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研究課題名(和文) Online Classroom English Course for Elementary School Teachers

研究課題名(英文) Online Classroom English Course for Elementary School Teachers

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研究成果の概要(和文)：この研究プロジェクトでは、英語力不足に悩む日本の小学校教員の方々のためのウェブサイト、及び携帯アプリを作成しました。このウェブサイトと携帯アプリでは、様々なアクティビティーを通して英語の授業でよく使う英語表現を練習出来るようになっていきます。現在、利用者の数は多いとは言えませんが、今後の2つの文献発表を通して利用者の増加が期待されます。

研究成果の学術的意義や社会的意義

The website and app may be useful to Japanese elementary school teachers. Concerns include evolving curricula, maintenance of websites and smartphone apps in an era of changing technologies, and access to educational organizations. Developers should consider these issues when creating programs.

研究成果の概要(英文)：This research project was successful in that the team created a website and smartphone app focused on assisting Japanese elementary school teachers with minimal English proficiency. The website and app introduce and encourage teachers to practice common classroom English expressions through a variety of activities. Though the number of regular users of the website and app is currently limited, two upcoming publications may result in increased use.

研究分野：English Education

キーワード：Elementary English Teacher Training CALL Teacher Talk Communicative English

様式 C - 19、F - 19 - 1、Z - 19、CK - 19 (共通)

#### 1 . 研究開始当初の背景

The Japanese government has sought to revamp English education in the leadup to the 2020 Tokyo Olympics. New curricula for English language education in elementary schools are among the most ambitious of the various plans (MEXT, 2017). For students in the fifth and sixth grades, English has been elevated from an ungraded foreign language activity to an assessed subject that is studied each year for 70 classroom hours, double the previously allotted 35 hours. Third and fourth grade students begin studying English as a foreign language activity for 35 hours each year, there having been no previous English study requirement at these levels. Ohashi (2018) reported that although some schools do provide English language instruction in earlier years, such instruction is not the norm. A significant issue is that many more elementary school teachers are now expected to teach considerably more English language content than ever before. The concern is that many teachers may lack confidence both in teaching and in speaking basic English (Kobayashi, 2018; Nakajima & Ozaki, 2013; Yamauchi, 2018).

#### 2 . 研究の目的

The purpose of this project was to develop an online course to support elementary school teachers in developing sufficient English to effectively instruct their students as envisaged by the *English Education Reform Plan corresponding to Globalization* (MEXT, 2013). The team developed both a website and a smartphone app that introduce commonly used expressions in the elementary school English classroom. The website and app provide contextualized use of classroom English via animations and give participating teachers opportunities to complete various activities in order to learn and internalize the communicative expressions.

#### 3 . 研究の方法

There were several steps to this project, the first of which involved a needs analysis. A team member observed six English lessons delivered in three local elementary schools. With the consent of the participating teachers, the lessons were audio-recorded and the language was transcribed and analyzed. The team compared the use of Japanese to the use of English in the lessons and examined what English language expressions might be most beneficial for elementary school educators. Participating teachers were also interviewed for their perspectives.

The next step was content creation. The team used the Moodle Learning Management System along with other online platforms (Vyond - formerly GoAnimate, Vimeo, and WordPress) to develop the online content. Custom programming was required for the development of the Fluency Builder module which gives users an audio prompt, records their answers, and then plays a model answer for the user to self-evaluate. It was also necessary to hire another programmer to update the Gapfill question type for use in the program.

The following step was to trial the content with elementary school educators. Several groups of educators were given access to the website and app and were asked for feedback regarding language content and activity type. Revisions were made to the website and app according to this feedback. Revisions included new activity types such as a shadowing activity and improvements to navigation of the program.

#### 4 . 研究成果

This research project was successful in that the team created a website and smartphone app focused on assisting Japanese elementary school teachers with minimal English proficiency. The website and app introduce and encourage teachers to practice common classroom English expressions through a variety of activities. Though the number of regular users of the website and app is currently limited, two upcoming publications may result in increased use.

Having completed this project, there are additional findings (limitations) that may be of use to educators and researchers interested in pursuing similar projects. The team found that, among target users, issues arose regarding Information Technology (IT) literacy. During the pilot sessions, the project team faced all of the following problems: 1. users unaware of how to download apps; 2. users unsure of personal passwords enabling app downloads and/or authentication; 3. user difficulty navigating conventional websites and

apps. Such IT literacy issues do not necessarily rule out technological solutions. These concerns should, however, give pause to developers who are interested in targeting a community that may not necessarily be technologically savvy. Technological solutions must be exceedingly straightforward in order to achieve widespread adoption.

Likewise, for educators embarking on an app or website development project, it is important at the outset to be able to recognize some of the likely technological issues. These issues may include different device types (e.g. desktop, tablet, smartphone), different and constantly evolving operating systems (e.g. iOS, Android, Windows) as well as different browsers (e.g. Chrome, Safari, Edge). By way of example, though the user interfaces look very similar, the Chrome browser may operate differently on an iOS desktop, on an iOS smartphone, on a Windows desktop, and on an Android smartphone.

Perhaps most importantly, in the context of Japanese educational initiatives, it might be best to work within existing organizational structures. Recognizing the top-down structure of education (Nakayasu, 2016), which includes MEXT, Prefectural and Municipal Boards of Education, Head Teachers and Teachers, it may be advisable to attempt any innovations as high up the ladder as possible. Given the conservative nature of the educational system, there is often little reward for inventive practices and every reason to be cautious. If a gatekeeper (e.g. a head teacher or a board of education) grants access, it is perhaps more likely that teachers will adopt a technology or practice than if the same innovation is introduced from the bottom up.

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#### 5 . 主な発表論文等

[雑誌論文](計 3 件)

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[学会発表](計 4 件)

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〔その他〕

ホームページ等

<https://elemenglish.org/>

## 6 . 研究組織

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