

Connecting University English Education to the Period of Integrated Study in Japanese Elementary Schools: A New Trial

Naomi Ueno, Rory Baskin, Patrick Stephens

Background

In April of 2004, the new Department of Contemporary English (hereafter, abbreviated as DCE) at Ibaraki Christian University accepted their first freshman class. One important addition in the new curriculum was the activities courses. The activities courses were designed to offer students something beyond regular English classes, an opportunity for them to use their language skills to participate in activities related to real life. It is important for English language education to provide students with immediate meaning and purpose in their language use (Freeman and Freeman, 1998). It was one of the goals of the DCE to use this course to provide students with such an opportunity. With exception to drama activities, the activities courses, which include tourism, media, business, education and drama, coincide with the four academic English focus areas in the DCE English curriculum. The Education Activities course was also created to enable the DCE students to use English in a school environment, to gain experience teaching in English to children, and to see if they might be interested in a career in education.

The Education Activities course was created against a backdrop in which there has been growing interest and participation in international and English education in primary schools across Japan. The interest and participation in this sort of education is primarily due to national education mandates, but the interest of students, parents, and local schools also has created a need for more instruction of this sort. The Japanese Ministry of Education, Culture, Sports, Science and Technology has started the shift towards introducing English in primary schools, and the first phase is what the Ministry calls *English Activities in the Period of Integrated Study*. This first phase started in 2000 in elementary schools across Japan.

Since then, many elementary schools involved have been carrying out these English Activities in a painful process of trial and error. Unfortunately, they have not had sufficient training and resources to develop curricula, train staff, and offer the best possible classes to their students. There are a wide variety of materials available for elementary school children, but often materials unfamiliar to teachers and

administrators are overlooked. Furthermore, many of the available materials focus upon games for preschool-aged, native English speaking children. As Steinberg (1983) explains, games are wonderful for many reasons including refreshing students' memories and capturing their interest, but using such games may be intimidating for Japanese elementary school teachers.

Another factor possibly limiting the effectiveness of this new program is that in many elementary schools across Japan, the English Activities are taught primarily using Japanese, with English only used as examples, like exhibits in a museum. Although most elementary school teachers in Japan are not expected to be highly experienced at speaking English, most do have enough ability in the language to carry out many basic classroom tasks. However, instruction in the importance of using English to carry out everyday classroom tasks has not yet reached many of these schools.

During the 2003 academic year, Ueno and Baskin investigated a number of options for teaching the Education Activities course. Finally, Omika Elementary School (hereafter, abbreviated as OES) in Hitachi City, Ibaraki Prefecture was decided on for a variety of reasons including its location near Ibaraki Christian University, but above all because such a partnership would meet the needs of OES and DCE.

Purpose

This experimental program of English instruction has a dual purpose. The first is to investigate whether or not the needs of the two institutions can be more effectively met by weekly visits from the DCE students to OES. The second goal of the program is to carry out classroom research to discover appropriate English activities that can be used in the *Activities in the Period of Integrated Study* in elementary schools. Kageura, (2001), Ministry of Education, Culture, Sports, Science and Technology (2001), and Mineko, (2001a, 2001b, 2001c) all provide relevant information about the activities and methods for teaching them.

Due to the needs of both programs and the teachers teaching in them, the initial lesson plans took several factors into account: the needs of DCE students at Ibaraki Christian University, the needs of OES pupils, and the needs of OES home room teachers.

Factors regarding the students in the DCE

1. To provide students with experience teaching in English in the classroom (amount of responsibility increasing throughout the semester and year)
2. To provide students with experience creating materials
3. To provide students with experience planning lessons
4. To provide students with experience evaluating lessons

Factors regarding the pupils at OES

1. To provide appropriate materials
2. To plan visual or physical components for each activity in order to add a dimension beyond speech
3. To recycle materials so that pupils have multiple exposures to increase retention and opportunity for production
4. To create enjoyable, pedagogically sound activities.

Factors regarding the teachers at OES

1. To create lessons that teachers could later apply themselves
2. To provide examples of how teachers could teach in English only

Procedure

During the 2003 academic year, a curriculum to be used at OES was created to fulfill a number of requirements. OES was interested in having native-English speakers teach their pupils so that the elementary school teachers could gain exposure to their techniques of teaching English. As one of the goals of the Education Activities course was to involve DCE students as much as possible in classroom activities, a compromise was made to involve the DCE teachers and students in conducting the lessons as well as the OES home room teachers.

Following the initial planning and negotiation, lesson plans were developed to be used during the first semester in order to meet the specifics agreed upon. The lesson plans, which are in Appendix A, use a basic formula which involves everyone. The OES home room teacher (hereafter, abbreviated as HRT) is the center of the lesson organization, the Ibaraki Christian University native English-speaking guest teachers (hereafter, abbreviated as GT) work with the HRT to introduce new items and demonstrate them together. Then, the GT demonstrates the items again with university student teachers (hereafter, abbreviated as ST). Last the ST work in small groups with the OES pupils (hereafter, abbreviated as P). The 36 DCE students in the activities class are divided into 12 groups to prepare materials, teach the OES pupils, and assist the GT. While this basic formula is used with most lesson plans, there are also other patterns. Some preparation for activities is conducted by the HRT, GT, ST, and P together, and some preparation is conducted by the GT alone; however, all activities involve the HRT and ST as much as possible.

