

Year-end report 2023-2024

A communicative approach to 3rd grade elementary school English instruction

(1) Context:

Level: elementary school (3rd grade)

Class size: 30

Time: 45 minutes, once a week

Textbook: *Let's Try 1*

The current situation: Students are new to English, but quite energetic.

Problem(s): The problems I faced this year were those of a new teacher. I started at my focus elementary school, along with two more schools (one more elementary school and one junior high school, in April. I am at my focus school just once a week, but I have six classes, three 4th grade classes and then three 3rd grade classes, which I am the primary teacher of. There are approximately thirty students per class. After starting I discovered that there were no materials, lesson plans, etc., meaning that I would need to prepare everything. Making teaching material and lesson plans is not difficult but is time consuming, especially with a full class schedule. Because of the busy schedule at my target school, I chose to prepare lesson material on different days at different schools. This is unfortunate as I believe that it would be better to prepare lessons plans and materials at the school they would be used.

The city I work in does not have meetings for English teaching development and there is little interaction between ALT's regarding English lessons or teacher collaboration. The ALT's, and other teachers, seem to not be interested in discussing lessons, exchanging ideas or learning more about teaching. I believe this is just a reflection of the teaching environment, where every teacher is responsible for their own classes and students. There is no discussion about English lessons from the board of education to individual teachers. In the past, I have been asked how English instruction could be improved but I was not sure how. Now, I have a better idea how English instruction could be improved, but no one is asking.

Another difficulty being a new teacher was that I did not know the students. Six lessons in a day are challenging as there is almost no opportunity to interact with students. There were just too many classes and students. During the year I could learn a little about some students, but nothing about most of them. The busy schedule also meant that it was difficult to reflect on classes after they were completed.

(2) Goals and objectives

My goal is to improve my ability to help students with their communicative English skills through activities and using communication strategies.

Explanation: I want to use a variety of activities that promote using English. While at first, lessons will be more teacher-centered and activities will be done together, during the school year I want students to have more opportunities to speak English in groups and pairs. This is to give them more speaking time, increase the numbers of times students use target English in class (usage-based learning), keep students engaged in lessons as well as, lower their affective filters. (Lightbown & Spada, Chapter 4) I will also introduce communication strategies to students to help promote language acquisition.

(3) Literature review

Communicative Language Teaching

There are several definitions of Communicative Language Teaching, (CLT). CLT is defined by Lightbown and Spada (2021) as:

An approach to L2 teaching based on the premise that successful L2 learning involves not only a knowledge of the structures and forms of a language, but also the functions and purposes that a language serves in different communicative settings. This approach emphasizes the communication of meaning in interaction rather than the practice and manipulation of grammatical forms in isolation. (p. 235)

Grammar and communication, especially meaningful interaction are important to language acquisition. Another definition of CLT by Brown (2014) is, “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes” (p. 369). This definition expands on uses of communication through instruction. In the classroom, learning should focus on student interaction, rather than the teacher. According to Savignon (1997), “Communication is the expression, interpretation, and negotiation of meaning; and communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence” (p. 225). These three definitions show that real, unrehearsed, meaningful, and interactive communication are important for language development.

Communicative Competence

Communicative Competence, as a part of Communicative Language Teaching (CLT), consists of four related sections: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence is understanding grammar. Discourse competence is understanding complete works in a language, such as books, conversations, etc. Sociolinguistic competence is understanding social rules in another

language. Strategic competence is being able to continue communication without a complete understanding of a language. Sandra Savignon (1997) proposed an inverted pyramid to show the "...possible relationship between grammatical competence, sociolinguistic competence, discourse competence, and strategic competence as overall communicative competence increases" (P. 49). The inverted pyramid shows that while all four components of communicative competence are important, strategic and sociolinguistic competences are paramount at the beginning stages of learning. Sociolinguistic competence is necessary from the beginning and increases in importance as competence increases. Strategic competence is shown to be the most important competence in early language learning and is present throughout the inverted pyramid, though its importance later is diminished.

Strategic Competence

One of the four Communicative competences, Strategic competence is present throughout communicative competence development and is especially important at the early stages of language learning. Savignon (1997) wrote that no one knows all of a language, is the ideal speaker, or can use language perfectly (P. 44). We are all deficient in some way and make use of language however we can to further communication. Strategic competence is used when a speaker does not know or cannot recall a word, when misunderstanding takes place, etc. and attempts are made to continue communication through a variety of methods. According to Savignon (1997), "Adult native speakers routinely cope with a variety of factors that, if not taken into account, can result in communication failure" (p. 45). Strategic competence is not only an important part of communicative competence and language learning, but also necessary for all language speakers. Joseph Wood (2009), discussing Communication Strategies (CSs) a part of strategic competence, wrote; "Native speakers of every language use CSs, but may not realize it nor take the time to notice the benefits CSs bring to overall communication" (p. 475). Strategic competence, the most important competence for beginning language learners, exists throughout communicative competence development and is used by first language speakers.

Information-Exchange Tasks

Lee and VanPatten (2003) introduce information-exchange task, or information-based task, to encourage "real communication" in language classrooms (p. 2). Information-exchange tasks are a means for instructors to organize language instruction for learners. Instructors first identify a goal for a unit or lesson, consider what must be done to complete the task, and then adjust or divide the goal into smaller sub-goals which allow tasks to be completed. Language that is considered in information-exchange tasks are the required vocabulary, grammar, other parts of language, and content learners will need to complete the task (p. 77). Information-exchange tasks allow learners to exchange information with each other using the necessary language through communication. The exchanging of information is one part of the task but is not the task itself. Language learners will then use the exchanged information in some way (p. 62). When the task is completed, the goal will have been attained. Information-

exchange tasks are a blueprint for language instructors and students to identify language goals, exchange information, make use of the information, and attain subgoals and goals through communication.

(4) What I did:

The first semester I was a new Assistant Language Teacher (ALT) at my elementary school. I made an initial survey, audio recorded and transcribed a class, and focused on increasing student talking time. I prepared all materials, such as handouts, for lessons as there were none which had previously been made. This was, and continues to be, time-consuming but also allows me to create material which is appropriate for my students. I also focused on changing my teaching from the past. My previous teaching method was teacher-centered. I thought that having good class control, leading activities and having students practice speaking through mechanical drills were good teaching methods. I also tried doing all the activities in the textbook, even if they did not work well together. I believed that they were important to do. I also focused on accuracy, and only using previously made materials if I did not use the textbook. My teaching would change during the first semester.

During the semester, in conjunction with I learned from Action Research 1 (AR1) and Second Language Acquisition (SLA) classes, my teaching changed to a more communicative approach. As recommended in AR1 sessions, I increased student talking time. I was unaware of how much teacher talking time there were in my lessons until I started writing down talking time in lessons and listening to an audio recording. I noticed that I talked more than I thought and there was little student talking time. I reduced teacher-centered activities in favor of student-centered activities. I could increase student talking time by having students do activities individually, in groups, and especially, in pairs rather than doing activities as a class. This also changed how much time individual students were participating in activities. In class activities, students were primarily waiting for each other or the teachers with little or no opportunities to interact with each other. By making these small changes, students talked more and could more actively participate in activities than in a teacher-centered class.

I made a survey for the first time. It was simply made. I was able to have students fill out the survey but without comments due to time constraints. There was much to do and while I learned much, about doing a survey there was also much that I failed to learn, like how to effectively do a survey. Although I did a basic survey with my classes, I was unsure of how to make one and what to do with the data I collected. I did a lot in the first semester, but it was only the first step. I would continue making changes in the next term.

Some things that I tried since September were applying what I learned from readings (especially student reflection and giving students the opportunities to make choices), organizing lessons around doing information-exchange tasks, doing an assessment for the first time, and doing a year-end survey. Many things were new to me in the first semester and in many ways, I was just adapting to a new situation. From the summer I tried to learn more by reading other texts to learn more about teaching and from Action Research 2 (AR2) and Second Language Teaching (SLT). I made more handouts than the first semester, focusing on communicative activities and using

the student textbook less and less. I did not purposely stop using the textbook but by focusing on communicative activities, I did not include non-communicative activities. With the handouts, I included simple reflection sheets for students to fill out. 3rd grade students' study *romaji*, English script, in the Fall, but as far as I can tell, they do not use romaji to write. Because of this, I asked students to start writing their names in romaji as a limited form of writing practice in English as students have limited opportunities to write. At the end of 2023 and SLT, I started to use information-exchange tasks to better organize my lessons and teaching method. In September it was recommended that I do a student assessment which I finally did in February. It took a long time because I had never made one, for elementary school students and they are not common for middle elementary school students. In March I did a final survey in two sections. One section was the same as the initial survey, and a second section with new questions better reflecting what I wanted to learn from the students. I did not want to have students do two surveys, but I thought one survey to complement the first survey and one with more detail were important. In the second semester I made many changes and tried different ways to make lessons more communicative, not always successfully. I made many mistakes in my lesson plans, lessons, and in AR2 sessions. However, trial and error helped me to realize mistakes that I had made.

It took me most of the term to make an assessment for my students. I eventually carried out an assessment in February. The first time, I ran out of class time and had students assess each other. The second time, I and other teachers did the assessment. We divided the class into three groups of ten and assessed five pairs of students. The objectives were not clear, and students could generally all get the same, maximum, score. On the other hand, the students seemed to enjoy the assessment. This was a valuable experience as I could get a better idea of how an assessment could be done and some changes that need to be made.

