ENGLISH ACTIVITIES IN INTERNATIONAL UNDERSTANDING LESSONS IN A JAPANESE PUBLIC ELEMENTARY SCHOOL

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ABSTRACT

English Activities in International Understanding Lessons

in a Japanese Public Elementary School

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This study was an investigation of public elementary school students' affective changes through English Activities of international understanding lessons at Japanese public elementary school. The learners' expected affective changes were regarded as *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs* based on theoretical perspectives and the goals specified by Ministry of Education.

International Understanding Questionnaire for Children (IUQC), a written instrument to measure elementary school students' *International Posture*, *Self-esteem*, *Collective Self-esteem,* and *Interest in Foreign Affairs* was developed for the study. After the IUQC was validated in terms of its dimensionality, rating scale functioning, and item fit using factor analyses, and Rasch-based analyses, it was administered to 105 public elementary school students (61 fifth graders and 44 sixth graders) at the beginning and end of international understanding lessons in 2006.

Results of the two-way mixed factorial ANOVA analyses (trial x grade) indicated that the elementary school students in this study increased their *International Posture* to a statistically significant degree after taking the international understanding lessons for one academic year. The more experienced sixth grade learners performed better on the *International Posture* items on the IUQC than the less experienced fifth graders. The sixth grade participants' *Self-esteem* did not change, while the fifth grade participants' *Self-esteem* decreased. All participants' *Collective Self-esteem* was not influenced by the lessons. Their *Interest in Foreign Affairs* remained the same both in the beginning and end of the lessons.

The influence of *classes* on the four affective constructs was not shown by the two-way mixed factorial ANOVA analyses (trial x class). However, the qualitative analyses indicated that the elementary school students whose teacher actively supported the international understanding lessons showed a number of positive effects in the classroom.

This study contributes to affective research in the field of early English education at Japanese public schools. The results of the study partially confirmed the value of English Activities in the international understanding lessons. Further, it demonstrates the effective use of factor analyses and the Rasch-based model to develop a reliable instrument to measure elementary school students' affective constructs.

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Naoko Monoi-Yamaga

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CHAPTER 1

INTRODUCTION

Background of the Issue

In 2002, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) introduced international understanding education to public elementary school students as part of the Period for Integrated Study. The concept underlying the Period for Integrated Study was innovative in the Japanese educational system at the time of its introduction. Each elementary school administrator selects one of four subjects when implementing this course: international understanding, information technology, environmental studies, or health and social welfare. International understanding was chosen at 97.1% of the public elementary schools as of 2007 (MEXT, 2008c). Their choice of the international understanding lessons was linked to the popularity of English education in Japan. In the international understanding lessons, students take part in international exchange activities, student research project activities, and *English Activities* (MEXT, 2001). MEXT explicated the activities as follows:

> "International exchange activities" allow students to further their appreciation for international aspects through exposure to other languages and cultures during school activities or through exchanges with people from abroad who are living in the area. "Student research project activities" are one in which students, based on their interests, research life and cultures in other countries and present their findings (p. 123).

English Activities meant simple English conversation activities as specified by the Ministry:

> "In elementary schools, classes are adjusted to the developmental stages of students and centered around activities in which students can hear and speak simple English expressions and English expressions that they already have learned, while singing, playing games, doing quizzes, or participating in make-believe play activities…. English conversation activities undertaken during the "Period for Integrated Study" will be referred to as "English activities" (MEXT, 2001, p. 123)."

Thus, *English Activities* were intended to be experiential activities that take place in English and that are accurately attuned to the students' English proficiency as well as their cognitive developmental stages.

In 2009, the *English Activities* component of the curriculum was replaced with the period of *Foreign Language Activities* for fifth and sixth grade students as a trial. It will be officially initiated in public elementary schools in 2011, at which time students will be required to study 35 lessons of *Foreign Language Activities* (45 minutes per lesson), approximately once a week (MEXT, 2008d).

In the Report of the 15th Central Council for Education published in July 1996, the following three goals were established for the international understanding course in the Period for Integrated Study (MEXT, 2001): (a) develop an attitude to understand and accept other cultures, (b) establish a sense of self and sense of being Japanese, and (c) develop basic foreign language skills.

The goals for *Foreign Language Activities* established by MEXT were for elementary school students to: (a) develop the understanding of languages and cultures through various experiences, (b) foster a positive attitude toward communication, and (c) become familiar with the sounds and basic expressions of foreign languages. All three goals were to be achieved through the use of a foreign language.

Foreign Language Activities still places a greater emphasis on cultivating children's attitudes toward communicating than on acquiring the foreign language; in other words, the priority is given to cultivating positive attitudes or motivation to communicate with people from other societies, and developing an interest in other cultures and languages (MEXT, 2001, 2008a, 2008b, 2008d; Monoi-Yamaga, 2009; Yamaga, 2007a, 2007b).

Because the *Foreign Language Activities* lessons are more frequent than the *English Activities* lessons in the elementary school curriculum, the international understanding lessons that were conducted in Japanese public elementary schools for seven years should be evaluated, as this will allow MEXT to initiate the new *Foreign Language Activities* curriculum after gaining a clear understanding of the effectiveness of the international understanding lessons.

Statement of the Problem

The introduction of English Activities at public elementary school was a revolutionary event because it involved curricular change in 21,974 public elementary schools (MEXT, 2009). However, the trials of English Activities in the international understanding lessons resulted in heated debates about English education among

authorities in the field of language education, elementary school teachers, and the parents of elementary school aged children. The debate occurred for many reasons. One is that although MEXT specified goals for the international understanding lessons and stated that cultivating children's affective changes toward other countries and cultures as well as toward their own self should precede the acquisition of a foreign language, few studies of whether such affective changes were possible or were occurring have been carried out. There are two problems associated with this issue: researchers have not reached a consensus concerning which affective factors to focus on and reliable instruments designed to measure the attitudes of elementary school students have not been developed, and this has created a serious barrier to investigating the affective changes potentially engendered through the international understanding lessons.

Furthermore, the English Activities course will be replaced with *Foreign Language Activities*; as a result, fifth and sixth grade students' involvement in English Activities will increase from an average of once a month to once a week. Until the effectiveness of English Activities in the international understanding lessons is established in terms of their effect on promoting positive affective changes, the value of the period of *Foreign Language Activities* will be open to question.

