



Sophia University

**Introducing English in Japanese
Elementary Schools
—an Overview of the Issues—**

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Report of the Foreign Language Subcommittee of the Central Council of Education

Compulsory, but not as a formal 'subject'

**Getting used to English sounds. Developing basis
of Communication** **English Activities**

From Fifth grade

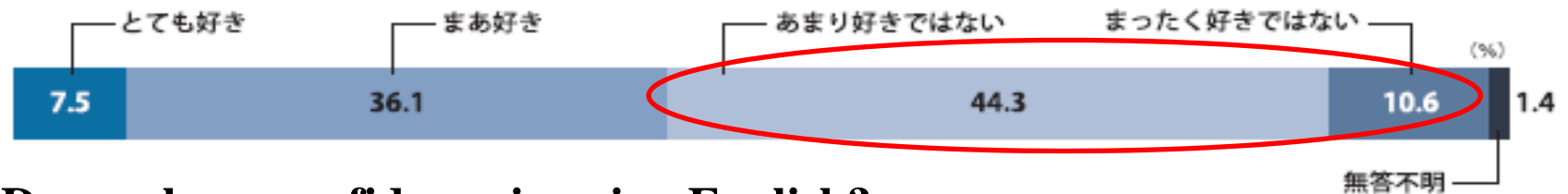
Once a week

Team Teaching

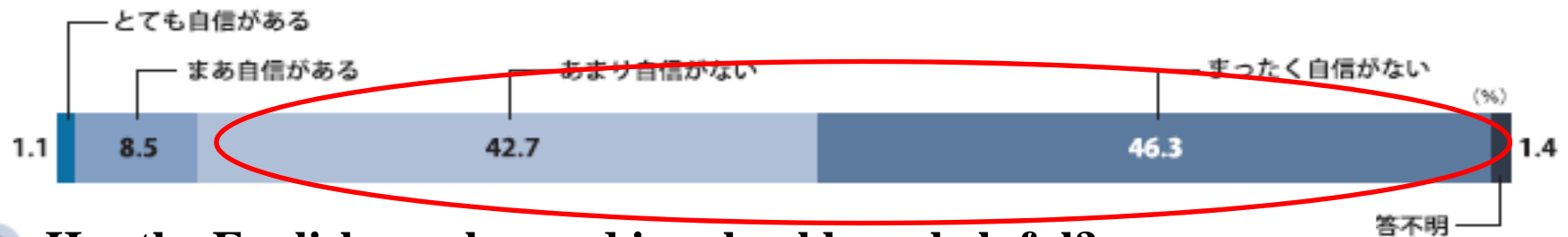
Importance of 'language' education

Elementary School English--Parents' Survey Benesse 2007

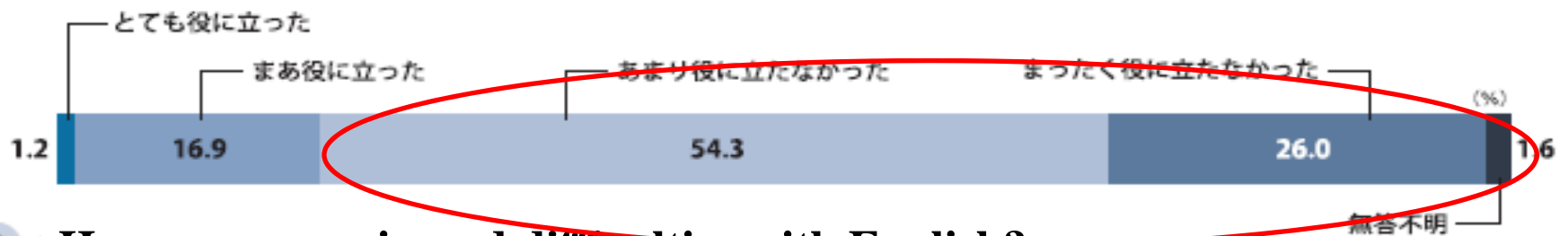
Q Do you like English



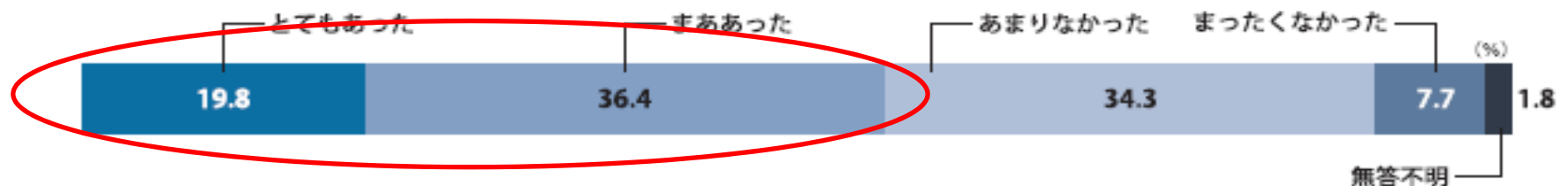
Q Do you have confidence in using English?



Q Has the English you learned in school been helpful?



Q Have you experienced difficulties with English?

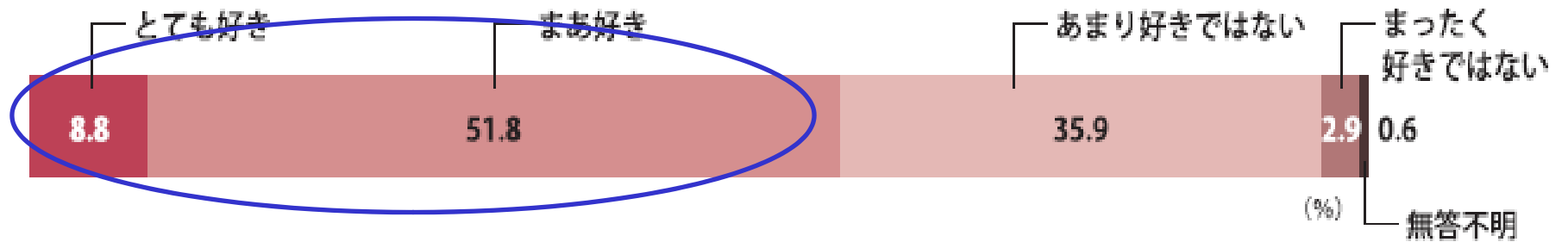


Elementary School English--Teachers' Survey

Benesse 2006

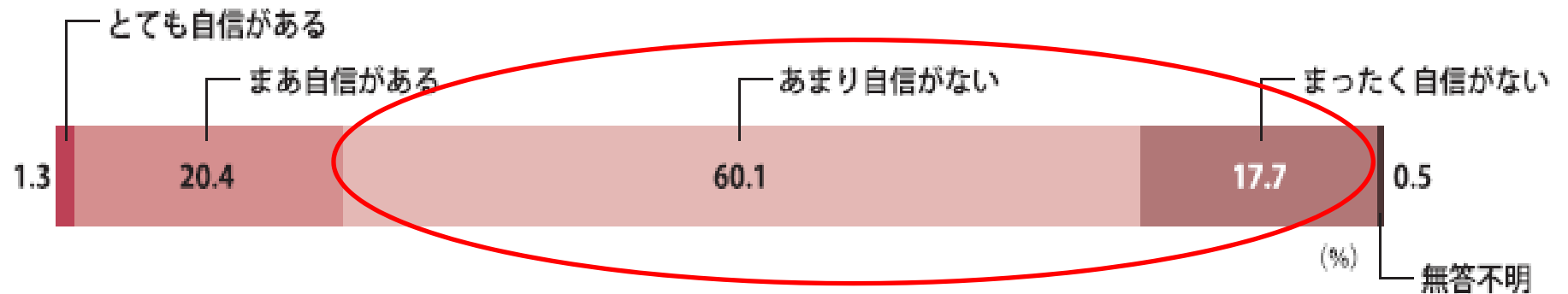
英語の好き嫌い

Q Do you like English



英語の指導に対する自信

Q Do you have confidence in teaching English?

