and circle it. (Yes • No • Neither) Please answer why you think so. ()	
③ How long do you prepare for every Foreign Language Activities class on average? (including material preparation and meeting)	Average Min.
④ Do you study anything to improve your classroom English skills? Please choose one and circle it. (Yes • No) Please answer why. () *I would like to ask the one who selected “Yes.” What do you do to improve your classroom English? Write them here in more detail. ()	
⑤ Do you agree that your Foreign Language Activities classes have gone well? Please choose one and circle it. (Yes • No • Neither) Please answer why you think so. ()	

Please choose one and circle the number of the following statements from Q1to Q3.

【Q1】 How often do you use the following types of verbal and non-verbalcommunication in your Foreign Language Activities classes?

【Q2】 To what extent do you think that it is effective to use the following types of verbal and non-verbal communication in your Foreign Language classes?

【Q3】 To what extent are you able to use the following types of verbal and non- verbal communication in your Foreign Language classes?

			Varieties of classroom English	【Q1】 4 =Use very frequently 3 =use a little 2 =Do not use often 1 =Do not use at all	【Q2】 4 =Strongly agree 3 =Somewhat agree 2 =Somewhat disagree 1 =Strongly disagree	【Q3】 Possible or impossible 4 =Possible 3 =Somewhat possible 2 =Somewhat impossible 1 =Impossible
Verbal communication	Conducting class	1	Start and finish with greetings	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		2	Ask students about themselves (e.g. weather and date)	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		3	Instruct students in order to conduct activities	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		4	Praise and encourage students	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
	Helping students understand	5	Show phrases they use in a class	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		6	Repeat (a part of)phrases at need	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		7	Show examples	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		8	Paraphrase their expressions	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		9	Show demonstrations in order to make students' understand how to communicate	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		10	Ask students about topics in their activities Ex.) What color do you like?	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
	Stimulating students' speech	11	Ask them various questions 例) ~san likes dogs. How about you?	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		12	Nod in agreement and answer questions.	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		13	Ask students' speech more fully.	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		14	Check students' speech when it is difficult for students to understand	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		15	Give students hints and improve their speech when they cannot understand.	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		16	Speak for them when they cannot answer.	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		17	Repeat the phrase they said	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		18	Paraphrase Japanese phrases of students in English.	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		19	Paraphrase their wrong phrase in English correctly	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
	Improving students' awareness of languages and cultures	20	Show a model pronunciation	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		21	Emphasize a part of expressions or say it in a louder voice	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		22	Describe the situation at the time 例) This is an elephant. It's big. It has a long nose.	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
Non-verbal communication		23	Control the speed of talking	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		24	Control the intervals when you speak.	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		25	Use gestures	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		26	Change expressions according to circumstances	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		27	Make eye contact	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		28	Tone your voice up and down	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1
		29	Change direction to students	4 • 3 • 2 • 1	4 • 3 • 2 • 1	4 • 3 • 2 • 1

【 Q5 】 These questions are only for teachers who taught Foreign Language Activities(including 1st to 4th-year students) in the 2013 school year. Please select one and circle it which is true of your students' condition and change in your English class.

4 =Very strongly applies 3 =strongly applies 2 =Does not apply 1 =Does not apply at all	
(1) A positive attitude toward English	
Students like English.	4 • 3 • 2 • 1
They do not have negative attitudes toward English.(They are not shy.)	4 • 3 • 2 • 1
They have a great zest for speaking and listening English.	4 • 3 • 2 • 1
They are confident of communicating in English.	4 • 3 • 2 • 1
(2) Familiarizing with English	
They speak English with clear voices which are appropriate for communication.	4 • 3 • 2 • 1
They properly listen to what the other person says.	4 • 3 • 2 • 1
They understand the sounds of English.	4 • 3 • 2 • 1
They participate in songs, chants and games.	4 • 3 • 2 • 1
They participate in communicative activities.	4 • 3 • 2 • 1
They participate in presentation activities.	4 • 3 • 2 • 1
(3) Foundation of speaking English/Interest in multiple cultures	
They cultivate foreign cultural interests.	4 • 3 • 2 • 1
They notice the difference between Japanese and English.	4 • 3 • 2 • 1
They generally use English.	4 • 3 • 2 • 1
They have improved their English pronunciation.	4 • 3 • 2 • 1
They have developed their English vocabulary.	4 • 3 • 2 • 1
They read and write English words.	4 • 3 • 2 • 1
(4) Changes outside of class	
They have been positive to everything.	4 • 3 • 2 • 1
Their expressions have become cheerful.	4 • 3 • 2 • 1
They have become friends with each other.	4 • 3 • 2 • 1
The relationship between students and teachers has developed.	4 • 3 • 2 • 1
Their communication abilities are getting better. (not only in English)	4 • 3 • 2 • 1
(5) Any other change Please write about students' changes in your class if you notice.	

★Thank you for your cooperation.

