

**Development of an In-School Training Program:
Reducing Elementary School Teacher's Anxiety
Toward Teaching Foreign Language Activities**

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Chapter 1

Introduction

An era when more than two-thirds of the class teachers teach English came to elementary school in 2018. The importance of a teacher training to prepare for the start of new elementary school English education in 2020 has been increasing. The Ministry of Education, Culture, Sports, Science and Technology (hereinafter referred to as MEXT) released the English Education Reform Plan which aimed at implementing English education reform through elementary, lower, and upper secondary schools in 2013. MEXT is going to start new English education in 2020, and states that it is necessary for class teachers at elementary school to improve English teaching skills. Therefore the in-service training programs for teachers will become much more important than ever. However, many teachers have anxiety of teaching English. Moreover, they are extremely busy, and most of them do not have enough time to take part in an outside school in-service training course. Therefore, in-school training can be participated by all faculty members, thus, utilizing the in-school training effectively is important. However, at the present time, few studies focus on in-school training that aimed for reducing teaching anxiety.

This study aims to investigate the current state of in-service training on elementary school foreign language education and the awareness of teachers and attempts to develop an in-school training program aimed for reducing teachers' teaching anxiety, based on the survey.

This paper is organized as follows. Chapter one deals with the current state of elementary school foreign language education. Chapter two explores the background of in-service teacher training. Chapter three examines the current state of in-service teacher training

and the awareness of teachers. Chapter four investigates effect of developed in-school training program, based on the findings of the survey in chapter three. Chapter five gives consideration to the state of in-service teacher training and the in-school training program aimed for reducing teachers' teaching anxiety based on the results at Chapter three and four. Chapter six summarizes the discussion and shows future research.

Chapter 2

Background

2.1 Teacher training on primary language education in foreign countries

The quality of a teacher plays one of the most important roles in the achievement of an education system (e.g., Bacani, 2013; Çer & Solak, 2018; MEXT, 2016b). Therefore, in-service trainings are held in many countries (e.g., Altintas & Görgen, 2017; Atay, 2007; Baskan & Karasel, 2018; Kang & Liang, 2018; MEXT, 2018a; National Institute for Educational Policy Research(hereinafter referred to as NIER), 2014; Palmer, 1993; Xiong & Xiong, 2017). “Professional development” is defined as activities that aim to develop an individual’s skills, knowledge, expertise and other characteristics as a teacher (Organisation for Economic Co-operation and Development, 2014), and NIER (2014), pointed that professional development is important to promote a teachers’ collaborative relationship. Also in the field of foreign language education, improvement of the qualities and abilities of teachers is an important theme, and many studies suggesting the importance of in-service training have been reported (e.g., Butler, 2005; Crandall & Christison,2016; Djigunovic, 2009a ; Graham, Courtney, Marinis & Tonkyn, 2017; Kabilan & Veratharaju, 2013; Ulla, 2018).

There are many countries that conduct foreign language education from the elementary school stage (Allen, 1994; Beh, 2007; Higuchi, Kagata, Izumi, & Kinugasa , 2017; Izumi, 2007, 2011, 2013; Matsumiya, 2014; Pufahl, I, & Rhodes, 2011; Shibuya, 2014; Tatsumi, 2009; Tokyo Gakugei University, 2017; Unsworth, Persson, Prins, & De Bot, 2014), and elementary school foreign language education is promoted in foreign countries which are the same EFL (English as a Foreign Language) environment as Japan (Table 1).

Table 1

Foreign Language Education in Japan and Foreign Countries

Municipality	Introduction timing	Starting grade	Class hours	Main Goals of Teaching	Teachers	English proficiency qualification
China	2001	Grade 3	- 4 times a week or more - Grade 3 and 4: mainly short lessons (30 minutes) - Grade 5 and 6: short lessons and long lessons (40 minutes), long lessons at least twice a week	- Fostering the foundation of communication skills - Understanding English-speaking culture - Understanding the difference between home culture and foreign culture	- Specialized course teacher	- Not specified
Korea	1997	Grade 3	- Grade 3 and 4: 2 times a week - Grade 5 and 6: 3 times a week - 1 lesson is 40 minutes - 34 weeks a year * Before revision in 2008 - Grade 3 and 4: 1 time a week - Grade 5 and 6: 2 times a week	- Raising interest in English learning - Fostering the ability to understand and express fundamental English used in everyday life	- Mainly class teachers *The placement of specialized course teachers is progressing gradually	- Not specified
Chinese Taipei	2001	Grade 3 *Grade 5 in 2001	- 2 times a week - 1 lesson is 40 minutes	- Development of basic communication skills - Raising interest in English learning - Understanding of own country culture and foreign culture	- Mainly specialized course teachers (in urban areas) -Relatively few specialized course teachers (in non-urban areas)	- In Taichung City, TOEFL-CBT of 213 points or more is a criterion as qualification for elementary school English education
France	2005	Grade 1	- 54 lessons a year *After Grade 6th, secondary education * Before revision in 2008 - Grade 1 to 3: 1 to 2 times a week - Grade 4 to 6: 1.5 to 2 times a week - 1 lesson is 45 minutes	- Fostering the (understanding, speaking, writing) as a language user at the basic stage	- Mainly class teachers	- Not specified

There are several reports on teacher training in Korea and Chinese Taipei, which are covered in overseas research studies by Tokyo Gakugei University (2017). Among Chinese Taipei's primary school foreign language teaching staff, there are many specialized course teachers in urban areas and relatively few teachers in non-urban areas. Beh (2007) reported on several measures implemented to supplement English teachers who were required in large quantities with the introduction of English language education at elementary schools in Chinese Taipei. One way was to conduct an examination to measure English proficiency and to conduct English professional training for those who passed the examination. This training was held at

the university instructed by the Ministry of Education of the Republic of China and the training time was 240 hours of English skills training, along with 120 hours of English education training, totaling 360 hours. In addition, measures were also implemented for in-service teachers to receive training. In this measure, when teachers acquire the subject (20 credits) related to English education at the educational institution designated by the local education office, they receive a credential. All 20 credits are foreign language related subjects, which were set up by in-service teachers to improve their English proficiency (e.g., Providence University).

On the other hand, in Korea, there are many elementary school class teachers in charge of foreign language education. However, the arrangement of specialized course teachers is progressing gradually. Izumi (2013) reported on in-service teacher training in Korea which introduced English as a subject. For example, at Gyeongin National University of Education, there are 245 hours of training for 20 days in each of basic and advanced classes for in-service teachers. This includes 12 hours of theory (language acquisition theory, teaching method, teaching material theory, and so forth.), 15 hours of teaching method, 16 hours of practical method, 15 hours of practical training and four hours of other, miscellaneous training. According to Tokyo Gakugei University (2017), as of 2016, in Korea, in-service teachers are obliged to receive a considerable number of training (60 to 90 hours per year), and the teachers go to graduate school, receive training during long-term holiday, or take online training programs. Also, at National Taichung University of Education in Chinese Taipei, under the budgetary support of Ministry of Education, they are conducting their own teacher training. The training is scheduled for about seven times a year, and online training is also prepared.

2.2 Japanese in-service teacher training on primary language education

In-service teacher training in Japan is broadly divided into outside school training mainly conducted by the national government, or municipalities, and in-school training conducted by each school. Among them, the in-school training such as “Lesson Study” has attracted international attention (Akita & Lewis, 2008; Akita & Wolf, 2008; Çer & Solak, 2018; Kambaru, 2015; MEXT, 2014b; The Japanese Society for the Study on Teacher Education, 2017).

2.2.1 Outside school training

Outside school training is organized by the national government, municipalities and so forth, and is also called legal training, administrative training, or intensive training. According to MEXT (2018a), the prefectural and designated city board of education which carries out domestic training to improve elementary school teachers’ English proficiency and English teaching skills for multiple days were 65 of 67(97.0%), which shows that teacher training is being conducted in many local governments. In addition, there is “The Leaders of English Education Project (LEEP)” as the outside school training at the nationwide level currently being conducted. In the five-year plan from FY 2014 to FY 2018, the nation has cooperated with external specialized institutions to conduct teaching skills improvement projects targeting promotion leaders of elementary school English language education (about 200 people each year), and which aims to have teachers become “leaders”. Participants took one year of central training (collective training: 10 days, 48 hours in total), then in the next year, 12 to 14 hours of lectures in the area to serve as a regional instructor, and finally they are officially certified as an “English education promotion leader”. This training is characterized by learning

systematically effective teaching methods, practicing in their classes, and communicating the contents of training to local teachers (British Council, 2018), and the participants learn from not only lectures but also various activities. The program aims to improve the teaching skills of teachers who are in the leaders' position of English education, taking the cascade method to spread the teaching method to teachers in Japan.

2.2.2 In-school training

In Japan, schools are considered to be the most important place for teachers to learn and grow (Sato, 2015; The Japanese Society for the Study on Teacher Education, 2017), and therefore, there are practical and traditional backgrounds such as in-school training or Lesson Study where teachers learn from each other. According to NIER (2014), the percentage of teachers receiving assistance from an in-school mentor was 12.8% on average for participating countries. On the other hand, it was recorded as 33.2% in Japan, which showed that teachers are receiving guidance in school compared to other countries. According to Kitagami (2010), in-school training is defined as “research and training activities planned and organized in the school as a whole in order to solve school educational issues and to further teacher’s professional development”. In Japanese elementary schools, the class teachers basically teach all subjects or areas, therefore the in-school training includes various contents as follows: teaching subjects, special support education, moral education, human rights education, utilization of ICT equipment, student guidance, collaboration with junior high schools, and so forth. (Benesse Educational Research & Development Institute, 2016). In-school training on foreign language education is also being implemented at many schools, and 33,283 times in-school training were conducted at 19,487 schools where were surveyed in 2017 (MEXT, 2018a).

NIER (2014) reported that teachers learning together through these in-school training from day to day improves their practice and motivation. Thus, in-school training plays an important role also in foreign language education.

2.2.3 Issues of in-service teacher training in Japan

As mentioned above, although various in-service teacher training aimed at improving the teaching skills of teachers has been conducted both inside and outside the school, the training on foreign language education in Japan is not sufficient in quantity and quality as compared with other countries, and there are many issues or difficulties (Higuchi, et al., 2017; Izumi, 2007, 2012, 2013; Tanabe, 2015). As issues of the central teacher training before, MEXT (2016b) reported that it is extremely difficult for participating teachers to disseminate the outcome of the training to other teachers and schools, the training contents were separate and there are few practical contents et al. In addition, regarding the currently implemented LEEP training, although the use of English in classes by the teacher who took the training has increased greatly, as an issue, there is a gap between the teachers who took the central training and the surrounding teachers (British Council, 2018; Eiken Foundation of Japan, 2017; MEXT, 2014a).

Moreover, various studies have reported issues on in-school training. According to NIER (2010), the most common issues in-school research were “no time to conduct in-school research because of other business (33.9%),” followed by “insufficient continuity and development of research (32.8%),” “insufficient research of teaching materials or lesson plans (30.5%),” “insufficient discussion after the lesson study (23.1%)”. Even in the field of foreign language education, the situation that it is difficult to secure the time for in-school training has

been continuing from the past. In FY 2008 to 2010, MEXT (2008a) indicated that in-school trainings are taken for 30 hours in two years. However, the average number of hours that the class teachers participated in-school training on English activities was 6.8 hours until the end of August 2009 (one year five months) (Benesse Educational Research & Development Institute, 2011a). Thus, the average number of hours were 4.8 hours in a year. MEXT (2017b) reported that in FY 2016, 22,279 times in-school training were held at 19,679 schools surveyed, and based on this result, calculating the average number of in-school training times held in each school was about 1.13 in a year (the number of training in school divided by the number of surveyed schools). In FY 2017, shortly before the transition period, 33,283 in-school trainings were conducted at 19,487 schools (MEXT, 2018a), and about 1.7 times of in-school training were held at each school on average. Comparing the number of in-school training per school between FY 2016 and FY 2017, although it has increased about 1.5 times, the number of training in the year is less than two on average. As shown in this result, the situation of the in-school training has the same tendency as before the Foreign Language Activities were compulsory, and the same situation has been continuing, in which the teachers conduct the in-school training in limited time.

While the teachers in our country have high needs for training, it seems that it is difficult to secure sufficient time for necessary training due to busy daily work, and it has been pointed out that the main factor is the longest working hours in TALIS participating countries (MEXT, 2014b; NIER, 2014). Furthermore, there are limited teachers who can participate in the extracurricular training except legal training (The Japanese Society for the Study on Teacher Education, 2017). Moreover, the country, each prefecture, municipality, and school conduct each training, thus, systematic training has not always been carried out (MEXT, 2014b).

According to these facts, it is necessary for collaboration between each institution to conduct the training effectively and efficiently, and the each training based on the needs of the teachers. In particular, in-school training can be participated by all faculty members. Therefore, utilizing the in-school training effectively is important.

2.3 Teachers in foreign language education at Japanese elementary schools and required qualities and abilities

2.3.1 Teachers in foreign language education at Japanese elementary schools

In Japan, teachers in foreign language education at elementary schools are mainly class teachers, specialized course teachers, ALTs and so forth. With the full implementation of the revised Course of Study in 2008, the main teacher in elementary school foreign language education shifted from ALT to class teacher (Benesse Educational Research & Development Institute, 2011a), and in 2017, about 92% of the class teachers who carried out Foreign Language Activities in own class were mainly teaching it (MEXT, 2018a). Ogawa, Higashi and Yoshida (2017) pointed out that foreign language education at elementary schools was a success when there is a solid foundation within primary school education, and it has been stated that there are many advantages that the class teachers who are good at understanding children teach Foreign Language Activities. (Izumi, 2007, 2013; Naoyama, 2008; Kasuya, 2009; MEXT, 2016b; Higuchi et al., 2017; Yano & Izumi, 2016). Hashemi and Abbasi (2013) showed some helpful recommendations for teachers to alleviate anxiety by students: To create student-friendly and learning-supportive environment in the class, create friendship and cooperation among students. The class teachers always value these points, therefore they have a great role in order for the students to participate in Foreign Language Activities with ease.

However, Japanese teachers integrally carry out teaching subjects, student guidance and so forth, and teachers' work is not mainly focused on teaching like the foreign countries (MEXT, 2016a). In elementary schools, class-based teacher assignments system are centered on, and the number of subjects that one class teacher teaches is large. In the "Elementary Course of Study" announced in 2017, 11 subjects and areas are set in the third grade and the fourth grades, and 12 subjects and areas are set in the fifth and sixth grades. As a result, if a class teacher teaches all subjects and areas, one teacher teaches up to 12 subjects and areas (MEXT, 2017e). Such 'Japanese-style school education' is highly appreciated internationally, and schools play a major role in the character growth of children. On the other hand, it is pointed out that in addition to teaching subjects and student guide, tasks that are complicated and diversified are concentrated on the teachers, make it difficult to devote themselves to teaching subjects (MEXT, 2016a).

According to various surveys targeting elementary school teachers, although the various elementary school practice and training have been carried out after elementary school compulsory Foreign Language Activities in 2011, it has been pointed out as the main issue in the case of class teachers teach Foreign Language Activities that inadequate "English proficiency" and "Teaching Skill for Foreign Language Activities" (Benesse Educational Research & Development Institute, 2007, 2011a; Higuchi et al., 2017; MEXT, 2016b; Yamamori, 2013b). Moreover many teachers are concerned about these points (Benesse Educational Research & Development Institute, 2007, 2011a; Machida & Walsh, 2015; Otani, 2014; Yonezaki, Tara, & Tsukuda, 2016). Mousavi (2007) stated that sometimes even when the teacher has enough language knowledge, he/she still might lack self-confidence in him/ herself. The class teachers are not confident because the English proficiency or knowledge of English

education is insufficient (Ogawa et al., 2017), and they have never experienced English classes in their own elementary school days, and they did not receive the training for elementary English classes in the pre-service teacher training course, therefore it is natural to have great anxiety and resistance to teaching (Kasuya, 2009).

Even these days, most of the class teachers, who are the primary responsibilities of Foreign Language Activities, basically do not receive specialized education on foreign language education (Machida, 2011). Also the proportion of teachers who have a junior high school English and high school English licenses are only 5.4% (MEXT, 2018a). Furthermore, even if teachers have a license, the current English Education Law is for junior and high school teachers (JACET SLA Study Group, 2013), and in order to teach elementary school Foreign Language Activities, it is needless to say that different consideration is needed from the difference of the developmental stages.

In addition, since Foreign Language Activities in Japan is compulsory, there is a case that there is no opportunity to teach depend on the grade in charge of teaching. Therefore there are not only a few class teachers who have anxiety for teaching Foreign Language Activities regardless of the length of the teachers' working years. For these reasons, it is pointed out that it may be difficult for teachers to learn based on collegiality as done in other subjects (Nakamura, 2016).

2.3.2 Quality and ability required of teachers in elementary school's foreign language education

Kráľová and Sorádová (2015) stated that the role of the teacher is important, because the teacher is the person in the classroom who can regulate the atmosphere. EFL teachers are

expected to empathize with learners, try to motivate them and encourage them to participate in classroom activities, and generally speaking, to help facilitate learning (Mousavi, 2007). In language learning environments where students learn English as a foreign language like Japan, it has been claimed that it is important for teachers to become a role model to communicate using English (JACET SIG on English Language Education, 2012).

In the new foreign language education, in the third grade and the fourth grade, the class teachers teach mainly through the team teaching with the ALT et al., and in the fifth grade and the sixth grade, the class teacher improves his/ her expertise and teaches English. In addition, it is planned that utilizing specialized course teachers in order to construct a teaching system that further emphasizes expertise. (MEXT, 2016). Higuchi et al. (2017) listed three points of knowledge and ability necessary for a foreign language instructor at elementary schools, knowledge and practical skills on foreign language teaching, English proficiency, and knowledge on the field related to primary foreign language education. In addition, Tokyo Gakugei University (2017) stated that the following three points were important for teacher training: “knowledge and skills necessary for teaching”, “English ability”, “class research”, and the contents which teachers are to address were shown at the three levels: foundation, advance, and promote (Table 2) .

For example, “knowledge and skills necessary for teaching” includes understanding of Course of Study, second language acquisition of children, how to associate with text languages, how to utilize ICT, and so forth. “English ability” includes the correct operation of the main English expression handled in the class, meaningful interaction based on the classroom English, appropriate paraphrasing to the understanding of the children, improvisational reactions to the utterance and behavior of the children. “Class research” includes lesson observation,

Table 2

Contents of teacher training shown in core curriculum(Tokyo Gakuhei University, 2017)

Category	Content
Knowledge and skills necessary for teaching	Course of Study
	Main teaching material
	Knowledge of children's second language acquisition and utilization of the knowledge
	How to speak to children in English
	How to introduce activities to read and write
	Selection of subjects, Study of teaching materials
	Learning Achievement goals, Teaching plan(how to construction of unit and each lesson, various activities, teaching plan)
	Ideal team teaching with ALT
	How to utilize ICT
	Assessment of learning states (include performance assessment and utilization of achievement goals)
	Collaboration in English education at elementary, junior high and senior high schools and the expected role for each school
	How to create a curriculum
	Guidance plan (annual guidance plan, short lessons)
	Basic knowledge (phonetics, vocabulary, sentence structure, grammar, orthography)
	Foundation of Second Language Acquisition Theory
	Children's literature (picture books, songs and poems for children)
	Intercultural understanding
English ability	Responding to the diversity of children and schools
	Correct operation of English expression handled in lessons
	English proficiency to speak with consciousness of pronunciation, stress, rhythm, intonation
	Correct English notation of chalkboards and bulletin
	English proficiency to discuss about lessons with ALT
	English proficiency to have meaningful interaction based on classroom English
	Appropriate repARATION to children's utterances and actions
Class research	English proficiency to rephrase English that children can not understand
	English proficiency to respond appropriately to children's speech and actions
	Lesson observation (including observation of Lessons at junior high school)
	Lesson Study
	Planning and management of Lesson Study
	Model lesson

demonstration lesson, planning and management of demonstration lessons, and model lesson.

These contents are related to the qualities and abilities required for teachers in the future, thus the qualities and abilities that must be trained through in-service teacher training are diverse.

Djigunovic (2009) reported that the motivation of learners learned in a positive learning environment was higher than learners learned in negative learning environments. According to his research teachers who received adequate training were one of the elements of the positive learning environments. This result suggests that the teaching skills of teachers are one of the factors that affect learners' motivation. Therefore, improving teachers' teaching skills is important.

2.4 Elementary school teachers' anxiety and in-service teacher training

2.4.1 Anxiety of elementary school teachers

Several factors are thought to be related to the motivation of teachers in teaching Foreign Language Activities. In recent years, the relationship between motivation and psychology, language, social aspects has been argued actively as followed: willingness to communicate (hereinafter referred to as WTC), self-efficacy, learner autonomy, anxiety, inherent in learners and the actual use of communication skills (JACET SLA Study Group, 2013). In particular, various studies have shown that elementary school teachers in Japan have large anxiety about teaching Foreign Language Activities (Benesse Educational Research & Development Institute, 2007, 2011a; Otani & Tsuido, 2011, Yonezaki et.al, 2016), therefore it was pointed out that how to change such consciousness of teachers are urgent issues (Nakamura, 2016).

Over the last three decades, language anxiety has become a great concern in second and foreign language learning research (Trang, Moni, & Baldauf, 2012). Horwitz, Horwitz and Cope (1986) defined Foreign Language Anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (128), and they reported that there was a consistent and moderate negative relationship between anxiety and achievement. Typically referred to as language anxiety or foreign language anxiety (FLA), this anxiety is categorized as a situation-specific anxiety, similar in type to other familiar manifestations of anxiety such as stage fright or test anxiety (Horwitz, 2010).

