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研究課題名(和文) Assessing Foreign Language Activity Assistants' perspectives on primary Foreign Language Activities

研究課題名(英文) Assessing Foreign Language Activity Assistants' perspectives on primary Foreign Language Activities

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研究成果の概要(和文)：ほとんどの小学校教員は英語を教えるための養成を受けておらず、資格を持っている教員も極わずかである。そのため現在は、数十年前から英語指導者に当たっている母語者(ネイティブ・スピーカー)に加え、英語が堪能な日本人やその他諸外国出身の方々も英語指導者として活躍している。本研究では、その方々の英語指導経験から得た意見や問題点を把握した。主な成果としてはインタビュー(14名)やオンライン(277名)調査の回答者から、例えば、チームティーチング授業におけるチームメンバーの構成、小学校英語にまだ欠けていること、これまでどのようなこと(または人)が最も役に立ったか等についての詳細をいただいた。

研究成果の学術的意義や社会的意義

日本人、外国人を問わず、英語を母国語としないアシスタントは、日本の小学校英語の少なくとも10%に貢献しているにもかかわらず、これまでの研究では、彼らの声に焦点が当てられていなかった。英語を母国語としない人の数が世界で最も多いことを考えると、これは残念なことである。本研究を通して、英語教育が日本の教室の現実をよりよく反映したものになり、チームティーチングにおける彼らの存在を認識することで、今後の英語教材や英語教育政策の作成に反映されることが期待される。

研究成果の概要(英文)：It is a well-known fact that over 90% of Japan's public primary school teachers have not been trained in teaching English, nor do most have any English-related qualifications. For this reason, in addition to hiring so-called native English-speakers as assistants, as has been done for several decades, schools have recently begun hiring more and more non-native English speaking assistants, both Japanese and non-Japanese. The focus of this project was to procure information and opinions from this particular target group, based on their experiences in English classes. The main findings from 14 in-depth interviews and a subsequent online survey of 277 such assistants shed light on issues such as 1) team-teaching team compositions and frequencies, 2) what respondents feel is still missing from English classes at their primary schools, and 3) in whom or what they have found most support in their English teaching experiences.

研究分野：英語教育

キーワード：小学校外国語活動 外国語活動協力者 ノン・ネイティブ・スピーカー 教科 英語の非母語話者 外国語活動支援者 EAA 英語教育

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1 . 研究開始当初の背景

Primary school English education underwent large-scale transformations in the years 2019 and 2020, with the former being the last year for teachers and schools to prepare for English as a newly-created, core (evaluated) subject from April 2020. Since most primary school teachers do not have English abilities, a great number and variety of assistant teachers have been contributing to classes. The majority are so-called native English speakers (NES), but a growing number, including Japanese and non-Japanese assistants, have learnt English as a foreign or additional language. Although these educators have been estimated to be teaching at least 11% of class hours in public primary schools (MEXT, 2017, p.7), very few studies had focussed on them before this investigation began. For this reason, the general public, researchers, and even education administrators had pictured basically the same team-teaching situations throughout the country: namely, with one NES assistant and one Japanese (monolingual) homeroom teacher.

2 . 研究の目的

Team-teaching realities are much more complex than most research to date has reflected, so the overall goal of this investigation was to obtain, summarise, and share contextualised insights and opinions from this underrepresented yet diverse group of non-native English speaking (NNES) assistants in public primary schools. This was done first by surveys that examined the range of team-teaching participants, in terms of their backgrounds (nationalities, first languages, education, positions, training, language proficiencies, weekly teaching hours, numbers of schools they teach at, knowledge of primary and middle school English curricula, etc.). The survey questions also delve into respondents' roles in planning and executing lesson plans; their successes and struggles; their major sources of pedagogical support; and their opinions on what is most needed to help improve English education. Finally, since several of these questions had also been used in an earlier (2011-2013) Kakenhi project survey of homeroom teachers and (NES, non-Japanese) ALTs, results were compared where possible.

3 . 研究の方法

Although funding for this Project began in October of FY2016, six months later than usual, we had already established a working pilot questionnaire adapted from the one used by Mahoney & Inoi (2014) with NES ALTs. Further revisions were made, and the results of the pilot survey (n = 33 respondents, both Japanese and non-Japanese) were published in Mahoney (2018).

In preparation for a nationwide survey, we conducted extensive interviews with 13 NNES assistants, both Japanese and non-Japanese, in FY2017-18. One caveat: by "assistants" we include any instructor who is not the pupils' homeroom teacher, and has most often (but not always) been invited from outside the school to teach English classes. While the vast majority of people in this target group are officially considered "assistants," several are "advisors," full-time (*kyoyu*) English-dedicated teachers (including Leaders of English Education), volunteers, and junior high English teachers. Our interviews, along with class observations, resulted in further refining of the scope of our project. We published our results, with a particular focus on Japanese respondents in 猪井 & 真歩仁 (2019), and on the entire group in Mahoney (2020).