Satoko Yano

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【問5】この質問は、平成25年度に外国語活動の授業（1～4年も含む）をされた方にのみお尋ねします。あなたの担当する学級での外国語活動の授業における児童の様子や変容について、1～4のうち、あてはまるものを1つ選んで○をつけて下さい。

4＝とてもあてはまる　3＝ややあてはまる　2＝あまりあてはまらない　1＝全くあてはまらない	
(1) 英語に対する積極性	
英語が好きである	4　・　3　・　2　・　1
英語への抵抗感がない（恥ずかしがらない）	4　・　3　・　2　・　1
英語を使って聞いたり話したりすることに意欲的である	4　・　3　・　2　・　1
英語でやり取りすることに自信がある	4　・　3　・　2　・　1
(2) 英語に対する慣れ親しみ	
相手に伝わるはっきりとした声で英語を話している	4　・　3　・　2　・　1
相手が話す内容を聞いている	4　・　3　・　2　・　1
英語の音声を聞いて内容を理解している	4　・　3　・　2　・　1
歌、チャンツ、ゲームの活動に参加している	4　・　3　・　2　・　1
人とやり取りする活動に参加している	4　・　3　・　2　・　1
人前で発表する活動に参加している	4　・　3　・　2　・　1
(3) 英語使用の素地・多文化への興味	
外国の文化への関心が高まった	4　・　3　・　2　・　1
日本語と英語との違いに気付いている	4　・　3　・　2　・　1
日常的に英語を使っている	4　・　3　・　2　・　1
英語の発音がよくなった	4　・　3　・　2　・　1
英語の語彙が増えた	4　・　3　・　2　・　1
英語の単語を読んだり書いたりしている	4　・　3　・　2　・　1
(4) 授業以外	
物事に対して積極的になった	4　・　3　・　2　・　1
表情が明るくなった	4　・　3　・　2　・　1
児童同士が仲良くなった	4　・　3　・　2　・　1
児童と教師との関係がよくなった	4　・　3　・　2　・　1
（英語に限らず）コミュニケーション能力が向上している	4　・　3　・　2　・　1
(5) その他 上記以外の児童の変容がありましたら書いて下さい。	

★お忙しいところ、ご協力をいただきありがとうございました。　　　　　矢野　智子

外国語活動における指導者の教室英語使用に関する質問紙調査

この調査は、京都教育大学大学院教育学研究科英語教育専修の調査研究の一環として、外国語活動の授業における指導者の教室英語使用について調査を行います。つきましては、外国語活動（5, 6年以外も可）の指導経験のある先生にお答えいただきますよう、お願いいたします。

この質問紙では回答内容に関する守秘義務の履行を約束します。いかなる状況下であっても、回答者を特定できるような情報が開示されることはありません。

全4問のうち、【問1】【問2】【問3】は選択回答式、【問4】【問5】は選択回答および記述式となっています。黒の鉛筆かボールペンでお書きください。恐れいりますが、4月30日締切で返送いただきますようご協力をよろしくお願いいたします。

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平成26年3月

京都教育大学　大学院教育学研究科　英語教育専修　矢野　智子

平成26年　月　日実施	性別：（男・女）	年齢：（20代・30代・40代・50代・60代）
都道府県：（	都・道・府・県）	
職種：（学級担任・英語専科・JTE（日本人英語教師）・外国語指導助手・その他〔　〕）		
外国語活動指導経験年数（　）年		
現在の担当学年：（5年・6年・その他〔　〕年）		
（　）調査結果の送付希望する		
（送付先　メールアドレス　）		

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Appendix 2: Teaching Plan of Treatment teacher A (Fifth Grade)

Lesson	Hi, friends! 1 Lesson 4: I like apples. “Let’s make a self introduction.”				
Goals	•To assertively convey ones likes and dislikes. •To become familiar with asking about and expressing likes and dislikes, and presenting this information. •To notice the different sounds in Japanese and English.				
Words & Phrases	I like ~. I don’t like ~. Do you like ~? Yes, I do. No, I don’t. Fruits, animals, sports				
Hour	○Aim • Main Activities	Main Evaluation Points			◎Evaluation Viewpoints [Type](Methods)
		1	2	3	
1	○Notice the different sounds in Japanese and English concerning foods and sports. • Find out the likes and dislikes of the homeroom teacher. • Play the <i>Ohajiki</i> Game. • Play the <i>Karuta</i> Game. • Listen and say a chant “I like apples”.			○	◎Noticing how common words for foods, sports, and animals sound different in English when compared to Japanese. [Awareness](Observation, Review Card analysis)
2	○Become familiar with expressing likes and dislikes in English. • Get to know what the instructor likes and dislikes. • Play the Key Word Game. • Play the Missing Game. • Listen and say a chant. • Connect the person to the things they like.		○	○	◎Listen [Familiarization](Observation) ◎Listening to the characters’ speech and draw a line connecting the character to the thing that they like or dislike. [Familiarization](HF Check)
3	○Ask and talk about likes and dislikes. • Play the Concentration Game. • Listen and say a chant. • Listen and mark a circle. • Play the Card Flipping Game.		○	○	◎ Follow the listening and mark a circle. ◎ Answer the instructor’s questions. [Familiarization](Observation)
4	○Ask and talk about your likes and dislikes with a positive attitude. • Say the chant. • Make a poster with presenting students’ likes and dislikes. • Tell the students how to do circulate around and do the interview. • Predict friends’ likes and dislikes, and interview them.	○			◎Coming up with ideas to effectively interview about likes and dislikes. [Interest, Desire, Attitude] (Observation, Review Card Check)
5	○Make and present a personal likes and dislikes quiz. • Say a chant. • Do the "whose poster quiz" in groups.	○			◎Giving and answering quizzes about likes and dislikes. [Interest, Desire, Attitude] (Observations, Review Card Check)