The lesson plans are based on Ueno, Baskin, and Stephens' experiences and knowledge of teaching ESL and children as well as a variety of sources. Lessons include buying fruit at the store such as in simplified version of a lesson proposed by Mann (1996), and creating a calendar in a simplified version of a lesson proposed by Braverman (1994). The TPR component in the classes is based on Asher (1977 and

1986), Garcia (1985), and Silvers (1985).

The other integral part of the Education Activities course is the time spent in the university classroom preparing for elementary school lessons. Each week, after the class at OES is taught, students meet in the university classroom to give and receive feedback, go over the following week's lesson, plan the necessary materials for the following week, and practice facilitating games and activities.

Roles

Ueno, Baskin, and Stephens served in a variety of the roles in the elementary classroom, in the university classroom and in doing the preparation work. As the class was set up in a team teaching manner, some of the roles were independent but most overlapped and contributed to the class as a whole.

Ueno acted as the coordinating teacher (hereafter, abbreviated as CT). She played the primary roles in coordination, administration, and communication with OES. Ueno met with the principal, the vice-principal, other administrators, and teachers. Baskin played a supporting role for a small amount of this work. Ueno also was responsible for the final version of each lesson plan, which needed to have Japanese added and be given to the school a week in advance.

The syllabus creation and lesson planning was carried out by Ueno, Baskin, and Stephens. Baskin created the original syllabus, and Ueno, Baskin, and Stephens then edited it into lesson plans.

Baskin and Stephens acted as GT, teaching the classes with the students and pupils. As CT, Ueno was responsible for substituting if one of the teachers was absent. Ueno was also responsible if emergencies arose such as sick or injured students.

Ueno also observed classes, students, and pupils. As Baskin and Stephens were involved in teaching, they were unable to properly observe interactions between DCE students and OES pupils. Properly observing language teachers is an important part of their training and growth (Wallace, 1991). Ueno was able to add objective incite into the effectiveness of lesson plans that otherwise would have been missed. Ueno also took videos of the classes for teachers and students to watch and analyze in order to improve their teaching.

Ueno, Baskin, and Stephens all participated in preparing the students for teaching the classes and provided feedback and advice for the students. In addition, written homework assignments and surveys requesting feedback were given to the students to fill out in Japanese and English. Ueno read, graded, and analyzed the Japanese, and Stephens the English.

Baskin selected most of the materials that were used, and Stephens worked with many of the students outside of class during office and tutoring hours to help them with preparation.

Materials

The creation and adaptation of materials is a very important aspect of the Education Activities course for two reasons. Firstly, creating materials helps the DCE students understand the importance of out-of-class preparation, one of the elements essential to teaching at the elementary school level. Giving DCE students the opportunity to prepare materials for lessons also gives them a sense of ownership and responsibility in the project. This feeling of ownership can lead to intrinsic motivation for their own English learning, which is a key contributor to success in the foreign language (Brown, 1990). Secondly, creating authentic materials to use in the classroom is important for the OES pupils. Given the many different learning styles and sensory preferences, young children need to be exposed to language-learning materials that involve as many senses as possible (Scarcella, 1992). Using authentic materials such as coins for children to see and touch gives them a more stimulating experience than simply listening and speaking. This type of exposure helps keep the attention of students and gives them a favorable impression of language learning because it is more interesting.

In Appendix A, at the end of each lesson plan, there is a list of the materials that DCE students prepared. These materials include sentences written on large pieces of paper, color illustrations of vocabulary words, and calendars with pictures that depict a cultural holiday or season associated with each month. These materials occupy a central role in the class. As the pupils have very limited English ability, the materials successfully introduce concepts and vocabulary. Most of the materials were planned by Ueno, Baskin, and Stephens, but created by the students.

Materials preparation also included a song, *This is the Way*, with two versions, one with four verses (University of York, 1981) and one Ueno, Baskin, and Stephens modified by adding two additional verses so it has a total of six verses. The longer version is included in Appendix B. For the first trial, the DCE teachers prepared these materials, but in the future DCE students will be given more responsibility for selecting and preparing songs as well as other materials and lessons.

As seen in the lesson plans, TPR (total physical response) was also used extensively. There was little material preparation for the TPR; however, some materials used in other lessons were also used in TPR activities to solidify language learned. This is because TPR is considered very effective for beginners (Asher, 2000). TPR allows pupils to experience instant success in the language, increase their confidence and use some of the energy they naturally have.

The DCE students spent significant time on materials preparation during the first semester, but they primarily followed their DCE teachers' directions. With the time available for materials creation, it would have overloaded them to plan and

create their own materials for their own lesson plans the first semester. As the Education Activities course enters the second semester, however, students have experience teaching, making materials, and considering lesson planning from the teacher's perspective. Since this is the case, feedback and lesson plan ideas from DCE students will be integrated, and DCE students will take on more responsibility for planning lessons and materials.

Concerns and Recommendations

A project like the one presently being described is a worthwhile effort for university-level English programs; however, there are many things to consider when beginning preparations. Most elementary schools have special needs and are most likely to be reluctant to agree to such collaboration. Home room teachers also have individual needs that must be met. In addition, the project or course, itself, has very practical needs as simple as transporting students to and from the elementary school. Moreover, the objectives of the syllabus of such a course also need to be considered.

Although public elementary schools in Japan have the responsibility of introducing foreign language/culture to students without all the necessary knowledge and resources, many schools are reluctant to use outside resources. This is most likely because of the innate conservative nature of most public institutions. If the concept of having university-level English students acting as assistants or teachers in the elementary classroom is accepted, there may be a few strings attached. First, the school may have a syllabus in mind that may or may not be appropriate for the age and level of the pupils. If this is the case, some negotiation may be needed in order to weed out inappropriate materials and add other materials. Second, the school may have special materials such as books that they would like to be used. Again, these materials should be evaluated for relevance to the chosen syllabus and used or gently discarded as deemed appropriate. Finally, the school may or may not have the facilities necessary for instruction. Therefore, it is advisable to tour the school, view the areas where the school will allow classes to be held, and make sure they are large enough to allow free movement for the type of instruction intended.