After delays due to an unforeseen health issue for the principal investigator, we finalised and launched online surveys in both Japanese and English in the autumn of 2019. Bilingual notifications of the survey's release were sent by post to 4000 public primary schools throughout Japan, and yielded 267 valid responses. Random sampling was ensured with the aid of a random-integer set generator (random.org), by which we chose school addresses from the 344 pages of published school address lists (全国学校総覧, 2018). In regard to the response rate, considering that only about 11% of primary school classes host assistants from our target category in the first place, we considered these numbers a success (i.e., 267 of an estimated population of 440 people, or a response rate of about 61%).

In order to acquire more input from non-Japanese (NNS) assistants in particular, however, the investigators extended the survey deadline by one year, recruiting 10 more respondents— despite the negative influence of the COVID-19 epidemic— through academic contacts and conferences in 2020, amassing a total of 277 respondents.

4 . 研究成果

The results of our pilot survey, interviews, and nationwide surveys have been shared at conferences and through various English education-related journals in Japan, South Korea, and Thailand. We have pioneered large-scale research on our target group at public primaries, bringing both domestic and international attention not only to the hurdles these instructors face but also to the contributions to English education they make. Most recently, the results of the online surveys were presented at JALT 2020. Qualitative data processing from the nationwide surveys are complete; we are working on a formal paper that we have been told is much-anticipated.

(1) Main findings from the pilot study (n = 33, from 9 countries)

While only a small number of schools and municipalities hire foreign NNS assistant teachers (ALTs), the ones that do recruit them actively. For example, a contact in one prefecture procured 13 respondents to our pilot survey from just one particular city. In all, respondents taught at an average of 2.6 schools, almost half were in their 40s, almost half taught in 3 (or more)-person teams, and 12% percent were volunteers (cf. 0% of NES assistants in our 2013 survey, published in Mahoney & Inoi (2014) were volunteers).

Japanese respondents in particular commented on combinations of non-Japanese speaking ALTs and their homeroom teachers (HRTs), noting gaps, limits, and miscommunications. Overall, they cited fewer HRT-related problems than the NES assistants had in Mahoney & Inoi (2014), but appeared more aware of discipline issues. Lastly, several respondents sometimes felt they are at the bottom of the teaching hierarchy and hesitate to address classroom management or communication problems directly.

(2) Main findings from the interviews (n = 14) and class observations

One interviewee was added after the launch of our online survey. Participants were mainly from Japan, but included a Peruvian, a Brazilian, and a Filipina. Interview comments were mainly positive. With a view to improve English education, however, six areas of concern will be highlighted in this report.

Activities and teaching materials

Our target group noticed several things that would not likely be pointed out in studies of more typical teams. For example, that teaching materials designed by NES assistants are not always appropriate: one respondent mentioned an NES ALT-designed picture card for “Thursday” that depicted a milkshake. While English-speaking children may well associate the word “thirsty” with drinks, and catch this pun, children (and even English-proficient teachers) in Japan would be bewildered. Similarly, interviewees requested that schools not simply adopt researchers’ ideas *in toto*, without questions or adaptations, and felt that activities need to undergo more rigorous testing with control groups through which results may be better verified. Lastly, time may be saved and communicative goals prioritised if activities did not require children to do things like cut out cards from their textbooks.

The dilemma of leading classrooms

Several interviewees mentioned a struggle between being asked by school authorities not to lead classes, while simultaneously being asked by HRTs to do so. One expressed sympathy with teachers, saying HRTs “don’t want to be clowns” or “performers” in a language they don’t know. Another noted some success in getting HRTs to lead by providing carefully-scripted lessons, through which teachers could “experience a feeling of achievement.” A major problem related to leadership was raised by a Japanese interviewee who noticed that the teacher at her school officially in charge of English (*eigo tanto*) was a grade 2 HRT who had never even taught— nor needed to teach— English classes. The assigning of *eigo tanto* appears arbitrary and irrelevant at some schools; in such cases, even assistants who speak fluent Japanese do not seem to benefit from consultations.

Evaluation

Besides the main paradox of having HRTs who do not understand English evaluate pupils’

English, some assistants described experiences of interviewing children without being able to evaluate them. In some cases, their HRTs listened and checked boxes but did not share the results of evaluations with the very assistants who had conducted the oral interviews.

Employment-related comments

Several Japanese assistants cited instances of discrimination not only in significant wage differences between Japanese and non-Japanese, but in overall treatment. For example, one mentioned that her city had hired around 15 NES ALTs, teaming them up with Japanese ALTs for seven years. Yet once these NESs and their homeroom teachers became able to communicate in either language, the city terminated employment for all its Japanese ALTs. Further, such issues are not unrelated to gender discrimination, since 78% of Japanese respondents in this study are women.

