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研究課題名(和文) The difference between foreign language classes conducted by homeroom teachers and senka English teachers at the elementary school level, focusing on language activities and specific training needs.

研究課題名(英文) The difference between foreign language classes conducted by homeroom teachers and senka English teachers at the elementary school level, focusing on language activities and specific training needs.

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研究成果の概要(和文)：初年度は、専科教員の配置状況や徳島県内の小学校における外国語教育の状況を把握するための調査を展開した。専科教員とHRTの悩みの違いを示す調査データは、JES全国大会で発表された。2023年2月から3月にかけて、専科教員2名と担任教員2名にインタビューを行い、授業実践をビデオ撮影した。データ分析の結果、HRTは言語能力への不安、授業での英語使用率の低下、専科教員は児童理解への不安が確認された。その結果、協力的なPLCは、言語能力、言語指導、生徒理解に取り組む上で相互に有益な形式であると結論づけた。TT、ICTの効果的な活用、評価の分野では、外部講師を招いた研修が必要であると考えられました。

研究成果の学術的意義や社会的意義

With the introduction of the new course of study, increasing reliance on senka and more diverse teaching formats, it is essential to outline suitable areas for teacher training. Our research has proven some assumptions of teacher needs and shown the importance of a new approach to teacher training.

研究成果の概要(英文)：During the first year we developed surveys to ascertain the extent of placement of senka teachers and the situation of FLA and English at elementary schools in Tokushima Prefecture. The data from the survey, showing the difference in concerns between senka and HRTs was presented at the JES national conference in 2022. 2 senka teachers and 2 homeroom teachers were interviewed and classroom practices videoed between February and March 2023. Analysis of data confirmed anxieties in language ability and lower use of English in the classroom for HRTs and Senka teachers having concerns about student understanding. We concluded that co-operative PLCs could be a mutually beneficial format for addressing language ability, language teaching and student understanding. In the areas of team-teaching, effective use of ICT and evaluation, training with outside instructors was deemed necessary to create meaningful in-service training, the basis of our future research project.

研究分野：小学校英語教育

キーワード：English Education Elementary School Homeroom Teacher (HRT) Senka Teacher Teacher Surveys Teacher Interviews Teacher Training PLC

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1 . 研究開始当初の背景

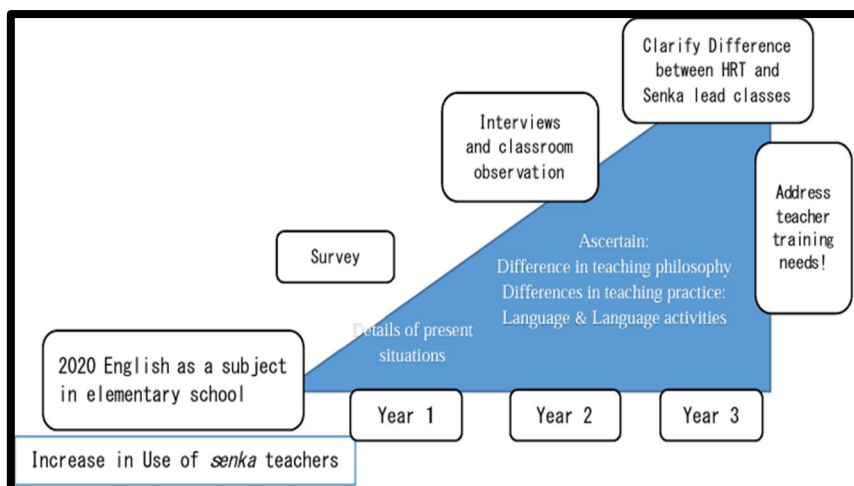
There have been 3 main periods of implementation of English at the elementary school level prior to Foreign Language becoming an official subject in 2020. During the first stage, pilot research schools investigated the possibilities of English being taught at the elementary school level. From this early stage, certain issues to be addressed became apparent. Surveys such as Fennelly (1998), surveying the 50 pilot schools around the country, showed that the HRTs involved with the research schools felt the burden to be heavy and that their own language ability and language teaching ability was lacking. Otsu (2004, 2005) went as far to say that weekly classes taught by non-specialists were a waste of time. Even at this time the need for outside help such as ALTs and people in the community with English ability was deemed to be essential. During stage two, English activities were introduced as a part of the period of integrated studies. MEXT surveys showed the spread of such activities to be vast, however some research such as Fennelly (2007) based on local and national survey results, suggested that the classes were primarily conducted by the ALTs or by people with English abilities. Stage three began with the implementation of regular weekly required classes at the 5th and 6th grade level. As, prior to this point, much of the teaching had been conducted by ALTs or other English-speaking teachers, the burden on HRTs soon became apparent. Higuchi's (2010) research noted the main goal of foreign language activities at this level was not language retention, but to notice differences in language and culture, get used to language and to develop a positive attitude towards education. As the HRTs are very familiar with students' lives and interests, as well as the material covered in other classes, they were deemed best to achieve such goals. Numerous surveys such as (MEXT 2018) and (Benesse 2011) have shown the extent of use of ALTs or other outside human resources. Issues with confidence in English ability and teaching ability of HRTs were outlined in several research studies. From 2020, the fourth stage, Foreign Language Activities have been introduced from the third grade, and English as a formal subject from the fifth grade. With an increase in teaching hours, the burden on HRTs is more than apparent. The level of English required for language activities, described in the kenshu guide (MEXT 2018) as activities whereby pupils exchange their own ideas and feelings, and the language retention requirements are at a level which has made many HRTs feel uncomfortable (Fennelly 2017). The increasing reliance on teachers from outside or elementary school teachers with higher English ability has been seen to increase. The question of whether HRT-led classes or senka(specialized English teachers)-led classes are more communicative or meaningful has yet to be answered definitively. Many municipalities, such as Takarazuka City, have been transferring junior high school teachers to become specialized English teachers at the elementary school level. Recent research by Yorozya (2019, 2020) shows that the number of senka teachers has been increasing annually to around 17.7% of the total at that time. Yorozya's research also notes differences in teaching philosophy and roles in the classroom between senka teachers and homeroom teachers. Research in this field is at present still limited and we believe further research to be essential for the success of language education at this level. Our key scientific questions would be what is the difference between foreign language classes conducted by HRTs and senka teachers at the elementary school level, and what teacher specific training needs are apparent?

