



Sophia University

## Issues in the Transition of English Education from Primary Schools to Secondary Schools

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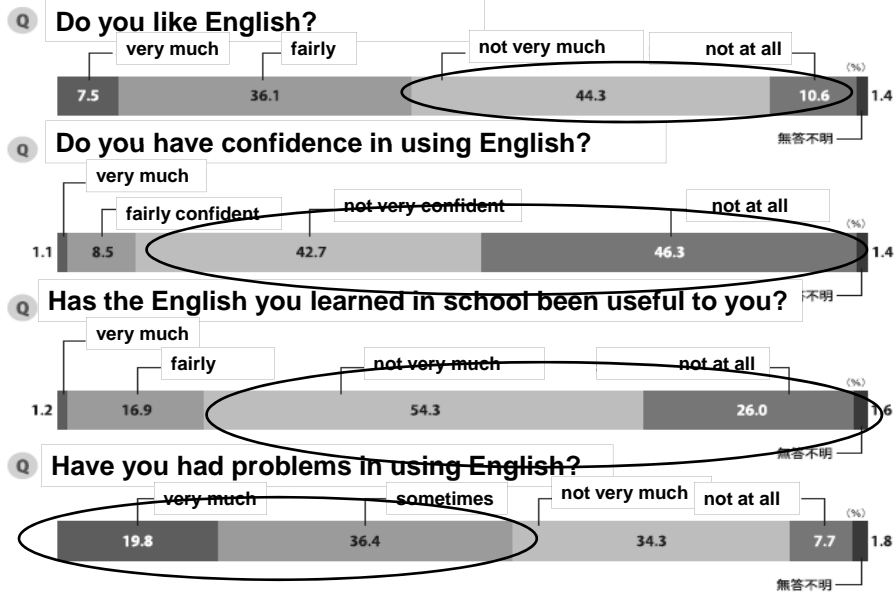
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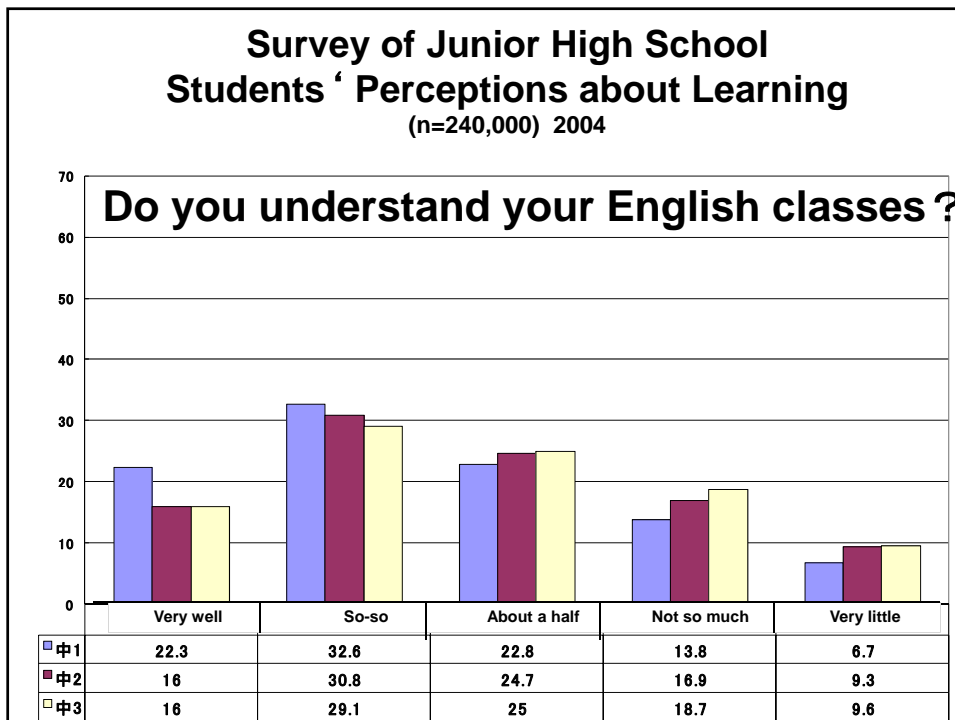
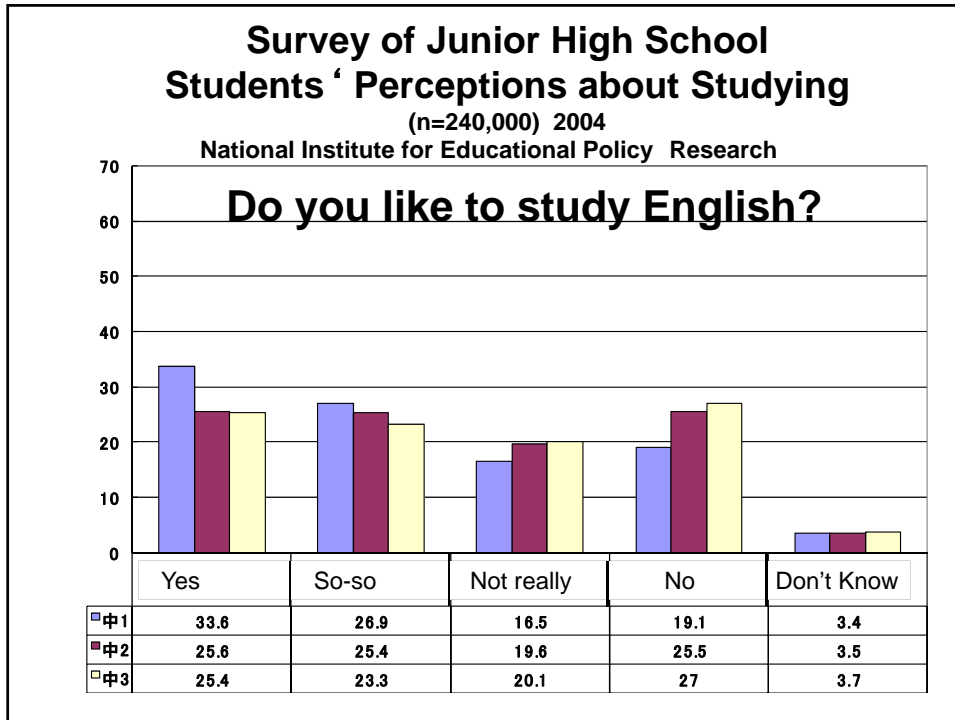
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### First Survey of Parental attitudes towards English in Elementary Schools (Benesse 2007)

