

青山学院大学 青山アカデメィア

小学校英語指導者養成講座

受講者用 プログラム概要

**KU** THE UNIVERSITY OF  
**KANSAS**



青山学院大学

AOYAMA GAKUIN UNIVERSITY

# 教育目的・教育課程・プログラムの特色

## ■教育目的

新学習指導要領（2020年度）の改訂により、小学校では、英語は高学年において年間70時間（週2回）の「教科」になり、中学年では年間35時間（週1回）の「外国語活動」が完全実施となりました。現役の小学校教員は、児童にしっかりと英語の指導ができる能力が求められています。青山学院大学青山アカデミア開講「小学校英語指導者養成講座」では、英語指導で悩みを抱える小学校教員に向けて、本学の教育の特色とブランド力を十分に活かした、短期間で習得できる社会人向けの講座を開講いたします。児童への英語指導能力がしっかりと身につくだけでなく、英語力もしっかり向上します。全国約40万人となる現役小学校教員を対象とし、全国どこからでも受講可能なライブ配信・双方向のフルオンライン講座です。本講座の講師は米国カンザス大学の講師群が担当し、英語を母国語とする講師が指導します。

## ■教育課程

本プログラムのカリキュラムでは児童にしっかりと英語の指導ができる能力を身に付けるための実践力を磨きます。具体的には小学校の新学習指導要領の中で、重要な、以下、2点を組み込んだプログラムです。

- ・「言語活動」
- ・「授業展開は提供する教材通りに進めるということではなく、教材を参考にし、目の前の子供たちの興味・関心・状況に応じてアレンジして進めることで目標を達成する」

この2点のポイントを ①Listening & Speaking ②Reading ③Writing ④Technology ⑤Methodologyの各科目の講義で展開します。

## ■プログラムの特色

英語を母国語としない日本人が、英語を母国語とする教員による‘児童に音から言葉を教える授業法’について、最新のデジタルを活用したメソッドとして習得できるフルオンライン講座です。

- ・英語の講座ではなく英語指導力向上の全く新しい講座
- ・講師はカンザス大学の講師が担当。
- ・全国どこからでも受講可能なライブ配信・双方向のフルオンライン講座
- ・全国の小学校教諭と情報交換ができる。

# カリキュラム

## ■カリキュラム

### 1) 開講科目の概要

学習指導要領では最終的に「どのように学ぶ」かの視点で授業の創意工夫ができるカリキュラムとなっています。この創意工夫を小学校で英語教育を指導する先生方に、効果的な授業ができるよう育成するプログラムを作りました。学習指導要領を逸脱せずに、質の高い授業展開ができるような本当の能力が身につくことを考えたカリキュラムの構成となっており、多様な角度で児童が個々の英語技能を高め、米国の創意工夫から、この講座を受講された先生方に満足していただけることを目標としています。カリキュラムには英語の4技能を中心にした英語指導の科目の他、児童を飽きさせない授業展開の教授方法論を学ぶ科目。そして児童が楽しく学ぶことができるように、日々革新的に変化する技術を活用できるよう ICT テクニクの科目があります。この講座を通して日本とアメリカの小学校授業展開の相違から、授業が思ったように進まなくなった時、臨機応変に対応するノウハウ等も身に付けます。

### 2) 講義の進行について

講義の進行は全ての受講者が思考と理解を深め、最終的に到達できる計画を行い、Remembering, Understanding, Applying, Analyzing, 最終的にCreatingを目標とした進行で行われます。これを授業内容の向上により3段階に区分でステップアップします。

※これらを基本としていますが必ずこの過程で進行するとは限りません。

	Listening& Speaking	Reading	Writing	Technology	Methodology
前半	適切な・性格な音声知識をつかって聞き慣れない単語を素早く発音する。	音声を文字にリンクし、アルファベットの文字にする。	アルファベットの練習をする。名前やラベル、その他一般的な言葉を書く。	様々なアプリケーション、インターネットなどを使う方法を学ぶ。	第二言語習得の理論と実践
中盤	言語を使用して、遊びの状況での役割と経験を再現する。児童書を読み重要な出来事を正確に予測し、関連するコメントや質問に答える。	簡単な児童書を読み、その感想を述べる。	単語や簡単な文章を書き始める。	科目別に効果的なアプリケーションを使い授業を楽しむ方法を学ぶ。	4技能 (Listening & Speaking, Reading, Writing ) の理論と実践
後半	過去または将来起きるであろう出来事について話す時、過去、現在、そして未来の形を自然にリスニングの中で会得する。聞き取りに集中させ、物語の筋書き、テーマ、アイデア、登場人物、心情、などを論理的に話す。	多読をし、何を讀んだか意味を伝え、メインテーマ、登場人物、心情など論理的に考えるようにする。	意味のある文脈で短い文を書き、日常生活の経験や印象を論理的に書く。	ウェブ、インターネットから生徒にどのアプリケーションを使用すれば効果的になるかを指導者自信が発見し、授業に反映できるようにしておく。	日米の教授法の相違を議論し、効率的な指導方法を模索し、議論をする

