

Connecting University English Education to the Period of Integrated Study in Japanese Elementary Schools: Progress in Future Teacher Development in the Second Year

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Introduction

This paper is an update on an ongoing experiment, which started in April 2004 when a new course called Education Activities was offered in the curriculum of the new department, the Department of Contemporary English (DCE) at Ibaraki Christian University (IC). We have already reported on the first semester of 2004 (Ueno, Baskin & Stephens, 2004). In this paper we will focus on the following topics based on our experience during the second semester of 2004 and the first semester of 2005: elementary school lesson cycles and discussion; feedback of student teachers (ST) returning to elementary school; ST to ST observation results; elementary school pupil (P) feedback; kindergarten lessons and discussion; kindergarten ST feedback.

Elementary School Lesson Cycles and Discussion

During the 2004 academic year, IC students and teachers planned and taught 20 lessons at Omika Elementary School. The first 10 of these lessons are presented and discussed in the previous paper (Ueno, Baskin & Stephens, 2004). Based on this knowledge, IC students and teachers worked to further ST development in the second year of the program, but there were three major changes in the program. The first was a reduction in the amount of classes taught at Omika Elementary School (OES). The 20 classes taught during the 2004 academic year were reduced to 16 classes planned for the 2005 academic year in order to provide IC students with more time to plan lessons, develop teaching skills in class, and reflect on what had been done. The 2004 academic year was tremendously rushed and time was insufficient. It was hoped that reducing the class load to 16 classes would provide more class time in the university classroom for students to develop.

The 2005 academic year, however, also saw kindergarten teaching added to the Education Activities class. While this had a number of positive effects such as enabling students to experience a new kind of teaching, it meant reorganizing the teaching staff involved, the second major change. Baskin continued to go regularly to

OES, but Ueno and Stephens only went occasionally. The program lacked regular feedback from Ueno, and class preparation continued with limited participation from Ueno and Stephens. Baskin and Littlejohn, another IC teacher, worked together at OES planning lessons and preparing students. Littlejohn replaced Stephens in the classroom and lessons went well, but the 2005 academic year was not the reflective year of consolidation that had been hoped for.

The third major change was deliberately organizing the lessons in cycles and providing them to teachers at OES as one package. While there was a rough framework in the 2004 academic year and the knowledge necessary for the handicraft activities was taught in advance, it was thought that the four to six lessons taught to each class did not have sufficient connection and cohesiveness. Therefore, in the 2005 academic year, we deliberately attempted to plan all four lessons for each class as one cohesive cycle using activities in each lesson to prepare for what would be taught in future lessons.

Lesson Cycle One- The Third Graders

This was the second time to teach third graders at OES, but these third graders were new to our classes. The students and teachers adapted the best parts of the previous year's lessons to create lesson cycles.

You can see in the first lesson plan for third graders (Appendix A1) that it is simpler than the plan for the 2004 academic year found in the 2004 paper (Ueno, Baskin, & Stephens, 2004). There were also too many activities and too much material to cover in the 2004 academic year. The simplification helped improve teaching, and classes were much smoother due to improved lesson plans, more time to plan and prepare, and experienced ST and teachers.

The second lesson (Appendix A2) was much better connected to the first lesson and prepared for the following lesson much better than in the 2004 academic year. The introductions and family vocabulary from the first lesson were reviewed and reinforced. In addition, Mr. and Ms. were introduced as vocabulary that would be used in the handicraft activity in the next lesson.

The third handicraft lesson (Appendix A3) was superior to the card lesson in the 2004 academic year when 3rd graders made birthday cards. The ST-provided templates eliminated problems with writing and helped speed up the procedure. The ST knew better what they were doing and this also helped. The pupils were more prepared to make the cards as the groundwork had been laid in previous lessons. The lesson, however, still had problems. Most pupils required more time to make the cards than allotted and they had to be pressured to finish on time. This was due to the limited time and pupils who wanted to create beautiful artwork.

The fourth lesson plan (Appendix A4) did not display marked changes from the

2004 academic year, but the execution of lessons did. Since teachers and ST knew much more what to expect from the elementary school, necessary changes were made to lesson plans. This, combined with experienced ST participating for their second year being able to work alongside and guide the enthusiastic new ST, helped the IC class provide much better lessons than during the 2004 academic year.

Lesson Cycle Two- The Fourth Graders

The lesson cycle for the fourth graders repeated part of the lesson cycle for the third graders and presented new activities as well. The introductions and family vocabulary were continued. The six *thank you for doing* statements used for third graders were changed to fifteen *I like* statements. As the current fourth graders created cards in the 2004 academic year, the ST decided on a new activity for the 2005 academic year, making the *thank you* statements unnecessary.

While the third graders learned the *thank you* statements preparing for the card activity, the fourth graders learned the fifteen *I like* statements. (Appendix B1) They learned twelve during the 2004 academic year and these were reviewed. Three new statements were added and a new song, *What do you like to do?*, written and created by Stephens using the language learned during the 2004 academic year. (See Appendix D.)

The song was a little difficult for pupils to sing, but they enjoyed the gestures accompanying the song and appeared to understand the words. There was concern that the song was overly difficult and should be dropped from future lesson cycles. However, there was a high interest level in the song due to the gestures and the pupils recognizing the words sufficiently, resulting in the song being continued. At the end of the cycle, when ST participated in planning for the next cycle, ST overwhelmingly decided to continue using the song.

The second lesson in the cycle (Appendix B2) included working with pupil introductions and *I like* statements from the first lesson. These were reinforced and new portions were added. The major change in this lesson was adding emotion vocabulary in preparation for the handicraft to be made in the third lesson. The vocabulary was taught and then reinforced with a concentration game.

The third lesson and the Mr. Balloon handicraft (Appendix B3) were a great success, but they presented several issues. The first was time. Due to insufficient time for the handicraft in the third grade cycle, Baskin had discussed alternatives with an OES teacher. She had very much liked the handicraft as had the ST. Baskin had pedagogical doubts about the lesson, offering ST the option of dropping it from future lesson cycles. ST, like the OES teacher, enjoyed the handicrafts and wanted to continue. The teacher, however, suggested scheduling the lesson plan more loosely to accommodate the time needs of pupils who wanted or needed more time. She

suggested handicraft time and story time be treated as one time block. When ST completed the handicraft, they could move to story time. If they did not do story time, this did not pose problems.

As for the craft itself, it was very chaotic, but enjoyed by all. The pupils were very happy to be creating things and loved the balloons, but the chaos and the lack of English used in the activity meant there was substantial room to improve if it were to be used again. While the activities in the 2005 academic year were better planned and carried out than in the previous year, with more English being used, they still presented a major challenge in using English as part of the craft activity. This was difficult due to the pupils' limited English skills, the task overload from making handicrafts and speaking English at the same time, and ST needing more practice to improve at teaching both simultaneously. This may be the biggest challenge for ST in teaching.

Although the fourth lesson plan (Appendix B4) looks almost the same as that of the third grade cycle, the lesson was different in one key point - ST had made the games to play with P. This went very well. ST made games and practiced them before class. While the commercially manufactured games were excellent and all the game days went well, this day was the best yet. The process of ST making their games helped them to think even more about using games in the classroom with English. This process and the sense of ownership acquired by ST prepared them better and taught them much about teaching, while readying them to use the games more productively in class. This reaffirmed the IC teachers' belief that it is best to use ST created materials whenever possible, not saving them for future years. The process of creation followed by use is very productive, the benefits far outweighing the time required to make the games.