Comments related to NESs and English proficiency

Insights were obtained from English Educational Advisors (英語教育アドバイザー), who offer advice to both HRTs and (usually NES) ALTs after class observations. For example, one Advisor noted that NESs in particular need to know how to make lesson plans. In her experience, almost none had been trained to do so. Another mentioned that she had experienced discriminatory comments on the very possibility of her having better English proficiency than Europeans, with NNEs from two European countries telling her that they speak better English than she does simply because they were European.

Motivation and Support

Some interviewees noted that having to use the desks of absent teachers was particularly demotivating, and that having their own desks in staffrooms would help them feel their work was desired. Other respondents said they had undergone further English-teaching training on their own time and at their own expense, and expressed a desire for professional support from employers. On the other hand, one interviewee said she had learned a lot from, and felt supported by, non-HRT school staff: for example, thoughtful librarians told her that there happened to be a special budget for English books, and helped her procure some.

Lastly, many respondents were concerned about HRTs' overwork, noticing that some who eat lunch with pupils have difficulty finding time even to go to the washroom.

(3) Main findings from the online surveys (n = 277)

Quantitative data

A plurality (38%) of respondents was in their 40s; and 74% (including the English data) are women. The survey netted at least one response from every prefecture except Tottori and Nagasaki. The mean number of schools at which respondents are teaching was 2.2, with 45% teaching at only one school. Their weekly number of classes taught are shown in Table 1 (n = 270). Their English proficiencies are shown in Table 2.

Table 1

1-5 hrs./wk.	22%
6-10	14%
11-15	12%
16-20	17%
21-25	24%
26 or more	12%

Table 2

English Levels (self-rated)	Japanese Data (n = 239)	English Data (n = 33)
Beginner	47	0
Intermediate	145	4
Advanced	43	16
NS proficiency	4	13

* Six Japanese nationals responded to the English survey.

As for respondents' English teaching experience, the mean was 6.0 years, with Japanese language respondents averaging over 1 extra year of experience (not including cram school or *juku* experience). This compares with a mean of only 3.6 years for NES ALTs in Mahoney & Inoi (2014). In terms of job titles, 55% of those who responded to the Japanese questionnaire were considered specialist English teachers (専科教員), with 14% called ALTs and 11% Leaders of English Education (英語教育推進リーダー). In the English data, however, 30 of 33 respondents were called ALTs. Another contrast may be seen in employer types: while 85% of those who responded in Japanese were hired through a board of education, only 36% of English respondents were hired in that way, with 61% on contracts with dispatch agencies. Finally, 66% of respondents to the Japanese survey hold a

licence to teach English at either junior or senior high school.

The top row in Table 3 shows the reported percentages of time spent in each of the 5 team-teaching combinations for all respondents (n=272), who checked all that apply.

Table 3

	Never	1-20%	21-40	41-60	61-80	81-99%	Always
With HRT (n = 212)	16%*	8%	8%	8%	8%	10%	42%
With HRT & NES (n = 180)	34%	14%	9%	11%	8%	9%	14%
With HRT+JTE** (n = 26)	61%	8%	8%	4%	0	8%	12%
Alone (n = 173)	34%	28%	11%	13%	5%	5%	5%
Other*** (n = 120)	21%	8%	10%	14%	11%	13%	23%

*Percentages represent proportion of respondents in each column. **“Japanese English Teacher” (observed in English respondent data only). ***Included, for example, Japanese respondents with a NES ALT (and no HRT), or teaching with a local English “supporter.”

Regarding the continuing problem of not meeting one’s (most frequent) team-teaching partner before classes, there seems to be a very slight improvement over our 2013 survey of HRTs. Only 2% of respondents (n= 253) this time reported that they never met; 12% met rarely; 17% sometimes; 36% usually; and 33% always met before class.

As for who chiefly makes lesson plans, Japanese and English data (n=252) revealed that 56% of respondents did so on their own; 16% said the HRTs do most; 15% said both they and the HRT planned together; and 14% said “other” (e.g., centrally-planned lessons). However, those who answered in Japanese were more likely to be planning alone, while nearly half the English respondents indicated mutual class-planning.

Finally, a question on who chiefly leads the classes showed that the majority, or 59% of respondents to both surveys (n=252) were leading classes themselves; 19% said the HRTs were leading; 14% indicated that both they and the HRT did so; and 8% said “other” (with the most common leader identified as “a native ALT”).

Qualitative (open-ended response) data

The following list of key words represents, in order of frequency, the sources from which respondents (n = 243) found greatest support for their classes: personal experience (ex., abroad, as a teacher); other ALTs; advice; training; activity ideas; HRT/*tannin*; English ability; teaching ability; digital materials; themselves; MEXT; phonics (and storybooks).

The next key words indicate, in order of frequency, what respondents (n = 237) felt needs improvement for English to be a core (evaluated) subject: the main (*tannin*) teacher; English proficiency; training; evaluation; teaching; the hiring of English professionals; curricula; ALTs, activity ideas, jr high, HRT overwork/burden.

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3. 雑誌名 Korea TESOL Journal 15	6. 最初と最後の頁 227-233
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する

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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

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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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