(5) Results:

I made two surveys, one in the Spring and one in late Winter. This was the first time for me to make a survey. Here are the overall results from the first and last surveys for my focus class. Overall, there were a slight increase in the number of “3’s”, happy faces, and a slight decrease in “1’s”, frowning faces. I don’t think that much useful data can be used from my original survey. I was unable to get student comments for the first survey. For the final survey, I used the same, initial survey as well as a new survey which included student comments. I made changes to the survey to, hopefully, gather better data from students to see how lessons were and changes that could be made in the future.

Figure 1

3-1 class initial survey

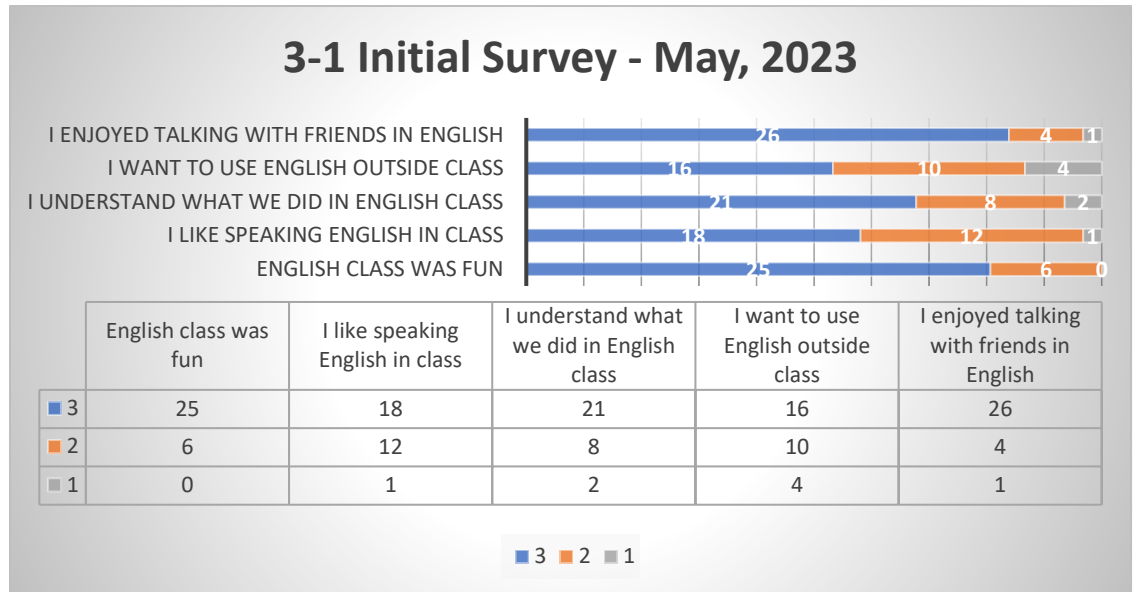


Figure 2

3-1 class final survey

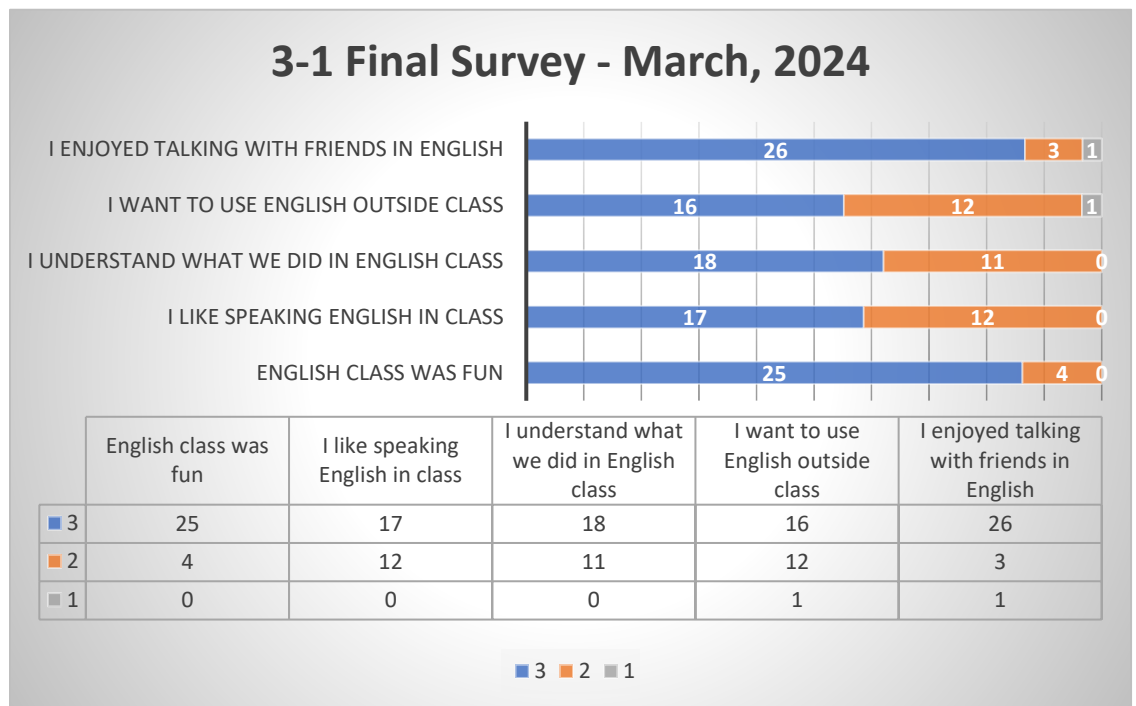
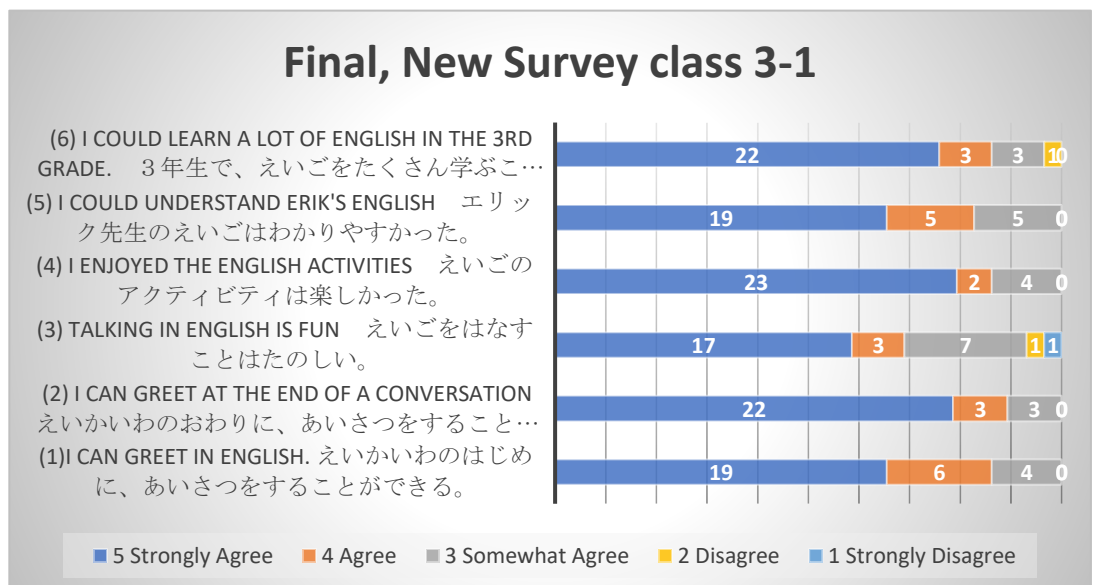


Figure 3

3-1 class final, new survey



The new survey has more sections but because it was only done once, there is no comparison with earlier in the year. Therefore, comparisons will be made with other classes. Students were asked to choose answers to six statements, adding comments to three of them, as well as the opportunity to write comments to two additional questions about English lessons. Compared to the original surveys, a better understanding of students' opinions about English class can be derived, especially from their comments. I was genuinely surprised that many students wrote such thought-provoking comments.

Student answers to the new, final survey primarily fell into the strongly agree, agree, and somewhat agree sections with few responses in the disagree and strongly disagree sections. This was true across all three classes. Overall, students, mostly, replied that they could greet other students at the beginning/ending of conversations, they enjoyed the class activities, and they learned a lot from class. Numbers were also high for talking in English is fun and understand my English speaking, though not as much as the other statements. Students' comments were also mostly positive. All comments, whether positive or not, were invaluable in providing some idea, though likely incomplete, into how students view English class.

The assessment that I made took me most of the second term. At first, I was unsure how to make one. It was not until the end of SLT and after looking at other assessments that I could finally do an assessment. The objective was not clear, I had to do it twice because I did not do it correctly the first time, and I cannot use the data as the students generally all got top scores. I still learned a lot from the experience, students could complete the assessment, and students' comments were positive regarding the task.

(6) What I learned:

There is much that I have learned during my year as a non-degree student in AR1. At the beginning of the school year, I hoped to learn more about teaching and make some adjustments to my lessons. While in some ways my lessons have remained the same, overall, I have changed the way I teach and how I think about my lessons. From taking SLA and SLT, I think more in terms of communication for students rather than doing mechanical drilling and teacher-centered activities with a focus on accuracy. When I make lesson plans, I am thinking about lesson and unit goals, information-exchange tasks, student talking time, etc. to create meaningful interactions for the students. Making lesson plans and activity sheets has been time consuming, but hopefully they can be reused in the future and updated as needed, reducing future work. Before this year, I never made so many lesson plans. I would use pre-made ones with some slight changes. Now, I prefer making them so that I can focus on communicative activities.