### 3) 講義の進め方

講義科目名	各講義の進め方について
Listening& Speaking	<ul style="list-style-type: none"> <li>(1) 発音は指導者と生徒の両方に役立つ指導方法と講義に関連する演習。</li> <li>(2) 生徒の好奇心をそそる身近で簡単な事柄に関するトピックを扱う。</li> <li>(3) 羞恥心を排除し、明るく、楽しいクラスの雰囲気にする方法。‘</li> <li>(4) 身の回りのものについて自分の考えや気持ちを伝えあう。</li> <li>(5) 人の前で自分の考えや気持ちを表すのがポイント。</li> <li>(6) Break-Out Room (Small Talk) で各生徒の意思表示をグループ別にし最後にまとめて発表。</li> </ul>
Reading	<ul style="list-style-type: none"> <li>(1) Reading を中心にした指導方法               <ul style="list-style-type: none"> <li>1) アルファベットの大文字と小文字を習得させる指導方法。</li> <li>2) 英語の単語の数を増やすために、初歩段階ではリスニングで学んだ単語から始める。</li> <li>3) 朗読から発音、イントネーション、強弱、速読の練習。</li> <li>4) 文法は一人称~三人称単語の単数形・複数形は無意識に学べる方法。絵、動画を使用。</li> </ul> </li> </ul>
Writing	<ul style="list-style-type: none"> <li>(1) 音声で慣れ親しんだ単語や身近な単語が読めるようになったら、それらを書き写したりする方法の講義。</li> <li>(2) 初歩の段階では簡単な短文を書き、文章は少数。上級では文章数と単語の豊富さを重要視する。</li> <li>(3) 文法は三人称単数現在、文の語順、等基本的な文法は特別に誇張するのではなく自己の意見を述べる時に、無意識に学べる指導方法。</li> <li>(4) 論理的なライティングの指導方法。</li> </ul>
Technology	<ul style="list-style-type: none"> <li>(1) 米国の ICT の効果的な活用方法。</li> <li>(2) ソフトのアプリケーションの紹介と使い方の解説。</li> <li>(3) インターネットを介し情報の収集方法。</li> </ul>
Methodology	<ul style="list-style-type: none"> <li>(1) 第二言語学習の学びの特徴の講義。</li> <li>(2) 目標言語への接触量が少ない状況での接触量を普及する方法論の講義。</li> <li>(3) 第二言語学習の方法論の変遷の講義。</li> <li>(4) 第二言語学習の効果的な 4 技能の指導方法の講義。</li> </ul>

### 4) 講義別新学習指導要領との関連について

講義科目名	新学習指導要領との関連について
Listening& Speaking	<ul style="list-style-type: none"> <li>(1) 聞きくこと               <ul style="list-style-type: none"> <li>1) 最初は文字を見ながらアルファベット、数字、単語、等を歌そのメディアを使い聞き取り、その後を反復し意味がわかるようにする。最初はゆっくりと発音するが速度を早める。意識して聞く活動を入れる。</li> <li>2) 発達段階に応じて、最初は簡単な児童文学、や生徒の興味のある内容を扱い徐々に現在の社会に関連した内容を読んで聴かせる。</li> <li>3) 少しでも聞き取れたことを評価する。</li> </ul> </li> <li>(2) 話すこと               <ul style="list-style-type: none"> <li>1) 質疑応答の形をとるが、同氏の数を増やし、児童の生活の中に活かせる同士の数を増やす。このセッションの最後にはかなりの意思表示ができるように指導する。</li> <li>2) 生徒自身に伝えたい内容を持たす。</li> <li>3) 論理的思考 の必要性 英語の学習で欠かせないのが論理的思考の手法。これは主体的・対話的で深い学びとして重視する。発達段階に応じて意見を述べる練習法を学ぶ。</li> <li>4) 参加者自身の話す技能のステップアップの機会になるので、積極的に英語を使う練習をする。</li> <li>5) Break-Out Room での discussion で意見を述べる。</li> </ul> </li> </ul>
Reading	<ul style="list-style-type: none"> <li>(1) 初歩の段階ではアルファベットの大文字小文字、を習得し、ローマ字（名前、地名その他）を読めるようにする。フリーソフトを有益に使い、その中に使われている単語も取得するテクニックを工夫する。</li> <li>(2) 他教科等の学習や学校行事などで扱う内容との関連についての講義。（各教科の教育内容を相互の関係で捉え、横断的に共通している内容も含む。）</li> <li>(3) 発達段階では特に、児童文学を読み、読み始める時にすでに場所設定、登場人物、登場人物の特徴、等を考えながら読む練習。</li> <li>(4) Reading の授業で豊富なトピックを生徒に紹介する指導方法。</li> <li>(5) Break-Out Room (Small Talk) の discussion で意見を述べる。</li> </ul>
Writing	<ul style="list-style-type: none"> <li>(1) 初歩の段階では単語を意識させる活動。音声とともに英語の文字の認識を深める指導方法。</li> <li>(2) 文法の語順への気づきを促す活動。音声から、文字の認識を図った上にその綴りがわかる。それから語順がわかる指導。</li> <li>(3) 上級レベルでは物事を論理的に思考しようとする習慣のきっかけをつける指導。</li> <li>(4) 読む量が多い場合は内容だけではなく文章に自然になれるので、意思表示をする前に、様々なトピックの内容を読ませ、それについての意見を述べる練習。</li> <li>(5) Break-Out Room (Small Talk) の discussion で書いたことを示す。</li> </ul>
Technology	<ul style="list-style-type: none"> <li>(1) コンピュータでの文字入力などの習得。</li> <li>(2) 生徒の実態を踏まえた上でソフトの効果を意識し、目的に応じた活用を体験する。</li> <li>(3) ICT の活用が主目的であると同時に、英語を使う機会を増やすための 1 つの手法とする学習。</li> <li>(4) 学習への興味や関心を高める効果として ICT の実習。</li> <li>(5) Break-Out Room (Small Talk) の discussion する。</li> </ul>