2nd year Returning Student Feedback

Feedback is important for obtaining information from ST to examine their thinking about their teaching, classes, and other aspects of the course. Ueno, Baskin, and Stephens therefore conducted a number of surveys during the education activities class in both years. At the end of the first semester of the 2005 academic year ST were surveyed. Here, we will discuss the responses of 10 second-year ST teaching elementary school for their second year. The survey asked the ST to agree or disagree with statements on a scale of 1 to 5, with 1 being the strongest agreement and 5 the strongest disagreement while 3 was neutral. Then the ST were asked to write their comments about the course. The numerical results are presented in Table 1 and discussed below.

The evaluation results for the first item show that 70% of the ST agreed or strongly agreed that they had improved. This is to be expected given their additional

Table 1: Second Year ST Perceived Elementary School Teaching Progress

	Survey items	1	2	3	4	5
1.	I have become better at preparing lessons for elementary school English classes.	4	3	3	0	0
2.	I have become better at understanding the elements of making good elementary school activities, lessons, and theme-based units.	3	5	0	0	2
3.	I have become better at making my teaching meet the needs/levels of my elementary school students.	1	9	0	0	0
4.	I have become better at taking lesson activities a step further when I have extra time.	2	7	0	1	0
5.	I have become better at creating appropriate materials to use in elementary school English lessons.	1	5	2	1	0
6.	I use classroom English more frequently.	1	6	3	0	0
7.	I am better at classroom English.	0	6	4	0	0

experience preparing lessons. The question here is why 30% of the ST did not feel they had improved. Had they improved, but not perceived improving? Or had they actually not improved? Given the work they did, it is difficult to imagine that they did not improve at all. To teachers observing, it appeared there was great improvement among the ST.

For the second item, 80% of the ST agreed or strongly agreed that their understanding of the elements needed for preparing good lessons had improved. Again, this was expected given their additional experience. The reason 20% of the ST did not feel they had improved is difficult to explain. Again, it is difficult to imagine that they did not improve at all. This was more difficult for observing teachers to judge as this was primarily an internal process, but from ST's improved lesson planning, teaching, and other work, it seemed that the ST had all improved.

While the responses were all positive for item three, only one ST strongly agreed that she had become better at adjusting her teaching. This may have been the cultural tendency of Japanese students to under-evaluate their work or ability, looking at the glass as half-empty instead of half-full. Teachers observing the ST teaching certainly evaluated their improvement more highly.

Item four, like item three, may present cultural issues. The ST who selected 4 was certainly indicating disagreement. As to the other nine ST, they all saw improvement in expanding their lesson activities. Teachers observing the ST teach saw them as much better at taking the lesson activities further when they had time. Sometimes they needed reminders, but they knew how to expand the lessons for further learning. In the previous year ST were reminded quite often, but found it difficult to find ways to expand lessons to the next step for advanced P.

Results for item five, about creating appropriate materials, presented the weakest response among the first 5 statements. The teachers evaluated the ST much more highly than during the 2004 academic year given the games they made and how they appeared to work better than during the 2004 academic year. Again, cultural forces may be at work here. It is not clear why one ST did not answer this and one disagreed, but it is clear that the ST felt weaknesses here. One reason for this might have been because there wasn't enough opportunity to practice creating appropriate materials.

The responses for item six about using classroom English more frequently appear to be relatively straight forward. Ninety percent of the ST agreed or strongly agreed. This was to be expected given the amount of time spent on using classroom English in the university classroom. Again, it is not clear why more ST did not strongly agree. To teachers who had observed these classes, it seems that there might be a cultural reluctance here to view yourself as having overly improved. Observation seemed to show better results compared to the 2004 academic year.

The last item, item seven, asked about ST getting better at classroom English. None of the ST selected 1. This was a surprise to the teachers who were very pleased with the improvement. Given the improvement they observed, they wondered how 40% of the ST failed to see improvement and only 60% agreed without any ST strongly agreeing. Perhaps, cultural reluctance is the only explanation here.

Discussion

Further comments on the survey provided additional information, touching upon areas not mentioned in the survey. Students were offered the option of writing in English or Japanese. All students wrote in English. This speaks volumes about the students' interest and dedication.

The comments of the students shared a number of themes. The course was better during the 2005 academic year for several reasons. The teachers and ST did a better job as they had their experience from the 2004 to 2005 to rely upon. The extra days for preparation also helped. The ST during the 2005 academic year, on average, were more dedicated and hard working than during the 2004 academic year. This class also appears to have motivated many ST to pursue a career in teaching or strengthened their already existing desire to become a teacher.

ST keenly felt the responsibility of teaching P, a responsibility not present in any other class and many of them felt pressured. There was also the issue of the first-year ST and their dependence, which was only natural. Ueno, Baskin, and Stephens had been very focused in dividing up the groups to have first-and second-year ST in each group. One ST offered a valuable suggestion of letting first-year ST teach by themselves and having second-year ST observe and evaluate. This is an excellent suggestion to encourage first-year ST to take the lead and work on the second-year

ST's observation skills. While this would result in some first-year ST relying on other first-year ST, it would give the first-year ST an excellent opportunity and should be seriously considered.

There was also an issue of needing more ideas for planning and preparing as well as teaching in class. Although the teachers made every effort to include the ST in planning and teaching, due to the limited number of classes and number of ST, many individual ST had a limited role in lesson planning and teaching. Some more vocal ST had a greater role, but it was still limited. Even teachers had a limited amount of planning and teaching given the number of classes to be planned for and taught. It takes years to become a skilled teacher and be able to quickly produce ideas. It is quite a challenge for university ST to do so in such a limited time frame.

Another topic examined here is the lack of opportunity for ST to talk with each other. This could be addressed with more group work outside of class, but teachers are reluctant to assign additional work given how demanding the class already is. In addition to lesson planning and materials creation, ST are expected to dress professionally and walk to the elementary school and back in heat and cold. It still may be necessary to have additional group work outside of class. Perhaps it should be set up as an option for interested students in the future.

Using Japanese in class was another issue, one commonly brought up by many students of English from young children to adults. While some would consider the use of Japanese necessary, Ueno, Baskin, and Stephens had decided on an English only atmosphere given the difficulties of creating an atmosphere with limited Japanese use while in Japan. In their experience, an atmosphere with limited Japanese use was very difficult to maintain, and they were concerned that it would quickly become an atmosphere with limited English use.

An ST also brought up a new suggestion of only using one activity per class. While the ST's point of having fewer activities should definitely be looked into given the time consumed by changing from one activity to another, one activity would probably be too limited. It would be very difficult to continue for an entire class period, and P interest would most likely suffer. Still, the ST aptly indicated that the lesson plans might be better with fewer activities in the future.

The feedback provided in this survey was helpful to teachers as it showed where ST felt they had made progress and where they felt they had not. The feedback suggests both areas where ST need to do more work and also areas where it may be helpful to discuss ST perception. The feedback also provided some valuable suggestions to consider for the future.

Student to Student Observation Results

Table 2: Comments of Second-Year ST Observing Elementary School Lessons

		Responses	
A		Write two positive things you observed.	
	1.	Student teachers speak English well.	3
	2.	Student teachers use body language effectively.	3
	3.	Student teachers are good at teaching games to pupils.	3
	4.	Student teachers smile a lot.	3
	5.	Student teachers make good eye contact with pupils.	2
B		Write two things you think could be improved.	
	1.	Student teachers should speak English more.	8
	2.	Student teachers should speak in louder voices.	6
	3.	Student teachers should be more consciousness of being teachers in terms of clothes, makeup, accessories, and appearance.	6
	4.	Student teachers should not speak Japanese.	4
	5.	Student teachers should praise pupils more.	2

Discussion

Table 2 shows comments made by 9 second-year ST after they observed one lesson taught by the first-and second-year students who are taking this Education Activities course for the first time. Only comments made by more than one ST are presented here. According to Table 2, we can point out two meaningful findings. The first is that all the negative comments given are similar to or exactly the same as comments teachers made while ST were teaching elementary school pupils as first-year ST. Naturally, we can see their progress in terms of their use of English, their behavior as ST, and other actions in the classroom. This progress is one of our major goals in teaching Education Activities. Therefore, the second-year ST's development indicates that our direction in teaching this course is correct. The second finding is that the second-year ST have become more capable in modifying their teaching. Their positive comments about other ST demonstrate that they are already able to implement those teaching techniques themselves to some extent.

