Provisional Translation from Selected Chapters of *Shogakko Gaikokugo Katsudo Kenshu Handbook* (Teacher Training Handbook for Foreign Language Activities at Elementary Schools)
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[Theory]

1 BASIC PRINCIPLES OF FOREIGN LANGUAGE ACTIVITIES (ENGLISH ACTIVITIES) AT ELEMENTARY SCHOOLS

(1) Basic Principles for the Introduction of Foreign Language Activities

The following three points are the main reasons for introducing Foreign Language Activities at elementary schools:

① Drawing on the Flexible Adaptability of Elementary School Pupils

Children today have a considerable number of opportunities for exposure to foreigners and foreign cultures through various types of media including TV, and are thus thought to have little resistance toward Foreign Language Activities (English Activities). Furthermore, even though children are currently introduced to English phrases through greetings and self-introductions at junior high schools, it is thought that these activities are more suitable at the elementary school level. In addition, the flexible adaptability of elementary school pupils helps foster a positive attitude toward communication and familiarize them with English sounds and basic expressions, and is thus an important factor for fostering their communication abilities.

② Responding to the Advance of Globalization

The demand for foreign language education at elementary schools has been growing with the advance of globalization, and foreign language education has been rapidly introduced around the world. Moreover, requests to make it compulsory are expressed by many parents, guardians and administrative officials. Meanwhile, there are designated schools such as research and development schools1 where teaching English as a subject2 is carried out and studied. It is essential to improve foreign language education at elementary schools in order to foster the communication abilities and international perspectives of our children, who are to be responsible for our future society.

1 Research and development schools are allowed to follow a curriculum which is not stipulated in the Course of Study and engage in the development of a new curriculum and teaching methods.

2 Foreign Language Activities is not regarded as a “subject” as stipulated in the 2008 revision of the Course of Study for Elementary Schools.
③ Ensuring Equal Educational Opportunity

Presently (as of 2007), over 97% of elementary schools conduct English Activities, mainly in the Period of Integrated Study. However, the teaching content and the number of lessons allocated to English Activities vary significantly from school to school. The number of schools teaching English as a subject has also been increasing. Considering these circumstances, it is necessary to ensure equal educational opportunity and a smooth connection between elementary school and junior high school. Therefore, it is required to provide necessary teaching content at the elementary school level and establish a common foundation in English among students when they enter junior high school.

(2) Views on the Introduction of Foreign Language Activities

It is an educational challenge to foster children’s verbal communication abilities to understand people around them and express themselves. It is also important for teachers to develop children’s abilities to understand foreign cultures and explain Japanese culture to others. Foreign Language Activities should be conducted in order to respond to the challenge.

Foreign Language Activities at elementary schools has been established as a part of education to foster communication abilities in a broader sense. Language is a medium to communicate with others and is essential in order to coexist with people from other cultures in our globalized modern society. Within this broader framework, Foreign Language Activities will contribute to the synergistic improvement of children’s Japanese language abilities, through active comparison between foreign languages and the Japanese language. In this setting, children are exposed to languages different from Japanese, notice the interesting aspects and richness of the languages, and are able to form a respectful attitude toward language. In other words, the primary objective of Foreign Language Activities is not acquiring the skills to use conversational expressions and grammar of a foreign language. Conducting suitable communication activities in a foreign language at elementary schools will establish the foundations of pupils’ communication abilities, which are further developed at junior and senior high schools.
2 CURRENT STATUS AND CHALLENGES OF FOREIGN LANGUAGE ACTIVITIES AT ELEMENTARY SCHOOLS

As stipulated in the 1998 revision of the Course of Study, English Activities is conducted at each school’s discretion during the Period of Integrated Study as “foreign language conversation etc. as a part of international understanding study.” The activities should be conducted with the following in mind: “to provide experiential learning opportunities suitable for the elementary school stage, such as exposing pupils to foreign languages, familiarizing them with foreign ways of life, cultures, etc. in a manner that suits each school.”

According to the Survey on Implementation of English Conversation Activities at Elementary Schools in 2007, over 80% of public elementary schools conduct English Activities in the Period of Integrated Study. (97.1% of schools conduct English Activities in the Period of Integrated Study or Special Activities, etc.) In grade 6, 97.3% of schools implementing English Activities conduct “activities to familiarize pupils with English songs and games,” with 96.6% of schools “practicing simple English conversation (greetings and self-introductions)” and 80.3% of schools “practicing English pronunciation.” The annual average of school hours for English Activities in grade 6 is 15.9 unit hours (1 unit = 45 minutes) and this figure has been increasing year by year.

Meanwhile, an increasing number of public elementary schools have been designated as research and development schools where English is taught as a subject. In fiscal 2006, the 77 research and development schools designated by MEXT, as well as schools in 78 special zones for structural reform, taught English as a subject. Of the private schools that responded to a MEXT survey, 135 out of 148 schools indicated that they taught English. According to the report provided by these schools, their pupils’ motivation toward and interest in learning English have increased and their English skills have improved to a certain extent.

The above developments, however, are not always positive. Various types of English Activities independently introduced by each municipality and local elementary schools can cause anxiety among pupils, parents and guardians, and might have unfavorable effects on English language education at junior high schools. Therefore, it is necessary to establish common teaching content for elementary schools.
How should municipalities and local elementary schools that have already implemented English Activities in the lower or middle grades cope with this situation? Naturally, those schools will mainly utilize flexible time within the curriculum, which can be used at a school’s discretion, for grades 1 through 4, and the Period of Integrated Study for grades 3 and 4. In utilizing the Period of Integrated Study, the teaching content should comply with the principles of the Period of Integrated Study. Moreover, it is possible to incorporate the introductory content and activities on verbal sounds provided in *Eigo Note* into the lessons for grades 1 through 4. Considering the connection with English language education at junior high schools, however, it is advisable to unify the teaching content up until the end of grade 6.

While making multifaceted decisions based on the developments following the implementation of Foreign Language Activities, further study on the teaching content and evaluation of pupils’ progress will be necessary, regarding the most appropriate grade for the introduction of Foreign Language Activities and its treatment as a subject.

In any case, Foreign Language Activities at elementary schools should be implemented effectively in order to foster pupils’ communication abilities.
3 ROLES OF HOMEROOM TEACHERS IN FOREIGN LANGUAGE ACTIVITIES AT ELEMENTARY SCHOOLS

(1) Abilities Required of Instructors of Foreign Language Activities at Elementary Schools

Improving pupils’ foreign language skills is not the primary objective of Foreign Language Activities at elementary schools. The objective of Foreign Language Activities is “to form the foundation of pupils’ communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages.” In order to realize this objective, the following three abilities are expected of instructors of Foreign Language Activities:
① The ability to create teaching content and activities that suit their pupils’ developmental stages and capture their attention and interest
② The ability to motivate their pupils to actively communicate with others
③ The ability to familiarize their pupils with the sounds and basic expressions of the foreign language

(2) Characteristics and Importance of Homeroom Teachers

The abilities mentioned in (1)① and (1)② immediately above require the instructors to have a deep understanding of their pupils. The instructors must formulate topics and activities through which pupils will be motivated to convey their thoughts to others and learn more about others. Homeroom teachers are able to do this since they know the interests and daily lives of their pupils and the kind of knowledge and skills their pupils have acquired in other subjects. Even if they do not speak English fluently, their positive attitude toward interaction through English will serve as an extremely important catalyst to enhance pupils’ interest in foreign languages. Thus, homeroom teachers are indispensable in Foreign Language Activities.

(3) Roles of Homeroom Teachers

Homeroom teachers have to fulfill the following roles in the three stages (design, implementation and evaluation) of the lesson:
<Design>
① Draw up a teaching plan based on the pupils’ interests, and create teaching content and activities.
② Cooperate with the ALT to prepare teaching materials and aids.
<Implementation>
③ Give instructions to the ALT and the pupils as well as lead and manage the lesson.
④ Participate in activities together with pupils and demonstrate a positive attitude toward using the foreign language.
⑤ Discover what aspects of the lesson the pupils are having difficulties with and assist the pupils appropriately.

<Evaluation>
⑥ Mainly evaluate the pupils’ interest, motivation and attitudes in terms of active use of the foreign language for communication as well as pupils’ international understanding.

As described above, homeroom teachers are expected to both prepare and conduct activities as they have the best understanding of their pupils. During the actual lesson, homeroom teachers lead the lesson while paying attention to the pupils' responses, observe and evaluate pupils' attitudes toward using the foreign language, thus linking the current lesson to the next lesson.
4 EFFECTIVE TEAM TEACHING

In Foreign Language Activities, homeroom teachers are essential to realizing the objective stipulated in the Course of Study. However, most elementary school teachers have not had the opportunity to acquire specialized knowledge and methods for teaching foreign languages, and some of them are not confident about their English skills, as seen in their comments such as, “My English pronunciation is bad” and “I am not good at English.” In such cases, they can utilize audio-visual materials such as CDs and DVDs to provide models of English when homeroom teachers teach alone. In addition team teaching by the homeroom teachers, ALTs and other instructors proficient in the foreign language (non-homeroom teachers in charge of Foreign Language Activities) is an option.

The characteristics of homeroom teachers teaching alone and those of team teaching will be discussed below. The qualities and teaching abilities required of the instructors of Foreign Language Activities will also be discussed in light of the objective of Foreign Language Activities. Furthermore, the significance of team teaching in Foreign Language Activities as well as points to keep in mind when conducting team-teaching lessons will be noted.

(1) Differences between Homeroom Teachers Teaching Alone and Team Teaching

① Homeroom Teachers Teaching Alone

Homeroom teachers, teaching all subjects as well as being in charge of the pupils in their homerooms, have a deep understanding of the pupils in terms of both their academic studies and their daily lives. In other words, they have a deep understanding of each pupil’s interests and likes. They are well aware of what kind of knowledge and skills their pupils have acquired as well as their daily lives through conferences with the pupils’ parents and guardians and home visits. They can talk to and support each pupil in areas ranging from his/her lessons to school life in general.

Homeroom teachers with these characteristics can incorporate the activities appropriate for their pupils into their lessons as well as conduct interesting lessons by incorporating the knowledge and skills pupils have acquired through other subjects. Therefore, homeroom teachers, who deeply understand their pupils, can create lessons in which their pupils learn in a comfortable and relaxed manner.

However, if homeroom teachers conduct the entire Foreign Language Activities lesson by themselves, they frequently end up teaching in the same pattern, and may not be able to offer detailed guidance to each pupil due to the limitations of teaching alone. Hence, it is important for homeroom teachers to constantly seek out various kinds of information concerning activity examples, teaching materials and teaching methods in order to improve their teaching.
② Lessons Taught through Team Teaching

As several instructors are involved in team teaching and roles are shared, it is possible to conduct activities that are not possible when homeroom teachers teach alone and give more individualized and detailed guidance to pupils. Furthermore, in team teaching, each instructor can offer his/her own ideas in planning, so it is possible to teach in a different way than usual and prepare a variety of teaching materials.

However, when the roles of instructors are not clear, not only instructors but also pupils feel uneasy and pupils cannot engage in the activities smoothly, which can be detrimental to pupils’ learning. Thus, it is important for instructors to hold meetings before lessons and clearly understand the teaching content, activities and their respective roles.