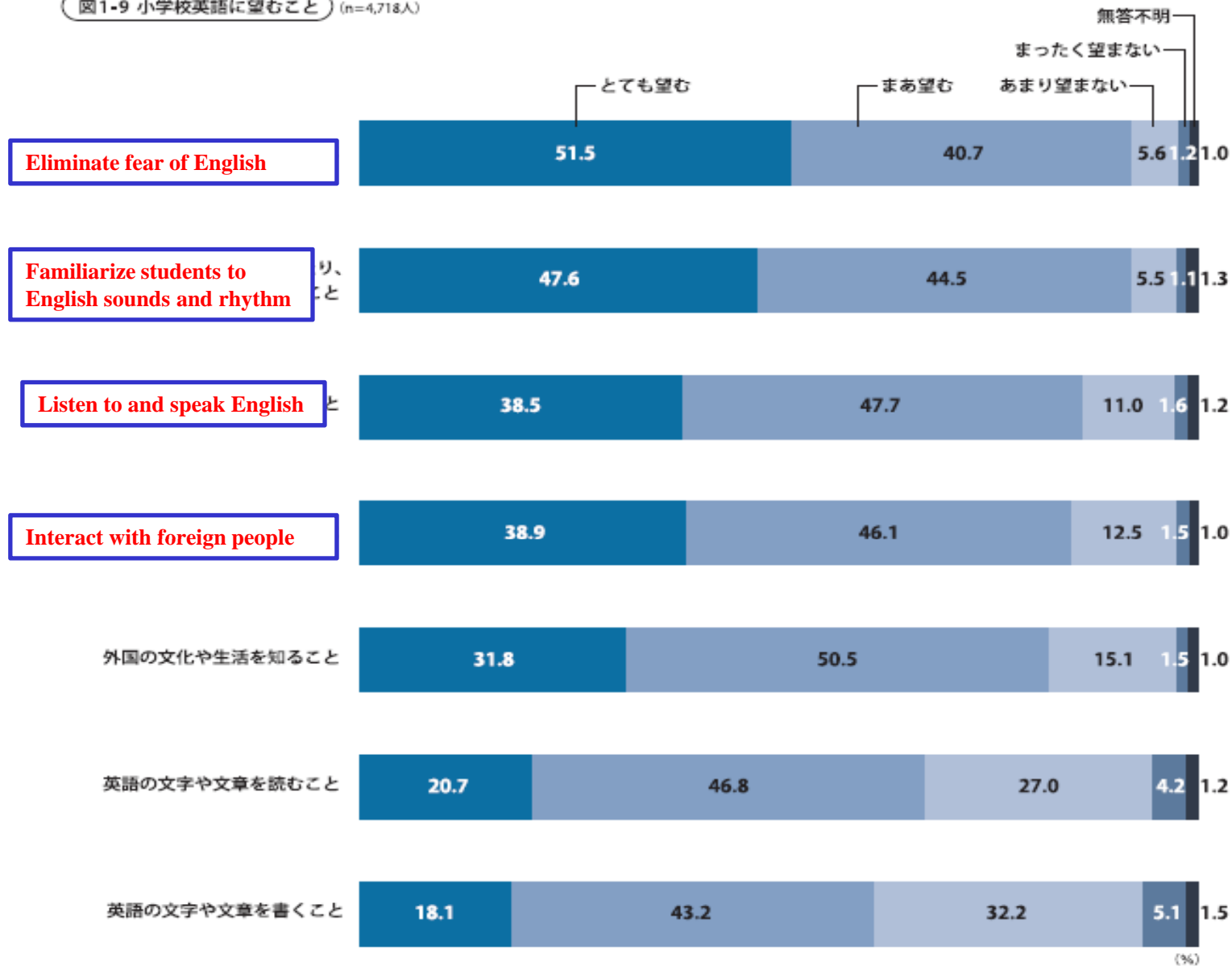


Elementary School English--Parents' Survey

Benesse 2007

Q 小学校で英語教育を行うとしたら、次のようなことをどれくらい望みますか。

図1-9 小学校英語に望むこと (n=4,718人)



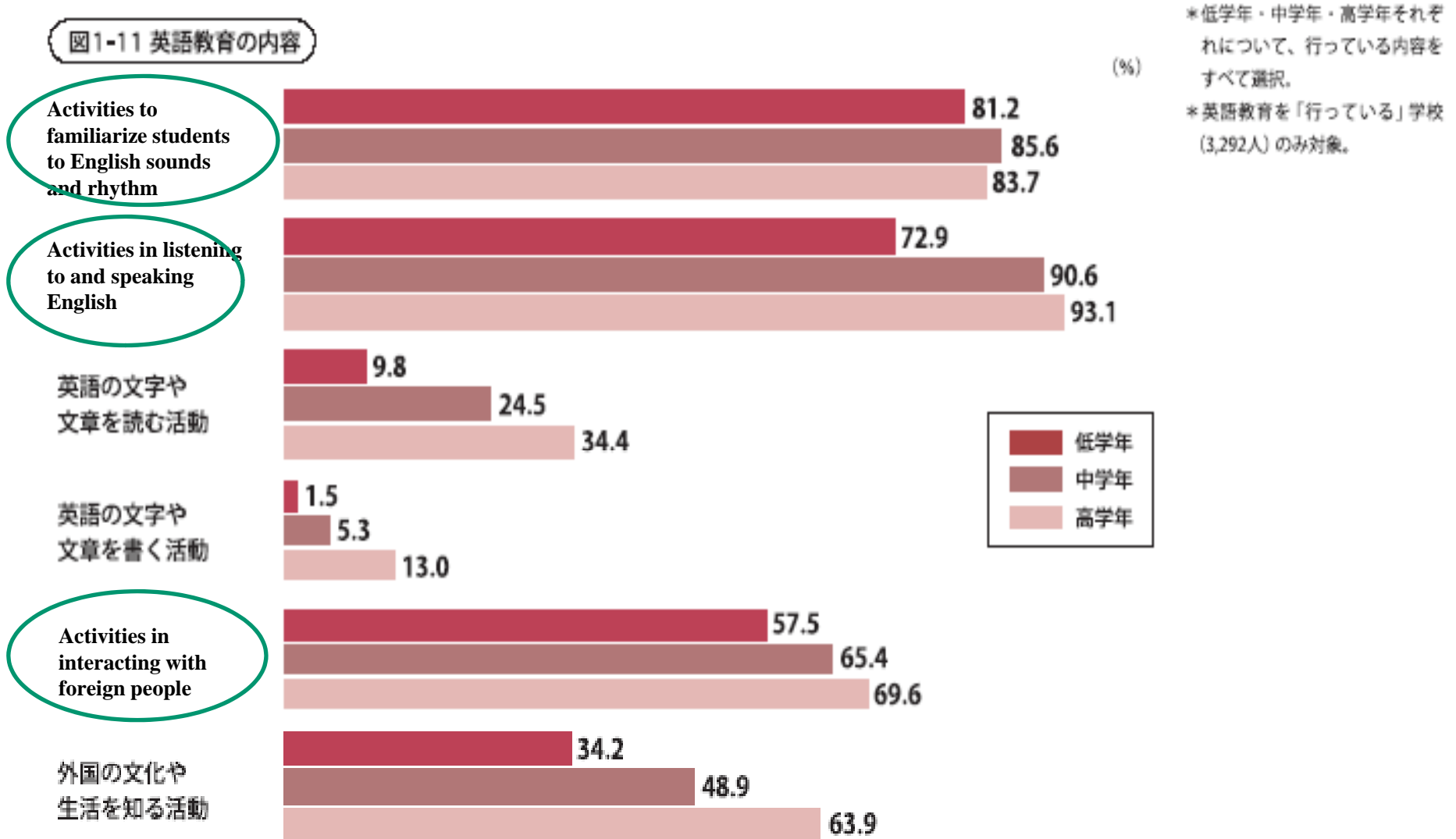
(%)

Elementary School English--Teachers' Survey

Benesse 2006

Q 貴校では、どのような英語教育を行っていますか。

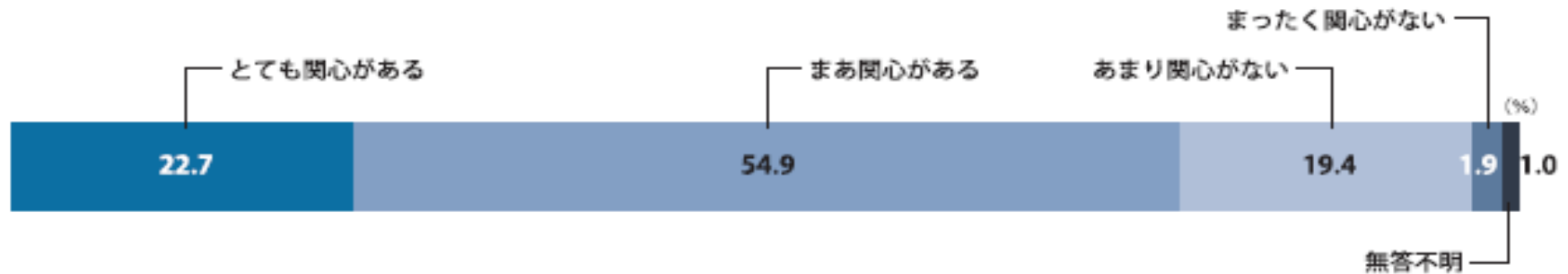
図1-11 英語教育の内容



Elementary School English--Parents' Survey Benesse 2007

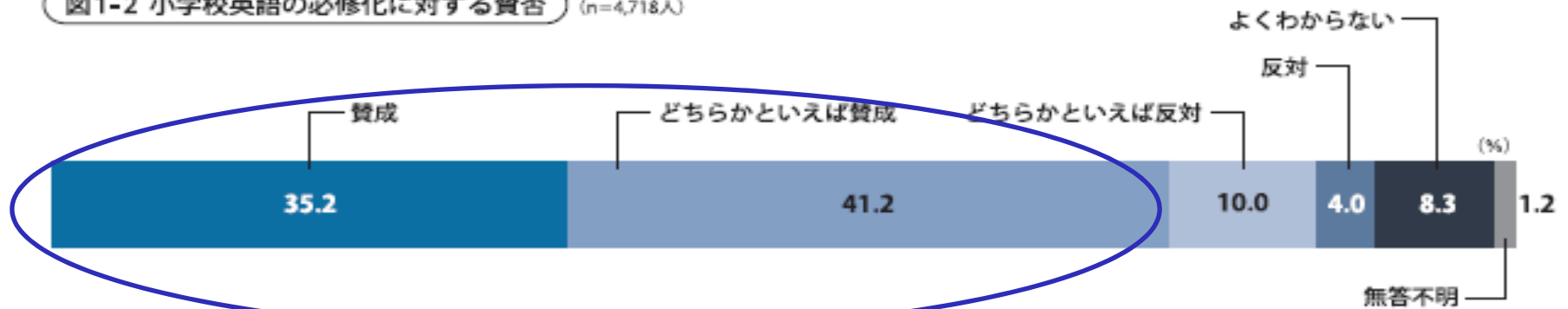
Q 小学校の英語教育に、どれくらい関心がありますか。

図1-1 小学校英語への関心 (n=4,718人)