Home room teachers of the classes involved in the program may also have needs differing from the needs of the school administration. Since the English abilities of individual elementary school teachers vary, the kind and amount of activities the teachers will be comfortable doing will also vary. Even though the language used in the classroom is relatively simple, teachers may need prior explanation or may want to simply rehearse the classroom language they are going to use before the class begins. A little understanding in this regard will help make a good impression for using the target language in the classroom.

The amount of responsibility for introducing lessons and/or classroom

management is another issue that may vary by teacher and situation. A teacher who is very interested in English/cultural instruction may want to take on a large amount of responsibility for the class. Conversely, there are also teachers who are required to participate in the program and would rather not. These teachers will most likely want to limit their involvement as much as possible. In any case, a short discussion with the home room teacher to find out the situation before the series of classes begins would be quite instructional and beneficial. An understanding of what the home room teacher would like to get out of the program will help define how to support or even motivate them throughout the process.

Consideration must also be given to the location of the elementary school to work with. In the present project, the school is within walking distance from the university, which is also within walking distance from the train station. If this were not the case, some other kind of transportation would have to be used, which might be an expense and a possible liability. Therefore, selecting the school to work with may need to primarily be based on something as basic as location. Other needs of the program may need to be negotiated at a later time. With respect to the present project, the elementary school started off with requests that were somewhat contrary to the needs and goals of the DCE Education Activities course. However, after the project was underway, the school became much more open to the ideas and plans of the DCE teachers, because they could see the benefits of their approach.

A final consideration that certainly should take high priority is the amount of responsibility to give to university students for planning lessons, preparing materials, and classroom instruction. In the program currently described, because of the needs of the elementary school, students were put into the classroom after a two-week period of preparation. Therefore, the lesson plans were prepared almost exclusively by the DCE teachers with input from the elementary school. Materials for these lessons were created by the DCE students with instruction from the DCE teachers. Students did some practice and preparation for conducting lessons in the university classroom in the second half of each class period, after returning from the elementary school. Another option for organizing this type course might be to spend the first half of the semester in the university classroom learning the fundamentals of teaching. Based on these fundamentals, students would plan lessons, prepare materials, and practice teaching with peers. Such organization, however, would raise additional issues concerning the number of hours students would be available to teach at the elementary school and the number of teachers required to teach the class.

A similar aspect to consider when dealing with the university students in a course such as the one described here is the amount of time and responsibility students have for teaching, as compared to the homeroom and guest teachers. In the program presently described, DCE students were given as much responsibility for conducting

lessons as possible, considering the initial limitations placed on the program by the elementary school. However, the homeroom and guest teachers were responsible for classroom management and introducing activities. Another possibility would be to give students more responsibility for classroom management; however, this would be outside the planned scope of exposure of the current program and would eliminate the additional benefit of giving the elementary school teachers experience in conducting the class in English.

Conclusion

As shown by the above concerns and recommendations, the program described in this paper faced some problems. This was to be expected—nothing ever goes perfectly the first time it is tried. The program, however, was successful in meeting some very important objectives laid out prior to its start.

The general objective was to provide the DCE students with experience creating materials, teaching, and evaluating lesson plans. One reason the teachers wanted to provide this experience was so that students thinking about becoming teachers would have a realistic view of what their future career might look like. In the concluding survey, students provided feedback to this effect. One student stated, “I learned about the joys and difficulties of teaching through this class.” Another student explained that, “I realized what a tough job it is to be a teacher, but that it is also a challenging job.” There were also comments about the difficulties and frustrations of the experience. One student commented that, “It is difficult to teach using only English, and the children do not understand if we use only English.” Another objective of this experience was to supply a stimulus to motivate DCE students to improve their own English abilities. Although the statistical analysis will not be completed until the end of the second semester, initial results from surveys seem to indicate that the course was a stimulus for motivation to improve English ability.

Acknowledgements

This Activities Course would not have been possible without the assistance and support of the current OES Principal, Principal Kawamoto, Principal Ohuchi, who was the OES Principal when planning started, Vice Principal Sakamoto, Ms. Nanakaya, who is currently in charge of Academic Affairs, Mr. Kyono, who was in charge of Academic Affairs when planning started, Ms. Watahiki, who is in charge of International Education, and all of the teachers and office staff who participated. We would like to thank you and express our appreciation for all of your assistance and support.

We would also like to express our appreciation to everyone at Ibaraki Christian University who helped to make this Activities Course possible. Thank you for your

support and assistance too.