(2) Specific Qualities and Teaching Abilities Required of Instructors of Foreign Language Activities

The main purpose of Foreign Language Activities is not to improve pupils’ foreign language skills, but rather to let them experience the importance and joy of communicating with others, fostering their international understanding as well as broadening their perspectives through activities using a foreign language. Thus, the instructors of Foreign Language Activities are required to have the following specific qualities and teaching abilities in addition to the qualities required of elementary school teachers:

① Deep understanding of the daily lives and interests of the pupils
② Ability to flexibly respond to the pupils’ reaction
③ Knowledge and skills regarding the teaching of languages and cultures
④ Ability to develop a curriculum

In particular, point ④ is deeply related to points ① through ③. In other words, the following is required when developing the curriculum: deep understanding of the daily lives and interests of the pupils, knowledge about activities that suit the pupils' developmental stages, proficiency in grasping the knowledge and skills pupils have acquired in other subjects, and possession of the knowledge and skills for teaching languages and cultures.

(3) Significance and Combinations of Team Teaching in Foreign Language Activities

The following are five advantages of team teaching:

① Instructors proficient in the foreign language (ALTs, non-homeroom teachers in charge of Foreign Language Activities, etc.) can provide and teach usage and pronunciation of the foreign language appropriate to given situations.
② Homeroom teachers and instructors proficient in the foreign language can demonstrate their interactions using the foreign language in the classroom so that pupils realize that language is a tool for communication.
③ It is possible to create opportunities in which pupils are motivated to communicate with instructors proficient in the foreign language.
④ Instructors proficient in the foreign language can share with pupils the various customs and views of foreign countries through their own personal experiences, and arouse the pupils’ interest in foreign countries and languages.
Homeroom teachers can help pupils realize that Japanese people and foreigners are the same as people despite the differences in languages, views and customs by conducting lessons together with instructors proficient in the foreign language.

Possible combinations of team teaching include:
(a) Homeroom teachers and ALTs
(b) Homeroom teachers, ALTs and non-homeroom teachers in charge of Foreign Language Activities
(c) Homeroom teachers, ALTs and local people proficient in the foreign language
(d) Homeroom teachers and non-homeroom teachers in charge of Foreign Language Activities
(e) Homeroom teachers and local people proficient in the foreign language

The appropriate combinations and numbers of team teaching lessons should be decided by municipalities and schools according to their individual circumstances.

(4) Points to Keep in Mind When Team Teaching

As mentioned above, improving pupils’ foreign language skills is not the direct objective of Foreign Language Activities. Therefore, it is vital that instructors proficient in the foreign language should not be treated as mere resources that simply provide sounds of the foreign language, but they are expected to be as communicators who try to express themselves and understand others by utilizing not only verbal but also nonverbal communication skills including gestures and facial expressions. Hence, learning activities should be designed to draw on the roles and abilities of instructors proficient in the foreign language.

The same should be expected when homeroom teachers interact with instructors proficient in the foreign language. Homeroom teachers should not be intimidated by the interaction simply because they feel they are not good at the foreign language. They need to understand that in communication it is essential to first have the desire to interact with and express their thoughts to others and to learn about others. They also need to understand that a sincere attitude in attempting to understand each other will lower the language barrier. Homeroom teachers’ attitudes toward instructors who are proficient in the foreign language have a strong influence on the pupils. If homeroom teachers treat the instructors in a special manner just because they can speak the foreign language fluently, then the pupils will start to think being able to speak a foreign language is something special and thus regard people who can speak a foreign language as special as well. Instead, if pupils observe the warm and equal relationships between homeroom teachers and instructors proficient in a foreign language, pupils will learn the principle of international understanding: we are all humans even if we speak different languages.
In contrast to the above-mentioned characteristics of homeroom teachers, the unique characteristics of
ALTs and local people proficient in a foreign language are their fluency in the foreign language. In other
words, they have a good command of the foreign language, which enables them to flexibly respond in that
language to the reactions of their pupils and choose the kind of vocabulary that the pupils will be able to
understand. Through direct communication with ALTs, pupils will realize that there are various customs
and cultures in the world that are different from those in Japan. In the three stages of “design,
implementation, and evaluation” of lessons, ALTs and local people proficient in the foreign language are
required to fulfill the roles mentioned below.

<Design>
ALTs and local people proficient in the foreign language should:
① Cooperate with the homeroom teacher in terms of foreign language teaching when he/she creates a
lesson plan, teaching content and activities.
② Cooperate with the homeroom teacher, and prepare teaching materials and teaching aids.

<Implementation>
ALTs and local people proficient in the foreign language should:
③ Talk to the pupils, using the language materials in a natural situation, and encourage them to speak, using
the materials voluntarily.
④ Describe to the pupils the customs, cultures and other aspects of various countries including their own.
⑤ Have the pupils experience the usage and pronunciation of the foreign language.

<Evaluation>
ALTs and local people proficient in the foreign language should:
⑥ Reflect on the lesson, focusing on the pupils’ attitudes toward communication in the foreign language
and their understanding of languages and cultures.

ALTs and local people proficient in the foreign language can cooperate in the following ways as they
have a good command of the foreign language: plan the teaching content and activities in advance with the
homeroom teacher, provide opportunities for the pupils to communicate in the foreign language, and observe
and help evaluate the pupils’ attitudes toward communication in the foreign language and their
understanding of languages and cultures.

When planning team teaching with ALTs or local people proficient in the foreign language, homeroom
teachers should ensure that all make full use of their roles.
5 CREATING AN ANNUAL TEACHING PLAN
(Parts of the original chapter have been omitted in editing.)

(1) Elements to be included in the Annual Teaching Plan

There are different views regarding annual teaching plans. In this guidebook they are comprised of the following elements:

① Abilities the pupils should acquire in one year (goals)
② Specific teaching content
③ Major activities
④ Criteria and methods of evaluation

Teachers must have a full understanding of the objective of Foreign Language Activities at elementary schools, when they make their annual teaching plan.

(2) The Objective of Foreign Language Activities at Elementary Schools

As mentioned in Chapter 1 “Basic Principles of Foreign Language Activities (English Activities) at Elementary Schools,” the main purpose of introducing Foreign Language Activities at elementary schools is not for pupils to acquire foreign language skills, but “to form the foundation of pupils’ communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages.” In other words, this passage can be summarized as follows:

① To have pupils deepen their understanding of languages and cultures through various experiences
② To have pupils experience communication in a foreign language
③ To have pupils become familiar with the sounds and basic expressions of a foreign language

(3) Making Various Annual Teaching Plans

In making an annual teaching plan, instructors must have a full understanding of the circumstances of pupils, including their developmental stages and interests, as well as such conditions as school hours allocated to Foreign Language Activities and the starting age of foreign language learning. At the implementation stage, it is vital to have pupils experience communication in a systematic manner according to the plan. In addition, it is necessary to constantly review and make additional changes to the annual teaching plan according to pupils’ changing developmental stages and interests.
Tables 1 and 2 show the annual teaching plans for *Eigo Note*. Each school may develop their own teaching plan based on this annual teaching plan which suits the school and the pupils.

Table 1: Annual Teaching Plan for Foreign Language Activities, *Eigo Note 1*, 35 hours
Table 2: Annual Teaching Plan for Foreign Language Activities, *Eigo Note 2*, 35 hours
### Table 1: Annual Teaching Plan for Foreign Language Activities, *Eigo Note 1*, 35 hours

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Teaching Content</th>
<th>Expressions Used, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Hour 1</strong></td>
<td><strong>Hour 2</strong></td>
</tr>
<tr>
<td>Lesson 1</td>
<td>“Hello” around the World</td>
<td>Learn that there are different types of greetings in the world.</td>
<td>Learn the manners of exchanging greetings, actively exchange greetings, and say one’s name.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Hour 3</strong></td>
<td><strong>Hour 4</strong></td>
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<td></td>
<td></td>
<td></td>
<td>What’s your name? My name is Ken.</td>
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<td></td>
<td></td>
<td></td>
<td>Nice to meet you.</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Let’s Enjoy Gestures</td>
<td>Learn different ways to express various emotions and conditions and make gestures.</td>
<td>Learn the importance of gestures and express one’s thoughts through these gestures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Express emotions and conditions using gestures.</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Let’s Play with Numbers</td>
<td>Learn that there are different types of gestures in the world and learn how to count from 1 to 10.</td>
<td>Ask questions about numbers, and answer questions using numbers from 1 to 20.</td>
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<td></td>
<td></td>
<td></td>
<td>How many?</td>
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<td></td>
<td></td>
<td></td>
<td>Five.</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Let’s Introduce Ourselves</td>
<td>Ask about preferences (likes and dislikes).</td>
<td>Express one’s own preferences (likes and dislikes).</td>
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<td></td>
<td></td>
<td></td>
<td>Introduce oneself including what one likes.</td>
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<tr>
<td>Lesson 5</td>
<td>Let's Learn about Costumes of Different Countries</td>
<td>Learn that there are different types of clothes in the world and learn what to call these clothes.</td>
<td>Become aware of the importance of clearly stating one’s opinion and learn the expressions used when buying clothes.</td>
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<tr>
<td>Lesson 6</td>
<td>Let’s Learn about Loan Words</td>
<td>Become aware of the differences in the pronunciation between loan words and their original terms and carefully pronounce them.</td>
<td>When asked by a classmate, explain to him/her what it is you want.</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Let’s Enjoy Quiz Tournament</td>
<td>Become aware of the interesting aspects of Chinese characters by learning the differences between English and Japanese.</td>
<td>When asked, “What’s this?” understand what is being asked and answer accordingly.</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Let’s Make a Timetable</td>
<td>Learn about what children are learning at elementary schools in other countries and learn the names of school subjects.</td>
<td>Actively play games using the names of school subjects and the days of the week.</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Let’s Make a Lunch</td>
<td>Learn that what people eat for breakfast in Japan is different from what is eaten in other countries.</td>
<td>Learn terms that describe different foods and cuisines.</td>
</tr>
</tbody>
</table>
### Table 2: Annual Teaching Plan for Foreign Language Activities, *Eigo Note 2*, 35 hours

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Teaching Content</th>
<th>Expression Used, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Hour 1</strong></td>
<td><strong>Hour 2</strong></td>
</tr>
<tr>
<td>Lesson 1</td>
<td>Let’s Play with the Alphabet</td>
<td>Learn how to read upper-case letters of the alphabet.</td>
<td>Listen to how the letters are pronounced and recognize each upper-case letter.</td>
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<tr>
<td>Lesson 2</td>
<td>Let’s Learn about Different Letters</td>
<td>Become interested in the different types of letters used around the world, and learn that there are also lower-case letters, as well as learn how to count beyond 20.</td>
<td>Become interested in and recognize each lower-case letter.</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Let’s Make a Calendar</td>
<td>Recognize Japan’s annual events and their characteristics, and learn the names of the months when these events take place.</td>
<td>Say your own birthday.</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Let’s Introduce What We Can Do</td>
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<td></td>
<td>Actively listen to what someone is saying, and understand what he/she can and cannot do.</td>
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<tr>
<td></td>
<td>Answer questions, and express what one can do.</td>
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<tr>
<td></td>
<td>Ask and answer questions with classmates on what one can do.</td>
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<td></td>
<td>Give a presentation on what one can do, and understand the presentations made by classmates.</td>
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<tr>
<td></td>
<td>Can you swim? Yes, I can/No, I can’t. I can swim. I can’t swim.</td>
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<thead>
<tr>
<th>Lesson 5</th>
<th>Let’s Give Directions</th>
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<tbody>
<tr>
<td></td>
<td>Become interested in and understand the names of the different types of buildings in the town.</td>
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<td></td>
<td>Listen to and understand expressions describing different directions and movements.</td>
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<td></td>
<td>Tell someone how to get to a destination by using expressions describing directions and movements.</td>
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<td></td>
<td>Actually give directions, and go to a destination by following the directions given.</td>
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<tr>
<td></td>
<td>Where is the flower shop? Go straight. Turn right/left. Stop.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Lesson 6</th>
<th>Let’s Introduce the Countries We Want to Visit</th>
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<tbody>
<tr>
<td></td>
<td>Learn that there are different types of English in the world.</td>
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<td></td>
<td>Listen to the countries the speaker wants to visit and why, and understand the general outline.</td>
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<tr>
<td></td>
<td>Ask and answer questions on which country one would like to visit.</td>
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<tr>
<td></td>
<td>Tell which country one would like to visit and why, and understand which countries someone wants to visit and why.</td>
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<tr>
<td></td>
<td>I want to go to Italy. Let’s go.</td>
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</tbody>
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<tr>
<th>Lesson 7</th>
<th>Let’s Introduce Our Days</th>
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<tbody>
<tr>
<td></td>
<td>Learn that there are time differences in the world and learn expressions regarding time.</td>
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<tr>
<td></td>
<td>Listen to the teacher’s daily schedule and understand the general outline.</td>
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<tr>
<td></td>
<td>Create a table regarding one’s daily activities (daily timetable).</td>
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<tr>
<td></td>
<td>Give a presentation on one’s own day based on the daily timetable one created.</td>
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<td></td>
<td>What time do you get up? At 7:00. I go to bed.</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Let’s Make a Skit</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Let’s Introduce Our Future Dreams</td>
</tr>
</tbody>
</table>

