A Sociocultural Analysis of English Learners’ Cooperative Behavior in Elementary School Classrooms
A Sociocultural Analysis of English Learners' Cooperative Behavior in Elementary School Classrooms

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Yumi Shimizu
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Abstract

Since 2011, English has been a compulsory subject in Japanese elementary schools. Fifth and sixth graders are given 35 hours of instruction each year. The course objective stated in the course of study (the national curriculum guideline) for foreign language activities is to form the foundation of basic communication abilities.

To successfully grow the communication ability, pair work and group work are now commonly used in second language classrooms. Particularly in classrooms with a large number of students, language lessons tend to be teacher-centered, with learners listening passively to the teacher for most of the time. In response, pair work and group work have caught the attention of teachers and researchers in the language education field as these have the potential to provide learners with more experience of the target language.

Cooperative learning is a type of learning activity in which pair or group of learners work together towards a shared goal. Achieving the goal of the task is prioritized and it provides a richer social context, allowing interaction to take place more naturally and frequency. Considering these features of cooperative learning, cooperative learning looks promising especially in the FLA classroom.

In particular, we would like to observe and analyze classroom interaction from the Vygotsky’s framework of sociocultural theory (SCT). SCT claims that social interaction, particularly verbal interaction, leads learners’ further learning.

2. Literature Review

Shikata (2011) conducted cooperative English lessons at primary school and analyzed student language learning based on the perspective of SCT. Shikata concluded that cooperative learning strengthens student relationship and it promoted their willingness to communicate. Huang (2012) interpreted students’ dialogue by using three SCT terms; scaffolding, collective
scaffolding, and mediation by artifacts and concluded that task-based language teaching (TBLT) will provide excellent opportunities, where dialogical interaction naturally takes place and lead the participants to the internalization of language. Shikata and Huang were successful to apply SCT concepts to interpret students’ dialogue in FLA elementary classroom. Since the result are not still decisive in that students’ second language development took place, further studies for investigation of students’ language learning process are necessary.

3. Research Questions and Method

In this research, I applied SCT concepts “awareness” and “volition” to investigate L2 learning process through language activities. In Vygotsky’s work, awareness refer to the state that one can define in words the concepts that one learned; then can explain (Shibata, 2006). Volition follows awareness, and it refers to the state where one can control one’s thoughts by using words (Nakamura, 1998). I analyzed students’ cooperative dialogue based on the perspective of SCT. I would like to focus on the relationship between learners and objectives of cooperation and how these two elements effect on awareness and volition in their learning. Three research questions are posed as below.

Q1, Does the relationship between students influence the emergence of awareness and volition?

Q2, Does the objective of cooperation influence the emergence of awareness and volition?

Q3, How do awareness and volition relate with each other?

Data ware collected using two video recorders. Also voice recorders were used for recording detailed dialogue among students. I asked students to write a reflection paper about the learning at the end of the lesson.

The participants were 39 fifth grade students and 32 sixth grade students in an elementary school taking English lessons once a week.
In this research lesson, we created an original lesson based on “Hi, friends!” which is English textbook used in elementary schools. We used the sentence, “What ~ do you like?” (inserting a word related to animals, sports, shapes and colors can fit in space of ~ ) and as a response, “I like ~”. We organized the lessons into “information collection” and “information application” activities. To create cooperative learning, I designed each activity based on Kagan’s four principles for cooperative learning (positive interdependence, individual accountability, equal participation and simultaneous interaction).

4. Results and Discussion

As to RQ1, It was proved that the conditions for emergence of awareness and volition. The relationship among students influenced the emergence of awareness and volition. We found two conditions that triggered awareness and volition. One is an equal relationship among students to learn from each other. The other is the responsibility for explanation of what they know.

Regarding RQ2, meaning of volitional use of second language was discussed. The objective of cooperation influenced on the emergence of awareness and volition. The data indicated that cases of volition were found only in information application activity. The most likely explanation is that volition of utterance follows awareness. We may say that we need to set a dialogical activity for awareness raising before we let students say target sentences volitionally.

Another important element to the volitional use is the Japanese (L1) use as a process of L2 use. We found L1 use in the students’ volitional language use in L2. Student used L1 as a meditational tool before using same meaning of L2. We cannot always force students to use L2. Especially, they are in the level of using L1 as a meditational tool for L2 use.

As for RQ3, students’ cognitive process towards volitional use of second language is found. One can safely state that awareness has 5 levels towards volitional use of language. If the student does not have image to the word, the student need some assistance; direct answer, hints,
or reaction. From the perspective of ZPD, more capable peer’s help which is in level of potential development lead student’s volitional use of language.

5. Conclusion

The study investigated the students’ L2 learning process from the perspective of SCT concepts; awareness and volition. This study proved that conditions for emergence of volition and awareness, meaning of volitional use of second language and students’ cognitive process towards volitional use of second language. Learning English in elementary schools has been compulsory since 2011, most of the students encounter English in elementary school for the first time. Although overall exposure to English in elementary is short, based on conditions and process for emergence of awareness and volition we have discussed, we can create dialogical activity for emotive and playful experience as a first step of English learning. This research showed that language learning was promoted through awareness and volition triggered by student’ cooperative learning.
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1. Introduction

The purpose of this research is to investigate the L2 learning process by analyzing learners' dialogue in an elementary English classroom from the perspective of sociocultural theory (SCT).

Since 2011, English has been a compulsory subject in Japanese elementary schools. Fifth and sixth graders are given 35 hours of instruction each year, 70 hours in total before they move to the secondary school. The course objective stated in the course of study (the national curriculum guideline) for foreign language activities is to form the foundation of basic communication abilities.

The textbook of foreign language activity is called *Hi, friends!* The typical procedure of a foreign language activity is demonstration, practice, and activity. In the demonstration, teachers introduce new words and phrases that students learn in class. They sometimes use picture cards and role play. Practice includes chants and songs. The students practice the target words and sentences with rhythm. Activity includes games such as bingo, in the form of an interview game. The teachers ask the question, "What animal do you like?", and collect information and play a game. The students use new sentences and words during the activity. This is a main activity of the lesson for growing the students' communication ability.

To successfully grow the communication ability, pair work and group work are now commonly used in second language classrooms. Particularly in classrooms with a large number of students, language lessons tend to be teacher-centered, with learners listening passively to the teacher for most of the time. In response, pair work and group work have caught the attention of teachers and researchers in the language education field as these have the potential to provide learners with more experience of the target
language.

Cooperative learning is a type of learning activity in which pairs or groups of learners work together toward a shared goal. Cooperative learning promotes interactions between students. However, very little research has yet investigated into its applicability to language teaching in elementary schools. Thus, we would like to know how teachers and students interact with each other during cooperative activities in the elementary school classroom. In particular, we would like to observe and analyze classroom interaction from Vygotsky's theoretical framework of a sociocultural viewpoint. Sociocultural theory (SCT) claims that social interaction, particularly verbal interaction, leads to the learners' further learning. Although studies have been made on applying concepts of SCT to L2 cooperative learning, little attention has been given to the L2 learning process from an SCT perspective. Therefore, this research investigates the L2 learning process from an SCT perspective by analyzing learners' dialogue.