Methodology	<ul style="list-style-type: none"><li>(1) 意味を理解するための視覚情報や背景知識を使った学習方法を練習。</li><li>(2) 自動化理論で繰り返し練習することによって徐々に自動的に使えるようになる理論を実践する。</li><li>(3) 理解可能なインプット量を増やす練習と少量のアウトプット学習もいので行うという練習。</li><li>(4) 生徒を学習から習得に転化しうるものであるという指導方法を学習する（例えば三単元のsを無意識に学ぶ方法）</li><li>(5) Break-Out Room (Small Talk)のdiscussionする。</li></ul>
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# 教科概要

## ■教科概要（シラバス）

	第 1 回
	Greetings
<b>Speaking/ Listening</b>	<ol style="list-style-type: none"> <li>1. Pronounce numbers 1-10 and alphabets from A to Z with a loud voice. Use application software to practice these.</li> <li>2. Greet each other and their teacher by saying "Hello," "How are you?", "I'm good," "I'm great," "How about you?" with support.</li> <li>3. Ask and answer the question "What is your name?" with support. "Your name, please."</li> <li>4. Say "Nice to meet you" after meeting someone with support.</li> <li>5. Say "Good morning," "Good afternoon," "Good night" with support.</li> <li>6. Introduce himself/herself. "Name," "school year."</li> <li>7. Learning Outcomes: Produce most English sounds and pronounce target words. Ask and respond to basic questions about targeted topics using simple sentences and basic expressions on greetings. The trainer will carefully evaluate the teachers' performance and write their comments in the online Canvas course management system.</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Students are beginners in English and will learn the sound-symbol correspondence system of English and decode basic English words.</li> <li>2. Read these words and phrases in print: Hello, How are you? I'm good! What's your name? My name is....</li> <li>3. Read these phrases: good morning, good afternoon, good night, etc.</li> <li>4. A trainer reads a short conversation on various greetings and asks what each character is saying?"</li> <li>5. A trainer reads a children's story for a lower elementary (1st to 3rd graders) and asks what the story is about, summarizes it, which character students like, and asks why. Although this is a reading class, the students will not be able to read the text, so a trainer reads the story for the students.</li> <li>6. Learning Outcomes:  <ul style="list-style-type: none"> <li>•Sound-symbol correspondence</li> <li>•Recite the alphabet.</li> <li>•Learn the most basic sound of /r/ in the initial position.</li> <li>•Sound out basic 1- syllable words correctly using sound/symbol corres[ondence.</li> </ul> </li> </ol> <p>The trainer will carefully evaluate the teachers' performance and write his/her comments in the online Canvas course management system.</p>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Recite the alphabet and numbers along with a video.</li> <li>2. Write and verbally spell their name, family members, relatives by using photos.</li> <li>3. Ask a question and respond in writing by stating, "I'd like to introduce my family.</li> <li>4. Tell students' relatives from photos and write their names. Also, tell them where they live.</li> <li>5. Write the full name, address, telephone number. In particular, how to write the address with related words, zip code, area code, etc.</li> <li>6. Learning Outcome:  <ul style="list-style-type: none"> <li>*using lowercase and capital letters accurately.</li> <li>*Write target vocabulary.</li> <li>*Write simple sentences about an image related to a target topic.</li> <li>*Use accurate spelling, word spacing, and punctuation when writing about a target topic.</li> <li>*Portfolio component: Make a list of words and sentences learned using correct spelling and punctuation.</li> </ul> </li> </ol>
<b>Technology</b>	<ol style="list-style-type: none"> <li>1. Since the teachers should already be able to operate these two items in the first class (Listening &amp; Speaking), KU should prepare a manual for these items in advance and give them to the participants before the first class in April. Therefore, delete these two items.</li> <li>2. Introduce various application software that participants can use in class. Explain which applications are most effective in capturing students' attention.</li> <li>3. Explain application software's advantages and disadvantages. Participants should use different applications to teach the classes.</li> </ol>
<b>Methodology</b>	<p>Overview of Foreign Language Teaching Instruction</p> <ol style="list-style-type: none"> <li>1. Distinguish between receptive language tasks and productive language tasks for young children.</li> <li>2. Distinguish between controlled language practice and independent language practice for young children.</li> <li>3. Explain logical thinking with examples.</li> <li>4. Explain critical thinking with examples.</li> <li>5. Explain how to improve their foreign language learning so that students can communicate with students overseas.</li> </ol>