Every school, every class, and every student is different and they are not the same, although there are lots of similarities. Because of this, for better or worse, lessons can also vary between classes. It is not easy to make one lesson plan for ninety or more students. Some lessons or activities did well in some classes but not in other classes. Through surveys, I could learn more about students' feelings towards English and their individual preferences,

Especially as I am generally unable to interact with the students. The same is true for the reflection sheets and assessment. By reading what students write, I can learn more about their preferences. For, example, I was concerned about students' reaction to the assessment, washback effect, but they did seem to generally enjoy the assessment.

This year my views about English language teaching have completely changed. I have learned much from my one year as a non-degree student. Many changes I made this year such as making surveys, lesson plans, handouts, assessments, and even lesson materials I will continue doing. I will continue making changes based on what I observed this year, what I learned from university classes, and what happens in the classroom.

Overall, I am satisfied that I have made changes to my teaching this year. I made a lot of mistakes and that is frustrating, but I do feel better about how I teach. I liked learning and trying to apply what I learned in the classroom for my students. I look forward to learning more. I cannot go back to how I used to teach. I have crossed the Rubicon.

(7) Future issues

There are three issues that concern me in the future: how data collected can be used; a new school and more elementary classes; and work after the next school year. After the assessment and new final essay. I spent many hours typing students' comments into the spreadsheet. I value the data and comments I received from the students but trying to read and type students' comments was time consuming. For one class this was a lot of work. I have three 3rd grade classes and it would have been too much to enter all the data. I need to make better use of time while still using collected data, especially the next school year.

Some changes were made to my schedule for the next year, one of my elementary schools was swapped to another one where I will be the primary teacher. My focus elementary school will become my main school, replacing the junior high school. At both elementary schools I will be the sole teacher responsible for 3rd and 4th grade English instruction. I will have 12 classes (seven 3rd grade classes and five 4th grade classes), approximately 360 students a week. This is not including my junior high school or helping with 5th, 6th grade elementary classes. On paper, I do not have a very busy schedule, at the time of writing, but I am concerned that I will be asked to do more when I don't have classes. I assume that, again, I will have to make all materials and lesson plans. This is a lot of work, but I hope to focus on one lesson plan for each grade, using the same lesson plans at both schools. I will have multiple days and classes for the lessons that I make. I will also need to be better at communicating with homeroom teachers about lessons. I did not talk with homeroom teachers, *uchiawase*, as much this year because I had a Japanese volunteer who did it for me and because making lessons and preparing material took a lot of time. In previous years, pre-made lesson plans were created in Japanese and English in the city of Kariya, and therefore easy for everyone. Next year, I will try to do it more on my own. I would like to emulate what Kariya did in Kitagoya by creating lesson plans anyone can use, if I continue working there.

After the next school year, I am unsure if I will be working at the same job. I was told by the board of education that, to save money, they will likely be reducing the number of Assistant Language Teachers, ALT's. Some ALT's will probably lose their jobs and those that remain will have reduced salaries. On top of this, we will not be notified who will retain their jobs until early next year. I must look for future work during the next school year. I hoped to stay at my current job at least until my studies were finished, but I think it would be prudent to look for a new teaching position before the current one finishes. I do not want to scramble for a new job in February. On a positive note, I feel more confident about teaching and being able to get a new teaching job.

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Appendix 1- A

Lesson plan: *Let's Try 1* Unit 9 “Who are you?” Final Lesson

Goal: final survey and “Who am I?” quiz

Time	Interaction	Activity and Procedure
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	T-Ss, S-S, S	
3 (2) (1)	T- Ss S-S	Greeting 1. Greeting 2. Students greet each other.
10 (5) (5)	T-Ss T-Ss, S	Final Survey 1. Pass out survey, students write their names. Go over the old survey together, then students fill out the survey. 2. Go over the new, final survey together, checking for questions. Students fill out the new survey. Then collect the surveys.
10 (5) (5)	T-Ss T-Ss	Review and practice body parts – (noticing) (output) 1. Elicit body parts vocabulary from students while doing Total Physical Response (TPR) as a review. 2. Sing and move to “Head, Shoulders, Knees, and Toes.”
20 (5) (5) (10)	T-Ss S S-S S-S, T-Ss	Activity – “Who am I” quiz. (noticing) (output) 1. Pass out handout, students write their names. 2. Demonstrate activity with students. Choose an animal, one of the 13 in the story or all the animals introduced in <i>Let’s Try I</i> , as a secret. Ask, “Who am I? Students say, “hint, please.” Give a hint, using an adjective card, students can discuss what animal they think I am. Students notice the hint by saying, “I see something black.” Students then write the hint or animal on the handout. Continue with two more hints. Students check when they guessed the correct animal and get the matching points. Check for questions. 2. Students choose an animal and then write 3 hints in the next box. Students can use the Unit 9 cards, and other cards if they have them, to make hints for the quiz. (If they don’t have the cards, they can say the word or do a gesture, or make animal sounds) Encourage the use of colors and other adjectives or other vocabulary. 3. Students choose an animal and up to 3 cards for hints. Then quiz each other. 4. Do as many quizzes as there is time available. Save time so that students can see how many points they could get.
1	T-Ss	1. End of class greeting.

Total time: 45 minutes

S-S: 11 minutes

S: 10 minutes

T-Ss: 23 minutes

Appendix 1- B Handouts

Unit 9

Class: 年組	Number: 番	Name: 名前
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Let's Try 1
Unit 9
"Who are you?"

Who am I quiz!

<p style="text-align: center;">Who am I?</p> <p>Answer: _____</p>	<p style="text-align: center;">Hints ヒント</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
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Quiz Time!

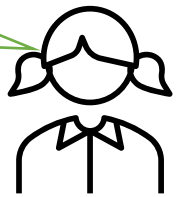
Name 名前	I see something... Points: 3	I see something... Points: 2	I see something... Points: 1	Animal 動物

Points total: _____



Hello!
Who am I?
Yes, I am! / No, I'm not!
Thank you. Bye!
















Hi!
I see something...
Are you a...?
Thank you! Goodbye.



Class: 年組	Number: 番	Name: 名前
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Final Survey 3rd grade: March 2024

Thank you for being my students. Please circle how you feel about English. Please make a comment if you like. 当てはまる顔に丸をつけて下さい。ぜひコメントを書いてください

English class was fun. 英語は楽しかったです。			
I like speaking English in Class. 英語を話すことが好きでした。			
I understood what we did in English class. 英語の授業中、自分が何をすべきか判りました。			
I want to use English outside class. 英語の授業以外で、英語を話したいです。			
I enjoyed talking with friends in English. 友達と英語で話すことは楽しかったです。			



りかえり Reflection time!

Please read the sentences and **circle** the best answer for you.