References

- Asher, J.A. (2000). *Year 2000 update for Total Physical Response, known worldwide as TPR*. Retrieved June 21, 2001 from the World Wide Web: <http://www.tprsource.com/asher.htm>
- Asher, J.A. (1986). *Learning Another Language Through Actions: The Complete Teacher's Guidebook*. (3rd Ed.). Los Gatos, CA: Sky Oaks Production.
- Asher, J.A. (1977). *Learning Another Language Through Actions: The Complete Teacher's Guidebook*. (1st Ed.). Los Gatos, CA: Sky Oaks Production.
- Braverman, J. (1994). "Calendar Fun." In Nation, P. (Ed.), *New Ways in Teaching Vocabulary* (61-63). Alexandria, VA: TESOL.
- Brown, D.H. (1993). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Freeman, Y.S. & Freeman, D.E. (1998). *ESL/EFL Teaching: Principles for Success*. Portsmouth, NH: Heinemann.
- Garcia, R. (1985). *Instructor's Notebook: How to Apply TPR For Best Results*. Los Gatos, CA: Sky Oaks Production.
- Kageura, O. (Ed.). (2001). *Shogakko Eigo Katsudo Manual*. Tokyo: Shogaku-kan.
- Mann, D.P. (1996). "Classroom Store." In Shinke-Llano, L. & Rauff, R. (Eds.), *New Ways in Teaching Young Children* (p. 20). Alexandria, VA: TESOL.
- Mineko, Y. (Ed.). (2001a). *Eigo de Kokusai Rikai Kyoiku: 1st & 2nd Grade*. Tokyo: Shogaku-kan.
- Mineko, Y. (Ed.). (2001b). *Eigo de Kokusai Rikai Kyoiku: 3rd & 4th Grade*. Tokyo: Shogaku-kan.
- Mineko, Y. (Ed.). (2001c). *Eigo de Kokusai Rikai Kyoiku: 5th & 6th Grade*. Tokyo: Shogaku-kan.
- Ministry of Education, Culture, Sports, Science and Technology. (2001). *Practical Handbook for Elementary School English Activities*. Tokyo, Kairyudo Publishing Co., Ltd.
- Scarcella, R.C. & Oxford, R.L. (1992). *The Tapestry of Language Learning*. Boston: Heinle & Heinle Publishers.
- Silvers, S.M. (1985). *Listen and Perform: The TPR Student Workbook*. Los Gatos, CA: Sky Oaks Production.
- Terao Elementary School. (2003). *Let's Enjoy English*. Kanagawa, Terao Elementary School.
- University of York. (1981). *My English Songbook*. London: Macmillan Publishers.
- Wallace, J. (1991). *Training Foreign Language Teachers*. Cambridge, England: Cambridge University Press.

Appendix A
Lesson Plans

2004年5月12日(水) 3年生用(第1回)

本時の目標(1/4)

(1) 自己紹介の仕方を覚える。(2) お金の数え方を覚える。(3) 誕生日カードを作る

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Activity #1 Demo		First, let's practice introducing ourselves in English. (最初に英語で自己紹介 の練習をします) Please listen to GT and me. (GTと先生の会話をよ く聞いてください) What's your name? My name is XXX. Where do you live? I live in XXX. What do you like to do? I like to XXX.	My name is XXX. What's your name? I live in XXX. Where do you live? I like to... (GT looks lost and looks like GT is trying to think of something.) GT looks at the cards, reads them aloud slowly while pointing at them, thinks, and finally says, "I like to XXX. What do you like to do?" GT and one of the ST Groups demonstrate the same activity.	One of the ST Groups puts the "What do you like to do?" cards on the board. Then, they tap GT on the shoulder and say, "Look, GT!"

5 min (9:36 -9:41)	Group Activity #1	あらかじめ決めておいた6グループに分かれ、STと自己紹介の練習をする	Next, do the same thing with ST. (次に、今と同じ会話をSTと一緒に練習しましょう) PがうまくSTと練習ができていないか、机間巡視する	GT observes ST and P, giving brief guidance where necessary.	ST practice with P at levels appropriate for each P.
3 min (9:41 -9:44)		2, 3人のPはGTと自己紹介の練習をする	Okay, please stop. GT will now ask you the same questions. (はい、ここで練習をやめてください。これからGTがみなさんに質問します)	GT asks 2 or 3 P the questions.	
3 min (9:44 -9:47)	Activity #2 Demo		Do you know GT is very rich? GT has a lot of money. Can you help GT count the money? (GTはとてもお金持ちなのを知っていますか? GTはお金をたくさん持っています。お金を数えるのを手伝ってくださいか?)	GT explains about the coins. This is 1 cent, this is 5 cents... How much is this? 2 cents, 3 cents...	ST show the coins to P and teach them at the same time.
5 min (9:47 -9:52)	Group Activity #2	グループ毎にSTとコインを教える練習をする	PがうまくSTと練習ができていないか、机間巡視する	GT observes ST and P, giving brief guidance where necessary. Can I have my money back now please?	In groups, ST use the coins with the pupils to practice. How much is this?
5 min (9:52 -9:57)	Activity #3 Demo		Now, we'll make birthday cards. (さあ、誕生日のカードを作ってみましょう)	GT explains the activity. Fold your paper like this. GT draws the example on blackboard. GT writes "Happy Birthday." GT tells ST to write if necessary. GT says "Now decorate your card like this."	ST show the sample cards they made to P.
10 min (9:57 -10:07)	Group Activity #3	グループ毎に誕生日カード作りをする。	Next, do the same thing with ST. 児童がうまくSTと誕生日カード作りができていないか、机間巡視する	GT observes ST and P, giving brief guidance where necessary.	ST help P to make the birthday cards.
7 min (10:07 -10:14)	Music Time	一緒に歌う		GT explains meanings of some words in the song, "This is the Way." GT and ST start singing.	ST among P sing with GT.