|  |  | Learn about “The Gigantic Turnip” and in a group create an original “Gigantic Turnip” by changing the characters. |
|  |  | Create an original story in a group and practice the skit. |
|  |  | Give a presentation on an original story, and listen to and understand the content of presentations given by other groups. |
|  |  | Please help me. What’s the matter? |
|  |  | Listen to and understand the speaker talk about what kind of career he/she wants to pursue in the future. |
|  |  | Ask and answer questions on what kind of career one would like to pursue in the future. |
|  |  | Give a presentation on one’s own dream, including the reason, based on the speech memo. |
|  |  | What do you want to be? I want to be a teacher. |
6 BASIC THEORY OF LANGUAGE ACQUISITION

(Parts of the original Japanese chapter have been omitted in editing.)

(1) Learning a Second Language

Learning a second language includes both “second language learning” with a narrow meaning and “foreign language learning” with a broader meaning. These two may be differentiated by the use of a target language. “Second language learning” with a narrow meaning refers to the situation where an individual is learning a target language in an environment where that language is predominantly spoken. For instance, a native Japanese speaker studying English, which is his/her target language, in the United States. On the other hand, “foreign language learning” refers to the situation where an individual is learning a target language in an environment where that language is not used frequently in daily life and considered a foreign language. For instance, a native Japanese speaker studying English, which is his/her target language, in Japan. It is necessary to understand that the amount of exposure to the target language in “foreign language learning” significantly differs from the amount of exposure in “second language learning.” Thus, the processes of “second language learning” and “foreign language learning” are quite different from each other. In addition, the process of acquiring a native language is different from those two processes. It is advised not to directly apply the process of native language acquisition by children to Foreign Language Activities at elementary schools in Japan.

(2) Start with Activities Focusing on Sounds

As mentioned above, the process of native language acquisition and that of foreign language learning by children are hardly the same. Nevertheless, a program where words are learned first through sounds is necessary for Foreign Language Activities when the burden and developmental stages of the pupils are taken into consideration. It is better for pupils to first get a lot of exposure to the foreign language through listening to songs and speeches by ALTs, and then proceed to speaking activities.
(3) Spiral Learning

With regard to repetition in learning processes, oral practice, as seen in “pattern practice” (sentence structure practice), is typical today. Though this is temporarily effective, pupils cannot acquire the foreign language by merely mechanically repeating what is said. However, long-term effects can be expected by repeatedly conducting activities which promote communication on topics more closely related to pupils’ daily lives and by repeatedly using expressions of greater need with visual and other information. It could be said that spiral learning (a way of learning in which the same content is repeatedly taken up throughout the syllabus) will lead to more effective foreign language learning than mechanical repetition.

(4) Motivation Is Vital in Language Learning

Though a direct link has not been proven between motivation and language learning, it is quite obvious that enhanced motivation will increase pupils’ drive and interest, which will lead to a higher quality of learning. Therefore, it is important to actively enhance pupils’ motivation toward Foreign Language Activities. It is necessary to conduct appropriate prior research on factors regarding pupils such as pupils’ joy of experiencing success, their enjoyment in taking on difficult challenges, etc. Then, drawing on the results of such research, teachers are able to discover various factors which will be utilized to motivate pupils.
7 FOREIGN LANGUAGE ACTIVITIES RELATED TO OTHER SUBJECTS
(JAPANESE LANGUAGE AND OTHERS)

It is advisable to relate the lessons in Foreign Language Activities at elementary schools to those of other subjects as a cross-curricular program. Even pupils in grades 5 and 6 will find the lessons intellectually challenging and interesting when they can utilize the knowledge and experiences they have already gained in other subjects and through international understanding. In addition, since the objective of Foreign Language Activities is “to form the foundation of pupils’ communication abilities,” it is important to actively link Foreign Language Activities to Japanese language education and other educational activities in terms of their content and methods with a view to developing pupils’ linguistic abilities.

With regard to the connection with Japanese language education, teachers are required to construct educational content for Foreign Language Activities which will synergistically improve the pupils’ Japanese language skills. To achieve that, teachers expose pupils to foreign languages, have them realize the interesting aspects and richness of languages, and enhance their interest in and respect for languages.

Table 3, on the following page, shows specific examples of teaching content and their related subjects proposed at research and development schools.
<table>
<thead>
<tr>
<th>Examples of Teaching Content</th>
<th>Examples of Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colors, shapes, animals, food, sports, etc.</td>
<td>Arts and Handicrafts, Arithmetic, Physical Education, etc.</td>
</tr>
<tr>
<td>Numbers, arithmetic, money, products, role-playing for shopping</td>
<td>Arts and Handicrafts, Arithmetic, etc.</td>
</tr>
<tr>
<td>Local events</td>
<td>Arts and Handicrafts, Social Studies, Period of Integrated Study, etc.</td>
</tr>
<tr>
<td>School trips, local community</td>
<td>Social Studies, Period of Integrated Study, etc.</td>
</tr>
<tr>
<td>An ideal house</td>
<td>Homemaking, Arts and Handicrafts, etc.</td>
</tr>
<tr>
<td>Japan and countries around the world</td>
<td>Social Studies, etc.</td>
</tr>
<tr>
<td>Family</td>
<td>Homemaking, etc.</td>
</tr>
<tr>
<td>Lifestyles, jump rope, marching</td>
<td>Homemaking, Health and Physical Education, etc.</td>
</tr>
<tr>
<td>Creating graphs of an interview (questionnaire) results</td>
<td>Arithmetic, etc.</td>
</tr>
<tr>
<td>The ecology of plants</td>
<td>Science, etc.</td>
</tr>
<tr>
<td>Sounds, rhythm, intonation</td>
<td>Music, etc.</td>
</tr>
<tr>
<td>Creating a <em>byun-byun</em> (fast spinning) top</td>
<td>Arts and Handicrafts, etc.</td>
</tr>
<tr>
<td>Exchange activities, a school introduction video</td>
<td>Special Activities, etc.</td>
</tr>
<tr>
<td>Loan words and Japanese, languages across the world</td>
<td>Japanese Language, etc.</td>
</tr>
<tr>
<td>Positive attitude toward understanding and expressing unknown matters</td>
<td>All subjects</td>
</tr>
</tbody>
</table>
EVALUATION IN FOREIGN LANGUAGE ACTIVITIES AT ELEMENTARY SCHOOLS

Evaluation is indispensable for any kind of lesson, including Foreign Language Activities at elementary schools. As such, it is necessary to comprehend the following two aspects of evaluation.

Aspect 1: Collect and record information on pupils’ progress in learning. (Tests are one form.)
Aspect 2: Interpret the collected information and make value judgments.

There is a tendency for teachers to be overly cautious about value judgments and become critical about collecting information regarding pupils’ progress in learning as well. However, it is essential to clarify what is happening in lessons and what pupils are learning based on the basic principle of evaluation: “the objective and evaluation should be inextricably linked.” Teachers will be able to reflect on their own lessons in order to improve their lessons by rating their pupils’ objective attainment level. It will also enhance pupils’ motivation for learning. In other words, evaluation is one part of the entire teaching process.

The report, On the National Curriculum Standards Reform for Kindergarten, Elementary School, Lower and Upper Secondary School and Schools for Special Needs Education issued by the Central Council for Education on January 17, 2008 states, “It is appropriate to conduct a certain number of activities as a unit, considering the objective and content of Foreign Language Activities at elementary schools, but numerical evaluation used for subjects is not suitable for Foreign Language Activities.”

Evaluation is possible by combining the following methods.

(1) Observing Pupils’ Activities

Observation of pupils’ activities and its documentation must be done continuously over a long period of time, not just for one lesson. In addition, it is important for several teachers to keep records of their pupils’ activities.
(2) **Interviews**

Conduct interviews to ask the pupils about their lessons and their awareness of foreign languages. Interviews should be conducted through conversations with pupils both during and after lessons. There are different types of interviews, such as interviews with prepared questions, those with improvisational questions as well as prepared ones, and those including only improvisational questions. Regardless of the type of interviews, it is advisable to conduct these interviews when the pupils are in their usual state of mind, such as during lunch breaks and short breaks between lessons, in order to collect their true feelings. More accurate data may be obtained through systematically planned interviews conducted in a casual atmosphere during the school day in addition to questionnaires.

(3) **Check List**

Keep records using a specially designed check list during lessons (for example, the frequency and content of remarks).

(4) **Questionnaires**

Questionnaires are the most commonly used method, though their validity and reliability are not so high because pupils' frank opinions and thoughts may not be expressed depending on the timing, methodology or the person in charge of the questionnaire. Conducting written questionnaires which include pupils' self-evaluations as well as a simple 5-point scale evaluation (such as “fun,” “somewhat fun,” “normal,” “not really fun,” “not fun at all,” etc.) can help conduct a more accurate evaluation.

(5) **Check Eigo Note**

Check pupils’ listening by the answers that they have written in *Eigo Note* during the activities and comprehend their progress in learning.

In Foreign Language Activities at elementary schools numerical evaluation is not carried out. Its evaluation should be conducted comprehensively by utilizing various evaluation methods instead of persistently using the same one. At the same time, teachers should think of an evaluation method that will suit the pupils and encourage them to enjoy and actively engage in Foreign Language Activities.
9 VIEWS ON INTERNATIONAL UNDERSTANDING, INTERCULTURAL COMMUNICATION AND INTERNATIONAL EXCHANGE

As globalization of societies and economies has been rapidly advancing, it is important to foster understanding of foreign cultures and positive attitudes toward living in harmony with people with different cultural backgrounds. Therefore, guidance in international understanding and intercultural communication is essential in foreign language education.

Described below are points on international understanding, intercultural communication and international exchange.

(1) International Understanding

① Objectives of Education for International Understanding

It is particularly important to promote education for international understanding in order to foster the following: positive attitudes toward recognizing differences and discovering similarities among a variety of life styles and customs of various cultures, and positive attitudes toward respecting other countries and contributing to peace and development in the international community.

Furthermore, in order to resolve common issues faced by the international community, the United Nations Educational, Scientific and Cultural Organization (UNESCO) advocates “Education for Sustainable Development” or ESD. ESD fosters individuals who contribute to developing sustainable societies by thinking globally, regarding the issues as their own and taking action in their daily lives. It is necessary to promote education for international understanding as one of the vital measures of ESD.