自分の気持ちにもっとも近いものに○を書きましょう。

- (1) えいかいわのはじめに、あいさつをすることができる。
できる----->まあまあ----->できない
😊 5 4 3 😞 2 1 😞

- (2) えいかいわのおわりに、あいさつをすることができる。
できる----->まあまあ----->できない
5 4 3 2 1

- (3) えいごをはなすことはたのしい。
とても----->まあまあ----->ぜんぜん
5 4 3 2 1

どうしてそう思うか。 _____ から。

- (4) えいごのアクティビティはたのしかった。
とても----->まあまあ----->ぜんぜん
5 4 3 2 1

どうしてそう思うか。 _____ から。

- (5) エリック先生のえいごはわかりやすかった。
とても----->まあまあ----->ぜんぜん
5 4 3 2 1

- (6) 3年生で、えいごをたくさん学ぶことができた。
たくさん----->まあまあ----->ぜんぜん
5 4 3 2 1

どうしてそう思うか。 _____ から。

What I liked about English class: えいごのじゅぎょう好きなこと。

What do you think of English classes: えいごのじゅぎょうのかんそう。

Figure 4, 5

3-1 class 3 Hint Quiz! Student handout, front and back

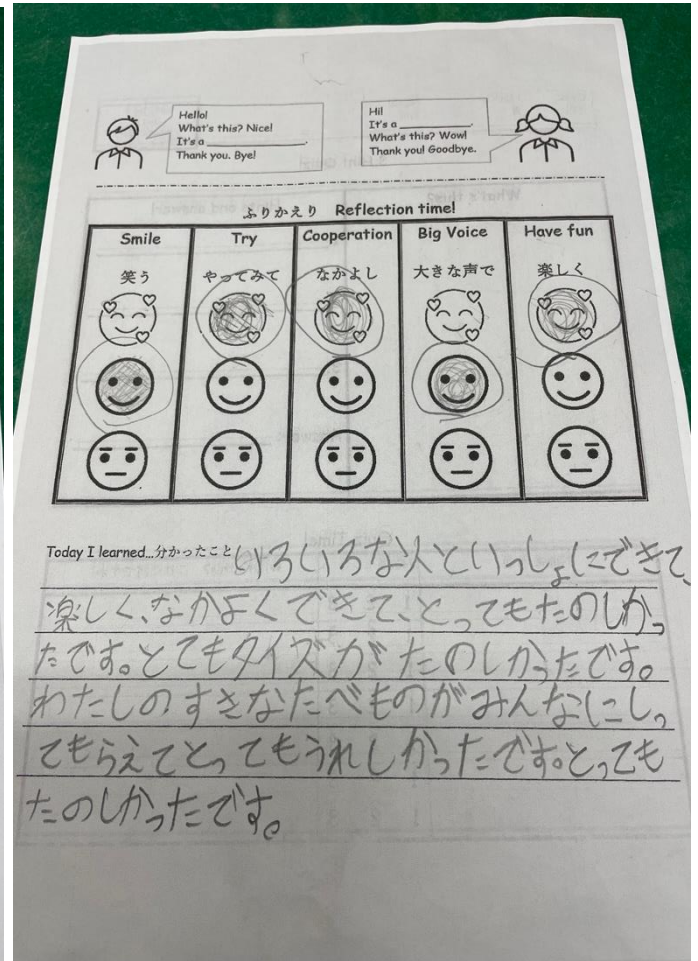
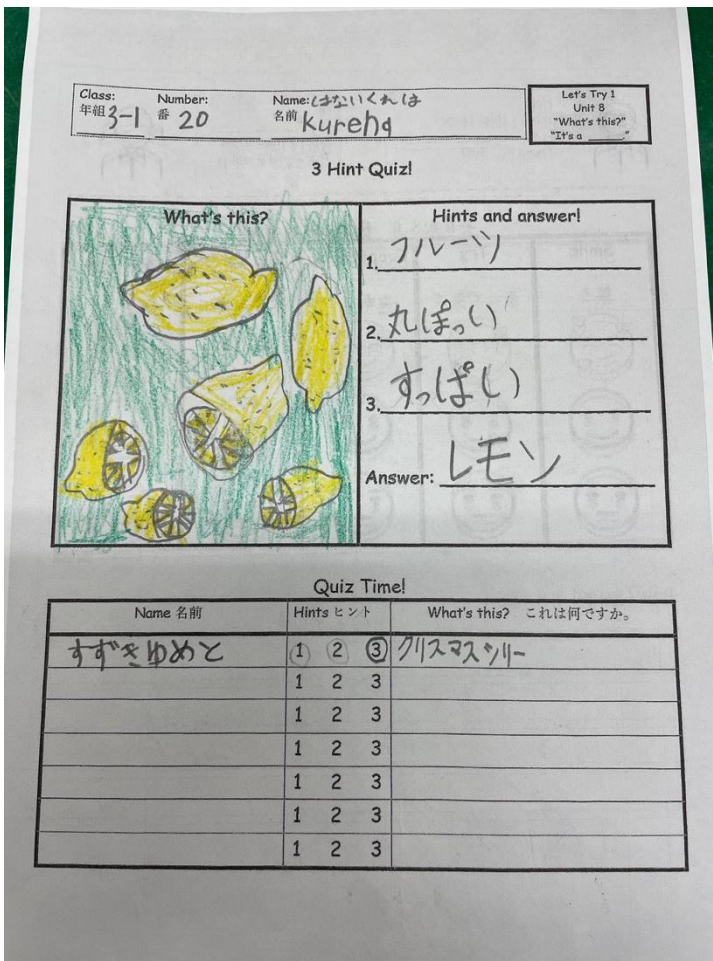


Figure 6,7

3-1 class 3 Hint Quiz! Student handout, front and back

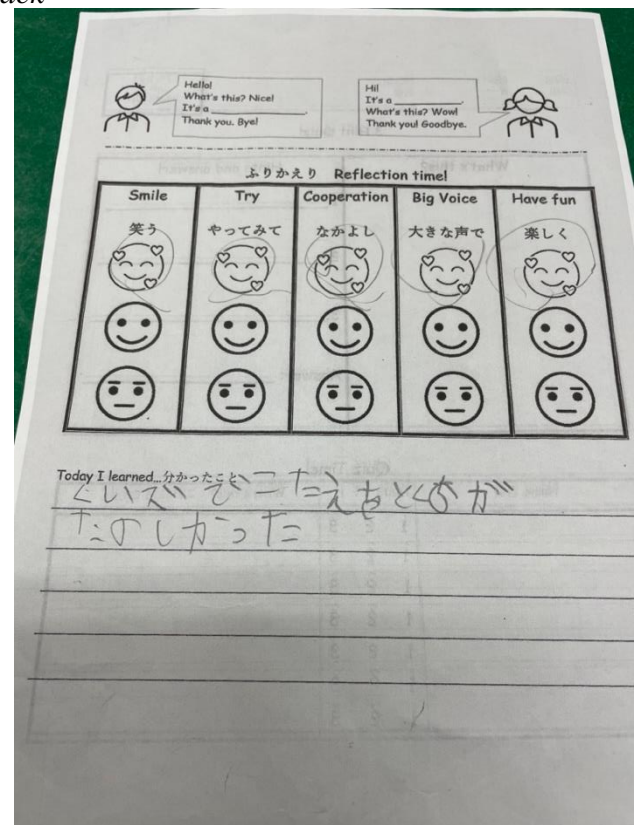
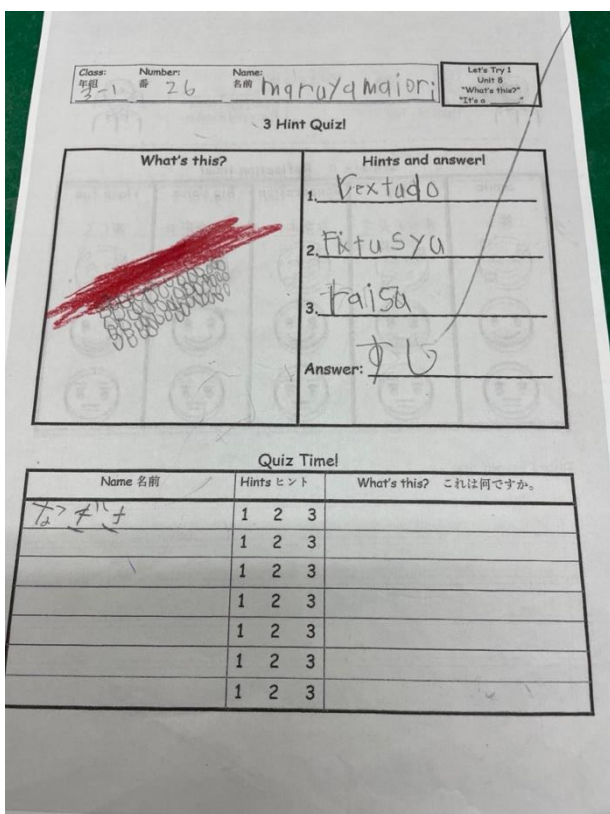


Figure 8,9

3-1 class 3 Hint Quiz! Student handout, front and back

Class: 年組 3-1 Number: 番 5 Name: 名前 カケコヘラガ Let's Try! Unit 8 "What's this?" "It's a..."

3 Hint Quiz

What's this?



Hints and answer!

1. フード

2. サルコ

3. ブラックホワイト

Answer: ライスボール

Quiz Time!

Name 名前	Hints ヒント	What's this? これは何ですか。
ゆずき	1-2-3	LEN
	1 2 3	
	1 2 3	
	1 2 3	
	1 2 3	
	1 2 3	

Hello! What's this? Nice! It's a Thank you. Bye!

Hi! It's a What's this? Wow! Thank you! Goodbye.

ふりかえり Reflection time!

Smile	Try	Cooperation	Big Voice	Have fun
笑う	やってみて	なかよし	大きな声で	楽しく

Today I learned...分かったこと

ちひんと、しひん、たりしてたのしひん、
りひんは、たのしひんておもしろひん、

OK! OK!
I-Love
OK! OK!

Figure 10,11

3-1 class Assessment Student handout, front (practice) and back (assessment)

Class: 年組 3-1 Number: 番 29 Name: 名前 ケン ケン Let's Try! Unit 8 Review

Practice: 練習

Categories	Points	Criteria
Greeting あいさつ ③	3	Student greets partner and says goodbye/thank you when finished. 生徒はあいさつをできました。
	2	Students greets partner or says goodbye/thank you. 生徒はあいさつを少しできました。
	1	Student does not greet or say goodbye/thank you. 生徒はあいさつをできませんでした。
Reaction 返事 ⑤	5	Student can always make a reaction. 生徒は返事をできました。
	3	Student can sometimes make a reaction. 生徒は少し返事をできました。
	1	Student cannot make a reaction. 生徒は返事ができませんでした。
Content 内容 ⑤	5	Student can give clear hints and answer to quiz. 生徒はしっかりヒントと答えを作りました。
	3	Student can give clear hints or answer to quiz. 生徒はしっかりヒントか答えを作りました。
	1	Student cannot give clear hints or answer to quiz. 生徒はヒントと答えを作れませんでした。
Eye Contact アイコンタクト ②	2	Student makes appropriate eye contact with partner. 生徒は目をみて話せました。
	1	Student does not make appropriate eye contact with partner. 生徒は目を見て話せなかった。