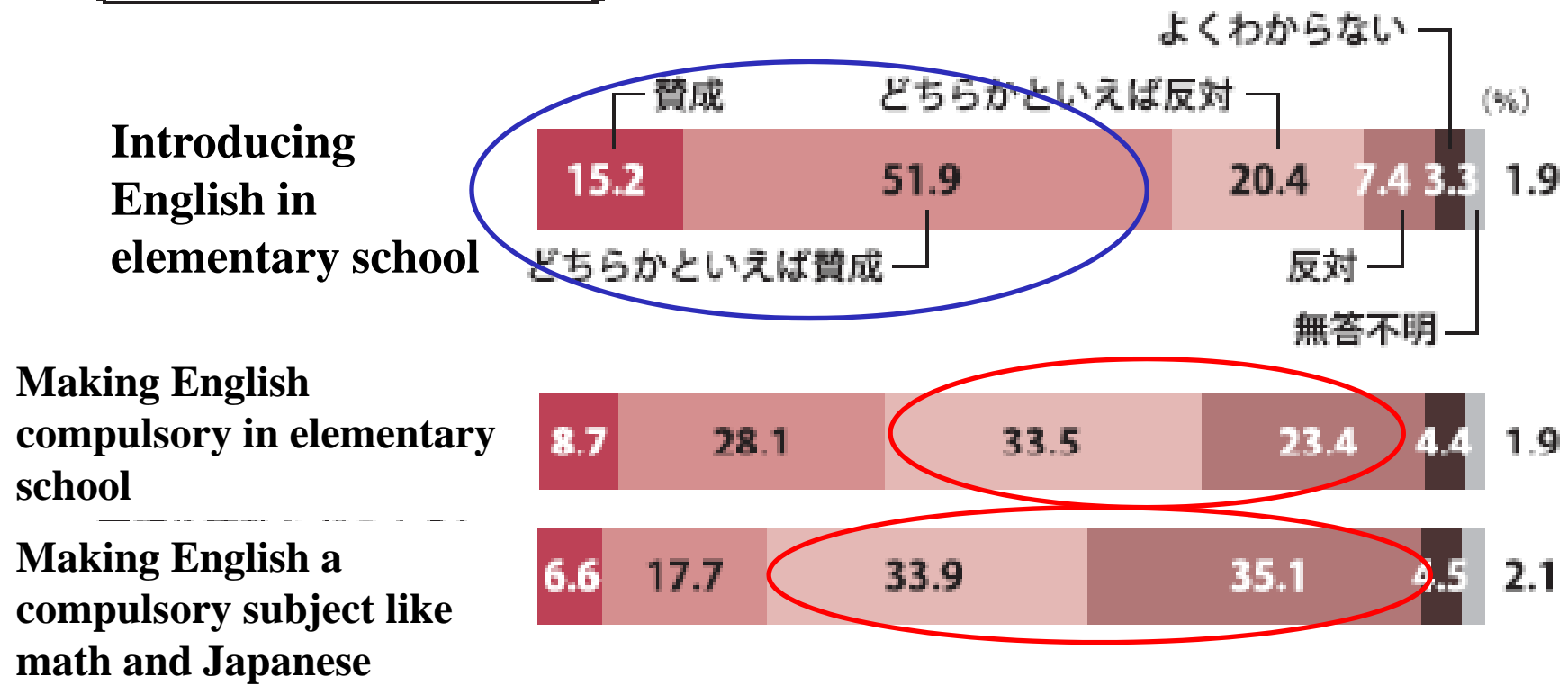
Q Do you agree with the idea of making English compulsory in elementary school?

図1-2 小学校英語の必修化に対する賛否 (n=4,718人)



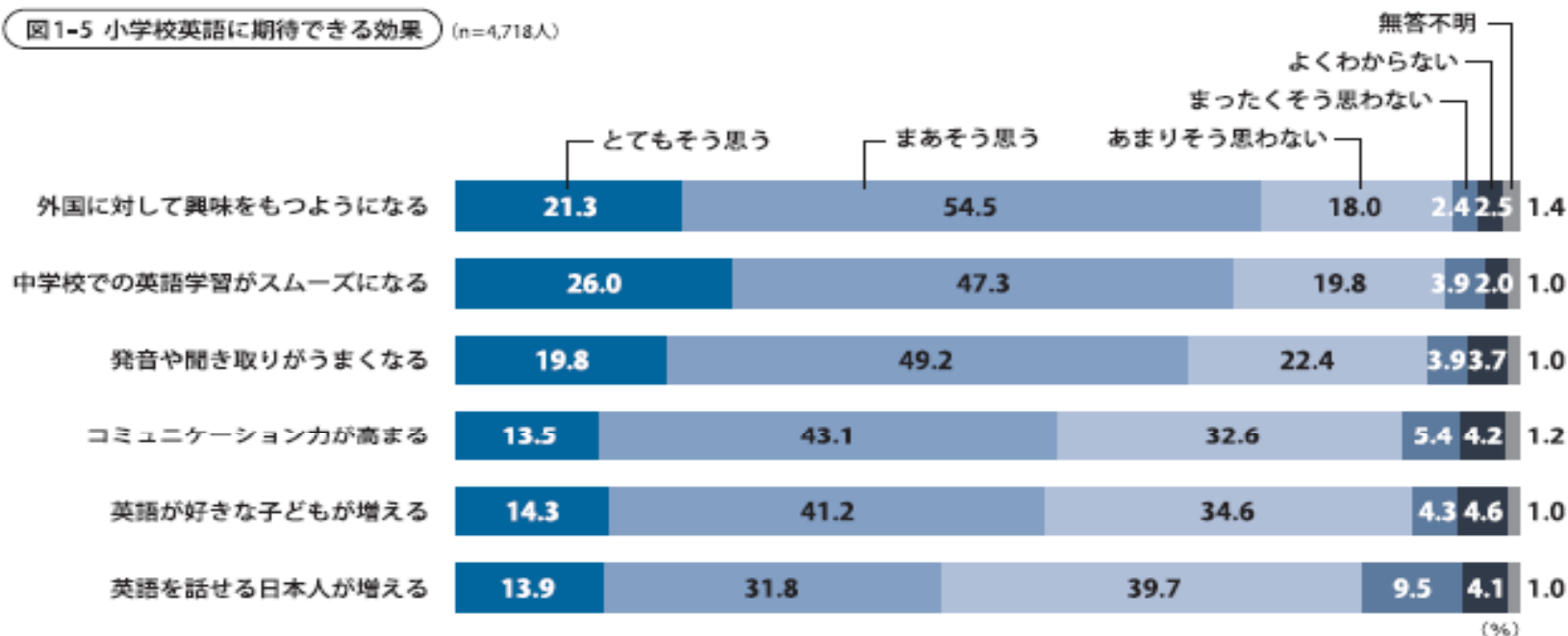
Q あなたは以下のことについて賛成ですか、反対ですか。

図2-1 英語教育に対する賛否 (n=3,503人)



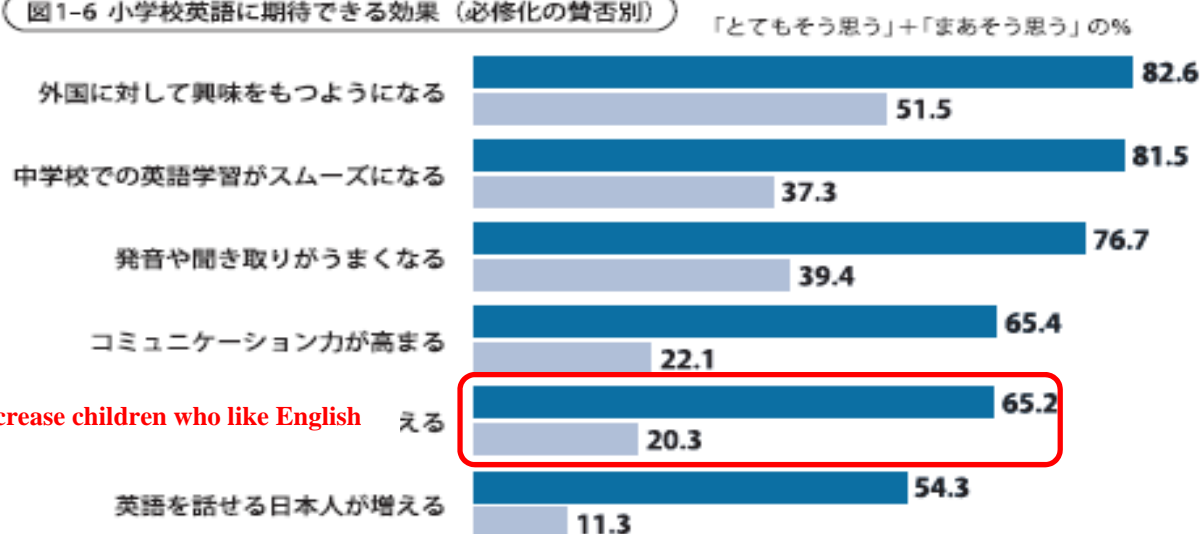
Q 小学校に英語教育を導入することで、次のような効果が期待できると思いますか。

図1-5 小学校英語に期待できる効果 (n=4,718人)



● 必修化に対する賛否別にみた、期待できると思う効果の違い

図1-6 小学校英語に期待できる効果 (必修化の賛否別)