1 min (10:14 -10:15)		Thank you. Goodbye,	That is it for today class. Say thank you to GT and ST. (今日の授業はこれで終 わりです。GTとSTに お礼を言きましょう) Goodbye.	You are welcome. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.
----------------------------	--	----------------------------	---	--	--

★大みか小学校で用意する物：

マグネット (30個×2クラス分), 誕生日カード作成用画用紙 (A4サイズ×児童数)

★大みか小学校児童が用意する物：色鉛筆もしくはクレヨン

★茨城キリスト教大学で用意するもの：

コイン (12グループ用)

歌詞カード

黒板に貼るカード (下記参照のこと)

黒板に貼る "What do you like to do" カード内容 (それぞれ児童がわかるような絵を12枚描き, その下に文字を入れる)

I like to ski.	I like to read.	I like to play tennis.	I like to watch TV.
I like to swim.	I like to cook.	I like to eat.	I like to clean my room.
I like to draw.	I like to listen to music.	I like to play dodgeball.	I like to play TV games.

2004年5月19日(水)3年生用(第2回)

本時の目標(2/4)

- (1) ショッピングをしながらお金の使い方を練習をする。
- (2) TPR (Total Physical Response) の練習をする。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Choral Review	2, 3人のPは GTと自己紹介 の復習をする	First, let's review the previous lesson. (最初に前の時間の復習 をします)	GT goes over the answers to "What do you like to do?" Then GT asks 4 or 5 P the three questions below. (What's your name? Where do you live? What do you like to do?)	One of the ST Groups puts the following three questions on the board. (What's your name? Where do you live? What do you like to do?)
5 min (9:36 -9:41)	Activity #1 Demo		Now, let's enjoy shopping. Please watch GT and me. (それでは、ショッピ ングを楽しみましょう。 GTと先生のやりとりを 見てください) りんごの絵を指しながら How much is this? HRT gives 4 cents to GT. You're welcome. オレンジの絵を指しなが ら How much is this? HRT gives 6 cents to GT. You're welcome.	4 cents, please. Thank you. 6 cents, please. Thank you. GT and one of the ST Groups does the same demonstration.	One of the ST Groups puts the price lists and pictures of fruit on the board. (apple, orange, grapes, cherry, banana, strawberry)
10 min (9:41 -9:51)	Group Activity #1		Next, do the same thing with ST. (次に、今と同じ会話を STと一緒に練習しま しょう) PがうまくSTと練習が できているか、机間巡視 する	GT observes ST and pupils, giving brief guidance where necessary.	GT and P do shopping role plays after the whole group practices "How much is it?" and "XX cents, please."

6 min (9:51 -9:57)	Activity #2 Demo		Okay, let's stop. Now let's get active.	Please watch us. GT demonstrates TPR. Sit down/stand up/walk Stop/turn around/jump Touch (your nose, your ears, your eyes, your mouth)	ST demonstrate TPR with GT.
10 min (9:57 -10:07)	Activity #2	GT と ST と一 緒に, クラス全 員で TPR をす る	P がうまく TPR ができ ているか, 机間巡視する	Okay, let's get active.	
7 min (10:07 -10:14)	Music Time	一緒に歌う	Let's sing a song.	GT explains some words (face, teeth) in the song, "This is the Way." GT and ST start singing.	ST sing while among the pupils.
1 min (10:14 -10:15)		Thank you GT and ST. Goodbye.	That is it for today class. Say thank you to GT and ST. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.

- ★大みか小学校で用意する物：マグネット (30個×2クラス分)
- ★大みか小学校児童が用意する物：歌詞カード (前回使用したもの)
- ★茨城キリスト教大学で用意するもの：
 - コイン (12グループ用)
 - 黒板に貼るカード # 1×2

What's your name? Where do you live? What do you like to do?
--

黒板に貼るカード # 2×2

りんごの絵	4 cents
オレンジの絵	6 cents
ぶどうの絵	7 cents
さくらんぼの絵	3 cents
バナナの絵	10 cents
いちごの絵	8 cents

(黒板に貼るカード # 3×2) + (グループで使用するカード×10) = 12 セット

りんご, オレンジ, ぶどう, さくらんぼ, バナナ, いちごの絵を1枚に1種類ずつ描く

(りんごとオレンジとさくらんぼは1個ずつ, ぶどうとバナナは1房ずつ, いちごは3個1枚の紙に描く)

2004年5月26日(水)3年生用(第3回)

本時の目標(3/4)

(1) 英語で読まれる物語に耳を傾ける。(2) TPR (Total Physical Response) の練習をする。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Review	4, 5人のPは GT買い物仕方 の復習をする	Let's review the previous lesson. (最初に前の時間の復習 をします)	GT reviews the shopping activity by asking several pupils "How much is it?"	One of the ST Groups puts the price list on the board.
5 min (9:36 -9:41)	Activity #1 Demo		Now let's get active. (では身体を動かしま しょう)	Please watch us. GT demonstrates TPR, review the previous TPR, and add "Point to the table, chair, blackboard, clock, door, and window."	ST demonstrate TPR with GT.
10 min (9:41 -9:51)	Group Activity #1	GTとSTと一 緒にクラス全員 でTPRをする	PがうまくTPRができて いるか, 机間巡視する	Okay, let's get active.	ST do TPR with GT and pupils.
12 min (9:51 -10:03)	Story Time		Now it's story time. (お話を聞きましょう)	GT reads a story to the whole class.	ST in each group read stories to their groups.
11 min (10:03 -10:14)	Music Time	一緒に歌う	Let's sing a song.	GT explains meanings of some words in the song, "This is the Way." GT and ST start singing.	ST sing with pupils while among them.
1 min (10:14 -10:15)		Thank you. See you next week. Goodbye.	That is it for today class. Say "Thank you to GT and ST." See you next week. Goodbye.	You are welcome. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.