Students= Japanese elementary school children

Teachers=Japanese elementary school teachers (=participants)

Trainers=KU trainers

	第 2 回
	School
<b>Speaking/ Listening</b>	<p>1. Pronounce the English sounds and targeted words, especially the /r/ sound in the initial position.</p> <p>2. Identify these items when they hear the words: pencil, book, bag, eraser, glue, scissors, paper, markers, desk, chair, etc.</p> <p>3. Classroom Actions "Please stand up." "Please write your name." "Please open your book, etc."</p> <p>4. Verbally identify target vocabulary. Recognize singular and plural while repeating the vocabulary naturally.</p> <p>5. Ask and answer the question, "What's this?" "What is he/she doing?"</p> <p>6. Demonstrate understanding of basic verbs related to school by responding appropriately to the teacher's instructions.</p> <p>7. Learning Outcomes: Produce the targeted words emphasizing the /r/ sound.</p> <p>Ask and respond to basic questions about targeted topics using simple sentences and basic expressions on greetings. Trainer evaluates teachers' performance carefully and writes the comment in the online Canvas Course management system.</p>
<b>Reading</b>	<p>1. Match classroom words with their pictures or with application software.</p> <p>2. Say the letters b, d, p, s, and their initial consonant position phonemes.</p> <p>3. Match the initial consonants b, d, p, s to school words.</p> <p>4. Master 60 new vocabulary words from the list of 1000 most common words in English (learning and spelling)</p> <p>5. Classroom Actions: (Progressive) Explain what he/she is doing from the pictures.</p> <p>6. Master countries, nationalities, and languages by showing the pictures of each country: Japan Japanese Japanese Italy Italian Italian, etc. Ask and answer the questions regarding these words.</p> <p>7. Learning Outcome: Master more than 60 new vocabulary words that need to be recognized from the pictures. Students will learn to recognize essential vocabulary in writing and strengthen their ability to read basic English sentences on target topics. The trainer will evaluate teachers performance very carefully and write his/her comments in the online Canvas course management system. Portfolio component: Make a list of words, phrases and sentences learned with definitions or pictures.</p>
<b>Writing</b>	<p>1. Recite the alphabet in small groups. Students will develop and strengthen their ability to write English words and basic sentences about targeted topics using correct pronunciation.</p> <p>2. Write the capital and lowercase letters b, d, p, s.</p> <p>3. Match school words that begin with these phonemes to their printed word: /b/, /d/, /p/, /s/</p> <p>4. Copy target vocabulary words about countries, nationalities, and languages by looking at nation flags. The flags should be increased in writing class.</p> <p>5. Listen and write individual sports and recreation in school by looking at pictures or application software.</p> <p>6. Write a question and respond in breakout rooms.</p> <p>7. Learning Outcomes: Write target vocabulary. Use accurate spelling, word spacing, and punctuation when writing about a target topic. Portfolio component: Make a list of words and sentences learned using correct spelling and punctuation.</p>
<b>Technology</b>	<p>1. Download and log into Flipgrid. Access the Flipgrid activities for this class.</p> <p>2. Complete an activity on Flipgrid based on the language lessons of Week 1 and/or 2 of this course.</p> <p>3. Reply to a classmate on Flipgrid.</p> <p>4. If most participants seem to be using Flipgrid, then 1-3 are unnecessary.</p> <p>5. If participants do not use Flipgrid in the class, it would be valuable to practice using it. If something else is helpful for the class, then introduce the most effective application software.</p>
<b>Methodology</b>	<p>Warm-ups Develop a warm-up activity appropriate for young English learners in Japan by creating interest and activating prior knowledge. Japanese students feel inferior when they speak in English and are too shy to talk in English, so explain good ways to eliminate the feeling of inferiority. No one will speak up or respond to the trainers, and they will keep silent. Introduce the best warm-ups to the students.</p>

Students= Japanese elementary school children  
Teachers=Japanese elementary school teachers (=participants)  
Trainers=KU trainers