15 /15 15 /15 15 /15

Class: 年組 3-1 Number: 番 29 Name: 名前 ケン ケン Let's Try! Unit 8 Assessment

Rubric

Categories	Points	Criteria
Greeting あいさつ	3	Student greets partner and says goodbye/thank you when finished. 生徒はあいさつをできました。
	2	Students greets partner or says goodbye/thank you. 生徒はあいさつを少しできました。
	1	Student does not greet or say goodbye/thank you. 生徒はあいさつをできませんでした。
Reaction 返事	5	Student can always make a reaction. 生徒は返事をできました。
	3	Student can sometimes make a reaction. 生徒は少し返事をできました。
	1	Student cannot make a reaction. 生徒は返事ができませんでした。
Content 内容	5	Student can give clear hints and answer to quiz. 生徒はしっかりヒントと答えを作りました。
	3	Student can give clear hints or answer to quiz. 生徒はしっかりヒントか答えを作りました。
	1	Student cannot give clear hints or answer to quiz. 生徒はヒントと答えを作れませんでした。
Eye Contact アイコンタクト	2	Student makes appropriate eye contact with partner. 生徒は目をみて話せました。
	1	Student does not make appropriate eye contact with partner. 生徒は目を見て話せなかった。

12 /15

Figure 12, 13

3-1 class Final survey Student handout, front (old survey) and back (new survey)

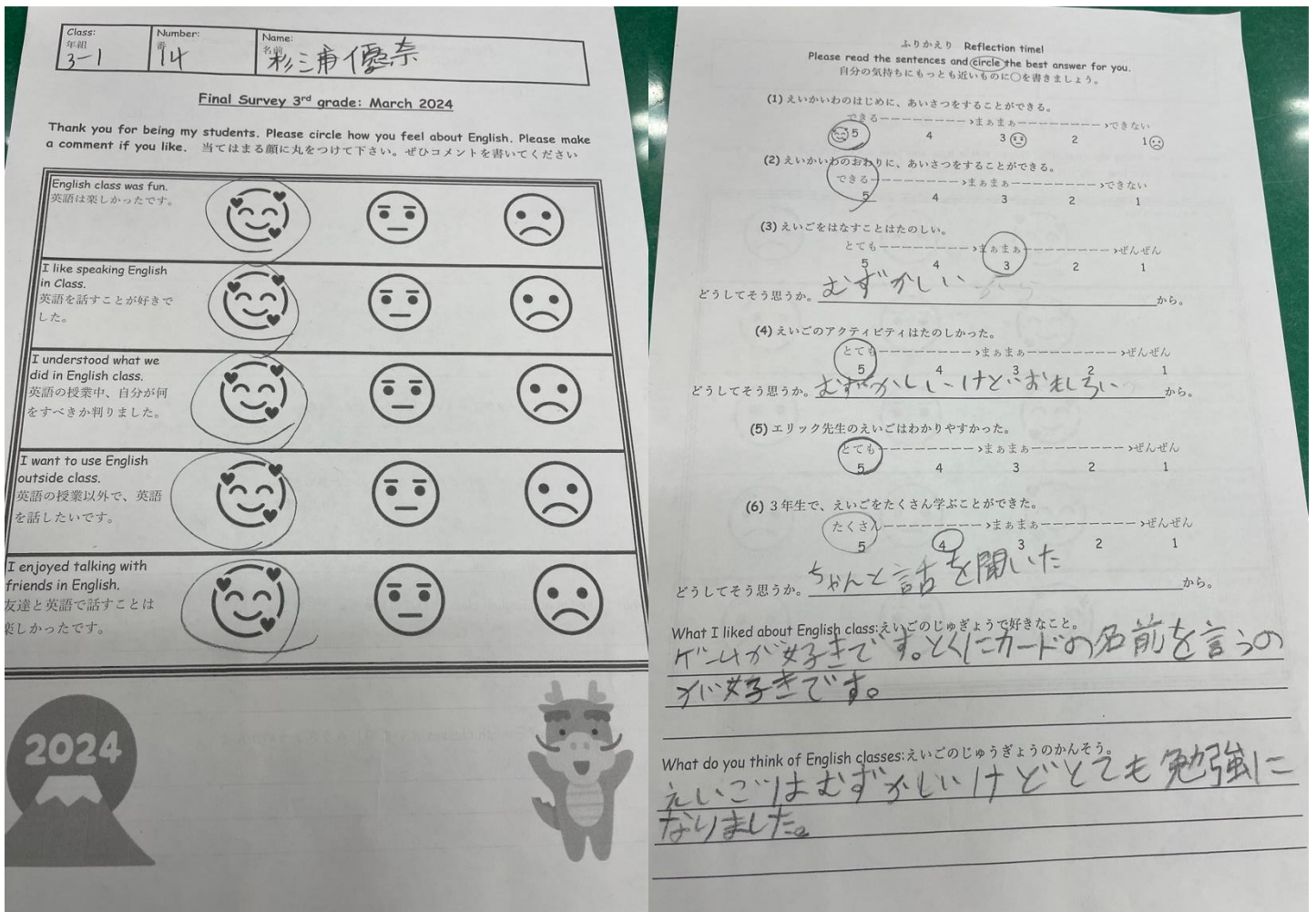
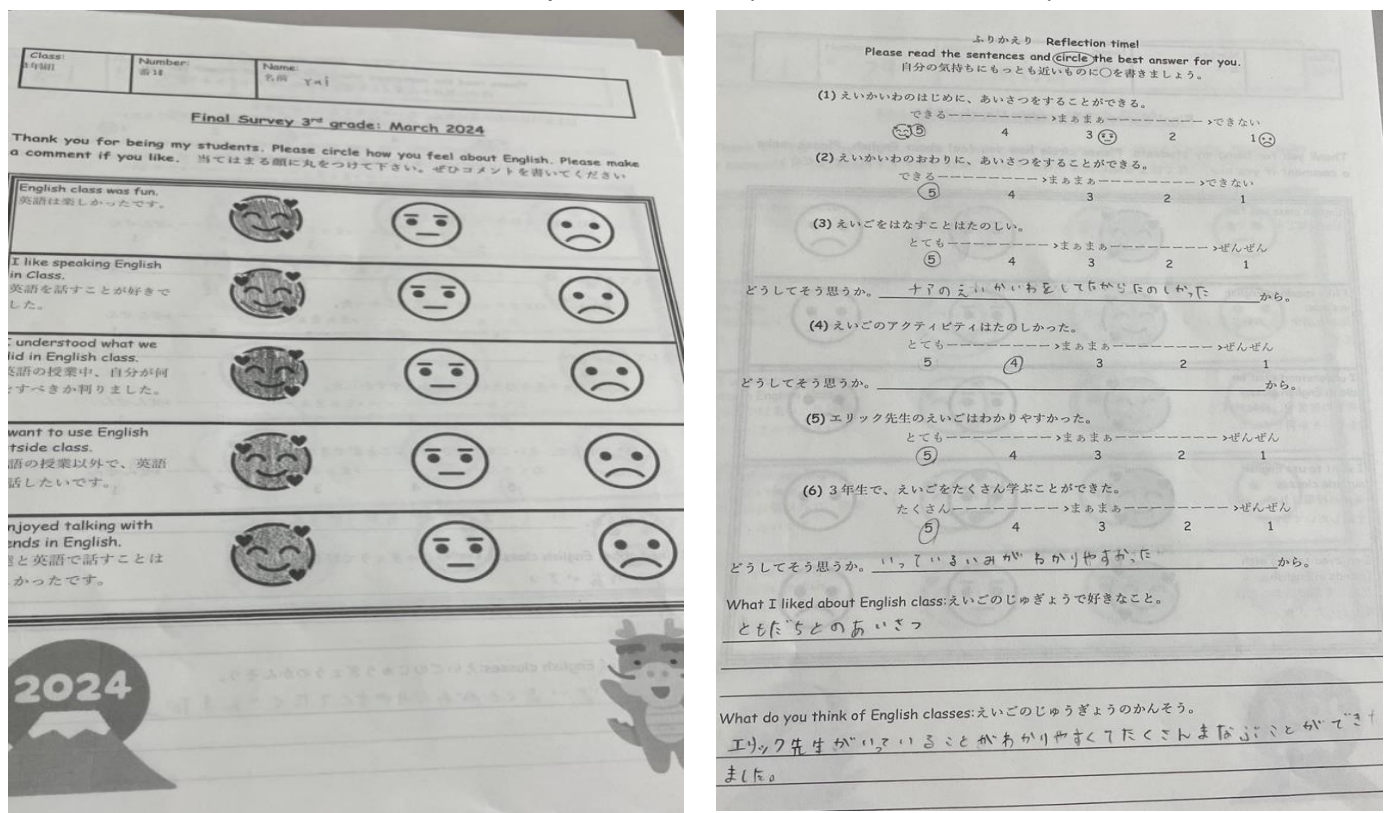


Figure 14, 15

3-1 class Assessment Student handout, front (old survey) and back (new survey)



Appendix 1-C

Figure 16

3rd grade – I can greet at the start of a conversation.