The research is presented in the following chapters: the present introduction, literature review, research questions and method, results and discussion, and conclusion. The literature review section will review research of cooperative learning in L2 education and Vygotskian sociocultural theory and its application to L2 education. Especially, I will introduce two SCT terms, awareness and volition, to investigate the L2 learning process. Based on past studies, three research questions will be posed. In order to introduce the current research, the methodology will first be explained, and the results and discussion will then be reported. The paper will be concluded with a consideration of the implications for teaching.
2. Literature Review

2.1 The Importance of Dialogue in the English Classroom

Since 2011, English education has been introduced in elementary schools as a compulsory subject. The course objective from the Ministry of education, Culture, Sports, Science and Technology (MEXT), as stated in *the course of study for foreign language activities*, is to form the foundation of basic communication abilities through foreign languages. The statement below regarding the content and instruction of foreign language activities indicates that much emphasis is placed on an experiential understanding of the language in developing the foundation of basic communication abilities: “Teachers should try to have pupils understand language and culture experientially, avoiding giving too detailed explanations or engaging pupils in rote learning” (MEXT, 2008, p. 2). To realize an experiential understanding of languages in the classroom, students are expected to enjoy communicating their ideas to their friends. Also, they are encouraged to maintain a positive attitude toward listening and speaking with their friends, and teachers are supposed to set up a situation wherein the students positively communicate with each other in English. Such words as “communicating,” “with their friends,” and “with each other” imply the importance of an addressee for an experiential understanding of the language when listening and speaking.

In the author’s previous research (Sakazume, 2011), however, the degree of experiential understanding of the language in the English lesson is low. One hundred and seventy lesson plans were collected by the author and sub-divided into 1090 language learning activities. An analysis was conducted according to the four principles of cooperative learning by Spencer Kagan:

- Positive interdependence
- Individual accountability
- Equal participation
- Simultaneous interaction (Kagan, 2009)

Positive interdependence refers to the relationship between learners. Each student contributes to the other student’s learning. If two students have a positive interdependence, the success of one student is linked to the success of the other. Individual accountability means that each student knows what he/she needs to do. In cooperative learning, students work in teams to learn but that does not mean students can hide behind teammates. Each student must be regularly held individually accountable for his/her own contributions and learning. Equal participation means that each student has an equal opportunity to participate and an equal role to play in the activity. If students are actively participating, they are processing the content, and are engaged and learning. If they do not participate, learning is not guaranteed. Simultaneous interaction concerns the rate of participation of students in the activity. For example, if a teacher asks a question of one of 20 students and a student responds to it, the rate of the participation is 5%, but if the students ask the same question in pairs and their partner answers it, the rate of the participation is 50%.

The 1090 learning activities were analyzed to determine whether they satisfy these four principles or not, and then they were classified into five categories, depending on how many criteria they satisfied. The data would indicate the degree of cooperation that each activity potentially has. The more principles the activities satisfy, the higher is the degree of cooperation.

As a result of my previous research, the activities that satisfy one or more of the four principles registered a mere 16%. Non-cooperative activities that did not satisfy any principle include singing songs, chants, reflection, and greetings. It seems safe to
claim that the degree of cooperation is disappointingly quantitatively low when one considers the emphasis put on an experiential understanding of the languages by MEXT.

2.2 Cooperative Learning in the English Classroom

As concerns dialogical language in the English classroom, few researches have investigated into its applicability to language teaching. Tsuji (2010) reported his lessons in primary school in which he conducted two language projects and analyzed them from the perspective of cooperative learning. In the project, students showed attractive points of their home town to foreigners at an international airport. Another project was an international exchange project by video letter. Tsuji concluded that the project promoted authentic use of language through which students had a sense of fulfillment and satisfaction. Although Tsuji’s report seems to be lacking in theoretical evidence, we see the cooperative learning activities provided students opportunities to speak, which might have contributed to the communication abilities.

In another research that addressed the issue of speaking opportunities, Oba (2010) discussed the validity of cooperative learning in interaction activities to improve speaking ability. The participants were 37 university students who were assigned the task to “spot the difference.” Recorded conversations in the pre-test and the post-test were analyzed in terms of fluency (number of words produced in seven minutes) and accuracy (grammatical accuracy based on a C-unit). A questionnaire assessing how they felt about the development of their speaking ability was analyzed. As a result, fluency was improved (127.05 words to 159.05 words in seven minutes), and, as to accuracy, there was not any difference. Also, students could not feel any improvement in accuracy; however, they thought that they had built good relationships with class
members. Oba thinks that students are getting used to speaking in English through the activity but they could not improve their accuracy. Therefore, awareness during producing needs to be promoted through cooperative learning. From his research, one can safely state that dialogical language learning promotes opportunities for speaking and it helps students to improve their fluency in speaking. Regarding accuracy, there is room for argument on this point. Oba stated there is a need for raising awareness of the errors during producing. For further investigation, we need to focus on what students say during an activity and on our own awareness of our insufficiency for more improvement.

In relation to analysis of conversation, Shikata (2011) conducted cooperative English lessons at a primary school and analyzed student language learning based on the perspective of SCT. She analyzed students’ conversation by using SCT concepts, which are the zone of proximal development (ZPD), and appropriation. Shikata concluded that cooperative learning strengthens students’ relationships and promotes their willingness to communicate. Shikata claimed that cooperative learning creates an environment wherein students feel secure for communication and encourages students to speak more.

Huang (2012) argued that task-based language teaching (TBLT) led to the transformation of classroom talk from traditional patterns of talk (e.g., IRE) to dialogic support from teachers and students for language production, learning, and potential development. He interpreted students’ dialogues by using three SCT terms, scaffolding, collective scaffolding, and mediation by artifacts and concluded that “TBLT will provide excellent opportunities, where dialogical interaction naturally takes place and leads the participants to the internalization of language.” Shikata and Huang made clear that dialogical language learning is efficient in terms of speaking opportunities and positive relationships. They were successful at applying SCT concepts to interpret
students’ dialogue in an elementary classroom. However, the results are still not decisive in that students’ second language development took place, and thus further studies for investigation of students’ language learning process are necessary.

2.3 Sociocultural Theory in Second Language Learning

Dialogic approaches to language learning such as group work and pair work have often been discussed among SLA researchers and practitioners (e.g., Storch, 2004). The significance of dialogue is supported both by mainstream SLA and by Vygotskian sociocultural theory (SCT) (e.g., Kikuoka and Kamiyoshi, 2010). SCT is a theory of mental activity and the relationship between individuals and society, which states that knowledge is constructed through the interaction of individuals, and that learning is the internalization of such interaction (Vygotsky, 1978). Under SCT, the higher order functions of the human mind develop via interaction with others as the learner participates in socially meaningful activities. Furthermore, Nishiguchi noted that opportunities of face-to-face communication play an important role in second language acquisition. In this communication, when the second language learner cannot say appropriate words, the partner will help his or her partner to promote communication (Nishiguchi, 2011). The second language learning process requires addressees and how they help each other might be a point to investigate for identifying stages of development.