第3回	
Food	
<b>Speaking/ Listening</b>	<p>1. Pronounce the English sounds and targeted words, especially the /r/ sound in the middle position.</p> <p>2. Recognize basic food vocabulary when they hear the words fruits, vegetables, fast food, sandwiches, dairy products, juice, packaged goods, beverages, meat, seafood, shellfish, condiments, etc.  Include containers and quantities.  Use application software for students.</p> <p>3. Verbally identify basic food items</p> <p>4. Ask and answer these basic questions about target food vocabulary: "What's this?" and "Do you like...?" "What are you doing?" "What's your favorite recipe?" Increase verbs: cut up, chop, slice, grate, peel, stir, beat, saute, pour, etc.</p> <p>5. Learning Outcomes: Describe a photograph related to a target topic using simple phrases and sentences. Identify content words and factual information on a targeted topic.</p> <p>Trainer evaluates teachers' performance carefully and writes the comment in the online Canvas Course management system.</p>
<b>Reading</b>	<p>1. Say the food-related words, especially focus on the /r/ sound in the initial position.</p> <p>2. Say the letters a, f, g, h, and their initial consonant position phonemes.</p> <p>3. Match the letters a, f, g, h with food words that start with those letters.</p> <p>4. Say words in the kitchen by showing pictures or application software.</p> <p>5. Say kitchenware words by showing the pictures or application software.</p> <p>6. At the restaurant:  Show a menu by picture and say the words "Appetizers, Salads, Main Course, Side Dish, Deserts," and each dish on the menu.</p> <p>7. Ask and respond to basic questions about targeted topics using simple sentences and basic expressions</p> <p>8. Learning Outcome: Master more than new vocabulary words that need to be recognized from the pictures.</p> <p>Order food at the restaurant.  The trainer will evaluate teachers performance very carefully and write his/her comments in the online Canvas course management system.</p>
<b>Writing</b>	<p>1. Say the names of all the letters.</p> <p>2. Write the capital and lowercase letters a, f, g, h.</p> <p>3. Choose the correct beginning letter for words beginning with a, b, c, d, e, f, g, h.</p> <p>4. Copy vocabulary words</p> <p>5. Study vocabulary about food preparation and recipes. "cut, chop, slice, grate, peel, stir, beat, etc."</p> <p>6. Write by answering the question related to food preparation.</p> <p>7. Write instructions to prepare food.</p> <p>8. Learning Outcomes: Write a recipe for a dish a student likes.</p> <p>Portfolio component: Make a list of words and sentences learned using correct spelling and punctuation.</p>
<b>Technology</b>	<p>1. Identify the characteristics of appropriate YouTube resources for their teaching context.</p> <p>2. With 1-2 other people, evaluate 1-2 YouTube sources to determine if they are suitable for teaching 1st - 3rd-grade Japanese children English.</p> <p>3. It seems that many children have been using YouTube now privately.</p> <p>4. Introduce application software that participants could use as much as possible in their class.</p> <p>5. Introduce an application that explains articulatory movements when pronouncing the English /r/ sound.</p>
<b>Methodology</b>	<p>Presentation</p> <p>1. Write a learning outcome for an English class for young students in Japan.</p> <p>2. Create a presentation activity that supports that the learning outcome.</p>

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第 4 回	
Mini-Lesson 1	
<b>Speaking/ Listening</b>	<ol style="list-style-type: none"> <li>1. Describe sports (summer sports, water sports) Summer sports "sailing, canoeing, rowing, kayaking, swimming, etc."</li> <li>2. Ask and respond using words related to sports.</li> <li>3. Describe Sports (individual sports, team sports) such as "jogging, running, walking, roller skating, cycling, bowling, etc.,"</li> <li>4. Ask and respond using words related to sports.</li> <li>5. Describe Sport and Exercise Actions such as "hit, pitch, throw, catch a pass, kick, etc."</li> <li>6. Ask and respond using the exercise actions.</li> <li>7. Learning Outcomes: Ask and respond using words related to sports.</li> <li>8. The trainer will carefully evaluate the teachers' performance and write his/her comments in the online Canvas course management</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Read sports articles briefly written in any learned sport, or read commentaries that describe how to do a particular sport. Also, read long conversations.</li> <li>2. Ask and respond to the writing related to sports.</li> <li>3. Learning Outcomes: Ask and respond using the writing related to sports. Be an exercise instructor and lead your friends in an exercise routine using the actions.</li> <li>4. The trainer will carefully evaluate teachers performance and write his/her comments in the online Canvas course management.</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Read sports articles briefly written in any learned sport, or read commentaries that describe how to do a particular sport. Also, read long conversations.</li> <li>2. Ask and respond to the writing related to sports in writing. Use the following questions as a topic sentence and give reasons for it in writing.</li> <li>3. Learning Outcomes: Ask and respond using the writing related to sports. Be an exercise instructor and lead your friends in an exercise routine using the actions.</li> <li>4. The trainer will carefully evaluate teachers performance and write his/her comments in the online Canvas course management</li> </ol>
<b>Technology</b>	<ol style="list-style-type: none"> <li>1. In this class, students will explore online resources and apps that English language learners can use. Most of the resources will be for elementary school children, but students will also explore technology resources that they can use to enhance their own English learning.</li> </ol> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>•Evaluate educational technology resources for effectiveness.</li> <li>•Portfolio component: Create a list of 10 effective online resources or apps that can be used for one or more of these purposes: <ul style="list-style-type: none"> <li>oIn-class instructions with students</li> <li>oIndependent language learning for students</li> <li>oIndependent language learning for instructors</li> </ul> </li> <li>•With 2-3 other students, create and teach a 3-5-minute lesson that incorporates technology. Demonstrate the ability to <ul style="list-style-type: none"> <li>oCreate a clear learning outcome.</li> <li>oIncorporate technology effectively.</li> <li>oManage the class and the technology simultaneously and effectively.</li> <li>oAssess student learning.</li> </ul> </li> <li>•Provide clear directions and feedback to students in English.</li> </ul> <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>
<b>Methodology</b>	<p>Description: In this class, students will focus on developing and strengthening three skills. First, students will develop fluency and confidence in English as they practice the target words and structures they are learning in their language classes. They will also reflect on the communicative and interactive methodologies they have experienced in their language classes and discuss how they can apply these to their teaching situations. In addition, they will practice using their newly-gained language and teaching skills to lead their peers in short, communicative lessons in English.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>•Gain fluency in communicative language skills.</li> <li>•Identify conditions for a communicative activity.</li> <li>•Create a portfolio of 10 communicative activities.</li> <li>•Demonstrate 5 communicative activities learned in training.</li> <li>•With 2-3 other students, develop and teach a 3-5 minute lesson with a clear learning outcome, appropriate communicative activity, and assessment method. Provide clear directions and feedback to students in English.</li> </ul> <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>