Number of respondents 4718





## Foreign Language Activities (Elementary School)

### I. OVERALL OBJECTIVES

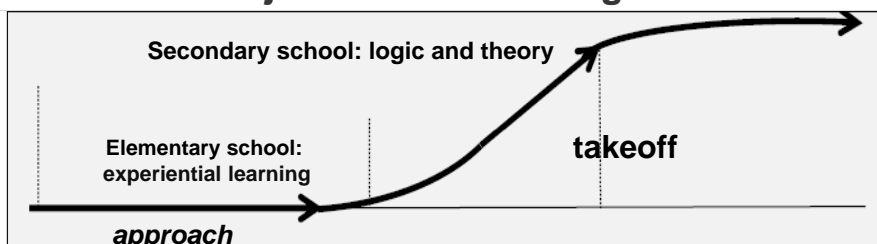
To form the foundation of pupils' communication abilities through foreign languages while developing the understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages.

### II. CONTENT

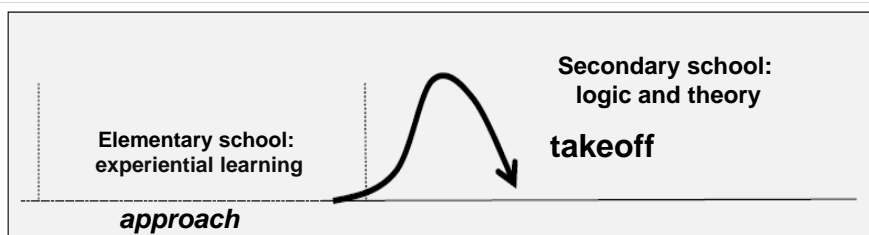
1. Instructions should be given on the following items in order to help pupils actively engage in communication in a foreign language:
  - (1) To experience the joy of communication in the foreign language.
  - (2) To actively listen to and speak in the foreign language.
  - (3) To learn the importance of verbal communication.
2. Instructions should be given on the following items in order to deepen the experiential understanding of the languages and cultures of Japan and foreign countries:
  - (1) To become familiar with the sounds and rhythms of the foreign language, to learn its differences from the Japanese language, and to be aware of the interesting aspects of language and its richness.
  - (2) To learn the differences in ways of living, customs and events between Japan and foreign countries and to be aware of various points of view and ways of thinking.
  - (3) To experience communication with people of different cultures and to deepen the understanding of culture.