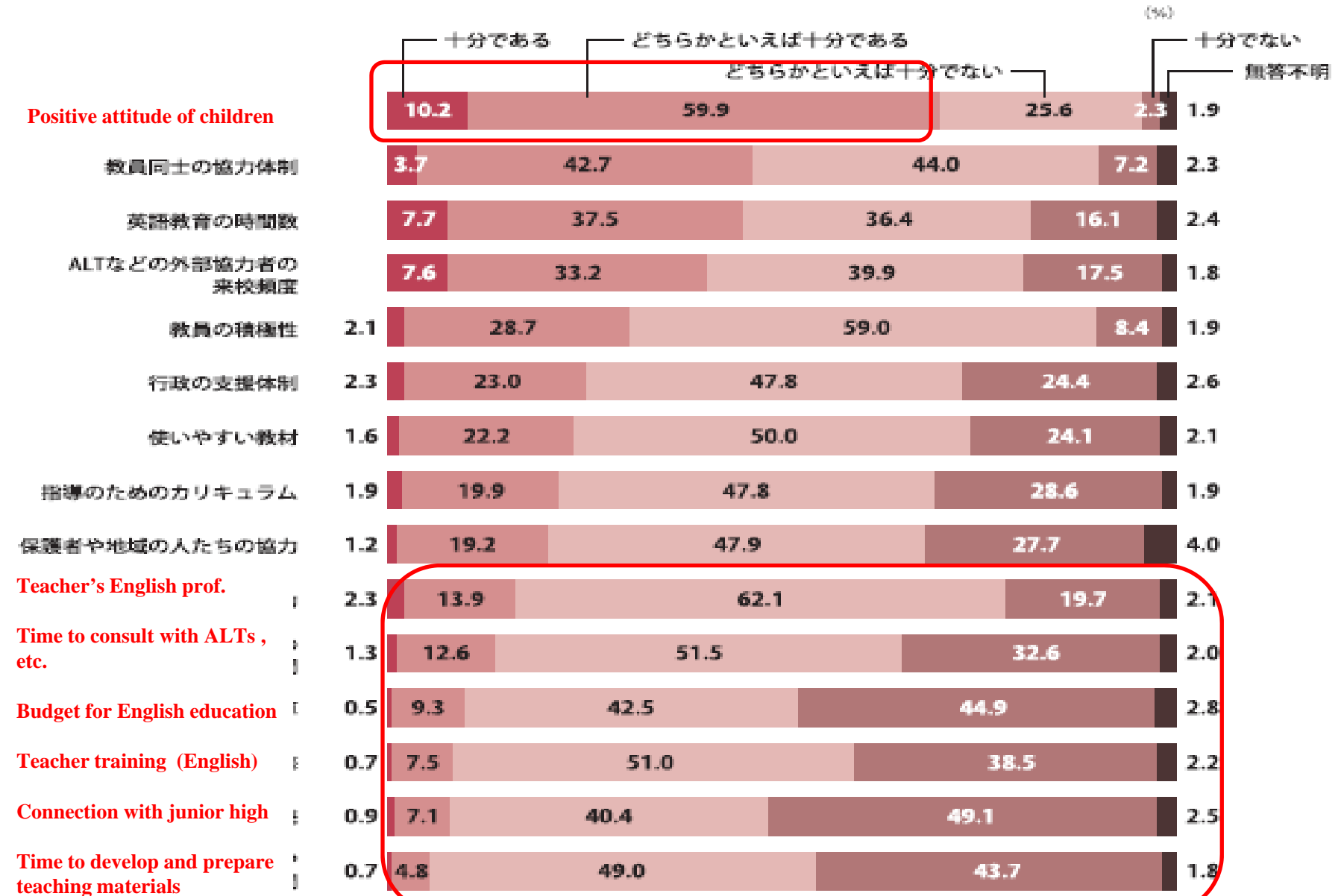
*「賛成」は、「小学校で英語教育を必修にすることについて、賛成ですか、反対ですか」の設問で「賛成」「どちらかといえば賛成」と回答した場合、「反対」は、「反対」「どちらかといえば反対」と回答した場合。

Increase children who like English

Q 英語教育を行ううえで必要となる条件などについて、貴校の状況は十分だと思いますか。

図1-13 英語教育の現状

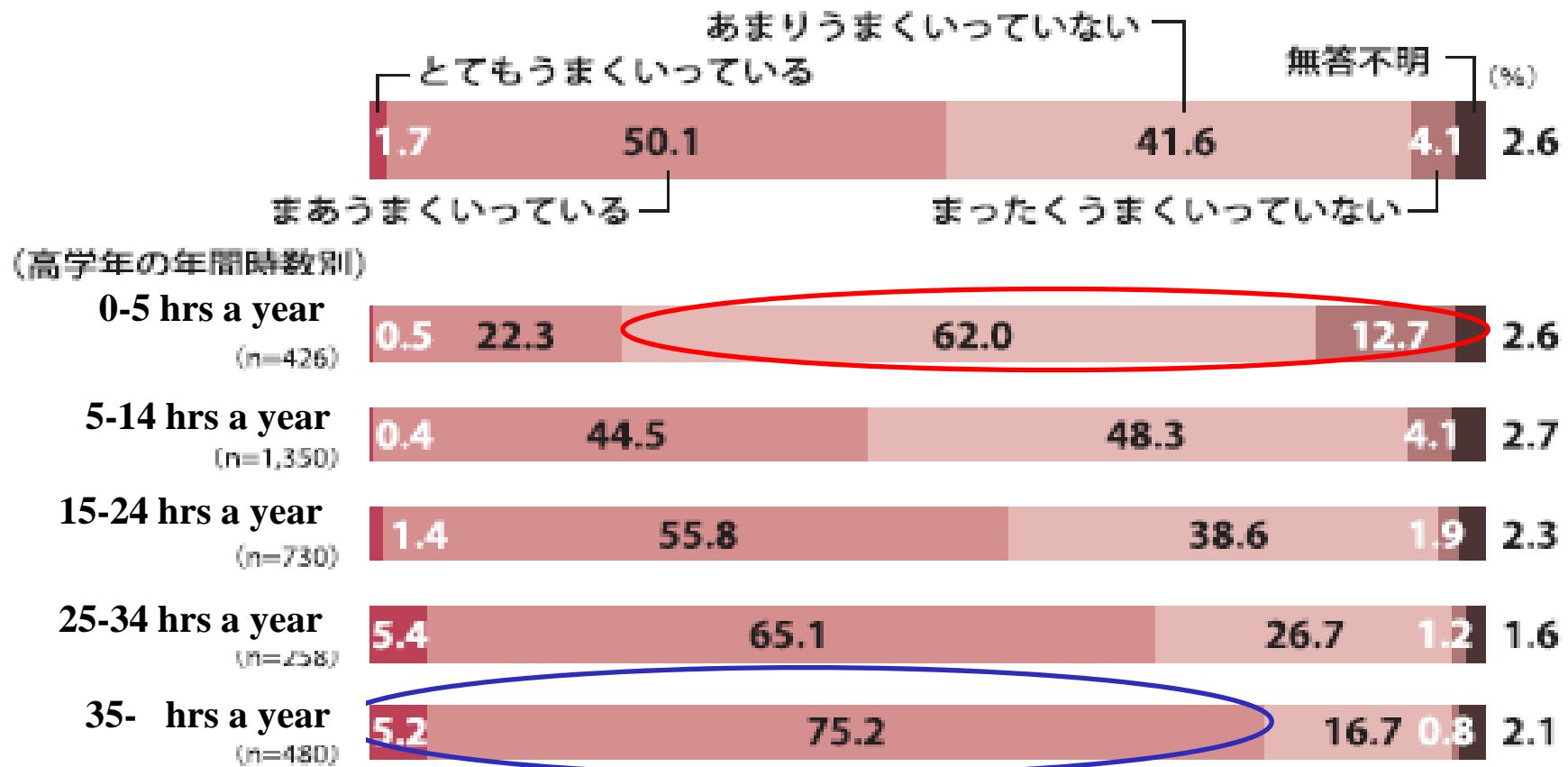
*英語教育を「行っている」学校(3,292人)のみ対象。



Elementary School English--Teachers' Survey Benesse 2006

Q In general, how well do you think English classes are going in your school?

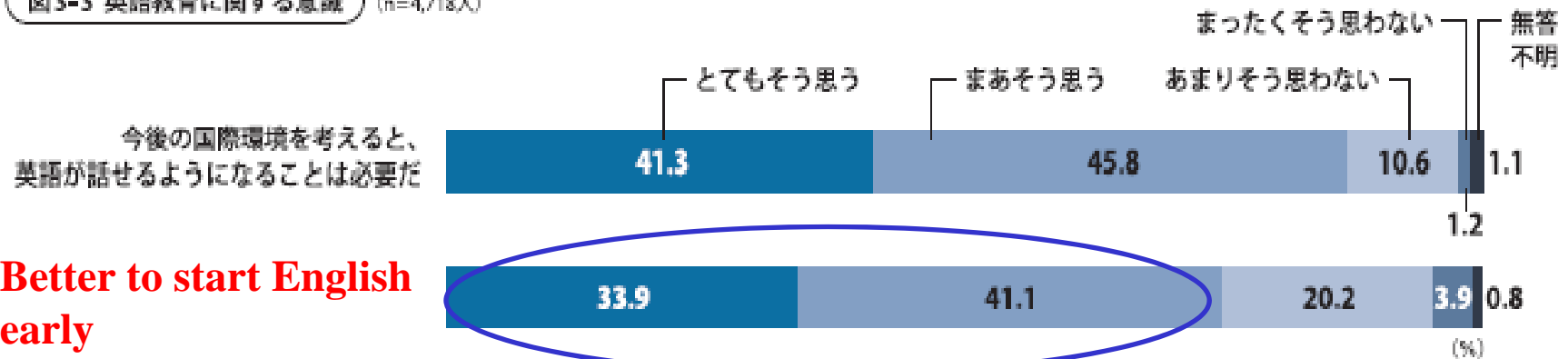
図1-16 英語教育に対する評価



Elementary School English--Parents' Survey Benesse 2007

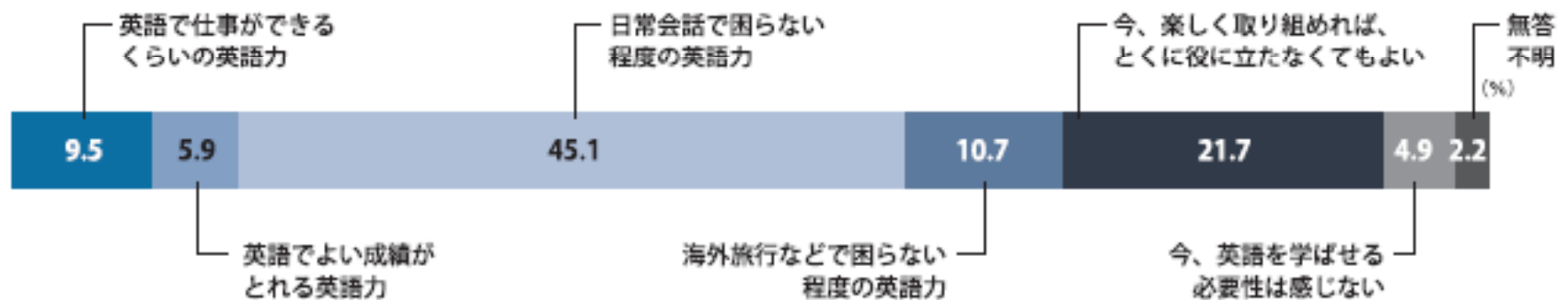
Q 英語教育について、次のような意見がありますが、どのように考えますか。

図3-3 英語教育に関する意識 (n=4,718人)