Feelings (Physical Status and Emotions)

<p><b>Speaking/ Listening</b></p>	<ol style="list-style-type: none"> <li>1. Match feeling words with actions.</li> <li>2. Match actions with feeling words.</li> <li>3. Say, "I feel..." And "When I feel _____, I _____."</li> <li>4. Describe emotions: "hot, cold, hungry, thirsty, sad, happy, upset, angry, surprised, shocked, etc."</li> <li>5. Describe physical status: "headache, earache, toothache, sore throat, fever, cough, virus, rash, stiff neck, runny nose, etc."</li> <li>6. Describe Medicine: "aspirin, cold tablet, vitamins, cough drops, etc."</li> <li>7. Ask and respond using words related to physical status and emotions.</li> <li>8. Learning Outcomes: Ask and respond using the words related to the topics.</li> <li>9. The trainer will evaluate the teachers' performance very carefully and write his/her comments in the online Canvas course management system.</li> </ol>
<p><b>Reading</b></p>	<ol style="list-style-type: none"> <li>1. Match written feeling words with images.</li> <li>2. Match written feeling words with behaviors.</li> <li>3. Read writings and a long dialogue using words related to emotions and physical status.</li> <li>4. Ask why in response to a question. Read a brief sports article on any sport you have learned, or read a commentary that describes how to play a particular sport. Also, read long conversations.</li> <li>5. Emotions</li> <li>6. Emotions</li> <li>7. Physical Status</li> <li>8. Learning Outcomes: Read writings or long dialogues and respond using words related to emotions and physical status.</li> <li>9. The trainer will carefully evaluate the teachers' performance and write his/her comments in the online Canvas course management.</li> </ol>
<p><b>Writing</b></p>	<ol style="list-style-type: none"> <li>1. Write c and t in capital and lowercase letters.</li> <li>2. Identify the initial letter of vocabulary related to emotions</li> <li>3. Copy a sentence about feelings.</li> <li>4. Read writings and a long dialogue using words related to emotions and physical status.</li> <li>5. Ask "why" in response to a question in writing. Read a brief article on any particular sport students have learned, or read a commentary that describes how to play a specific sport. Also, read long conversations.</li> <li>6. Emotions</li> <li>7. Emotions</li> <li>8. Physical Status</li> <li>9. Learning Outcomes: Read writings or long dialogues and respond using words related to emotions and physical status in writing.</li> <li>10. The trainer will carefully evaluate the teachers' performance and write his/her comments in the online Canvas course management.</li> </ol>
<p><b>Technology</b></p>	<p>1. In this class, students will explore online resources and apps that English language learners can use. Most of the resources will be for elementary school children, but students will also explore technology resources that they can use to enhance their own English learning.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>•Evaluate educational technology resources for effectiveness.</li> <li>•Portfolio component: Create a list of 10 effective online resources or apps that can be used for one or more of these purposes:             <ul style="list-style-type: none"> <li>oIn-class instructions with students</li> <li>oIndependent language learning for students</li> <li>oIndependent language learning for instructors</li> </ul> </li> <li>•With 2-3 other students, create and teach a 3-5-minute lesson that incorporates technology. Demonstrate the ability to             <ul style="list-style-type: none"> <li>oCreate a clear learning outcome.</li> <li>oIncorporate technology effectively.</li> <li>oManage the class and the technology simultaneously and effectively.</li> <li>oAssess student learning.</li> <li>oProvide clear directions and feedback to students in English.</li> </ul> </li> </ul> <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>
<p><b>Methodology</b></p>	<p>Description:</p> <p>In this class, students will focus on developing and strengthening three skills. First, students will develop fluency and confidence in English as they practice the target words and structures they are learning in their language classes. They will also reflect on the communicative and interactive methodologies they have experienced in their language classes and discuss how they can apply these to their teaching situations. In addition, they will practice using their newly-gained language and teaching skills to lead their peers in short, communicative lessons in English.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>•Gain fluency in communicative language skills.</li> <li>•Identify conditions for a communicative activity.</li> <li>•Create a portfolio of 10 communicative activities.</li> <li>•Demonstrate 5 communicative activities learned in training.</li> <li>•With 2-3 other students, develop and teach a 3-5 minute lesson with a clear learning outcome, appropriate communicative activity, and assessment method. Provide clear directions and feedback to students in English. Portfolio component: Include a copy of the lesson plan in the portfolio.</li> </ul>