【Evaluation Types】

- 1) Interest, Desire, Attitude
- 2) Familiarization
- 3) Awareness

Appendix 5-2: Teaching Plan of Treatment teacher A (Fifth Grade)

Lesson	Hi, friends! 1 Lesson 5: What do you like? “Let’s become designers.”				
Goals	• To try to actively ask and answer about one’s likes. • To become familiar with phrases for colors, shapes, and asking what others like. • To notice differences between the sounds of Japanese and English, as well as the fact that some loan words for colors and shapes originally come from English.				
Words & Phrases	What do you like? What animal/color/fruit/sport do you like? I like ~. colors, shapes, fruits, animals				
Hour	○Aim • Main Activities	Main Evaluation Points			◎Evaluation Viewpoints [Type](Methods)
		1	2	3	
1	○Learn the names of shapes and colors in English, and notice differences between the sounds of Japanese and English. •Look at the picture cards and answer about the shapes and colors. •Look at the picture, and figure out which shirt is being described. •Play the Key Word Game. •Play the Missing Game •Listen and say a chant “What color do you like?”.			○ ◎Noticing that many color and shape loan words come from English. [Awareness] (Observation, Review card analysis) ○ ◎Noticing that many color and shape loan words come from English. [Awareness] (Observation, Review card analysis) ○ ◎Listening and differentiating between Japanese and English in order to take the eraser. [Awareness] (Observation, Review card analysis)	
2	○Become familiar with phrases for expressing likes. •Look at the colors and shapes, and answer in English. •Listen and say a chant. •Play the Bingo Game. •Interview friends about their favorite colors and animals.		○ ○		◎Listening to the colors, and circling them on the sheet. [Familiarization] (Observation) ◎ Asking about likes in English [Familiarization] (Observation, Textbook Check)
3	○Ask and answer about likes. •Look at the colors and shapes, and answer in English. •Play the Key Word Game. •Say a chant. •Ask friends what color, shape, animal, food, sport, number, etc., they like. •Design an original T-shirt •Play “Whose T-shirt Quiz”		○		◎Asking about likes. [Familiarization] (Observation)
4	○Actively asking and answering about one’s likes. •Say a chant. •Ask questions to make the T-shirt which their teacher wants. •In pairs, ask questions to make a T-shirt. •Introduce the original T-shirt.	○			◎Actively asking one’s partner about their likes. [Interest, Desire, Attitude] (Observation)

【Evaluation Types】

- 1) Interest, Desire, Attitude
- 2) Familiarization
- 3) Awareness

Appendix 5-3: Teaching Plan of Treatment teacher B (Sixth Grade)

Lesson	Hi, friends! 2 Lesson 2: When is your birthday? “Let’s give birthday cards to friends.”				
Goals	To actively engage in asking and telling each other’s birthdays. To become familiar with expressions relating to asking and telling one another’s birthdays. To gain interest in festivals/ events throughout the world and recognize differences in seasons or various time periods during the year.				
Words & Phrases	When is your birthday? My birthday is March eighteenth. January-December, ordinal number(first- thirty- first)				
Hour	○Aim • Main Activities	Main Evaluation Points			【Evaluation Types】 1) Interest, Desire, Attitude 2) Familiarization 3) Awareness ◎Evaluation Viewpoints [Type](Methods)
		1	2	3	
1	○To understand how to say months/events throughout the year, create interest in festivals/ events throughout the world, and recognize differences in seasons or various time periods during the year. •Do the quiz “What month?” •Draw lines connecting the Japanese events to the matching months. •Draw lines connecting events held throughout the world. •Do the Key Word Game.			○	◎The students are able to distinguish the differences between Japanese and foreign events and the time when things that represent certain seasons in Japan differ from other countries. [Awareness](Observation of behavior and analysis of the Review card)
2	○Become familiar with saying the months of the year and your own birthdays. •Listen and say a chant “Twelve Months”. •Do “What’s Missing?” •Play the Buzz Game. •Write dates and special day. •Draw lines connecting the characters.			○	◎The students are saying what days their significant days of the year are. [Familiarization](Observation of behavior and checking of the Review card)
3	○To be able to ask and respond to inquiries on one another’s birthdays. •Do the chant “When is your birthday?”. •Play the Stereo Game. •Find the person whose birthday was written on the card.			○	◎They are inquiring and responding to questions about their birthdays. [Familiarization](Observation of behavior and checking of the Review card)
4	○To actively engage in asking and responding to inquiries on one another’s birthdays in order to return the Birthday cards to their peers. •Do the chant . •Students ask their peers in the class for their birthdays. •Ask their peers in the class when their birthdays are and return the birthday cards.			○	◎Paying attentions to others and actively participating in asking and giving information on when their birthdays are. [Interest • Desire • Attitude](Observation of behavior, Review Card Check)