Q お子様が英語を学ぶ際、どのレベルの英語力を身につけてほしいと思いますか。

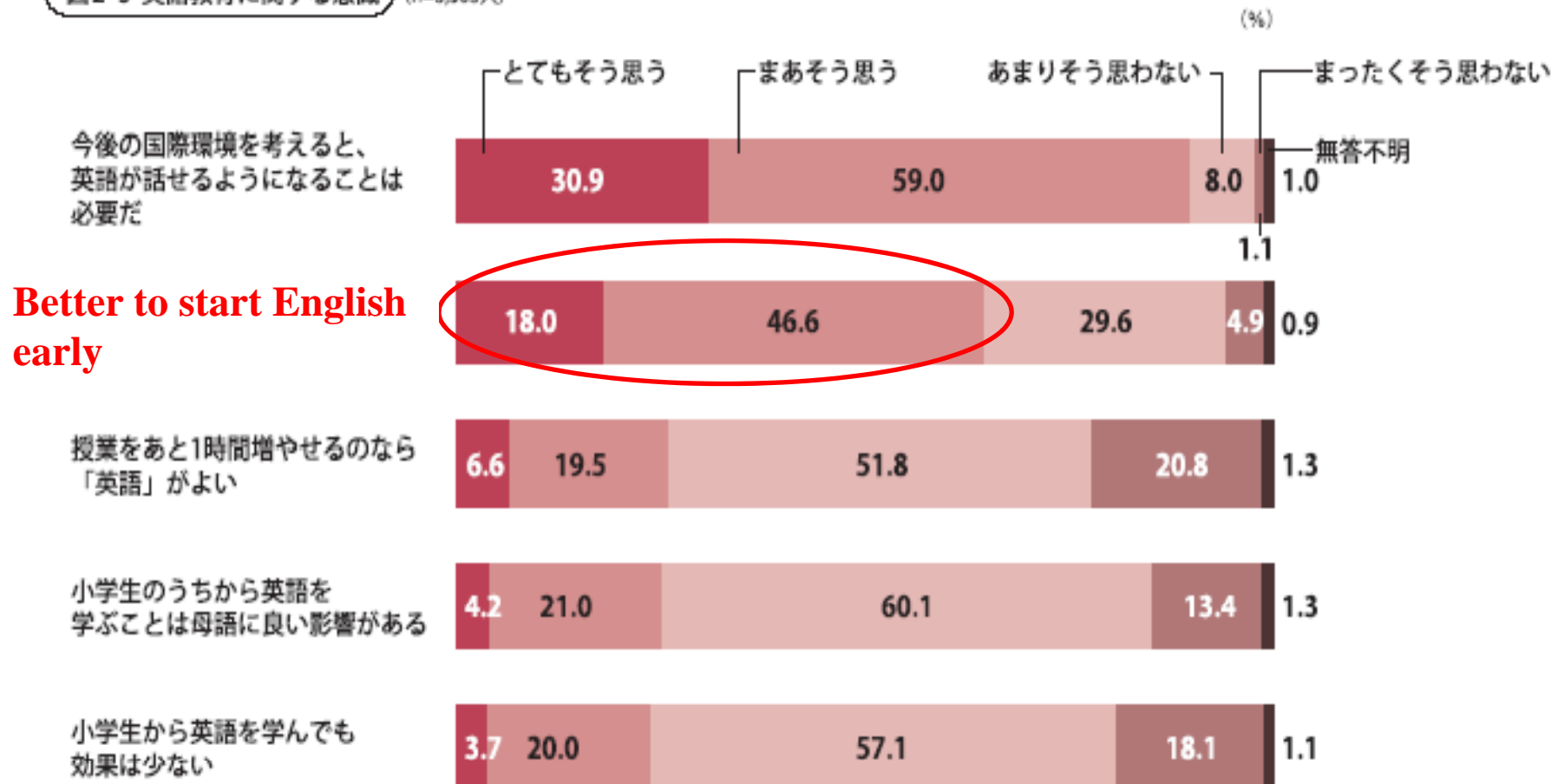
図3-4 子どもに期待する英語力 (n=4,718人)



Elementary School English--Teachers' Survey Benesse 2006

Q 英語教育について、次のような意見がありますが、あなたはどのように考えますか。

図2-5 英語教育に関する意識 (n=3,503人)



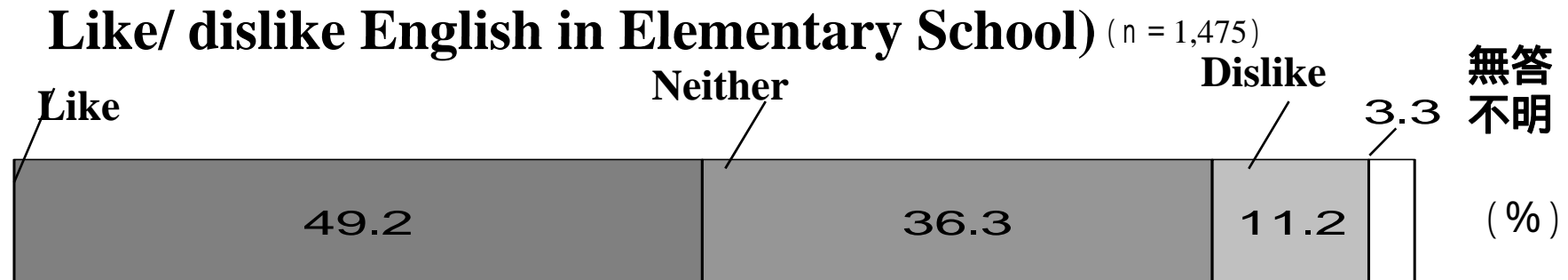
Comparison between children who began English and elementary school and junior high

Mori (2007, Joint research SOLIFIC & Institute of Educational Statistics) based on results of 483 1st and 2nd year junior high students

因子	t 値	有意確率 (両側)
Liking English	-2.410	.016*
外国に対する興味	.941	.347
個人的な動機付け	-1.036	.301
社会的動機付け	-.234	.815
国語に対する好意	.322	.748
Motivation to want to Communicate	-1.819	.070

East Asia G-TEC English Education Survey 2006 (Benesse)

Effects of Elementary School English

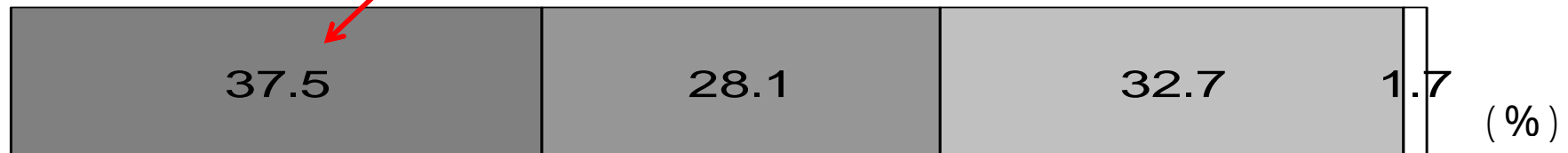


Like/ dislike English in Junior High

Experienced English in Elementary school (n = 1,475)



Not experienced English in Elementary school (n = 1,138)

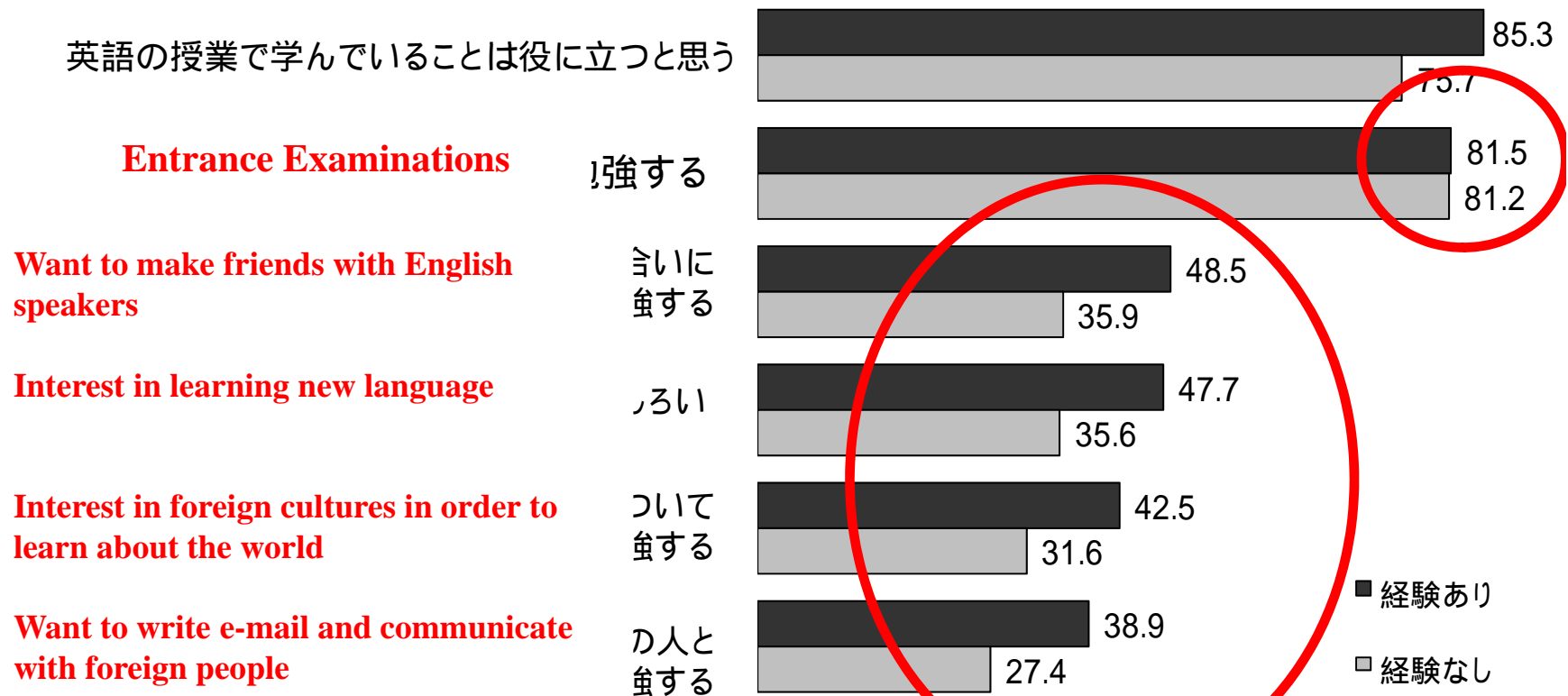


East Asia G-TEC English Education Survey 2006 (Benesse)