Elementary School Pupil Feedback

Table 3: Pupil Feedback Results

		Questions	3 rd grade pupils (30)	4 th grade pupils (61)	5 th grade pupils (56)
1.		Did you enjoy the classes taught by IC teachers and students? Yes.	29 (97%)	61 (100%)	53 (95%)
		No.	1 (3%)	0 (0%)	3 (5%)
2.		What is (are) the reason(s) for Question #1? (multiple answers)			
	(1)	I was able to learn English with many teachers.	17	34	35
	(2)	I was able to enjoy games.	23	41	42
	(3)	I was able to understand English.	12	17	19
	(4)	I was able to learn with foreign teachers.	16	24	16
	(5)	The contents of the lessons were difficult.	0	1	3
	(6)	I was not interested in learning English.	0	0	2
3.		Do you want to take these kinds of lessons regularly?			
	(1)	Yes, I really want to.	22 (73%)	48 (79%)	35 (63%)
	(2)	Yes, if I have a chance.	8 (27%)	8 (13%)	16 (29%)
	(3)	I really haven't thought about it.	0 (0%)	5 (8%)	5 (8%)
4.		Feel free to write your comments.			
		I enjoyed learning English very much.	7	14	9
		I enjoyed learning English, since many teachers taught me.	3	2	3
		I enjoyed learning English, since many university students taught me.	7	1	
		I enjoyed learning English, since native English speaking teachers taught me.	2	2	
		I enjoyed learning English, since the lessons were easy to understand.	2		5
		I enjoyed playing English games.	14	6	12
		I enjoyed singing (Hokey Pokey).	3	5	
		I want to take these kinds of lessons again.	10	1	12
		I want to take these kinds of lessons throughout the year.			3
		I wish I could speak English more.	1	4	
		I was happy that I learned a lot of English.	2	1	6

Discussion

OES teachers made the questionnaire after all our first-year teaching finished in 2004. The teachers created the questions, and 147 pupils (thirty 3rd graders, sixty-one 4th graders, and fifty-six 5th graders) completed the questionnaire. This is approximately 60% of the pupils who participated in the lessons. The questionnaire also asked pupils for additional comments. All but one pupil provided comments.

Overall, the answers reported in the questionnaire showed a fairly positive response to our English lessons. Approximately 97% of the pupils enjoyed the lessons, and 100% of the 3rd graders indicated their satisfaction. The response of the elementary school pupils indicates that our teaching approach has been successful at exposing them to English instruction in an enjoyable way. Since, for many of these pupils, this is the first exposure to English instruction, we are satisfied with these results.

There are a number of possible reasons for the strong positive response from the OES pupils. The first is that although it still needs improvement, our approach is relatively organized. The details are discussed in the 2004 paper (Ueno, Baskin & Stephens, 2004). Secondly, even pupils who had had prior exposure to English lessons had not experienced English lessons taught by so many ST and teachers. There were approximately 19 ST per class, including native English speakers, which may have been exciting for the pupils. The third reason is that most of the teachers were university students, who the pupils saw as big brothers and sisters.

There are four other results that should be pointed out here. First, in Question 3, 93% of the pupils want to take our lessons again if we combine the two answers in (1) *Yes, I really want to* and (2) *Yes, if I have a chance*. This is reasonable since approximately 97% of the pupils enjoyed the lessons. Second, in Question 2, (2), approximately 72% of the pupils enjoyed playing games as is often the case for team teaching classes. Third, in Question 2, (4), approximately 25% of the pupils enjoyed our lessons because they felt their English had actually improved. Fourth, in Question 2, (2) and Question 4, we can see some differences between the grades, which probably result from child development. Younger pupils are eager to participate in activities during lessons, but this number declines in the upper grades.

The results of the query of elementary students after participating in the English lessons with the Education Activities program are very positive in all. Students really seemed to enjoy learning in this way. As Matsukawa (1997) points out, curriculum design is still very much under development in Japan. Since this is the case, we are hopeful that our second-year trial will help to contribute to curriculum design in some way.

Kindergarten Lessons and Discussion

A Brief Overview

As noted previously, the 2005 academic year marked the beginning of Education Activities kindergarten classes. Since Seiji Kindergarten in Tama in Ibaraki is an IC kindergarten, there was much more freedom scheduling classes and planning lessons. Ueno, Baskin and Stephens created a schedule where ST would teach at the kindergarten every other week. This allowed ample time between classes for giving feedback, reviewing lessons, lesson planning, and preparing materials for future lessons.

Teaching kindergarten consisted of two 25-minute mini-lessons, the first with 5-year-olds and the second with 4-year-olds. Twenty-five minutes may seem short for teenagers or adults, but a 25-minute lesson is more than enough for kindergarten-age children due to shorter attention spans.

While students planned the Education Activities elementary school lessons with substantial assistance from the IC teachers involved due to the limited time available, the kindergarten lessons were primarily planned by ST with teachers only providing guidance. At the beginning of the semester, the class researched and brainstormed to gather ideas for general lesson topics. The topics selected had to be appropriate for four and five year-olds with little or no prior experience in English. In addition, Ueno and Stephens provided ST with a list of possible topics. Through this process, with guidance from the IC teachers, ST were able to find topics suitable for the age and level of the children to be taught. The next step was arranging the topics to provide for easy transitioning and the ability to continuously review previously covered material. Through a process of work in small groups, ST outlined the semester by topic, and then the class met to discuss the positives and negatives of the outline. In the end, the ST and teachers decided on a final outline.

After creating the general outline, the class had a basic idea of the direction for the semester at the kindergarten; however, ST still needed to decide the specifics of each lesson. This was done throughout the semester on the days away from the kindergarten. Through guidance and feedback from teachers, ST created each lesson plan step-by-step. The main priority in this process was maintaining a high interest level. Therefore, with children of 4 or 5, ST and IC teachers decided it would be best to use play as the main lesson structure. Games and activities created for each lesson included using tangible objects, colorful pictures, sounds, dances, and songs.

Although the pupil interest was of primary concern, classes didn't always go as smoothly as hoped. One problem encountered was the drastic difference in ability between 4-year-olds and 5-year-olds. Lesson plans were written to accommodate both age groups, and the teachers and ST discussed how to adjust each lesson to the upper

and lower levels. Nevertheless, the main difficulty with lessons seemed to be going from the 5-year olds to the 4-year olds. Where the 5-year-olds really enjoyed the lessons, the 4-year-olds were sometimes sleepy, shy, and uninterested. This difficulty will need to be explored in order to create better lessons or better adjust lessons for younger students in the future.

Discussion of Lesson Plans

Appendix C contains the kindergarten lesson plans created by the Education Activities ST for the first semester of the 2005 academic year. As can be seen from the lesson plans, each mini-lesson includes singing the *Hello Song*. This song was chosen for its simplicity, and the ST created body movements to accompany it. Although some children didn't sing or understand every word, all children were moving their bodies and pretending to sing by the third week. Since one of the main ideas of singing the song was to simply loosen the children up, we were satisfied with the participation. Other songs were also used during the five weeks of classes to help strengthen concepts of vocabulary taught and practiced in lessons. These songs also included body movements and animal sounds. The active components of the songs used were undoubtedly the key to holding student interest.

Another important reoccurring idea in all the lesson plans below is using games to teach and reinforce vocabulary. ST created laminated cards to teach colors, shapes, animals, numbers, and counting. They also created games using the same cards and/or realia to repeat and reinforce the key lesson objectives. Most games had active components where kindergarteners (K) could move around, make sounds, pretend to be animals, and compete. Again, the active components in the games were very important for keeping the attention of the K.