Appendix 5-4: Teaching Plan of Treatment teacher B (Sixth Grade)

Lesson	Hi, friends! 2 Lesson: 3 I can swim. “Let’s say things that we can do.”				
Goals	• Actively ask others what they can do, and introducing things that one can and cannot do. • Become familiar with phrases such as “I can,” and “I can’t”. • Notice that both languages and people have differences. 【Evaluation Types】 1) Interest, Desire, Attitude 2) Familiarization 3) Awareness				
Words & Phrases	I can/ can’t ~. Can you ~? Yes, I can. No, I can’t. play, swim, cook, ride, piano, recorder, basketball, soccer, baseball, badminton, table tennis, unicycle				
Hour	○Aim • Main Activities	Main Evaluation Points			◎Evaluation Viewpoints [Type](Methods)
		1	2	3	
1	○Learn the expressions and gestures related to “can” and “can’t,” and notice differences between languages. •Listen to the teacher and/or ALT introduce things that they can and cannot do. •Do the Pointing Game. •Listen to the characters explain what they can and cannot do, and mark the textbook appropriately with circles an triangles.			○	◎ Notice that there are differences between the Japanese and English languages. [Awareness] (Observation, Review Card Analysis)
2	○ Become familiar with expressions for asking others what they can and cannot do. •Listen and say the chant“Can you swim?”. •Play “Who am I? Quiz”. •Play the <i>Karuta</i> Game. •Play “Who am I? Quiz”. •Guess what friends can and cannot do, and interview them about it.		○ ○		◎Listening to the expressions of “can” and “can’t,” and taking the appropriate cards [Familiarization](Observation) ◎Asking and answering questions about “can” and “can’t.” [Familiarization] (Observation)
3	○Become familiar with asking and answering about “can” and “can’t”. •Listen and say the chant. •Play the Group-making Game. •Interview friends. •Make the “Can and Can’t Card.”		○		◎Asking questions about being able to do various things [Familiarization] (Observation)
4	○Try to actively have exchanges with friends concerning “can” and “can’t”. • Say the chant. •Use the “Can and Can’t Card” prepared in the previous hour to introduce things that they can and cannot do to their friends. •Listen to the story “This is ME!” •Talk with friends about what they can and cannot do.	○ ○ ○			◎Coming up with ways to make themselves understood [Interest, Desire, Attitude] (Observation of the Presentation) ◎Thinking and presenting about what one can do in a manner that is easy to understand. [Interest, Desire, Attitude] (Observation of the Presentation) ◎Try to actively express what their friends can do. [Interest, Desire, Attitude] (Observation of the Presentation)

★Reviewing Card★

Name ()

Please choose one which is appropriate for today's study and circle the number of the following statement.

4 = Strongly agree 3 = Somewhat agree 2 = Somewhat disagree 1 = Strongly disagree	
(1)	
I could achieve today's goal.	4 • 3 • 2 • 1
I listened and spoke English as best as I could.	4 • 3 • 2 • 1
I could participate in the activities with friends happily.	4 • 3 • 2 • 1
I enjoyed today's Foreign Language Activities.	4 • 3 • 2 • 1
(2)	
I could understand the meaning when I heard English.	4 • 3 • 2 • 1
I could tell the partner or I could give a presentation clearly.	4 • 3 • 2 • 1
I could communicate with friends and teachers using English	4 • 3 • 2 • 1
I got to know the new English vocabulary.	4 • 3 • 2 • 1
I could pronounce English word well.	4 • 3 • 2 • 1
(3)	
I was interested in Foreign language and culture.	4 • 3 • 2 • 1
I awoke the differences between Japanese and English.	4 • 3 • 2 • 1
(4)	
I could roughly understand what teachers said in English.	4 • 3 • 2 • 1
I would like to listen a lot more English.	4 • 3 • 2 • 1
I would like to have a lot more Japanese explanation.	4 • 3 • 2 • 1
(5)	
I think I can communicate with each other even if I do not understand English completely.	4 • 3 • 2 • 1
I have confidence in speaking and listening English.	4 • 3 • 2 • 1
It is fun to communicate with a partner in English.	4 • 3 • 2 • 1
I like English rhythm.	4 • 3 • 2 • 1
Speaking English is nothing to be ashamed of.	4 • 3 • 2 • 1
I want to talk with foreign people using English.	4 • 3 • 2 • 1
I want to consult an English dictionary for the meaning of a word.	4 • 3 • 2 • 1
I want to speak English better.	4 • 3 • 2 • 1
I think that studying English is important.	4 • 3 • 2 • 1
(6) the others Please answer what you felt and thought about today's Foreign Language Activities class.	