According to MEXT (2008c), more than 90% of the English Activities classes were administered by homeroom teachers (95% for fifth graders and 94% for sixth graders). Assistant Language Teachers (ALT) frequently participated in the classes and team taught with the Japanese teachers (65.9% for fifth graders and 65.4% for sixth graders). Therefore, the importance of elementary school teachers was repeatedly discussed in many workshops

and conferences regarding the international understanding lessons, and a point that arose repeatedly was that Japanese elementary school teachers are not trained to teach English. In sum, two serious gaps in our understanding of the English Activities are that the program's effectiveness has little empirical support, and the elementary school teachers' role in conducting effective lessons in the English Activities course is unclear.

Purposes of the Study

The first purpose of the study is to investigate the degree to which eight affective factors, *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, *Interest in International Vocation/ Activities*, *Interest in Foreign Affairs*, *Self-esteem*, *Public Collective Self-esteem*, *Private Collective Self-esteem*, and *Membership Esteem and Identity*, change in elementary school students after they experience the international understanding lessons for one academic year. These affective factors are directly related to the goals specified by MEXT.

The second purpose of this study is to introduce a self-evaluation instrument for use with elementary school students that is designed to measure the eight affective factors listed above. The validity and reliability of the instrument will be established with the elementary school children who participated in this study. The self-evaluation instrument was developed based on instruments used in the fields of psychology, second language acquisition, and communication studies.

The third purpose of this study is to investigate the role of four elementary school teachers in *English Activities* in the international understanding lessons. The effects of their

degree of engagement in the lessons on the students' performance and behavior will be observed in order to determine their influences on the effective functioning of the class activities.

Significance of the Study

This study contributes to the discussions concerning the introduction of English Activities or Foreign Language Activities at public elementary schools in Japan. When a new curriculum is introduced in schools, it is necessary to provide empirical evidence that the new curriculum is better than the one it is replacing. When what to be regarded as elementary school students' affective changes is defined, the discussions above can be better organized and become more productive.

The instrument used for elementary school students in this study provide researchers and teachers with a tool to investigate the effectiveness of the international understanding lessons in terms of the students' affective development; it can be potentially used at more than 20,000 public schools in Japan, can enable researchers to compare one school to another, and can help teachers maximize the educational effects on the elementary school curriculum by allowing them to better understand the degree to which their students are growing in specific affective domains.

Lastly, this study can influence the training for elementary school teachers to conduct English-based activities. If this study indicates that particular types of involvement in the activities increases elementary school students' positive affective changes, elementary school teachers will better understand the importance of their role in the international

understanding lessons and be more positive and confident in leading the international understanding lessons regularly.

Audience for the Study

The primary audiences for this study are researchers in the field of English education, administrators at public elementary schools, members of boards of education in towns, cities, and prefectures, who oversee policy at elementary schools, officials at MEXT, teachers working in elementary schools, junior high schools, and high schools, university professors involved in teacher training, and Japanese citizens who are interested in English education at public elementary schools.

Delimitations

There are two main delimitations to this study. First, the international understanding lesson that the participants experienced in this study were team taught by college students and homeroom teachers at a public elementary school. The college students were majoring in Early English Education at a private Japanese college in the Tokyo area. The elementary school teachers were informed by the college professors that the college students were not teaching as part of the regular four-week teaching practicum, which is a requirement for elementary school teacher certification in Japan. Therefore, the elementary school teachers were not requested to instruct the college students as they normally did in their period of practice teaching because they were not trained to teach English Activities and did not have sufficient English teaching experience. The college students were equal to the

elementary school teachers and their efforts to implement the English-based activities were supported by the elementary school teachers. At the same time, the elementary school teachers shared their knowledge of how to teach elementary school students with the college students and they supported their efforts to manage the students during the lessons. This pairing of a student teacher and experienced elementary school teacher is unusual and may have exerted strong effects on the outcome of this study. Thus, the results should be generalized carefully to elementary school students who are studying in more traditional settings.

Second, this study does not include a control group. That is, the participants all experienced the international understanding lessons. Therefore, it is impossible to differentiate the effect of international understanding lessons from other factors that are assumed to have influenced the participants' affective changes during the study. These factors include influences from their parents and siblings, the contents of other school subjects, and television programs, and the fact that fifth and sixth grade students are maturing rapidly, so some of their changes may have been the result of maturation rather than the curriculum they were exposed to. For this reason, the influence of the international understanding lessons on the participants is still unknown.

Organization of the Study

Chapter 2, the Review of the Literature, is made up of four sections: International Understanding in Japanese Elementary Education, Learning from the Past (previous research on International Understanding Lessons and Early English Education),

Components in the First Two Goals of International Understanding, and Team Teaching. In Chapter 3, Methods, the participants, instrumentation, and procedures are described. Chapter 4, Preliminary Analyses presents the detailed process of validating the instrument designed by the author. The statistical results of the study are presented in Chapter 5. In Chapter 6, Analyses and Results Regarding Teachers' Class Participation, qualitative data, which include descriptions of four elementary school teachers' participation in the international understanding lessons, are analyzed. Chapter 7 is a discussion of the results based on both the quantitative and qualitative results. In Chapter 8, the conclusion, implications of the study, pedagogical implications, limitations of the study, recommendations for future research are stated.

CHAPTER 2

REVIEW OF THE LITERATURE

International Understanding in Japanese Elementary Education

Integrated Study

The Integrated Study program was introduced in the 1998 Course of Study and implemented in every public school in 2002. Tanaka (2001) specified five salient features of the Period of Integrated Study:

1. Every primary school and junior high school set the Period of Integrated Study. Primary schools have allocated 105-110 hours per year (an average of 3 hours a week), and junior high schools have allocated 70-130 hours per year (an average of 2-3 hours a week) (see Appendix A for the elementary school subject course load).
2. Integrated Study is defined as lessons in which the school is able to conduct its own special, individually crafted educational activities that respond to the circumstances of the community, school, and children.
3. Integrated Study represents opportunities for children to learn about interdisciplinary subjects, including international understanding, information technology, environmental studies, welfare and health.
4. These classes are not for instilling knowledge, but for helping students to cultivate the ability to discover and study issues independently, and to learn and think for themselves.

5. A further aim of these classes is for students to acquire the skills of learning and investigating, including how to collect, research, and collate information.