Kráľová and Sorádová (2015) pointed out that the teachers played one of the most important roles in increasing or alleviating anxiety by students. However, Horwitz (1996) argued that not only students but also many nonnative foreign language teachers also

experienced foreign language anxiety and that this anxiety could have negative consequences for language teaching. The Japanese Society for the Study on Teacher Education (2017) pointed out that there were so many elementary school teachers that they could not obtain self-efficacy even through subject teaching such as Japanese, and felt difficulty or anxiety in not just novice teachers. Thus it was natural that there was an increase in difficulty or anxiety of teachers in teaching Foreign Language Activities. In this regard, Machida (2011) stated that it was quite plausible that Japanese elementary school teachers who were new to English language education would be anxious about using English for classroom instruction. Moreover, Bandura (1997) pointed out there was a negative relationship between anxiety and self-efficacy. Based on these studies, it is also important to reduce anxiety from the viewpoint of improving the self-efficacy of teachers.

Much research (e.g., Matsumiya, 2014; Shinado, 2012; Yonezaki Tara, & Tsukuda, 2016; Yorozyua, Nakamura, & Kanbayashi, 2010) has been done on teachers' consciousness and anxiety in Japan. For example, Yonezaki et al. (2016) surveyed what kind of anxiety the elementary school teachers had about the lower grading of foreign language and English as a subject, and revealed a common anxiety about "English ability and teaching skills", "a balance Japanese with other subjects" and "a burden on children". It was found from the result, many teachers had anxiety about English proficiency and guidance ability even after five years since elementary school English education started. In 2011, 80% of elementary school teachers were concerned about teachers' proficiency in English, and even in 2016 they were still full of the same anxieties.

One of the most obvious issues facing non-native teachers and causing them stress can be their own language proficiency (Mousavi, 2007) and the same trend can be seen in Japanese

teachers. Especially about the English proficiency of incumbent teachers, there are many teachers who feel reluctant in “speaking” or feel issues that scarce of their own English proficiency (Matsumiya & Morita, 2015). It was reported that teachers with a higher foreign language anxiety choose a teaching method that does not use foreign languages (Horwitz, 2013), therefore, there is a possibly of negatively affect for sufficient input for second language acquisition, which were claimed by many researchers (e.g., Pinter, 2017; Watanabe, Sakai, & Urano, 1996).

It is natural to feel stress or anxiety in certain situations, however it is important to be able to cope with the negative feelings so that they do not affect their learning and performance (Kráľová & Sorádová, 2015). The transition period to new foreign language education began, it is expected that the teachers' anxiety become more diverse, therefore in considering teacher training, it is more important than ever to grasp what the teachers are concerned about, and to consider the contents based on the results.

2.4.2 Teacher training to reduce anxiety

Reducing anxiety of teachers and raising motivation for teaching and self-efficacy are important for teachers to teach English actively. Kasuya (2009) appealed the need to remove anxiety as one of the central framework of teacher training. In addition, Tanabe (2017) stated that it could be expected that maximizing the training effect by setting the viewpoint that the class teachers' anxiety in the center of training was alleviated. Recently, teacher training focusing on teacher anxiety reduction is being conducted nationwide (Machida & Uchida, 2015; Ikeda, Imai & Takeuchi, 2017; Tanabe, 2017).

Machida and Uchida (2015) studied the development of teacher training which aimed at

alleviating teachers' anxiety about foreign languages. The training was consisted of four main themes: (1) support for anxiety of teachers, (2) practical teaching skills, (3) successful experiences of communication in English, and (4) microteaching of team teaching. The results suggested that the training which aimed for reducing anxiety and focused on specific themes was effective for elementary teachers.

Furthermore, the deepening confidence in English proficiency through the class teachers increasing the amount of English usage and the amount of English input to the children are increasing greatly (Machida, Takahashi & Kurokawa, 2017), and the importance of training on Teacher Talk have been reported (Moser, Harris, & Carle, 2012, Yano, 2015, Yano & Izumi, 2016). Therefore, it is necessary to set and implement effective training contents including improvement of English proficiency of class teachers according to the actual condition of each school's students and teachers.

In teacher training focusing on reducing anxiety, there are many cases of outside school training, however the research of Ikeda et al. (2017) is a valuable example focusing on in-school training. Ikeda et al. (2017) studied the development of a sustainable school teacher training system focusing on alleviating teachers' anxiety about Foreign Language Activities at elementary schools and it was confirmed that the school-based training system achieved results in terms of reducing concerns related to the implementation of Foreign Language Activities. This showed that it was suitable for the teachers because the training program was composed based on the needs of them and relieved their anxiety. On the other hand, it was reported that there were issues to be solved in how to involve managerial teachers.

Thus, the teacher training conducted by the administration which aimed at alleviating anxiety about foreign languages is effective and the in-school teacher training focusing on

alleviating teachers' anxiety is also suitable for elementary school teachers. The results of the studies showed the effectiveness of teacher training focusing on teachers' anxiety regardless of an administrative training or an in-school training.

However, at the present time, few studies focus on in-school training where all teachers can participate. There are indications that the research of in-school practice by schools and teachers are lagging (The Japanese Society for the Study on Teacher Education, 2017), and from this point as well, the development of in-school training program focusing on anxiety reduction that can be implemented in a limited time has significance.

Therefore, the present research aims to investigate the current state of in-service training on elementary school foreign language education and to develop an in-school training program focus on reducing teaching anxiety. The research questions are as follows:

- RQ1: What is the state of teacher training on elementary school foreign language education and what kind of awareness do teachers have?
- RQ2: What elements are necessary for the in-school training program aimed at reducing teacher's anxiety?
- RQ3: Does the in-school training program aimed at reducing anxiety of teachers affect the teachers' anxiety?

Chapter 3

Survey

To answer the first and second research questions, three surveys were conducted in March to April 2018. The first survey was aimed to investigate the state of outside school teacher training. The second survey was aimed to reveal the current situation of in-school training. The third survey was aimed at reporting the awareness of teachers involved in elementary school foreign language education.

3.1 Survey 1

3.1.1 Purpose

This study aims to investigate the current state of in-service training on elementary school foreign language education and the awareness of supervisors who are the persons in charge of foreign language education at the board of educations.

3.1.2 Method

These questionnaire surveys were sent through e-mail and mail from March to April 2018. Participants were nine supervisors who are the persons in charge of foreign language education at the board of educations across seven administrative divisions in Japan. The response rate for the survey was 52.94% (n=9).

3.1.3 Questionnaire

(1) Municipality background

The municipality background questionnaire asked for the following information: (a)

municipality, (b) number of classes in foreign language education, (c) number of elementary schools, (d) number of elementary school teachers.

(2) Trainers, main materials, contents, execution month, number of hours

The questionnaire on the outline of the in-service training included the following items. Two items asking for trainers and materials, and 25 items refer to Tokyo Gakugei University (2017) are asking contents and number of hours about in-service training.

(3) Outcomes and issues

Questionnaire about outcome and issues of the in-service training were asked by free description.

3.1.4 Results

Table 3 summarizes the results from the municipality background about the trainers. As the result, seven of the nine municipalities were supervisor in charge of training solely.

Table 3

The Municipality Background

Municipality	Number of elementary schools	Number of faculty members	Number of lessons in fifth and sixth grade	Number of lessons in the third and fourth grade	Number of lessons in the first and second grade
Prefecture A	730	About 16,800	Depend on schools	Depend on schools	Depend on schools
Prefecture B	356	5,822	35	Depend on cities or towns	Depend on cities or towns
C department of education	50	737	35	0	0
City D	290	–	35	No city rules	0
City E	164	3,850	35-70	12-35	Depend on schools
City F	28	855	35	10 (Only some designated schools)	6 (Only some designated schools)
City G	26	457	35	20	10
City H	24	650	70	35	10
City I	15	413	35	0	0

Also, the main training materials were “Hi, friends!” (7), the next was a commercially available picture book (4) (Figure 1), thus, it is showed that textbooks are utilized for not only classes but also in-service training.

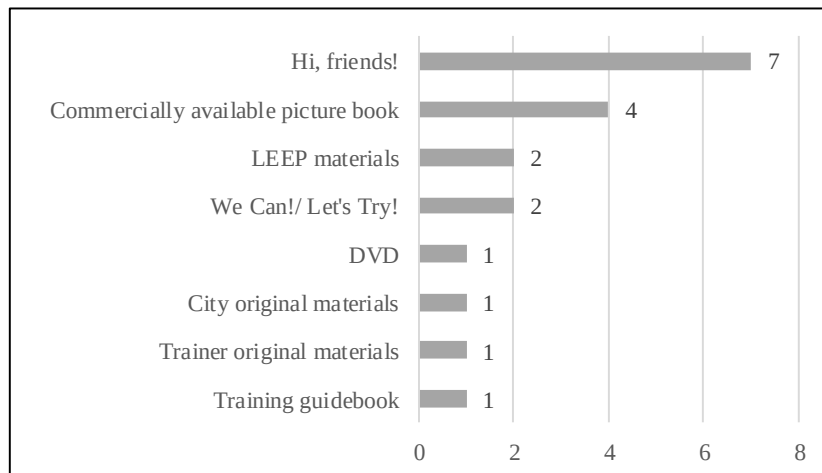


Figure 1. Main teaching materials of in-service teacher training. Participants were able to answer one or more teaching materials used in the training.

The month in which many training is being conducted was July (17) and August (16), thus, the summer holiday was utilized to facilitate trainings (Figure 2).

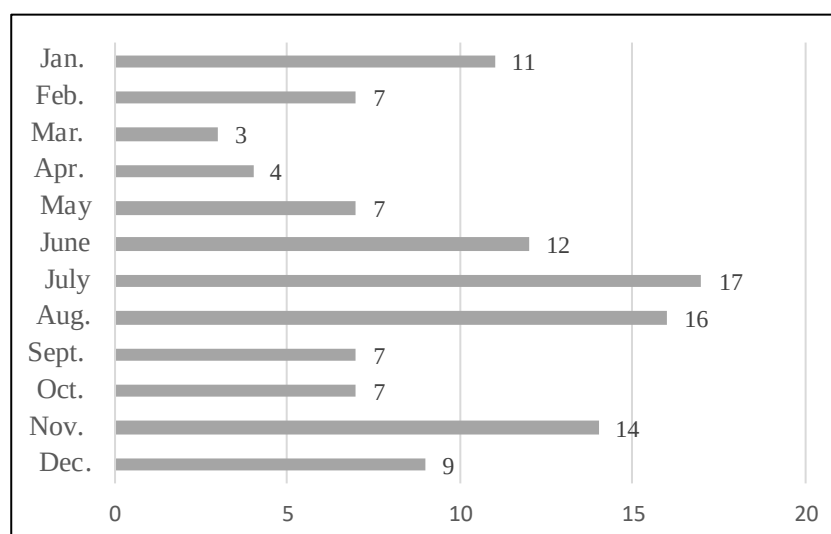


Figure 2. The month when the teacher training was carried out. Participants were able to select the month more than once.

The most common contents that were done in the municipality was “how to utilize teaching materials and ICT” (7), “understanding the new Course of Study and new teaching materials” (7). Subsequently, the contents were as follows: “how to construction of unit and each lesson”, “how to create various activities”, “how to create teaching plan” (6), “ideal team-teaching”, and “discuss about improving classes” (6) (Figure 3). On the other hand, there were some contents that were dealt by only one municipality.

Outcomes and issues are shown in Table 4 and Table 5. As for the outcome, there were multiple opinions on the understanding and consciousness of the teachers (Table 4). On the other hand, there are several issues, such as quantitative and qualitative enhancement of training and transmission of training contents (Table 5).

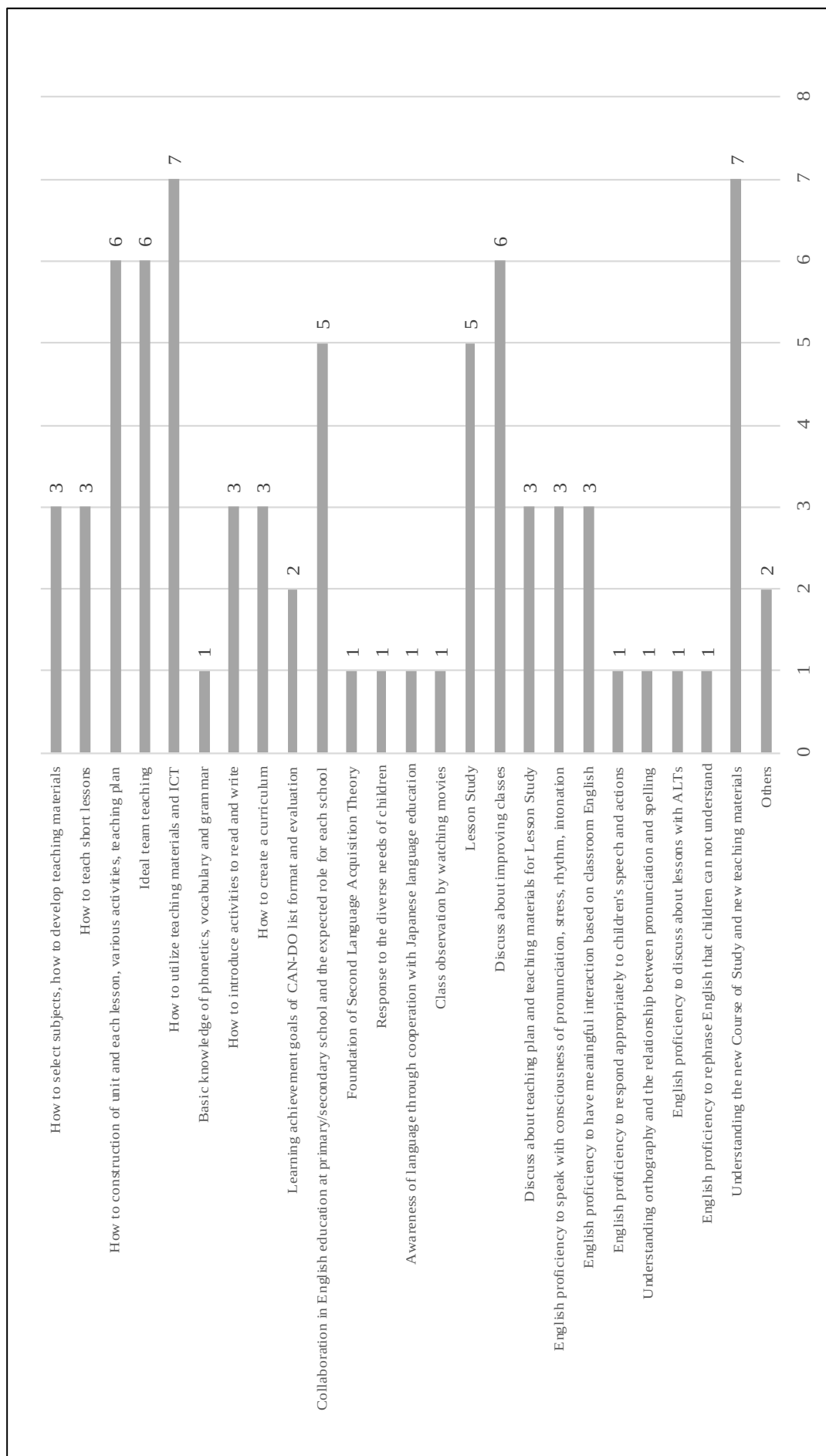


Figure 3. Contents of in-service teacher training. Participants were able to select one or more contents.

Table 4

The Outcomes of In-Service Teacher Training

Participants	Description
1	While it is difficult to generalize because of we were planning and managing various training such as novice teachers training, in-school training, English proficiency improvement training, etc, I think that it was possible to have a common understanding of the teachers, and reduce their resistance to English through the training.
2	The concrete method of creating the curriculum was unified in the city. Through the Lesson Study, the teachers shared a common understanding of concrete teaching methods.
3	The teachers' anxiety and burden on the lesson were reduced a little. The teachers were able to have the image of the lesson.
4	Teachers were able to understand how to prepare in the future as incorporating the exercises into the training it aims to have the image of the actual lesson. In addition, the motivation of teachers for English education was improved.
5	Training on understanding new teaching materials is essential for the schools and I was able to convey the direction of the next fiscal year through training.
6	I carried out the training that understanding 'Small Talk' or 'in-depth study by thinking for themselves through discussion' based on the Course of Study instead of doing training to teach new teaching materials. I was able to conduct training that focused on the thoughts of the children.
7	For the transitional period from FY 2018, more than 12 hours of classes per year were planed for the 3rd and 4th grades. Therefore, the awareness of teachers' Foreign Language Activities has increased, and participation in training has been more active than in the past year. In addition, I felt that the teachers had a sense of crisis because the training at schools were enriched and the requests for training at the schools increased.
8	The awareness of elementary school teachers about foreign language education improved. The awareness of the elementary and junior high school personnel in charge improved. The relationship between the Board of Education and the schools became more intimate.

Table 5

The issues of In-Service Teacher Training

Participants	Description
1	Considering that the situation of teachers is various, it is necessary to carry out training according to the situation of teachers. One training per year is inadequate, therefore it is necessary to have as much training as possible (even if one time is short).
2	The cooperation between elementary schools and junior high school. Effective utilization of ALTs. Teaching of Foreign Language Activities in grade 3 and grade 4.
3	More concrete lessons making. Creating lessons using new teaching materials.
4	There are few participants of training that isn't mandatory. It seems that there are many teachers who have anxiety about English education in the future, but it is presumed that work is busy even during summer holidays. Therefore, we are considering increasing training in each region. In addition, it is thought that it is important for the schools to work on not only individuals who participated but also all teachers systematically in utilizing the contents of the training. However, it is presumed that the situations of each school are insufficiency.
5	Representative teachers who participated in the teacher training conducted by the municipality need to communicate information to own school, however, there are differences in the transmission situation depending on the school. In elementary school English, it is necessary to improve training from the viewpoint that all teachers are involved.
6	Although the representatives of each school participate in the training, it is difficult to communicate information to the teachers in the school, and information is not transmitted. The information gained by the training has become only for individual teachers.
7	By setting promotional schools in each branch, the heads of Foreign Language Activity were able to interact with lesson practice. However, there are branches with few requests for in-school training, and the progress situation has not been grasped.
8	Although the consciousness of the person in charge improved, when they returned to school, their enthusiasm do not fully convey to other teachers. The cause is as follows: Only young teachers are responsible for the head of Foreign Language Activity. The school's researches are dominated by teachers of Japanese language and mathematics. There is no support for the head of Foreign Language Activity, especially manager's awareness is low. As the city as a whole, the interest in foreign language education is low (including mayor and parliament), and there is no understanding of Foreign Language Activity at all. The Sub-committee is not functioning and there is no organization.

3.2 Survey 2

3.2.1. Purpose

This study aims to investigate the current state of in-school training on elementary school foreign language education and the awareness of teachers who are the person in charge of in-school training.

3.2.2 Method

These questionnaire surveys were sent through e-mail and mail from March to April 2018. The participants were 81 teachers who are in charge of in-school training at 81 national and public elementary schools across 11 administrative divisions in Japan. The response rate for the survey was 62.8% (n=81).

3.2.3 Questionnaire

(1) School background

The school background questionnaire asked for the following information: (a) municipality, (b) research subject at school, (c) number of classes in foreign language activities, (d) number of children, (e) number of classes, (f) the number of Japanese teachers of English in charge of foreign language activities, (g) the person in charge of the in-school training of foreign language education, (h) main in-school training materials for foreign language education.

(2) Contents, number of hours, outcomes and issues

Using Tokyo Gakugei University (2017) as a reference, 25 items were asked about their in-school training contents and how many hours were spent on training (Appendix B),

and two items were asked the outcome and issues of the training by free description.

3.2.4 Results

As the result, the heads of Foreign Language Activities were in charge of the in-school training independently at 35 schools (52.2%, n=67). Furthermore, the training average time of 60 schools that answered the question about how many hours were spent on training was 7.8 hours. Nine schools had more than 15 hours of training a year. Eight out of the nine schools research Foreign Language Activities at their schools, and there was a tendency that the training time was longer than that of the other schools which had other research subjects. On the other hand, there were 29 schools that had less than five hours of training a year.

At 61 schools that answered the question about the content of in-school training, the most frequently conducted was “Lesson Study” (40). Subsequently, the contents were as follows: “how to utilize teaching materials and ICT” (33), “understanding the new Course of Study and new teaching materials” (32), “how to construct a unit and each lesson, how to create various activities, how to create a teaching plan” (31), and “discussion about improving classes” (30). It should be noted that, there were no schools that dealt with the “response to the diverse needs of children” and “awareness of languages through cooperation with Japanese language education” covered by Tokyo Gakugei University (2017) (Figure 4).