★授業振り返りカード★

5年 組 名前 ()

今日の学習をふりかえって、あなた自身にもっともあてはまるものを1つ選んで○をつけて下さい。

4 = とてもそう思う 3 = ややそう思う 2 = あまりそう思わない 1 = 全くそう思わない	
(1)	
今日のめあてをたっ成できた	4 ・ 3 ・ 2 ・ 1
英語を一生けん命聞いたり言ったりした。	4 ・ 3 ・ 2 ・ 1
友だちとなかよく活動することができた	4 ・ 3 ・ 2 ・ 1
今日の外国語活動の時間は楽しかった	4 ・ 3 ・ 2 ・ 1
(2)	
英語を聞いて意味がわかった	4 ・ 3 ・ 2 ・ 1
英語ではっきりと相手に伝えたり発表したりすることができた	4 ・ 3 ・ 2 ・ 1
友だちや先生と英語を使ってやり取りすることができた	4 ・ 3 ・ 2 ・ 1
新しい英語の言い方を知った	4 ・ 3 ・ 2 ・ 1
英語の発音がうまくなった	4 ・ 3 ・ 2 ・ 1
(3)	
外国の文化やことばへのきょうみがわいた	4 ・ 3 ・ 2 ・ 1
日本語と英語とのちがいに気付いた	4 ・ 3 ・ 2 ・ 1
(4)	
先生の話す英語はだいたいわかった	4 ・ 3 ・ 2 ・ 1
授業中、もっと英語を聞きたい	4 ・ 3 ・ 2 ・ 1
授業中、もっと日本語の説明がほしい	4 ・ 3 ・ 2 ・ 1
(5)	
英語が全部わからなくてもなんとか通じると思う	4 ・ 3 ・ 2 ・ 1
英語で話したり聞いたりするのは自信がある	4 ・ 3 ・ 2 ・ 1
人と英語で交流することが楽しい	4 ・ 3 ・ 2 ・ 1
英語のリズムがすき	4 ・ 3 ・ 2 ・ 1
英語を言うことははずかしくない	4 ・ 3 ・ 2 ・ 1
外国の人と英語で話してみたい	4 ・ 3 ・ 2 ・ 1
英語の辞書を使って知りたいことを調べてみたい	4 ・ 3 ・ 2 ・ 1
もっと英語が話せるようになりたい	4 ・ 3 ・ 2 ・ 1
英語を学ぶことは大事だと思う	4 ・ 3 ・ 2 ・ 1
(6) その他 今日の授業で感じたこと・考えたことを書いてください。	

Appendix 4-2: Recording Sheet for the Observation (Japanese version)

タイムライン		5				10				15				20				25				30				35				40				45				50				55				60			
学習者の活動																																																	
児童の様子・反応・特記事項																																																	
タイムライン																																																	
授業を進 行する	1	授業始まり・終わりの挨拶を する																																															
	2	天候や日付など、身の回りの ことについて尋ねる																																															
	3	活動を進めるために指示を与 える																																															
	4	児童を誉めたり励ましたりす る																																															
児童の理 解を促す	5	授業で使う表現を示す																																															
	6	必要に応じて表現（の一部） を繰り返す																																															
	7	具体例を挙げる																																															
	8	表現を言い換える																																															
	9	デモンストレーションでやり 取りを示す																																															
	10	内容について発問する																																															
	11	内容についてどう思うか、児 童に問う																																															
児童の発 話を引き 出す	12	指づちや応答をする																																															
	13	児童に発問する																																															
	14	児童の発話に対してさらに発 問する																																															
	15	児童の発話が分かりにくい 時、指示して確認する																																															
	16	児童がつまんだ時にヒントを 出し、発話を促す																																															
	17	児童がつまんだ時、代替する																																															
	18	児童が言った表現をもう一度 言う																																															
	19	児童の言った日本語表現を英 語に変えて言う																																															
	20	児童の間違いを修正する																																															
	21	発音の模範を示す																																															
児童の気 付きを促 す	22	表現の一部を強調したり大き い声で言ったりして示す																																															
	23	状況を描写する																																															
	24	話すスピードを調節する																																															
ノンパ ー バル	25	間をとる																																															
	26	ジェスチャーをする																																															
	27	表情を工夫する																																															
	28	目線を合わせる																																															
	29	声のトーンを変える																																															
	30	体の向きを児童に向ける																																															

Appendix 4-1: Recording Sheet for the Observation (English version)