② Elements of Education for International Understanding

The following could be listed as elements for international understanding:

(a) Consider each person to be a precious presence and deepen understanding regarding human beings. The origin of mankind, our common traits as human beings, various lifestyles, human rights, respect for life, establishing individuality, human security, etc.

(b) Deepen understanding of various cultures around the world. Cultural universality, cultural diversity, cultural values equality, cultural assimilation, cultural transformation, cultural exchanges, multicultural coexistence, ethnocentricity, cultural pluralism, etc.
(c) Develop interest in current issues and challenges faced by the world, and deepen understanding regarding them.
Increasing global interdependence, changes due to globalization, surfacing of global issues (such as the environment, peace, development, economic disparity between developed and developing countries, international conflict, diseases), etc.

(2) Intercultural Communication

① What is Communication?

The function of communication is establishing relationships with others through sharing thoughts and emotions as well as transmitting and conveying information and knowledge. In addition, the characteristics of communication include “mutual relationships” and “change and continuity.” Communication includes both verbal and nonverbal interactive activities where both the speaker and the listener will change the content of conversation and expression methods in response to the reactions of the other party. In this sense, communication can be regarded as a “process.”

② For Mutual Understanding

It is difficult even among Japanese people to accurately convey one’s thoughts and emotions. It is even more difficult to achieve a complete understanding among people from different cultures who have different lifestyles and values, etc. Miscommunication and misunderstanding among people with different cultural backgrounds are inevitable in communication. What is important here is to overcome such difficulties and consider these situations starting points for deepening mutual understanding and enhancing communication abilities to achieve a consensus. It is important to develop positive attitudes toward listening to the other party in order to comprehend the other party’s intention as accurately as possible. At the same time, it is also important to develop the ability to express oneself clearly to the other party.
Points on Intercultural Communication:

(a) A Basic Stance of Consideration for Others
- To effectively convey one’s thoughts, construct appealing logic to persuade the other party as well as carefully select words and change one’s tone of voice.
- To accurately comprehend the other party’s intentions, enhance the ability to promptly ask questions, summarize, and guess the other’s emotions behind his/her words.

(b) The Importance of Nonverbal Expressions
Nonverbal expressions also hold important meaning in intercultural communication. The following are major types and examples of nonverbal expressions:
- Physical action (body movement, facial expression, eye contact, etc.)
- Use of space (interpersonal distance, etc.)
- Contact behavior
- Paralanguage (voice characteristics including pitch, speed and tone as well as silence, etc.)
- Use of time (sense of time, etc.)
- Others

International Exchange

Effects of International Exchange on Education
The following effects can be expected by conducting international exchanges at schools:
- Pupils will feel less resistance toward foreigners and will be more willing to interact with them.
- Pupils will be more interested in various countries and ethnic groups around the world and will gain broader perspectives.
- Pupils will understand the idea that we are all the same as people regardless of differences in skin color, language, etc. This will enable them to recognize the injustice of racial prejudice and discrimination.
- Pupils will realize the necessity for communication abilities, information application skills, etc.
- Pupils will deepen their cultural and interpersonal understanding, regarding such things as the hopes and joys of people in their daily lives.
- Pupils will be able to see Japan in relation to other countries and gain an awareness of themselves as Japanese.
Examples of International Exchange Activities

The following are examples of international exchange:

- Exchange of works created by pupils
- Periodic exchanges with schools for foreign residents in Japan
- Exchanges with sister schools
- Exchanges with schools abroad
- Exchanges through the Internet
- Exchanges with foreigners working at various facilities
- Exchanges through mutual school visits
- Exchanges with foreigners residing in the local community

Points in Conducting International Exchange

The following points should be considered when conducting international exchanges:

- Clarify the objectives of the international exchange, have each pupil set his/her own objective, and enhance his/her commitment.
- Emphasize prior and post learning. Continuous exchange is desirable.
- Diversify the content of international exchange. Engage in not merely games, lunch and question-and-answer sessions but also in other activities such as speeches, debates and collaborative learning in accordance with the objectives.
- Invite people appropriate for the objectives of the international exchange.
- Promote common understanding among all the teachers and place importance on forming a cooperative working system.
- Clarify the placement of each international exchange in the annual teaching plan and its relation to the school’s objectives.
- Do not specify the international exchange partner, but aim to obtain opportunities for exchange with people from different countries around the world.
- Systematically administer the exchange including budgets and dealing with various matters on the day of the exchange.
- Foster communication abilities that might be helpful in interacting with foreigners on a daily basis, such as a sense of humor and the ability to respond flexibly as the occasion demands.
Pupils will enter junior high school presumably with a positive attitude toward communication using a foreign language acquired through listening to and speaking the foreign language at elementary schools. Consequently, it is more important than ever for junior high schools to develop their teaching content and methods with a deep understanding of Foreign Language Activities and its linkage to junior high school English. In addition, it is necessary for elementary and junior high school teachers to learn about each other’s teaching content and methods through exchanging information.

(1) Collaboration between Elementary and Junior High Schools concerning Lesson Content and Procedures

① Foreign Language Activities at elementary schools are conducted in order to foster a positive attitude toward communication and develop the understanding of languages and cultures through various experiences, etc. In order to further develop these at the junior high school level, it is necessary to have pupils frequently engage in activities promoting communication and self-expression.

② At the elementary school level activities are done mainly through sounds, so the lessons do not center on vocabulary or grammar. Therefore, at junior high schools sufficient language activities must be conducted so that students fully acquire vocabulary and grammar at the junior high school level, drawing on the foundation of communication abilities fostered at elementary schools. However, students will be caught off guard if junior high school English lessons are conducted in the conventional style of explanations given mainly in Japanese. Therefore, teachers must design their lessons in the following order: fully review through focusing on sounds by giving example sentences including expressions frequently used in elementary school classes, then move on to reading and writing activities, then practice word order in a concise manner, and so on. Learning the grammar of the language will be facilitated after sufficient learning of sounds, as this will allow the students to more easily comprehend the content.

③ At the elementary school level, the main focus of the activities is placed on listening and speaking. At the junior high school level, however, activities in the four areas of listening, speaking, reading and writing should be interrelated, with the goal of their balanced development in learning the foreign language. Therefore, it is necessary to further develop the activities of the four areas in a correlated manner at a more advanced level at the junior high school level compared to Foreign Language Activities at elementary schools.
④ A full understanding of language materials and topics handled in Foreign Language Activities at elementary schools is necessary to develop a better method of utilizing textbooks at junior high schools. Since activities such as self-introductions are covered in *Eigo Note* and actually conducted in many elementary schools, the students will grow bored if they are given the same exercises again. While it is important to effectively utilize items the students have already learned, excessive and repetitive drills will bore them and reduce their motivation to learn. It is vital that the teachers select appropriate content and methods in accordance with the interests of the students.

(2) **Collaboration between Elementary and Junior High School Teachers**

① It is essential to develop opportunities to exchange information on the objectives, teaching content, teaching methods, etc., in order to foster mutual understanding of the circumstances of Foreign Language Activities at the elementary schools located in the junior high school’s district. Furthermore, it is also important to deepen understanding by visiting each other’s classes, etc. It is advisable for the elementary schools to provide a list of the topics and language materials (expressions and vocabulary) covered to junior high schools.

② Some municipalities are assigning junior high school teachers to elementary schools for a period of one to two years as teachers qualified for specific subjects, providing these teachers with opportunities to directly experience Foreign Language Activities implemented at elementary schools. This can also be a means to enhance the collaboration between elementary and junior high schools.

③ It is also important for elementary and junior high schools to collaborate on the formulation of curricula etc., reviewing *Eigo Note*, its accompanying reference manuals and other materials provided by MEXT.

(3) **Compliance with the Course of Study**

The section on language activities for first year students at junior high schools in the new Course of Study for Lower Secondary Schools states, “A certain extent of the foundation of communication abilities, such as a positive attitude toward communication focusing on speech sounds, is formed through Foreign Language Activities at elementary schools. In light of this, language activities should be carried out with familiar language-use situations and the functions of language taken into account.” In other words, it is important that lessons in compliance with the objective of the Course of Study be conducted at elementary schools, given that lessons at junior high schools are conducted based on Foreign Language Activities at elementary schools.
11 HOW TO COMPOSE UNITS AND LESSONS

Teachers formulate teaching plans for units and lessons after they create an annual teaching plan as described in Chapter 5, “Creating the Annual Teaching Plan.” The number of school hours per unit varies depending on the objectives, teaching content and pupils. It is important to establish clear objectives for each unit and lesson, and conduct lessons in an effective manner in order to achieve them. In this chapter the composition of units and lessons is described.

(1) The Basics of Unit Composition

Teachers find great pleasure in seeing pupils freely use what they have learned through a unit. So they need to design each unit with detailed and gradual steps for guidance in order not to place a burden on their pupils. The following should be considered when designing a unit.

① Reflecting Pupils’ Interests When Forming the Foundation of Communication Abilities

Teachers should design activities in each unit that reflect pupils’ interests and wishes. In short, pupil-centered activities should be designed.

However, activities should not be designed only according to pupils’ desires. Simply designing activities that pupils like and ignoring communication activities based on the Course of Study can hardly be called “pupil-centered.” It is important to incorporate the process described in Chapter 6, “Basic Theory of Language Acquisition,” into the activities while taking pupils’ interests into consideration. In other words, it is necessary to incorporate the following process into each unit: First, listening to an adequate amount of the foreign language; second, obtaining first-hand experience through activities; and then speaking one’s mind by selecting the appropriate words.

② Drawing on the Discoveries and Thoughts of the Pupils

“Pupil-centered” activities start with pupils’ interests, but pupils will eventually become bored with activities that are simply fun. Activities must allow for pupils’ discoveries, thoughts and excitement and include opportunities for them to express these. As the intellectual curiosity of 5th and 6th grade pupils increases, they will ask about the aims of activities. Thus, it is important to design activities which enable pupils to realize the purposes of activities and the abilities they are acquiring.
③ A Well-balanced Lineup of Various Activities

The following are the major types and formats of activities. They should be incorporated into units in a well-balanced manner.

<Major Types of Activities>
- Songs
- Quizzes
- Skits
- Chants
- Reading a picture book aloud
- Speeches
- Games
- Role-playing
- Tasks to create works
- Others

<Major Formats of Activities>
- Class activity
- Group activity
- Pair activity
- Individual activity
- Others

(2) How to Compose a Unit

① Determine the objectives:

Determine what pupils should acquire.

② Determine the types of activities:

Incorporate activities to achieve objectives. For example, design a smooth flow of activities throughout a unit, starting with listening, then mimicry, memorization and acquisition, and finally voluntary speaking.

③ Determine the format of the activities:

Consider what types of communication activities will meet the objectives.

④ Determine specific expressions:

Consider the expressions to be used in the communication activities. Avoid expressions that are difficult for pupils.

(3) Points to Keep in Mind When Designing a Lesson

After establishing a unit plan, teachers should design individual lesson plans. The following should be kept in mind when designing them.

① Form the foundation for communication abilities

Lessons should not center on pattern practice or dialogue memorization for skill improvement. They should, however, include communication activities to foster a positive attitude toward communication and deepen the experiential understanding of languages and cultures.
② Note the flow of activities

Pupils will become bored and their motivation will decrease if the same or similar games are played for a long time simply because they are fun. It is important to incorporate, in a well-balanced manner, a variety of activities in the various formats as described above.

③ Actively utilize a variety of equipment

Instructors can utilize a variety of equipment such as CDs, DVDs, computers, etc., to arouse pupils’ interest.

④ Create opportunities for one-on-one interaction between pupils and teachers

In order for pupils to understand a foreign language, it is important for them to gain confidence through such successful experiences as understanding what others say and conveying their own emotions, feelings and ideas. Therefore, teachers should create opportunities to interact with each individual pupil through greetings or other simple exchanges.