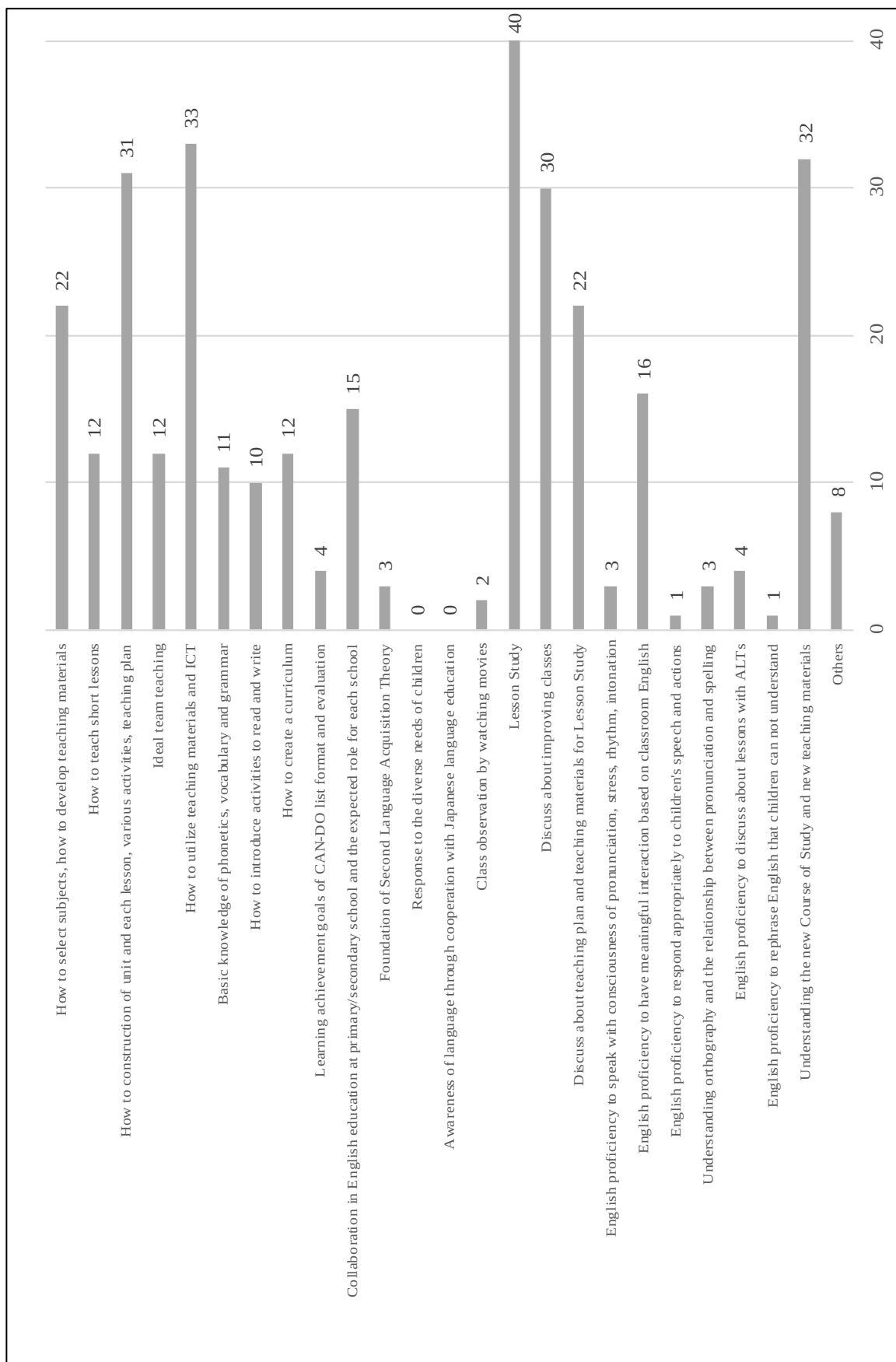


Figure 4. Contents of in-school teacher training. Participants were able to select one or more contents.

Moreover, as a result of analyzing the free description about positive outcomes and issues of in-school training using the modified grounded-theory approach (M-GTA), the six concepts (e.g., “improve teaching skills” , “promoting common understanding about new foreign language education”) and four categories (e.g., **【changes in the awareness of teachers】** , **【Improve practical teaching skills】**) were extracted. For the issues, 10 concepts (e.g., “teachers’ consciousness of being not good at teaching”, “expertise of training instructors”) and four categories (e.g., **【securing training time】** , **【examination of contents of effective in-school training】**) were extracted (Table 6 and 7). Based on these results, the conceptual diagram was generated (Figure 5). This diagram implies that if the following three contents of “securing of training time”, “training of persons in charge of in-school training” and “examination of effective in-school training”, are completed and if teachers execute in-school training which leads to “promotion of common understanding on foreign language education”, and “improvement of teacher’s awareness”, it will also lead to a “change of consciousness in teachers” and “development of curriculum beyond roles and school types” can be expected. The results of the analysis indicated that there are issues in securing training time and examining the contents. Moreover, it became clear that the awareness of teachers is also a major factor affecting in-school training.

Table 6

Categories and Concepts on Outcomes of In-School Training

Category	Concept
【Changes in the awareness of teachers】	Changes in the awareness of teachers
【Promoting common understanding about foreign language education】	Promoting common understanding about current foreign language education
	Promoting common understanding about new foreign language education
【Improve practical teaching skills】	Improve teaching skills
	Sharing lesson images through lessons
【Curriculum development with collaboration of teachers of various roles and school types】	Curriculum development with collaboration of teachers of various roles and school types

Table 7

Categories and Concepts on Issues of In-School Training

Category	Concept
【Securing training time】	Securing training time
	Teachers' consciousness of being not good at teaching
【Improve awareness of teachers】	Differences in consciousness among teachers
	Managerial teachers' consciousness
	Implementation of training that leads to improvement of teaching skills
【Examination of contents of effective in-school training】	Consideration of more specialized training contents
	Consideration of curriculum according to each school
	Collaboration between elementary schools and junior high schools
【Fostering of training instructors】	Expertise of training instructors
	Development of training plan

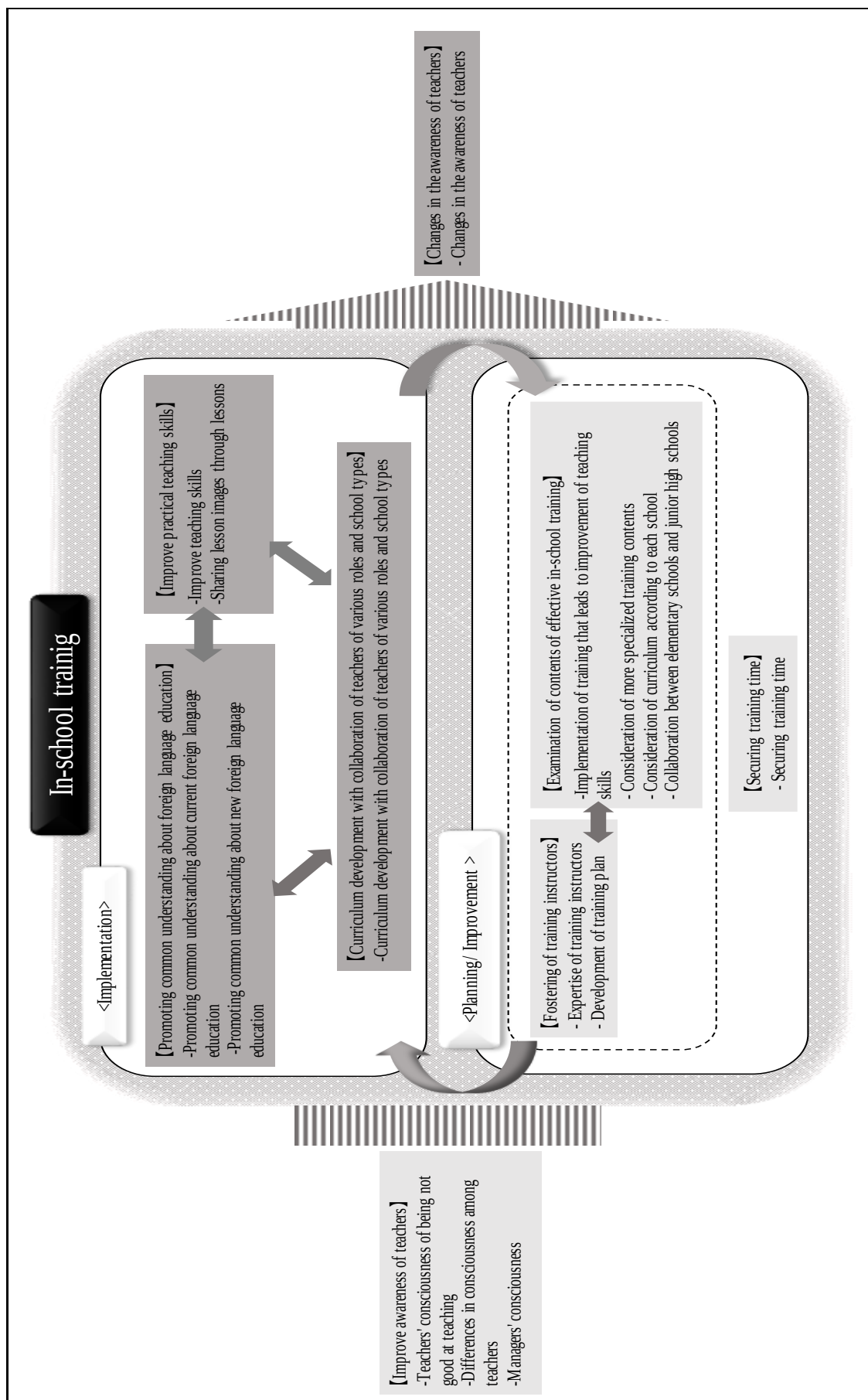


Figure 5. Conceptual diagram of relationship between in-school training and change in awareness of teachers. ⇔ indicates the influence, ⇒ indicates the transition.

3.3 Survey 3

3.3.1. Purpose

This questionnaire survey aims to investigate the current state of teacher training on elementary school foreign language education and the awareness of teachers.

3.3.2 Method

These surveys were sent through e-mail and mail from March to April 2018.

Participants were 213 teachers who teaching English at 104 national and public elementary schools across 16 administrative divisions in Japan. The response rate for the survey was 63.9% (n=213).

3.3.3 Questionnaire

(1) Background

The background questionnaire asked for the following information: (a) gender, (b) total years of teaching experience, (c) position, (d) teaching grade, (e) total years of teaching experience of Foreign Language Activities, (f) whether participants have English qualifications (e.g., EIKEN, TOEIC, or TOEFL) , (g) whether participants had an experience in studying abroad, (h) whether participants took an primary English pedagogy course at college, (i) number of Foreign Language Activities classes in FY 2017, (j) teaching styles of Foreign Language Activities (e.g., class teacher only, team teaching with ALT), (k) teaching materials, and (l) time to prepare each lesson, (m) content of in-school training that teachers took in FY 2017 and the teachers want to learn in the future (Appendix C).

(2) Teaching anxiety

The questionnaire is composed of 37 items pertinent to Foreign Language Anxiety, teacher cognition, teacher efficacy, Willingness to Communicate (Horwitz, 2013; Noels, Clément, & Pelletier, 1999; JACET SIG on English Language Education, 2014; Yashima, 2009). A 6-point Likert scale ranging from 1(strongly disagree) to 6(strongly agree) were used to measure teacher's teaching anxiety. The score of 1(strongly disagree) is scored one, and 6(strongly agree) as six. This questionnaire includes reverse-scored items, for these items, 1(strongly disagree) is scored six, 6(strongly agree) as one.

(3) Anxiety, English proficiency

This questionnaire was a free description type questionnaire to accurately acquire opinions from teachers.

3.3.4 Results

(1) The result of the teaching anxiety questionnaire

The questionnaire items, the standard deviation and the mean are presented in the Appendix D. Items with high mean were “item 4. I am pleased with the level of my English language proficiency I have achieved. (R)” ($M = 5.23$) and “item 12. I speak English well enough to be a good English teacher. (R)” ($M = 4.79$). Furthermore, the score of “item 14. I feel confident when I speak English. (R)” ($M = 4.75$), “item 16. I don't understand why some people think learning English is so hard. (R)” ($M = 5.19$) were low. These results indicated that many teachers were not satisfied with their English proficiency and had difficulty improving their English proficiency. This result is consistent with Benesse Educational Research and Development Institute (2007, 2011a).

(2) Explanatory factor analysis

In order to determine the factors in Teaching Anxiety, an Explanatory Factor Analysis (Likelihood Method, promax rotation) was performed (Appendix E). As a result, four factors: “English use” (F1: nine items, $\alpha = .913$), “lesson improvement/ evaluation” (F2: four items, $\alpha = .844$), “failure anxiety” (F3: four items, $\alpha = .753$), “WTC” (F4: four items, $\alpha = .955$) were extracted (Appendix 3). The first factor was composed of items related to speaking English, and therefore labeled as “English use”. The second factor was related to improvement of the lessons and evaluating students, it was labeled “lesson improvement and evaluation”. The third factor included anxiety about English use failure, and was labeled “failure anxiety”. The fourth factor was related to the intention of whether they communicated with their colleagues when given the opportunity; therefore it is labeled “WTC”.

(3) Relationship between teachers’ background and evaluation of each item

In order to examine whether there was a significant difference in the evaluation of each item by the teaching experience and English qualification, t-test or Mann-Whitney test was conducted. As a result, teaching anxiety was related to the total years of teaching experience of Foreign Language Activities, English proficiency, experience in staying abroad and English qualifications. Interestingly, as for the teaching experience of Foreign Language Activities, it showed that when teachers had more than three years of experience teaching a foreign language, they had less anxiety. In addition, it was revealed that there was a difference in teaching anxiety about English proficiency, with over EIKEN Grade Pre-2 or TOEIC score of over 225, or with over EIKEN Grade 3 or TOEIC score of over 120 (Table 8). The teachers who do not have more than a certain level of teaching experience or English proficiency had more teaching anxiety. Considering this, in teacher training aimed to

reducing teaching anxiety, it will be effective to focus on basic contents which lead to improvement of teaching skills or English proficiency.

Table 8
Relationship Between Teachers' Background and Factors

	Item	Yes (n)	No (n)	F1	F2	F3	F4
1	I have the experience of staying abroad.	45	167	○	○	○	○
2	I have a teaching certificate for English (junior/ high school).	36	177	○	○	○	-
3	I have attended elementary school English lessons at university.	44	167	○	-	-	-
4	I have taught Foreign Language Activities.	187	17	○	-	○	○
5	I have over 2 years experience in teaching Foreign Language Activities	143	61	-	-	-	○
6	I have over 3 years experience in teaching Foreign Language Activities	114	90	○	○	○	○
7	I have over 5 years experience in teaching Foreign Language Activities	73	131	○	○	○	○
8	I have over 7 years experience in teaching Foreign Language Activities	38	166	○	○	○	○
9	I spend more than 120 minutes preparing for lessons.	13	175	-	○	-	-
10	My school's research subject is a Foreign Language Activity.	39	150	○	○	-	-
11	I have qualifications related to English (EIKEN, TOEIC etc).	102	109	○	○	○	○
12	I have an EIKEN Grade Pre-1, or a TOEIC score of over 785.	13	198	○	-	○	-
13	I have an EIKEN Grade 2, or a TOEIC score of over 550.	53	158	○	-	○	○
14	I have an EIKEN Grade Pre-2, or a TOEIC score of over 225.	76	135	○	○	○	○
15	I have an EIKEN Grade 3, or a TOEIC score of over 120.	101	109	○	○	○	○

Note. ○ = There is a significant difference. - = There is no significant difference.

There were no significant differences in gender, number of in-school training hours (less than 15 hours / 15 hours or more), service years (less than 10 years / 10 years or more), lesson preparation time (less than 60 minutes / 60 minutes or more).

(4) The content of in-school training that teachers took in FY 2017 and the teachers

want to learn in the future

In the content of in-school training that teachers took in FY 2017, the most frequently discussed contents were the Lesson Study (53), subsequently, theories (40) and new foreign language education (38). As new foreign language education begins in 2020, many schools offer in-school training to understand new foreign language education. On the other hand, there were five teachers who responded that they did not conduct in-school training. Thus, there were differences in the status of in-school training at each school (Appendix F).

In addition, the most frequent answer about the teacher training contents that the teachers

wanted to learn in the future was the improvement of English proficiency (34), so to conclude, many teachers wanted to improve their English proficiency. Furthermore, many teachers wanted to take training on new teaching materials (15), and wanted to acquire teaching skills to deal with new foreign language education. However, 15 of the teachers answered there were no training sessions that they would like to take in the future, or they were not sure (15). These results showed that there were gaps in attitudes toward teacher training (Appendix G).

(5) Current anxiety and English proficiency

In the data analysis process, a NVivo Plus program that is a computer-assistant qualitative data analysis program was used. As a result of the analysis, teachers' descriptions of current anxiety was divided into 24 different categories (Appendix H). There were many descriptions about "English proficiency" and "teaching method". About "English proficiency", some teachers answered as follows: "I am worried that I cannot teach students with my current English ability" or "Is English proficiency to be more and more required. Can I keep up with it?". For teachers who had anxiety about their lack of English proficiency, there was a growing anxiety that further English proficiency will be required as the new language education starts. In addition, about "teaching method", there were teachers who answered that they had concerns about "teaching methods using new teaching materials" or "teaching methods of writing". Thus, teachers were concerned not only with the traditional teaching method but also with the teaching method of new foreign language education.

These results were found to overlap with the content of the training that teachers would like to attend in the future, and it was revealed that many teachers want to eliminate their anxiety through training. Even so, many teachers answered that they had anxiety about

“securing time”, “It is difficult to secure the time to study teaching materials the same as other subjects”, “It takes a lot of time to prepare for each lesson, and therefore, I do not know whether I can teach English adequately with two hours a week”. Regarding these results, it is difficult for teachers to participate in teacher training outside school hours or to spend time on self-training in situations where they already felt difficulty in securing even the preparation time of daily classes.

Teachers’ description of their English proficiency was divided into 10 categories, and in particular, the host of answers were as follows: “My English proficiency is insufficient”, “I want to further improve my English proficiency”, “I am not confident” (Appendix I) . As for the category of “My English proficiency is insufficient”, some teachers answered that “I have difficulty in finding the right English words, therefore I cannot explain something even if I want to say it” or “I feel that I do not have enough English proficiency to manage English classes and to promote sufficient communication” In addition, there were several teachers who answered, “I do not have much English proficiency”, although it seemed that there were individual differences in the level of English proficiency that each teacher felt necessary, all of them were not satisfied with their English proficiency. Moreover, in the category of “not confident”, there were answers such as “I am not confident in my English proficiency”, “English is the most difficult subject for me”, and it seemed that these feelings could be interpreted that their lack of English proficiency had an impact on their insecurity. At the same time, there were many teachers who felt that they wanted to further improve their English proficiency and had answers such as “I want to learn because my English proficiency is still insufficient”, “I want to improve my English proficiency and be able to speak English”. Thus, even though they are not confident in their English proficiency or not good at English, the

teachers wish to improve their English proficiency. These results revealed that there were many teachers who felt that their English proficiency was lacking and that many teachers wanted to improve their English proficiency to improve the current situation.

From the above quantitative and qualitative analysis, it became clear that there was a lack of the teacher's English proficiency and teaching experience which is a major cause of teaching anxiety. This result was consistent with Machida (2011) and Yonezaki et al. (2016). In order to dispel teaching anxiety, within school training, it is considered necessary to incorporate training contents where teachers can have a concrete image of teaching methods, or how to improve their English proficiency. According to teachers who are quite busy, it is important to effectively utilize the in-school training that any teacher can participate in, and reduce the teaching anxiety and cultivate practical teaching skills.

Chapter 4

Research

To address the second and third research questions, the in-school training program was developed and examined the influence of the program on teachers.

4.1 Purpose

The present research aims to examine the effects of an in-school training program focus on reducing teaching anxiety.

4.2 Framework of the training

Teacher needs analysis is essential for effective teacher training (Atay, 2007; Aykaç & Yildirim, 2017; Floress, Beschta, Meyer, & Reinke, 2017; Ikeda et al., 2017; Kabilan & Veratharaju, 2013). Therefore, the content of this training was decided based on the survey results shown in Chapter 3 and the needs of participants in this training.

As the results of survey 3, the content of the training that the many teachers want to take in the future was improvement of English proficiency and teaching skills. The needs were related to their anxiety. Regarding these results, Matsumiya (2013) pointed out an important factor that causes teachers' teaching anxiety is the anxiety itself of the teachers' English proficiency. According to the importance of the experience of using English to improve English proficiency (Shirai, 2013; MEXT, 2017), in this training program sets up opportunities for teachers to use English every time.

In addition, many teachers were concerned that their pronunciation was not like native

speakers. Shiozawa, Yoshikawa, Kurahashi, Komiya, and Shimoch (2016) stated that fostering internationally-common English proficiency was important, however, it was not meant to imitate the pronunciation of native speakers. There was a possibility that excessive anxiety about their own pronunciation reduces the opportunity for teachers to speak English. Therefore, the contents of the training program included such as the concept of World Englishes (Honna, 2013; Shiozawa et al., 2016) and the tips to speak English as English (MEXT, 2017d).

The teachers also felt the necessity of improving teaching skills. Matsunaga (2011) suggested that putting emphasis on practicing teaching skills was effective in improving teaching skills. Also, the effectiveness of teachers' learning through experiences has been clarified in previous studies (Faez & Valeo, 2012; Palmer, 1993; Little, 1995).

In addition, collaboration with teachers improves their collegiality, and increases self-efficacy (National Institute for Educational Policy Research, 2014). Also, since improving the self-efficacy leads to anxiety reduction (Bandura, 1994), the training adopted a form in which teachers learn with various pairs. Therefore, this training was designed to combine lectures and workshops (Table 9). The teachers can gain the opportunity to improve their English proficiency and teaching skills, and can learn about new teaching materials or use English in the training.

Moreover, many researchers have claimed that the importance of reflection in teacher education (Farrell, 2018; Gün, 2010; Kabilan, 2007; Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001; Richards & Lockhart, 1994; Schön, 2001, 2007; Shiokawa, Sakai, & Urano, 2009). Therefore, although this training program was a limited time, self-reflection time for teachers were set at the beginning and the end of training. Reflection at the beginning of the training was done in order to reflect the state of themselves from the previous training to this

training. The other reflection aimed at reflecting themselves who received the training.