In this research, I applied the SCT concepts “awareness” and “volition” to investigate the L2 learning process through language activities. In Vygotsky’s work, awareness refers to the state in which one can define in words the concepts that one has learned, and then offer an explanation (Shibata, 2006). Volition follows awareness, and refers to the state wherein one can control one’s thoughts by using words (Nakamura,
1998). Vygotsky (2001) stated that “development of L2 starts from awareness of words and volitional control of the words, and ends up with free spontaneous conversation.” In the process of L2 learning, learners need to consciously use the language and proceed to control their thoughts using the language. Kikumoto and Kamiyoshi (2010) analyzed the use of the language process in the workplace by using awareness and volition. They interpreted language development as a transition of language use, which changed from a subconscious state to a conscious state. The result showed that foreign workers perform well when they attend to language activities through communication with fellow workers about the immediate needs, whereas they do not perform well when they attend to language activity with the researcher who has come from outside of the workplace. In this research, they implied that the level of awareness is low in their workplace communication whereas the awareness level was raised by the researchers’ interviews. The conversation below shows that the foreign worker’s awareness was raised by the researcher.

01 Researcher: Nanka zenzen chigau basyodane. (*This is a totally different place.*)
02 Foreign worker: A, kore zansagyo. (*This is the remaining work.*)
03 Researcher: N? (*What?*)
04 Foreign worker: Kore zansagyo. (*This is the remaining work.*)
05 Researcher: Zansagyo? (*Remaining work?*)
06 Foreign worker: Konomae, konobuhinga keppin shiteta. (*This part was not enough.*)

(*Well, I need to finish the work and do your usual work.*)

08 Foreign worker: Hu hu. (*Yes…*)

( Kikumoto and Kamiyoshi, 2010)
Kikumoto and Kamiyoshi stated that the researcher raised the foreign worker’s awareness because the researcher who was not there in daily life didn’t know the word “zansagyo” and the foreign worker needed to explain it. In this analysis, there were two factors that triggered awareness. One is the fact that the addressee of the foreign worker was the researcher, with whom the foreign worker does not talk in the daily workplace. The other is the objective of conversation, which required explanation of the word-triggered awareness toward the foreign worker’s language use. In this case, whether awareness and volition are triggered or not is related to the conversation partner and objective of conversation.

This research follows the footsteps of Kikumoto and Kamiyoshi and defines language development as the process of promoting awareness and volition. Based on this theoretical assumption, dialogues between students were analyzed to investigate the possibility of language development through students’ L2 cooperative language activity in an elementary English classroom.
3. Research Questions and Methodology

I analyzed the students' dialogue based on the perspective of sociocultural theory. I would like to focus on the relationship between learners and the objective of cooperation and how these two elements have an effect on awareness and volition in their learning. This relationship emerges in each situation, and is not the result of a long-term relationship between students. The three research questions are listed below:

Q1. Does the relationship between students influence the emergence of awareness and volition?
Q2. Does the objective of cooperation influence the emergence of awareness and volition?
Q3. How do awareness and volition relate to each other?

3.1 Data Analysis

Data were collected using two video recorders. One was placed in the front of the classroom and the other one was in the back of the classroom. Also, voice recorders were used for recording detailed dialogues among students. There were 14 groups in total. Each group had one voice recorder. I asked students to write a reflection paper about their learning at the end of the lesson. The three types of data shown in the following sections were selected based on the relevance of the social interactions that help students' language development.

I divided the data into two sections, “information collection” and “information application.” Information collection is the activity whereby students learn new words and sentences. Information application is the activity whereby students use words and
sentences that they have learned in the class. We will discuss the characteristics of the dialogue based on the two sections.

3.2 Participants

The participants were 39 fifth-grade students and 32 sixth-grade students in elementary school taking English lessons once a week. They already knew some words and sentences. In the lessons used for research, we used words related to sports, animals, shapes, and colors for asking “What ~ do you like?” All students had already learned about these words since in previous lessons the regular teacher had taught them. For students, the target sentences, “What ~ do you like?” and as a response, “I like ~.” were new.

My colleague and I taught English twice, on June 22 and June 29 in 2012. We taught the same content to two different classes so data from four classes in total were analyzed. I taught sixth grade and he taught fifth grade. We taught the classes through the internship system in Hyogo University of Teacher Education.

3.3 Task

In this research lesson, we created an original lesson based on *Hi, friends!*, which is an English textbook used in elementary schools. We used the sentence, “What ~ do you like?”, inserting a word related to animals, sports, shapes, and colors to fit in the space of ~, and as a response, “I like ~.” We organized the lessons into information collection and information application activities. In my previous research of activity analysis (Sakazume, 2011), information collection is the activity whereby students learn new words and sentences. Information application is the activity whereby students use words and sentences that they have learned in the class. The data showed
that the degree of cooperation of information collection activities is low and that of information application activities is high.

Based on the result of this analysis, I designed each activity based on Kagan’s four principles of cooperative learning (positive interdependence, individual accountability, equal participation, and simultaneous interaction). Activities that include these four cooperative principles, according to the data, will tend to result in communication skills (students improve their ability to accurately send and decode oral and non-verbal messages) and social skills (students are able to resolve conflicts and understand and accept points of view different from their own). I expect dialogue between students emerges from the activities that include the four principles.

Table 1

*Content of the Lessons*

<table>
<thead>
<tr>
<th></th>
<th>Information collection</th>
<th>Information application</th>
</tr>
</thead>
<tbody>
<tr>
<td>First lesson</td>
<td>Students form groups of four.</td>
<td>Students make pairs and ask their partner what she/he likes.</td>
</tr>
<tr>
<td></td>
<td>All students are gathered by different teachers. Each member learns “What animal/sport/shape/color do you like?” and as a response, “I like ~.”</td>
<td>They draw a picture of T-shirt on a piece of paper based on their answer.</td>
</tr>
<tr>
<td></td>
<td>Each student returns to his or her original group and shares his or her sentences with the other members.</td>
<td></td>
</tr>
</tbody>
</table>
| Second lesson | As a review of the last lesson, students cooperate with each other to remember the sentences they learned in the first lesson and the teacher checks whether they remember or not. | 1. Students in pairs ask the teachers what they like. Then students guess the four teachers’ favorite T-shirts from the eight T-shirts based on their answer.  
2. Students use the T-shirts they drew in the first lesson. All the T-shirts of the group members are put on a paper and the paper is exchanged with the next group. The members of the group ask the members of the next group what they like and think about who each T-shirt is for. |
4. Results and Discussion

4.1 Discussion of Research Question 1

Research question 1 concerns whether the relationship between students influences the emergence of awareness and volition. The relationships here refer to those that emerge in each separate occasion, not long-term relationships or friendships among students.

As classroom teachers, when we observed the students working in small groups or pairs, we noticed differences in the patterns of interaction among them. For example, some groups cooperated well, whereas in other groups one member dominated the interaction, providing few opportunities for other students to participate. Such differences in interaction patterns were also observed in the data collected. Do these differences affect the quality of the students' learning? To answer this question, the relationships among students were analyzed and it was found that there were four types of relationships, as described below.

Table 2

Four Levels of Relationships among Students

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Students cooperate with each other and the task is completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>One of the students or a teacher dominates the group activity. The task is completed.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Students in a group want to accomplish the task but some problems occur and they are not able to go ahead with the task.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Students in a group say nothing during the activity or talk about what is not related to the task.</td>
</tr>
</tbody>
</table>
A similar approach to this categorization was taken by Storch (2004). She studied how learners orient to an activity, that is, their attitude to the given task, and their motives and goals in completing the task. She investigated how students’ motives and goals in completing the task affected second language learning. Her four distinct patterns of dyadic interaction were collaborative, dominant/dominant, dominant/passive, and expert/novice. Two of the patterns of dyadic interaction, collaborative and dominant/passive, coincide with Level 4 and Level 3 of my categorization.