⑤ Sustain pupils’ motivation for the next activity

When conducting, for instance, two to four types of activities in one lesson, it is recommended to conclude all activities with the pupils feeling that they want to do a little more. This will allow pupils to maintain their motivation from one activity to the next.

(4) Basic Flow of Lessons

The following describes the basic flow of lessons.

① Warm-up

Exchange greetings in English and have pupils become aware of the start of Foreign Language Activities. Engage in icebreaking activities such as a song, a chant, or a short game.

② Introduction and development

Instructors introduce the teaching content and expressions through games, quizzes and reading picture books, etc., assisting pupils’ understanding by gestures or by pointing to specific objects. It is important to utilize words and expressions that pupils have already learned and to constantly incorporate in a spiral manner the content that teachers want pupils to acquire into activities.

Furthermore, in order to allow pupils to become accustomed to the target expressions of a lesson, it is advisable to have pupils repeatedly listen to and use such expressions in songs and chants. Even in one lesson, it is preferable to design activities in a gradually stepped manner, starting with listening, then mimicry, memorization and acquisition, and finally voluntary speaking.
Conclusion

Teachers should speak to pupils, giving compliments or other comments on their specific attitudes and expressions during each lesson. Moreover, as a method of reflection on each lesson, it is advisable to have pupils give a presentation or write about what they liked and why. It is also advisable to conclude each lesson in such a way that pupils sustain increased motivation for the next lesson.
METHODS OF DEVELOPING TEACHING MATERIALS

*Eigo Note* is available as a common teaching material, but in order to effectively utilize it, teachers, in some cases, need to develop teaching materials and aids for themselves. Teachers should first keep the objective of Foreign Language Activities in mind and consider what kind of teaching methods, materials and aids are required to achieve the objective. Then, they should observe their pupils’ interests and develop teaching materials and aids suitable for their pupils by relating them to their pupils’ lives. For example, it is effective to utilize picture cards created by pupils in Arts and Handicrafts lessons as teaching materials, thus connecting the teaching materials to pupils’ other lessons.

The following are some examples of teaching aids that may be used in Foreign Language Activities:

- Maps, world maps, globes, wall charts, panels, advertisements, English posters, picture cards, brochures, various objects, works by children, character dolls/figurines, puppets, photographs, supplementary reading materials, picture books (big books), worksheets, *karuta* cards, interview cards, color cards, marbles, chips, world coins, CDs, DVDs, videos, computers (the Internet), etc.

It is recommended that teachers organize these teaching materials and aids within the school according to purposes, situations and circumstances. Thus, teachers of various grades can share and utilize them in a beneficial manner.

Another effective measure is to arrange a classroom specifically for Foreign Language Activities. Classrooms equipped with posters, photographs, picture books, and works created by pupils in lessons will create an atmosphere that will help enhance pupils’ motivation. In addition, information and communication technology can be effectively utilized for teaching a class with considerable individual differences among pupils. Teachers can utilize review videos created with the cooperation of the ALT in order to offer individual instruction during their free time.

On the other hand, when using commercially-supplied teaching materials, teachers need to check whether those materials match the objectives of the lessons and activities, teachers’ purposes, the circumstances of pupils, class size, etc.
Points to Keep in Mind in Developing Teaching Materials

① Teaching materials should match the objectives.
   Are they suitable for activities focusing on speech sounds?

② Teaching materials should have a specific purpose.
   What aspects of pupils do teachers intend to develop by using the materials?

③ Teaching materials should be suitable for the pupils.
   Do the materials suit the pupils’ developmental stages, interests and daily lives?
13 METHODS OF EVALUATION

The overall objective of Foreign Language Activities as stated in the Course of Study is as follows:
To form the foundation of pupils’ communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages.

Evaluation should be made by integrating various methods, based on the following three pillars of the objective stated above:
① To develop the experiential understanding of languages and cultures through a foreign language
② To foster a positive attitude toward communication through a foreign language
③ To familiarize pupils with the sounds and basic expressions of foreign languages

In grade 5, in particular, teachers should mainly evaluate pupils’ performance in the activities related to their school and daily lives, which place the importance on the relationship among pupils. In grade 6, they should evaluate pupils’ performance in activities related to international understanding, while also placing importance on the relationship among pupils. It should be noted that teachers should not evaluate pupils’ acquisition of expressions or “skills.”

Rather than numerical evaluation, evaluation by statements that describe pupils’ progress should be used.

Concrete evaluation methods include teachers’ observations of pupils’ activities and presentations, teachers’ Eigo Note checks, and pupils’ self-evaluations and peer evaluations. It is possible for pupils to set up the methods and goals for their own presentations and evaluate each others’ performances. Teachers do not need to evaluate pupils’ progress in terms of the acquisition of target expressions, but rather teachers should evaluate pupils’ development through observing their activities. When lessons are carried out through team teaching, the native speaker’s opinion can also be used as a reference for evaluation.

The following are examples of evaluation according to each pillar. (“L~” stands for the lesson number in Eigo Note).

① To develop the experiential understanding of languages and cultures through a foreign language:
- Pupils try to learn the various ways of counting numbers around the world. (Eigo Note 1 L 3: Activity Observation)
- Pupils try to ask with interest about what subjects pupils study in elementary schools in places such as the ALT’s home country, China, Australia, etc. (Eigo Note 1 L 8: Activity Observation)
- Pupils become curious about the shapes of letters of the alphabet and try to recognize them. (Eigo Note 2 L 1: Activity Observation)
② **To foster positive attitudes toward communication through a foreign language:**
- Pupils try to actively explain their self-created time schedules. (*Eigo Note 2* L 8: Presentation Observation)
- Pupils actively ask and answer questions about their own future careers. (*Eigo Note 2* L 9: Activity Observation)
- Pupils feel the excitement of presentations and try to learn various kinds of expressions. (*Eigo Note 1* L 8: Presentation Observation)

③ **To familiarize pupils with the sounds and basic expressions of foreign languages:**
- Pupils try to sing a song using the numbers 1 through 10. (*Eigo Note 1* L 3: Activity Observation)
- Pupils learn the difference in sounds between Japanese words borrowed from English and the original English words and try to pronounce them in natural English. (*Eigo Note 1* L 6: Activity Observation)
- Pupils listen to local times in different places around the world and understand what time it is in Japan. (*Eigo Note 2* L 7: Activity Observation)
ACTIVITIES FOCUSING ON LISTENING

Getting familiar with a language starts with “listening.” It is necessary to first incorporate an adequate number of activities to practice listening to a foreign language rather than expecting pupils to immediately “speak.” In particular, it is advisable to include activities for listening to simple speeches by the ALT or songs and stories using CDs and other audio-visual teaching materials in a lesson. Listening is essential to communicate with others. Fostering pupils who can effectively understand others’ intentions and convey theirs is required, given that “good listeners are good speakers.” It is important to have pupils become accustomed to the sound of a foreign language in meaningful contexts, and to help them recognize the meaning of the words they hear as well as acquire a positive attitude to understand their meaning. This is one of the objectives of Foreign Language Activities at elementary schools and listening activities must be planned with this in mind.

The following should be kept in mind in establishing activities focusing on listening.

(1) Conduct Purposeful Listening Activities

When conducting listening activities such as listening to picture books being read, songs and chants related to animals, give tasks before listening, such as “listen and find out what animals are in the story” or “listen and find out in which order the animals appear.” This will help develop positive attitudes toward listening. It is also effective to create opportunities where pupils have clear purposes for listening, such as listening to the ALT’s explanation of games and activities in order to participate.

(2) Have Pupils Repeatedly Listen to Materials Rich in Content, Patiently Waiting for Them to Understand

Teaching materials must have meaningful content in order to conduct listening activities with a purpose. Teachers should design activities that enable pupils to guess the meaning by analogy. In activities, teachers should expose pupils to as natural a conversation as possible and use different expressions, gestures and specific objects in order to assist pupils’ understanding. It is important to have pupils feel that they understand the content (i.e. were able to make analogical inferences) by grasping the meaning of the whole without being forced to recognize every sound or word they hear. Furthermore, teachers should consciously secure enough time for pupils to think, and should not demand pupils’ immediate comprehension or rush them in any way.
(3) **Have Pupils Concentrate on Listening by Using Body Movements Through TPR, etc.**

Having pupils respond with words to what they hear is one type of learning activity, but listening and speaking at the same time may place a burden on pupils. Teachers should not hastily ask pupils to speak just because they want to check their pupils’ understanding. It is preferable to conduct activities using Total Physical Response (TPR) so as not to put an excessive cognitive burden on pupils. While at times pupils may respond in Japanese, this should be interpreted as a sign that they are listening closely.

(4) **Positively Evaluate Even Pupils’ Limited Understanding**

It is necessary to start by complimenting pupils when they are able to understand even a single term they hear in order to foster their attitude toward understanding the overall meaning through chunks instead of being trapped in the mentality that they must follow everything. The pupils will gain greater confidence by repeating experiences of changing from “I don’t understand” to “I understand a little.” The teachers must give feedback with comments that will allow pupils to feel confident.

(5) **Learning before and after Listening Activities**

There are many activities in which pupils enjoy cooking with foreigners while listening to instructions given in a foreign language. But if pupils just listen to instructions in the foreign language and engage in cooking, that is not enough. Thus, it is necessary to introduce pupils to related expressions prior to the activity and carry out follow-up activities to reflect on what they have learned. Consistency between teaching content and experiential activities is important for spiral learning.

(6) **Utilize Expressions that Pupils Have Heard**

Phrases that pupils have repeatedly heard and wish to use are easy to incorporate into speaking activities. Therefore, it is important to understand the pupils and utilize many expressions that pupils want to use and those deeply related to their daily lives.
ACTIVITIES FOCUSING ON SPEAKING

One method of expressing oneself is speaking, but pupils are afraid to express themselves when they feel uneasy, thinking “What if I make a mistake?” Therefore, it is very important for teachers to accept pupils’ incorrect or ambiguous use of expressions. Teachers need to compliment pupils for their attempts to speak and create a class environment where pupils know, “It’s okay to make a mistake.” The following are the points to be kept in mind in conducting activities focusing on speaking as well as the details of the activities.

(1) Create a Fear-free Atmosphere for Making Mistakes

It is important for teachers to pay close attention to what pupils are saying. Furthermore, teachers must not interrupt pupils in order to correct small mistakes. Teachers should show pupils that they are not there to judge whether what pupils are saying is right or wrong. Instead, teachers should subtly rephrase pupils’ words during a conversation as a communication partner. In addition, it is important for teachers to encourage pupils to speak up, and to create an atmosphere where speaking voluntarily is evaluated positively and mistakes are accepted. When the ALT is present, it is also advisable that the homeroom teacher should play the role of a learner and show pupils his/her positive attitude toward speaking English.

(2) Have Pupils Experience the Necessity and Joy of Speaking

At the initial stage of learning, start with repeating words and games so that pupils can experience the joy of speaking. Then, gradually move away from just using expressions provided by the teacher, and allow pupils to select the content that they wish to express and expressions to describe it in accordance with their intellectual levels so that they can experience the joy of speaking.

(3) Use Standard Expressions

Particularly at the initial stage, pupils will be able to experience communication by repeatedly using the simple standard expressions below. It is also possible to incorporate these expressions into various activities and utilize them during daily lessons.