Table 9

Framework of the In- School Training Program

	1st training (30 minutes)	2nd training (30 minutes)	3rd training (30 minutes)	4th training (30 minutes)
Introduction	Reflection of self-goal/ Confirm the aim of the training			
	The situation surrounding English ("World Englishes")	Tips for speaking English 2 (Sentence stress)	Tips for speaking English 3 (Rhythm/ Linking)	Tips for speaking English 4 (Intonation)
Lecture	Tips for speaking English 1 (Word stress)	Teaching method of game activities (Utilization of digital teaching materials)	Alphabet letters and sounds (Utilization of digital teaching materials)	Teaching method of "Let's Watch and Think" (Utilization of digital teaching materials)
Workshop	Teaching Missing Games using English	Teaching Key Words / Key Phrase Games using English	How to interact with English 1	How to interact with English 2
Reflection	Reflection of training			

However, as shown in the survey results, there were some difficulties in implementing the in-school training. Firstly, the big issue was securing time. It was difficult to secure sufficient time for in-school training at many schools (Benesse Educational Research and Development Institute, 2006a, 2010; MEXT, 2017b, 2018a). Considering the very busy situation of the teachers (Benesse Educational Research and Development Institute, 2006b; MEXT, 2016a; Organisation for Economic Co-operation and Development, 2014; Senoo, 2017), if it is a program for in-school training that can be carried out within a limited time, there is a possibility that it can be implemented in many schools. Therefore, this program consisted of 30 minutes per session, four times in total. In this program, the above four training sessions were planned to be carried out at regular intervals. The training has the following processes: Firstly, the teachers participate in the training, then recall the contents of the training at the time of preparation of the each lesson, and in the lesson, use the teaching methods and English expressions which were learned, and then take the next training (Figure 6). Although

each training session is only 30 minutes, by notifying the teachers of this process circle, it makes it possible to link teaching and lessons, and teachers are able to improve their English proficiency and teaching skills.

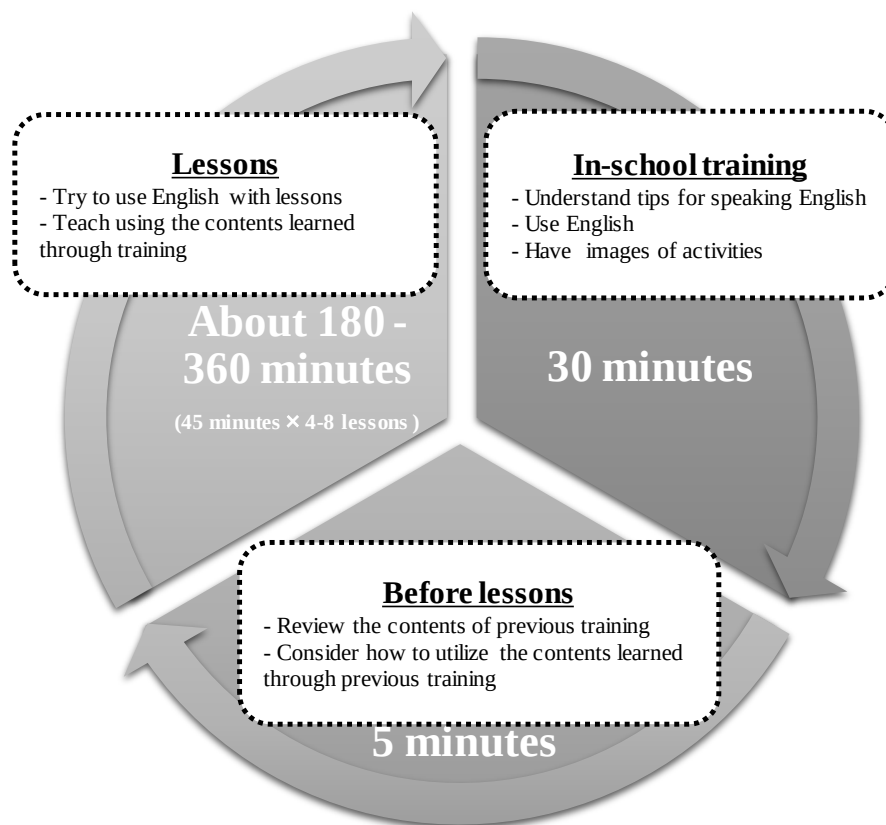


Figure 6. Flow of the in-school training program.

Subsequently, diversity of teachers' level of teaching skills and English proficiency was also one of the difficulties for in-school training. Yamamori (2013) insisted that the English proficiency required of the Foreign Language Activities instructors differed depending on their teaching experience. In addition, he pointed out that it is necessary to set gradual training contents according to the teaching experience of the teachers. Therefore, according to the characteristics of the in-school training that teachers at various levels of English proficiency take training at the same time, this program adopted the following system. Firstly, each teacher can select the teaching materials levels in the workshop according to their needs (Appendix J).

Additionally, according to the needs for teachers who want to learn further about the contents handled in the training, resources for self-training are introduced in the training.

Finally, the trainer's expertise also affects the success of the training. However, teachers with sufficient expertise are not always in all schools. Therefore, the main training materials of this training program were the training guidebook and teaching materials prepared and released by MEXT (2017d, 2018c, d, e, f). By utilizing the materials mentioned above, it is possible to implement a certain level of training regardless of the expertise of the trainer.

4.3 Methods

4.3.1 Participants

The author explained about the purpose and instruments of her research to principals of four public elementary schools, and two principals gave me permission to conduct this research. The background of two schools are represented in the flow chart. Thirty-five teachers participated in this study voluntarily. Participants who took part in all programs were 20.

4.3.2 Procedure

(1) Training implementation period

The programs were held about once per month, from May to September 2018 at each school. During the academic term, the trainings were conducted after school, except summer holidays. It was usually held before or after teachers' meetings or other trainings.

(2) Trainers

The trainers of the programs were the author and the teacher who is a head of Foreign Language Activities. The main trainer was the author and the head of Foreign Language

Activities was the support for the training.

(3) Teaching materials

The materials for training were made by the author. Main materials were PowerPoint materials, new digital teaching materials made by MEXT, and handout (Appendix J & K).

4.3.3 Instruments

(1) Teachers' questionnaires

In order to measure the effect of programs, the questionnaires, same as survey 3 (Background, Teaching anxiety, and Free description about anxiety and English proficiency) were used before and after this program. In addition, after the training, the training evaluation questionnaire was used. The questionnaire asked for the following information: (a) the degree of anxiety reduction on each item, (b) the degree of achieved the programs goals, (c) impression of the programs. Regarding the above-mentioned question items (a) and (b), the four levels of Likert scale, 1 (strongly disagree) to 4 (strongly agree), were used.

(2) Reflection sheet of the training

The reflection sheet of the training was used to grasp the degree of anxiety reduction about each training, and the impressions of the teachers. The six levels of Likert scale, 1 (strongly disagree) to 6 (strongly agree), were used to inquire about anxiety mitigation.

(3) Follow-up interviews

In addition to questionnaires, follow-up interview sessions were conducted with two class teachers for added insight into the quantitative data by an interview. During the period from before the implementation of the training program to after implementation, a total of 7 class observations were conducted by the author in each class. Class teachers were interviewed

individually after their Foreign Language Activities classes, and each interview was audio-recorded. On the day that there was no time to interview, the reflection sheets were used instead of the interview.

(4) The heads of Foreign Language Activities' questionnaires

In order to obtain the evaluation of the programs from the standpoint of the person in charge of training, the questionnaire for evaluating the programs were used, there were three main questions to be asked:

1. What is the outcome of the training?
2. What are the issues of the training?
3. What is your opinion about the training?

4.4 Results

To answer the research questions, quantitative and qualitative analysis were used to determine the influence of this in-school training program. For the questionnaire, descriptive statistics was used. The reason why it was limited to descriptive statistics without using inferential statistics is that the number of teachers who participated in all training sessions was not so large as to create a normal distribution.

4.4.1 Teachers

(1) The degree of reducing teaching anxiety for each training

At the end of each training, teachers evaluated whether the teaching anxiety was reduced or not. A 6-point Likert scale ranging from 1(strongly disagree) to 6(strongly agree) were used to measure teacher's teaching anxiety. As a result, over four points was shown for all training.

After each training, participants expressed their impressions as follows: “I felt relieved because I knew the idea of ‘My English’”, “I thought it could be easy to teach in English”, “I thought there was a possibility that I could teach if I refer to the materials with the English expression written”, “I knew a lot of expressions I would like to use in class, so I will use it in class”.

Horwitz (2013) reported that teachers with a higher foreign language anxiety choose a teaching method that does not use foreign languages. Therefore, the teachers answered that “I will try to use the teaching method using English”, and these were shown as a reduction of teachers teaching anxiety.

In addition, after the final training, the degree of reduced anxiety of the content dealt with in each training were asked, and especially the evaluation to the contents done in workshop style was high (Figure 7). The content with the highest evaluation were first and second workshops as follows: the Missing Game (3.38) to teach in English and the Key Phrase Game (3.38) to practice classroom English. The following comments by participants suggest that training through experiences was effective: “I got the opportunity to speak in English, so my anxiety has been alleviated”, “I realized that it was not so difficult, because I experienced communication activities with other teachers”. In addition, the contents that “handling of new digital teaching materials (3.18)” and “utilization of ‘Let’s Watch and Think’ (3.15)” were given a certain degree of evaluation. The results suggested that deepening the understanding of teaching materials through training reduced the anxiety.

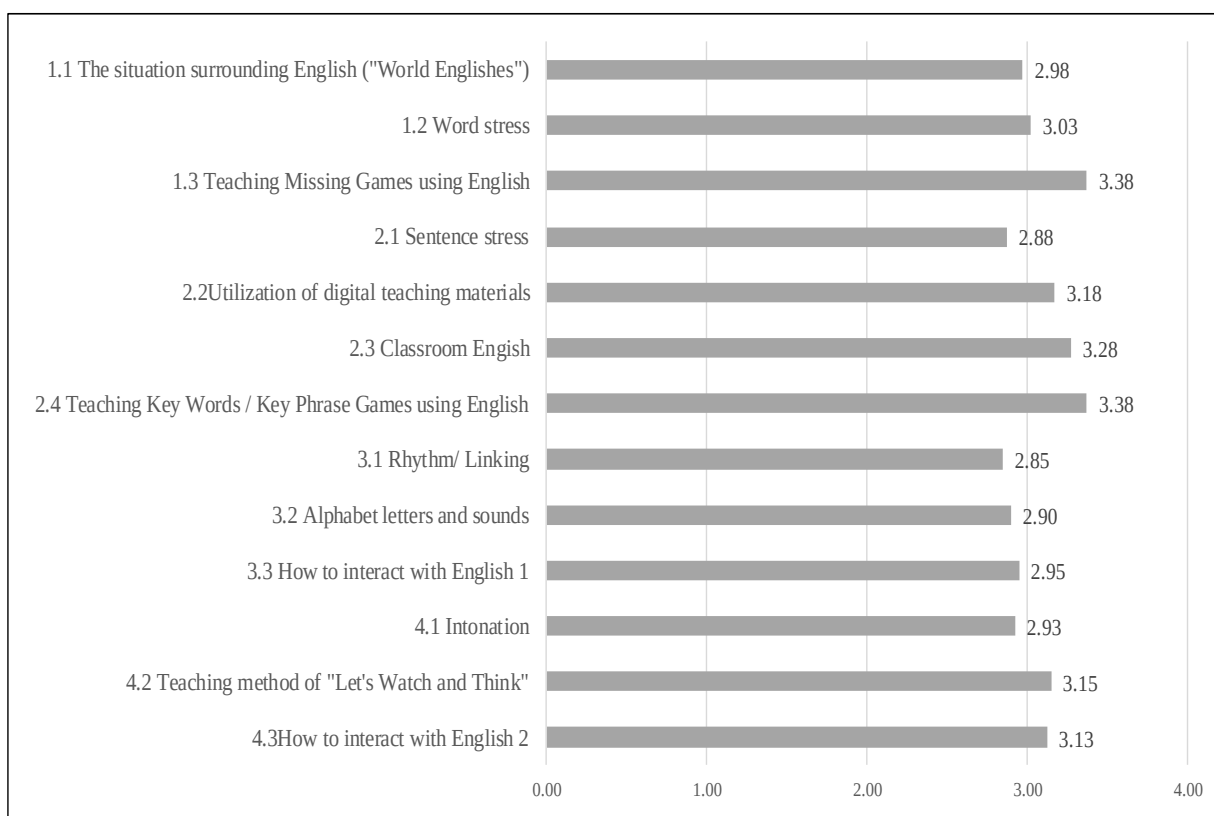


Figure 7. The degree of reduced anxiety of the content dealt with in each training. For example, the contents of the first training are displayed as "1.1 The situation surrounding English (World Englishes)", the second as "2.1 Sentence stress". The score of each item is the average score of the participant's evaluation.

(2) Change in teaching anxiety

In order to investigate what kind of changes the teachers' teaching anxiety had in the period from before the training (April 2018) until the final training (September 2018), the score was compared for 15 items related to the contents in this training refer to the question items used in survey 3. As a result, there were 11 teachers who reduced their scores, eight teachers who increased their scores, and one teacher who did not change. It was revealed that there were a majority of teachers who had decreased anxiety for teaching before and after completing the training. On the other hand, as mentioned above, they responded that anxiety was alleviated immediately after training, however it was also revealed there were teachers who had increased the score. The teachers answered, "At the time of the training, I was able to have a positive feeling of trying it in my class. Even though I think it is important to continue trying in classes,

when I teach English the words do not come out. Therefore, I am not be able to be confident.”

These results suggest that there may be cases where it is sometimes difficult for teachers to sustain the situation in which the anxiety was reduced in the training. In addition, the change in the score of each item was as shown in Figure 8.

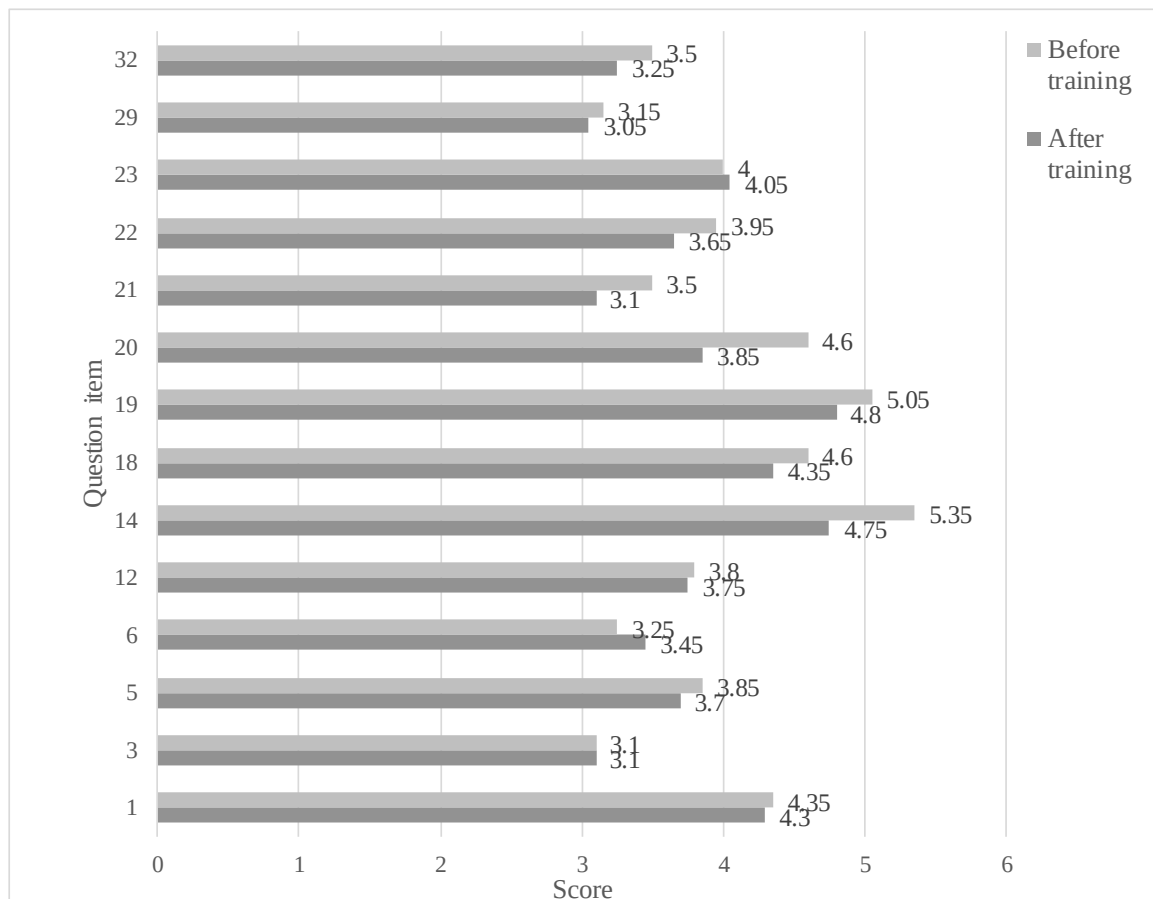


Figure 8 . The change in the score of each item.

The main items whose scores have decreased are follows: “item 20. I can use English and give instructions to students in class. (-0.75)”, “item 14. I can speak English with confidence. (-0.6)”, “item 21. I can interact with students using prepared English. (-0.4)”. These items are related to the content dealt with in the training, therefore it was suggested that taking the training may have a certain influence on the anxiety reduction.

On the other hand, the score of “item 6. When speaking English, I can get so nervous I forget things I know (+0.2)” increased slightly. There may be teachers who are nervous as they try to use in classes what they have learned through training. In addition, teachers answered that “teachers have to have more opportunities to read and listen to English more often”, and there were also several teachers who felt the necessity of self-training.

(3) Impression of training

There were 35 teachers who participated in all or part of the training, and 28 of them answered their impressions of the training. The obtained answers were analyzed using the procedure of KJ method. Forty-seven categories were extracted from the free description of 28 teachers. Forty-seven categories examined the affinity of the contents of the category and integrated into eight categories. In addition, eight categories were classified into three large categories (Appendix L). The relationship between the three categories is shown in Figure 9. As a result of the analysis, there was a positive evaluation in terms of training content and time setting. It was also suggested that the awareness of teachers changed through training, and motivation for teaching and self-training was increased. However, after training, it became clear that there are teachers who feel difficulty in making use of what they have learned to the lesson. This result suggests that a mechanism to support teachers not only for training but also after training is necessary.

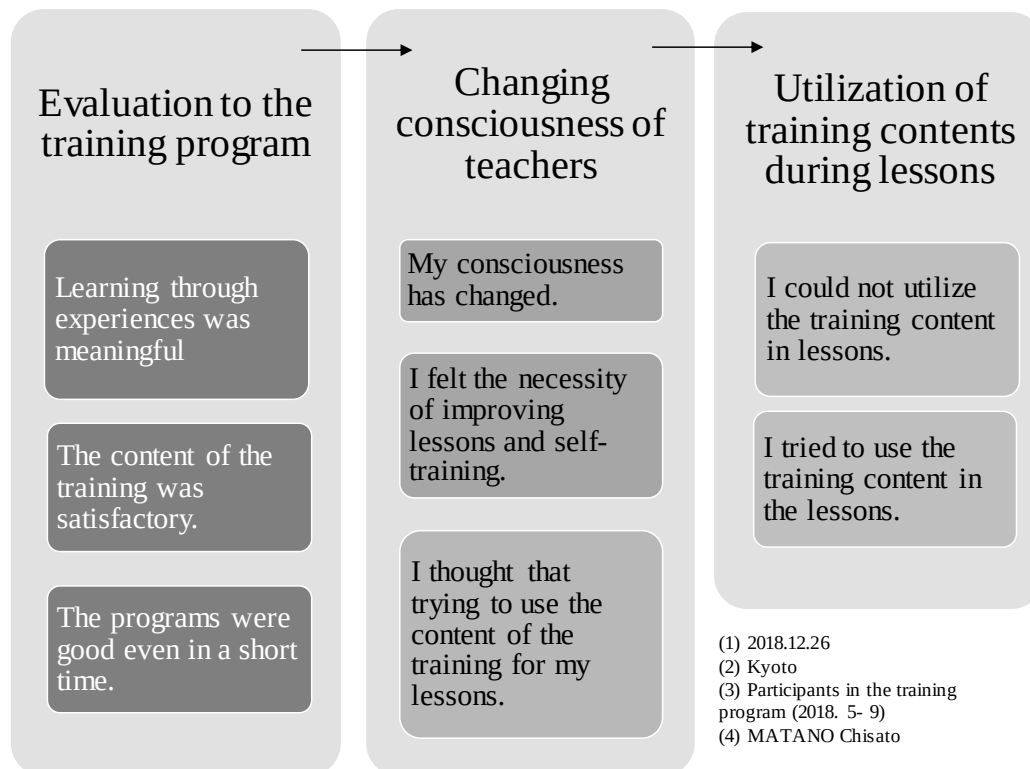


Figure 9 . KJ method Illustration "impressions of participants in the training program"(index illustration).

(4) Change in teacher A

In order to qualitatively analyze what kind of influence the in-school training program had on the teacher, the information obtained from the interview of the teacher A and questionnaire, were analyzed using a Trajectory Equifinality Model (TEM).

The background of teacher A is as shown in Table 10. Teacher A had worked at another elementary school as a class teacher, and he was newly transferred in FY 2018 and has been working at school D. He is a class teacher and has a secondary English teacher's certificate, and teaches 35 hours of Foreign Language Activities in FY 2018.

Table 10

Background of Teacher A

Item	Background
Age / Gender	20s / male
Work school / occupation (years of service)	Elementary school D in city A / class teacher (6 months) / the head of Foreign Language Activities (6 months)
Experience in foreign language education (years of experience)	Teaching practice at junior high school A in city A (1 month) Student volunteer at junior high school B in city A (6 months) Class teacher at elementary school C and D in city A (4 years)
Teaching certificate for English	First-class junior high school specialized teacher's certificate First-class high school specialized teacher's certificate

The change in teacher A analyzed with reference to Yasuda and Sato (2012, 2017) dividing the period and discussion using the labels of BEF, OPP, SG, and SD. The irreversible flow to the ESP was divided into four stages. According to teacher A's experiences and feelings in the phase, each stage was named as follows. The first stage is "high motivation for foreign language education in a new environment", the second is "beginning to feel the difficulty of using new teaching materials and the effectiveness of reflecting lessons with a mentor", the third is "explores better ways to use new teaching materials effectively", and the fourth is "improves his lesson with reference to the other teachers' teaching skills". The framework for TEM analysis for the present study was shown in Table 11.