Timeline (Min.)					5				10				15				20				25				30				35				40				45				50				55				60
Students' Activities																																																	
Students' Consirions and Response																																																	
Timeline					5				10				15				20				25				30				35				40				45				50				55				60
Conductin g a class	1	Start and finish with greetings																																															
	2	Ask students about themselves(e.g. weather and																																															
	3	Instruct students in order to conduct activities																																															
	4	Praise and encourage students																																															
Helping students understan d	5	Show phrases they use in a class																																															
	6	Repeat (a part of)phrases at each																																															
	7	Show examples																																															
	8	Paraphrase their expressions																																															
	9	Show demonstrations in order to make students' understand																																															
	10	Ask students about topics in their activities																																															
Stimulatin g students' speech	11	Ask students' idea about topics																																															
	12	Nod in agreement and answer questions																																															
	13	Ask them various questions																																															
	14	Ask students' speech more																																															
	15	Check students' speech when it is difficult for students to																																															
	16	Give students hints and improve their speech when they cannot understand																																															
	17	Speak for them when they cannot answer																																															
	18	Repeat the phrase they said																																															
	19	Paraphrase Japanese phrases of students in English																																															
	20	Paraphrase their wrong phrases in English correctly																																															
Improving students' awareness of languages and cultures	21	Show a model pronunciation																																															
	22	Emphasize a part of expressions or say it in a																																															
	23	Describe the situation at the time																																															
Non-verbal communication		Control the speed of talking																																															
		Control the intervals when you speak.																																															
		Use gestures																																															
		Change expressions according to circumstances																																															
		Make eye contact																																															
		Tone your voice up and down																																															
	Change direction to students																																																

Appendix 6: Analysis of Teacher Talk in Treatment (Teachers A&B)

2014.6.10.	Treatment Teacher A	Times used
Instructions	OK.	1
	Stand up, please.	1
	Let's start.	1
	<i>Yakuwari</i> , change.	1
	Listen carefully.	1
	Listen again.	1
	Are you ready?	1
	Here you are.	1
	You're welcome.	1
	Open your hurikaeri card.	1
	Three, two, one, go!	1
	Big voice, big smile.(2)	2
	Let's chant.	1
	Let's play ~. (2)	2
	Repeat after me.(5)	5
	Close your textbook.	1
	Close your eyes.(3)	3
	Open your eyes.	1
	Again.	1
	Next is two cards.	1
	One more.	1
	Last one.	1
	Key word is soccer.	1
	I like soccer <i>wa</i> No touch.	1
	When I say I don't like soccer, no touch.	1
	Next person.	1
	Everyone.	1
	That's all for today.	1
Questions about Students	Who is fine?	1
	How are you?	1
Showing Phrases	I like ~, but I don't like~.	1
	I also like ~.	1
	I like~.(2)	30
Questions about Contents	What's missing? (2)	2
	What's his name?	1
Various Questions	Anything else?	1
	Any more?	1
	One more time?	1
	Can we change here?	1
	Is that right?	1
	What's the lesson?	1
Praising	Very good, ~ <i>san</i> . (8)	8
	Good.(4)	4
	That's right.(4)	4
Desctibing Situations	~ <i>san</i> is not ready.	1
Repetition of Students'	I'm angry.	1
Paraphrasing	Tomoe likes oranges.(3)	3
9 Categories	47 expressions used	99 times used

2014.7.11.	Treatment Teacher A	Times used
Greetings	That's all for today and goodbye class. Good morning, everyone.	1 1
Instructions	Here you are. Everybody, please listen. This one. Stand up, please. OK. Two colors. Sit down, please. Next is this one. Ready go. Next activity. Four questions. ask one more time. Listen, please. No Japanese, English please. Excuse me, look at TV. Five minutes. Finished? No time.	22 1 1 5 1 1 2 1 1 1 1 1 1 1 2 1 1
Question about Students	How areyou today?	1
Showing Phrases	smile. Big voice. Eye contact. What color do you like?/shape/number/ I like ~. This is ~san's T shirt. Clear voice.	2 1 1 19 3 1 1
Questions about Contents	What's this?	2
Various Questions	Are you ready? What is this one? OK? Ready? Good	8 1 2 1 2
Praising	~san, very good. ~san, Nice smile. Nice pronunciation. Nice. OK.	4 1 1 2 1
Describing Situations	Takata-san is sad. Everybody is happy. Many colors.	1 1
Repetitions of Students' Phrases	pink triangle. Light green ciecle. Icecream. Kiwifruit. Blue triangle. Red,OK.	1 1 1 1 1 1
Response	Yes Welcome.	1 1
Showing	pizza	1