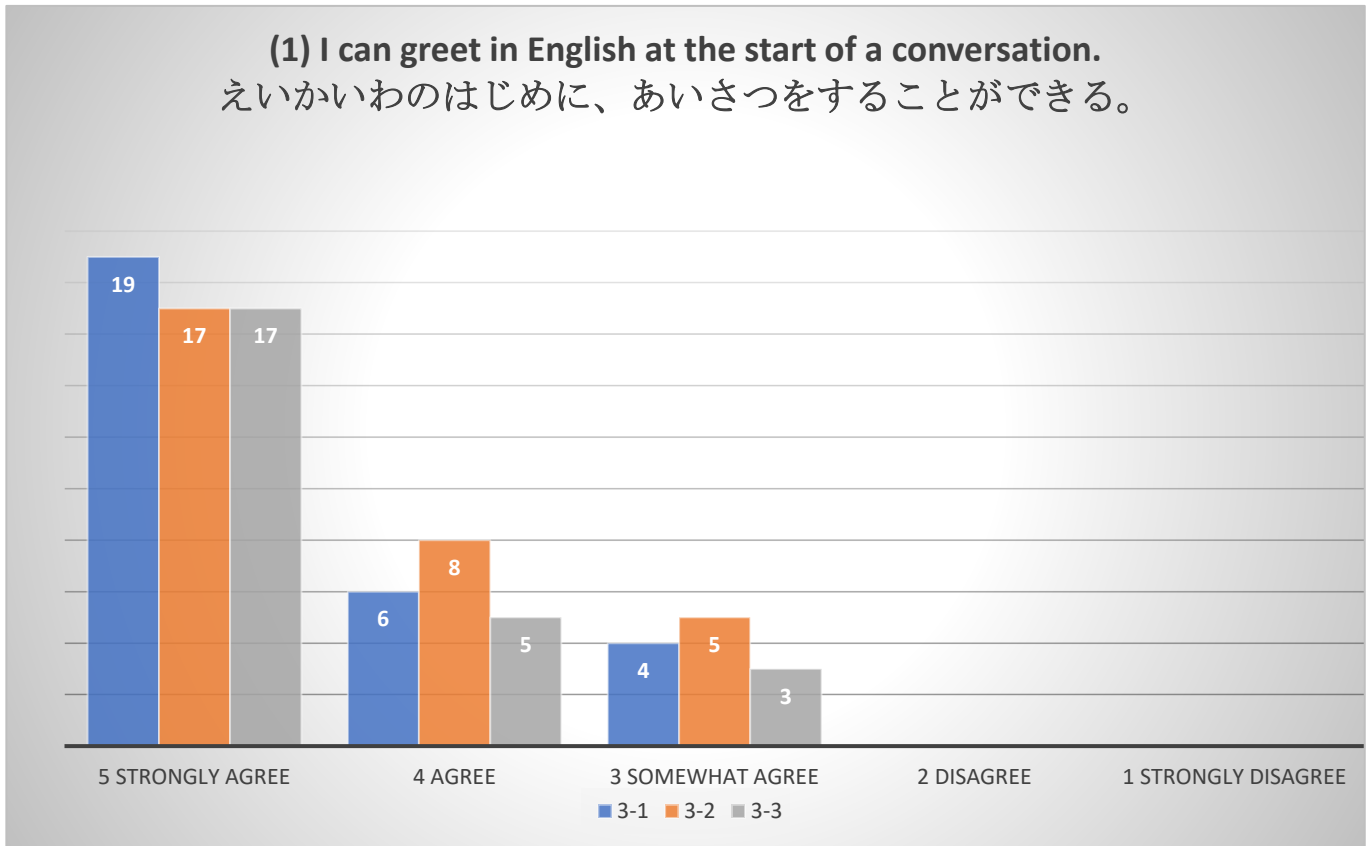


Figure 17

3rd grade – I can greet at the end of a conversation.

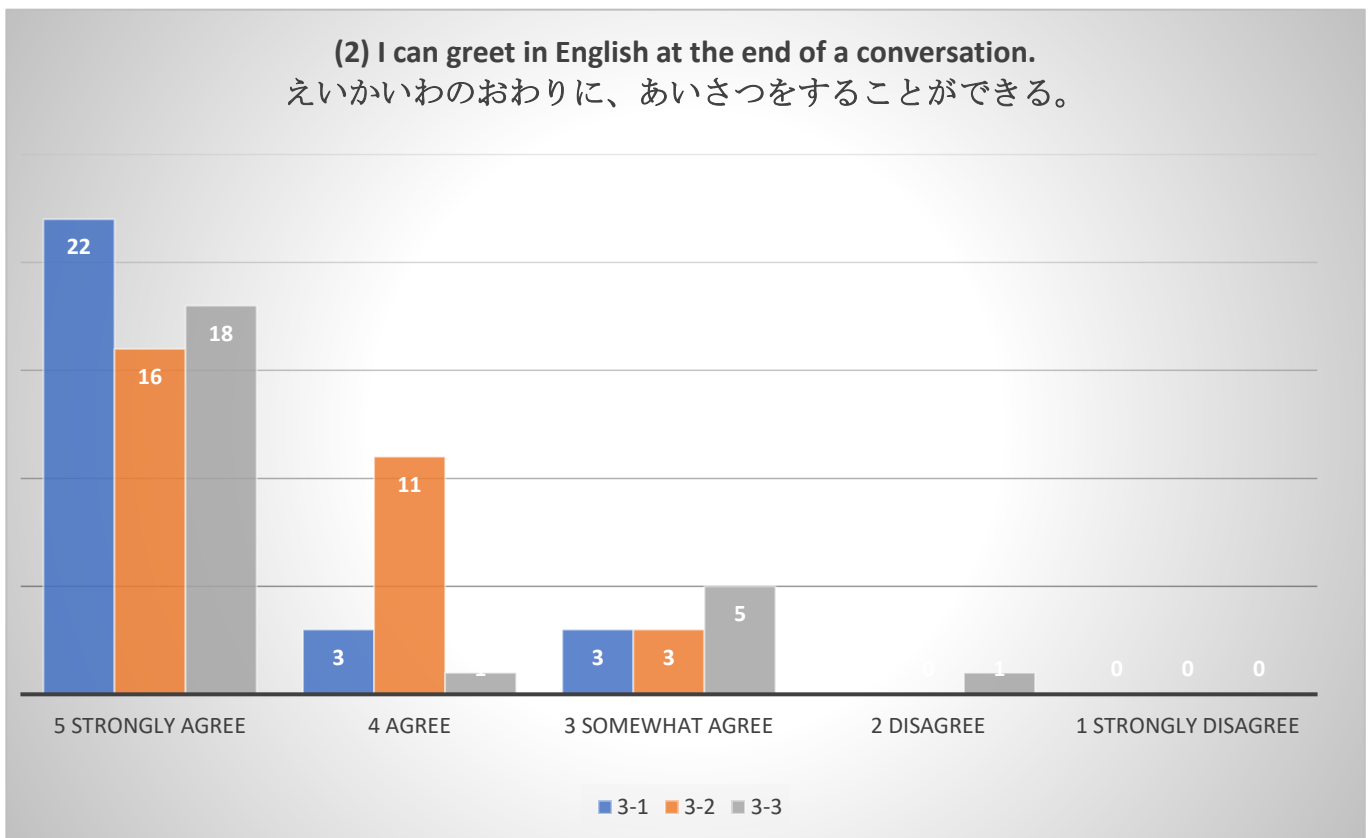
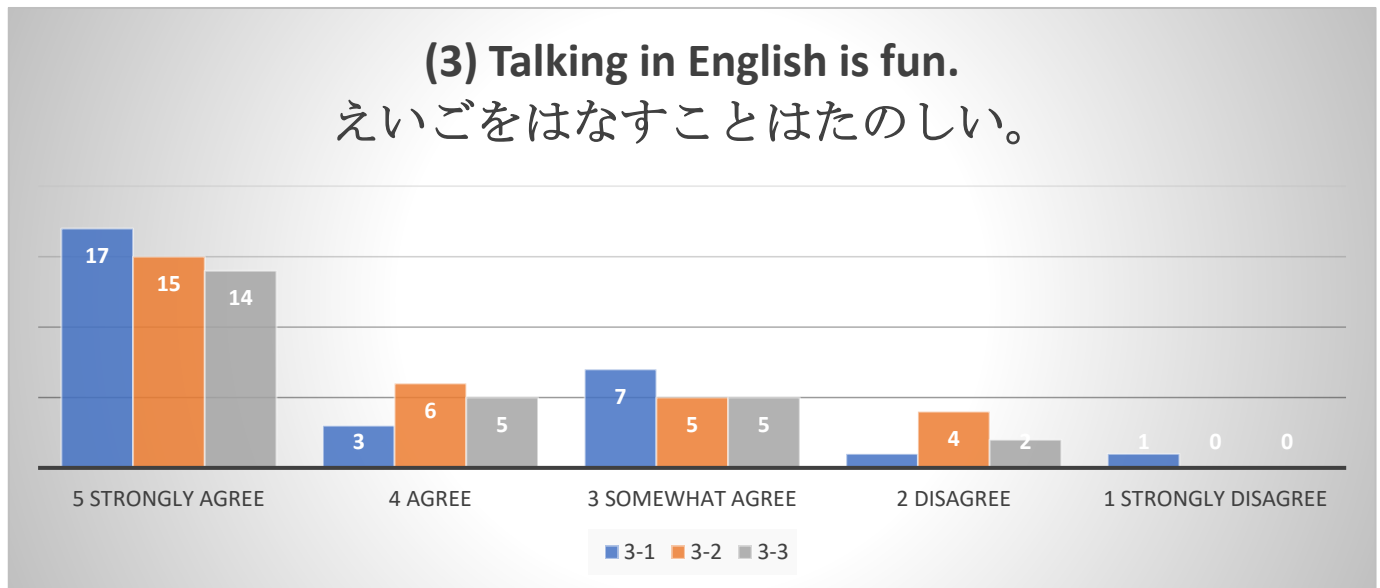


Figure 18

3rd grade – Talking in English is fun.