For the fifth and final lesson, ST created original games or activities that included the topics covered in all the previous lessons. The games were an out of class assignment, but teachers gave input when asked. Two weeks before the class the games were to be used, ST were asked to demonstrate the basic idea of their games to the class. Then, the week before using the games, the class played each game to check that they would work and that the ST could explain how to play using only English or body language. In the end, the games were a success. The ST gained confidence in their ability to create their own language games, and the K enjoyed playing and learning.

Education Activities Kindergarten ST Feedback

When the new kindergarten program of Education Activities was conceived, Baskin, Ueno, and Stephens knew there would be approximately 30 K in each mini lesson taught. The teachers believed it best to send mostly experienced ST since they

would be asked to take on more responsibility for lessons and teaching. This being the case, the teachers chose nine second-year ST. From the beginning, the teachers envisioned dividing the 30 K into four groups, and thus dividing the ST involved into four groups. With nine ST, a weaker group would be helped by an extra person and there would be an alternate if someone was absent. All ST were chosen for their high motivation, not necessarily for their English skills.

At the end of the first semester, the teachers distributed an anonymous survey to ST. The survey questions primarily address the progress ST perceived in their own learning and teaching during the course. Since ST had more time in the classroom to learn about preparation and more feedback from teachers, teachers expected a higher perception of their teaching skills after the course was finished. These teaching skills would include planning and carrying out lessons, adjusting lessons for higher or lower-level K, and creating appropriate materials. A total of eight ST took the survey at the end of the course. A response of one indicated strong agreement with the survey item while five indicated strong disagreement. The results and analysis follow below.

Asking about their perceptions of their ability to plan lessons showed very positive results. Seven of the eight ST felt they had improved at creating lesson plans for the kindergarten level. Three of the seven ST had strong feelings of improvement in lesson planning. These findings are not at all surprising. As stated earlier, these ST were highly motivated and exerted themselves in and out of class the previous year. They also spent the whole semester planning lessons, implementing them, and receiving feedback during and after each lesson. It is slightly puzzling that one ST didn't feel improvement. Was this related to self-perception or unrealistically high goals?

On a related question, teachers asked whether ST felt they understood the elements needed in lessons and activities to make them pedagogically viable, which

Table 4: Second Year ST Perceived Kindergarten Teaching Progress

	Survey Items	1	2	3	4	5
1.	I have become better at preparing lessons for kindergarten English classes.	3	4	0	1	0
2.	I have become better at understanding the elements of making good kindergarten activities, lessons, and theme-based units.	2	3	3	0	0
3.	I have become better at making my teaching meet the needs/levels of my kindergarten students.	4	1	2	0	1
4.	I have become better at taking lesson activities a step further when I have extra time.	4	1	3	0	0
5.	I use classroom English frequently.	4	2	2	0	0
6.	I am better at classroom English.	4	1	2	1	0
7.	I have become better at creating appropriate materials to use in kindergarten English lessons.	2	4	1	0	1

provided a slightly less positive picture. Five of the eight ST felt they had a better understanding of the pedagogical elements within lessons and activities. Of those five ST, two felt strongly. However, three ST stated they did not feel their understanding improved. Teachers found this difficult to understand given the amount of time and effort the ST invested. Teachers again wondered if this may have been related to self-perception or unrealistically high goals. During the semester teachers did note that ST sometimes had unrealistic expectations. This may also indicate that teachers need to more overtly teach the fundamentals of language learning along with directing and assisting with lesson plans.

Teachers also asked the ST about their perceptions of their abilities to carry out lesson plans in the classroom. When asked whether they had improved at adjusting lessons to the needs/levels of their K, half the ST strongly believed they had improved while one saw improvement to a lesser extent. Two ST saw no change, and one strongly believed they had not improved at all. As this skill of adjusting lesson plans to K levels takes place in an impromptu manner, it seems more likely that ST would not gain this skill as quickly. ST who saw no change or declining skills could be representing the true progress of a difficult to acquire skill at this stage. Contrary to previous teacher concerns about unrealistic student goals and perceptions, ST who chose the very positive responses to this question may primarily be showing the confidence they gained through overcoming adversity in the classroom.

In a similar question, teachers asked about the perception of ability to take lessons one step further. Often teachers are left with more time than they had planned materials for because K learn the material faster than they had thought. In this case, ST are taught how to extend lessons to keep the interest of their students and take advantage of the time available. This could be as simple as asking about the colors or pictures in book after reading a story in English. Of the eight ST who took the survey, five believed they had improved this skill with four of the five choosing the strongest choice. Three ST chose no change in the survey. Although five of the eight ST felt they had improved, these three responses are slightly disappointing, as this was significant in the feedback given to ST after lessons. Did their responses reflect reality or perception?

Two other questions related to working in the classroom involved using classroom English. The first asked about the frequency of using English while conducting lessons. The answers received from this question are encouraging. Six out of eight ST said they use classroom English frequently while working with K. Of those six positive responses, four strongly felt this way. Two of the eight respondents selected no change. The strongly positive response from the group on this question is not surprising as these students are generally motivated to speak English. Moreover, they know they will receive negative feedback from teachers if they do not try to use classroom

English.

The second question regarding classroom language asked whether ST had become better at using classroom English. The responses to this question show that five of the eight ST felt they had improved at using classroom English. Two ST chose the no change option and one a slightly negative response. This indicates that although ST are using the language, they do not perceive improvement. However, when looking at the data closely, the ST who chose no improvement or declining skills on this question mostly chose the same responses on the previous question. This suggests that they don't perceive improvement because don't use the language as frequently.

Finally, since ST created all of the materials used in this course, teachers asked about their perceptions of their abilities to create appropriate materials to use in lessons. Of the eight respondents, six said they had improved at making appropriate materials. One chose no improvement and one a strongly negative response. The strongly negative response to this question requires serious consideration. The ST all had the same access to supplies and support from teachers in making their materials. Most materials made for the class were well done. One possibility is that the ST relied mostly on partner(s) to do the work and thus didn't gain much confidence in their ability in the skill of materials creation.

As a whole, at the end of the semester, Ueno, Baskin, and Stephens felt strongly that the ST in the kindergarten section of Education Activities had performed outstandingly. They were given much more responsibility for planning lessons, preparing materials, and carrying out lesson plans than in their first year. As with any class, there were a few students who preferred to follow the lead of others. However, there were far more ST who, when given more responsibility, naturally assumed leadership roles. These ST did things such as coordinate the creation of materials out of class so that all the necessary realia and cards would be ready for the classes in which they would be used. Moreover, they often met out of class to make sure activities within lessons were planned in a way that held K's interest. At the beginning and during the lessons themselves, these motivated ST equally distributed Ks to all small groups and helped control unruly children much like normal classroom teachers.

Since ST did very well with the responsibility given them in the first semester, in the second semester there will be yet another challenge added to lesson administration. Up to this point, the aspect of time management during lessons has been left out of the equation. Since this is sometimes difficult even for experienced teachers, it was decided from the beginning to concentrate on preparation and the interaction between ST and K during lessons. However, after the first semester's trial of the kindergarten section, it seems that it would be beneficial to also train ST to think in terms of time management while administering lessons. This addition to the

load of responsibility should give ST thinking of careers in education more valuable experience they can take with them into their own classrooms.