Effects of Elementary School English

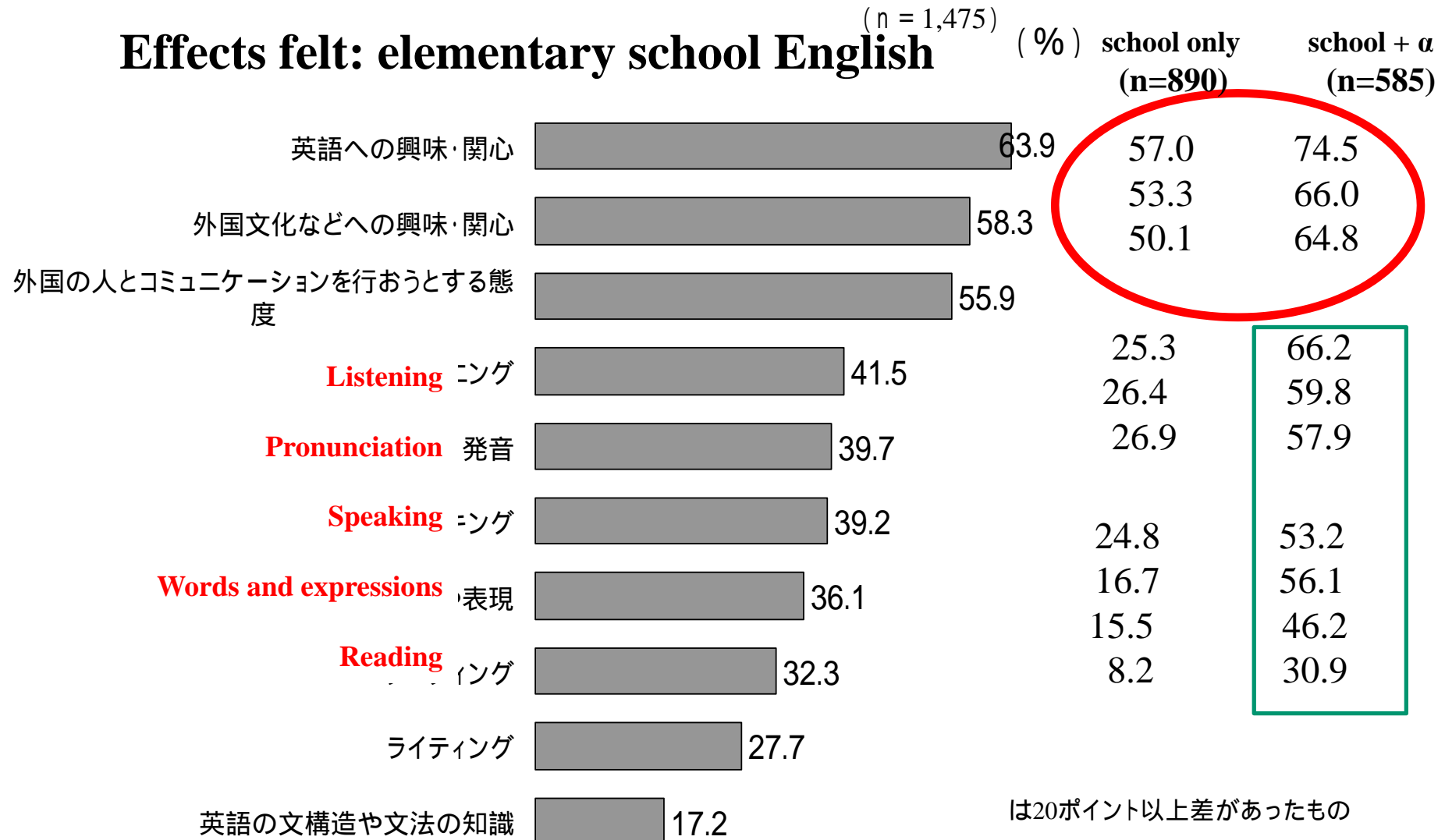
Meaning of English education (high school) (n = 1,475)

(%)



East Asia G-TEC English Education Survey 2006 (Benesse)

Effects of Elementary School English



Effects of Elementary English

- 1 Used to English Sounds (Listening)
- 2 Experience in language acquisition as not simply acquiring 'forms'
- 3 Getting used to communication
- 4 Development of concentration
- 5 Meaning of Play and Learning
- 6 *Reconsidering Junior and Senior High School English Education*

Influence on High School English

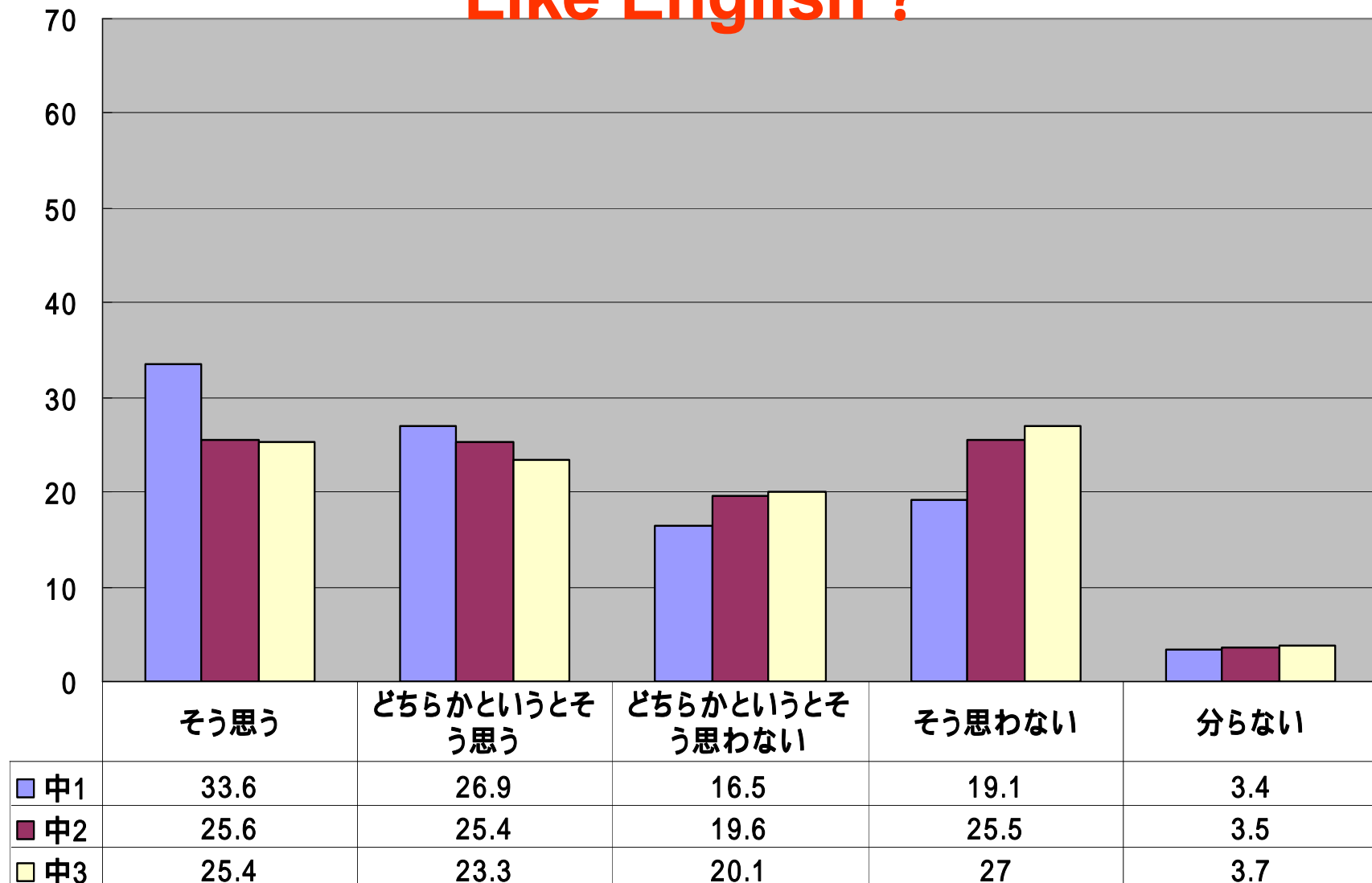
Objectives of Oral Communication II :

- 1 . Comprehending main points of coherent discourse and coming up with own ideas**
- 2 . Organizing information and ideas on various topics and present them effectively**
- 3 . Discuss and debate on various topics**
- 4 . Create skits and perform them**