The Period of Integrated Study is unique in the history of Japanese educational curricula due to the introduction of the above goals. A certain amount of time in the curriculum was allotted to the Period of Integrated Study, which was not defined as an academic subject, but as lessons that could be devoted to interdisciplinary studies.

As stated above, the activities in the lessons were supposed to be crafted in response to the particular needs of the children, school, and community by the teachers in charge. Thus, there were no authorized textbooks or guidebooks in the course. This is a distinctive feature of the Period of Integrated Study because regular academic subjects, such as mathematics and social studies, have textbooks, the contents of which are revised approximately every ten years. The textbooks are published by private companies after they have been authorized by MEXT.

The curriculum used in elementary schools was organized by academic subject prior to the introduction of the Period for Integrated Study. Subsequent to the introduction, however, broader fields covering several academic subjects, such as Social Studies, Science, and Arts and Crafts or covering the area that is not treated in the existent subjects, could be studied by elementary school students in the period. The students were expected to integrate a wide range of information skillfully by the end of elementary school.

In the next section, I explain the advent of international understanding in greater detail.

International Understanding

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has advocated International Education through its Education for International Understanding program since 1947 (Tanaka, 2001). International Education includes peace education, education for human rights, understanding each country, and understanding the United Nations. It was at the 18th session of the General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris in 1974 that UNESCO adopted the "Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms." In this recommendation, a form of international education composed of four areas--peace and disarmament education, education for human rights, development education, and environmental education--was proposed.

According to Tanaka (2001), in the same period, a concept similar to international understanding education, *Global Education* or *Global Perspectives in Education*, appeared in the United States. After the Cold War period, the United States was strongly criticized by many other leading countries in the world for the degree to which ethnocentrism, ideology, and American culture were emphasized in that country. In order to counteract these trends, multi-racial and multi-ethnic communications were emphasized in global education, which covered almost the same areas as international education.

The concept of international education gained popularity with both the general public in Japan and Japanese educators in the late 1980s. One example of the Japanese government's attempt to play a greater role in international affairs can be seen by the fact

that Japanese Official Developmental Assistance (ODA) became the largest in the world in 1989 (Tanaka, 2001). In the same year, terms such as international understanding, international perspectives, international cooperation, and environmental education were included in the Courses of Study for many subjects. In particular, there were numerous practical reports on education focused on developing international understanding through Japanese, Social Studies, Moral Education, Special Activities, and Homeroom Activities (Miura, 1994). As an example, the following is the goal of an academic subject, Japanese, in the 1989 Course of Study:

> To develop in pupils the ability to accurately comprehend and properly express the Japanese language, to develop the ability to think and imagine and sense of language, to deepen interest in the Japanese language, and to develop an attitude of respect for the Japanese language.
>
> ［国語を正確に理解し適切に表現する能力を育てるとともに，思考力や想像力及び言語感覚を養い，国語に対する関心を深め国語を尊重する態度を育てる。］

The last chapter of the Course of Study is Syllabus Design and Handling the Content. In the tenth recommendation concerning choosing teaching materials, the following advice is found: “teaching materials should be selected with due consideration to be instrumental in cultivating the spirit of international cooperation, with an understanding of the civilizations and cultures of the world” (Ministry of Education, 1989). The exact same goal was present in the 1998 Course of Study and the 2008 Course of Study. I did not find any other words or phrases regarding international education.

The next example shows how international understanding was treated in Social Studies in the 1989 Course of Study:

> To develop in pupils the understanding of social life, to cultivate the understanding of the national land and history and develop a sense of nationalism, and to develop the basis for good citizenship to become a former of a democratic and peaceful nation and community *in the international society* (translated and italics added by the author).
>
> ［社会生活についての理解を図り，我が国の国土と歴史に対する理解と愛情を育て，国際社会に生きる民主的，平和的な国家・社会の形成者として必要な公民的資質の基礎を養う。］

The exact same goal is present in the 1998 and 2008 Courses of Study (Ministry of Education, 1998; MEXT, 2008d). In addition, one of the three objectives for Grade 6 mentioned "a sense of being Japanese in the world" as follows:

> 2. To enable pupils understand the role of politics in our daily lives, the political system in Japan, the relationship between Japan and intimate countries, and *the role of Japan in the international society*, and *to develop in pupils a sense of being Japanese in the world* (translated and italics added by the author).
>
> ［2. 日常生活における政治の働きと我が国の政治の仕組みや考え方及び我が国と関係の深い国の様子や国際社会の中で占めている我が国の役割を理解できるようにし，世界の中の日本人としての自覚を育てる。］

Almost the same expressions are found in the objectives for Grade 6 in the 1998 and 2008 Courses of Study (Ministry of Education, 1998; MEXT, 2008d).

In addition to trials in school subjects (e.g., Japanese and Social Studies) and in class-size activities (e.g., Moral Education, Special Activities, and Homeroom Activities), some schools developed an international exchange program with elementary school students at an elementary school in the United States or Australia. Other schools opened a Japanese language classroom for non-Japanese students living in the community around the schools. There was another group of schools that actively received Japanese "returnee" students who had lived in a foreign country for several years and who therefore needed special care not provided by the regular school curriculum (Miura, 1994).

The 1998 Course of Study introduced the Period of Integrated Study, which provided school administrators with the opportunity to include international understanding as one core component in their curriculum based on the needs of the school and the surrounding community. As mentioned above, the idea of international understanding itself had already been introduced in the Course of Study in 1989 and many attempts to help elementary school students understand international perspectives and cooperation have been begun by elementary school teachers and administrators since then. However, after the Period of Integrated Study was introduced, international understanding education was treated as an independent category in the elementary school curriculum.

In the next section, I explain the goals of international understanding in greater detail.

