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研究課題名（和文）Towards the Development of a Critical Learning Support System for Primary School Teachers of English

研究課題名（英文）Towards the Development of a Critical Learning Support System for Primary School Teachers of English

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研究成果の概要（和文）：このプロジェクトは、英語教師の教員免許更新研修プログラムにおける研修内容を調査することから始めました。教師へのインタビューを実施し、既存の研究からデータを収集しました。このデータを分析した後、調査結果を統合してアンケート調査を作成しました。アンケートは京都府内のすべての小学校の教師にオンラインで配布し、参加者を募りました。75件のアンケートが完了した後、データ分析を行いました。調査結果は学会で発表し、日本の小学校で英語教育を担当している教師の状況を改善するため、議論しました。そのうえで、教師研修の改善方法に関する提言を示す論文を発表しました。

研究成果の学術的意義や社会的意義

本研究は、日本の小学校英語教育担当教師が、より効果的な英語教育を行うために必要としていることを調査し、論文化しました。その結果は、文部科学省（MEXT）の政策策定、地方教育委員会の教師研修プログラム、そして高等教育機関におけるカリキュラム最適化のための指針となることを期待しています。

研究成果の概要（英文）：This project began with investigating the training content in the English teacher license renewal program. Interviews with teachers were conducted, and data was collected from existing research. After analyzing this data, a survey was created by integrating the survey results. The survey was distributed online to recruit participants, requesting participation from teachers in all elementary schools in Kyoto Prefecture. After 75 surveys were completed, data analysis was conducted. The research findings were presented at a conference, sparking discussions on improving English teachers in Japan. The study concluded with a paper proposing recommendations for improving teacher training.

研究分野：Foreign Language Education

キーワード：teacher training elementary schools English education EFL

## 1. 研究開始当初の背景

According to the Ministry of Education, Culture, Sports, Science, and Technology's English Education Reform Plan Corresponding to Globalization (MEXT, 2013), English is supposed to be an official subject for fifth and sixth graders, and English activity-oriented classes are supposed to be held for third and fourth graders. Furthermore, these classes mostly need to be taught by homeroom teachers, once or twice a week in the third and fourth grades and three times a week in fifth-and-sixth-grade classes. However, in spite of the fact that English activity-oriented lessons are progressing for third and fourth graders, English had yet to become an official subject for fifth and sixth graders at the outset of this project because of the inability to overcome obstacles such as curriculum coordination between primary schools and junior high schools, teacher training requirements, limited financial resources, and human resources constraints (Kameda, 2013). Further to this, decisions about the how, what, and when of English lessons are left up to individual schools that have limited experience and knowledge in implementing or conducting English lessons for primary school children. Therefore, the aim of this proposed study was to investigate what the current state of English education is in Kyoto City schools and to discover what these teachers feel they need to be able to teach English more effectively.

To contribute to a greater understanding of English education at primary schools, by using Kyoto as a sampling for Japan, this study had three goals. First, it investigated the materials and contents that are currently being implemented in primary school English classes. Second, using analytical frameworks as well as teacher interviews, it evaluated which resources and support are most effective and appropriate, or are lacking. Finally, the data collected can be used to create a template for an attuned online database and teacher training programs.

Of paramount importance to this study is fact that teacher training and empowerment are lacking and are in need of improvement (MEXT, 2013). All three of the investigators of this study have completed several studies related to teacher training and empowerment in the Japanese context (e.g. Smithers & Smithers, 2017; Smithers & Wilkins, 2017; Watanabe, 2016). In Smithers and Smithers (2017), we noted that teachers are continuing to teach English based on the kind of outdated teaching methods that they were taught by when they were students. Further to this, Smithers and Wilkins (2017) revealed that Japanese English language teachers feel that their teaching needs are not being met, nor are they receiving adequate support to affect change in the classroom. Lastly, Watanabe (2016), highlights how reflective practice, a little know practice among primary school teachers, is needed to be taught so that teachers are able and willing to change their current practices. Therefore, in order to fill an important research gap, this study provides the most up-to-date and thorough teacher training template and teaching resources inventory for empowering teachers in primary schools.

## 2. 研究の目的

The general purpose of this study was to improve primary school English teaching in Japan by cluster sampling of the 159 primary schools in Kyoto City so that we could: (1) gain insight into the current state of primary school English education in the country; (2) provide relevant data to guide MEXT on future policy decisions regarding its goal to make English a sustainable, official subject for fifth and sixth graders; and (3) contribute to improving the English teaching skills of primary school class teachers. Accordingly, we conducted a comprehensive needs-analysis inventory that outlined which materials teacher have access to that are beneficial, which resources are needed, and what kinds of training they feel they require to become more effective at their jobs.