★大みか小学校で用意する物: マグネット (30個×2クラス分)

★大みか小学校児童が用意する物: 歌詞カード (前回使用したもの)

★茨城キリスト教大学で用意するもの:

What do you like to do? に対する答えの絵

黒板に貼るカード# 2×2

りんごの絵	4 cents	さくらんぼの絵	3 cents
オレンジの絵	6 cents	バナナの絵	10 cents
ぶどうの絵	7 cents	いちごの絵	8 cents

2004年6月2日(水)3年生用(第4回)

本時の目標(4/4)

英語のゲームを通して、英語に触れる喜びを体験させる

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
18 min (9:31 -9:49)	Game #1	STからゲーム の説明を聞いた 後、一緒にゲー ムをする	Today we are going to play two games. (今日は2種類のゲーム をします) Pがゲームを楽しんでい るかどうか、机間巡視す る	Let's begin the first game.	Each group of pupils will play two games with ST. The games will be bingo and card games. ST start to play the first game.
19 min (9:49 -10:08)	Game #2	STからゲーム の説明を聞いた 後、一緒にゲー ムをする	Stop the first game. Now let's enjoy the second game. (最初のゲームを終わりに してください。では、 2番目のゲームを始めま しょう) Pがゲームを楽しんでい るかどうか、机間巡視す る		ST start to play the second game.
6 min (10:08 -10:14)	Music Time	一緒に歌う	Let's sing a song.	GT explains some words in the song, "This is the Way." GT and ST start singing.	ST sing together with the pupils while among them.
1 min (10:14 -10:15)		Thank you. Goodbye.	That is it for today class. Say thank you to GT and ST. Goodbye.	You are welcome. Goodbye.	You are welcome. Goodbye.

★大みか小学校で用意する物：特になし

★大みか小学校児童が用意する物：歌詞カード(前回使用したもの)

★茨城キリスト教大学で用意するもの：ゲーム(6セット×12)

2004年6月9日(水)5年生用(第1回)

本時の目標(1/6)

(1) 自己紹介の仕方を覚える。(2) お金の数え方を覚える。(3) 誕生日カードを作る。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Activity #1 Demo		First, let's practice introducing ourselves in English. (最初に英語で自己紹介 の練習をします) Please listen to GT and me. (GTと先生の会話をよ く聞いてください) What's your name? My name is XXX. Where do you live? I live in XXX. What do you like to do? I like XXX.	My name is XXX. What's your name? I live in XXX. Where do you live? I like to... (GT looks lost and looks like GT is trying to think of something.) GT looks at the cards, reads them aloud slowly while pointing at them, thinks, and finally says, "I like to XXX. What do you like to do?" GT and one of the ST Groups demonstrate the same activity.	One of the ST Groups puts the "What do you like to do?" cards on the board. Then, they tap GT on the shoulder and say, "Look, Mr./Ms. XXX!"

5 min (9:36 -9:41)	Group Activity #1	あらかじめ決めておいた6グループに分かれ、STと自己紹介の練習をする	Next, do the same thing with ST. PがうまくSTと練習ができているか、机間巡視する	GT observes ST and P, giving brief guidance where necessary.	ST practice with P at levels appropriate for each P.
3 min (9:41 -9:44)		2, 3人のPはGTと自己紹介の練習をする	Okay, please stop. GT will now ask you the same questions.	2, 3人のPに質問する	
3 min (9:44 -9:47)	Activity #2 Demo		Do you know GT is very rich? He has a lot of money. Can you help him count his money?	GT explains about the coins This is 1 cent, this is 5 cents... How much is this? 2 cents, 3 cents...	ST show the coins to P and teach them at the same time.
5 min (9:47 -9:52)	Group Activity #2	グループ毎にSTとコインを数える練習をする	PがうまくSTと練習ができているか、机間巡視する	GT observes ST and P, giving brief guidance where necessary. Can I have my money back now please?	ST show the coins to P and teach them at the same time.
5 min (9:52 -9:57)	Activity #3 Demo		Now, we'll make birthday cards with GT.	GT explains how to make birthday cards. Fold your paper like this. GT draws example on blackboard. GT writes "Happy Birthday". GT tells STs to write if necessary. GT says decorate your card like this.	ST show the sample cards they made to P.
10 min (9:57 -10:07)	Group Activity #3	グループ毎に誕生日カード作りをする。	Next, do the same thing with the student teachers. PがうまくSTと誕生日カード作りができているか、机間巡視する	GT observes ST and P, giving brief guidance where necessary.	ST help P to make the birthday cards.
7 min (10:07 -10:14)	Music Time	一緒に歌う	Let's sing a song!	GT explains meanings of some words in the song, "This is the Way." GT and ST start singing.	ST among P sing with GT.

1 min (10:14 -10:15)	End of Lesson	Thank you. Goodbye.	That is it for today class. Say thank you to GT and ST. Goodbye.	You are welcome. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.
----------------------------	------------------	----------------------------	--	--	--

★大みか小学校で用意する物：

マグネット (30個×2クラス分), 誕生日カード作成用画用紙 (A4サイズ×児童数)

★大みか小学校児童が用意する物：色鉛筆もしくはクレヨン

★茨城キリスト教大学で用意するもの：

コイン (12グループ用)

歌詞カード

黒板に貼るカード (下記参照のこと)

黒板に貼る “What do you like to do” カード内容 (それぞれ児童がわかるような絵を12枚描き, その下に文字を入れる)

I like to ski.	I like to read.	I like to play tennis.	I like to watch TV.
I like to swim.	I like to cook.	I like to eat.	I like to clean my room.
I like to draw.	I like to listen to music.	I like to play dodgeball.	I like to play TV games.