Talking in English is fun – Student comments.

Lower numbers – Disagree, Strongly Disagree

Student #5 - *I don't understand the meaning so I don't like English.*

Student #7 - *I'm not good at English.*

Higher numbers – Agree, Strongly Agree

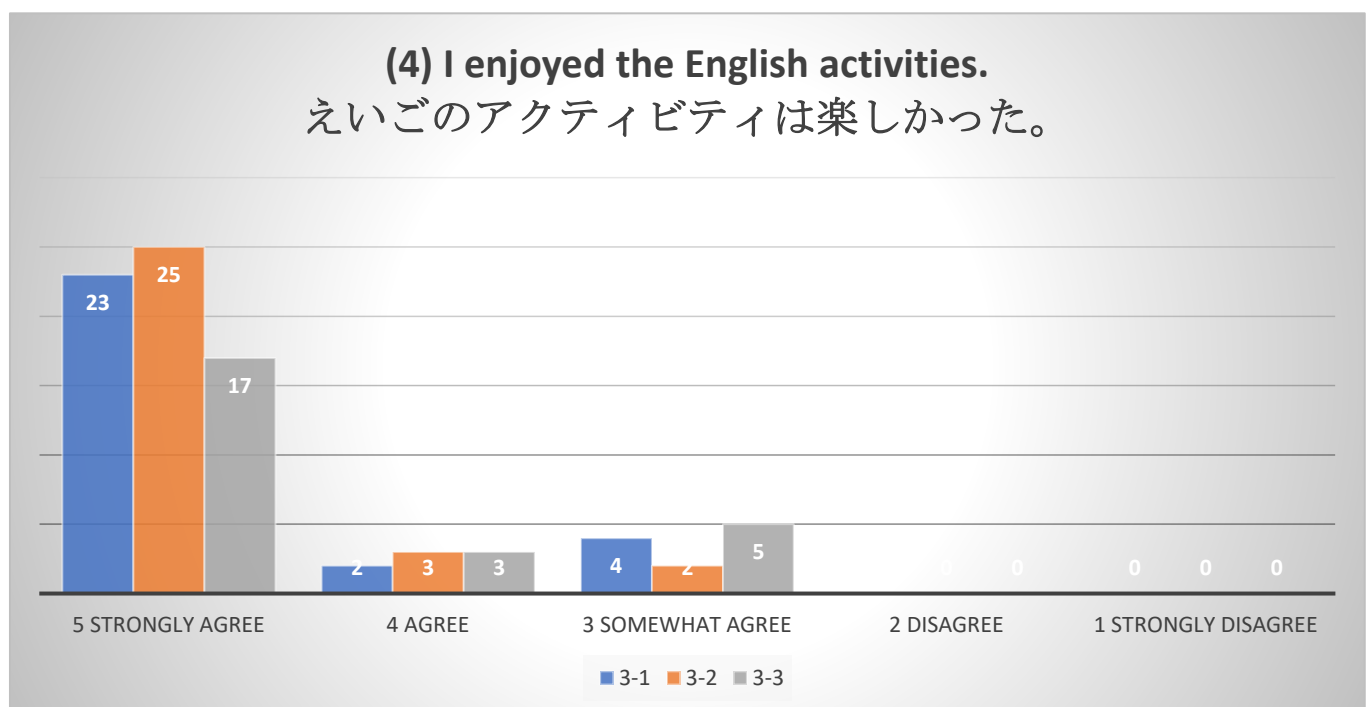
Student # 17 - *I still want to know things in English so I chose "4."*

Student # 23 - *We don't have a chance to speak English in Japan.*

Student # 26 – *I enjoyed learning unique English pronunciation.*

Figure 19

3rd grade – I enjoyed the English activities.



I enjoyed the English activities – Student comments.

Student # 4 – *I didn't understand English, so my friends taught me.*

Student # 6 – *It was easy to remember English from cards.*

Student #17 – *I liked speaking English because it is different from regular class.*

Figure 20

3rd grade – I could understand Erik's English.

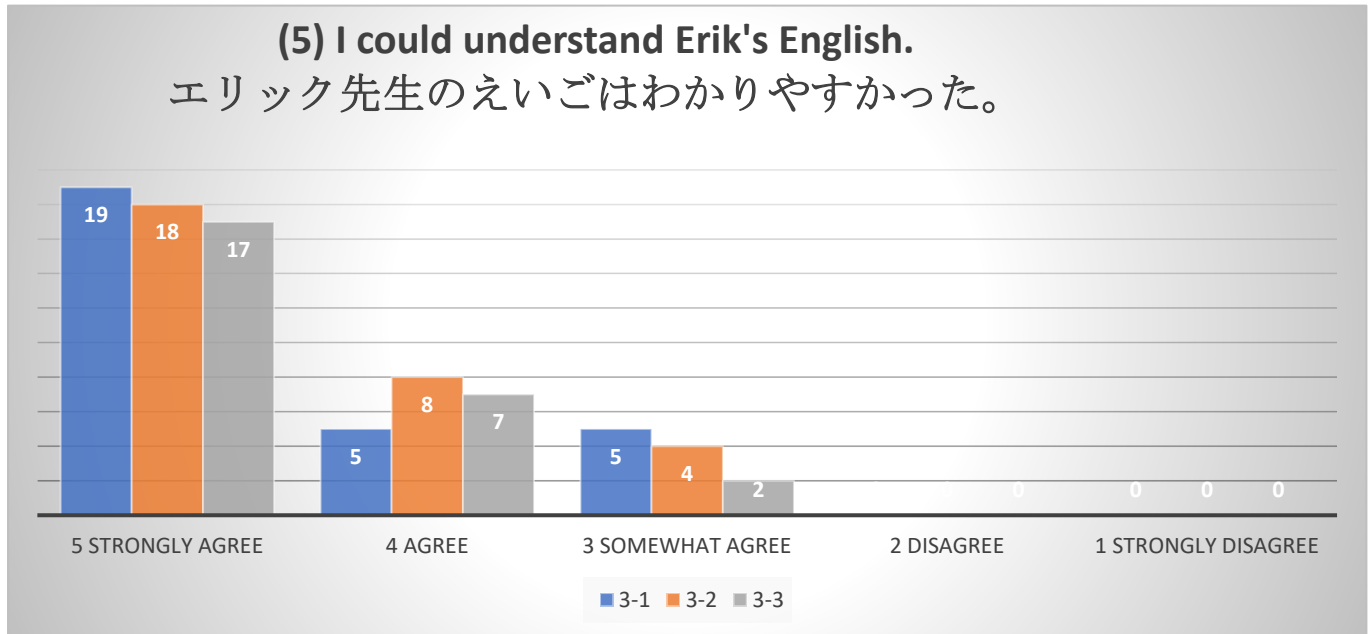
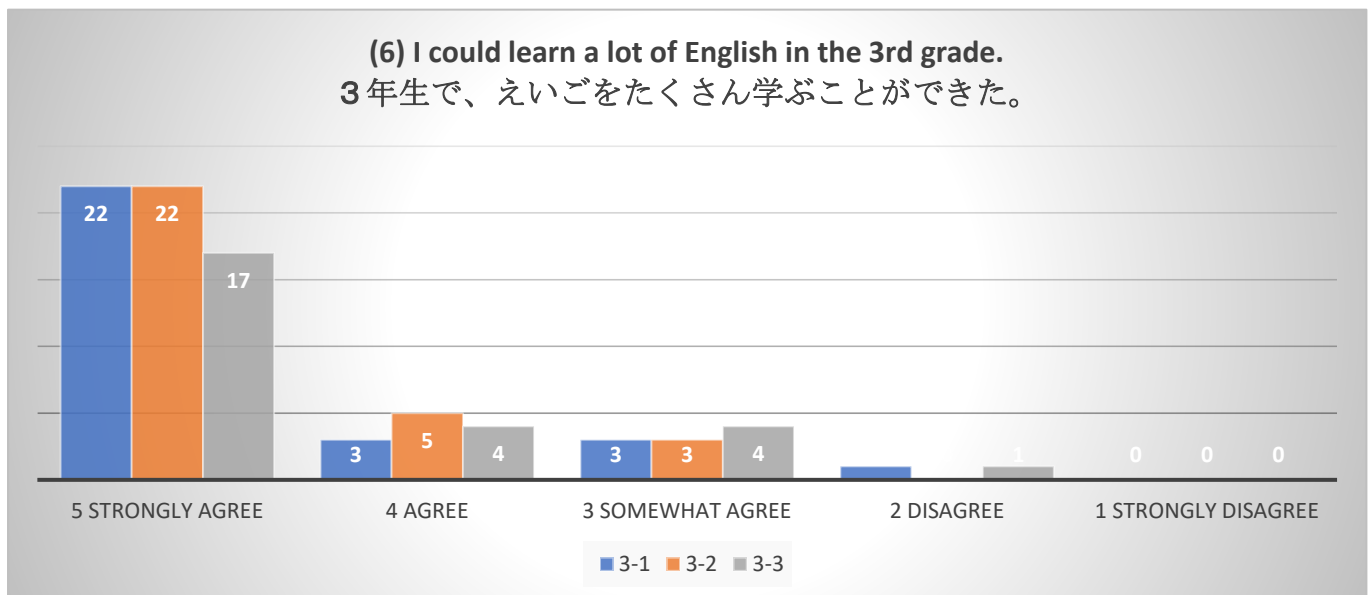


Figure 21

3rd grade – I could learn a lot of English in the 3rd grade.