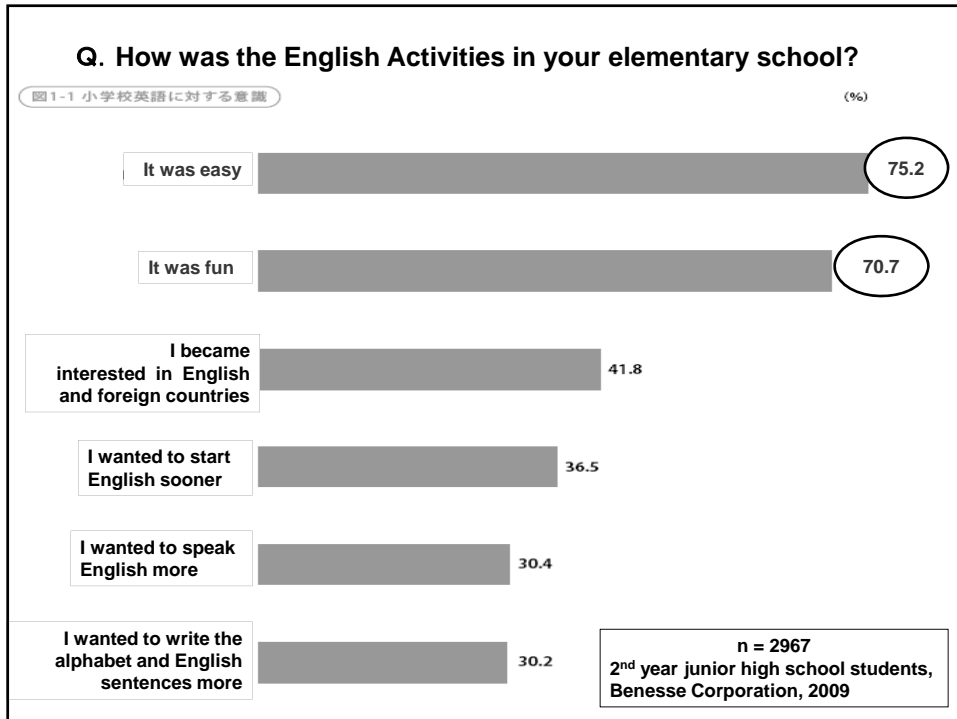
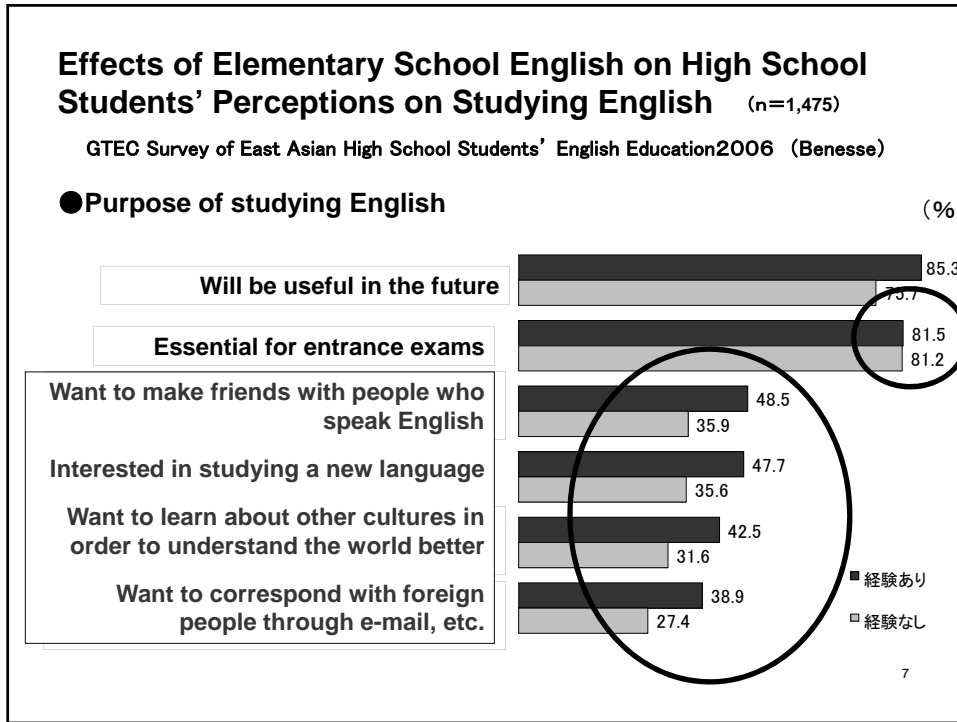
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