## 3. 研究の方法

This study included the following research method to systematically observe and document what Japanese primary school English teachers need to be most effective in their classrooms.

Specifically, it was a mixed methods study; therefore, both quantitative data from a survey and qualitative data from interviews was sought. The final survey was made available online for teacher to answer anonymously. The final questionnaire contained 34 questions of agreement with statements on a 6-point Likert scale questions.

The researchers obtained the mail addresses of all elementary schools in Kyoto Prefecture and did a mass mailing to them with an introductory letter about the research project and a QR code that could be used to access the online survey. Moreover, some schools were approached directly so as to introduce the research project and ask for participation.

The final number of completed surveys used in the data was 75. Respondents who missed one or two questions were included in the data and the discrepancy in the number of answers was noted where applicable. All respondents were current in-service Japanese teachers. There were 16% (n=12) who had been teaching between one and five years, 23% (n=17) with 6-12 years of experience, 16% (n=12) with 13-25 years of experience, and 40% (n=30) with more than 25 years of service in schools. There were 6 respondents who has missing responses to this question about teaching experience.

#### 4 . 研究成果

The survey included 12 items focused on perceived training needs, addressing topics such as teaching pronunciation, conducting student-centered lessons, and methods for teaching speaking, listening, reading, and writing. Additionally, there were 22 items related to the teaching environment, covering aspects such as discussing teaching practices with peers, assessing the quality of school goals and direction, the ability to adapt teaching methods and reflect on teaching practices, understanding the goals set by MEXT (Ministry of Education, Culture, Sports, Science and Technology), and the flexibility of the curriculum.

The main findings from this research are that only 23% of teachers understand the goals of English education as set by the Ministry of Education, Culture, Sports, Science, and Technology. A significant 54% strongly disagree with understanding these goals, indicating a critical gap in communication and training. This lack of clarity underscores the need for better alignment between the Ministry's objectives and the training programs offered by universities.

Teachers also reported having insufficient time to reflect on their lessons, with 50% strongly disagreeing with having the necessary time for self-reflection. This highlights a need for better time management training and adjustments to teachers' workloads to allow for essential self-reflection and lesson planning.

In terms of perceived training needs, the data shows that 46% of teachers strongly disagree with feeling adequately trained to teach pronunciation. Similarly, 35% strongly disagree with having sufficient knowledge of conducting pair work activities, and 44% strongly disagree with knowing how to conduct English speaking activities effectively. Additionally, 46% of teachers strongly disagree with being knowledgeable about group work activities. These findings suggest that there are significant gaps in the current training programs that need to be addressed to ensure teachers are well-equipped with the necessary skills to be able to teach communicative English. Furthermore, only 12% of teachers feel confident that their teaching skills will help them in teaching English, with 65% somewhat or strongly disagreeing with this statement. This lack of confidence indicates a pressing need for enhanced training programs that focus on building teachers' skills and confidence.

Salient to the results above based on interviews with teachers stress the point that training programs must reflect teachers' needs. Specifically, one teacher stated, "We need more methods to teach more vividly to enjoy teaching again." This indicates a demand for training that is engaging and practical. Thus, the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) should incorporate these needs into policy, moving away from traditional, lecture-based training to more active and dynamic methods. In fact, another teacher noted, "Often it (training) will be boring lectures, the most important thing is to enliven and awaken students to English with active methods."

Additionally, there needs to be better coordination between training providers. MEXT should take a leading role in providing and coordinating training, as the government's requirements necessitate changes in teaching methods. To this point, one teacher emphasized, "MEXT should provide and coordinate seminars because the government requires us to change the way we teach."

The data above indicates significant areas where teacher training can be improved to better align with educational goals and meet teachers' professional needs. By implementing the recommended policies, universities can enhance the effectiveness of their teacher training programs, thereby improving the overall quality of education and student outcomes. This report aims to provide a foundation for policy decisions regarding teacher training, focusing on aligning training programs with educational goals, improving specific teaching skills, and ensuring continuous professional development. By addressing these key areas, universities can play a crucial role in advancing the quality of education.

5. 主な発表論文等

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3. 雑誌名 JACET Journal	6. 最初と最後の頁 29-38
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 無
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 -

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2. 発表標題 Materials Development and Stakeholders: Making the Connections
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〔図書〕 計0件

〔産業財産権〕

〔その他〕

小学校英語の授業力アップのトレーニングウェブサイト <a href="https://sites.google.com/view/eigonojogyoryokuappuwakushoppu/home">https://sites.google.com/view/eigonojogyoryokuappuwakushoppu/home</a>
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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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