I could learn a lot of English in the 3rd grade – Student comments.

Lower numbers

Student #5 – *I am not good at English.*

Student #16 – *I can still only speak a little.*

Student #7 - *English is difficult.*

Higher numbers

Student #1 - *I could learn a lot of English compared to before.*

Student #15 - *At first, I couldn't speak any English.*

Student #13 - *Because I forget by the next class.*

What I liked about English class – Student comments.

Student #10 - *Always greeting friends at the beginning of class.*

Various students - *I liked the (card) games.*

Various students - *I liked singing and dancing.*

What do you think of English class? Student comments.

Student #2 - *Although English was difficult at first, now I am happy I can talk naturally.*

Student #4 - *English was a little difficult, but I tried very hard.*

Student #5 - *English was difficult but also fun.*

Student #24 - *I was happy to learn a lot of English.*

Figure 17

3-1 Class – Final, new survey with all student comments in Japanese.

3-1 class Student#	(1) I can greet in English. えいごのいはじめに、あいさつをすることができます。	(2) I can greet at the end of a conversation. えいごのおわりに、あいさつをすることができます。	(3) Talking in English is fun. えいごを話すことは楽しい。	(3) どうしてと思うか。	(4) I enjoyed the English activities. えいごのアクティビティは楽しかった。	(4) どうしてと思うか。	(5) I could understand Erik's English. エリック先生のえいごはわかりやすかった。	(6) I could learn a lot of English in the 3rd grade. 3年生で、えいごをたくさん学ぶことができました。	(6) どうしてと思うか。	What I liked about English class. えいごのじゅぎょうで好きなこと。	What do you think of English classes. えいごのじゅぎょうのかんそう。
1	5	5	5	ともだちと笑い合いながらできたのが楽しかったから。	4	えいごがわかんなくても友達も教えてくれたから。	5	5	前よりも、たくさんえいごがわかるようになったから。	歌とダンス	とても分かりやすく、楽しかったです。
2	5	5	3	きほんはあいさつだから、えいごにがてだから。	5	ゲームやカードをつかってたから。	4	4	えいごにがてでエリック先生は英語でしゃべってたから。	さいごにやった早くえいごをいってしようぶをするゲームがたのしかったです。	えいごをはじめてしゃべってるときはむずかしかったけどいまはふつうにしゃべってうれいでした。
3											
4	3	3	5	友達とえいごではなすたのしいから。	5	ともだちとアクティビティをつかうと楽しいから。	5	5	いろんなえいごを覚えたから。	カードゲームやえいごのダンスがすきになりました。	ちょっとえいごむずかしかったけどがんばってできました。
5	5	5	5	いみがわからないしえいごはいやだから。	3	ズルする人がいるけれどとれたらうれいから。	5	3	にがてだとしてもいじやないから。	カルタがたれてうれいしかったこと。	えいごはむずかしいけどたのしいところもあった。
6	4	4	5	Blank	5	カードがえいごでおぼえやすかったから。	5	5	えいごでいろんな言葉が学ぶことがから。	カードがたのしかった。	いろんな言葉をまんで楽しかった。
7	3	4	1	えいごはなすのががてだから。	3	カルタがむずかしかったから。	5	2	えいごがむずかしかったから。	たのしかった。	か Student wrote something, then erased it. Unreadable.
8	5	5	5	Blank	5	Blank	5	5	うまくえいごがうまく話せるようになったから。	アクティビティがたのしいから好き。	先生たちのせつめいがわかりやすかった。
9	5	5	3	えいごをなすのががてから。	5	トランプみたいでたのしかったから。	5	5	えいごがまじまじしゃべれたから。	トランプ	はじめてえいごをやったたのしかった。
10	4	3	4	えいごをなすふだんではなさないことを話すから。	5	からだをうごかしながら楽しくえいごをまなべるから。	4	4	エリック先生やめぐみ先生におしゃべりしたりしたけどほれたりしたから。	さいしょにいつもする友だちとあいさつをするとき。	3年生ではじめてえいごのじゅぎょうをしたけどえいごをいはいまなべたと思いません。
11	5	5	5	えいごをなすと勉強になていから。	5	ゲームみたいで楽しかったから。	5	5	エリック先生のせつめいのしかたがうまかったから。	ソングにあわせておどったのがたのしいから。	楽しくできて思ていになった。
12	4	5	4	かんたんなことをいっているからすこしむずかしかったから。	5	みんなでやれるから。	4	5	かんたんなところもあつたから。	みんなででかたをやったこと。	みんなで楽しくえいごができてよかつた。
13	5	5	3	えいごがしゃべれないから。	5	友達ときよりよかつたから。	5	4	次のじゅぎょうはわかれやうから。	みんなで歌を歌うこと。	分らなくなつたらおしえてくれたり楽しいカードゲームを覚えてくれたりしてくれてうれいでした。
14	5	5	3	むずかしいから。	5	むずかしいけどおもしろいから。	5	5	ちゃんと言を聞いたから。	ゲームが好きです。とくにカードの名前を言うのが好きです。	えいごはむずかしいけどとても勉強になりました。
15	5	5	3	えいごはむずかしいから。	5	えいごをまなびながらゲームできたから。	4	5	さいしょはえいごがぜんぜんはなせなやつたから。	えいごリレー	すこしむずかしかったけどたのしかったです。
16	3	3	3	えいごのことばがあまできないから。	3	アクティビティがあまあまだったから。	3	3	まだちょっとしかいえないから。	えいごのどんすです	えいごがわかんないけどいまはわかります。
17	5	5	4	えいごを話す時にまた知りたことがあるので4にしましたから。	5	ふつうとちがうえいごで話すことが好きだから。	3	5	3年生のさいしょよりもえいごを話したいから。	えいごリレー	これから英語をやりたと思つた。
18	5	5	5	えいごで話すたあらしいでいがあるから。	3	おどるけいのがおもしろいから。	3	5	先生たちのサポートがあつたから。	えいごの先生と話すこと。	とてもやりやすくてたのしかった。
19											
20	3	3	5	こくごやさんずうはふつうだけとくべつなかんがあつたから。	5	ふつうのじゅぎょうはかたどかできないから。	5	5	ちがうがうこうでは、おなじおしえかたわからないから。	カードでかたやカードの名まえてるゲームがたのしいから。	おしえかたもやしあつたし、たのしいです。もっともつややつたかったけどたのしいです。えいごでともだちかんけいのがよくのよかつたです。
21											
22	5	5	5	いろいろな人としゃべれるから。	5	友だちといっしょにできるから。	3	5	楽しみなあつたから。	クイズなどがすきなことです。	この一年間えいごをたくさん学べたよかつた。
23	5	5	5	えいごは日本ではしゃべれないから。	5	えいごとかあそぶのはそんなにないから。	4	5	えいごがすきだから。	ゲーム	えいごのじゅぎょうはゲームとかえいごをまなべたのよかつた。
24	5	5	5	ともだちとえいごはなすのがたのしかったから。	5	ともだちとまじりながらなれたから。	5	5	さいしょのあーいむはっぴとが。	たくさんえいごをまなべてよかつた。	たくさんえいごをまなべてよかつた。
25	5	5	3	えいごをなすのはむずかしいから。	5	ジェムチャーが楽しかったから。	3	3	いつもよりかえいごがしゃべれるから。	ジェムチャーとかたのたまたまなやつです。	いつもよりえいごがおぼえられるよかつた。
26	4	4	5	えいごはつおんがどとくでおぼえるのがたのしいから。	5	たのしいから。	5	5	たくさんえいごが話せるから。	ゲーム	楽しかった
27	5	5	5	えいごがしゃべれるから。	5	カードゲームがたのしいから。	5	5	すこく楽しかったから。	カードゲーム、みんなでたのしくあそべるから。	いろいろ学ぶことができた。
28	5	5	5	チアのえいごわむずかしかったから。	4	Blank	5	5	行っているいみが分かりやすかつたから。	ともだちとのあいさつ	エリック先生がいてることが分かりやすくてたくさんまなぶことができた。
29	5	5	5	おもしろくおしえてくれるから。	5	おもしろくわいわいしたりピデオうたのたのしいから。	5	5	エリック先生がおしえてくれたりしたから。	ほかの人たのしくあそぶのがすきです。	いままでのいいじゅぎょうやむずかしいじゅぎょうがあつたのよかつた。
30	5	5	5	日本語とはまたちがうげんごを話せるから。	5	ともだちとたのしいことを少しもがたどることができるから。	5	5	えいごのじゅぎょうは楽しくて分かりやすかつたから。	ともだちとトランプをしたりたのしくあそべるものが好きでした。	えいごはとも楽しかつたですエリック先生のじゅぎょうがたのしくあつたから、ほかにも楽しいことがたくさんあつた。
31	4	5	5	Blank	5	Blank	5	5	エリック先生とはなせるから。	みんなとなかよくなるからかあどではそぶことさいよとくちがよくできるよかつた。	いろんなことがまなべてわかりやすかつたのよかつた。
32	4	5	5	ともだちと元氣よりまなせたから。	5	かつた	5	5	エリック先生のじゅぎょうがたのしかったから。	ゲーム	たのしいえいごのじゅぎょうをしてくれてあつた。
Total	4,517,241,179	4,620,698,955	4,250,900		4,655,172		4,492,759	4,580,206,897			