Table 11

Framework for TEM analysis the present study

Framework	Labels for the present study
EFP (Equifinality Point)	Teacher A finds pleasure while feeling difficulty in teaching Foreign Language Activities, and he would like to continue to do his best in the future.
P-EFP (Polarized Equifinality Point)	Opposite of EFP
BFP (Bifurcation Point)	The experience that teacher A's consciousness about teaching foreign language activities would have changed.
SG (Social Guidance)	The mental/environmental factors or cultural/ social pressure that lead to P-EFP.
SD (Social Direction)	The psychological/ environmental factors or cultural/social support that lead to EFP.

Using the TEM from page 112 to page 115 (Appendix M), the change in teacher A was interpreted as follows.

(1) The first stage: High motivation for foreign language education in a new environment

He became the head of Foreign Language Activities at the new school (SG), and the transitional period was just begun in April FY 2018 (SG), therefore, he had a willingness for foreign language education. In the beginning of FY 2018, he showed his lesson of Foreign Language Activities to other teachers in the in-school training (BEP). After the lesson, the teachers shared opinions and he got positive feedback from other teachers (SG). Also, the first training contents that had teaching games by using English (SG) was not difficult for him, therefore he felt confidence of teaching English. In addition, he saw the students trying to use English even outside class (SG), felt the pleasure of teaching English.

(2) The second stage: Beginning to feel the difficulty of using new teaching materials and the effectiveness of reflecting lessons with a mentor

When he taught using new teaching materials, he felt that the teaching method which he has experienced in the previous lesson was easy to use. However, he also felt the difficulty of grasping the learning experience of class students, observing their behavior, and utilizing new teaching materials. The feelings were caused by the situations just beginning to use new teaching materials (SD), and the difficulty of communicating the learning experience of the students from teacher to another teacher (SD). He tried to break down the difficult situation, asked mentors about teaching methods, and adjusted the level of teaching materials to fit the students. A major factor that caused the situation to be difficult was that the level of new teaching materials used in the lesson was different from the learning experience of the

students. Since the new teaching materials were made based on the level of students learned from FY 2020, teachers were required to adjust the level and use it in FY 2018. He had felt it difficult to judge oneself whether his lesson was appropriate or not. Therefore he said that reflect on his lesson with a mentor (SG) was effective for improving lessons.

(3) The third stage: Explores better ways to use new teaching materials effectively

The content of the second training was mainly the use of classroom English (SG). He participated in the second training and reaffirmed that he could use simple classroom English almost satisfactorily. However, there were not many satisfactory situations in his lesson, and he continued various improvements. In the lesson reflection time (SG), there were several scenes where he asked a mentor what he could not understand sufficiently and tried to improve his lesson.

(4) The fourth stage: Improves his lesson with reference to the other teachers' teaching skills

The third training program was implemented, and examples of utilization of new teaching materials were shown (SG). He implemented a summer in-school training as the head of Foreign Language Activities after the third training program. The teachers of each grade introduced activities in the workshop (SG). Both training enriched the image of his lesson (BEP). In addition, as FY 2018 was the first year since he was hired, he got the opportunity to observe the model lesson of the other teacher in the outside school training organized by the city board of education (SG). The model teacher had rich teaching experiences of Foreign Language Activities. Moreover, the teacher was in charge of the same grade as he, and the unit

of the model lesson was the same as what he was teaching at the same time. Therefore, it was a meaningful opportunity to extend his view of teaching (BEP). The fourth training was aimed at enriching the interaction with the students. The training material was “Let’s Watch and Think”, which he was seeking to utilize, so he got a hint of lessons. Through multiple training above, he deepened his understanding of elementary school foreign language education and utilized the obtained information for his lesson (BEP). His new attempts did not succeed soon, however, he did not give up, and continued improving the lesson. At the end of fourth stage, he felt pleasure while feeling difficulty in teaching Foreign Language Activities. Further, he answered that he would like to continue to do his best in the future (EFP).

According to the results, he tried to make use of what he learned in the training, however it is rare for the teachers to immediately experience the success in the lesson, there was more focus on improvement. Moreover, with the case of teaching by one class teacher, they thought that it was difficult to judge whether they could adapt the training outcome to their class.

On the other hand, as teachers gradually acquire the tips of the teaching and have opportunities to solve problems by collaborating with teachers inside and outside the school, it makes teachers motivated gradually and improve their class. This suggests the importance of in-school and outside school teacher training, and collaboration with others.

Furthermore, it was revealed that even teachers who have a secondary school English teacher’s certificate like teacher A and have low consciousness towards English were found to feel some difficulty in teaching elementary school English. Teacher A majored in English education at the university, experienced teaching practice and volunteering in the English class at junior high school. He stated that the image of the junior high school English class that he

experienced during his college days still had an effect on his teaching. The current English Education Law is for secondary school teachers (JACET SLA Study Group, 2013), therefore sufficient understanding of foreign language education at elementary school is necessary for all teachers.

Moreover, the influence of the teacher training and the out-school training were also clarified, and it is thought that it will be more important to collaborate among teacher training, out-school teacher training, and in-school teacher training. In order to enrich new foreign language education, each institution continues to be asked to consider effective teacher training to lead the teachers teaching with confidence.

4.4.2 Teachers who are in charge of in-school training

(1) Impression of training

In order to investigate the influence of this training program from the viewpoint of teachers who are in charge of in-school training, questionnaires which evaluated two teachers in two schools were analyzed. For the outcome of the training, there was an opinion that “Teachers learned together using English while enjoying”. In addition, it was also pointed out that there was a change in the consciousness of the teachers. For example, before the training, teachers had thought that “only teachers who are good at English or teachers who need to teach should learn about it”. However, after the training, their minds were changed as follows: “All teachers must understand about foreign language education”, or “We had learned about Foreign Language Activities, and may able to teach it”. Furthermore, it was positively evaluated that many new knowledge was included in training contents. Therefore, teachers were able to learn about contents not covered by teaching manuals and city-conducted training, such as “My

English”, stress, rhythm, and so forth.

A challenge was pointed out from one of the teachers that the length of training time. For 30 minutes, teachers could not have enough time for practicing what they were taught in the training (e.g., manipulation of digital teaching materials or interactions in English). Therefore, there was an opinion that at least another 15 minutes were needed. On the other hand, it was also pointed out that 30 minutes was a good time length for teachers who were passive about training. Especially in the operation of digital teaching materials, there was only one device in each classroom, therefore it is conceivable that the teacher did not lead to a sufficient understanding of the teacher because the training instructor had shown only how to use the equipment. Regarding this point, besides the method of taking longer training time, there are parts that can be dealt with by preparing multiple devices.

Moreover, as a trainer, it became clear that they felt some difficulty in planning the content of the training. They answered that the program was good as their in-school training model and gain some hints from the program. In fact, at both schools, after the 3rd training that was held during the summer holiday, the head of the Foreign Language Activities of each school was the center, and carrying out their own in-school training (Table 12). They planned their own in-school training with reference to the first and second training programs. Furthermore, after completing all the training, there was also a voice that they would like to continue the workshop part done in this training in the future. Moreover, there was an opinion that “I want to imitate the method of this training by all means. As mentioned above, through the implementation of the in-school training program”, it was suggested that the awareness of teachers in charge of training also changed in addition to changes in awareness of teachers’ teaching on Foreign Language Activities.

Table 12

Original In-School Training of School A and B

School	Outline of training
A	-The trainers of in-school training were the head of Foreign Language Activities and a teacher who teach Foreign Language Activity. -The training contents were introduction of characteristic activities in new foreign language education and workshop of small talk.
B	-The trainers of in-school training were the head of Foreign Language Activities and all class teachers. -The training contents were introduction of activities that utilizing in each grade lesson through workshop.

(2) Change in teacher A

In order to qualitatively analyze what kind of influence the in-school training program had on the teacher who is in charge of in-school training, the information obtained from the interview and questionnaire of teacher A, was analyzed using a Trajectory Equifinality Model (TEM). The background of teacher A is as shown in Table 13. He is the same teacher as teacher A (see 4.4.1 (4)). He is a class teacher and has a secondary English teacher's certificate, and teaches 35 hours of Foreign Language Activities in FY 2018. Teacher A has been working for school D as a newly recruited teacher since FY 2018, and is the head of Foreign Language Activities. He also served as the head of Foreign Language Activities at the school which he was working at before.

Table 13

Background of Teacher A

Item	Background
Age / Gender	20s / male
Work school / occupation (years of service)	Elementary school B in city A / the head of Foreign Language Activities (6 months)
Experience in the head of Foreign Language Activity (years of experience)	Elementary school A in city A (1 year)
Teaching certificate for English	First-class junior high school specialized teacher's certificate First-class high school specialized teacher's certificate

The TEM was interpreted in the same way as above (4.4.1 (4)). The irreversible flow to the ESP was divided into three stages. According to teacher A's experiences and feelings in the phase, each stage was named as follows. The first stage is "explores his role based on his experience", the second is "carries out the necessary training for the teachers in his school", and the third is "grasps the state of other schools and feels the necessity of enrich the in-school training". The framework for TEM analysis for the present study was shown in Table 14.

Table 14
Framework for TEM analysis the present study

Framework	Labels for the present study
EFP (Equifinality Point)	Teacher A wants to enrich the in-school training of reducing anxiety of teachers who are not good at English.
P-EFP (Polarized Equifinality Point)	Opposite of EFP
BFP (Bifurcation Point)	The experience that teacher A's consciousness about in-school training of Foreign Language Activities would have changed.
SG (Social Guidance)	The mental/environmental factors or cultural/ social pressure that lead to P-EFP.
SD (Social Direction)	The psychological/ environmental factors or cultural/social support that lead to EFP.

Using the TEM from page 116 to page 118 (Appendix N), the change in teacher A was interpreted as follows.

(1) The first stage: Explores his role based on his experience

Teacher A became the head of Foreign Language Activities at the new school (SG), he had the willingness to enrich the foreign language education of the school. Therefore, he made proposals of foreign language education at the beginning of FY 2018 based on his experience as the head of Foreign Language Activities at his predecessor school. Since the

transitional period was just begun in April FY 2018 (SG), he attempted to share important ideas for teaching English to teachers. He selected the Lesson Study as the in-school training, and showed his lesson. Based on the comments of the teachers (SG), he judged that the training was meaningful. However, he just worked at a new school (SD), and did not fully understand the school situation in the previous year (SD). Therefore, he was concerned about the continuity of the in-school training contents. The first training (SG) was conducted on the same day as the Lesson Study. Through the two trainings, he felt the need to further enhance foreign language education in the school. As mentioned above (4.4.1 (4)), he was a participant in class observation, therefore, he had opportunities to question the trainer regularly (SG). He utilized the opportunities, asked trainer the way such as share the teaching materials with other teachers.

(2) The second stage: Carries out the necessary training for the teachers in his school

Before in the summer, he planned the summer in-school training as the head of Foreign Language Activities. At first, he thought whether to carry out the same content training; make teaching materials by all teachers as last year. However, according to the city's new foreign language education plan in FY 2019 (SG), and the first and second in-school training program (SG), he thought that it was meaningful to share ideas of activities with all the teachers. Therefore, the plan to share teachers with the lesson activities in the new semester was proposed. The training was carried out and got a good evaluation from the teachers (SG). On the other hand, it was thought that it was necessary to set time for exchange of opinions between teachers.

(3) The third stage: Grasps the state of other schools and feels the necessity of enrich the in-school training

A joint training between elementary school and junior high school was held (SG) and the person in charge of English education at each school shared ideas (BEP). After the training, he felt necessity of increasing the opportunities for students to be exposed to English everyday. He participated the third in-school training, and outside school training for newly adopted teachers (SG), therefore, his ideas of foreign language education were extend (BEP). He realized that his lessons are influenced by the teaching experiences at the junior high school (teaching practice and volunteer) and though other teachers may have same lesson images as him. In FY 2019, considering that all class teachers teaching would teach English education for certain times (SG), he felt that it was necessary to further encourage teachers' understanding of teaching methods according to elementary stage. Therefore, he planned Lesson Study of lower grades in the in-school training as refer to previous in-school training programs (SG), and told teachers how to teach in lower grades and the city's foreign language education plan. The multiple training he attended affected his thinking as a trainer of in-school training (SG), and he felt necessity of further training. At the end of third stage, he reached the thought that wanted to enrich the in-school training of reducing anxiety of teachers who are not good at English (EFP).

Based on the results of the analysis, it became clear that the experience of the teacher in charge of training had an influence on the planning and implementation of in-school training. Teacher A was seeking necessary training and environment improvement at school B based on experience as the head of Foreign Language Activities at the school where he worked until the last FY. In addition, through this training program, it was suggested that his image for training had expanded, and he had also a willingness to conduct training in a planned manner in the

future.

On the other hand, the success of the training is largely dependent on the competence of the training teacher, and it became clear that he feels that it is necessary to further enhance the content of the training. Similarly to the result of survey 2, when the teacher is in charge of planning and implementing the training at the school alone, the responsibility is large, sometimes it is difficult to conduct effective training. Therefore, to the in-school training aims to reducing teachers' anxiety, fostering of trainers are also an important issue.

Chapter 5

Discussion

Reduction of teachers' anxiety in elementary school foreign language education has been an important issue for a long time. However, there is little research that has focused on in-school training which aimed reducing teaching anxiety. According to current situation where the importance of in-service teacher training is increasing, this research focused on in-school training that many teachers can participate in, and attempted to survey the entities for in-service teacher training and to provide several insights into whether the impact of in-school training program for elementary school teachers' teaching anxiety.

5.1 RQ1: What is the state of teacher training on elementary school foreign language education and what kind of awareness do teachers have?

The survey 1 clarified the situation of outside school training organized by municipalities. On the other hand, the survey 2 reveled the state of in-school training. In addition, the survey 3 reported awareness of teachers. According to the results of three surveys indicated that some issues of in-service teacher training.

Firstly, the contents of frequently conducted training in the municipality and schools were “how to utilize teaching materials and ICT”, “understanding the new Course of Study and new teaching materials” in both trainings. Tokyo Gakugei University (2017) proposed that 30 contents were required for in-service teacher training. Actually, however, there were large biases in the contents of in-service training that were done in the municipality and schools in FY 2017. Considering that FY 2017 was time to prepare for the start of a new foreign language

education, it was natural that many training was conducted to understand new foreign language education. Moreover, the state of implementation of training on utilization of teaching materials was consistent with the needs of teachers. On the other hand, it was revealed that the training for improving the English proficiency that the most teachers wanted to attend was not fully implemented. According to the skills required for teachers in new foreign language education were more diverse (Tokyo Gakugei University, 2017; MEXT, 2017d), the necessity to enrich the content of training has further increased. For these reasons, it is important to cover a wide range of training contents effectively by coordinating outside school training and in-side school training.

Therefore, as many studies have pointed out (e.g., Izumi, 2013), in order to implement more substantial trainings, securing training time was an urgent issue. This situation has not changed for a long time (e.g., Benesse Educational Research & Development Institute, 2006, 2010). However, improvement of this situation is very important for the success of new foreign language education.

Furthermore, the expertise of the instructors of the training must also be considered. In survey 1, multiple supervisors mentioned the difficulty of communicating the contents of the training to each school. In addition, in survey 2, teachers in charge of in-school training insisted that it was necessary to acquire more specialized skills as an instructor. The competence of the teachers promoting the in-school training is thought to be related to the results that the above-mentioned training contents were biased, and the issues pointed out by supervisors and training staff. According to the in-school trainings implemented by the head of Foreign Language Activities, their expertise may affect the quality of training at each school. Therefore, support to improve trainer's expertise is necessary.

5.2 RQ2: What elements are necessary for the in-school training program aimed at reducing teacher's anxiety?

Many studies show the importance of the content of the training being consistent with the needs of participants (e.g., Ikeda et al., 2017). The needs analysis plays important role also in the training aimed at reducing anxiety. Therefore, the needs of teachers were grasped from the three survey results. As the results of surveys, the content of the training that the many teachers wanted to take in the future was improvement of English proficiency and teaching skills. These results were the same trend as the previous surveys (e.g., Benesse Educational Research and Development Institute, 2006a, 2010). Especially, English proficiency has an influence on teachers' anxiety. Therefore, in training aimed at alleviating anxiety, it is effective to include the contents that lead to an improvement in English proficiency.

Also, many teachers were not confident about their pronunciation. Even the English teachers at junior and senior high schools have few teachers who are sufficiently learning about pronunciation (Arimoto & Kochiyama, 2014), therefore, the results were natural. As a teacher in foreign language education, there were many teachers who had anxiety as they felt it necessary to speak English like native speakers. It was suggested that training contents to understand the English proficiency required of teachers was necessary in current elementary school English education.

Moreover, the results of the survey revealed that teachers wanted to improve their English proficiency, however, they could not have enough time. Although it is well known that many teachers are very busy, opportunities to use English are indispensable for improving English proficiency (Shirai, 2013; MEXT, 2017). Therefore, it is important to have the opportunity to use English as much as possible in the training program. In addition, it is clear

that about once a year training is insufficient to improve the English proficiency of teachers. Thus, it is necessary to construct a training program that include lesson times as an opportunity to use English.

5.3 RQ3: Does the in-school training program aimed at reducing anxiety of teachers affect the teachers' anxiety?

Based on the findings, a training program was developed and implemented at two public schools. The effect of the program was examined by quantitatively and qualitatively analysis. As a result of the analysis, it was revealed that this training program had both aspects that affected the reduction of teachers' teaching anxiety and those that did not affect teachers. As an aspect of reducing anxiety, lectures and workshops with trainers located at the beginning of the training program cycle can be mentioned. Especially, two factors were mainly affected by anxiety reduction. The first factor was experiential training. Especially, the content that showed a certain effect on alleviating anxiety was the workshop. This program had a short time workshop, and each workshop was only about 10 minutes. However, the workshop was composed mainly of teaching materials of a new foreign language education, and its level was designed to gradually improve. Therefore, the results suggested that the contents of the workshop matched the needs and levels of the teachers, and the effectiveness of the workshop in reducing teaching anxiety. The second one was the presentation of the model. The workshop had two steps. In the first stage, the trainer showed the model of targeted activities. Then, the teachers did pair work. The steps were effective in encouraging teachers to have images of activities, and reducing teachers' anxiety. The effect of having the concrete image of the lesson was also suggested by the change of teacher A. Although various materials were shown to

understand new foreign language education, there are still few teachers who can fully utilize them. In particular, for elementary school teachers who have little experience in foreign language education, it is easier to understand the watching the actual activities rather than reading the materials. In addition, there is a danger that the teachers who lack the opportunity to have an image of teaching a Foreign Language Activities use the teaching method which is not suitable for foreign language education at the elementary school stage based on their experience as an English learner. Therefore, to show ideal teaching models are expected to be effective for class improvement as well as reduction of anxiety of teachers.

On the other hand, as mentioned above, it became clear that there were teachers who had not maintained their state of mind even though the anxiety was temporarily relieved immediately after the training and motivation for teaching was increased. This problem was particularly related to the part of the lessons which were located in the second half of the training cycle. As one of the factors, it was suggested that training contents were not practiced in the subsequent lessons or because the teacher could not obtain an adequate experience in the lessons, the teachers would not become confident or reduce their teaching anxiety. Also, from the interview of teacher A and the comments by teachers who have a secondary English teacher's certificate, even they felt difficulty in teaching Foreign Language Activities at elementary school. Therefore, there was a possibility that it might be more difficult for teachers who did not specialize in foreign language education at elementary school at university or did not have much experience in teaching Foreign Language Activities. This result is consistent with the indications of Kasuya (2009) and Machida (2015). In addition, this research was conducted just after the transition period started in FY 2018, when new teaching materials were being distributed and utilized in Foreign Language Activities for both schools, however many

teachers were not used to the class utilizing new teaching materials. Therefore, teachers may have felt more difficulty about their teaching than before.

These results suggest the importance of a training program that integrates lectures and workshops with ordinary lessons, in order to alleviate teachers' teaching anxiety. Especially in the school training, focus is often placed on the content of the training itself, however, trainers must also pay attention to what kind of influence the training will have on the lessons after it.

5.4 Others

The findings also suggested that the collaboration of teachers was an important factor for the training aimed at reducing teachers' anxiety. Teachers participating in the training stated that the existence of other teachers was a factor in anxiety mitigation. This was also evident from the two TEM charts of Teacher A. These facts show that it is important to organize cooperation of teachers for reducing teachers' anxiety and make new foreign language education succeed.

As mentioned above, the future studies should consider a system to interlock training and lessons in order to reduce teaching anxiety. Therefore, for example, one way is to make opportunities within each training that shares the teachers' voice. Specifically, after the each training, teachers practice in their class what they learned from the training, and in the next training, share the outcome or issue with other teachers. This system may have the possibility of making teachers more reflective and collaborative. Moreover, the discussions of teachers lead to the improvement of the quality of foreign language education. In addition, when the class teachers teach by themselves, because evaluation of their lessons is mainly self-evaluation, it also may be effective to show some tools for teachers in order to reflect what they could and

could not do.

As it is clear from many surveys (e.g., MEXT, 2018), it is currently difficult to secure enough time for in-school training. However, as in this program, if training even in a short time will conduct in school on an ongoing basis, teachers gain regular opportunities to share hints for improvement in teaching and it can utilize the merit of learning together from other teachers. Thus, from the point of view of reducing the teaching anxiety, it is important to integrate the training and teaching practice as one and construct an in-school training program.

Chapter 6

Conclusion

According to current situation of the growth in importance of in-service teacher training, this research attempts to survey the entities for in-service teacher training and to provide several insights into the impact of in-school training program for elementary school teachers' teaching anxiety. Quantitative and qualitative analysis were used to determine the actual situation of in-service teacher training and the influence of this in-school training program.