Greetings: Hello. / How are you? / I’m [good/OK/fine].
Classroom English: Listen. / Repeat after me.
Asking for Repetition: Pardon? / Can you say that again, please?
Asking How to Say Something in English: How do you say  ~  in English?
Courtesy Expressions: Excuse me. / Thank you.
(4) **Meaningful Repetition**

Repetition is necessary in foreign language learning, but merely mechanically repeating expressions provided by teachers can reduce pupils’ motivation to learn. Therefore, it is advisable to utilize chants and songs in order to practice pronunciation, stress, and intonation as well as practice expressions and content that pupils want to talk about. For example, setting higher-grade pupils’ goals of reading a picture book to lower-grade pupils can make the preparatory practice meaningful for the higher-grade pupils, even if it involves some degree of mechanical practice.

(5) **Activities Making the Best Use of Limited Expressions**

At the initial stage, it is natural that pupils are only able to use a limited number of expressions. Therefore, it is necessary for pupils to understand that their range of expression may be broadened through utilizing various gestures, facial expressions, and tones of voice. It is also effective to teach expressions regarding colors, shapes, sizes, etc.

(6) **Others**

Accuracy as well as fluency in speaking is usually expected as more time is spent on Foreign Language Activities. But teachers must be careful not to excessively demand accuracy as this increases pupils’ fears of making mistakes.

Furthermore, there have been instances where pupils make lengthy presentations including show and tell by simply reading off scripts prepared in *katakana*. In order to prevent this and to enable pupils to speak without reading scripts, it is advisable for pupils to share their presentations with other members of their group by dividing the task and reducing each pupil’s load.
16 POINTS TO KEEP IN MIND FOR THE INTRODUCTION OF LETTERS

(1) When to Start Introducing Letters

The four areas of listening, speaking, reading and writing should be considered as correlated components rather than as four separate, individual areas. As such, it is important to consider the fact that the activities for one specific area can be related to the other three areas as well. In the framework of communication, however, as listening forms the basis in developing the other three areas, listening may serve as an essential factor for pupils who are exposed to a foreign language and its culture for the first time. In other words, it is critical to conduct instruction by focusing on listening at the initial stage, although the four areas are correlated to each other. This can be easily understood when considering the procedure of native language (Japanese) acquisition. In one’s native language, having an almost fully established command of communication through sound is a prerequisite for reading and writing. For Foreign Language Activities at elementary schools as well, it is important to introduce letters at the stage when the pupils are adequately familiarized with the sound of the foreign language. Even in grades 5 and 6, when pupils may well want to develop their intellectual curiosity toward letters, lessons on sound should be conducted first and the introduction of letters should be postponed until the pupils develop interest in reading and writing letters. In Eigo Note, units are designed so that the pupils will be able to recognize the letters of the alphabet in Eigo Note 2.

(2) Benefits of Introducing Letters

Letters should be introduced to pupils after they have adequately familiarized themselves with the sound of the foreign language and start showing an interest in letters; for example, when pupils start paying attention to the letters on picture cards, or when they start having the desire to write their names using the letters of the alphabet. The following can be thought of as the benefits of introducing letters into the lessons:

- Letters will serve as clues to remember and help retain information.
- Understanding of the content will be facilitated through visual information from letters in addition to audio information from sounds and, as a result, this will facilitate pupils’ interest in the foreign language.
- Introduction of letters into the lessons is in line with the intellectual curiosity of the pupils.
(3) Procedure for Introducing Letters

While lessons are conducted focusing on sounds, pupils’ recognition of letters can be enhanced through “playing with letters.” In introducing letters into the lessons, it is crucial that pupils first get accustomed to the letters of the alphabet. It is advisable that the following stages be considered when introducing letters.

Stage 1: Getting accustomed to letters

Enhance the pupils’ ability to recognize letters by displaying the letters of the alphabet, posters written in English, picture cards with letters, etc., in the classroom. Another method could be having pupils collect names of the objects whose names are represented by the letters of the alphabet (e.g. FAX, TEL, etc.).

Stage 2: Differentiating between upper case and lower case letters

Differentiating between the upper and lower case letters of the alphabet is more difficult for pupils than expected. As such, have pupils learn how to differentiate between the two sets of letters by playing games using letter cards, such as matching the upper case and lower case letters of the alphabet.

Stage 3: Getting accustomed to letter combinations

Pupils become accustomed to the letters that comprise the words they are already familiar with through their sounds. This can be achieved by playing games while using pictures as clues, such as bingo, hidden-word puzzles, etc. Activities at this stage are related to a basic reading level. It should be noted that this stage is not covered in *Eigo Note*. 
ACTIVITIES FOCUSING ON COMMUNICATION

(In this chapter, two activities have been added to the original book and all the activities are explained in more detail.)

As described in Chapter 11 “How to Compose Units and Lessons,” there are various types of communication activities. It is necessary for teachers at elementary schools to design activities focusing on communication in accordance with the objective of Foreign Language Activities. In other words, teachers select natural situations related to pupils’ interests and daily lives and arrange activities where pupils listen to and use expressions established as teaching content. The method of organizing these activities will be explained below using examples.

(1) “Let’s Introduce Our Likes and Dislikes!” (Lesson 4 in Eigo Note 1, to be taught in four hours)
Objectives: In this unit, pupils will
- become aware that there are many words (loan words) in Japanese that originated from English,
- actively discuss likes and dislikes with classmates, and
- tell classmates their likes and dislikes in English.
Activities: Pupils create “Tables of Likes and Dislikes” and introduce what they like and dislike.
① The teacher introduces his/her likes and dislikes using the “Table of Likes and Dislikes” he/she created prior to the lesson. (Hour 1) <Demonstrate in order to give pupils a preview of the activity at the end of the unit.>
② The pupils familiarize themselves with expressions conveying likes and dislikes through quizzes, games and chants. (Hours 1 – 4) <Teach in order to familiarize pupils with expressions conveying likes and dislikes.>
③ The pupils fold a large sheet of drawing paper into four quarters, draw three happy faces and one sad face in the four squares, and create a table. (Hour 3)
④ The pupils receive the picture cards of foods, colors, animals, sports or other things that they may like or dislike from their teacher (or the pupils who play this role), and affix the cards to their tables. (Hour 3) <Teach in order to have pupils communicate with their teacher and classmates.>
⑤ The pupils introduce their likes and dislikes using the “Table of Likes and Dislikes” they created. (Hour 4) <Teach in order to have pupils communicate with their classmates.>

(2) “Let’s Make Our Own Lunches!” (Lesson 9 in Eigo Note 1, to be taught in four hours)
Objectives: In this unit, pupils will
- develop interest in foods around the world,
- ask classmates what they want and respond to questions about what they themselves want, using polite expressions, and
- try to give presentations on their original lunches in an active manner.
Activities: Pupils receive picture cards of the foods they want to eat and create their own lunches.

① The teacher introduces the foods he/she likes to eat using picture cards. (Hour 1) <Demonstrate in order to have pupils communicate with their teacher.>

② The teacher demonstrates to the pupils how to make a tray on which they will place the picture food cards. The pupils receive a sheet of drawing paper of the color they like and make a tray. (Hour 3) <Teach in order to have pupils communicate with their teacher and classmates.>

③ Through quizzes, games and chants, the pupils familiarize themselves with the names of different foods and the expressions to ask classmates what they want and to respond to questions about what they themselves want. (Hours 1 – 4) <Teach in order to have pupils familiarize themselves with the names of different foods, how to ask someone what he/she wants and how to express what they themselves want in response to questions.>

④ The pupils receive picture cards of the foods they want from their teacher (or the pupils who play this role), and make their original lunches by affixing the cards to their trays. (Hour 3) <Teach in order to have pupils communicate with their teacher and classmates.>

⑤ The pupils introduce the lunches that they made to the class. (Hour 4) <Teach in order to have pupils communicate with their classmates.>

(3) “Let’s Create a Well-balanced Meal!” (Lesson 9 in Eigo Note 1)

Objectives: In this unit, pupils will
- develop interest in foods around the world,
- using polite expressions, ask classmates what they want and respond to questions about what they themselves want, and
- try to give presentations on their own lunches in an active manner.

Activities: In this activity pupils think of nutritiously balanced meals and introduce them to the class in a quiz format. This activity should be conducted in connection with the “Think about a nutritiously balanced meal” unit covered during the homemaking class.

① Using picture cards, the teacher introduces the foods he/she likes to eat. (Hour 1) <Demonstrate in order to have pupils communicate with their teacher.>

② Through quizzes, games and chants, the pupils familiarize themselves with the names of different foods and how to ask what classmates want and how to respond to questions about what they themselves want. (Hours 1-3) <Teach in order to have the pupils recall the nutrients and well-balanced meals that they studied during homemaking class, and also to familiarize them with the names of different foods, as well as expressions to ask classmates what they want and to respond to questions about what they themselves want.>

③ Each pupil thinks of his/her meal in terms of the nutritional balance, interacts with his/her teacher (or pupils who play this role), and receives picture cards of the ingredients necessary for his/her meal. They place the picture cards on the well-balanced meal board, draw pictures of the meal and complete a well-balanced meal. (Hour 3) <Teach in order to have pupils communicate with their classmates.>
The pupils get into groups and quiz each other on the meals they each created. They guess what foods are in their meals by asking and answering questions about the ingredients and the colors of the nutrients. (Hour 4) <Teach in order to have pupils communicate with their classmates.>

Each group of pupils selects a representative, who in turn introduces his/her meal in front of the class in a quiz format. (Hour 4) <Teach in order to have pupils communicate with their classmates.>

(4) “Let’s Create an Alphabet Quiz” (Lesson 1 in Eigo Note 2, to be taught in three hours)

Objectives: In this unit, pupils will
- develop interest in the upper case letters of the alphabet,
- actively find and read the upper case letters of the alphabet, and
- recognize each upper case letter of the alphabet through its sound.

Activities: In this activity pupils create quizzes on the objects they have found around them which are represented by the letters of the alphabet and then present them to the class.

① Through quizzes, games and chants, the pupils familiarize themselves with the letters of the alphabet and how each of them is pronounced. (Hours 1 – 3) <Teach in order for pupils to familiarize themselves with the letters of the alphabet and to learn how each of them is pronounced.>

② Pupils find objects around them whose names are represented by the letters of the alphabet. <Teach in order for pupils to familiarize themselves with the letters of the alphabet and to learn how each of them is pronounced.>

③ The teacher gives the pupils three hints about an object that is represented by the letters of the alphabet, and asks them what the object is. (The teacher should find the object in advance.) (Hour 2) <Teach in order to have the pupils communicate with their teacher.>

④ Each pupil comes up with three hints about the object that he/she found (hints can be given using drawings), gives the hints, and asks what the object is and gives the answer. (Hour 3) <Teach in order to have pupils communicate with their classmates.>

(5) “Let’s Make an Original Picture-Card Show” (Lesson 8 in Eigo Note 2, to be taught in four hours)

Objectives: In this unit, pupils will
- develop interest in stories from different countries,
- try to create and perform original plays using English, and
- listen to a complete story in English and comprehend the content.

Activities: In this activity, the pupils listen to the teacher read a picture book aloud. Then pupils create original stories based on the picture book, and present their stories to the class.