Conclusion

All of the topics examined in this paper of elementary school lesson cycles and discussion, feedback of ST returning to elementary school, ST to ST observation results, elementary school pupil feedback, kindergarten lessons and discussion, and kindergarten ST feedback all provided valuable information for future progress in the areas of teacher training and language instruction. Training ST is a long never-ending process. Like experienced teachers, ST can always learn more and do better. There is always room for growth. The most important results from the elementary school section were the value of the lesson cycles as well as the ideas that the feedback and observation results provide for future growth, including first-year ST teaching by themselves while second year ST observe. From the kindergarten, results indicated a need to work towards better understanding of the pedagogical elements within lessons and activities. It was also found that ST in both sections of the course may have unrealistic expectations of their progress and the progress of the P involved. As the course matures and teachers become more aware of the problem areas for ST as well as P, the course specifics will continue to be adjusted and refined. For the most part, the classes in the first part of the 2005 academic year were successful in that they provided valuable experience for future teachers and a powerful motivational tool for all the English learners involved.

Acknowledgements

This year's course was made possible through the hard work, assistance, and support of everyone at Omika Elementary School, Seiji Kindergarten, and Ibaraki Christian University who participated. We would like to thank you again and express our appreciation.

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Appendix A1

2005年5月11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) 家族に関する単語を覚える。
- (3) 1から10までの数と、10から100までの数を10毎に練習する。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (Guest Teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning	Good morning Class. Say "Good morning to GT and ST."	Good morning. GT introduces himself.	Good morning.
5 min (9:31 -9:36)	Activity #1 Demo	PはGTとSTの 自己紹介を注意 深く聞く。	First, let's practice introducing ourselves in English. Please listen to GT and ST. (最初に英語で自己紹介 の練習をします。GTと STの話をよく聞いてく ださい。)	My name is Rory Baskin/Rodney Littlejohn. Please call me Mr. Baskin/Mr. Littlejohn. I am XXX. Nice to meet you.	Do the same introduction.
7 min (9:36 -9:43)	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、今と同じ自己紹 介を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。	Observes ST and P, giving brief guidance where necessary.	Practice with P at levels appropriate for each P.
5 min (9:43 -9:48)	Review	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 to introduce yourselves. (はい、ここで練習をや めてください。これから GTが何人かの自己紹介 を聞きます。)	Asks 2 or 3 P to introduce themselves. Prompts as necessary.	
6 min (9:48 -9:54)	Activity #2 Demo	1から10まで と、10から100 までの数を10 毎に練習する。 (10, 20, 30,... 100)	Okay, let's practice how to count from 1-10, by tens to a hundred, and family vocabulary.	Quickly practices counting with P. Introduces family vocabulary (mother, father, brother, sister, grandmother, grandfather) and teacher. Who is this? Who is this?	Father. Mother.

7 min (9:54 -10:01)	Group Activity #2	グループ毎に STと家族に関 する単語と数字 について練習す る。	PがうまくSTと練習が できているか、机間巡視 する。	Observes ST and P, giving brief guidance where necessary.	Practice with P at levels appropriate for each P.
7 min (10:01 -10:08)	Activity #3 Demo and Whole Class Practice	2,3人のPは GTとI like ~ の練習をする。	Okay, please stop. GT will now find out what you like. (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 に好きなことを聞きます。)	Introduces "What do you like?" and the six answers listed below. (If time, reviews intro combined with these.)	
6 min (10:08 -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.	
1 min (10:14 -10:15)		Thank you. Goodbye	That is all class. Say "Thank you." (今日の授業はこれで終 わりです。GTとSTに お礼を言しましょう。) 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)

★大みか小学校児童が用意する物：特になし

★茨城キリスト教大学で用意するもの：

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6枚描き、その下に文字を入れる)

I like to cook.	I like to clean.
I like to teach.	I like to work.
I like to play.	I like to hug.

Cards for family (mother, father, brother, sister, grandmother, grandfather) and teacher.

Cards for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100.

We should have two types of cards—One large for teachers and one small for students. Each group should have two sets of small cards, carried by different students.

Appendix A2

2005年5月18日(水)3年生用(第2回)

本時の目標(2/4)

- (1) 自己紹介の復習をする。
- (2) 家族の紹介ができる。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (Guest Teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning.	Good morning Class. Say "Good Morning to GT and ST."	 Good morning.	 Good morning.
5 min (9:31 -9:36)	Activity #1 Demo	PはGTの自己 紹介を注意深く 聞く。	First, let's review introducing ourselves in English and practice by including "I like..." Please listen to GT. (最初に英語で自己紹介 と私の好きなことを言う 復習をします。GTの自 己紹介をよく聞いてくだ さい。)	My name is XXX. Please call me Rory Baskin/Rodney Littlejohn. Please call me Mr. Baskin/Mr. Littlejohn. I am XXX. Nice to meet you. I like XXX.	(Put "I like" pictures on board.) Do the same introduction.
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、今と同じ自己紹 介をSTと一緒に練習し ましょう。) 児童がうまくSTと練習 ができているか、机間巡 視する。	Observes ST and P, giving brief guidance where necessary.	Practice with P at levels appropriate for each P.
4 min (9:41 -9:45)	Review	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 to introduce yourselves with "I like..." (はい、ここで練習をや めてください。これから GTが何人かの自己紹介 を聞きます。)	Asks 2 or 3 P to introduce themselves with "I like..." Prompts as necessary.	
5 min (9:45 -9:50)	Activity #2 Whole Class Review		Okay, let's review how to count from 1-10, by tens to a hundred, family vocabulary, and I like. (1から10までの数、10 から100までの数を10毎 に、家族に関する単語、 私が好きなことの表現の 練習をしましょう。)	Quickly reviews counting with P and family vocabulary (mother, father, brother, sister, grandmother, grandfather), teacher, and I like.	

8 min (9:50 -9:58)	Group Activity #2	グループ毎に ST と family vocabulary と 数字について神 経衰弱のゲーム をしながら復習 する。	P がうまく ST と練習が できているか、机間巡視 する。	Observes ST and P reviewing above and playing concentration to reinforce the above, giving brief guidance where necessary.	Practice with P at levels appropriate for each P.
5 min (9:58 -10:03)	Activity #3 Demo	GT と ST の会 話を注意深く聞 く。	Okay, please stop. GT will now talk about names. (はい、ここで練習をや めてください。これから GT が、名前の呼び方の 説明をします。)	Asks ST, "Please give me the first picture." "Thank you for giving me the picture." Asks ST, "Who is this?"	ST gives GT the first picture. You're welcome. ST says, Mr./Ms. with appropriate last name.
5 min (10:03 -10:08)	Activity #3 Practice	ST と名前の呼 び方の練習をす る。	P がうまく ST と練習が できているか、机間巡視 する。	Observes ST and P, giving brief guidance where necessary.	Practice with P at levels appropriate for each P.
6 min (10:08 -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.	
1 min (10:14 -10:15)		Thank you. Goodbye.	That is all class. Say "Thank you." (今日の授業はこれで終 わりです。GT と ST に お礼を言しましょう。) 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）

★大みか小学校児童が用意する物：特になし

★茨城キリスト教大学で用意するもの：歌詞カード、黒板に貼るカード、家族に関する単語カード、数字のカード

Appendix A3

2005 年 5 月 25 日 (水) 3 年生用 (第 3 回)

本時の目標 (3/4)

- (1) “Thank you” カードを作る。
- (2) 英語の読み聞かせに耳を傾ける。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (Guest Teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning.	Good morning Class. Say “Good Morning to GT and ST.”	 Good morning.	 Good morning.
5 min (9:31 -9:36)	Activity Intro	P はカードの作 り方を注意深く 聞く。	Now, we'll make thank you cards. (さあ, thank you のカー ドを作ってみましょう。)	GT explains activity. We are going to make thank you cards. Each P will have a piece of paper like this. Shows template. Select one from each section. A. Who is the card for? (word) B. What are you thanking them for? (picture and words) Color them in. Cut them out. Each P will also have a piece of paper like this. Shows regular piece of paper. Fold your paper like this. Now glue the colored pieces on. Lastly, decorate your card. You are done! Ask ST with samples. 1. Who is that? 2. What are you thanking them for?	Put on board: I like ... pictures Family and teacher vocabulary pictures. Thank you for ... pictures Thank you for sentences. Giant template ST show the sample cards they made to P.
15 min (9:36 -9:51)	Activity	グループ毎に thank you カー ド作りをする。	Next, do the same thing with ST. P がうまく ST と thank you 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 thank you cards while communicating with them about the cards. Show everyone their cards.