10 categories

50 expressions used

112 times used

2014.7.9.	Treatment Teacher B	Times used
Greetings	That's all for today.	1
	See you tomorrow.	1
	Bye.	6
	Good afternoon, everyone.	1
Instructions	OK. Let's start.	3
	Listen carefully.	1
	Stand up, please.	2
	Sit down, please. I'll give you <i>Furikaeri</i> card.	1
	Here you are.	6
	~ <i>san</i> , come here.	6
	Put your card in your desk. (Emphasizing "in".)	1
	Watch me.	1
	Today is No. 4.	1
	Let's chant.	1
	No. 3	1
	Yes. 3	1
	Please ask me	4
	I answer, OK	3
	Please.	1
	1,2 ready go.	1
	Big voice, OK?	3
	Let's do next activity.	1
	Eye contact.	1
	Gesture.	1
	Smile.	1
	Today's demonstration.	1
	Everyone, me?	1
	Demonstration, not a chant.	1
	Put your card on the desk.	2
	Four cards.	1
	Secret.	3
	Special card.	2
	Special card, only.	1
	28 members special but <i>Kubo san ovasumi</i> .	1
	Are you ready?	1
	Stand up, please.	1
	OK let's start.	1
	Calm down.	1
	Let's challenge special card.	1
	Come here.	6
	Big hand, please.	2
	No card.	1
	Please answer.	1
	Wait a minute.	1
	OK. Let's.	1
	Everyone, look.	3
Showing Phrases	Can you play ~?	4
	No, I can't. I can't play volleyball.	1
	Yes, I can. I can play soccer.	1
	Welcome, bye.	1
	But I don't have a card.	1
Questions about Contents	Here you are.	1
	How about you?	2
Various Questions	H <i>san</i> , can you play soccer?	6
	~ <i>san</i> , OK?	5
	Wake up? OK?	1
	Rule. OK?	1
	Activity, can you do it?	1
Praising	Do you have a special card?	1
	Can you help me?	1
	You're good.	3
	Very good.	1
Partial Repetitions	OK. Let's start.	1
	Wonderful.	1
Paraphrasing	In your desk.	1
	But I don't have a card.	1
	Let's make a smile.	1
	Yes, I can.	1
	A <i>san</i> can <i>takeuma</i> .	9
Response	Can you swim?	1
	Welcome.	6
	Me, too.	1
	Sorry.	2
	Thank you.	1
9 categories	No, No, yes	1
	75 expressions used	141 times used

2014.5.29.	Treatment Teacher B	Times used
Greetings	See you tomorrow.	1
	That's all for today.	1
	Bye.	27
Instructions	Here you are.	27
	Let's play.	2
	OK.	26
	Answer, please.	4
	~ <i>san</i> . big voice.	2
	question.	1
	Be quiet.	1
	Please look.	1
	Please look at TV.	1
	Matching game.	3
	Open your textbook to page 7.	1
	Wait a minute.	1
	Let's singing.(sing)	1
	Sing.	1
	Three minutes.	1
	Let's start.	2
	Please ~.	1
	this	1
	Next.	17
	Let's check.	2
	Let's thinking.(think)	1
	Please carefully.(Please listen carefully)	2
	One more.	2
	Last.	7
	No.	1
	Really?	1
	Please say this chant.	1
	<i>Yukkuri</i> , one time, <i>Futsu</i> , one time.	1
	No song. <i>KARAOKE</i>	1
	Let's chant.	2
	Speed up. OK.	1
	Stand up,please.	1
	Sit down. please.	1
	Let's challenge.	1
Showing Phrases	July (names of month)	16
	When is your birthday?	1
	Thailand New years festival in April.	2
	Aus. Christmas in december. summer.	2
	Korea	3
Questions about Contents	Do you know... in English?	1
	In Australia?	1
	In Thailand,what month this card?	2
Various Questions	Really?	1
	What shape?	9
	Wait a minute?	1
	What's this?	3
	Answer?	3
	Do you listen?	1
	This card. what this?	1
	OK?	7
Praising	Finish?	2
	That's right.	3
	OK.	14
Desctibing Situations	Oh.	2
	This country is Thailand.	4
	Not Japan	1
	Center. OK	1
Partial Repetitions	Australiais in December.	1
	In Thailand, April.	3
	New years festival.	2
Repetitions of Students' Phrases	Korea	1
	Square.	7
Response	August.	3
	Thank vou.	1
	welcome.	27
Showing Examples	rectangle. OK.	1
	one -twelve.	1
11 categories	January, January ..	1
	67 expressions used	275 times used

MEMO) Many pauses in English

Appendix 7: The Summary of Treatment Teacher's Reflection (Teachers A &B)