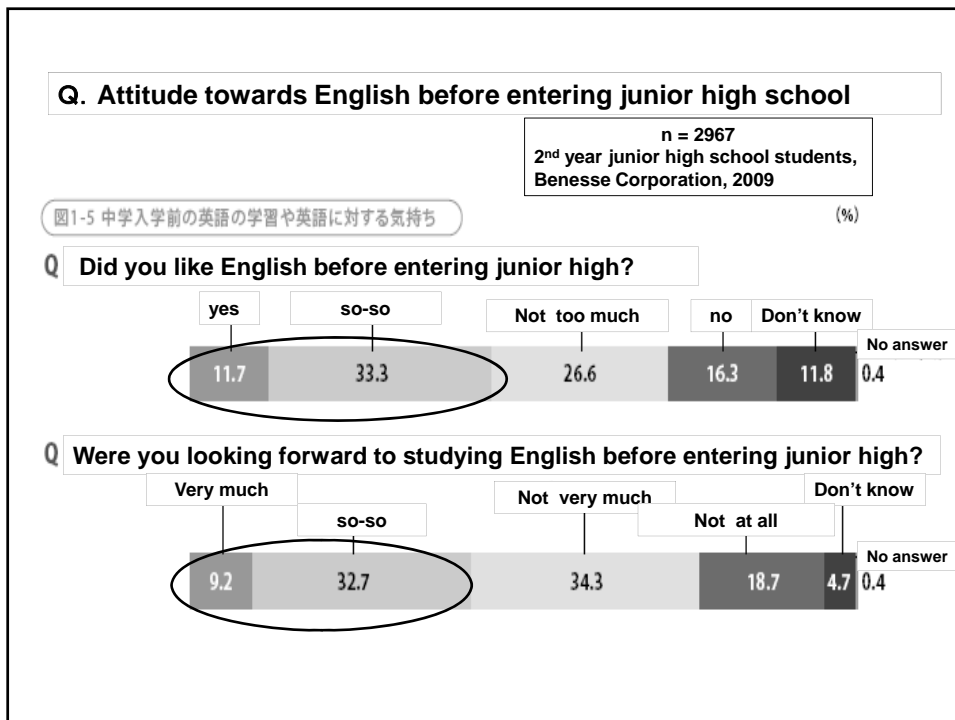
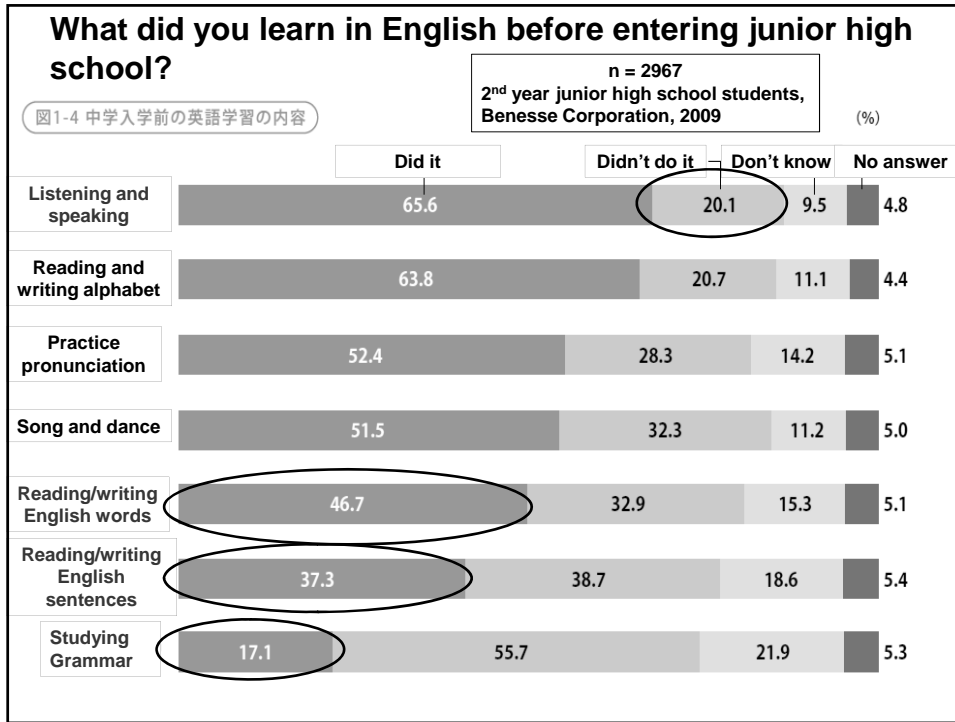
## From approach to takeoff (subjects other than English)