5 min (9:51 -9:56)	Story Time #1	静かに GT のお 話しに耳を傾け る。	Now it's story time. (お話を聞きましょう。)	Reads P a giant storybook.	Listen with P in their groups.
12 min (9:56 -10:08)	Story Time #2	静かに ST のお 話しに耳を傾け る。	Let's continue story time. (お話を続けましょう。)	Observes ST and P, giving brief guidance where necessary.	ST read P stories in their groups with communication based on the stories.
6 min (10:08 -10:14)	Music Time	一緒に歌う		GT explains meanings of some words in the song, "This is the Way."	
1 min (10:14 -10:15)		Thank you. Goodbye.	That is all class. Say "Thank you." (今日の授業はこれで終 わりです。GT と ST に お礼を言いましょう。) 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), カード作成用の画用紙 (A4 サイズ)

★大みか小学校児童が用意する物：色鉛筆, マーカー, はさみ, のり

★茨城キリスト教大学で用意するもの

歌詞カード

カードの見本

Templates for the following:

A. Family vocabulary and homeroom teacher names written in bubble writing with Dear.

B. Thank you for pictures

C. Sentences:

Thank you for cooking for me.

Thank you for working for me.

Thank you for cleaning for me.

Thank you for teaching me.

Thank you for hugging me.

Thank you for playing with me.

黒板に貼る "Thank you for" カード

家族に関する単語カード

Appendix A4

2005年6月1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 (Guest Teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning.	Good morning Class. Say "Good Morning to GT and ST."	 Good morning.	 Good morning.
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、机間巡視す る。	Let's begin the first game. Observes ST and P, giving brief guidance where necessary.	Each group of P will play two games with ST. The games will include 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、机間巡視す る。	 Observes ST and P, giving brief guidance where necessary.	ST start to play the second game.
7 min (10:07- 10:14)	Music Time	一緒に歌う	Now, let's sing.	GT explains meanings of some words in the song, "This is the Way."	ST sing while among P.
1 min (10:14 -10:15)		Thank you. Goodbye.	That is all class. Say "Thank you." (今日の授業はこれで終 わりです。GT と ST に お礼を言いましょう。) Goodbye.	 You are welcome. See you later. Goodbye.	 You are welcome. See you later. 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 B1

2005年6月22日(水)4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) 家族の紹介ができる。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (Guest Teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning.	Good morning Class. Say "Good Morning to GT and ST."	Good morning. GT introduces himself.	Good morning.
5 min (9:31 -9:36)	Activity #1 Demo	PはGTとSTの 自己紹介を注意 深く聞く。	First, let's practice introducing ourselves in English. Please listen to GT and ST. (最初に英語で自己紹介 の練習をします。GTと STの話をよく聞いてく ださい。)	My name is Rory Baskin/Rodney Littlejohn. I am XXX. Nice to meet you. His name is XXX. Her name is XXX.	Do the same introduction.
7 min (9:36 -9:43)	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、今と同じ自己紹 介を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。	Observes ST and P, giving brief guidance where necessary.	Practice with P at levels appropriate for each P.
6 min (9:43 -9:49)	Activity #2 Demo	GTとSTの会 話を注意深く聞 く。	Okay, let's practice family vocabulary.	Introduces family vocabulary (mother, father, brother, sister, grandmother, grandfather) and teacher. Who is he? Who is she?	He is my father. She is my mother.
7 min (9:49 -9:56)	Group Activity #2	グループ毎に STと家族に関 する単語につい て練習する。	PがうまくSTと練習が できているか、机間巡視 する。	Observes ST and P, giving brief guidance where necessary.	Practice with P at levels appropriate for each P.
8 min (9:56 -10:04)	Activity #3 Demo and Whole Class Practice	2, 3人のPは GTとI like～ の練習をする。	Okay, please stop. GT will now work on what you like. (はい、ここで練習をや めてください。これから GTがみなさんに好きな ことを聞きます。)	Introduces "What do you like?" and the 15 answers listed below. (If time, reviews intro combined with He likes XXX. She likes XXX.)	

10 min (10:04 -10:14)	Music Time	一緒に歌う	Now, let's sing.	GT explains some words in the song, "What do you like to do?" GT starts singing and does gestures.	ST also start singing and do gestures.
1 min (10:14 -10:15)		Thank you. Goodbye.	That is all class. Say "Thank you." (今日の授業はこれで終わります。GT と ST にお礼を言います。) 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), CD プレーヤー 2 台 (2 クラス分)

★大みか小学校児童が用意する物：特になし

★茨城キリスト教大学で用意するもの

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 15 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.
I like to play the piano.	I like to sleep.	I like to sing.	

Cards for family (mother, father, brother, sister, grandmother, grandfather) and teacher.

Cards for 1-20.

We should have two types of sets of cards. One large for teachers and one small for students. Each group should have two sets of small cards, carried by different students.

Appendix B2

2005年6月29日(水)4年生用(第2回)

本時の目標(2/4)

- (1) 自己紹介が出来る
- (2) 友達の紹介が出来る
- (3) 感情の表現ができる

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (Guest Teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning.	Good morning Class. Say "Good Morning to GT and ST."	 Good morning. GT introduces himself.	Good morning.
5 min (9:31 -9:36)	Activity #1 Demo	PはGTとSTの 会話を注意深く 聞く。	First, let's practice introducing our friends in English. Please listen to GT and ST. (最初に英語で友達の紹 介の仕方を練習します。 GTとSTの会話をよく 聞いてください。)	My name is Rory Baskin/Rodney Littlejohn. He/She is (name). He/She is (age). Nice to meet you (friend says). (with a co-teacher or ST)	Do the same introduction.
7 min (9:36 -9:43)	Group Activity #1	あらかじめ決め ておいた6グ ループに分か れ、STと練習 する。	Next, do the same thing with ST. (次に、今と同じことを やってみましょう。) PがうまくSTと練習で きているかどうか机間巡 視する。	Observes ST and P, giving brief guidance where necessary.	Practice with P at levels appropriate for each P.
6 min (9:43 -9:49)	Activity #2 Demo		Okay, let's practice emotion vocabulary. (では、感情を表す言葉 の練習をしましょう。)	Introduces emotion vocabulary (happy, angry, shy, sick, sleepy, hungry, serious) How is he? How is she?	Hold cards while vocabulary is being introduced.
7 min (9:49 -9:56)	Group Activity #2	あらかじめ決め ておいた6グ ループに分か れ、STと練習 する。	Next, do the same thing with ST. (次に、今と同じことを やってみましょう。) PがうまくSTと練習で きているかどうか机間巡 視する。	Observes ST and P, giving brief guidance where necessary.	Practice with P at levels appropriate for each P. Play concentration with the 7 emotion cards.

8 min (9:56 -10:04)	Whole Class Review	GT の質問に答 える。	Okay, please stop. GT will now work on what you like. (では, GT と自分が好き なことを言う復習をしま しょう。)	Review “What do you like?” and the 15 answers listed below combined with He likes XXX. She likes XXX.)	
10 min (10:04 -10:14)	Music Time	一緒に歌う	Now, let's sing.	GT explains some words in the song, “What do you like to do?” GT starts singing and does gestures.	ST also start singing and do gestures.
1 min (10:14 -10:15)		Thank you. Goodbye.	That is all class. Say “Thank you.” Goodbye.	You are welcome. See you next week. Goodbye.	You are welcome. See you next week. Goodbye.