2004年6月16日(水)5年生用(第2回)

本時の目標(2/6)

- (1) ショッピングをしながらお金の使い方を練習をする。
 (2) TPR (Total Physical Response) の練習をする。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Choral Review	2, 3人のPは GTと自己紹介 の復習をする	最初に前の時間の復習を します。	GT goes over the answers to "What do you like to do?" Then asks 4 or 5 P the three questions below. (What's your name? Where do you live? What do you like to do?)	One of the ST Groups puts the following three questions on the board. (What's your name? Where do you live? What do you like to do?)
5 min (9:36 -9:41)	Activity #1 Demo		Now, let's enjoy shopping. Please watch GT and me. りんごの絵を指しながら How much is this? HRT gives 4 cents to GT. You're welcome. オレンジの絵を指しなが ら How much is this? HRT gives 6 cents to GT. You're welcome.	4 cents, please. Thank you. 6 cents, please. Thank you. GT and one of the ST Groups does the same demonstration.	One of the ST Groups puts the price lists and pictures of fruit on the board. (apple, orange, grapes, cherry, banana, strawberry)
10 min (9:41 -9:51)	Group Activity #1		Next, do the same thing with ST. PがうまくSTと練習が できているか、机間巡視 する	GT observes ST and pupils, giving brief guidance where necessary.	GT and P do shopping role plays after the whole group practices "How much is it?" and "XX cents, please."
6 min (9:51 -9:57)	Activity #2 Demo		Okay, let's stop. Now let's get active.	Please watch us. GT demonstrates TPR. Sit down/stand up/walk Stop/turn around/jump Touch (your nose, your ears, your eyes, your mouth)	ST demonstrate TPR with GT.

10 min (9:57 -10:07)	Activity #2	GT と ST と一 緒に、クラス全 員で TPR をす る	P がうまく TPR ができ ているか、机間巡視する	GT explains some words (face, teeth) in the song, "This is the Way." GT and ST start singing.	ST sing while among the pupils.
7 min (10:07 -10:14)	Music Time	一緒に歌う	Let's sing a song.	You are welcome. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.
1 min (10:14 -10:15)		Thank you GT and ST. Goodbye.	That is it for today class. Say thank you to GT and ST. See you next week. Goodbye.	Goodbye class.	Goodbye class.

- ★大みか小学校で用意する物：マグネット (30個×2クラス分)
- ★大みか小学校児童が用意する物：歌詞カード (前回使用したもの)
- ★茨城キリスト教大学で用意するもの：
 - コイン (12グループ用)
 - 黒板に貼るカード # 1 × 2

What's your name? Where do you live? What do you like to do?
--

黒板に貼るカード # 2 × 2

りんごの絵	4 cents
オレンジの絵	6 cents
ぶどうの絵	7 cents
さくらんぼの絵	3 cents
バナナの絵	10 cents
いちごの絵	8 cents

- (黒板に貼るカード # 3 × 2) + (グループで使用するカード × 10) = 12 セット
 りんご, オレンジ, ぶどう, さくらんぼ, バナナ, いちごの絵を1枚に1種類ずつ描く
 (りんごとオレンジとさくらんぼは1個ずつ, ぶどうとバナナは1房ずつ, いちごは3個1枚の紙に描く)

2004年6月23日(水)5年生用(第3回)

本時の目標(3/6)

(1) 英語で読まれる物語に耳を傾ける。(2) TPR (Total Physical Response) の練習をする。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Review	4, 5人のPは GT 買い物仕方 の復習をする	最初に前の時間の復習を します。		
5 min (9:36 -9:41)	Activity #1 Demo		Now let's get active. (では身体を動かしま しょう)	GT reviews the shopping activity by asking several pupils "How much is it?"	One of the ST Groups puts the price list on the board.
10 min (9:41 -9:51)	Group Activity #1	GT と ST と一 緒にクラス全員 でTPRをする	P がうまくTPR ができ ているか、机間巡視する	Please watch us. GT demonstrates TPR. Review the previous TPR. Add "Point to the (table, chair, blackboard, clock, door, and window)." Okay, let's get active.	ST demonstrate TPR with GT. ST do TPR with GT and pupils.
12 min (9:51 -10:03)	Story Time		Now it's story time. (お話を聞きましょう)	GT reads a story to the whole class.	ST in each group read stories to their groups.
11 min (10:03 -10:14)	Music Time	一緒に歌う	Let's sing a song.	GT explains meanings of some words in the song, "This is the Way." GT and ST start singing.	ST sing with pupils while among them.
1 min (10:14 -10:15)		Thank you. See you next week. Goodbye.	That is it for today class. Say "Thank you to GT and ST." See you next week. Goodbye.	You are welcome. Goodbye.	You are welcome. Goodbye.

★大みか小学校で用意する物：マグネット (30個×2クラス分)

★大みか小学校児童が用意する物：歌詞カード (前回使用したもの)

★茨城キリスト教大学で用意するもの：値段表 (りんご, さくらんぼ, オレンジ等)

2004年6月30日(水)5年生用(第4回)

本時の目標(4/6)

誕生日の表現を覚える

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Choral Review	Four cents, please. Thank you.	Let's review the previous lesson. (前回の復習をします)	How much is this? Here you are. You are welcome.	ST help pupils.
5 min (9:36 -9:41)	Demo #1		Let's talk about birthdays. (誕生日について話しま しょう) When is your birthday?	My birthday is in XXX.	One of the ST Groups puts calendars of months on the board.
10 min (9:41 -9:51)	Practice #1	英語で月の名前 を練習する		Let's practice your birthdays and the names of the month.	ST help pupils practice.
10 min (9:51 -10:01)	TPR		Let's get active.	GT starts TPR and ST continue.	Review all the TPR and add new items. Point to January, February...
12 min (10:02 -10:14)	Music Time	一緒に歌う	Let's sing a song.	GT explains some words in the song, "This is the Way." GT and ST start singing.	ST sing while among the pupils.
1 min (10:14 -10:15)		Thank you. See you next week. Goodbye.	That is it for today class. Say "Thank you to GT and ST." See you next week. Goodbye.	You are welcome. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.