Three Goals of International Understanding

As stated above, the 15th Central Council for Education established three goals which demand special attention when promoting education on topics related to internationalization (MEXT, 2001, p. 121):

1. Open-mindedness and understanding regarding other cultures, and the development of an attitude that is respectful of these cultures and qualities, and the development of the abilities necessary for living together with people from different cultures.
   [広い視野を持ち、異文化を理解するとともに、これを尊重する態度や異なる文化を持った人々と共に生きていく資質や能力の育成を図ること。]
2. Establishment of a strong sense of self and sense of being Japanese to better appreciate the concept of international understanding.
   [国際理解のためにも、日本人として、また個人としての自己の確立を図ること。]
3. Development of basic foreign language skills, the ability for self-expression, and other communication skills for the purpose of expressing one's own thoughts and intentions, while respecting the positions of others in an international society.
   [国際社会において、相手の立場を尊重しつつ、自分の考えや意思を表現できる基礎的な力を育成する観点から、外国語能力の基礎や表現力等のコミュニケーション能力の育成を図ること。]

Why had the Ministry of Education chosen these three goals? The history of global and international education promoted by UNESCO is helpful in understanding their

selection of the first goal. The development of curricula that included global issues had been discussed in a number of United Nations' (UN) conferences: the World Conference on Education for All in Jomtien in 1990, the UN Conference on Environment and Development in Rio de Janeiro in 1992, the World Human Development in Cairo in 1994, the World Summit for Social Development in Copenhagen in 1995, the Fourth UN Women's World Conference in Peking in 1995, and the UN Conference on Human Dwellings in Istanbul, in 1996. After these six conferences were held by the UN, in 1997, the Development Education Council of Japan (DECJ) defined *development education* as a form of education that aims to create students who understand various developmental issues, consider how better development can be achieved in the future, and participate in a fairer global community in which everyone can live together peacefully. Tanaka (2001) explained it in another way, "development education seeks fairness and justice among members of the global community, and for the co-existence of races and nations" (p. 5). The focus on the co-existence of races and nations reflected the primary goal, the development of the abilities necessary for living together with people from different cultures.

Through international understanding education, MEXT expected children to develop their sense of self and sense of being Japanese, which was the second goal specified by the Ministry. Knowing other cultures provides individuals with opportunities to reflect on their own culture as they increase their awareness of the similarities and differences between their own culture and other cultures. Therefore, developing a sense of self and sense of being Japanese are reasonable goals of international understanding.

This second goal can be better understood by considering the position taken by Tanaka (2001), who stated that whenever MEXT mentions education for international understanding, it has been always followed by "respect of Japanese culture," which could be interpreted as a form of *nationalism* because "global education was 'rootless' and not as clear as national identity in Japan" (Tanaka, 2001). This conceptualization was clearly stated in the 1989 Course of Study as "to enhance international understanding, and raise the attitude of respecting the culture and tradition of our nation" (p. 5). The fact that MEXT specified the "sense of being Japanese" as one of the goals of international understanding might have been a proper way to have Japanese internalize international understanding. This is because "globalism, global education, and international understanding do not have a stable basis in the Japanese educational community" (Tanaka, 2001). I assume that in order to help people more easily understand the concept of international understanding, which had been ambiguous and unclear to them, MEXT inserted the notion of "nationalism" between the goals of international understanding.

The third goal of international understanding education is to develop basic foreign language skills, especially oral communication skills; thus, language education is one, but not the only goal of international understanding. The fact that MEXT set the goal of language skill development in the third place suggests that they did not strongly intend that English Activities in international understanding education would develop elementary school students' oral communication skills. MEXT (2001) also specified that English Activities should not be focused on the introduction of reading and writing instruction: "Communication takes place primarily through verbal and written means. Nevertheless, it

is too much to ask elementary schools students to communicate using both means, and doing so may cause them to develop a dislike for English" (p. 124). MEXT (2001) suggested that public elementary school teachers help elementary school students develop basic speaking and listening skills involving "simple English terms that students know from their daily lives" (p. 124). MEXT also strongly cautioned that "jumping ahead to address topics for junior high school must be avoided" in consideration of both the different developmental stages of junior high school students and elementary school students, and the purposes of this Period.

Learning from the Past

International Understanding Lessons

Few researchers have provided evidence that the goals of the international understanding lessons in the Period for Integrated Study are being achieved for the following reasons. First, only seven years have passed since the Period for Integrated Study was officially initiated; thus, the opportunity for researchers to complete studies has been limited.

Second, researchers have been unable to compare international understanding lessons among individual public schools easily because administrators in each school decide how the Period for Integrated Study will be conducted. Although MEXT (2001) published one practical handbook for international understanding called *Shogakko Eigo Katsudo Jissen No Tebiki*, schools do not have to follow the ideas described in the book because the book is not a course of study. As for the contents of the lessons, some

administrators have emphasized teaching English, whereas others have concentrated on developing a positive attitude in students towards communicating with others (Japan Institute of Lifelong Learning, 2003). Moreover, because the contents of the lessons differ from one school to another, no specific pedagogical approaches were used, a characteristic of the classes that attracted frequent complaints from the incumbent teachers involved in international understanding education in public elementary schools (Japan Institute of Lifelong Learning, 2003). What is more, little attention had been paid to the relationship between what was taught through English-focused international understanding lessons in elementary schools and what was taught in English classes in junior high schools (Watanabe, 2005). A long-range vision had neither been discussed fully nor shared among administrators and teachers in these two institutions (Watanabe, 2005). In addition, identifying qualified teachers for the international understanding lessons had been a serious problem. Because English Activities were part of the lessons, many elementary school teachers experienced some degree of difficulty implementing them successfully because they had not been formally trained to teach English. MEXT (2001) recommended that schools use Assistant Language Teachers (ALT), volunteers who have a good command of English in the community, and international students who speak English and who study at a university close to the elementary school (pp. 136-137). According to a survey administered by the Japan Institute of Lifelong Learning (2003), team teaching between a Japanese elementary school teacher and a native English speaker dispatched by the board of education is the most common approach to teaching English in the international understanding lessons (91 responses, 64.1%). The second most frequently used approach is

team teaching between a Japanese elementary school teacher and a Japanese teacher of English dispatched by the Board of Education (16 responses, 11.3%), and the third most common approach is for an elementary school teacher to teach the lessons alone (15 replies, 10.6%) (see Table 1).

Whether school administrators could find the right persons to teach the lessons was never guaranteed. In addition, no specific plan was formulated by MEXT for conducting incumbent teacher training programs and pre-service teacher education at the national level (Watanabe, 2005). In 2007 MEXT finally started to provide training sessions to area leaders, and launched in-service training for two designated teachers (one teacher in 2008 and the other in 2009) who were supposed to promote Foreign Language Activities (English Activities) in each school in 2008. The training programs for area leaders and designated teachers at each school were held five hours for five consecutive days. These teachers will be in charge of providing approximately 30 hours of training to the rest of the elementary school teachers in their schools in 2009 and 2010 (MEXT, 2009). MEXT also sent a request in January 2009 to universities that offer elementary school credential courses asking them to provide a class to prepare teachers to teach Foreign Language Activities. The timing of this directive has been questioned, as these in-service and pre-service teacher training programs should have been offered as soon as international understanding lessons through English Activities were introduced in elementary schools in 2002.