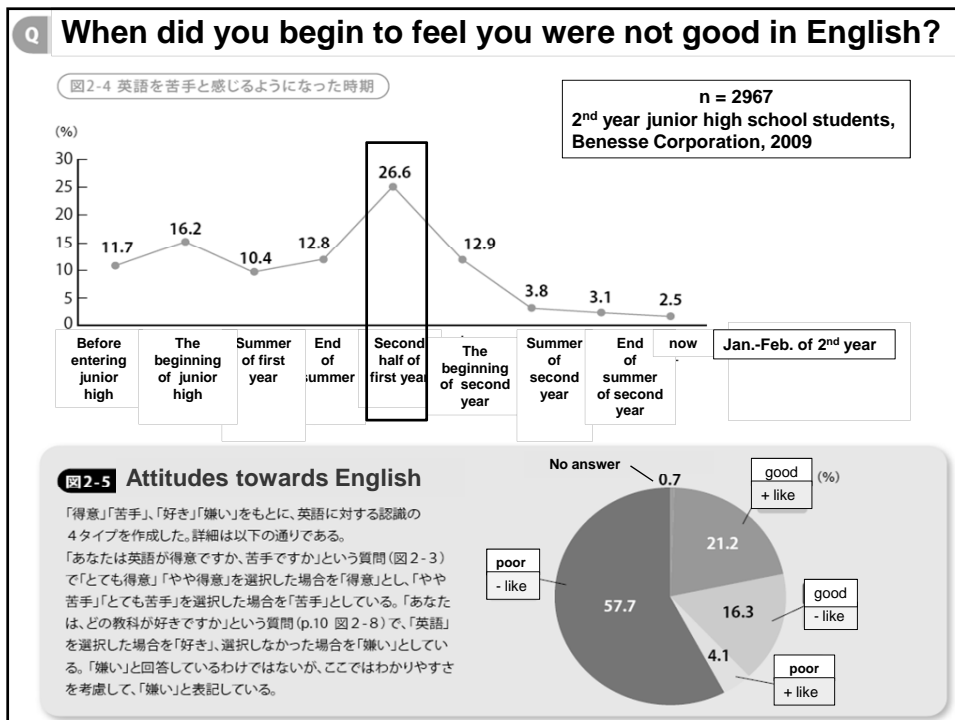
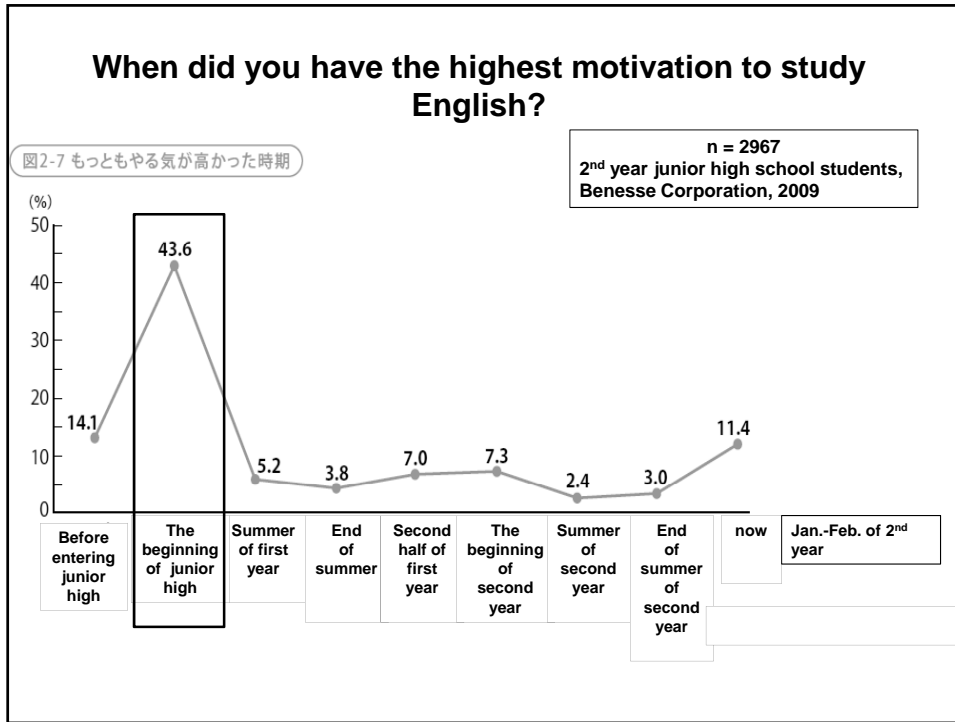