I analyzed the group dialogue data based on the above scale and noted that the emergence of awareness and volition are related to the levels of relationship between students. That is, among the four levels, the signs of awareness and volition were only found at Level 3 and Level 4. The analysis suggested that there is one situation that never generates awareness and volition in student utterances, the situation where the teacher dominates the group. The two excerpts below, excerpt 1 and 2, show a clear contrast between a teacher-student interaction and a student-student interaction.

**Excerpt 1: Level 4 to Level 3 (cooperative to teacher dominant)**

01 Student A: What color do you like? De kotaerunoga . . . I like honyarara. (*What color do you like and how to answer is I like blah blah blah.*)

02 Student B: Nani kiiton sore? (*What did you ask about?*)


04 Student C: C wa sukina doubutsu wo kikarete, what animal do you like . . . de I like cat. Toka tugi D. (*I am asked animals I like, what animal do you like and the answer is I like cats. It’s D’s turn.*)

05 Student D: Watashi ga kikunwa what shape do you like. (*I am going to ask what shape do you like?)
06 Student A: Shape? A-katachi na. (Shape? Oh, it's shape.)

07 Student D: De kotaerunga I like honyarara. Diamond tokana. (And, how to answer is
I like blah blah blah. For example, diamond.)

08 Student C: B wa? Sport yaro? (How about B? You have to say about sport.)

09 Student B: What sport do you like? I like honyarara. (What sport do you like? I like
blah blah blah.)

10 Student C: Jibun de kite jibun de kotaetemi. (Let's ask ourselves and answer by
ourselves.)


12 Student A: What sport do you like? I like table tennis.

13 Student B: A tennis? Badminton?

14 Student A: Table tennis no houga futsuu. (Table tennis is OK.)

15 Student B: E table tennis tenannan? Badminton? (What does table tennis mean? Is it
badminton?)

16 Student A: Takkyu. (Table tennis.)

17 Student B: Takkyu te pinpon? (Is takkyu ping pong?)

18 Teacher: Pinpon table tennis dochirademo OK. (Both pinpon and table tennis are
(Has everyone answered already? Well, let's ask. C, your turn to ask.)

19 Student C: What animal do you like?

20 Teacher: Jyaa let's ask it D.

21 Students: A, B, C: What animal do you like?

22 Student D: I like monkey.

23 Teacher: OK jyaa A ni. (OK. Let's ask A.)

24 Students B, C, D: What animal do you like?
25 Student A: I like zou. *(I like elephants.)*

26 Teacher: Jyaa C ni se-no. *(Well, let's ask C.)*

27 Students A, B, D: What animal do you like?

28 Student C: I like panda.

In this dialogue, from line 1 to 17, the students shared information among themselves. They took turns and said what they had learned. They each had their own responsibility for completing the task and contributing to the group. While they tried to fulfill their responsibility, a sign of awareness was observed in the dialogue. In line 02, student B asked student A what student A had asked about because A's sentence was new for the rest of them. Before this activity, the students were separated into four groups (with one teacher to each group.) and learned "What ~ do you like?" (a word of animals, sports, shapes, or colors can fill the space of "~") and as a response, "I like ~." Each member learned different sentences so they shared the sentences with other members of the group. In this case, student B was not familiar with the word "color" and asked A. Furthermore, in line 06, student A self-confirmed the meaning of the word "shape." Therefore, from line 1 to 17, they contributed to each other and consecutive cooperative dialogue was observed.

From line 18, when the teacher joined the conversation and had them say the sentences together, the interaction pattern changed dramatically. From this point to the end, no awareness or volition was observed. It indicates that the presence of authority might disrupt the process of language learning for students because, in this situation, the teacher is in a different position from the students who do not know all the key sentences and have a responsibility to inform the others of one of the key sentences he or she has learned. The contrast between lines 1–17 and lines 18–28 can be interpreted
that an equal relationship is a necessary condition for the emergence of awareness and volition. The next excerpt also shows a similar case wherein the equal relationship between participants leads to awareness and volition.

**Excerpt 2: Level 3 (teacher dominant to student dominant)**

01 Student A: What color do you like?
02 Student B: What shape do you like?
03 Student C: What sport do you like?
04 Teacher : Dekita? (Have you done?) Mou ikkai. (Once more.)
05 Student A: Chotto matte. (Wait a moment.) Mou ikkai iou. (Let's say it again.)

Animal.
06 Student B: What animal do you like?
07 Teacher: OK.
08 Student C: What color do you like?
09 Teacher: Jyaa minnna kotaete. (Let's answer it.)

10 Students A, B, C, D: Ha-i. (Yes.)
11 Teacher: What animal do you like minnna kotaete. Sanninni sitsumonkiite hitoride kotaerune. (Three of you ask to one of you, and you will answer it.) Se-no. (Ready?)

12 Student A, B, C: What animal do you like?
13 Student D: I like lion.
14 Teacher: Se-no. (One two.)
15 Student B, C, D: What animal do you like?
16 Student A: I like cheetah.
17 Teacher: Se-no. (One two.)
18 Students C, D, A: What animal do you like?

19 Student B: I like rabbit.

20 Teacher: OK. Tsugi, color no hou. (*The next is color.*)

21 Students A, B, D: What color do you like?

22 Student C: I like blue.

23 Student A, B, C: What color do you like?

24 Student D: I like rainbow.

25 Student A: B notte nannan? (*What’s B’s one?*)

26 Student B: Shape.

27 Student A: Shape tte nannan? (*What does shape mean?*)

28 Student B: Katachi. (*Shape in Japanese.*)

29 Student A: A hai douzo. (*OK, next.*)

30 Students B, C, D: What shape do you like?

31 Student A: I like diamond.

32 Students A, C, D: What shape do you like?

33 Student B: Eh . . . to clover. (*Let me see, clover.*)

34 Student A: What shape . . . mokkai itte. (*Let’s try one more.*)

35 Students A, B, D: What shape do you like?

36 Student C: I like circle.

37 Students A, B, C: What shape do you like?

38 Student D: I like diamond.

39 Students B, C, D: What sport do you like?

In excerpt 2, similar to excerpt 1, equal relationship between the participants leads to awareness and volition. Students shared what they had learned. Each student
had learned one sentence from the teacher. Until line 08, the students shared the key sentences by themselves and from 09, ALT, who is an English native speaker and can also speak Japanese, joined the conversation. However, during his participation, in conversation there was no awareness and volition. When the teacher left the group, one of the students (student A) took over his role and continued the conversation. Line 27 shows student A’s question, “What does shape mean?” to student B. In excerpts 1 and 2, instruction among students emerges as awareness. The condition for the emergence of awareness is that the students are equals as learners.