Table 1. *Who Taught English Activities in International Understanding Lessons in 2003? (Multiple Answers Allowed)*

	Replies	%
Team teaching with a Japanese elementary school teacher and a native English speaker dispatched by the board of education	91	64.1
Team teaching with a Japanese elementary school teacher and a Japanese English teacher dispatched by the board of education	16	11.3
A Japanese elementary school teacher	15	10.6
A Japanese elementary school teacher and a student's guardian or volunteer who has a good command of English in the community	9	6.3
A Japanese elementary school teacher and an English teacher at junior high school or high school	2	1.4
Others	9	6.3
Total	142	100

Note. From the Japan Institute for Lifelong Learning (2003).

Third, it was difficult to find individuals who had participated in international understanding lessons through English Activities at a public elementary school because the international understanding lessons through English Activities started in 2002. Because the number of suitable participants was limited, some authorities specializing in English education conducted research with people who studied English as one academic subject, not international understanding, in a private elementary school for a certain number of years. They then utilized the research findings as indirect support or opposition for teaching English at elementary school in Japan (Higuchi, Kitamura, Moriya, Miura & Nakayama, 1986; Higuchi, Kitamura, Moriya, Miura, Nakayama & Kunikata, 1987; Megumi, Yokokawa, & Miura, 1996; Takada, 2003a, 2003b, 2004).

Fourth, the participants in these lessons were young and this posed particular challenges where collecting reliable data was concerned. The length of time that children can concentrate is relatively short, so researchers must develop ways to gather reliable data from them. Past researchers chose junior or senior high school students as participants in order to gather more reliable responses (e.g., Higuchi, Kitamura, Moriya, Miura & Nakayama, 1986; Higuchi, Kitamura, Moriya, Miura, Nakayama & Kunikata, 1987; Higuchi, Kunikata, Miura, Kitamura, Nakamoto, & Moriya, 1994; Megumi, Yokokawa, & Miura, 1996; Shirahata, 2002; Takada, 2003a, 2003b, 2004).

Early English Education

As mentioned above, few researchers have provided evidence that the goals of the international understanding lessons in the Period for Integrated Study have been achieved. However, because international understanding lessons were introduced with English Activities by MEXT (1998), some researchers specializing in English education researched the effectiveness of the introduction of English education in elementary schools, despite the fact that MEXT had not especially aimed to develop English language competence through the international understanding lessons with English Activities. In the following section, I review those studies in order to clarify the differences in the research goals of this study and those previous studies.

Overall, little research supports the value of early English education in Japanese elementary schools. Most studies in the area were focused on the development of English proficiency such as listening, speaking, and reading skills (e.g., Higuchi, 1987, 1997;

Higuchi, Kitamura, Moriya, Miura & Nakayama, 1986; Higuchi, Kitamura, Moriya, Miura, Nakayama, & Kunikata, 1987; Shirahata, 2002; Takada, 2003b, 2004).

Shirahata (2002) investigated the value of international understanding lessons at public schools from the standpoint of the development of English communication skills. He selected two groups of students at one public junior high school. One group (N = 115) had studied international understanding at a public elementary school (Experimental Group) and the other group (N = 122) had no experience studying international understanding at elementary school (Non-Experimental Group). He measured the participants' listening comprehension, pronunciation, and speaking fluency. In order to investigate their listening skills, he administered a test in which the participants were required to distinguish 27 phonemic contrasts (e.g., /sæŋk/ vs. /θæŋk/). A one-way ANOVA was calculated for the test results of the two groups. No statistically significant difference was found, F (8, 106) = .40, p > .91. Next, 20 students were randomly chosen from each group and their pronunciation of individual words was tested. Test words included segmental phonemes including two vowels (/ə/ and /æ/) and six consonants (/θ/, /ð/, /f/, / v/, /r/ and /l/), and suprasegmental phonemes at the word level (e.g., *apple* and *breakfast*) and at the sentence level (e.g., *What is that? It's our school.*). The participants' pronunciation was evaluated by five native English speakers and the average scores of the two groups were compared with an independent t-test. The results were not statistically significant, t (38) = .10, p > .66. The same 20 students were given another test to measure their speaking fluency. The Experimental and Non-Experimental Groups were shown eight questions and given three minutes to think about their answers. They then answered the

eight questions in five minutes. The maximum and minimum numbers of words in both groups' utterances were counted and compared (Experimental group: 157 words maximum and 52 words minimum, Non-Experimental group: 159 words maximum and 48 words minimum). In addition, the average number of words in both groups' utterances was compared with a *t*-test. The results showed no statistically significant difference, t (38) = .33, $p > .74$. In sum, the international understanding lessons at the elementary school did not help the Experimental Group develop greater speaking fluency compared to the Non-Experimental Group. Moreover, the Experimental Group did not appear to possess a more positive attitude to speak English than the Non-Experimental Group. Shirahata concluded that the approach used to implement English education at public elementary schools that he investigated was ineffective.