(1) The Summary of Treatment Teacher A's Reflection

Lessons	The Contents of Reflection
(1) 6/3 1 st Period (8:50-9:35)	• I always practice speak in English → make students listen to it → explain in Japanese. Because I tend to speak in Japanese, I should try to speak in English as much as possible. • My challenge is to use more praising phrases in English, which I do not practice much at present.
(2) 6/10 3 rd Period (10:45-11:30)	• Students did not consider the phrase “I like ~” as an exercise, they replied “~ <i>sensei</i>, don't you like milk?” or “Me, too”. I should have praised students who had responded to the meaning of the phrase. They reminded me that. Teachers should not repeat meaningless pattern practices.
(3) 6/13 2 nd Period (9:40-10:25)	• I want to prepare procedures that make students speak as much English as possible. • Instead of saying “repeat after me” many times, I should have more rhythmic gestures to effectively repeat the phrases.
(4) 6/24 2 nd Period (9:40-10:25)	• I used too much Japanese. • Because I was exhausted today after five days outdoor-activities, I impassively gave safe comments to students. I realized that I need sufficient energy to communicate with them.
(5) 6/27 2 nd Period (9:40-10:25)	• Some students positively exchanged question and answer with each other. • Although I used little teacher talk, I could appropriately cope with students' responses. For instance, when students were at a loss for words, I paraphrased the words for them.
(6) 7/4 2 nd Period (9:40-10:25)	• I used the most rhythmic teacher talk I have ever used in my precious lessons. • It was necessary because this lesson was the beginning of a new lesson. • I could show the difference use and pronunciation between “<i>karafuru</i>” in Japanese (loanword from English) and “colorful” in English. • Student A obediently followed my advice, probably because it was unusual for him. • Based on previous reflections I changed a procedure to practice “Let's Listen”(Listening activities). Before listening to native English using CD, I informed students about important points and slowly read the listening script for them. This procedure could effectively remove students' anxieties for listening to new phrases.
(7) 7/8 2 nd Period (9:40-10:25)	• I realize that I do not have to correct pronunciation of students. However, I can discriminate between Japanese loanwords from English and their original words in English. • To give students as much opportunities to be exposed to English as possible, I emphasized a key phrases and made students listen carefully to the phrases. • I could help students understand English instructions with visual aids in English not by

	using Japanese explanations. • When I repeatedly asked students “what’s this?” for many times, I gradually omitted to ask questions but they could answer. From a communicative point of view, I should have ask students each and made them experience a real communication.
(8) 7/11 2nd Period (9:40-10:25)	• I rephrased and repeated what students said and thereby increased the amount of input to the students. • It is important for teachers to show how to respond to and or repeat questions in English. By repeating a question can confirm about the topic.
(9) 7/14 (16:00-17:00) Final Meeting	• I have learned to both questioner and answerer use more English teacher talk than before owing to the observations and reflections. • Students’ motivation was seemingly affected by the improved English teacher talk. • I learned that simple teacher talk can make students easily understand. • I want to use many simple teacher talk for students. • I want to make students experience more fun and pleasure to be in contact with people through foreign language activities, I also want to grow students’ motivation and attitude toward communication even when they do not know how to do it. Lesson studies with reflection could be readily practiced in shorter term and in smaller scale.

(2) The Summary of Treatment Teacher B's Reflection

Lessons	The Contents of Reflection
(1) 5/29 3 rd Period (10:45-11:30)	• There are two returnees in my class. I always feel anxiety that they might think my English is wrong. • I tend to speak English in a small voice when I am not sure about my English. • Because today was the first observation, I made my effort to use English but stil I had some mistakes. IT was tough.
(2) 6/3 2 nd Period (9:40-10:25)	• I need more time to speak English in TT with ALT. I noticed that I heavily relied on the ALT.
(3) 6/9 2 nd Period (9:40-10:25)	• I intended to actively use English today. Especially, I will try to use praising phrases. • I usually take down on my teacher's manual English phrases that I intended use oin the class. Unfortunately, I forgot to bring it today. Because I had nothing to rely on, I could naturally talk in English without cheating.
(4) 6/13 6 th Period (14:35-15:20)	• I tried harder than ever to use as much English teacher talk as possible. • I always write down and tag on my teachers' manual some useful English phrases that might be used in future lessons.
(5) 6/19 3 rd Period (10:45-11:30)	• It is difficult for me to distinguish between pronunciations "can "and "can't ". I should pronounce the words with overdone gestures. Moreover, I prolonged the pronunciation as "ca---n't " and often emphasized the preceding word "but" to distinguish it from "can ".
(6) 6/26 3 rd Period (10:45-11:30)	• Alternative words naturally came up to my mind when I was at a loss for words; "More ... Um, ...speed up!", which was what I wanted to say at the moment. • I intended to use more praising phrases and gestures that I had learned in the last reflection time. On the other hand, excess information of the games and chants confused students.
(7) 7/1 2 nd Period (9:40-10:25)	• When I was at a loss for words in English, the ALT noticed the situation and suggested me appropriate expressions. • When students became noisy while the ALT was explaining, I should have immediately stopped them by warning "Listen carefully".
(8) 7/10 6 th Period (14:35-15:20)	• I feel I have learned to some extent how to teach students in English using appropriate repetitions and gestures that help students' understanding. • I can apply this method in other subjects. • I can now confidently use classroom English coping with my weak points such as pronunciation and praising.
(9) 7/14	• I want to make students willingly communicate with each other, using gestures and

(16:00-17:00) Final Meeting	facial expressions. • When I instructed in English, students tried to infer unknown words from my gesture, situation and known words. • According to students' reviewing card, some students need more explanations in Japanese. I should carefully select clear and easy English wordings to make them understood. • To improve my English skills, I want to practice a self-training using textbooks of classroom English.
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