We shall now look more carefully into the emergence of awareness, as line 02 and line 06 in excerpt 1 and line 27 in excerpt 2 have a common reason to promote awareness. These three cases of awareness emerge from different situations. Kikuoka and Kamiyoshi (2010) used the terms “primary speech” and “secondary speech” (Okamoto, 1985) to explain the difference between these situations. Their result showed that foreign workers perform well when they attend to language-mediated activities through primary speech (communication with fellow workers about the immediate situation), whereas they do not perform well when they attend to language-mediated activities through secondary speech whereby foreign workers were required to talk about their work with a researcher from outside of the workplace. Conversation with the researcher, which required explanation, triggered awareness toward the foreign worker’s language use. From these results, they considered that language-mediated activities through secondary speech require another cognitive function, such as awareness and volition. This research was conducted at the workplace therefore it cannot perfectly apply to the classroom; however, we might be able to see that the situation for students to share the information that they learned requires secondary speech. In this situation, they actually need to be aware of the meaning of words and
how to use them. Therefore, it might be possible to state that awareness emerged from the situation in which they explain what they learned to members who do not know it. In other words, the relationship with responsibility for an explanation triggers awareness.

As teachers, we cannot be students and have the same learning responsibilities as students have. However, this result does not mean that teachers cannot promote students’ learning. Teachers need to raise their awareness as a capable peer and know how to ask and help students’ learning. I would like discuss these issues in research question 3.

4.2 Discussion of Research Question 2

Q2 concerned whether the difference of the objective for cooperation influences the emergence of awareness and volition. Information collection is the activity whereby students learn new words and sentences. Information application is the activity whereby students use words and sentences that they have learned in the class. In my previous research (Sakazume, 2011), the data showed that the degree of cooperation of information collection activity is lower than that of information application activity. In the lesson used for this research, I also designed two sections, information collection and information application. These two are the objectives of each activity. Since the degree of cooperation of information collection activity is lower than that of information application activity, I designed each activity based on Kagan’s four principles of cooperative learning. The number in the table below shows the relationship between objectives for cooperation and the emergence of awareness and volition.
Table 3

*The Number of Cases of Awareness and Volition of Student Utterance by Objective of Cooperation*

<table>
<thead>
<tr>
<th></th>
<th>Information collection</th>
<th>Information application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Volition</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 2 indicates that cases of volition were found just in information application activity. The most likely explanation is that volition of utterance follows awareness. The design of the activity certainly influenced this result because in information application activity, students had opportunities to ask questions of their choices. In this activity, they needed to think about what they needed to ask and actually ask those questions of their teachers and friends. On the other hand, in the information activity, they did not have opportunities to choose what they wanted to ask. From the theory of Vygotsky, volition emerges through this awareness, to control thought by words. This result shows the students’ steps of development as second language learners. Vygotsky believes that through awareness and volition, children will be able to convey their ideas and control their thoughts flexibly and logically in response to their partner’s questions (Vygotsky, 2003). This result indicates that students reached the level that they can control what they think in target sentences, and it emerges through awareness. Excerpts 3 and 4 show the emergence of volition in second information application. In this activity, students use the T-shirts they drew in the first lesson. The T-shirts of the group members are put on a paper and each group exchanges the paper with the next group. They ask the members of the next group what they like and think about who each T-shirt on the papers is for. The students can say what they want to ask in the activity.
Excerpt 3

01 Student A: A doubutsu to katachi ni suru. (*I am going to ask about animal and shape.*)

02 Student B: Yori, kotaegawakaruyouni, shitsumonn kangaena ikan. (*We need to think about it to get the answer.*)

03 Student C: Jyaa iro to katati ni siyou. (*Well I am going to ask color and shape.*) Jyaa ore kiite kitei? (*May I ask?) What color do you like?

04 Student D: Color? Donnanyattakke? (*What was it?) I like black.

In Excerpt 3, Students A, B, and C were in the same group. Student D is a member of another group. In line 01, student A decided what student A would ask but student B asked student A to think about it more carefully by looking at the group’s picture. In line 03, student C decided what student C would ask and actually asked the question and student D answered the question. In this conversation, they have limitation for the use of English, however, student C was successfully able to control student C’s thought and chose the correct expressions.

Excerpt 4

01 Student A: B enositsumon desu. (*This is a question for B.*) Doubutsu to katati kikou. (*I will ask you about animal and shape.*) Katachi ga nan desuka? (*What shape do you like?) Katati wa. (*Shape is.*) What shape do you like?

02 Student B: I like diamond.

03 Student A: Eh? (*What?)

04 Student B: Diamond.
05 Student A: OK. What animal do you like?

06 Student B: I like rabbit.

In excerpt 4, student A actually said what student B was going to ask about in Japanese and translated it into English. We can see the process of language learning. Student A’s use of Japanese might help in the English translation. As for the translation by L1, Nishiguchi (2006) conducted analysis of conversations in which two international students speak Japanese. Two types of conversations were compared. One is a conversation where an international student speaks Japanese by mediating English (L1). The other is a conversation where an international student speaks Japanese by mediating Japanese (L2). Nishiguchi concluded that as a first stage of the second language process, the mother tongue mediated the second language and the next stage is that the second language mediates the second language. From excerpt 4, student A is clearly in the first stage.

To see another aspect of volition, I would like to focus on the students’ reflection paper. In the reflection, students were asked to write a reflection about two types of activities, information collection and information application. The reflection papers that the students wrote after a lesson indicate that in the only information application activity in which volition emerged, we can see students’ reflective comments about affect. The figures below show the number of comments that relate to language, strategy, and affect.
Figure 1. The number of comments in first and second lesson in fifth grade

Figure 2. The number of comments in first and second lesson in sixth grade

The comments about language include comments concerning pronunciation, clearness of voice, volume of voice, and speed of speech. For example, "I said the questions cleanly." "We said the question together. We said it with a big voice to make it clear." These comments imply that the students focused on language aspects during the activity. The comments of strategy include comments of ways of completing the task. For example, "We said words with clapping hands and rhythm," "We carefully chose questions that we think necessary," and "We took turns and said the phrases in an orderly way." These comments imply that the students focused on how to complete the task during the activity. The affect includes the comments of feeling towards the partner.
For example, “I design a cute T-shirt so that my partner will be happy,” and “I drew all my partner’s favorite things, especially I cared about the animal’s color.” These comments from students reflect consideration for friends during the activity.

From both figure 1 and 2, we can see that the students’ focus is different from information collection and information application. The students have a greater focus on the language aspects during information collection than during information application. One explanation for this may be that students encounter new phrases in information collection activity and students in that level do not get used to saying them. Therefore, language aspects are necessary as a first step.

There is no comment for affect in information collection. The most likely explanation for this characteristic is that volition is related to affect. The definition of volition is to control thought by words. Through controlling thoughts during information application activities, students were able to ask what they wanted to and answer what they wanted to. This student’s utterance is not what the teacher said to do or forced the student to do. Therefore, students have choices. Freedom to make choices might stimulate creativity, playful ideas, and consideration for friends. It indicates the occurrence of emotional comments in information application.

4.3 Discussion of Research Question 3

Q3 concerns the development of awareness and volition. In the students’ dialogue, I found many cases of awareness. The excerpts below were categorized dialogues. I identified five categories.

Excerpt 5. Type 1: Giving an answer to the word the student forgot.

01 Student A: What animal do you like?
02 Student B: I like . . . Wani te nannyakke? *(How do you say Wani in English?)*

03 Student A: Wani? Wani? Alligator.

In excerpt 5, student B wanted to answer student A’s question and said, “I like . . .” Student B wanted to say alligator in English but thought it in Japanese only and asked student A how to say it. Student A gave student B the answer. In this dialogue, the awareness of student B was promoted by student A. The answer was given directly therefore student B didn’t have a moment for thinking about the answer. Therefore, student B might forget it again soon. It is a long way for student B to use the word without assistance. It might indicate that this is a first stage for awareness.