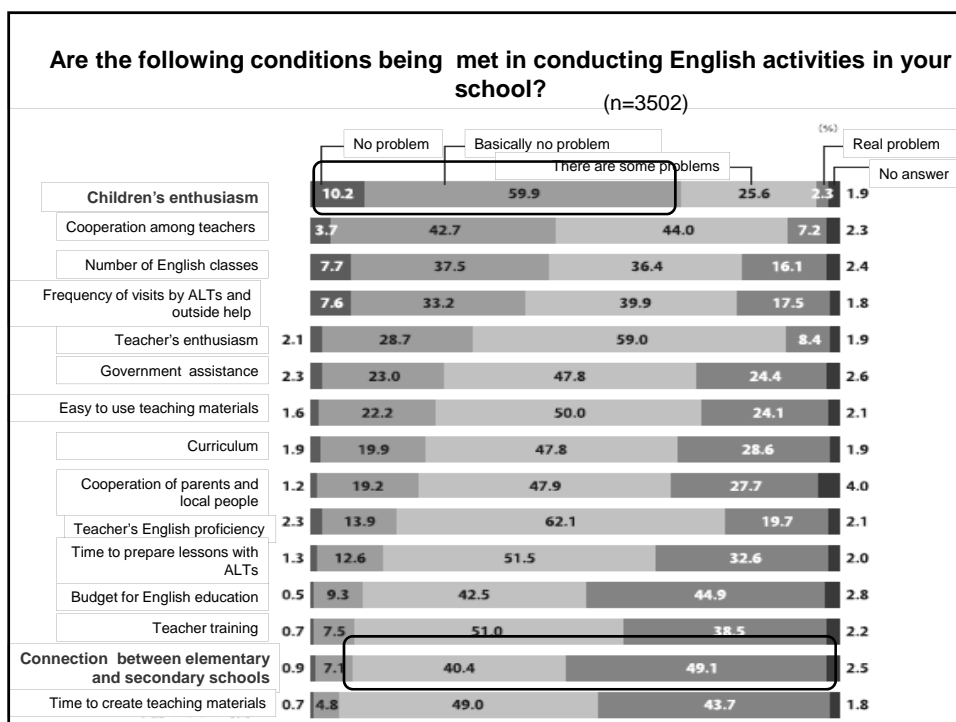
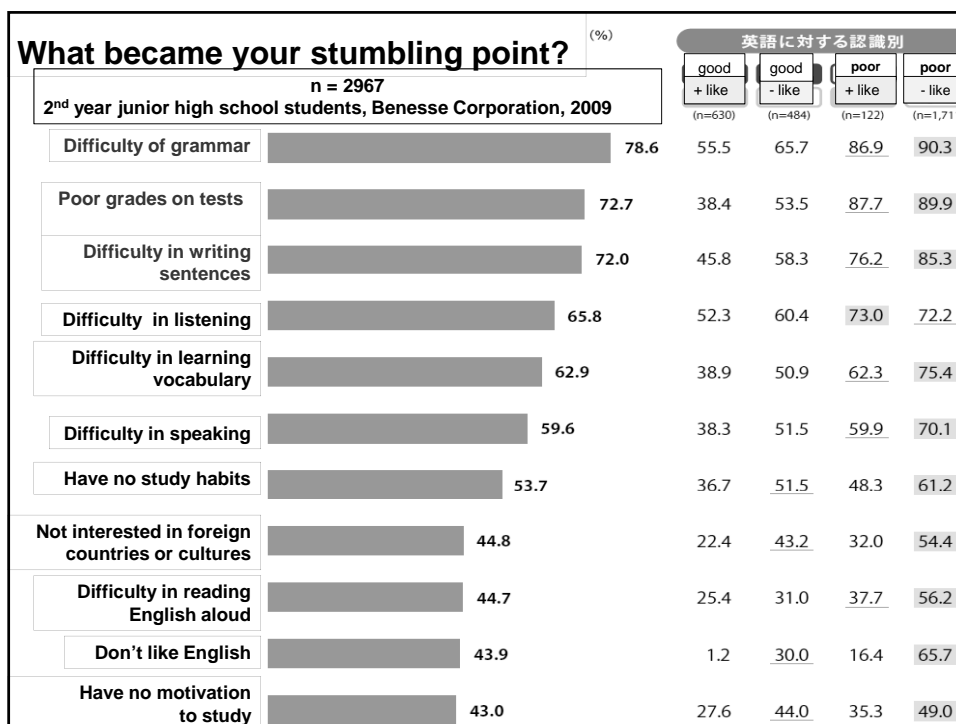
## No approach: sudden takeoff (English)