2 . 研究の目的

At present there has yet to be sufficient comparable research into the advantages, disadvantages, and possible training needs of senka and HRTs. In this research project we aimed to fill this gap by providing quantitative and qualitative data to compare classes led by HRTs and those led by senka teachers. Adapting research in Hokkaido by Yorozya (2019, 2020) we sought to clarify the present situation in Tokushima and to address the differences. We created a plan to conduct classroom-based research to identify issues at the classroom level, notably regarding teacher training needs and the quality of communicative language activities. We expected to see higher use of English in the senka-led classes with teachers expressing more confidence, however we also expected to find more meaningful communication in the HRT-led classes, aided by well-developed relationships with and knowledge of the students, and the ability of homeroom teachers (HRT) to more easily integrate meaningful content from other subjects. Trends observed in the results we hoped would lead to further research into how these respective strengths could be adapted to improve teacher preparation classes and in-service training.

3. 研究の方法

Year 1: During the first year we developed and conducted surveys to ascertain the extent of placement of senka teachers and the situation of FLA and English at elementary schools in Tokushima Prefecture (around 200 schools). The data from the surveys was analyzed using SPSS, this being the primary role of the co-investigator Fukuda. **Year 2:** Continued analysis of the quantitative data from the surveys in year one helped to identify schools in which to conduct observations and interviews (approximately 4-6 schools). Classes taught in comparable situations by HRTs and senka teachers were observed and recorded for analysis. Analysis was conducted to identify differences in language use and the type of and extent of language activities between classes taught by homeroom teachers and senka teachers. The teachers responsible for implementing the classes were interviewed in March 2022 by the primary investigator (Fennelly) and the co-investigator (Kaiser) and the recorded interviews were analyzed using NVivo Text Analytics for Surveys by the co-investigator (Fukuda). The



information from the interviews was analyzed in year 3 to provide guidelines for the kind of support homeroom teachers and senka teachers require. The results were presented at JES, JASTEC and Asia TEFL conferences and it is hoped results will lead to improved teacher preparation programs.