**Excerpt 6. Type 2: Giving an answer to a wrong-sounding word.**

01 Student A: What sport do you like?

02 Student B: I like sneido? Snake?

03 Student A: Snake. Hebi yan. *(This is a snake.)*

In excerpt 6, as an answer of a question from student A, student B tried to say a favorite animal. However, student B wondered about the correct pronunciation of snake. Therefore, student A helped student B by telling the answer. In this dialogue, student A gave the answer to student B directly, the same as in excerpt 6. However, unlike excerpt 6, the student once tried to say the word even though it was a mistake. This situation implies that student B had an image of the correct word, not that student B completely did not understand the word. In this case, excerpt 6 is the next stage for volition.
**Excerpt 7. Type 3: Giving a hint to a wrong word.**

01 Student A: What sutsu (student A made a mistake) do you like?
02 Student B: Katati (Shape), Katati (Shape).
03 Student A: Shape.

In this example, student 1 said “sutsu” and student A noticed that student A made a mistake. Student B gave student A a hint in Japanese and student B was aware that “sutsu” was wrong and he corrected “sutsu” to “shape.” Student A promoted student B’s awareness by giving a hint. In this case, unlike excerpts 5 and 6, student B didn’t give an answer directly. There was a moment for student A to think about the answer. Student A got the answer even though it was a hint, not a direct answer.

**Excerpt 8. Type 4: Response promoted student’s awareness.**

01 Student A: What yellow do you like?
02 Student B: Eh? (What?)
03 Student A: A, Color! A, color ya machigaeta. (I made a mistake.) Color do you like?
04 Student B: E? (What?)
05 Student A: What color do you like?
06 Student B: I like blue.

In excerpt 8, student A wanted to say, “What color do you like?” However, student A mistakenly said, “What yellow do you like?” Student B responded “What?” It indicated that student B did not understand the question. Student B heard student A’s reaction and realized that the phrase student A said did not make sense. Therefore, student A thought of the right answer and said, “Color do you like?” However, it was
still wrong. Student B repeated the same reaction. It led to the next moment for student A to think about the right way to speak. Finally, the student was able to say, “What color do you like?” In this dialogue, unlike excerpts 5, 6, and 7, student B did not give answers or hints. However, student B’s reaction gave the student a moment to think about the right way to say and correct the mistakes. It implies that student A had a strong image of the correct phrase but accidently made mistakes. Therefore, even though student B gave only a reaction, student A was able to reach the right way to speak. It is nearly normal communication in daily life.

**Excerpt 9. Type 5: Awareness from a mistake of one’s self.**

01 Student A: Do you like... tyauwa. *(It’s not right.)* What animal do you like?

02 Teacher: I like cat.

In excerpt 9, student A corrected mistakes by himself. Student A voluntarily found mistakes without any help and correction. Student A volitionally controlled what student A said. It could happen in daily life. This is the final stage of language development toward volition.

In these five excerpts, we were able to see awareness being led by dialogue and also different types of the quality of awareness. The finding is that awareness consists of five types. For the moment, let us look closely at the students’ interaction. This relates to how the students have the right image for the words and how the partner helps the student’s insufficiency. If the student has a strong right image for the word, even though the student makes a mistake, the student is able to correct it by his/herself, like in excerpt 9. However, if the student does not have an image for the word, the student needs some assistance, a direct answer, hints, or a reaction. The more the student does
not have an image of the word, the more the student needs direct assistance. How the partner helps the student is also important for language development. To reach volitional use of language, assistance cannot be behind the student’s actual level. In Vygotsky’s (1987) idea of proximal development (ZPD), he suggested that there are two parts of a learner’s development level: the “actual development level” and the “potential developmental level.” ZPD is “the distance between the actual level, as determined by independent problem solving, and the level of potential development, as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978:86). In other words, the ZPD can also be described as the area between what a student can do by him/herself and that which can be achieved with the help of a more knowledgeable other. From the perspective of the ZPD, having a more capable peer’s help, which is at the level of potential development, can lead to the student’s volitional use of language. Also, as a teacher, even though we know how to speak, we can react, or give the students hints to raise their awareness. Teachers’ roles are not always that of giving the students a direct answer but acting to raise their awareness and help to the level that can be achieved by the students. Teachers sometimes need to show the model to teach students how to help peers.
5. Conclusion

The study investigated the students’ L2 learning process from the perspective of the SCT concepts, awareness, and volition. This study proved that conditions for the emergence of volition and awareness, the meaning of volitional use of the second language, and the students’ cognitive process towards the volitional use of the second language.

As for RQ1, the conditions for the emergence of awareness and volition posed by the question was proved; that is, the relationship among students had an influence on the emergence of awareness and volition. We found two conditions that trigger awareness and volition. One is an equal relationship among students to learn from each other. The other is the responsibility for the learner to possess an explanation of what they know. These conditions promote students’ second language learning. As a teacher, we could organize the activities that give equal participation for the students to learn from each other and individual responsibility to the students. Cooperative learning, which includes Kagan’s four principles, will provide these conditions. Two of the principles, individual accountability and equal participation, coincide with these conditions.

Regarding RQ2, the meaning of the volitional use of the second language was discussed. The objective of cooperation had an influence on the emergence of awareness and volition. The data indicated that the cases of volition were found only in the information application activity. The most likely explanation is that volition of utterance arises after awareness. This result indicates that students reached the level that they can control what they think in target sentences and it emerges through awareness. We may say that we need to set dialogical language activities for awareness before we let the
students say the target sentences volitionally.

Another important element of the volitional use is the Japanese (L1) use in the process of L2 use. We found L1 use in the students’ volitional language use in L2. The students used L1 as a mediational tool before using the same meaning in L2. Also, many dialogues consist of L1 and L2 use (see excerpts 5, 6, and 7). The students sometimes use L1 to explain the meaning of words and asked it in L1 for confirmation. From this finding, as teachers, we cannot always force students to use L2. Especially, they are at the level of using L1 as a mediational tool for L2 use.

The next finding is that of the connection between volition and affect. During information application activity, students were able to say what they want to ask and what they want to answer. This is the emergence of volition and affect. These students’ utterances are not what the teacher said to do or forced them to do. Therefore, students are able to have choices to some extent. Choices might emerge of creativity, playful ideas, and consideration for friends. In this situation, students are able to perform some roles as a learner, and, in this study, students became questioners in the activity and asked questions that they chose by themselves. This “performing a role” is related to development as a learner. Vygotsky stated that “In play a child behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself” (1978, p. 102). The playing process is different from learning in the typical learning style in the classroom. Often students’ learning tends to be to repeat a teacher’s words formally and words are remembered as knowledge. There are periods of time when awareness and volition are not enough and the student is unable to use these voluntarily (Vygotsky, 1975). An experience of using words voluntarily might be a rich learning process for actual use. Holzman (2009) pointed out that “through acting out roles (play acting) children are trying out the roles they will soon take on in real life”
(2009, p. 52). Through performing a role, learning will become the possession of the students. Students need to perform some roles without choices being a determined role the teachers have told them to play. This subjective role of the student emerges as emotive experience. From this viewpoint one may say that real communication activity is not a confirmation of what the students were able to learn but an example of learning through "becoming what students want to be." It is important that we regard speaking English not as fostering ability by training, but as a performance and design that the activity encourages through interaction between the new self and another.