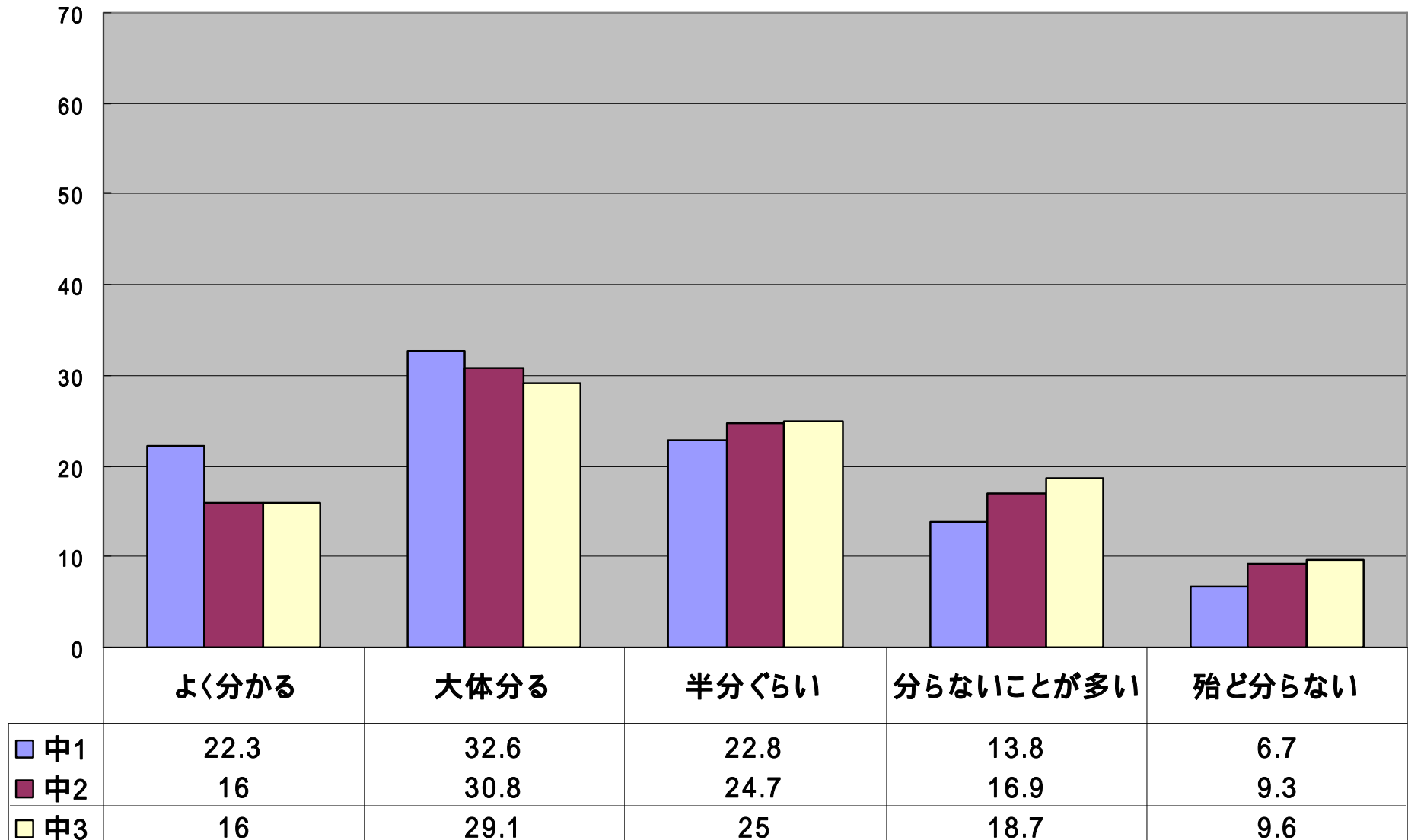
Junior high Students Survey (2005)

240,000 students

Like English ?



Understand English Class ?



Too much to teach in Junior High

High school English (5 hrs or more)

4 skills

Ability to Communicate

Junior high English (3 hrs)

Practical
Communication

Linguistic knowledge

Effects of Elementary School English

High school English (5 hrs or more)

4 skills

Ability to Communicate

G A P

**Practical
Communication**

Junior high English (3 hrs)

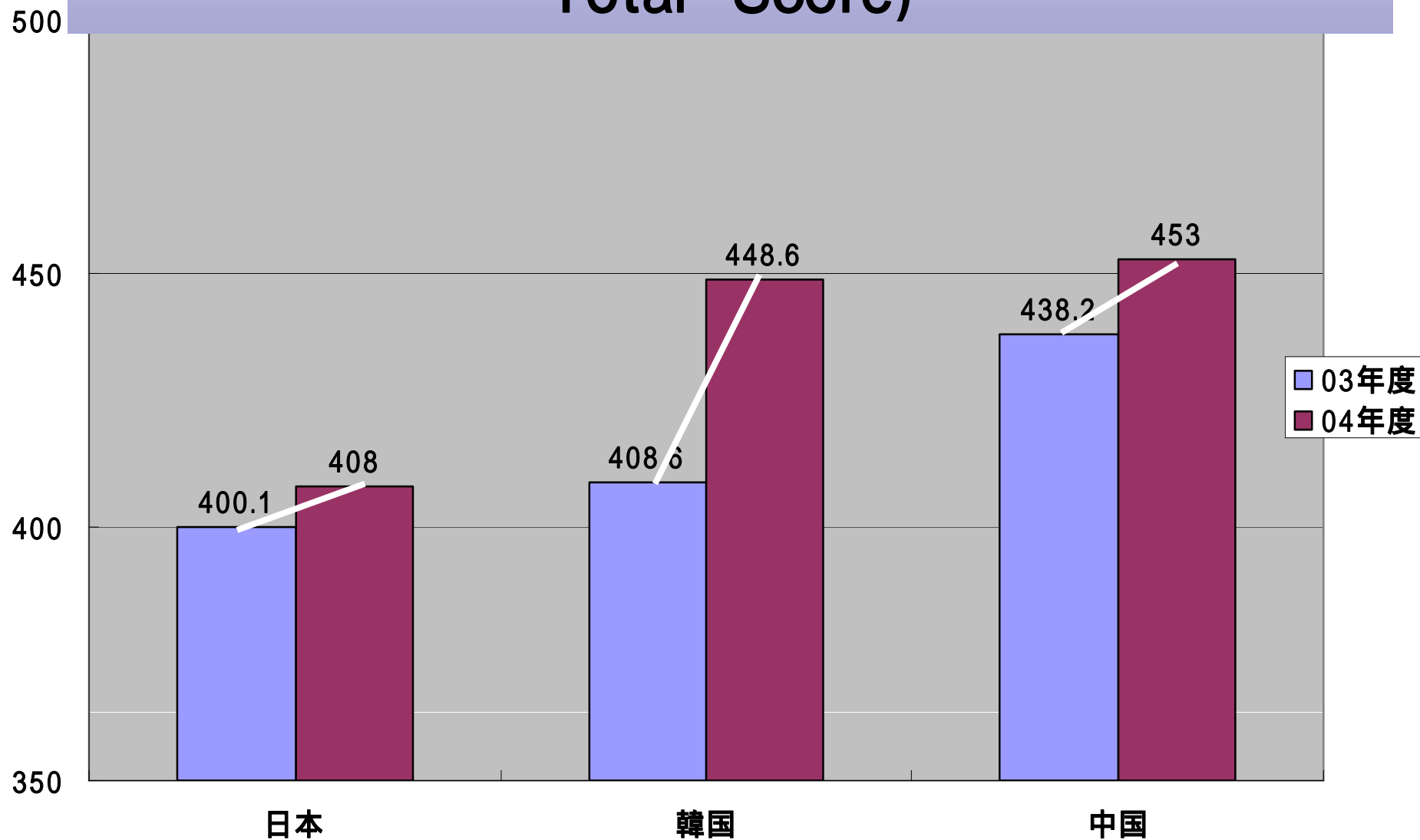
Linguistic knowledge

Elementary school English

(1 hr)

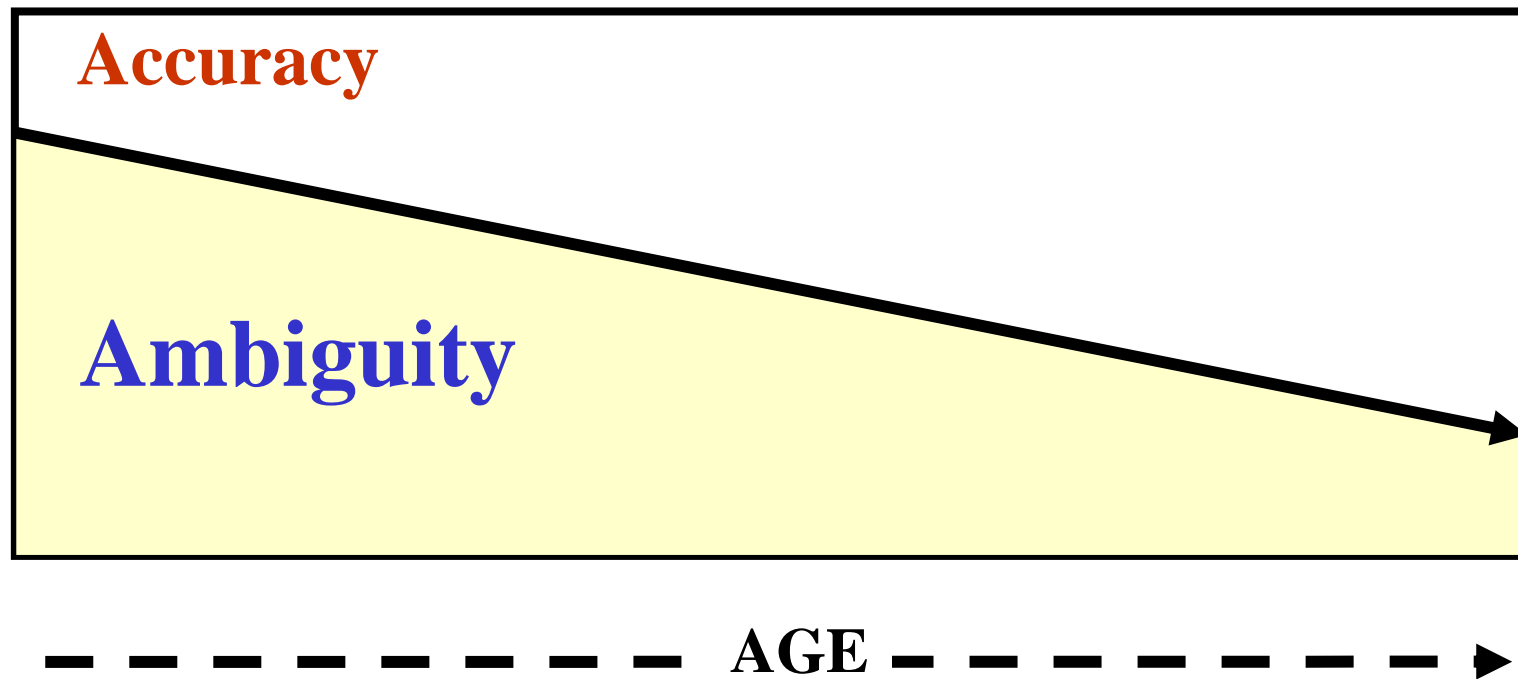
***Elementary School English: important factor in
changing English Education***