4. 研究成果

Table 1

指導者体制								
Stage	n	担任のみ	ALTのみ	専科のみ	担任・ALT	担任・専科	担任・専科・ALT	専科・ALT
1	34			5.9%	38.2%	5.9%	44.1%	5.9%
2	23				20.0%	8.0%	64.0%	8.0%
3	45			2.2%	31.1%	11.1%	46.7%	8.9%
3.5	13	7.7%			46.2%		30.8%	15.4%
4	2						100%	
外国担当	119	0.8%		2.5%	31.9%	7.6%	48.7%	8.4%
専科	27	7.4%					81.5%	11.1%

In year one surveys were distributed to around 170 schools in Tokushima and the data from 119 HRTs and 27 senka teachers was analyzed. When asked which teaching format was most preferable, the most common

Which teaching format do you believe is most beneficial?

format was Senka, HRT, and ALT together with very few opting for the teach

alone option (see Table 1). This may suggest that both HRTs and senka teachers feel that they can mutually benefit from cooperation, or that they feel lacking in some areas.

When asked in which area teachers were lacking confidence, as seen in Table 2, HRTs showed a lack in confidence in language and language teaching ability, language activity

Table 2

ideas and materials development, whereas senka teachers lacked confidence in the areas of student understanding and connecting with other subjects. Both HRTs and senka teachers expressed a lack of confidence in the areas of evaluation, team-teaching and ICT use. These areas are domains to be confirmed and addressed for future training materials.

From January to March 2022 English classes of 4 teachers (2 Senka and 2 HRT) were

observed and recorded for future analysis. The teachers were then interviewed and the results analyzed to confirm and deepen findings in the original survey. The summarized results can be seen in Table 3 below. From the results of the interview data, five themes related to teacher training emerged: In-school training, Practical training,

活動・教科に関して不安									
Stage	英語力	指導力	言語活動案	教材研究	児童理解	他教科連携	評価	TT	ICT
外国語担当教員	65.6%	67.2%	39.5%	42.9%	5.9%	9.2%	65.6%	17.6%	23.5%
専科	26.0%	22.2%	14.8%	7.4%	51.9%	29.6%	63.0%	37.0%	48.2%
	専科より外国語担当が不安				外国語担当より専科が不安		お互いに不安		
今後の研修をどうするか？									
学校内研修→専科が担任に：英語力、指導力、言語活動案、教材研究 担任が専科に：児童理解、他教科連携									
学校外研修→外国語担当と専科を一緒に：評価、TT、ICT									

training related to local needs, Collaborative training / peer mentorship support, Level-based training, and Time for collaboration and training.

Table 3

Interviews Summary		Training needs from data analysis
• In-school training		<ul style="list-style-type: none"> • Interactive: videos, online modules, collaborative learning
• Training related to local needs		<ul style="list-style-type: none"> • Learning based on own students • Learning based on own lessons
• Collaborative training		<ul style="list-style-type: none"> • Collaboration based on observations and discussion among faculty • Peer mentorship / Mutual support
• Level based training		<ul style="list-style-type: none"> • Defined levels of training (i.e., new, midcareer, veteran teachers) • Differentiated training formats

The first theme to emerge from the interviews was a desire for more in-school training across all four interviews. It was felt it would be beneficial for HRTs and Senka to train together for better understanding such as watching an example class together and discussing the class with fellow teachers.

When thinking about practical training connected to in-school training, teachers noted the importance of addressing local needs and practical content that can be applied immediately in the classroom.

Collaborative training and peer mentorship support differs from simply discussing ideas with fellow colleagues in that the researchers define it as *teachers with different skill sets coming together to support each other*. Teachers with little experience noted the positive influence of having a veteran teacher as a mentor for EFL. HRTs expressed similar feelings toward the assistance from the ALT as well in gaining confidence and skill in English through their support. Peer mentorship through the live online training offered locally gave teachers the opportunity to connect with fellow educators of different backgrounds to gain new understanding. During the interviews, both Senka1 and Senka2 acknowledged the importance of connection to the children and understanding of elementary school education that the HRTs bring to the table as a skill set. More collaborative training between the HRT and the Senka might help to alleviate anxiety for Senka teachers who often teach many students and have difficulty relating classes directly to students' needs and interests.

Considering the theme of level-based training, as can be seen above, while teaching the same subject area, the training needs of HRTs and Senka teachers often differ, as do those of novice, mid-career, and veteran teachers. As expected from the data in the surveys, the

HRTs showed evidence of anxiety about English language ability. Beyond general concerns about English language ability, HRTs identified concerns about language of instruction for trainings and difficulty in understanding the currently available foreign language training due to not being English specialists. For Senka teachers, there was uncertainty on the other end of the spectrum as to whether any of the EFL training available would be sufficiently challenging as to be meaningful. As well, one Senka shared a concern about the training regarding the English curriculum in the course of study being too difficult to understand – a different barrier to entry.