As for RQ3, students' cognitive process toward the volitional use of the second language is found. One can safely state that awareness has a developmental level toward the volitional use of language. If the student does not have any image for the word, the student needs some assistance, a direct answer, hints, or reaction. The more the student lacks an image of the word, the more the student needs direct assistance. From the perspective of ZPD, the help of more capable peers and teachers that is in the level of potential development leads to the student's volitional use of language.

It is important to note that the results cannot be generalized to all language learning classrooms. In addition, the main data for this study were collected by audio- and video-recordings of the participants' interaction. It is possible, therefore, that this created an artificial atmosphere that subverted the students' natural patterns of interaction. In fact, the students in the classroom were interested in the audio- and video-recording devices during the two days of the activity. The interest might have had an influence on the performance to a greater or a lesser degree.

As for the research methods, the participants did not have any chance to practice and became familiar with cooperative learning before data collection. None of the participants had any prior experience of cooperative learning activity. That might have
made the learning activities a little more challenging than they should have been. Conducting research for a longer period and giving time for practice might have increased the interaction between the students.

Learning English in elementary school has been compulsory since 2011, and most of the students encounter English in elementary school for the first time. This research showed that language learning accelerates through awareness and volition triggered by the students, which is identified as cooperative learning. Vygotsky (2001) stated that “development of L2 starts from awareness of words and volitional control of the words, and ends up with free spontaneous conversation.” Although the overall exposure to English in elementary school is of brief duration, based on the conditions and process for the emergence of awareness and volition we have discussed, we can create dialogical activity for emotive and playful experience as a first step of English learning. I hope that this experience becomes the foundation for free spontaneous conversation for students.
References


Nishiguchi, K. (2011). *Vygotsky shinrigaku karamita dainigengo no syutoku* [Second language acquisition from the perspective of Vygotsky’s psychology]. In S. Shiroma, J. Tajjima., & Y. Yuji (Eds.), Syaki to bunka no shinrigaku: Vygotsuky


Appendices
Appendix A: Lesson Plan for First Lesson

外国語活動 学習指導案

1. 授業実施年月日：2012年6月22日
2. 単元名：Tシャツをデザインしよう！
3. 授業者：坂詰由美

5. 本時の目標
   1）What～do you like?の表現に慣れ親しむ。
   2）What～do you like?に対してI like～で答えることができるようになる。
   3）先生のお気に入りのTシャツをグループで協力して予想することができる。

6. 本時に学習する基本的な表現や語彙
   ・色
   ・柄（形、スポーツ、フルーツ、動物）
   ・What～do you like?
   ・I like～。

7. 本時に学習する基本的な表現や語彙
   ・色
   ・柄（形、スポーツ、フルーツ、動物）
   ・What～do you like?
   ・I like～。

8. 教材
   本時では、What～do you like?”の表現に慣れ親しむ活動を中心におこなう。グループごとに教えあい伝えあう活動を中心に行う。自分の知っている表現を知らない他のグループに教えることや、他のグループに表現を学びに行き、同じグループのメンバーに伝える活動には、責任感を要求する。そうすることで、より児童が主体的・自律的に活動に取り組む態度を身につけさせたい。授業のまとめは、各児童にパートナーのためにTシャツをデザインする活動を行う。そうすることで、相手の好きなものを聞く学習に必要性を持たせ、より有意義な活動にしたい。

9. 教師としての本時の目標
   本時は、“What～do you like?”の表現の導入部分にあたる。繰り返し表現する活動を行い、表現に慣れ親しみ、習得できるように指導する。さらに、グループごとに教えあい伝えあう活動はできるだけ児童主体で進行させたい。複雑な動きが要求されるので、動きを図などで示しながら的確に最小限の指示をしていきたい。授業の最後には、Tシャツをデザインする活動を取り入れた。英語が得意な児童もそうでない児童も、自分のためだけにデザインされたTシャツをパートナーからもらうことで、表現活動を楽しみたい。
<table>
<thead>
<tr>
<th>学習指導案</th>
<th>児童の活動</th>
<th>HRT の動き</th>
<th>ALT の動き</th>
</tr>
</thead>
<tbody>
<tr>
<td>挨拶(2分)</td>
<td>・挨拶する。Hello. / Good afternoon. OK.</td>
<td>・元気よく挨拶する。Hello. / Good afternoon. Let's start English class.</td>
<td>・元気よく挨拶する。Hello. / Good afternoon. All right.</td>
</tr>
<tr>
<td>導入（5分）</td>
<td>・坂詰と実習生 A のデモンストレーションを見る。</td>
<td>・坂詰と実習生 A がデモンストレーションをする。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>・今回の課題はペアの友達にデザインした T シャツをプレゼンすることだと思える。それのために相手の好きな物の尋ね方を練習する。</td>
<td>・今日の課題はペアの友達にデザインした T シャツをプレゼンすることだと伝え。そのために相手の好きな物の尋ね方を練習する。</td>
<td></td>
</tr>
<tr>
<td>展開 1（8分）</td>
<td>・4人グループを作る（4人で机をつくつける）。</td>
<td>・プロジェクトを使って説明する。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>・教師から相手の好きな物の尋ね方をひとつの学ぶ。</td>
<td>・2つの班に同じフレーズを教える。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>・4人グループで、ペアをつくる（ペア A&amp;B）ペア A が席を立て他のグループに、他のフレーズを学びに行く。ペア B は他のグループから来たペアに最初に学んだフレーズを教える。</td>
<td>・担任（1班と2班）What color do you like? I like ~.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>・学んだペア A はグループに戻って、ペア B に学んだフレーズを伝える。</td>
<td>・ALT (3班と4班) What animals do you like? I like ~.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>・次はペア B が他のグループに 3 つ目のフレーズを学びに持って帰っていく。</td>
<td>・坂詰（5班と6班）What shapes do you like? I like ~.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>・4つ目のフレーズはペア A が学びに行って帰ってくる。</td>
<td>・実習生 A（7班と8班）What sports do you like? I like ~.</td>
<td></td>
</tr>
<tr>
<td>展開（15分）</td>
<td>3 分学び</td>
<td>4人グループで、ペアをつくる。ペア A &amp; B が席を立て他のグループに、他のフレーズを学びに行く。ペア B は他のグループから来たペアに最初に学んだフレーズを教える。</td>
<td></td>
</tr>
<tr>
<td>1 分シェア</td>
<td>・学んだペア A はグループに戻って、ペア B に学んだフレーズを伝える。</td>
<td>・プロジェクトを使ってどのようないか確認し、説明する。</td>
<td></td>
</tr>
<tr>
<td>×</td>
<td>・次はペア B が他のグループに 3 つ目のフレーズを学びに行って帰ってくる。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 回</td>
<td>・4 つ目のフレーズはペア A が学びに行って帰ってくる。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 分</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>展開 3（10分）</td>
<td>・ペアの相手にそれぞれ 4 つの質問をして、それを取り入れたアイデアで紙に T シャツを描く（5分）。</td>
<td>・プレゼンの仕方のデモンストレーション Here you are. Thank you.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>・相手にプレゼンする（5分）。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>振り返り（5分）</td>
<td>・振り返りカードを書く。</td>
<td>・振りかえりカードを配る。</td>
<td></td>
</tr>
</tbody>
</table>
友達のTシャツをデザインしよう！！

