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 研究課題名(和文) Analyzing the Methods and Effects of a MEXT Program for English Teaching at Elementary School  
 研究課題名(英文) Analyzing the Methods and Effects of a MEXT Program for English Teaching at Elementary School  
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研究成果の概要(和文)：特別な英語プログラムを修了した高森町の中学生に、4年に渡って習熟度を調べる試験を行ったところ、持続的な効果が認められた。  
 先生のクラスルーム・イングリッシュやインタラクションに関しては、日本語の時も英語の時も、メッセージを伝える時に言葉だけでなく他の方法(ジェスチャー等)を約50%の割合で使用することを確認した。

#### 研究成果の学術的意義や社会的意義

This research confirms the efficacy of an elementary school program based in communication but supplemented by reading and writing activities, particularly in the upper grades. This confirms research by Butler and Takeuchi (2006).

研究成果の概要(英文)：Regarding the first area of research, assessing the proficiency of junior high school students who had completed the special elementary school program at Takamori, tests conducted over four years by the researcher confirmed a lasting effect into the second year of junior high school. This was bolstered by comparisons with students who had entered Takamori JHSs from outside. These results were confirmed by large-scale external tests.

Regarding teaching behaviors, lessons were recorded, transcribed and analyzed (discourse analysis). Interaction patterns between the classroom teacher and ALTs were analyzed and the classroom communication patterns of classroom teachers both solo and in team teaching situations were analyzed revealing extensive usage of complementary means of communication in both English and in Japanese to assure uptake of messages by students.

The third area of research, connections between elementary school and JHS involved analysis of new educational materials.

研究分野：EFL young learners

キーワード：EFL Young learners Classroom interaction reading and writing

## 様式 C - 19、F - 19 - 1、Z - 19 (共通)

### 1. 研究開始当初の背景

From 2013 the schools of Takamori Town, Kumamoto Prefecture were designated as *tokureiko*, schools for the promotion of English education. The resulting program involved increased hours of education, the inclusion of reading and writing instruction and initiatives in strengthening the connection between ES and JHS.

### 2. 研究の目的

This research project aimed to assist with the program by 1) exploring whether an English program with a significant emphasis on reading and writing instruction would show results in increased English proficiency at the JHS level; 2) making a detailed analysis of teaching behaviors with an eye to describing, and evaluating instruction, and; assisting efforts in making a stronger connection to JHS.

### 3. 研究の方法

Testing was conducted for all students in grade six and in year 2 of JHS. ES and JHS tests paralleled each other for comparison. The four tests for JHS were 1) alphabet writing speed 2) reading connected text (known words) 3) list reading (phonetically regular know words and 4) list reading (phonetically regular unknown words). Teacher behaviors were explored through videotaping, transcribing and analyzing lessons through discourse analysis. Tejh connection between ES and JHS was explored through the development of Can Do lists for all grades of ES and JHS, and eventually, from kindergarten through to high school.

### 4. 研究成果

Testing showed consistent improvement over the four years. See table 1.

Table 1

*Takamori JHS Year-on-year Comparison of Test Scores*

Year	N	Writing	Reading	List 1	List 2
2016-7	38	35	110	27	16
2017-8	34	38	87	29	15
2018-9	48	43	108	33	13
2019-20	50	48	102	42	25

Results also showed a clear advantage for JHS students who had attended Takamori (T) ESs vs. those students who had not. See table 2..

Table 2

*Comparing Takamori Versus Non-Takamori Elementary School Graduates in Second-year JHS Tests*

	N	Writing	Reading	List 1	List 2
2017-8					
Non-T	9	38	103	28	19
T	32	34	112	28	16
2018-9					
Non-T	12	33	87	29	9
T	36	46	114	34	14
2019-20					
Non-T	7	46	98	40	24
T	43	48	103	43	25
Averages					
Non-T	28	38	95	31	16
T	111	43	109	36	19
		(+13%)	(+15%)	(+16%)	(+19%)

These results can be compared to Higashi (2000) which showed no sustained proficiency results for elementary school English programs that concentrated on speaking and listening: although a small effect was seen in pronunciation. It can also be compared to Butler & Takeuchi (2006) which showed gains in proficiency for programs with a reading and writing component. This leads the present researcher to recommend inclusion of a reading and writing component in elementary school English programs in order to consolidate gains in knowledge and to sustain them into JHS.

Regarding Teacher behaviors, a study was undertaken of how classroom teachers and ALTs worked together. Results showed them working very closely together mirroring each other, thus confirming and reinforcing meanings for students. Most remarkably, it showed teams working together in the classic IRF teaching pattern (Pederson, 2017a). A major study investigated how teachers used classroom English and how they supplemented these communications with gestures etc. to aid understanding among students. Results showed teachers using such complementary channels of communication (CCC) about half the time when using English. They were also found to use CCCs about half the time when using Japanese, indicating this is likely a transfer from their regular teaching practice and not a special adaptation to English teaching. Further their flexible and rich patterns of communication showed them fulfilling their role as model communicators, using all means at their disposal to get their meaning across, that is they modelled a high level of strategic competence and willingness to communicate in English (Pederson, 2020).

In the area of improving integration with JHSs, Can Do lists were developed by Takamori schools. This researcher gave advice and suggested revisions to these lists as they changed over the years. In response to an expressed need to know more about principles of instruction for reading and activities to aid in such teaching, this researcher reviewed the literature and produced a guidebook for teachers. This was shortened and translated into Japanese for use by the schools. This was followed up by a publication (Pederson, 2017b) about principles for sequencing literacy instruction. In addition, this researcher addressed JHS teachers about what to expect from the new English as a subject at elementary school with a detailed analysis of materials design and

## 主な発表論文等

Pederson, S. (2020). Target Language Use and Support for Comprehension by Japanese

Primary Teachers in English Classes: A Quantitative Perspective. *Asian EFL Journal Quarterly*, 24(2), 83-98.

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〔雑誌論文〕(計 件)

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5. 主な発表論文等

〔雑誌論文〕 計3件（うち査読付論文 3件 / うち国際共著 0件 / うちオープンアクセス 1件）

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3. 雑誌名 Bulletin of the Faculty of Education, Kumamoto University	6. 最初と最後の頁 77-82
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 オープンアクセスとしている（また、その予定である）	国際共著 -

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1. 著者名 Pederson, S.	4. 巻 24(2)
2. 論文標題 Target Language Use and Support for Comprehension by Japanese Primary Teachers in English Classes: A Quantitative Perspective.	5. 発行年 2020年
3. 雑誌名 Asian EFL Journal Quarterly	6. 最初と最後の頁 83-98
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〔学会発表〕 計0件

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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