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第 6 回	
Numbers	
<b>Speaking/ Listening</b>	<ol style="list-style-type: none"> <li>Count from 1 to 50. Pronounce 1-50 focusing on the /r/ sound.</li> <li>Time: Ask and respond to the time.</li> <li>Respond appropriately to the word "count" as it relates to numbers.</li> <li>Add a final /s/ to plural count nouns.</li> <li>Ask and respond using words related to time, day, etc.</li> <li>Learning Outcomes : Ask and respond using words related to time, day, etc.</li> <li>The trainer will carefully evaluate the teachers' performance and write his/her comments in the online Canvas course management system.</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>Match written words for the numbers 1-50 with their digits and images.</li> <li>Read a diary describing the events of someone's day and answer the questions.</li> <li>Describe measurements using applications and pictures.</li> <li>Measurements: "height, width, depth, length, inch, foot-feet, yard, meter, etc."</li> <li>Ask and respond using the pictures using the words of measurements.</li> <li>Learn how to calculate addition, subtraction, multiplication, and division.</li> <li>Learning Outcomes: Read the diary or specific events and ask and respond from the reading them.</li> <li>The trainer will carefully evaluate teachers performance and write his/her comments in the online Canvas course management</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>Match written words for the numbers 1-50 with their digits and images.</li> <li>Read a diary describing the events of someone's day and answer the questions in writing.</li> <li>Describe measurements using applications and pictures.</li> <li>Measurements: "height, width, depth, length, inch, foot-feet, yard, meter, etc."</li> <li>Ask and respond using the pictures using the words of measurements in writing.</li> <li>Learn how to calculate addition, subtraction, multiplication, and division.</li> <li>Learning Outcomes: Read the diary or specific events and ask and respond from their reading.</li> <li>The trainer will carefully evaluate the teachers' performance and write his/her comments in the online Canvas course management.</li> </ol>
<b>Technology</b>	<ol style="list-style-type: none"> <li>Identify the benefits of using Google Forms with elementary language learning students in Japan.</li> <li>Create a Google Form activity that is directly related to a learning outcome</li> </ol>
<b>Methodology</b>	<p>Assessments</p> <ol style="list-style-type: none"> <li>Create an assessment activity that corresponds to a learning outcome.</li> </ol> <p>Examples of Methodologies used in Language Classes</p> <p>Methodologies will focus on activities that can easily be applied to 1st - 3rd-grade classrooms.</p> <ul style="list-style-type: none"> <li>The teacher gives basic instructions in English, and students respond physically. Ex: stand up, sit down, repeat.</li> <li>Repetition (Say what I say, do what I do)</li> <li>Charades - act out words or actions and have classmates guess.</li> <li>Games, both with and without technology</li> <li>Children's songs</li> <li>Watch short videos and discuss topics.</li> <li>Use pictures to learn, practice, and quiz words.</li> <li>Students write or draw something and describe what they make to their classmates or interview each other about what they made.</li> </ul> <p>Examples of Methodologies for Non-language Classes</p> <ul style="list-style-type: none"> <li>Small group conversations about language teaching methodologies and technologies experienced in language classes to assess purposes and applications.</li> <li>Group exploration of technology resources for language learning</li> <li>Short presentations by KU instructors</li> <li>Students practice leading their peers in mini-lessons with constructive feedback from teachers and peers.</li> </ul> <p>Group projects</p>