<table>
<thead>
<tr>
<th>英語で尋ね方を学んだら</th>
<th>友達の好きなもの</th>
</tr>
</thead>
<tbody>
<tr>
<td>〇をつけよう</td>
<td></td>
</tr>
<tr>
<td>↓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>好きな色</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>好きな形</td>
<td></td>
</tr>
<tr>
<td>好きな動物</td>
<td></td>
</tr>
<tr>
<td>好きなスポーツ</td>
<td></td>
</tr>
</tbody>
</table>
ふりかえりシート

年 組 名前

1. 今日学んだ新しいことばは何ですか？（カタカナで書いてもOK）

2. 先生や友達から新しいことばを聞いて、グループメンバーに伝えた活動で、工夫したことは何ですか？

3. ペアの友達にTシャツをデザインしてプレゼントした活動で、工夫したことは何ですか？

4. 全体を振り返って、今日の授業はどうでしたか？（友達の良かったところなど）
Appendix D: Lesson Plan for Second Lesson

外国語活動 学習指導案

4. 授業実施年月日： 2012年 6月 29日
5. 単元名： 先生に英語で聞いてみよう！
6. 授業者： 坂詰由美

10. 本時の目標
   1) Ｔシャツの色や柄を表現する言葉に慣れ親しむ。
   2) 相手の好きな物をたずねる方法を学び、使えるようになる。
   3) 「先生のお気に入りの服」を選ぶペア・グループ活動で協力できる。

11. 本時に学習する基本的な表現や語彙
   - 色
   - 柄（形、スポーツ、フルーツ、動物）
   - What 〇〇 do you like?
   - I like 〇〇。

12. 教材
    本時では、10 枚のＴシャツから先生のお気に入りのＴシャツを当てる活動をおこなう。
    児童が考えやすいように、本物のＴシャツを用意する。児童が実際に手にする服も、本物を
    写真に撮ってカラーコピーをしたものを使用する。本物を使用するということは、教科書の
    絵と違い、その服の柄や色を的確に表現するときに困難さが生じやすいが、そのことで児童
    にあえて「どのように表現することが、相手にとって伝わりやすいか。」を考えさせ、表現
    を工夫するきっかけをつくることで、このような実際の状況の中で起こりうる課題に対応で
    きる、コミュニケーションの力を身につけさせたい。

13. 教師としての本時の目標
    本時では、ペア・グループ活動が中心になり、ペアやグループで選択をする場面が多くため、
    何をするのかの指示を明確にしていきたい。また、最後に先生のお気に入りのＴシャツを発表す
    る際は、頑張って質問していた児童や情報を集めていたグループを褒め、児童にグループへの貢
    献の意義を実感させる支援をする。
<table>
<thead>
<tr>
<th>学習指導案</th>
<th>児童の活動</th>
<th>HRTの動き</th>
<th>ALTの動き</th>
</tr>
</thead>
<tbody>
<tr>
<td>挨拶(2分)</td>
<td>・挨拶する。 Hello./Good afternoon. OK.</td>
<td>・挨拶する。 Hello./Good afternoon.</td>
<td>・挨拶する。 Hello./Good afternoon. All right.</td>
</tr>
<tr>
<td>導入(5分)</td>
<td>・10枚のTシャツを提示する。(その中に先生のTシャツがそれぞれ4枚含まれている・担任、ALT、班舘、実習生 A) 1、色 2、柄（形、スポーツ、フルーツ、動物等）※本物の服を使って導入</td>
<td>・一連の流れが複雑なので、児童の様子を見ながら丁寧に指示する。</td>
<td>・うまく覚えられないペアの補助をする。 (何回も繰り返したら覚えられることを伝える)</td>
</tr>
<tr>
<td>展開1(先生への質問する英語を練習しよう！)(15分)</td>
<td>・4人グループを作る。（4人で機をくっつける） 1、4人で1から4までの番号をつけ る。 2、島に移動してそれぞれ先生への質問の仕方を学び練習する。 島1（担任），What color do you like? 島2（ALT），What size do you like? 島3（班舘），What shape do you like? 島4（実習生 A），What sports do you like? 3、それぞれのグループに戻り、グループのメンバーに学んだことを教 え合う。</td>
<td>・ペアを二つ作りましょう。 ・ペア A は担任と ALT、ペア B は班舘と実習生 A に質問し行くことを前提にどの質問をするか考える。</td>
<td></td>
</tr>
<tr>
<td>展開2(先生願い質問を考えよう！)(5分)</td>
<td>・4人グループの中でペアを2つ作 る（ペア A、B） ・ペア A は担任と ALT、ペア B は班舘と実習生 A に質問し行くことを前提にどの質問をするか考える。</td>
<td>・ペア A は担任と ALT、ペア B は班舘と実習生 A に質問し行くことを伝える。</td>
<td></td>
</tr>
<tr>
<td>展開3(先生に質問したいこう！)(8分)</td>
<td>・ペアでそれぞれ2人の先生に質問 をして、答えをワークシートに記入 してグループに帰ってくる。</td>
<td>・ワークシートを配る</td>
<td></td>
</tr>
<tr>
<td>展開4(先生のTシャツを推測しよう！)(5分)</td>
<td>・4人で協力して4人の先生の持ち 物であるTシャツを推測し、台紙に 貼り付ける。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>展開5(先生のTシャツ発表！)(5分)</td>
<td>・先生のTシャツを発表する。</td>
<td>・Tシャツを発表する （どこ気に入っている かも伝える）</td>
<td>・Tシャツを発表する （どこ気に入っている かも伝える in English）</td>
</tr>
<tr>
<td>振り返り(5分)</td>
<td>・振り返りシートを記入する。</td>
<td>・振り返りシートを配 る。</td>
<td></td>
</tr>
</tbody>
</table>
英語で聞いてみよう！

<table>
<thead>
<tr>
<th>たずね方を確認したら、丸を付けよう↓</th>
<th>ペア A</th>
<th>ペア B</th>
</tr>
</thead>
<tbody>
<tr>
<td>色</td>
<td>担任</td>
<td>ALT</td>
</tr>
<tr>
<td>形</td>
<td></td>
<td></td>
</tr>
<tr>
<td>動物</td>
<td></td>
<td></td>
</tr>
<tr>
<td>スポーツ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: Work Sheet 2 for Second Lesson

友達に聞いてみよう！

<table>
<thead>
<tr>
<th>色</th>
<th>さんへの質問</th>
<th>さんへの質問</th>
<th>さんへの質問</th>
</tr>
</thead>
<tbody>
<tr>
<td>形</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>動物</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>スポーツ</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: Reflection Paper for Second Lesson

ふいかえリシート

年 組 名前

1. 今日学んだ新しいことばは何ですか？(カタカナで書いてもOK！)

2. 先週学んだことばを班のメンバーで確認した活動で、工夫したことは何ですか？

3. 先生に好きなものを質問する活動で、工夫したことは何ですか？

4. 全体を振り返って、今日の授業はどうでしたか？(友達の良かったところなど)
Appendix H: Materials for Second Lesson