Comparison of Japanese and Korean High School Students English Proficiency (GTEC Total Score)



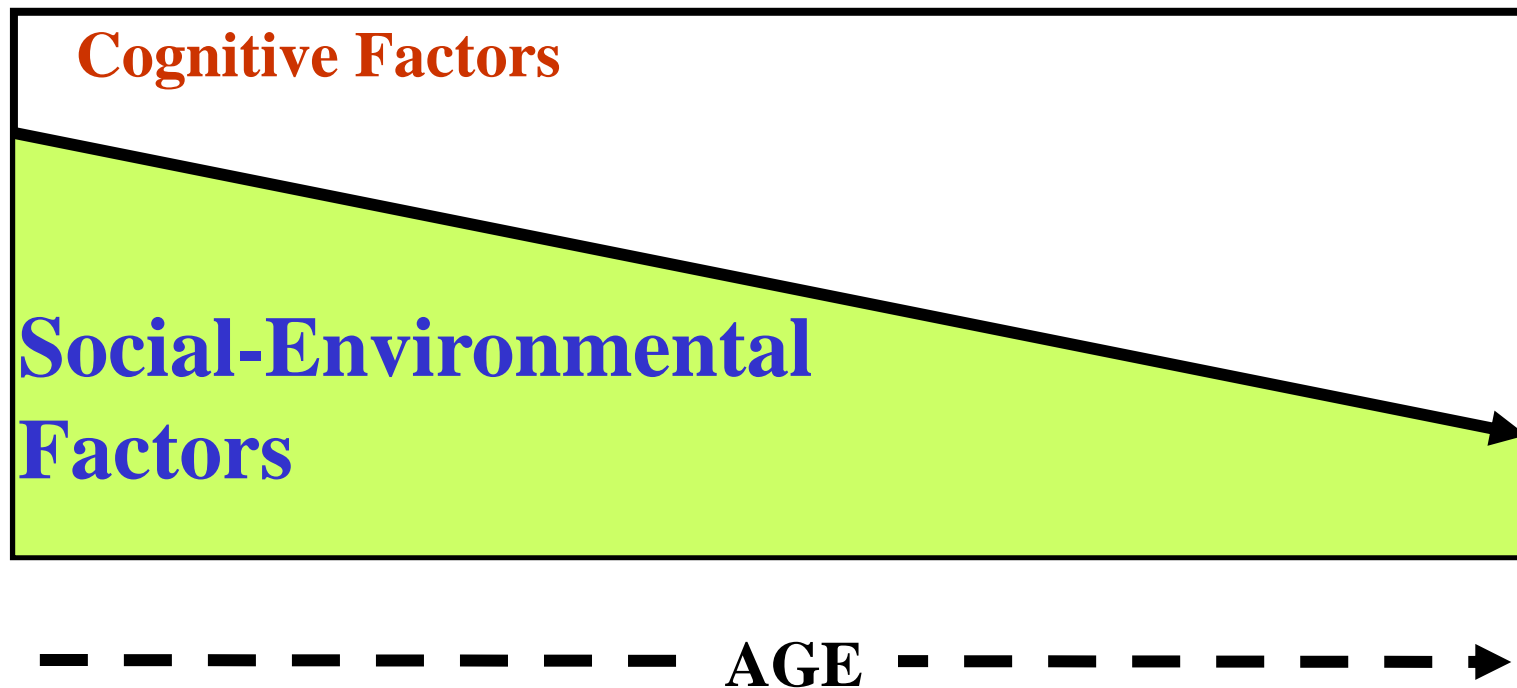
From Ambiguity to Accuracy

Taboo question: 'What did you learn today?'



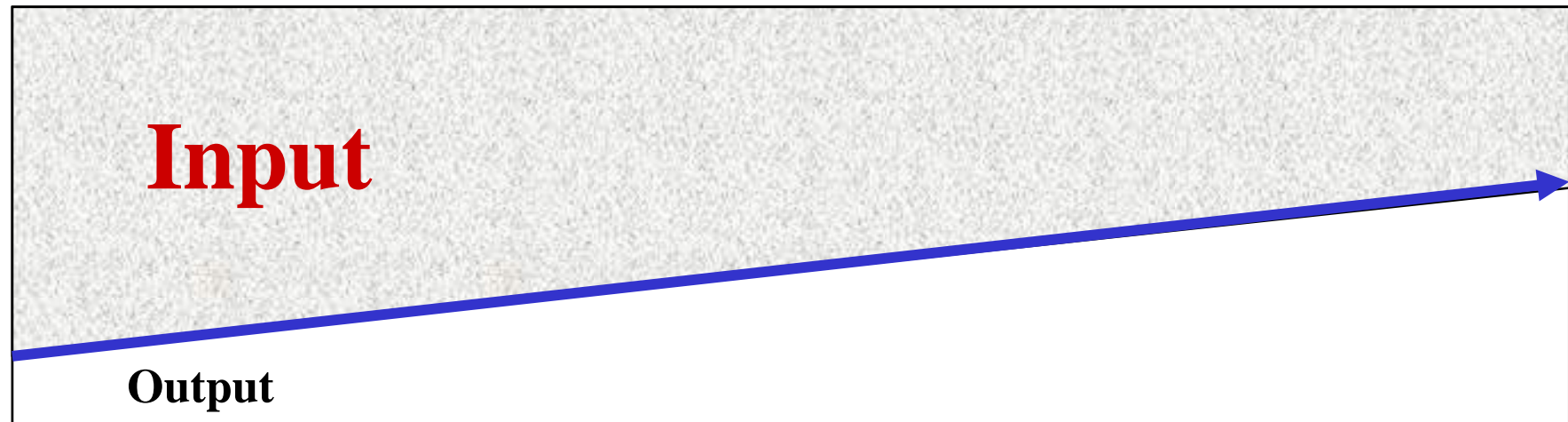
Development of Communication and Social/ Cognitive Factors

From 'fixed expressions' to 'systematic use of language'



Input or Output

Comprehension before production



Display vs Referential Activities

Criterion of Predictability (Interrogator)

- 1) know the response/result beforehand or not
- 2) existence of right and wrong answers

Criterion of Choice (Respondent)

- 1) restricted choice
- 2) unrestricted choice

Use of 'Realia'

Textbook exercises are not interesting
Use of real objects
Use of true information
Use of students' ideas, creations

Examples of Display Activities

Is this a book? (with a book in hand)

Repeat after me.

What is this?

Singing songs

Memorize the dialogue

Role play of dialogue

Pattern Practice

Listening to CDs

Explaining grammar points

Translation

Examples of Referential Activities

Do you like dogs?

Which do you like better, cake or ice cream?

Who's your favorite singer?

Small talk

Games, quizzes

Making and performing skits

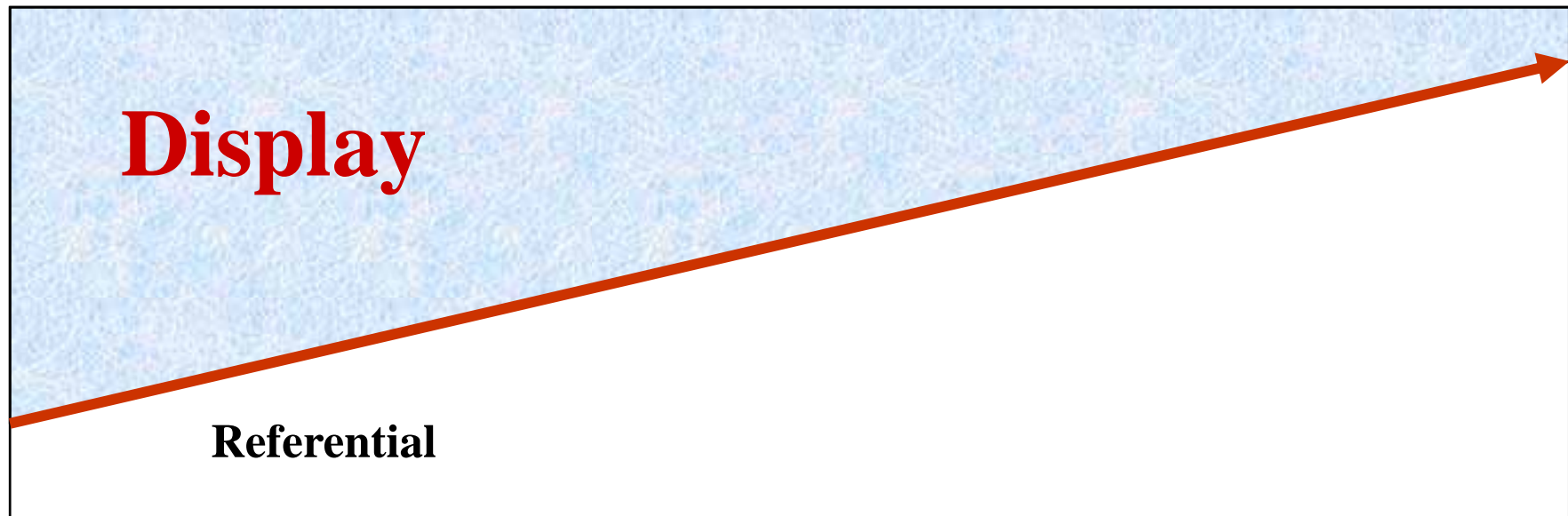
Writing e-mail, birthday cards, Christmas cards, etc.

Communication tasks (solving problems, etc.)

Presentations and speeches

Show-and-tell

Age Differences and Language Learning



References

- 第1回小学校英語に関する基本調査(教員調査) 2006. ベネッセ
第1回小学校英語に関する基本調査(保護者調査) 2007. ベネッセ
東アジア高校英語教育 GTEC調査2006.2007. ベネッセ
東アジア高校英語教育GTEC調査報告(2005)小学校英語導入、SELHi
型指導の成果を探る ベネッセ
森博英 (2007) 「早期英語教育における学習開始年齢と学習者要因の
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国立教育政策研究所(2005)平成13年度小中学校教育課程実施状況
調査データ分析に関する報告書
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中央教育審議会外国語専門部報告(2006)