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.
I like to play the piano.	I like to sleep.	I like to sing.	

★大みか小学校で用意する物

マグネット (30 個×2 クラス分), CD プレーヤー 2 台 (2 クラス分)

★大みか小学校児童が用意する物: 特になし

★茨城キリスト教大学で用意するもの

歌詞カード

黒板に貼るカード

Appendix B3

2005年7月6日(水)4年生用(第3回)

本時の目標(3/4)

(1) Mr. Balloonを作る

(2) 英語の読み聞かせに耳を向ける

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (Guest Teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning.	Good morning Class. Say "Good Morning to GT and ST."	Good morning. GT introduces himself.	Good morning.
5 min (9:31 -9:36)	Activity #1 Demo	PはGTの話を 注意深く聞く。	First, let's review introducing our friends in English. Please listen to GT and ST. (最初に英語で自己紹介 の仕方と感情表現の練習 をします。GTのお話し をよく聞いてください。)	My name is Rory Baskin/Rodney Littlejohn. I am (age). I am (emotion). Nice to meet you. Introduce our friend Mr. Balloon by saying ... Hello. He/She is (name). He/She is (age). He/She is (emotion). Are you (emotion)?	Place emotion pictures on the board.
5 min (9:36 -9:41)	Activity Intro	PはGTの話を 注意深く聞く。	Now let's make Mr. Balloon. (Mr. Balloon を作って みましょう。)	Explain the activity of cutting out a face and taping it to a balloon. Use as much classroom English as possible.	ST will demonstrate as GT speaks to help aid in understanding.
15 min (9:41 -9:56)	Activity/ Craft	PはSTの指導 のもとに, Mr. Balloonを作り, 友人の紹介の練 習をする。	PがうまくSTとMr. Balloon作りができてい るか, 机間巡視する。	Help P while they make their balloon face. When finished ask questions such as Who is this? How old is he/she? How is he/she? Walk around giving necessary guidance.	Help P while they make their balloon face. When finished ask questions such as, Who is this? How old is he/she? How is he/she?
12 min (9:56 -10:08)	Story Time	Students will listen to a story read by the IC students. 静かにSTのお 話しに耳を傾け る。	Now it's story time. (お話を聞きましょう。)	Walk around giving necessary guidance.	Read to P at appropriate levels.

6 min (10:08 -10:14)	Music Time	一緒に歌う	Now, let's sing.	GT explains some words in the song, "What do you like to do?" GT starts singing and does gestures.	ST also start singing and do gestures.
1 min (10:14 -10:15)		Thank you. Goodbye	That is all class. Say "Thank you." 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), CD プレーヤー 2 台 (2 クラス分)

★大みか小学校児童が用意する物

色鉛筆, マーカー, はさみ, 両面テープ

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

歌詞カード

色鉛筆, マーカー, はさみ, 両面テープ

Appendix B4

2005年7月13日(水) 4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 (Guest Teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT. Good morning.	Good morning Class. Say "Good Morning to GT and ST."	 Good morning.	 Good morning.
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 include 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	Now, let's sing.	GT explains some words in the song, "What do you like to do?" GT starts singing and does gestures.	ST also start singing and do gestures.
1 min (10:14 -10:15)		Thank you. Goodbye.	That is all class. Say "Thank you." (今日の授業はこれで終 わりです。GT と ST に お礼を言いましょう。) Goodbye.	You are welcome. See you later. Goodbye.	You are welcome. See you later. 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), CD プレーヤー 2 台 (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

歌詞カード

ゲーム (6 セット×12)

Appendix C1

2005年5月11日(水) 幼稚園(第1回)

本時の目標

- (1) 自己紹介の仕方を覚える
- (2) Hello Song を覚える
- (3) 色を覚える (red, blue, green, yellow, pink)

時刻 Time	主なねらい Main Aim	主な活動内容 Contents	
		K (Kindergartener)	ST (IC students)
5 min (9:45 -9:50)	Greeting & Introduction	Good morning. My name is XXX. ST のサポートを受けながら、全員が名前を 言えるようにする。	Good morning everybody. My name is XXX (use your first name). All of the ST introduce themselves first and then start asking all the K's names. What's your name?
5 min (9:50 -9:55)	Music Time	K は ST が歌うのを真似ながら, "Hello song" を練習する。	Now let's enjoy singing. Listen to us sing. ST sing the <i>Hello Song</i> . After that ST teach K the song.
9 min (9:55 -10:04)	Activity #1 (Color activity)	K は ST の説明を注意深く聞く。	Now let's practice color words. Do you know this color (in English)? ST show 6 color cards, asking if K know those colors in English. (Red, blue, green, yellow, orange, and pink) ST teach 6 colors.
10 min (10:04 -10:14)	Activity #2	K はサイコロを振り, 表に出た色と同じ色 が洋服もしくはホール内にあれば, その箇 所を指で指し, その色を英語で言う。	ST role the color dice. When the dice lands on a color everyone says the color in English. ST help K find the color on clothing or around the room while saying the color names in English.
1 min (10:14 -10:15)	End of lesson	Goodbye.	ST put K in line and then form the goodbye tunnel at the door. Goodbye!

★保護者あてに、次回のレッスン日には子供の好きな色の入ったTシャツを着せてくれるよう依頼する手紙を渡す。

Appendix C2

2005年5月25日(水) 幼稚園(第2回)

本時の目標

- (1) Hello Song の復習をする
- (2) 色の復習をする (red, blue, green, yellow, pink)
- (3) 形を覚える (heart, star, triangle, square, circle)

時刻 Time	主なねらい Main Aim	主な活動内容 Contents	
		K (Kindergartener)	ST (IC students)
2 min (9:45 -9:47)	Greeting & Hello song	Good morning. Practice the <i>Hello Song</i> with waving movement. (K は ST が歌と振り付け真似ながら, "Hello song" の復習をする。)	Good morning everybody. Let's sing the <i>Hello Song</i> . Have K practice the <i>Hello Song</i> with waving movement. ST sing the Hello Song with K.
3 min (9:47 -9:50)	Color review	K stand up and say, "I like COLOR," when the dice lands on their colors. All K say, "No COLOR," when no one has that color t-shirt. All K find the correct color card when no one has the color t-shirt. (K はサイコロをころがし, 自分の好きな色が出たら, "I like ~" の表現を使って好きな色を言う。もし, 誰もその色が好きではなかった場合, "No ~" と言い, その色のカードを捜す。)	ST set up the color cards, pick up the dice, and put K in formation. ST show K, <i>I like COLOR</i> phrase. ST show how to play the T-shirt/Color Review game. Role dice, if it lands on a color, K and ST wearing that color stand up and say, I like blue. If no one is wearing blue, "everyone says, "No blue." ST say, Find the blue card. K turn over the cards until they find the blue one.
9 min (9:50 -9:59)	Shapes instruction	K look at the shapes and repeat after ST. (K はカードを見ながら, ST のあとについて, さまざまな形を英語で言う練習をする。)	Now, let's learn some shapes. ST show shapes (heart, star, triangle, square, circle) and say, What shape is this? Quiz K on the names. [If extra time, look for things in the room that have those shapes]
10 min (9:59 -10:09)	Shapes activity	K groups create shapes on the floor with a loop of string. (ST が "Circle" と言ったら, 床に張ってある Circle のカードのところへ行き, グループ全員で, ひもを使ってその形を作る。)	Tape shape cards on the floor. ST say name of a shape. K go to that shape on the floor, and everybody creates the shape by holding a loop of string. When finished K say, <i>It's a circle</i> .
1 min (10:09 -10:10)	End of lesson	Goodbye.	ST put K in line and then form the goodbye tunnel at the door. Goodbye!