Finally, managing time for training and collaboration is a theme that arose often. HRTs felt the lack of time to meet and prepare for team-teaching. HRTs and Senka teachers respectively describe a situation in which other demands at the school for training in other subjects get in the way of finding time for foreign language. A Senka teacher working at a single school seemed to feel less difficulty in connecting with partner teachers. Teachers also shared the importance of holding training sessions during times that do not cut into hours outside of the workday as they may be impossible to attend, despite interest.

Whilst looking back we can see trends regarding what may influence the future. The 2011 course of study (CS) required high schools to teach primarily in English. In 2020 the new CS required junior high schools to teach primarily in English. This may suggest that there will be more pressure for English language ability among teachers at the elementary school level in the future. In the 2011 CS, English was introduced as FLA in the fifth and sixth grade, in the 2020 CS FLA was introduced from the third grade while English as a Subject was introduced from the fifth grade. In the future will FLA be introduced from an earlier stage? Will English as a Subject become required from the third grade? Only time will tell. Increased teacher diversity with a move to more specialized teachers teaching foreign language classes is likely to continue. The issue of who should teach and how we can prepare such teachers is an issue which needs to be addressed in order for MEXT goals to be achieved. In our future research, we hope to offer a new approach to in-school in-service teacher training based on teacher needs analyses, interviews and classroom observation. We hope to take advantage of the diversity of knowledge and skills present in the teaching community to encourage co-operation through training programs.

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5. 主な発表論文等

〔雑誌論文〕 計4件（うち査読付論文 3件 / うち国際共著 1件 / うちオープンアクセス 2件）

1. 著者名 Mark G.Fennelly	4. 巻 Vol 2
2. 論文標題 Applying and Adapting the New Course of Study at Elementary School	5. 発行年 2021年
3. 雑誌名 Proceedings of the Annual NEAR Conference ISSN: 2434-6160	6. 最初と最後の頁 1-15
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オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 -
1. 著者名 Fukuda, Steve. T., Fennelly, Mark. G., Kirii, M	4. 巻 37
2. 論文標題 Teacher Experience and Training Needs in Foreign Language Activities : A Case Study	5. 発行年 2023年
3. 雑誌名 関東甲信越英語教育学会誌 / 関東甲信越英語教育学会 編	6. 最初と最後の頁 85-98
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2. 論文標題 The Current State and Challenges of the Teaching Systems for Elementary School Foreign Language Education : A Prefectural Case Study of Teacher Needs	5. 発行年 2023年
3. 雑誌名 日本児童英語教育学会研究紀要JASTEC journal	6. 最初と最後の頁 177-192
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1. 著者名 Fennelly, Mark. G., Fukuda, Steve. T., Kaiser, Meagan. R.	4. 巻 2023
2. 論文標題 Elementary School English in Japan: Past, Present, and Future; Implications for Future Training from Teacher Needs Analysis	5. 発行年 2023年
3. 雑誌名 AsiaTEFL Proceedings 2023: Papers from the 21st AsiaTEFL Conference	6. 最初と最後の頁 685-701
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〔学会発表〕 計4件（うち招待講演 0件 / うち国際学会 1件）

1. 発表者名 フェネリー マーク・福田 スティーブ利久・カイザーメイガンレネー
2. 発表標題 小学校外国語教育における指導体制の現状と課題-徳島県内の調査 から見られる指導者ニーズ-
3. 学会等名 小学校英語教育学会 全国大会 四国・徳島大会
4. 発表年 2022年

1. 発表者名 Mark G. Fennelly
2. 発表標題 Applying the New Course of Study at Elementary School in Local Contexts
3. 学会等名 JALT Niigata (The NEAR Language Education Conference)
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2. 発表標題 学級担任と専科教員の比較調査 [インタビュー及び授業観察から 得た研修ニーズ]
3. 学会等名 日本児童英語教育学会 (JASTEC) 第43回全国大会
4. 発表年 2023年

1. 発表者名 Fennelly, Mark. G., Fukuda, Steve. T., Kaiser, Meagan. R.
2. 発表標題 Elementary School English in Japan: Past, Present, and Future
3. 学会等名 21st Asia TEFL International Conference 2023 (国際学会)
4. 発表年 2023年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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