As many researchers (e.g., Benesse Educational Research & Development Institute, 2011; MEXT, 2018) have pointed out, the issues of in-school training and teacher's anxiety presented in this survey tend to be similar. In addition, the findings of this research revealed that the experience-based training program even for a short time exhibited some degree of effect on reducing teaching anxiety. On the other hand, it was also suggested that the reduction in teaching anxiety in training may be temporary. The relation between the effect of the training and the actual lesson have received little attention in previous studies. The result of this study has shown that teaching anxiety alleviated in training could be influenced by subsequent practice.

Overall, it can be said that a part of this training program can provide opportunities to reduce teaching anxiety. However, because this research conducted at a unique period of transition to a new foreign language education, and it was in only two elementary schools, these results should be interpreted within the context of several limitations.

In order to establish an effective in-school training program, future studies should develop a series of framework which include in-school training and lessons for reducing

teaching anxiety and exam the effect on teachers. Reducing teachers' anxiety is an urgent issue, therefore, it is useful to explore the in-school training system which contribute to reducing teaching anxiety and examine whether the training system keeps the effect for a long time after the training.

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APPENDICES

APPENDIX A

Survey 1 Questionnaire (English version)

[Questionnaire about outside school training on foreign language education]

Thank you very much for your cooperation in the survey.

Please answer about outside school training you conducted in your municipality in FY 2017.

< About the municipality in charge of you >

Municipality name (Example: Kyoto City, Kyoto Prefecture)	
Implementation status of foreign language activities etc. (Example: Grade 3,4 ... Foreign Language Activities 10 hours a year · Grade 5,6 ... Foreign Language Activities 35 hours a year)	
Number of elementary schools	
Number of elementary school teachers	

< About the training in charge of you >

Person in charge of outside school training (multiple answers allowed)				
Main teaching materials of the training in your municipality (multiple answers allowed)				
Training content		Implementation time (months)	Implementation time (minutes)	Implementation times (times)
e.g.	#15 Lesson Study	6,10	45	2
1	How to select subjects, how to develop teaching materials			
2	How to teach short lessons			
3	How to construction of unit and each lesson, various activities, teaching plan			
4	Ideal team teaching			
5	How to utilize teaching materials and ICT			
6	Basic knowledge of phonetics, vocabulary and grammar			
7	How to introduce activities to read and write			
8	How to create a curriculum			
9	Learning achievement goals of CAN-DO list format and evaluation			
10	Collaboration in English education at primary/secondary school and the expected role for each school			
11	Foundation of Second Language Acquisition Theory			
12	Response to the diverse needs of children			
13	Awareness of language through cooperation with Japanese language education			
14	Class observation by watching movies			
15	Lesson Study			
16	Discuss about improving classes			
17	Discuss about teaching plan and teaching materials for Lesson Study			
18	English proficiency to speak with consciousness of pronunciation, stress, rhythm, intonation			
19	English proficiency to have meaningful interaction based on classroom English			
20	English proficiency to respond appropriately to children's speech and actions			
21	Understanding orthography and the relationship between pronunciation and spelling			
22	English proficiency to discuss about lessons with ALTs			
23	English proficiency to rephrase English that children can not understand			
24	Understanding the new Course of Study and new teaching materials			
25	Others (If there is no applicable item above, please describe the content of the training concretely.)			
Outcome of the training				
Issue of the training				

Survey 1 Questionnaire (Japanese version)

8	年間指導計画の作成の仕方				
9	CAN-DOリスト形式の学習到達目標と評価				
10	小・中・高等学校の英語教育における連携と役割ごとの期待される役割				
11	第二言語習得理論の基礎				
12	多様な児童のニーズへの対応の在り方				
13	国語教育との連携によることばへの気づき				
14	動画視聴等による授業観察				
15	公開授業				
16	授業改善に向けた協議				
17	公開授業等に向けた指導案や教材の検討				
18	発音や語彙、リズム、イントネーションを意識した発話ができる英語力				
19	クラスルーム・イングリッシュを主台に意味のあるやりとりができる英語力				
20	児童の発話や行動に対し、適切に対応できる英語力				
21	正書法・発音と綴りの関係の理解				
22	ALT等と授業について打ち合わせができる英語力				
23	児童が理解できない英語を、分かるように言い換えることができる英語力				
24	新学習指導要領・新教材の理解				
25	その他 ※上記に該当する内容がない場合は、右の備考欄に具体的な内容等をお書きください				
研修の成果					
研修の課題					

アンケートは、以上です。御協力ありがとうございました。

【外国語教育に関する自治体研修についてのアンケート】

大変お忙しいところ、調査にご協力いただきましてありがとうございます。

御担当の自治体において、**平成29年度に実施**された外国語教育に関する研修についてお答えください。

＜御担当の自治体について＞

自治体名 (例：京都府京都市)	
外国語活動等の実施状況 (例：中学年…外国語活動年間10時間・高学年…外国語活動年間35時間)	
小学校数	
小学校教員数	

＜外国語教育に関する自治体研修について＞

自治体研修の担当者 (例：指導主事、複数の場合は全てお書きください。)				
自治体研修の主な教材 (例：Hi, friends、市販の絵本、複数の場合は全てお書きください。)				
研修内容	時間 (月)	配当時間 (分)	回数 (回)	備考
5月20日と11月12日に教材活用の仕方(60分)を実施				
例	8月4日にチーム・ターニングによる指導の在り方(30分)と教材開発の仕方(45分)を実施 ※1回の研修で複数の内容を扱った場合は、それぞれの内容に配当された時間を記入ください。			
1 題材の選定・教材開発の仕方	8	45	1	
2 短時間学習等の指導の在り方	0	0	0	
3 単元・1時間の授業構成・様々な活動・学習指導案の作成の仕方	0	0	0	※回答の補足がなれば、こちらに入力してください
4 チーム・ターニングによる指導の在り方	8	30	1	
5 教材(Hi, friends、絵本、歌等)・ICT等の活用の仕方	5・11	60	2	
1 題材の選定・教材開発の仕方				
2 短時間学習等の指導の在り方				
3 単元・1時間の授業構成・様々な活動・学習指導案の作成の仕方				
4 チーム・ターニングによる指導の在り方				
5 教材(Hi, friends、絵本、歌等)・ICT等の活用の仕方				
6 音声・語彙・文法の基本的な知識				
7 文字言語の活え方・読む活動・書く活動への導き方				

裏面へ

APPENDIX B

Survey 2 Questionnaire (English version)

[Questionnaire about in-school training on foreign language education]

Thank you very much for your cooperation in the survey.

Please answer about in-side school training you conducted at your school in FY 2017.

< About the municipality in charge of you >

School name	
Subject of the in-school research	
Implementation status of foreign language activities etc. (Example: Grade 3,4 ... Foreign Language Activities 10 hours a year · Grade 5,6 ... Foreign Language Activities 35 hours a year)	
Number of students	
Number of class teachers	
Number of specialist English teacher	

< About the training in charge of you >

Person in charge of in-school training (multiple answers allowed)				
Main teaching materials of the training (multiple answers allowed)				
Training content		Implementation time (months)	Implementation time (minutes)	Implementation times (times)
e.g.	#15 Lesson Study	6,10	45	2
1	How to select subjects, how to develop teaching materials			
2	How to teach short lessons			
3	How to construction of unit and each lesson, various activities, teaching plan			
4	Ideal team teaching			
5	How to utilize teaching materials and ICT			
6	Basic knowledge of phonetics, vocabulary and grammar			
7	How to introduce activities to read and write			
8	How to create a curriculum			
9	Learning achievement goals of CAN-DO list format and evaluation			
10	Collaboration in English education at primary/secondary school and the expected role for each school			
11	Foundation of Second Language Acquisition Theory			
12	Response to the diverse needs of children			
13	Awareness of language through cooperation with Japanese language education			
14	Class observation by watching movies			
15	Lesson Study			
16	Discuss about improving classes			
17	Discuss about teaching plan and teaching materials for Lesson Study			
18	English proficiency to speak with consciousness of pronunciation, stress, rhythm, intonation			
19	English proficiency to have meaningful interaction based on classroom English			
20	English proficiency to respond appropriately to children's speech and actions			
21	Understanding orthography and the relationship between pronunciation and spelling			
22	English proficiency to discuss about lessons with ALTs			
23	English proficiency to rephrase English that children can not understand			
24	Understanding the new Course of Study and new teaching materials			
25	Others (If there is no applicable item above, please describe the content of the training concretely.)			
Outcome of the training				
Issue of the training				

Survey 2 Questionnaire (Japanese version)

【外国語教育に関する校内研修についてのアンケート】

大変お忙しいところ、調査にご協力いただきましてありがとうございます。
貴校において、平成29年度に実施された外国語教育に関する校内研修についてお答えください。

＜貴校について＞

自治体名 (例：京都府京都市)	
校内研究教科 (例：外国語活動)	
外国語活動等の実施状況 (例：中学年…年間10時間・高学年…年間35時間)	低… 時間・中… 時間・高… 時間
児童数 (例：257)	
学級担任数 (例：13)	
外国語活動等を担当する専科教員数 (例：0)	

＜外国語教育に関する校内研修について＞

校内研修の担当者 (例：外国語活動主任等、複数場合は全てお書きください。)				
校内研修の主な教材 (例：Hi, friends!、市販の絵本等、複数場合は全てお書きください。)				
研修内容	時期 (月)	配当時間 (分)	回数 (回)	備考
例	6月1日と10月15日に公開授業(45分)と授業改善に向けた協議(60分)を実施 ※1回の研修で複数の内容を取った場合は、それぞれの内容に配当された時間を記入ください。			
5月10日に指導案の検討(45分)を実施				
公開授業	6,10	45	2	
授業改善に向けた協議	6,10	60	2	※同じ内容の研修が複数回になる等、左記に記入することが難しい場合は、備考欄に時間や時間、回数等を直接ご記入ください。
公開授業等に向けた指導案や教材の検討	5	45	1	
発音や強勢、リズム、イントネーションを意識した発話ができる英語力	0	0	0	
題材の選定・教材開発の仕方				
短時間学習等の指導の在り方				
単元・1時間の授業構成・様々な活動・学習指導案の作成の仕方				
ティーム・ティーチングによる指導の在り方				
教材(Hi, friends!、絵本、歌等)・ICT等の活用の仕方				
音声・語彙・文法の基本的な知識				

裏面へ

7	文字言語の与え方、読む活動・書く活動への働き方				
8	年間指導計画の作成の仕方				
9	CAN-DOリスト形式の学習到達目標と評価				
10	小・中・高 等学校の英語教育における連携と校種ごとに期待される役割				
11	第二言語習得理論の基礎				
12	多様な児童のニーズへの対応の在り方				
13	国語教育との連携によることばへの気づき				
14	動画視聴等による授業観察				
15	公開授業				
16	授業改善に向けた協議				
17	公開授業等に向けた指導案や教材の検討				
18	発音や強勢、リズム、イントネーションを意識した発話ができる英語力				
19	クラスルーム・イングリッシュを土台に意味のあるやりとりができる英語力				
20	児童の発話や行動に対し、適切に対応できる英語力				
21	正書法・発音と綴りの関係の理解				
22	ALT等と授業について打ち合わせができる英語力				
23	児童が理解できない英語を、分かるように言い換えることができる英語力				
24	新学習指導要領・新教材の理解				
25	その他 ※上記に該当する内容がない場合は、右の備考欄に具体的な内容等をお書きください。				
校内研修の成果					
校内研修の課題					

アンケートは、以上です。御協力ありがとうございました。

APPENDIX C

Survey 3 Questionnaire (English version)

【Instructor questionnaire on Foreign Language Activities etc. (including subjects Foreign Languages · English Activities etc.)】

1. Please answer about items about your school.

Municipality name (Example: Kyoto City, Kyoto Prefecture)	
Subject of the in-school research	
Implementation status of foreign language activities etc. (Example: Grade 3,4 ... Foreign Language Activities 10 hours a year · Grade 5,6 ... Foreign Language Activities 35 hours a year)	

2. Please answer each item about yourself by sentences or numbers. Supplement of answers etc., fill in the remarks column.

	item	answer	Remarks			
1	Gender					
2	Years of service					
3	Occupation					
4	Teaching Grade					
5	Experience in foreign language education					
6	Teaching certificate for English					
7	Qualifications related to English (EIKEN, TOEIC etc).					
8	Experience of staying abroad					
9	Experience of attended elementary school English lessons at university					
10	Class hours of Foreign Language Activities etc.					
11	Teaching style					
12	Teaching materials					
13	Preparing time for lessons					
14	Hours of in-school training on foreign language education					
15	Contents of in-school training on foreign language education					
16	Training that helped to improve educational skills					
17	Training to did not help improve teaching skills					
18	Training you want to participate in the future					
19	Please write freely about teaching foreign language activities etc. and comments on English.					
19-1) About teaching Foreign Language Activities						
19-2) About your own English proficiency						
19-3) About your current anxiety						

3. For items related to teaching foreign language activities etc, please choose one of the following six options and enter a number.

(1)strongly disagree (2)disagree(3)Slightly disagree (4)Slightly agree (5)agree (6)strongly agree		
	item	answer
e.g.	It frightens me when I don't understand what someone is saying in English.	6
1	It frightens me when I don't understand what someone is saying in English.	
2	I would not worry about taking a training course conducted entirely in English.	
3	I am afraid that native speakers will notice every mistake I make.	
4	I am pleased with the level of my English language proficiency I have achieved.	
5	I feel self-conscious speaking English in front of teachers of English.	
6	When speaking English, I can get so nervous I forget things I know.	
7	I feel overwhelmed by the number of rules I have to learn in order to speak English.	
8	I feel comfortable around native speakers of English.	
9	I never feel quite sure of myself when I am speaking English in front of native speakers.	
10	I am not nervous speaking English with students.	
11	I don't worry about making mistakes in English.	
12	I speak English well enough to be a good English teacher.	
13	I get nervous when I don't understand every word a native speaker says.	
14	I feel confident when I speak English.	
15	I always feel that other teachers speak English better than I do.	
16	I don't understand why some people think learning English is so hard.	
17	I try to speak English with native speakers whenever I can.	
18	I feel that my English preparation was adequate for becoming an English teacher.	
19	I have the necessary English skills to teach foreign language activities.	
20	I can use English to give students the necessary instruction during class.	
21	I can interact with students using English I prepared in advance.	
22	I can interact with students using English that was adjusted according to the situation.	
23	I can provide constructive feedback to learners concerning their errors/interlanguage.	
24	I can promote the value and benefits of language learning to learners, parents and others.	
25	I can devise teaching materials and activities suitable for learners' age, interests, English ability.	
26	I can adjust my time schedule when unforeseen situations occur.	
27	I can present language content (new and previously encountered items of language, topics etc.) in ways which are appropriate for individuals and specific groups of learners.	
28	I can settle a group of learners into a room and gain their attention at the beginning of a lesson.	
29	I can manage and use instructional media efficiently (OHP, ICT, video etc.).	
30	I can appreciate the ability of children properly.	
31	I can evaluate my lesson and recognize the problem and use it for improving my lesson.	
32	I can understand what self-training should be done to improve my teaching skill.	
33	I don't know: I can't come to understand what I have to teach Foreign Language Activities at elementary school.	
34	When I have a chance to talk in a group discussion, I talk spontaneously.	
35	When I am given a chance to talk freely in a meeting or teacher training, I talk spontaneously.	
36	When I have a chance to talk in front of the teachers in a meeting or teacher training, I talk spontaneously.	
37	When I have a chance to discuss with teachers in my school, I talk spontaneously.	

Survey 3 Questionnaire (Japanese version)

【外国語活動等(教科外国語・英語活動等含む)に関する指導者アンケート】

1. 貴校に関する項目についてお答えください。

自治体名(例:京都府京都市)	
校内研究教科(例:外国語活動)	
平成29年度の外国語活動等の実施状況 (例:中学年…年間10時間・高学年…年間35時間)	低学年… 中学年… 高学年…

2. ご自身に関する各項目について、文章や数字でお答えください。
なお、回答の補足等は、備考欄に記入してください。

	項目	回答	備考
1	性別		
2	勤務年数 (※平成29年度末時点)		
3	職名		
4	担当学年 (※複数ある場合は全てお書きください)		
5	外国語活動等の指導経験年数 (※平成29年度末時点)		
6	英語科教員免許の有無 (例:中学校1種)		
7	英語に関する資格等の有無 (例:英検3級、TOEIC500点)		
8	海外滞在経験の有無 (例:英国に留学で3か月滞在、中国に就職で1年間滞在)		
9	大学における小学校英語に関する授業受講経験の有無 (例:「小学校英語指導法」を受講)		
10	外国語活動等の年間授業時数 (例:授業35時間と15分短時間学習を週3回)		
11	外国語活動等の指導形態 (例:学級担任のみ、ALTとのTT)		
12	外国語活動等の使用教材 (例:Hi, friends!と学校独自教材)		
13	毎回の授業準備に要する時間 (例:1時間)		
14	平成29年度の外国語活動等に関する校内研修の年間 時数(例:3時間)		
15	平成29年度の外国語活動等に関する校内研修の内容 (例:外国語活動の理論)		
16	平成29年度に受講された小学校英語教育に関わる全ての 研修の中で指導力向上に役立った研修 (例:校内研修の指導法に関するワークショップ、教育委員 会主催の理論研修)		
17	平成29年度に受講された小学校英語教育に関わる全ての 研修の中で指導力向上に役立たなかった研修		
18	指導力向上の為に、今後受けたい研修の内容		
19	外国語活動等の指導や英語に対する思いを以下にご自由にお書きください。		
19-1	外国語活動等の指導について		
19-2	ご自身の英語力について		
19-3	現在、不安に思っていることについて		

3. 外国語活動等(教科外国語・英語活動等含め、以下「外国語活動等」と表記)の指導に関する項目について、次の6つの選択肢の中から1つ選び数字を入力してください。

(1) 全くそう思わない	(2) そう思わない	(3) あまりそう思わない
(4) 少しそう思う	(5) そう思う	(6) とてもそう思う

	項 目	回 答
例	他の人が英語で言ったことが分からないと不安になる。	6
1	他の人が英語で言ったことが分からないと不安になる。	
2	英語で行われる研修を受けることは嫌ではない。	
3	英語のネイティブ・スピーカーが私の英語の間違いに気づくのが心配だ。	
4	現在の自分の英語のレベルに満足している。	
5	他の教師の前で英語を話すときとあがってしまう。	
6	英語を話すときには、知っていることでも忘れてしまうほど緊張する。	
7	英語を話すためには様々なルールを覚えてはならないと思うと、気が遠くなる。	
8	英語のネイティブ・スピーカーと一緒にいると気が楽だ。	
9	英語のネイティブ・スピーカーを前にすると、自信がなくなる。	
10	児童と英語で話すときは緊張しない。	
11	英語で間違いをすることは気にならない。	
12	外国語活動の指導をするには十分くらい英語が話せる。	
13	英語のネイティブ・スピーカーが話している単語が1つでも分からないと不安になる。	
14	自信を持って英語で話すことができる。	
15	いつも他の先生の方が自分よりも英語が上手いと感じている。	
16	なぜ英語を勉強するのが大変だと思う人がいるのか理解できない。	
17	できる限り英語のネイティブ・スピーカーと話すようにしている。	
18	外国語活動の指導をするには十分に準備をしてきたと思う。	
19	外国語活動を指導するために必要な英語力がある。	
20	英語を使い、授業中に必要な指示をすることができる。	
21	事前に準備をした英語を使い、児童とやり取りをすることができる。	
22	状況に応じて調整した英語を使い、児童とやり取りをすることができる。	
23	学習者の英語の語りに対して、授業の流れやコミュニケーション活動の妨げにならないよう対処できる。	
24	児童や保護者に対して外国語活動の意義や利点を説明できる。	
25	学習者の年齢、興味・関心、英語力に適した教材や活動を考案できる。	
26	授業中に予期できない状況が生じたとき、指導案を調整して対応できる。	
27	授業内容を、学習者の持っている他教科等の知識や身近な出来事に関連づけて指導できる。	
28	授業開始時に、学習者をきちんと席に着かせて、授業に注意を向かせるように指導できる。	
29	ICTなどの教育機器を効果的に活用できる。	
30	児童の力を適切に評価できる。	
31	自分の授業を評価したり、課題を認識したりして、授業改善に役立てることができる。	
32	自分の指導力向上の為にどのような自己研修をすればいいかわかる。	
33	なぜ小学校で外国語活動の指導をしなければいけないのかわからない。	
34	研修や会議のグループディスカッションのとき常に自ら話す。	
35	研修中や会議中に自由に発言する機会があるとき常に自ら話す。	
36	研修や会議で前に出て話す機会があるとき常に自ら話す。	
37	校内の教員と議論するとき常に自ら話す。	

アンケートは、以上です。御協力ありがとうございました。

APPENDIX D

Mean and standard deviation of question items on teaching of Foreign Language Activities (n=213)