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第 7 回	
Body Parts, Animals, Plants	
<b>Speaking/ Listening</b>	<ol style="list-style-type: none"> <li>1. Identify the basic target body-part vocabulary words when they hear each word spoken. Use pictures or application software.</li> <li>2. Say the target vocabulary.</li> <li>3. Body parts: "hand, hair, forehead, face, eye, wrist, thumb, etc." Internal Organs: arteries, veins, kidneys, etc.</li> <li>4. Ask and respond using these words (parts of the body)</li> <li>5. Identify the basic target animal words when they hear each word spoken</li> <li>6. Ask and respond using animal words</li> <li>7. Identify the basic plant words when they hear each word spoken: "tree, cherry, elm, oak, lily, rose, tulip, etc."</li> <li>8. Ask and respond using plant words.</li> <li>9. Ask and respond to basic questions about targeted topics using simple sentences and basic expressions of greetings.</li> <li>10. Trainer will carefully evaluate the teachers' performance and write his/her comments in the online Canvas course management system.</li> </ol>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Match written body part words with body parts.</li> <li>2. Read body part words and summarize what each is about.</li> <li>3. Read stories about animals and report what each is about.</li> <li>4. Read stories about plants and report what each is about, especially flowers that bloom in spring.</li> <li>5. Learning Outcomes: Ask and respond using the writing related to sports. Be an exercise instructor and lead your friends in an exercise routine using the actions.</li> <li>6. The trainer will carefully evaluate the teachers' performance very carefully, and write his/her comments in the online Canvas course management</li> </ol>
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Match written target vocabulary with body parts.</li> <li>2. Copy body parts words, identifying which part of the body each word refers to.</li> <li>3. Read body part words and summarize what each is about.</li> <li>4. Read stories about animals and report what each is about.</li> <li>5. Read stories about plants and report what each is about, especially flowers that bloom in spring.</li> <li>6. Learning Outcomes: Ask and respond using the writing related to sports. Be an exercise instructor and lead your friends in an exercise routine using the actions.</li> <li>7. Trainer will carefully evaluate the teachers' performance and write his/her comments in the online Canvas course management.</li> </ol>
<b>Technology</b>	<p>Description: In this class, students will explore online resources and apps that English language learners can use. Most of the resources will be for elementary school children, but students will also explore technology resources that they can use to enhance their own English learning.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Evaluate educational technology resources for effectiveness.</li> <li>• Portfolio component: Create a list of 10 effective online resources or apps that can be used for one or more of these purposes: In-class instructions with students</li> </ul> <p>Independent language learning for students Independent language learning for instructors</p> <ul style="list-style-type: none"> <li>• With 2-3 other students, create and teach a 3-5-minute lesson that incorporates technology. Demonstrate the ability to Create a clear learning outcome.</li> </ul> <p>Incorporate technology effectively. Manage the class and the technology simultaneously and effectively. Assess student learning. Provide clear directions and feedback to students in English.</p> <p>1. Portfolio component: Include a copy of the lesson plan in the portfolio.</p>
<b>Methodology</b>	<p>Description: In this class, students will focus on developing and strengthening three skills. First, students will develop fluency and confidence in English as they practice the target words and structures they are learning in their language classes. They will also reflect on the communicative and interactive methodologies they have experienced in their language classes and discuss how they can apply these to their teaching situations. In addition, they will practice using their newly-gained language and teaching skills to lead their peers in short, communicative lessons in English.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Gain fluency in communicative language skills.</li> <li>• Identify conditions for a communicative activity.</li> <li>• Create a portfolio of 10 communicative activities.</li> <li>• Demonstrate 5 communicative activities learned in training.</li> <li>• With 2-3 other students, develop and teach a 3-5 minute lesson with a clear learning outcome, appropriate communicative activity, and assessment method. Provide clear directions and feedback to students in English.</li> </ul> <p>Portfolio component: Include a copy of the lesson plan in the portfolio.</p>

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	第 8 回	第 9 回、第 10 回
	Mini-Lesson	Lesson Plan
<b>Speaking/ Listening</b>	<p>Lead a 6-8-minute lesson over one of the topics from Weeks 5-7 with 1-2 other classmates. The lesson should include</p> <ul style="list-style-type: none"> <li>•a measurable learning outcome that is appropriate for early-elementary language learners</li> <li>•a practice activity that relates to the SLO logically follows the presentation, provides scaffolded and sufficient practice for children, engages children, and reinforces concepts</li> <li>•a wrap-up or assessment activity that reviews the concepts and/or measures the learning objective.</li> </ul>	<p>Create a 30-minute lesson over a language topic that hasn't been covered in the course with 1-2 other classmates and present the plan to the class. The lesson should include</p> <ul style="list-style-type: none"> <li>•measurable learning outcomes that are appropriate for early-elementary language learners</li> <li>•a list of target words and phrases that will be covered in the lesson</li> <li>•a technological resource or tool that is age-appropriate, relates to the learning outcome, is engaging for the children, and provides repetition and practice</li> <li>•a warm-up activity that creates interest and connects the lesson to prior knowledge</li> <li>•a presentation activity that flows smoothly from the warm-up activity is related to the SLO, is at the appropriate level, and engages learners</li> <li>•a practice activity that relates to the SLO logically follows the presentation, provides scaffolded and sufficient practice for children, engages children, and reinforces concepts</li> <li>•an application activity that relates to the learning outcome</li> <li>•a wrap-up or assessment activity that reviews the concepts and/or measures the learning objective</li> </ul>
<b>Reading</b>		
<b>Writing</b>		
<b>Technology</b>		
<b>Methodology</b>		
		<p>Application (Week 9)</p> <p>1.Create an application activity that matches a learning outcome.</p>

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