① The teacher reads a picture book to the pupils. <Conduct in order to have pupils develop interest in the story, in creating original plays and in giving presentations.>
② The teacher gives quizzes on the content of the picture book and the pupils answer them. (Hours 1 – 3)  
   <Present in order to have pupils communicate with their teacher and classmates.>
③ Through songs, chants and games, the pupils familiarize themselves with the vocabulary and  
   expressions that appear in the picture book. (Hours 1 – 3) <Teach in order to have pupils familiarize  
   themselves with the vocabulary and expressions in the picture book.>
④ The pupils divide up into groups and create their own stories by changing the characters, vocabulary  
   and expressions in the picture book without changing its main story line, and then present their stories to  
   the class in the form of a picture book, picture-card show or play. (Hours 2 – 4) <Teach in order to have  
   pupils communicate with their teacher and classmates.>

(6) “Let’s Introduce What We Want to Be in the Future” (Lesson 9 in Eigo Note 2, to be taught in four hours)
Objectives: In this unit, pupils will  
   - develop interest in the names of different careers,  
   - actively introduce what they want to be in the future including the reasons, and ask classmates what  
     they want to be, and  
   - familiarize themselves with the expressions that are necessary in order to ask and answer questions  
     about the careers they wish to pursue.
Activities: In this activity pupils give speeches on what they want to be in the future.
   ① The teacher shares his/her dream from the time when he/she was in grade 6. (Hour 1) <Teach in order  
     for the pupils to have a preview of what they will do at the end of the unit.>
   ② Through quizzes, games and chants, the pupils familiarize themselves with the names of different  
     professions and expressions that are necessary in order to ask and answer questions about what they  
     want to be in the future. (Hours 1 – 3) <Teach in order for pupils to familiarize themselves with the  
     names of different careers and expressions to ask and answer questions about what they want to be in  
     the future.>
   ③ With their classmates, the pupils ask and answer questions about what they want to be in the future.  
     (Hour 3) <Teach in order to have pupils communicate with their classmates.>
   ④ The pupils prepare and give speeches in front of the class on what they want to be in the future. (Hour  
     4) <Teach in order to have pupils communicate with their classmates.>
USE OF SONGS AND CHANTS

Songs and chants should be used effectively in lessons while taking the following benefits into consideration.

Songs and chants will:
- reduce psychological resistance and increase interest in learning
- secure the opportunity to repeatedly practice rhythm and intonation unique to a foreign language
- be used as drills to familiarize pupils with different expressions and facilitate a smooth transition to the next activity
- help memorization and concentration
- serve as cultural resources

As mentioned above, songs and chants will increase pupils’ interest in learning a foreign language and also serve to teach content. At the initial stage of learning, experiencing the joy of sounds and rhythms is more important than learning the meaning of the songs. Furthermore, the aspect of international understanding including the songs’ cultural backgrounds should be emphasized. However, since songs with slanderous and cruel content are not appropriate for classroom use, songs should be selected very carefully.

(1) Selecting Songs and Chants for Lessons

It is advisable to start with songs that have simple repetitive melodies. This is because they are easy to listen to and to sing along with and will enable pupils to practice the same expressions. It is also effective to sing songs with gestures in accordance with pupils’ developmental stages.

Furthermore, songs that could not be sung without carefully looking at their lyrics should be avoided. Using *katakana* in order to sing a song should be avoided as much as possible. In addition, teachers should utilize songs in accordance with the clearly established objectives for using them. For example, in using “Head, Shoulders, Knees, and Toes,” there have been many cases where the gestures do not correspond with the lyrics. This does not pose a problem if it is conducted as mere play, but matching the words with the gestures can be vital to meet the educational objectives.

Chants allow pupils to get accustomed to the natural pronunciation, intonation and rhythm of a foreign language, as well as lower the psychological hurdle of speaking aloud. There is, however, a risk of creating unnatural rhythms and intonations by forcing words into the form of the chant. Expressions come first and chants need to be matched to the expressions, not vice versa.
Points to Keep in Mind When Using Songs and Chants

As mentioned above, clear objectives are necessary when using songs and chants. It is convenient to develop and share a database of teaching materials such as preexisting songs and chants at each school. Moreover, teachers can use songs and chants that pupils revised or rearranged themselves, as this will facilitate pupils’ self-expression.

In short, the following should be considered when using chants and songs.
- Use songs with as easy expressions as possible.
- Use songs with easy repetitive melodies.
- Use songs with natural pronunciation, intonation and rhythm.
- Actively use songs and chants revised or rearranged by teachers and pupils.
- Have pupils repeat phrase by phrase.
19  EFFECTIVE USE OF GAMES

One of the representative activities in Foreign Language Activities at elementary schools is playing games. Games not only enhance pupils’ motivation to learn but also provide an opportunity for pupils to become accustomed to pronunciation, vocabulary and expressions in the foreign language. However, selecting games that do not meet specific teaching objectives would lead to mere competition, and thus would be a waste of time. Therefore, game selection requires careful attention. The following should be considered in regard to games.

(1) Clarify the Purpose of Games
Games should be used for communication activities. It is necessary to clarify the purpose of the games, i.e. whether they are used to develop listening, speaking, both listening and speaking, or used as drill activities or free conversation. If the purpose is not clear, pupils will not engage in games as teachers originally intended, but simply start the game and then finish it hastily.

(2) Consider Expressions Used in Each Game
The expressions used in games should match the expressions and content to be learned. Pupils are able to practice them in a natural manner through games. Therefore, it is important to select expressions and situations that meet the objectives of lessons and are based on pupils’ lives.

(3) Stress the Importance of Interactions
Interviews are often used in games. However, if the pupils’ sense of rivalry becomes too strong, they might neglect communication in games. Teachers should instruct pupils not to play hastily and encourage them to use expressions such as “excuse me” and “thank you” when appropriate.

(4) Create a Database of Games
Creating a database of available games with the following information for use at school is recommended.
Purpose: Fostering a positive attitude toward communication, experiential understanding of languages and cultures, or familiarizing pupils with sounds and basic expressions of a foreign language
Format: Activities for individuals, pairs, groups or for the whole class, competitive or cooperative activities, relaxing or energetic activities
Content: A topic related to other school subjects or pupils’ daily lives, types of expressions and vocabulary used
Target: Targeted grade, suitability for pupils
Necessary Equipment: Kinds of teaching aids, types of classrooms
The following are some examples of games and activities. Each game will become more meaningful when modified to suit the pupils.

**<Games Focusing on Listening>**

① Fruit Basket

This game resembles a combination of the games “Musical Chairs” and “Duck Duck Goose.” Pupils, wearing fruit cards, sit on chairs arranged in a circle. When the name of a certain fruit is called, pupils wearing that specific fruit card have to move to other chairs. This game can be played using other expressions learned, such as colors, shapes, animals and items in pupils’ daily lives.

② Touching Game

When teachers say, for example, “Touch something red,” pupils will then try to touch the indicated objects.

③ Three Hints Quiz

This is a type of game where teachers provide clues and pupils guess what the object is.

(e.g.) I am black and white. I am from China. I like bamboo leaves. → panda

These activities are basically teacher-oriented activities focusing on listening. It is possible to change them into pupil-centered activities by having pupils give quizzes or instructions to their classmates.

**<Games Focusing on Dialogues>**

① Telephone Game (Whisper Down the Lane)

Pupils form a line and one pupil whispers what he/she hears to the next pupil down the line. Children relay a dialogue-style message or a command down to the end of the line, and the pupil at the end of the line answers the question or responds to the command through gestures.

Examples of dialogues:

“Do you like dogs?” “Yes, I do/No, I don’t.”

“What sport do you like?” “I like ～.”

Example of a command:

“Touch your head.”

② Interview Bingo

This activity utilizes what pupils have learned in a lesson, combining interviews with a bingo game. Pupils write down the information that they have collected on a worksheet. For example, they conduct interviews asking, “Do you play tennis?” The pupil who gets all “yes” answers in one row, either vertically, horizontally or diagonally, will shout out bingo. Recording the names of their classmates who answered “Yes/No” in corresponding cells on the worksheet will deepen pupils’ understanding of their fellow classmates rather than just writing circles meaning “yes”.


③ Shopping Game

The necessity of the activity could be enhanced by shopping with a specific purpose, such as shopping for the ingredients for salad and curry that the pupils cook during homemaking class instead of simply shopping for what they want.

<Others>

Activities such as role-playing, skits and plays can be utilized. These activities enable pupils to learn words in context and practice coherent dialogues.
ACTIVITIES TO DEEPEN THE EXPERIENTIAL UNDERSTANDING OF LANGUAGES AND CULTURES

One of the aims of Foreign Language Activities at elementary schools is to “develop the understanding of languages and cultures through various experiences.” Through Foreign Language Activities, pupils come to realize the existence of various languages and cultures in the world, deepen their understanding of the language, traditions and culture of Japan, and introduce their local communities and schools including the community’s specialties. Examples of teaching content are described as follows:

① Exposure to Simple Expressions in the World including Greetings
   Pupils experience greetings not only in English but also in other languages around the world, and learn the unique pronunciation, rhythm, and gestures of each language.

② Notice Differences in Various Letters in the World
   Pupils learn that various letters are used in the world including the alphabet, and learn the origins and compositions of various letters.

③ Recognize the Existence of Loan Words
   Pupils collect loan words used in their daily lives, check to see how well the ALTs understand them and learn the origins of the loan words. Pupils also research about Japanese words and expressions used in other countries.

④ Learn about Cultures and Locations of Countries in the World
   Pupils learn about cultures, languages, gestures, letters and locations of countries in the world. Furthermore, they learn about the designs and colors of national flags.

⑤ Learn about the Daily Lives of People in the World
   Through experiential activities, pupils learn that there are different lifestyles in the world, including foods, clothes and games. Pupils also engage in exchange activities with ALTs and foreign exchange students.

It is important that this content should be linked to pupils’ understanding of the Japanese language and traditional culture mainly through experiential activities. Instructors are also expected to promote pupils’ discoveries through associating these activities with other school subjects. Furthermore, it is important for ALTs to provide easy-to-understand explanations in English and homeroom teachers may give additional explanation in Japanese as required in order to deepen pupils’ understanding.
21 TEAM TEACHING PROCEDURES

Various forms of team teaching are described in Chapter 4 “Effective Team Teaching.” In this chapter, team teaching by the homeroom teacher and ALT is discussed. The roles of the homeroom teacher and the ALT are explained as involving two stages, namely, meeting before the lesson and during the lesson, and by using a unit plan and lesson plans. In the “during the lesson” stage, the roles of the homeroom teacher and ALT are discussed according to the objectives of the activities.

(1) Meetings before Lessons

The homeroom teacher makes a unit plan (“■” represents objectives, “○” represents major activities) suitable for his/her own classes as shown in Table 4, based on the teaching plan each school creates in advance. During the meeting, the homeroom teacher informs the ALT of what he/she wants the ALT to do as well as the ALT’s role in the unit, and asks the ALT to do the following:

<Request for scene 2>
Read the picture book rhythmically and with gestures to the pupils in order to help them understand the content.

<Request for scene 4>
Ask questions that help the pupils understand the picture book’s content.

<Request for scene 7>
Think of three hints for each animal that appears in the picture book and quiz the pupils.

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**Table 4 Unit Plan**

<table>
<thead>
<tr>
<th>HOUR</th>
<th>Objectives and Main Activities</th>
</tr>
</thead>
</table>
| 1    | ■ Listen as the picture book is read aloud, and learn the names of the animals that appear.  
○ Greet the ALT and the homeroom teacher, and receive a name card. (Scene ①)  
○ Listen to the story. (Scene ②)  
○ Engage in a card game using “animal picture cards.” (Scene ③)  
○ Sing the song “Head, Shoulders, Knees and Toes” with gestures. |
| 2    | ■ Listen to the story, and answer quiz questions about the animals that appear.  
○ Listen to the story, and answer questions about the animals that appear. (Scene ④)  
○ Answer the “What’s inside?” quiz questions. (Scene ⑤)  
○ Sing the song, “Head, Shoulders, Knees and Toes” with gestures. |
| 3    | ■ Listen to the story, and answer quiz questions about the animals that appear.  
○ Listen to the picture book read aloud. (Scene ⑥)  
○ Answer the “Three Hints Quiz” questions. (Scene ⑦)  
○ Sing the song, “Head, Shoulders, Knees and Toes” with gestures. |
Complete puzzles featuring animals that appear in the picture book and create a picture book for the class.