	Item	Mean	SD
1	It frightens me when I don't understand what someone is saying in English.	3.88	1.27
2	*I would not worry about taking a training course conducted entirely in English.	3.02	1.61
3	I am afraid that native speakers will notice every mistake I make.	2.96	1.37
4	*I am pleased with the level of my English language proficiency I have achieved.	5.23	1.00
5	I feel self-conscious speaking English in front of teachers of English.	3.69	1.43
6	When speaking English, I can get so nervous I forget things I know.	3.24	1.40
7	I feel overwhelmed by the number of rules I have to learn in order to speak English.	3.21	1.54
8	*I feel comfortable around native speakers of English.	2.92	1.29
9	I never feel quite sure of myself when I am speaking English in front of native speakers.	2.94	1.30
10	*I am not nervous speaking English with students.	2.81	1.32
11	*I don't worry about making mistakes in English.	3.28	1.37
12	*I speak English well enough to be a good English teacher.	4.79	1.39
13	I get nervous when I don't understand every word a native speaker says.	2.76	1.36
14	*I feel confident when I speak English.	4.75	1.25
15	I always feel that other teachers speak English better than I do.	4.02	1.51
16	*I don't understand why some people think learning English is so hard.	5.19	1.03
17	*I try to speak English with native speakers whenever I can.	3.33	1.35
18	*I feel that my English preparation was adequate for becoming an English teacher.	4.01	1.37
19	*I have the necessary English skills to teach foreign language activities.	4.41	1.35
20	*I can use English to give students the necessary instruction during class.	3.55	1.28
21	*I can interact with students using English I prepared in advance.	2.91	1.13
22	*I can interact with students using English that was adjusted according to the situation.	3.46	1.32
23	*I can provide constructive feedback to learners concerning their errors/interlanguage.	3.57	1.22
24	*I can promote the value and benefits of language learning to learners, parents and others.	3.19	1.28
25	*I can devise teaching materials and activities suitable for learners' age, interests, English ability.	3.87	1.29
26	*I can adjust my time schedule when unforeseen situations occur.	3.46	1.24
27	*I can present language content (new and previously encountered items of language, topics etc.) in ways which are appropriate for individuals and specific groups of learners.	3.51	1.18
28	*I can settle a group of learners into a room and gain their attention at the beginning of a lesson.	2.29	1.05
29	*I can manage and use instructional media efficiently (OHP, ICT, video etc.).	2.77	1.09
30	*I can appreciate the ability of children properly.	3.29	1.08
31	*I can evaluate my lesson and recognize the problem and use it for improving my lesson.	3.14	0.99
32	*I can understand what self-training should be done to improve my teaching skill.	3.23	1.06
33	I don't know: I can't come to understand what I have to teach Foreign Language Activities at elementary school.	2.48	1.30
34	*When I have a chance to talk in a group discussion, I talk spontaneously.	3.54	1.22
35	*When I am given a chance to talk freely in a meeting or teacher training, I talk spontaneously.	3.55	1.24
36	*When I have a chance to talk in front of the teachers in a meeting or teacher training, I talk spontaneously.	3.72	1.17
37	*When I have a chance to discuss with teachers in my school, I talk spontaneously.	3.50	1.23

Note: * indicates reversal items

APPENDIX E

Results of exploratory factor analysis of survey 3

	item	1	2	3	4
Factor 1 “English use” (9 items : $\alpha = .913$)					
12	*I speak English well enough to be a good English teacher.	0.652	0.027	-0.006	-0.027
14	*I feel confident when I speak English.	0.771	-0.091	0.125	-0.017
17	*I try to speak English with native speakers whenever I can.	0.653	-0.195	0.023	0.104
18	*I feel that my English preparation was adequate for becoming an English teacher.	0.725	0.179	-0.234	0.014
19	*I have the necessary English skills to teach foreign language activities.	0.642	0.044	0.125	-0.022
20	*I can use English to give students the necessary instruction during class.	0.882	-0.028	0.065	-0.059
21	*I can interact with students using English I prepared in advance.	0.716	0.123	-0.036	-0.091
22	*I can interact with students using English that was adjusted according to the situation.	0.863	-0.017	0.012	-0.115
23	*I can provide constructive feedback to learners concerning their errors/interlanguage.	0.607	0.225	0.009	-0.029
Factor 2 “lesson improvement/ evaluation” (4 items : $\alpha = .844$)					
29	*I can manage and use instructional media efficiently (OHP, ICT, video etc.).	-0.025	0.661	0.049	0.011
30	*I can appreciate the ability of children properly.	-0.268	0.954	0.054	-0.103
31	*I can evaluate my lesson and recognize the problem and use it for improving my lesson.	-0.198	0.919	0.087	0.047
32	*I can understand what self-training should be done to improve my teaching skill.	-0.126	0.745	0.144	0.016
Factor 3 “failure anxiety” (4 items : $\alpha = .753$)					
1	It frightens me when I don’t understand what someone is saying in English.	-0.079	0.073	0.679	-0.103
3	I am afraid that native speakers will notice every mistake I make.	-0.265	0.054	0.677	0.04
5	I feel self-conscious speaking English in front of teachers of English.	-0.007	0.011	0.709	0.049
6	When speaking English, I can get so nervous I forget things I know.	0.242	-0.168	0.659	0.044
Factor4 “WTC” (4 items : $\alpha = .955$)					
34	*When I have a chance to talk in a group discussion, I talk spontaneously.	0.065	0.027	-0.04	0.875
35	*When I am given a chance to talk freely in a meeting or teacher training, I talk spontaneously.	-0.019	0.026	0.003	0.947
36	*When I have a chance to talk in front of the teachers in a meeting or teacher training, I talk	-0.022	-0.009	0.007	0.922
37	*When I have a chance to discuss with teachers in my school, I talk spontaneously.	0.019	-0.015	0.02	0.899
Factor correlation matrix					
	Factor 1 “English use”	—	0.639	0.519	0.365
	Factor 2 “lesson improvement/ evaluation”		—	0.321	0.428
	Factor 3 “failure anxiety”			—	0.195
	Factor4 “WTC”				—

APPENDIX F

Results of in-school training that teachers took in FY 2017

Content	Quantity of responses
Lesson Study	53
Theories	40
New foreign language education	38
Transmission training	16
Training with practice	16
How to proceed lessons	13
How to make lessons	12
Teaching method	11
Classroom English	10
Utilizing picture books	7
How to use teaching materials	6
Curriculum	5
Lesson style training	5
No training	5
Teaching plan	4
Utilizing of ICT teaching materials	4
practice of other schools	4
Evaluation	3
How to proceed with games	2
Activities	2
Short-term lesson	2
One point training	2
Introduction of activity examples	2
Others	10

APPENDIX G

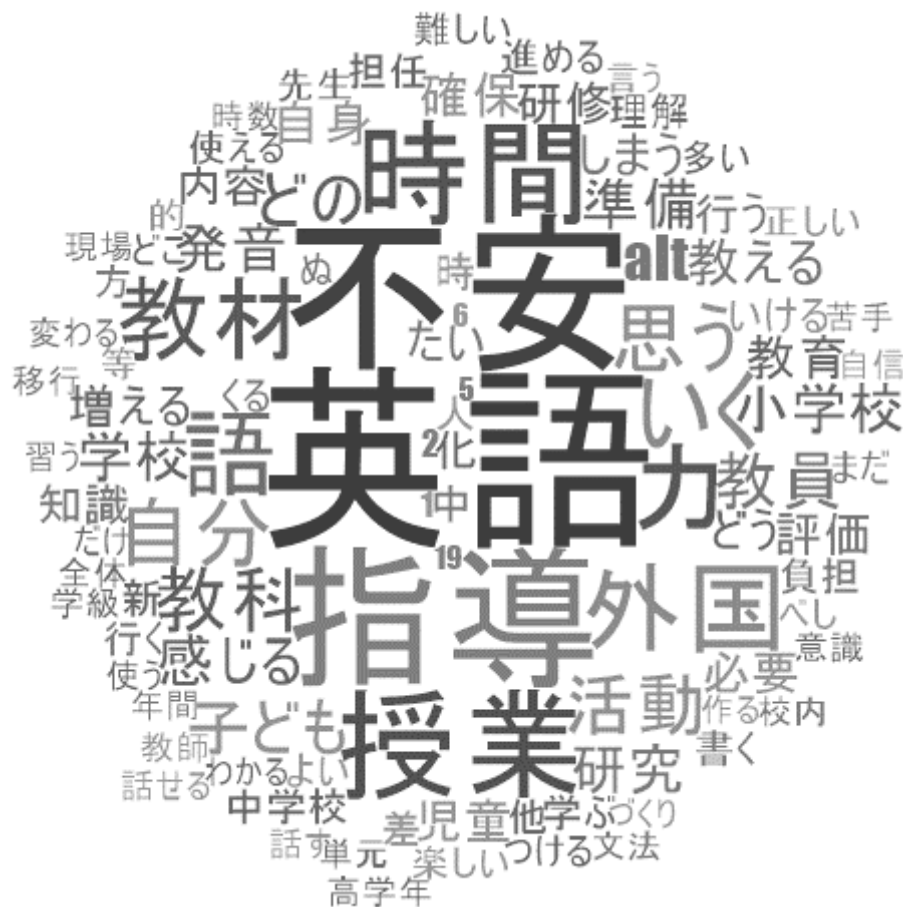
Results of teacher training that teachers want to take in the future

Content	Quantity of responses
Improvement of English proficiency	34
Overall teaching methods	16
New teaching materials	15
Not applicable · I do not know	15
How to proceed lessons	14
Evaluation	14
General lessons	13
Lesson Study	13
Training with practice	10
Specific teaching method	10
Theories	7
How to teach according to actual conditions of children	5
Collaboration with ALT	3
All	3
Making teaching materials	2
Relationships with other subjects	1
How to conduct in-school training	1
Lecture	1
How to study teaching materials	1
Practical report	1
Overseas training	1
Curriculum	1

APPENDIX H

Results of teachers' anxiety (Frequent word query)

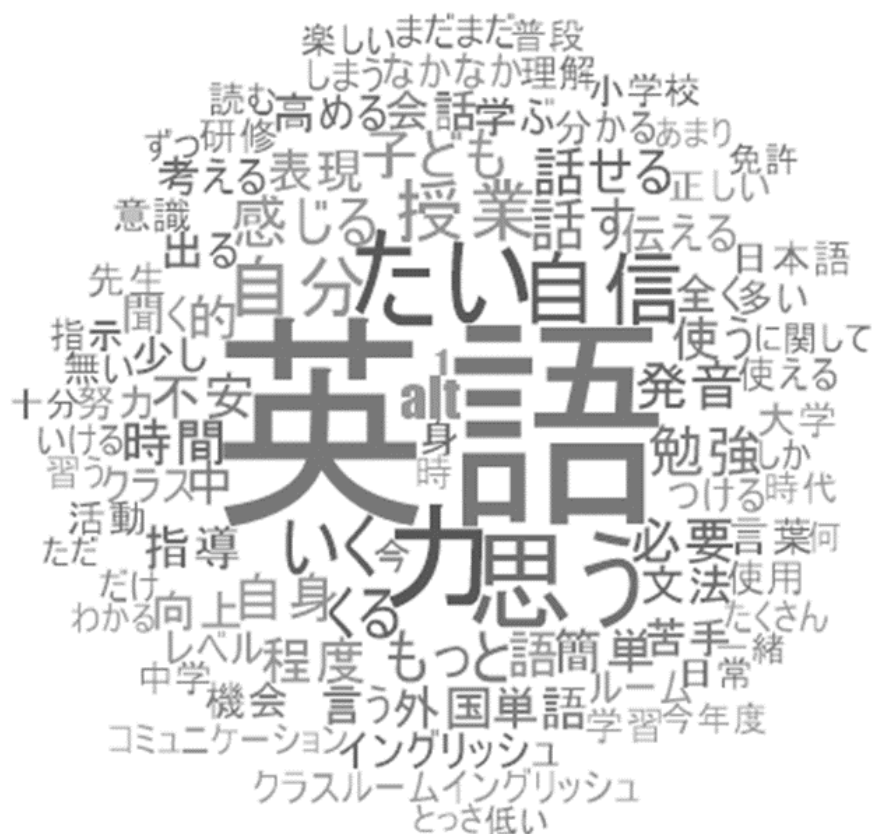
Content	Quantity of responses
English proficiency	40
Teaching skills	26
Secure time	14
Common understanding /Disparity among teachers and schools	10
How to conduct in-school training	9
Students/ parental guardians	9
ALT	8
Teaching materials research / Preparation	7
Expertise	7
Outlook for the future	6
System within school	5
Increase and secure lesson hours	4
Teacher's awareness	3
Level required for new materials	3
Less teaching experience	2
Not confident	1
Preparation for curricularization	1
Team teaching	1



APPENDIX I

Results of impressions of teachers' own English proficiency (Frequent word query)

Content	Quantity of responses
My English proficiency is insufficient.	30
I want to further improve my English proficiency.	26
I am not confident in my English proficiency. / I am not good at English.	19
I am concerned about English proficiency.	12
I am striving to improve my English proficiency.	8
My English proficiency has declined compared to the past.	8
I do not have time to improve my English proficiency.	2
I have the necessary English proficiency to teach lessons.	2
My English proficiency has improved.	1
I have not thought of it in particular.	1



APPENDIX J

Training Materials for “Missing Game with English”

This learning material was designed so that the front page was “Step 1”, the back page was “Step 2”.

Missing Game

繰り返し聞いたり言ったりし、表現に慣れ親しむ活動

取り組みやすいところから始めてみましょう

【Step 1】見ながら (p.1 へ) 【Step 2】思い出しながら (p.2 へ) 【Step 3】何も見ないで

【Step 1】表現を見ながら

	Let's play the Missing Game!
T	First, let's listen. Next, How many cards?
S	例: Five.
	Good.
T	Please close your eyes. (カードを減らす)
	OK.
T	Please open your eyes. How many cards?
S	例: Four.
T	What's missing?
S	例: English.
T	That's right. Very good.

2

【Step 2】少しずつ思い出しながら

	Let's () the Missing Game!
T	First, let's () . Next, () () cards?
S	例: Five.
	Good.
T	Please () your eyes. (カードを減らす)
	OK.
T	Please open () () . How many () ?
S	例: Four.
T	What's () ?
S	例: English.
T	That's right. Very good.

指導者の表現についてさらに知りたい時には

□文部科学省作成「小学校外国語活動・外国語研修ガイドブック」

実習編(p.118～)

□文部科学省作成「学習指導案例」などが参考になります



2

Missing Game

This activity aims to students listen to and say repeatedly in words or phrases, and they get used to it.

Let's start with steps that you can do.

【Step 1】 While referring to the expression (to p.1) 【Step 2】 Recalling the expression (to p.2)

【Step 3】 Without material.

【Step 1】 While referring to the expression

	Let's play the Missing Game!
T	First, let's listen. Next, How many cards?
S	e.g. Five.
	Good.
T	Please close your eyes. (*Reduce a card/cards)
	OK.
T	Please open your eyes. How many cards?
S	e.g. Four.
T	What's missing?
S	e.g. English.
T	That's right. Very good.

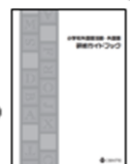
2

【Step 2】 Recalling the expression

	Let's () the Missing Game!
T	First, let's () . Next, () () cards?
S	e.g. Five.
	Good.
T	Please () your eyes. (*Reduce a card/cards)
	OK.
T	Please open () () . How many () ?
S	e.g. Four.
T	What's () ?
S	e.g. English.
T	That's right. Very good.

Further Training Tips

- “Elementary School Foreign Language Activity / Foreign Language Training Guidebook” (MEXT, 2017; 118)
- “Example of Teaching Plan” (MEXT, 2017)



2

APPENDIX K

Examples of presentation materials for training program

Today's goals

- 強勢について知る。
- 新教材について知る。
- 英語を使ってKey Word Gameができる。
- 教室英語について知る。

それぞれの迫り方で、研修後には、全項目に✓を

Contents

- ・ 強勢について
- ・ 新教材の紹介
- ・ Key Word Game
- ・ 振り返り

前回の研修より

話者の母語・経験・教養・文化背景などを反映した本人自身の英語

(塩澤ら 2016,p.32)

国際通用度が高いことを前提

(塩澤ら 2016,p.32)

"My English"

きちんとストレスとリズムで押さえるところを間違えなければ、細かい発音は日本語の干渉があっても問題なく通じることが多い

(塩澤ら 2016,p.74)

英単語には「音のかたまり」「強弱のリズム」がある

例) En・glish

強く・高く・長く・はっきり

「英語らしく発話する」4つの鍵

4

スピーキング・トレーニング

(文部科学省 2017,p.135)

英文を「英語らしく発話する」鍵は、「イントネーション」「強勢」「リズム」「語の連結」にある。同じ英文でもこれらが変化すると意味内容が変わってしまうため、発話内容を明確に伝えるためには、この4点が重要となる。ここでは、実際に新教材で扱われる表現を使って、これらを練習する。

- ・ イントネーション (第3回以降)
- ・ 強勢 (第1回：語レベル/ 第2回：文レベル)
- ・ リズム (第3回以降)
- ・ 語の連結 (第3回以降)

Key Word Game

5分		工夫	デジタル教材
キーワード・ゲーム(国名)	・ペアになって指導者の言う国名を繰り返し、キーワードでは同時に置かれた消しゴムを取る。	・国名を言いながら、黒板に教師用カード(国旗)を掲示する。 ・Jingleを使い「A for A」と問いかけてスタートし、初頭のアルファベットの名前を意識させてもよい。 ・しっかり国名を聞いて繰り返すように伝える。また、児童が集中して聞けるように、指導者は小さな声で言っていたのを突然大きな声で言ったり、見せる国旗カードと違う国名を言ったりするなど、活動に変化をもたせるとよい。	教師用カード(国旗)
	進め方 キーワード・ゲームの進め方 ・ペアで行う。2人の間に消しゴムを1つ置き、指導者の言う語を繰り返して言う。あらかじめ決めておいたキーワードが聞こえたら、繰り返さず、消しゴムを取る。 Canada がキーワードの場合 T. Australia S. Australia (キーフレーズ以外の時は指導者に繰り返して言う。) T. Canada S. 消しゴムを取る。		

(We Can! 1 Unit 6 "I want to go to Italy." 指導事例)

Please clear your desks. (机をすくわしてください)	Please stand up. (立ち立ってください)	Please sit down. (座ってください)	Please look at me/sensei-san/the TV/this picture. (～を見てください)
Please listen. (聞きましょう)	This is today's goal. (今日の目標です)	Please raise your hands. (手を挙げてください)	Please put your hands down. (手を下してください)
Let's sing a song. (歌を歌いましょう)	Let's do the chant. (チャンツを言ひましょう)	Please open your textbook to page six. (教科書を6ページを開いてください)	Please draw a line. (線を引いてください)
Please make pairs. (ペアを作ってください)	Please change roles. (役割を交代してください)	Please make groups of four. (4人組を作ってください)	Please make four groups. (4グループを作ってください)
Two minutes left. (あと2分です)	Time's up. (時間です)	Please go back to your seat. (席に戻ってください)	Please take out your furikaeri card/pencil case! (ふりかえりカード/鉛筆ケースを出してください)