Higuchi, Kunikata, Miura, Kitamura, Nakamoto, and Moriya (1994) administered a questionnaire concerning early English educational experiences to 1,417 participants (333 seventh graders, 365 ninth graders, 416 eleventh graders, and 303 university students). The primary goal of this study was to investigate how English learning experience at an early age affects learners' attitudes and motivation toward English learning at junior high school and their attitude toward foreign cultures and tradition. The researchers divided the participants into two groups: One group (Experimental Group) started studying English before entering junior high school (N = 645; 191 seventh graders, 175 ninth graders, 219 eleventh graders, and 60 university students). The other group (Non-Experimental Group) started studying English when they entered junior high school (N = 772; 142 seventh graders, 190 ninth graders, 197 eleventh graders, and 243 university students). The

participants in the Experimental Group had different early English education experiences in terms of their starting age (N = 635; 398 participants from pre-school age to the third grade and 237 participants from the fourth to sixth grade) and their teachers (N = 634; 313 participants were taught by Japanese teachers and 321 were taught either by native speakers of English or by both Japanese teachers and native speakers of English). The researchers administered a 25-item questionnaire using a 5-point Likert scale that ranged from +2 (*strongly agree*) to -2 (*strongly disagree*) and that was based on work by Gardner and Lambert (1972). It was composed of four categories: attitudes and motivation toward learning English (nine items), motivation toward learning a foreign language in addition to English (seven items), attitudes toward and interests in foreign cultures and traditions in addition to those of America and England (six items), and the influences of English learning on their identity and own culture (three items). A chi-square analysis was used to investigate whether there was a relationship between early English educational experiences and the four categories listed above. When 25 chi-square analyses were conducted for each item, two items in the first, five in the second, three in the third, and one in the fourth category were statistically significant between the Experimental and Non-Experimental Groups ($p < .05$). The researchers also conducted a chi-square analysis within the Experimental Group for the 25 items in terms of their starting age of studying English (before the third grade and after the fourth grade). One item in the first and second categories and two in the third category were statistically significant ($p < .05$). Lastly, the researchers conducted a chi-square analysis within the Experimental Group for the 25 items in terms of their teachers (either Japanese or non-Japanese/non-Japanese and

Japanese), but no statistically significant results were found. Overall, the authors concluded that English education at elementary school played an important role in the students' developing attitudes and motivation for language learning and knowing more about other cultures and their values.

Otsu and Torikai (2002) asserted their opposition to the introduction of English education in their critique of Higuchi *et al.*'s (1994) study. The authors' primary criticism was that participants who had different English learning experiences were categorized as one group who had early English education. Some participants might have been taught English as an academic subject by a Japanese teacher at a private elementary school, while others might have studied English from a native English teacher at a private language school. Otsu and Torikai concluded that little evidence strongly supported the belief that there were advantages to introducing English education at elementary school rather than at junior high school in terms of the development of positive affect. However, if the researchers had carefully categorized the participants into groups in terms of their English learning experiences (e.g., place, starting age, and instructor), there is a possibility that the effectiveness of English Activities in international understanding lessons might have been identified.

Components in the First Two Goals of International Understanding

There are several components demanding special attention in the two goals of international understanding. The components in the first goal are open-mindedness and understanding regarding other cultures, an attitude that is respectful of these cultures and

qualities, and the abilities necessary for living together with people from different cultures. The components in the second goal are the development of a strong sense of self, and a sense of being Japanese. MEXT expected elementary school students to cultivate these qualities through their participation in international understanding lessons.

The Primary Goal of International Understanding

When the components in the first goal are carefully considered, it appears that MEXT (2001) expected children who had taken international understanding lessons to show an interest in knowing about other cultures and to develop a degree of familiarity with them as well as to cultivate an attitude of valuing these cultures instead of ignoring or downgrading them. In this way, MEXT expected the children to obtain the abilities necessary for living together with people from different cultures. Several researchers have investigated changes in children's attitudes as a result of taking the lessons.

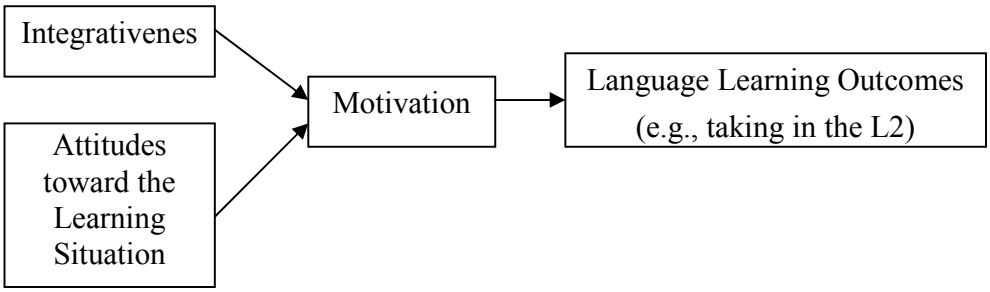


Figure 1. Gardner's (1985) socio-educational model.

Gardner (1985) proposed the *socio-educational model,* which has been the most influential model of second language learners' affective factors as shown in Figure 1. He

proposed that two basic attitudes, *integrativeness* and *attitudes toward the learning situation,* promote motivation to learn a target language. Integrativeness is "comprised of attributes that reflect a positive outlook toward the other language group or out-groups in general" (Gardner & MacIntyre, 1993, p. 2). Another crucial affective construct is attitudes toward the learning situation, which refers to affective reactions toward the language-learning situation. "It could involve attitudes toward the instructor, the class, the textbooks, the language laboratory, etc." (Gardner & MacIntyre, 1993, p. 2).

Gardner (1985) affirmed that these two attitudes lead to increased motivation for second language learning in both formal and informal settings and that increased motivation leads to more positive language learning outcomes. Integrativeness includes an interest in people from other countries and their culture, and the desire to know and communicate with them; thus, this attitude is similar to part of MEXT's first goal. If international understanding lessons can contribute to the achievement of the goal, they might lead elementary school students to have stronger language learning motivation in the future.

Based on Gardner's socio-educational model, MacIntyre and Charos (1996) conducted a study that helped establish the importance of affective variables. The three purposes of this study were to investigate the relations among affective variables, such as attitudes, motivation, perceived competence, and anxiety, to examine how the variables advance the frequency of second language communication, and to examine the roles of global personal traits. The participants were 92 Anglophone college students studying French in Ottawa, Canada. The researchers used a path analysis to investigate the