### Influence of elementary school English on secondary school English Education (Can-do)

Yoshida, et al. (2010) p.7

Correlation between Can-do and grade level of STEP test		
	Receptive Activities	Productive Activities
Cognitively Undemanding  Cognitively Demanding	<ul style="list-style-type: none"> <li>• Understand greetings</li> <li>• Understand simple directions</li> <li>• Read about everyday events</li> </ul>	<ul style="list-style-type: none"> <li>• Apologize and express thanks</li> <li>• Simple self-introduction</li> <li>• Write simple everyday vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Understand slowly spoken announcements*</i></li> <li>• <i>Understand telephone conversation*</i></li> <li>• <i>Read e-mail about personal matters*</i></li> <li>• <i>Read about given topics*</i></li> <li>• <i>Read descriptions*</i></li> </ul>	<ul style="list-style-type: none"> <li>• Give short talk about hobby</li> <li>• Talk about something one is interested in</li> <li>• <i>Write short e-mail*</i></li> <li>• <i>Use conjunctions in writing composition*</i></li> <li>• <i>Write short diary*</i></li> </ul>

\*  $r > .30$  (n = 1357)

No significant correlation found between Can-do and either starting age or length of study

### Influence of elementary school English on secondary school English Education (affect)

Yoshida, et al. (2010) p. 9 n=733

Correlation between starting age and affective factors
(2) I'm good at English ( $r = -.30$ )
(3) I like to pronounce English sounds ( $r = -.30$ )
Correlation between affective factors and grade level of STEP test
(2) I'm good at English ( $r = .33$ )
(24) I don't feel nervous when spoken to by a foreigner ( $r = .30$ )
(25) I want more opportunities to speak English at school and outside of school ( $r = .30$ )

No significant correlation found between affect and length of study

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## Issues to be considered

**What should elementary school English set as its objective—in EFL context?**

**How can elementary school children be taught so that what they learn will effectively function as a link between elementary school English education and secondary school English education?**

**Is it enough for the children to develop a positive motivation towards learning English, or should the four skills also be emphasized as?**

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- Yoshida, K., et al. (to be published, 2010) Soki eigo gakushu no chugakko eigo gakushu eno eikyo—joi Can-do chosa ishiki chosa (Influences of early English learning on junior high school English learning—a survey based on affective and Can-do factors, Sophia University <sup>18</sup>)