Appendix C3

2005年6月8日(水) 幼稚園(第3回)

本時の目標

- (1) Hello Song を定着させる
- (2) 動物の英語を覚える (dog, cat, cow, pig, duck)

時刻 Time	主なねらい Main Aim	主な活動内容 Contents	
		K (Kindergartener)	ST (IC students)
2 min (9:45 -9:47)	Greeting & Hello song	Good morning. With K having trouble, do each action separately along with the words. Start at hello, and don't go on until they can do it. If you have extra time, do introductions. (まだよく覚えていない K には、ひとつひとつの動作をわけながら丁寧に指導する。時間に余裕がある場合は、自己紹介の復習をする。)	Good morning everybody. Let's sing the <i>Hello Song</i> .
3 min (9:47 -9:50)	Animal names	Quizzing K-5: ST say names, and K point to card. Then, ST point to card, and K say names. (年長児は、ST が動物の名前を英語で言った時に、その動物のカードを指でさしたり、ST が指し示したカードの動物を英語で言ったりする。) Quizzing K-4: ST say names, and K point to card. Then, ST point to card, and K say names. If they cannot say the names, ST say the names. (年中児は、ST が動物の名前を英語で言った時に、その動物のカードを指でさしたり、ST が指し示したカードの動物を英語で言ったりする。動物の名前を英語で言えない時には、ST が言う動物の英語名をよく聞く。)	Let's learn about animals. (dog, cat, cow, pig, duck) ST show animal cards and say, What animal is this? This is a dog. After quizzing all the animals, practice, I like dogs, cats, cows...
5 min (9:50 -9:55)	Animal sounds	K repeat the names and sounds after ST pretending like the animals while making sounds. (K は動物の名前を答え、ST のあとについて、動物になったつもりで鳴き声の真似をする。)	What do these animals say? ST show animal cards, say the names of the animals and make the sounds associated with each. (It may be helpful for ST to also pretend to be animals when introducing sounds, but keep them under control.) The dog says bow-wow. (bow-wow, meow, moo, oink, quack) ST choose K, show a card, and ask K, What does it say?
8 min (9:55 -10:03)	Animal sounds and names	One or two K pretend to be the animal. The other K choose the correct card and say the name. (K は ST のゲームについての説明をよく聞く。ひとりが動物の真似をし、あとの K がその動物の名前を答えるゲームである。)	ST model the game. ST-1 pretends to be an animal. ST-2 chooses the correct card and says the name of the animals. It is better if ST show a card to one or two K, then lay all the cards in front of the rest of the K.
6 min (10:03 -10:09)	Animal song	簡略版の <i>Old MacDonald</i> (マクドナルドおじさん) を歌う。	ST sing simplified <i>Old MacDonald</i> with K doing actions/sounds for the animals called.
1 min (10:09 -10:10)	Goodbye	Goodbye!	ST put K in line and then form the goodbye tunnel at the door. Goodbye!

Appendix C4

2005年6月22日(水) 幼稚園(第4回)

本時の目標

(1) 動物の英語を復習する (dog, cat, cow, pig, duck)

(2) 数字を覚える (1-10)

時刻 Time	主なねらい Main Aim	主な活動内容 Contents	
		K (Kindergartener)	ST (IC students)
2 min (9:45 -9:47)	Greeting & Hello song	Good morning.	Good morning everybody. Let's sing the <i>Hello Song</i> .
3 min (9:47 -9:50)	Review Animal names/ sounds	When ST point to cards, K say animal names. When ST make sounds, K say names. (KはSTが動物のカードを指し示した時や動物の鳴き真似をした時に、その動物の英語名を答える。)	Do you remember the animals? (dog, cat, cow, pig, duck) What animal is this? It's a dog. Bow-wow! It's a dog.
5 min (9:50 -9:55)	Teach Numbers	K count numbers by looking at cards and using fingers. (Kは指を使いながらカードの数を言う。)	Let's count numbers. 1, 2, 3 ... 10 ST lay out number cards in front of K. ST teach K counting by looking at cards and using fingers.
6 min (9:55 -10:01)	Number song (London Bridge tune)	K sing song first by pointing to numbers. Then K sing song while doing body movements. (Kは数のカードを指し示しながら、ロンドンブリッジのメロディで歌を歌う。次に、ジェスチャーも使いながら歌う。)	ST teach the song by pointing ... Let's sing the numbers song. 1, 2, 3..... and then body movements. Watch us. Now, let's do it together.
5 min (10:01 -10:06)	Connect numbers and counting	K repeat after ST, and use the "s" at the end of the cards with more than one animal. (KはSTのあとについて、複数形の練習をする。)	ST lay number cards out above the animal cards, and practice saying, <i>One ... Cow, Two ... Dogs, Three ... Pigs</i> , pointing to the number first and then the animal pictures.
3 min (10:06 -10:09)	Matching game	K match the number cards with the correct animal cards, and say one cow. Then everyone counts the number of animals. (Kは正しい数の動物が描かれているカードを選ぶゲームをする。)	Starting with 1-5 cards first, ST show students how to match the numbers and the animals and say, <i>one cow, two dogs</i> .
1 min (10:09 -10:10)	Goodbye	Goodbye!	ST put K in line and then form the good bye tunnel at the door. Goodbye!

Appendix C5

2005 年 7 月 6 日 (水) 幼稚園 (第 5 回)

本時の目標

(1) ゲームをしながらこれまでに学んだ内容を復習する。

時刻 Time	主なねらい Main Aim	主な活動内容 Contents	
		K (Kindergartener)	ST (IC students)
2 min (9:45 -9:47)	Greeting & Hello song	Good morning.	Good morning everybody. Let's sing the <i>Hello Song</i> .
11 min (9:47 -9:58)	Game 1	K groups are taken to their first game station. (ST の誘導に従ってゲームの場所へ行き、最初のゲームをする。)	ST choose K groups randomly and take them to their own area.
11 min (9:58 -10:09)	Game 2	K groups stay in the area they started, then start the second game. (K は最初の場所にとどまり、別の ST が来るのを待ち、2 番目のゲームをする。)	ST change areas to have new K groups play their review games.
1 min (10:09 -10:10)	Goodbye	Goodbye!	ST put K in line and then form the good bye tunnel at the door. Goodbye!

Appendix D

Lyrics to the Clean Up Song

Clean up, clean up, everybody clean up
Clean up, clean up, everybody do your share

Lyrics to What do you like to do?

What do you like to do?
What do you like to do?

I like to eat.
I like to clean my room.
I like to ski.
I like to watch TV.
What do you...what do you...what do you...like to do?

I like to draw.
I like to play dodgeball.
I like to cook.
I like to listen to music.
What do you...what do you...what do you...like to do?

What do you like to do?
What do you like to do?
What do you like to do?
What do you like to do?

I like to eat.
I like to clean my room.
I like to ski.
I like to watch TV
What do you...what do you...what do you...like to do?

I like to swim.
I like to play soccer.
I like to read.
I like to play TV games.

What do you...what do you...what do you...like to do?

What do you like to do?

What do you like to do?

What do you like to do?

What do you like to do?

I like to eat.

I like to clean my room.

I like to ski.

I like to watch TV

What do you...what do you...what do you...like to do?

What do you...what do you...what do you...like to do?

Lyrics to the Hello Song

Hello, hello, hello.

How are you?

I'm fine. I'm fine.

I hope that you are too.

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：
未来の教師を目指す学生達の2年目

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、2004年度から続いている授業：『Activities』の中で、履修2年目に入る学生たちがどのように成長したか、小学生は茨城キリスト教大学の教員と学生が参加している『総合的な学習の時間』（英語活動）をどのように捉えているか等々、アンケートの結果を分析しながら考察したものである。また、2005年度から新たに始まった幼稚園での英語指導についての教案および考察も加えている。