predictability of the participants' success in second language learning and communication. They investigated the relationship between affective variables (*Integrativeness*, *Attitudes toward the Learning Situation*, *Language Learning Motivation*, and *L2 Anxiety*), communication-related variables (*Perceived Competence in L2*, *Frequency of Communication in L2*, and *L2 Willingness to Communicate* (*L2 WTC*)), and personality trait variables (*Extroversion, Agreeableness, Conscientiousness, Emotional Stability,* and *Intellect*) as shown in Figure 2. The results indicated that *L2 WTC* (r = .16) and *Language Learning Motivation* (r = .24) directly influenced *Frequency of L2 Communication*. *L2 WTC* was defined as "a stable predisposition toward communication when free to choose to do so" (MacIntyre & Charos, 1996, p. 7; McCroskey & Richmond, 1987, 1990). *Perceived Competence in L2* (r = .24) and *L2 Anxiety* (r = .24) were predictors of the development of *L2 WTC*. In addition, the development of *Language Learning Motivation* was affected by *Integrativeness* (r = .72) and *Attitudes Toward the Learning Situation* (r = .19). These four affective variables indirectly influenced the *Frequency of L2 Communication*. Third, the four personality traits (*Intellect*, *Extroversion*, *Emotional Stability*, and *Conscientiousness*) influenced each affective variable, and the last variable, *Agreeableness*, weakly affected *L2 WTC*. In this study, personality tended to influence the increase of *L2 WTC*. Further research is required in this regard. *Integrativeness* (r = .72) and *Attitudes toward the Learning Situation* (r = .19) played an important role in increasing *Language Learning Motivation*. Although no theory was endorsed, the data suggested that *Integrativeness* influenced *Attitudes Toward the Learning Situation* (r = .60).

Yashima (2002) applied MacIntyre and Charos' (1996) Model to formal language learning in Japan and proposed a concept called *International Posture*, which she defined as "attitude toward the international community" (p. 56). Yashima explicated the necessity of this concept in Japan, "…in a context in which there is not much daily contact with native speakers of English, learners are not likely to have a clear affective reaction to the specific L2 language group" (p. 124). *International Posture* is comprised of four subcategories: *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, *Interest in International Vocation or Activities*, and *Interest in Foreign Affairs* as shown in Table 2.

Yashima (2002) examined the relations between *International Posture* and other affective and L2 learning variables with 297 Japanese university students. The study provided several findings supporting the socio-educational model (1985) and MacIntyre and Charos' (1996) WTC model. One of the findings was that *International Posture* directly influenced *L2 Learning Motivation* (r = .73). A distinctive difference between Yashima's and MacIntyre and Charos' models is that *International Posture* directly influenced *L2 WTC* (r = .22) in the former model, whereas neither *Integrativeness* nor

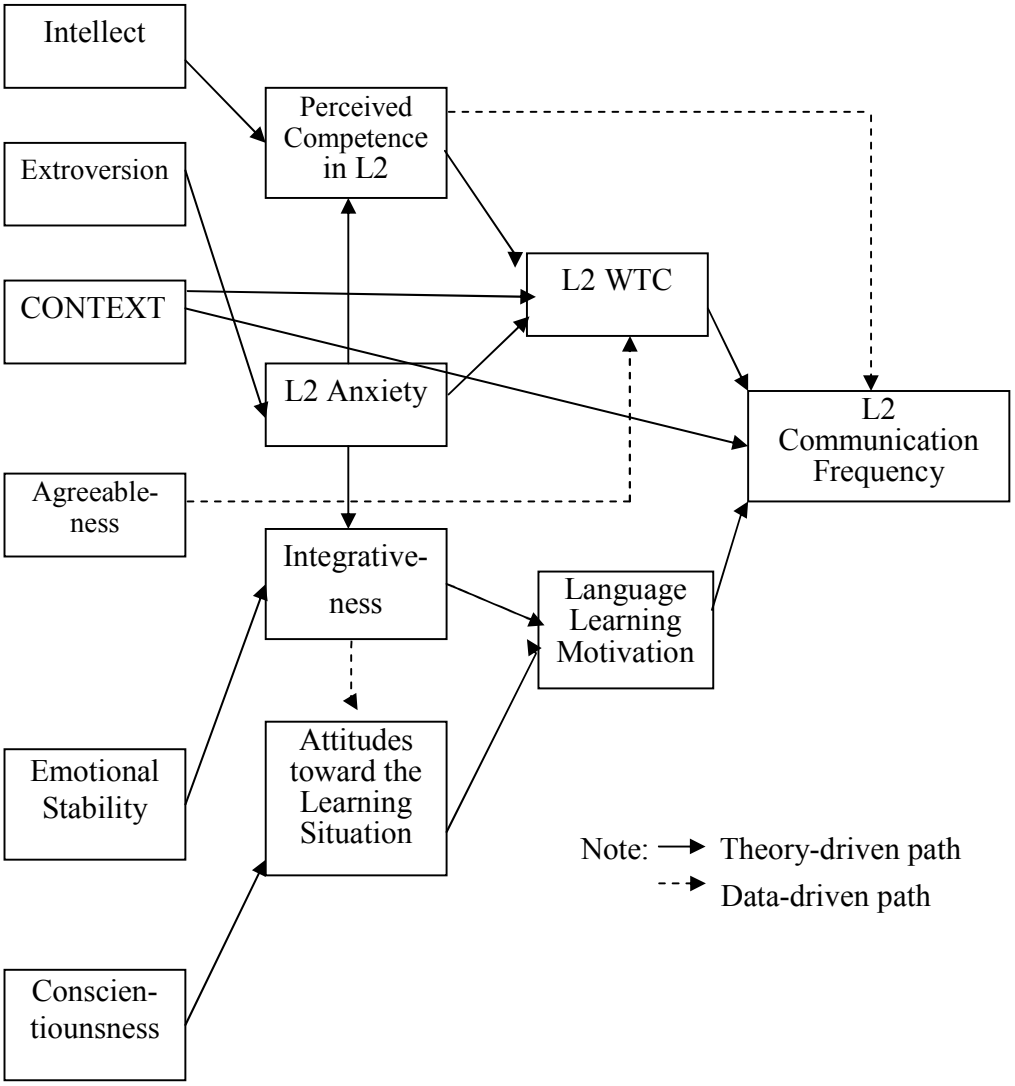


Figure 2. MacIntyre and Charos' (1996) model of personality, attitudes, and affect as a predictor of second language communication.

Attitudes toward the Learning Situation had a statistically significant relationship with *L2 WTC* in the latter model. Yashima's model supported the idea that when Japanese

students develop positive attitudes to the international community, it leads to strong increases in *L2 Learning Motivation* (r = .79), and to modest increases in *L2 WTC* (r = .22). This increase then promotes *L2 Proficiency* (r = .41).

Table 2. *International Posture Scale Items*

Intercultural Friendship Orientation in English Learning

As a reason to study English:

1. It will allow me to meet and converse with more and varied people.
2. It will allow me to get to know various cultures and peoples.
3. I will be able to participate more freely in the activities of other cultural groups.
4. I'd like to make friends with foreigners.