- Receive puzzle pieces of animals’ heads and body parts, and complete the puzzle. (Scene 8)
- Put together the completed animals in order to create a picture book for the class, and read it together.

As shown above, after the homeroom teacher explains the activities and their objectives he/she prepared in advance, he/she can ask the ALT to offer advice regarding the activities and English language used in order to make Foreign Language Activities more effective.

(2) During the Lesson

The homeroom teacher and the ALT provide all pupils with communication opportunities.

<table>
<thead>
<tr>
<th>Scene</th>
<th>Pupil(S) Activity</th>
<th>Instructor Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>①</td>
<td>Exchange greetings and receive name cards.</td>
<td>Homeroom Teacher (H) ALT (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Divide the class into two groups. The homeroom teacher and the ALT greet the pupils in their own group and give name cards to the pupils.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: Hello, Junko. Here you are.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S: Thank you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: You’re welcome. How are you today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you [happy / hungry / sleepy]?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S: (I’m) [happy / hungry / sleepy].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scene</th>
<th>Pupil Activity</th>
<th>Instructor Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>⑧</td>
<td>Receive picture cards of animal body parts that one wants from the instructors and complete the puzzle.</td>
<td>Homeroom Teacher(H) ALT(A)</td>
</tr>
<tr>
<td></td>
<td>Each instructor holds the cards of the animals’ body parts and distributes them according to the pupils’ requests.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H&amp;A: What do you want?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S: Horse, please.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H&amp;A: What card do you want?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S: Leg card, please.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H&amp;A: Here you are.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S: Thank you.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H&amp;A: You’re welcome.</td>
<td></td>
</tr>
</tbody>
</table>

Through each instructor interacting with half of the class, each pupil is able to take part in communication.
As a native speaker of the foreign language, the ALT gives pupils guidance on natural usage and pronunciation of the foreign language.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>②</td>
<td>Listen to the instructor read the picture book.</td>
<td>As the ALT reads, hold up the picture book with the ALT and repeat the last few words of the sentences and speak to the pupils in Japanese. “Which animal do you think will appear next?” “It was a red bird.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read the picture book aloud using gestures and a lot of facial expressions.</td>
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</tbody>
</table>

The ALT reads the picture book expressively and with a lot of gestures as requested by the homeroom teacher to aid pupils’ understanding.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>⑤</td>
<td>Answer the ALT’s questions.</td>
<td>Hide an animal picture card in a house of an animal. While the ALT is asking pupils a question, hide another animal picture card in another house and prepare for the next question.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask what animal is hiding in the house of animal. When the pupils say, “&lt;color of window&gt; + &lt;shape&gt;, please,” open the window.</td>
</tr>
</tbody>
</table>

In this activity instructors hide a picture card of an animal which appears in the picture book behind the windows of various colors and shapes of a house of an animal, then ask the pupils which window they want opened. Based on the body part of the animal seen through a window, pupils guess what animal is there. The following is a practical example from a lesson based on this teaching plan. The ALT asked, “Which window do you want me to open?” while showing the pupils the house of an animal. However, when the pupils gave answers such as “yellow circle” and “blue triangle,” the ALT responded, “No, I won’t open it,” and did not open the window. Then pupils were confused as to why the ALT refused to open the window, but they eventually realized the necessity of using the word “please,” and one pupil said, “Yellow square, please.” The ALT then responded “Very good,” and opened the yellow, square window. After that the pupils started saying “please” when asking someone for something.

Furthermore, when a pupil said, “Green big oval, please,” ALT then responded, “OK, big green oval?” while demonstrating the correct order of words. Listening to this, the pupil repeated, “Big green oval, please,” using the correct word order.
As shown in the two examples above, it is necessary for teachers to give pupils maximum opportunity to listen to the ALTs’ English and experience direct communication, when ALTs visit their schools. This is because the ALTs are important English language resources and they can motivate pupils to use English. Furthermore, it is important for ALTs to help pupils understand English even partially, through gestures and facial expressions, utilizing concrete items and models. For example, when reading a picture book, it is necessary for ALTs to paraphrase difficult original words and sentences with easier ones depending on the pupil’s level of understanding. In addition, when pupils make mistakes while speaking, it is advisable to have pupils realize the correct use themselves by presenting it as indicated above, rather than directly correcting them.
### Scene 3: Learning to Play Karuta

**Pupil Activity**: Learn how to play *karuta.*

**Instructor Activity**

<table>
<thead>
<tr>
<th>Homeroom Teacher (H)</th>
<th>ALT (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform the class that they will play <em>karuta.</em> Demonstrate how to play <em>karuta.</em></td>
<td></td>
</tr>
<tr>
<td>H: Let’s play <em>karuta.</em></td>
<td></td>
</tr>
<tr>
<td>A: Get into groups. Four students in each group. Put your desks together.</td>
<td></td>
</tr>
<tr>
<td>H: (Make a gesture of moving the desks in response to the ALT’s instructions.)</td>
<td></td>
</tr>
<tr>
<td>A: Now, one student from each group, please come here to get a set of cards.</td>
<td></td>
</tr>
<tr>
<td>H: One student, come here. Here are your cards. The homeroom teacher and ALT share the task of handing out the <em>karuta</em> cards to the representative from each group.</td>
<td></td>
</tr>
<tr>
<td>A: Spread the cards on your desks. I will say an animal. Everyone, try to take that card. For example, look at us. Yamada-sensei, are you ready?</td>
<td></td>
</tr>
<tr>
<td>Play <em>karuta</em> in a group.</td>
<td></td>
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</tbody>
</table>

The stages where the instructors explain how to play games or the procedures of activities can serve as natural opportunities for listening and communicating in English. However, the homeroom teacher should not leave the entire explanation to the ALT, but cooperate with the ALT by demonstrating how to play and repeating key words in order to help pupils understand.

Furthermore, it is important for the homeroom teacher to speak for pupils who do not understand the ALT’s explanation, by saying, “I don’t understand. Nancy-sensei, once more please.” By observing this interaction, pupils can learn what they should do when they do not understand English.
Answer the ALT’s questions.
Support pupils in guessing the answers to the ALT’s questions.
Support pupils in understanding the ALT’s questions, by repeating questions or key words.
Ask questions about the animals in the picture book.
How many animals are there in this book?
What color is the cat?
What color are the cat’s eyes?

This is another practical example from a lesson. After reading a picture book, the ALT asked the question, “How many animals are there in this book?” The pupils, however, did not respond to the question. Then the homeroom teacher started counting on his fingers, listing specific names of animals in the picture book. This prompted the pupils to recall what animals were in the book and they began counting.

Answer the “Three Hints Quiz” questions
Support pupils in guessing the answers to the ALT’s quiz questions. Repeat the clues offered by the ALT in order to help pupils understand.
Put picture cards on the blackboard, and inform pupils that they will play the “Three Hints Quiz.”
Give three hints for each animal and ask pupils which animal they think it is.

This is another practical example. In the “Three Hints Quiz”, the ALT gave three hints regarding an animal which appeared in the picture book and had pupils guess which animal it was. During the quiz, the ALT gave a hint about a giraffe, saying, “I’m tall.” The pupils, however, did not respond, so the homeroom teacher ran up to the ALT and crouched down. The ALT then stood up tall, compared his height with that of the homeroom teacher and repeated the hint, “I’m tall.” Then the pupils realized that the animal was tall and answered, “giraffe.”

As shown in the above three examples, it is important for homeroom teachers to bridge the linguistic gap between ALTs and pupils regarding English, without translating what ALTs say into Japanese.
Homeroom teachers should control the lessons in order to enable all pupils to participate in the lessons.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>6</td>
<td>Listen to the ALT read the picture book.</td>
<td>Assist by holding up the picture book or repeat the ALT’s words.</td>
</tr>
</tbody>
</table>

The following is another practical example. As the pupils grew accustomed to the rhythm of the picture book, some pupils started saying the lines in the picture book out loud together with the ALT. At this stage, the homeroom teacher gave instructions, “Boys, please,” “Girls, please,” “Group one, please,” and “Everyone, please.” and thus involved all the pupils, with pupils speaking and listening to each other.

In scene 7 above, the pupils grew accustomed to the “Three Hints Quiz” and a few pupils started to correctly guess after the first or second hint before all the hints were provided. Then the homeroom teacher spotted pupils who could not guess animals with just one or two hints. Thus, the homeroom teacher indicated three with his fingers, instructing the ALT and pupils to give the answer only after listening to all three hints. After this, pupils and the ALT waited to give an answer until after listening to all three hints.

As shown in the two examples of scenes 6 and 7, homeroom teachers should observe pupils constantly, controlling the flow and pace of lessons so that all pupils can participate in the activities comfortably.

Based on the examples described so far, the roles of homeroom teachers and ALTs are summarized as follows:

In the scenes 3, 4 and 7, homeroom teachers assist pupils in understanding the ALT’s English. In scenes 6 and 7, they control the lessons, and in scenes 1 and 8, they cooperate with the ALTs in order to increase pupils’ opportunities to speak up. Furthermore, throughout the entire lesson, they fulfill a role of model learners of English by drawing upon their characteristics. ALTs, on the other hand, fulfill their role by making the most of their qualities, through having pupils listen to language materials in every scene, and encouraging pupils to speak up and demonstrating correct use of English in the scene 5.

In team teaching, it is important for both homeroom teachers and ALTs to fully utilize each other’s qualities and fulfill their roles. Through such team teaching, pupils can engage in Foreign Language Activities without any anxiety even when encountering unknown words, and develop a positive attitude toward communication using a foreign language, which is the objective of Foreign Language Activities.
22 LESSON STUDY
(Parts of the original chapter have been omitted in editing.)

How should lesson study be conducted in lesson study workshops at schools?

(1) Objectives of Lesson Study
The following are the objectives of lesson study held at schools.
① To improve the teaching abilities of each teacher and maintain or improve the school’s standard of teacher quality.
② To enhance mutual understanding among teachers, and have them share a common goal for improving their teaching abilities.
③ All teachers share their concerns, problems and challenges through observing pupils during other teachers’ lessons.
④ Improve the teaching skills of each teacher by learning, through actual observation of lessons, excellent teaching methods and techniques for developing teaching materials.

(2) Implementation Methods of Lesson Study
As a means of lesson study, Foreign Language Activities’ lessons are to be opened up for observation with a lesson study workshop held after the observation. The following are the points to be remembered in conducting lesson study at schools.
① Create an annual training plan, and hold lesson observation sessions and lesson study workshops according to the plan.
② Establish a school system so that all teachers can take part in lesson observation sessions and lesson study workshops.
③ Hold a lesson plan study workshop with in-house study groups and discuss the lesson plan made by the teacher giving the lesson before the lesson observation session.
④ Invite experts who can provide practical advice, and establish a system to receive professional instructions at school.
⑤ Videotape lesson observation sessions and keep records of lesson study workshops.

(3) Points to be Discussed in Lesson Study
Points to be discussed at lesson study workshops held at schools are as follows. The issues and challenges unique to each school should be included as well.
① Composition of the unit and the flow of the lesson
② Objectives of the unit and the objectives of the lesson
③ Analysis of pupils, teaching materials and teaching methods used in the unit
④ Communication activities of the lesson
⑤ Vocabulary and expressions used in the unit
⑥ Effects of the lesson’s teaching method and points to be improved
⑦ Classroom English used during the lesson
⑧ Teaching assistance system (roles of homeroom teacher, ALT, etc.) of the lesson
⑨ Concrete criteria and methods of evaluation regarding the unit
⑩ Others