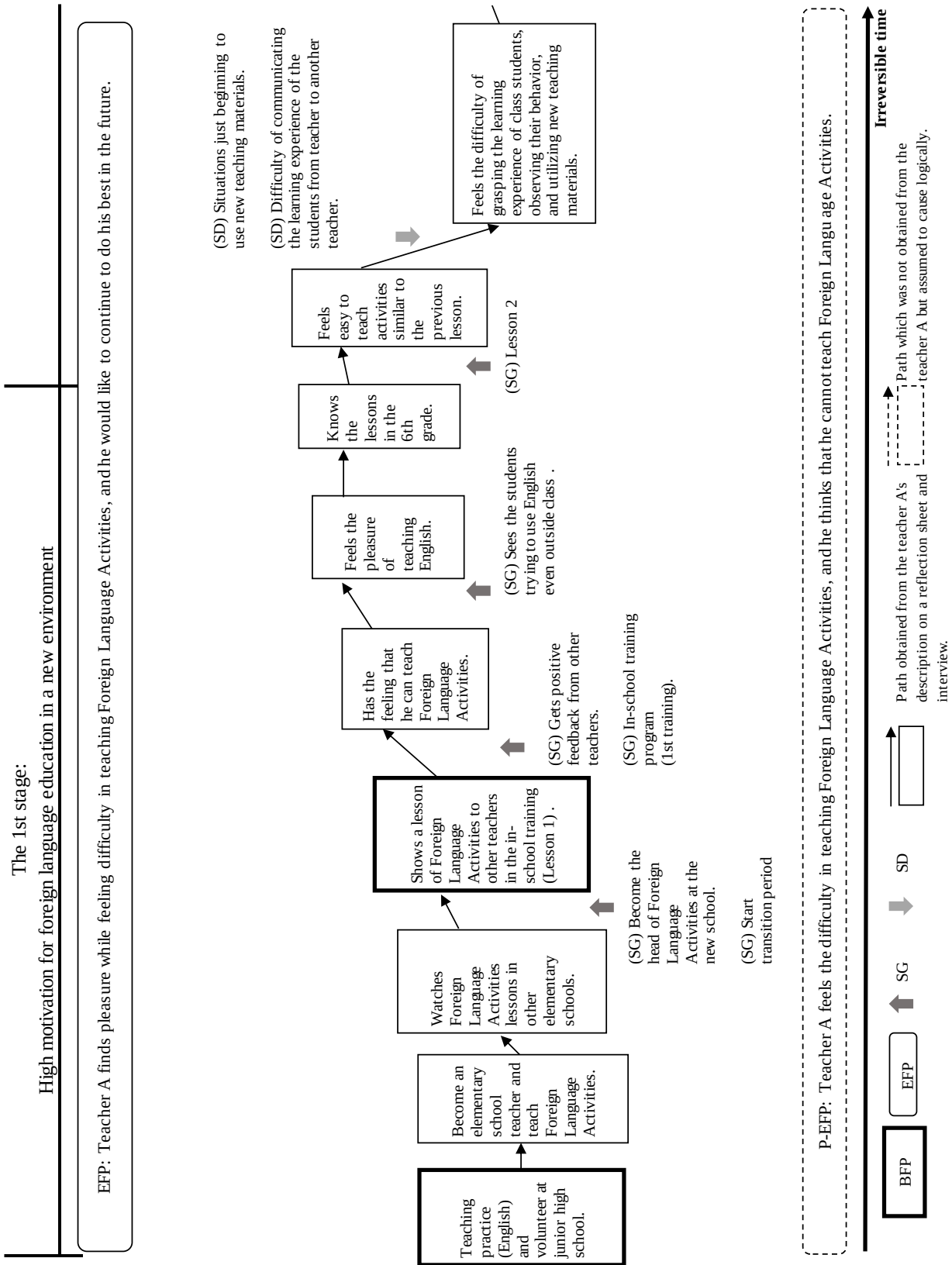
APPENDIX L

Impressions of participants in the in-school training program

Large category	Small category	Description
Evaluation to the training program	Learning through experiences was meaningful	Natural English that the instructor spoke remained in my mind. I also want to do my best to make children think "I want to speak English like a teacher". After experiencing the workshop, I wanted to teach foreign language activities after fully understanding the feelings of children who are not good at expressing themselves and shy children. I tried communicating in pairs and I felt that it was not so difficult. I experienced teacher roles and understood it well. Games and group activities that I always do at the end of the training were very fun and meaningful. I was a good training that I could understand the child's stumbles and skill up. When I had to communicate in English with other teachers, I felt the same feeling as a child worried what to do if I could not say it well during the lesson. I was able to feel while experiencing the importance of learning foreign language while having fun. Because I was interested in how to use teaching materials and how to do activities, it was effective that there was time to experience concretely with everyone.
	The content of the training was satisfactory.	Every training has a new theme and game, and I thought that "What is today's content?". I was able to enjoy the training. Through all training, there were many things to learn (e.g. intonation). Very fulfilling training content was prepared every time. It was good that I had various training. Although pronunciation is quite difficult, I felt that I can enrich expressions using basic phrases. I was glad that you taught me the fundamental principles of games and English teaching. Every one of the training contents was new, and I could understand English education, new teaching materials, teaching method, the necessity to extend my own abilities.
Changing consciousness of teachers	The programs were good even in a short time.	It was good that I got a list of English expressions that could be used in combination. Also, I thought that I do not have to feel burdened that I cannot speak like a native speaker. It was a fun training program. I thought that if we do the training of the theme squeezed in a short time like this training throughout the year, I would be able to make a more proactive approach to English.
	My consciousness has changed.	Every training was short time, but there were many newly learned things in a content-rich training. In a short time, it was good that you taught us points to improve about our issues. It was good to narrow down the contents in a short time. It was a short training, but I was able to know about recent Foreign Language Activities.
Utilization of training contents during lessons	I felt the necessity of improving lessons and self-training.	This training was very good as it helped me to use English positively. To be honest, I am not very good at English and I do not like it very much. However, I thought that it was not good to give up teachers to use English by the beginning. I got a positive feeling. There was almost no experience in teaching foreign language activities, and I worried about what I should do in the future. However, thanks you to carefully removing the anxieties every time, it became possible to talk with confidence a little in front of children. In particular, the word that the instructor said that the teachers show the students the attitude of using the second language are important was very impressive. I thought that it was the first step for teachers to talk in short words without having a weak consciousness about English. I think that I can also do talking rhythmically and singing songs if I get used to it. Every time I finished my training, I got a feeling that I could face English. While I did not know what was not good and I did not know what to start with, a new foreign language education was started. The instructor gently taught me instinctively, anxiety steadily reduced. By speaking English with confidence, children become easy to understand. I gained great confidence in English activities. The training led to the elimination of anxiety in teaching English. I learned how to handle new teaching materials and can afford to teach English more than before. After receiving the training, my feelings, which had been reluctant to speak English, changed to the feeling of "Let's do it!" That is the biggest change in me. I am still not good at English, but I would like to make it enjoyable.
	I thought that trying to use the content of the training for my lessons.	The instructor taught the contents to beginners like me clearly and carefully, so I felt like "I want to use English!" I think that it is a change for me that I am gradually understanding my challenges for the future by myself.
	I felt the necessity of improving lessons and self-training.	I would like to improve my class by always thinking about what the instructor taught through the workshop and what kind of studies I need now. I felt once again that I need to study for my life. I would like to continue training at the school based on this training. I thought that teachers had to have more opportunities to read and listen to English more often. I became interested in learning English again. I thought that I wanted to expose English to English little by little everyday.
	I thought that trying to use the content of the training for my lessons.	There are many contents that can be used immediately in the lesson, and I have learned a lot. The instructor introduced new teaching materials for us. And, I was glad that I could find something that could be utilized for the lesson. I am grateful to the class teachers who are working hard every day so that students can have fun English activities. I am a school nurse, so I think I want to try to use English in the school infirmary. I would like to teach by utilizing what I learned from my training.
	I could not utilize the training content in lessons.	The skill-up training itself was very easy to understand, and I thought that I understood the content of the training at that time. However, as time passed, I forgot the content of the training. Even though I thought that I understood well during the training, I quickly forgot the content of the training. Therefore I could hardly achieve the goal of using it for lessons. Every time, I understood contents clearly, at that time, I was able to have a positive feeling of trying it. I knew that it was important to continue to training on lessons, however, I could not speak English even a word during the lesson. Therefore I did not have the confidence to speak in English. From now on I would like to recall the training before the lesson, plan and do it in the lessons.
	I tried to use the training content in the lessons.	Based on what I learned through my training, I played games with my children. I was able to use what I learned in my training for lessons. I am trying to practice what I learned in my training, but I have not practiced my satisfaction as yet. I would like to try while trial and error every day.

APPENDIX M

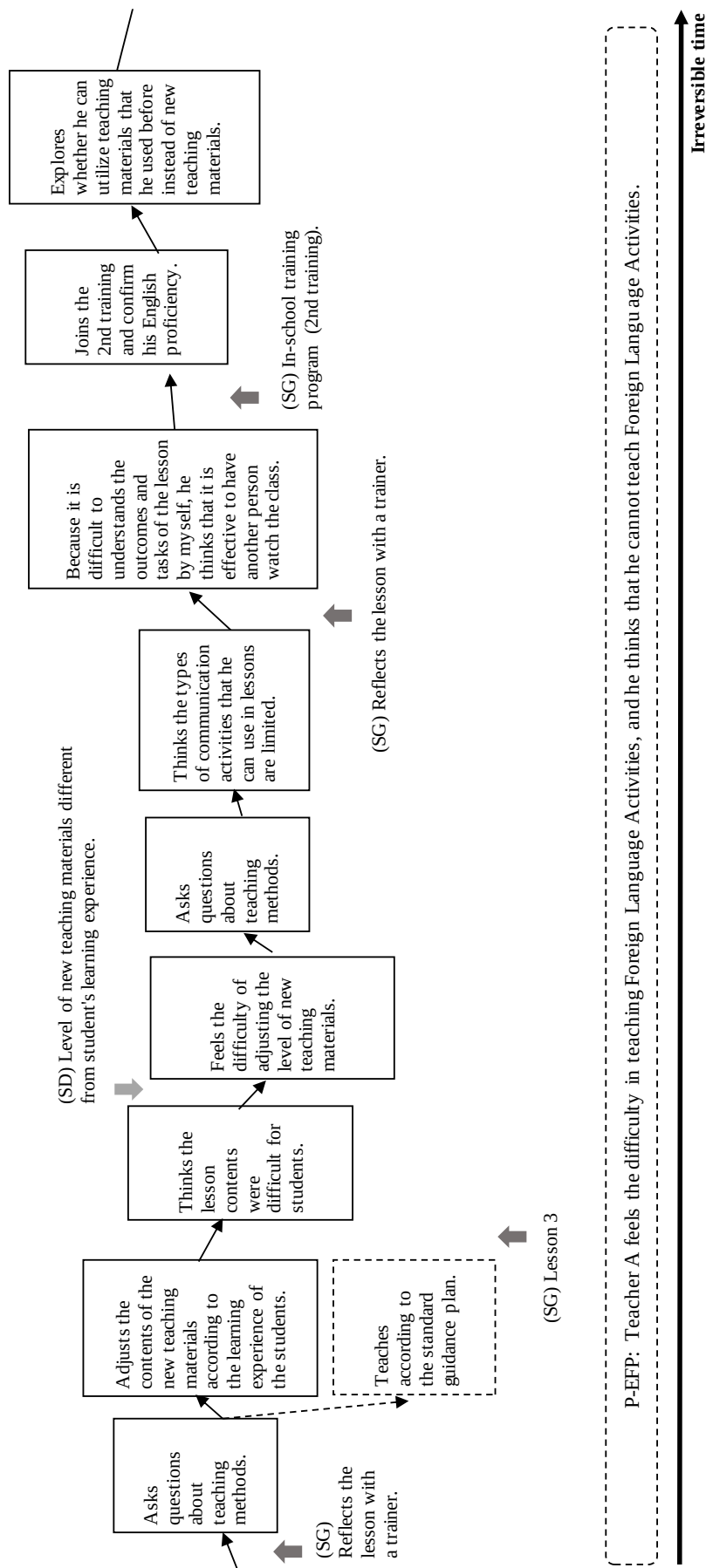
TEM of change in teacher A as an instructor of Foreign Language Activities



The 2nd stage:

Beginning to feels the difficulty of using new teaching materials and the effectiveness of reflecting lessons with a mentor

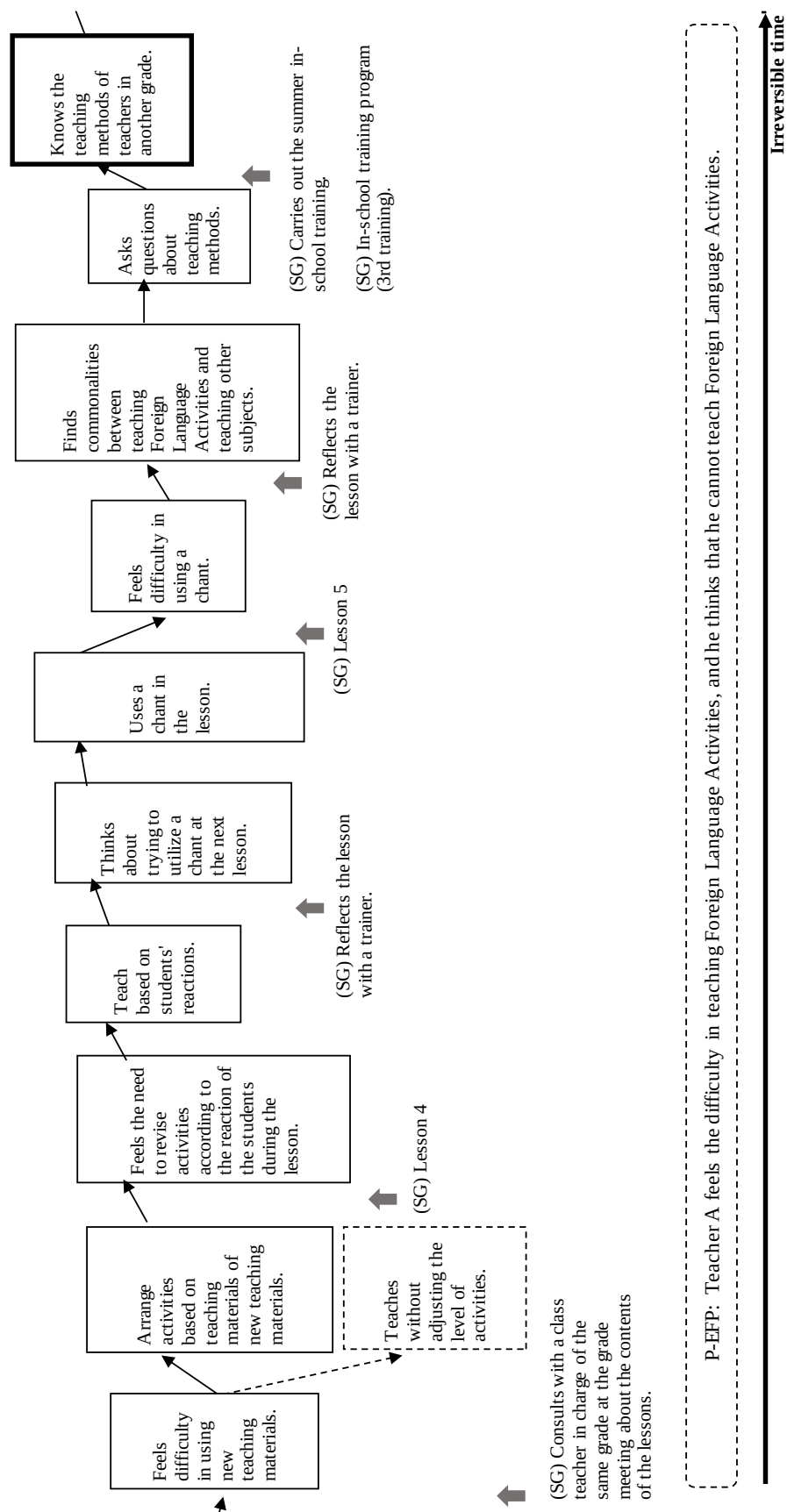
EFP: Teacher A finds pleasure while feeling difficulty in teaching Foreign Language Activities, and he would like to continueto do his best in the future.



The 3rd stage:

Explores better ways to use new teaching materials effectively

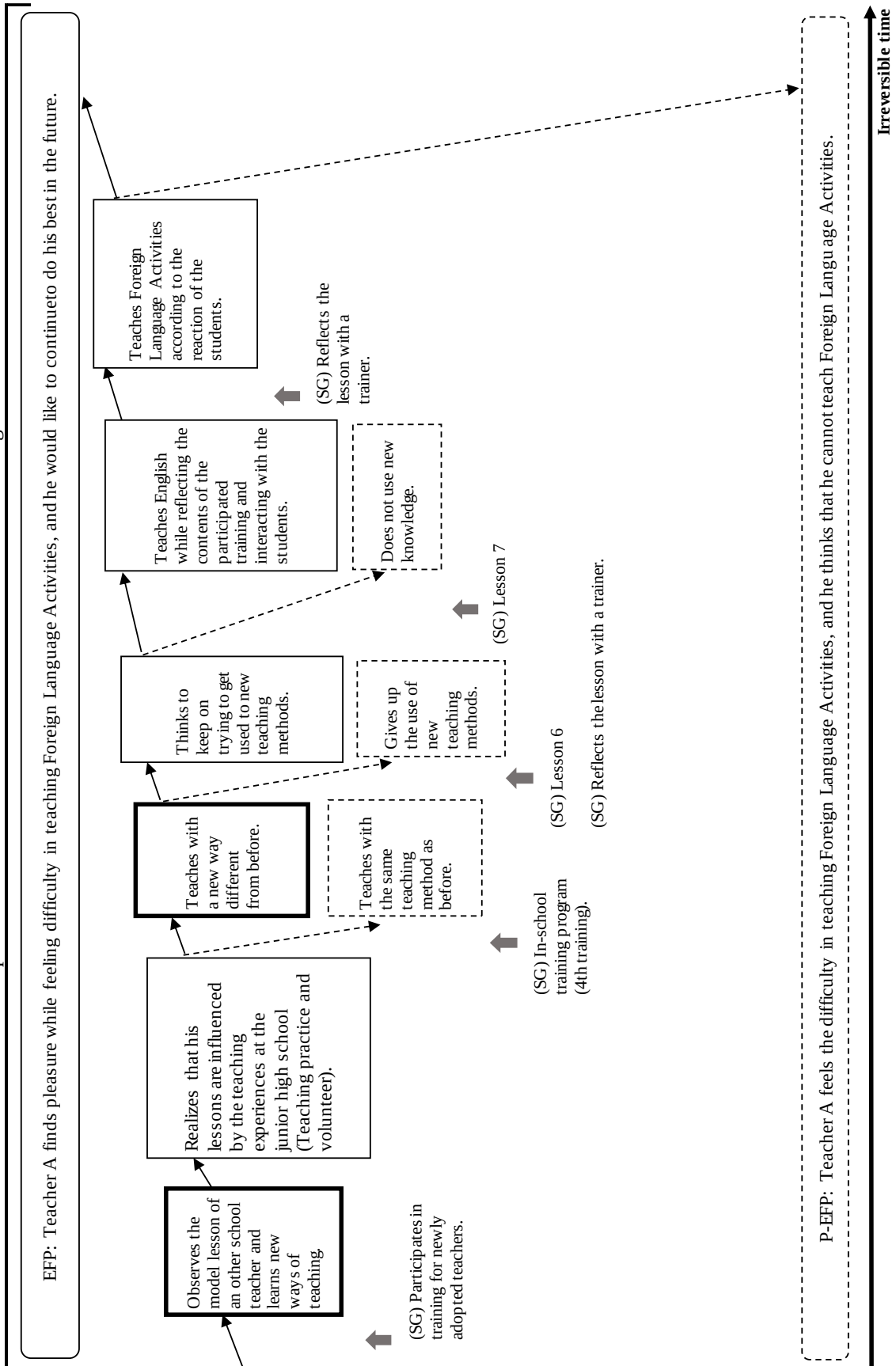
EFP: Teacher A finds pleasure while feeling difficulty in teaching Foreign Language Activities, and he would like to continue to do his best in the future.



P-EFP: Teacher A feels the difficulty in teaching Foreign Language Activities, and he thinks that he cannot teach Foreign Language Activities.

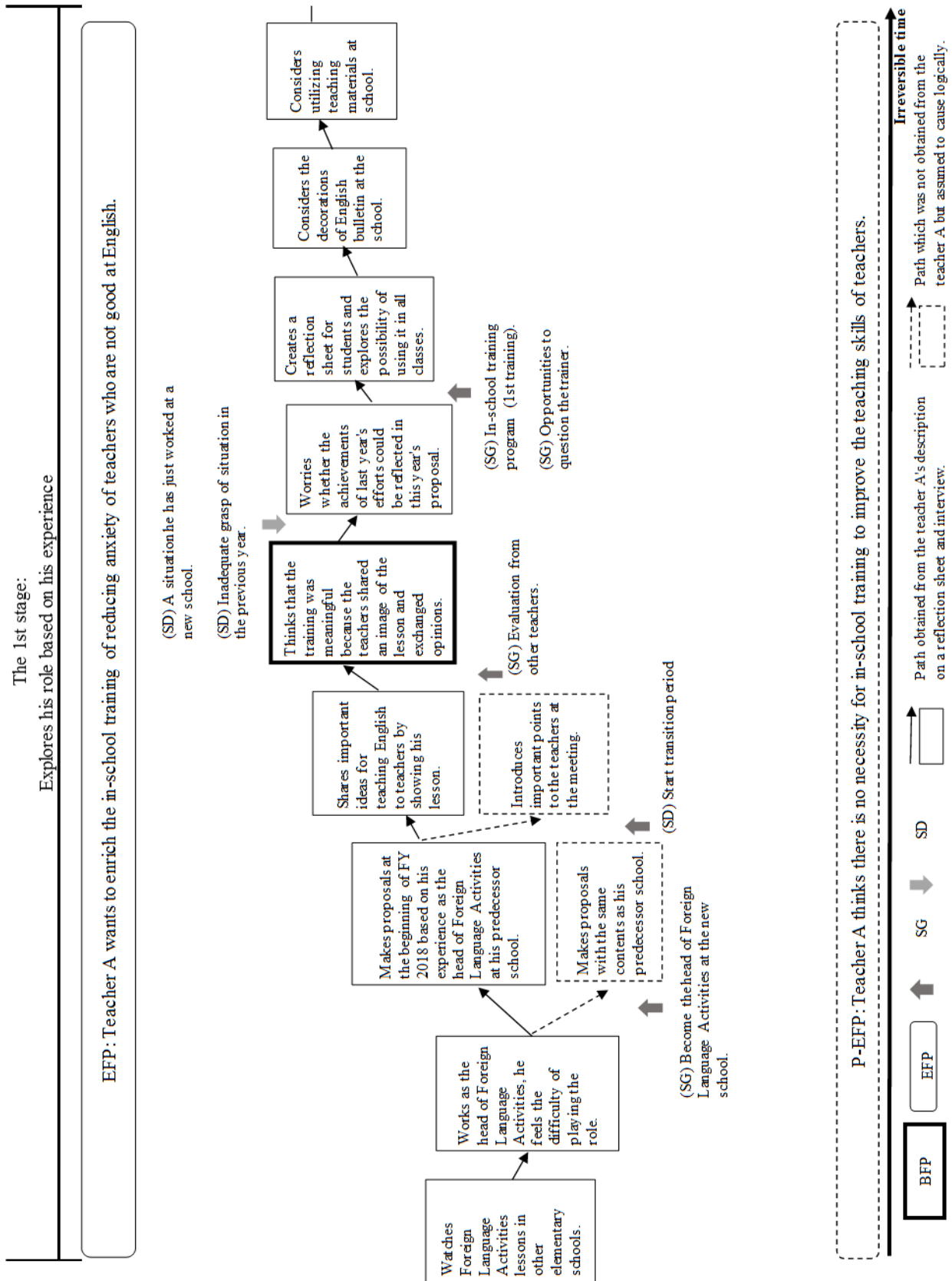
The 4th stage:

Improves his lesson with reference to the other teachers' teaching skills



APPENDIX N

TEM of change in teacher A as head of Foreign Language Activities



Carries out the necessary training for the teachers in his school

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graph LR
    A[Plans summer in-school training as refer to the last summer in-school] --> B[T thinks that it is meaningful to share ideas of activities with all the teachers, and plans to share teachers with the lesson activities]
    B --> C[Proposes a summer in-school training program with the aim of improving the teaching skills of himself and other teachers.]
    C --> D[Conducts the new in-school training by referring to the in-school training program.]
    D --> E[T thinks he was able to implement meaningful training.]
    E --> F[Thinks it was necessary to set time for exchange of opinions between teachers.]
  
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Plans summer in-school training as refer to the last summer in-school

T thinks that it is meaningful to share ideas of activities with all the teachers, and plans to share teachers with the lesson activities

Proposes a summer in-school training program with the aim of improving the teaching skills of himself and other teachers.

Conducts the new in-school training by referring to the in-school training program.

T thinks he was able to implement meaningful training.

Thinks it was necessary to set time for exchange of opinions between teachers.

(SG) Evaluation from other teachers.

(SG) Start of the city's new foreign language education in FY 2019.

Irreversible time