★大みか小学校で用意する物：特になし

★大みか小学校児童が用意する物：歌詞カード(前回使用したもの)

★茨城キリスト教大学で用意するもの：カレンダー(12ヶ月分×2セット)

2004年7月7日(水)5年生用(第5回)

本時の目標(5/6)

誕生日の表現を覚える

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning. Good morning GT	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Choral Review #1	January February...	Let's review the last lesson. (前回の復習をします)	First, let's practice the names of the month. (Points at the calendars on the board.) January, February...	One of the ST Groups puts calendars of the 12 months on the board. ST help pupils.
10 min (9:36 -9:46)	Choral Review #2		Let's talk about birthdays. 誕生日について話しま しょう。 When is your birthday?	My birthday is in August.	One of the ST Groups puts pictures representing the months on the board.
10 min (9:41 -9:51)	Practice #1	英語で月の名前 を練習する		Let's practice your birthdays and the names of the month.	ST help pupils practice.
10 min (9:51 -10:01)	TPR		Let's get active.	GT starts TPR and ST continue.	Review all the TPR and add new. Point to January, February...
12 min (10:02 -10:14)	Music Time	一緒に歌う	Let's sing a song.	GT explains some words in the song, "This is the Way." GT and ST start singing.	ST sing while among the pupils.
1 min (10:14 -10:15)		Thank you. See you next week. Goodbye.	That is it for today class. Say "Thank you to GT and ST." See you next week. Goodbye.	You are welcome. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.

★大みか小学校で用意する物：特になし

★大みか小学校児童が用意する物：歌詞カード(前回使用したもの)

★茨城キリスト教大学で用意するもの：カレンダー(12ヶ月分×2セット)

2004年7月14日(水)5年生用(第6回)

本時の目標(6/6)

英語のゲームを通して、英語に触れる喜びを体験させる

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning GT.	Good morning class. Say "Good morning" to our guests.	Good morning class.	Good morning class.
18 min (9:31 -9:49)	Game #1	STからゲーム の説明を聞いた 後、一緒にゲー ムをする	Today we are going to play two games. (今日は2種類のゲーム をします) Pがゲームを楽しんでい るかどうか、机間巡視す る	Let's begin the first game.	Each group of pupils will play two games with ST. The games will be bingo and card games. ST start to play the first game.
18 min (9:49 -10:07)	Game #2	STからゲーム の説明を聞いた 後、一緒にゲー ムをする	Stop the first game. Now let's enjoy the second game. (最初のゲームを終わりに してください。では、 2番目のゲームを始めま しょう) Pがゲームを楽しんでい るかどうか、机間巡視す る		ST start to play the second game.
7 min (10:07 -10:14)	Music Time	一緒に歌う	Let's sing a song.	GT explains some words in the song, "This is the Way." GT and ST start singing.	ST sing while among the pupils.
1 min (10:14 -10:15)		Thank you. Goodbye.	That's all for today class. Say "Thank you to our guests." Say "Goodbye."	You are welcome. Goodbye.	You are welcome. Goodbye.

★大みか小学校で用意する物：特になし

★大みか小学校児童が用意する物：歌詞カード(前回使用したもの)

★茨城キリスト教大学で用意するもの：ゲーム(6セット×12)

Appendix B
Children's Songs

This is the Way

1. This is the way we wash our face
Wash our face, wash our face.
This is the way we wash our face
At seven o'clock in the morning.



2. This is the way we brush our teeth
Brush our teeth, brush our teeth,
This is the way we brush our teeth,
At seven o'clock in the morning.



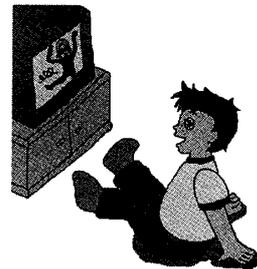
3. This is the way we eat our lunch,
Eat our lunch, eat our lunch,
This is the way we eat our lunch,
At one o'clock in the afternoon.



4. This is the way we eat our dinner,
Eat our dinner, eat our dinner,
This is the way we eat our dinner,
At six o'clock in the evening.



5. This is the way we watch TV,
Watch TV, watch TV,
This is the way we watch TV,
At seven o'clock in the evening.



6. This is the way we go to bed,
Go to bed, go to bed,
This is the way we go to bed,
At nine o'clock in the evening.



大学の英語教育と小学校の『総合的な学習の時間』との連携：
新しい試み

上野 尚美・ローリー バスキン・パトリック スティーブンス

本稿は2つの目的をもって書かれている。第1の目的は、2004年4月にスタートした茨城キリスト教大学文学部新学科（現代英語学科）における新科目（Activities）と、小学校における『総合的な学習の時間』（2000年4月スタート）内に実施される“英語活動”とを連動した新しい試みを紹介することである。第2の目的は、“英語活動”の効果的な方法について、本学学生にとっての教育的効果と小学校における教育的効果とを併せて考察することである。