Intergroup Approach-Avoidance Tendency

1. I want to make friends with international students studying in Japan.
2. I try to avoid talking with foreigners if I can.
3. I would talk to an international student if there were one at school.
4. I wouldn't mind sharing an apartment or room with an international student.
5. I want to participate in a volunteer activity to help foreigners living in the neighboring community.
6. I would feel somewhat uncomfortable if a foreigner moved in next door.
7. I would help a foreigner having trouble communicating in a restaurant or at a station.

Interest in International Vocation/Activities

1. I would rather stay in my hometown.
2. I want to live in a foreign country.
3. I want to work in an international organization such as the United Nations.
4. I'm interested in volunteer activities in developing countries such as participating in Youth International Development Assistance.
5. I don't think what's happening overseas has much to do with my daily life.
6. I'd rather avoid the kind of work that sends me overseas frequently.

Interest in Foreign Affairs

1. I often read and watch news about foreign countries.
2. I often talk about situations and events in foreign countries with my family and/ or friends.

Note. From "Willingness to Communicate in a Second Language: The Japanese EFL Context," by Yashima, T., 2002, *The Modern Language Journal*, 86(*i*), 66.

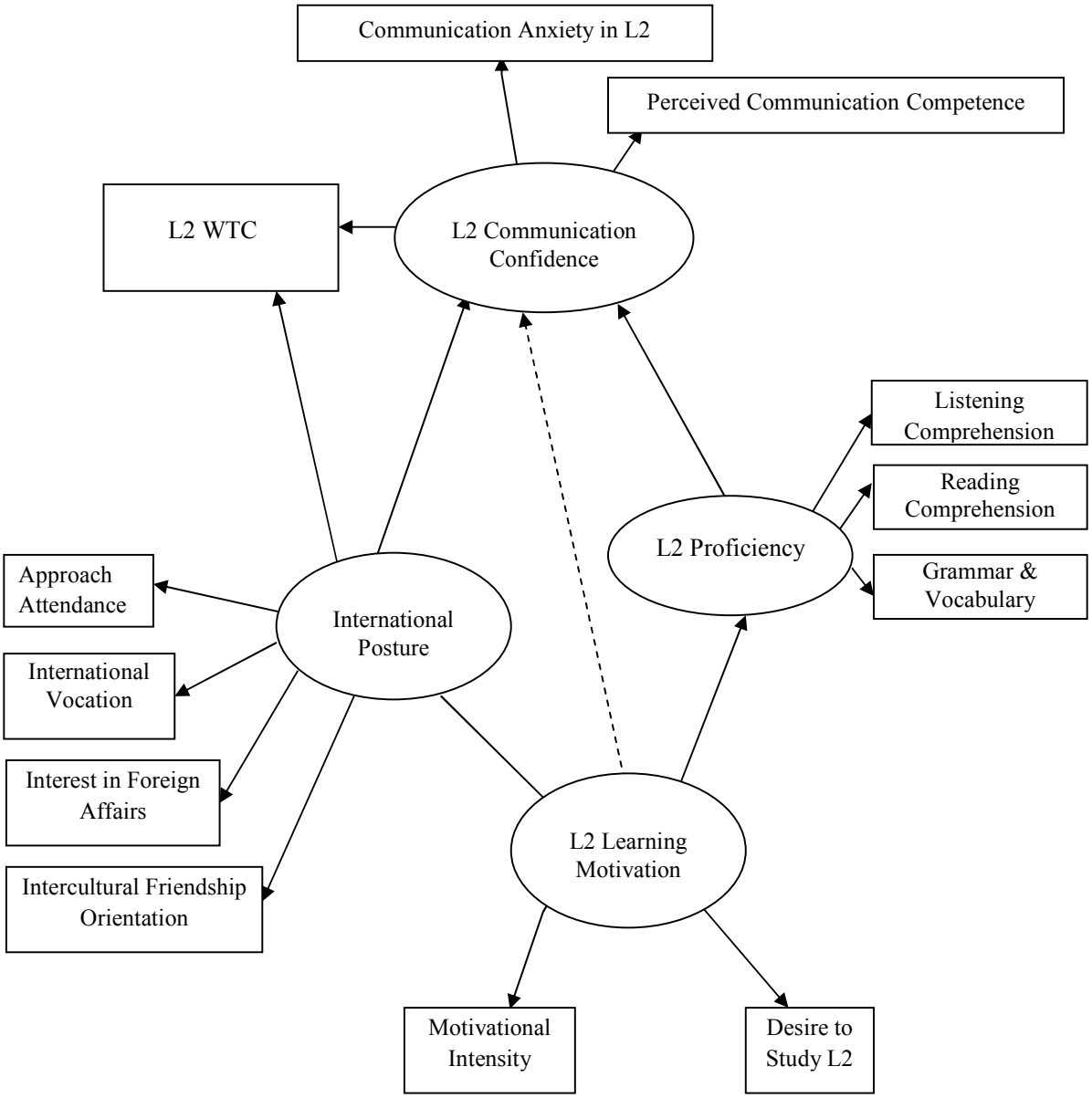


Figure 3. Yashima's (2002) L2 communication model in the Japanese EFL context. N =297, All path coefficients are significant at $p < .01$; $\chi^2(49) = 62.63$, n.s.; GFI = .97; AGFI = .95; CFI = .99; RMSEA = .031.

The Secondary Goal of International Understanding

The two components of the secondary goal are a strong sense of self and a sense of being Japanese. Before discussing each component, the measuring of *self* should first be clarified. The *self* is defined as "all of the characteristics of a person" (Santrock, 2004, p. 368). In the context of this study, elementary school students' self is expected to be simpler than adults' self because of differences in cognitive development. In this section, first, what self-understanding means to elementary school students is described from the viewpoint of cognitive development. Next, the two self-related components of the second goal of international understanding are discussed in consideration of the degree of self-understanding possible for most elementary school-aged children.

Self-understanding

How much and how deeply do elementary school students understand self? Santrock (2004) defined self-understanding as "the individual's cognitive representation of the self" (p. 368). In the first phase, infants develop a sense of visual *self recognition* at approximately 18 months of age (Hart & Karmel, 1996). For example, Amsterdam (1968) investigated whether infants would recognize their ordinary appearance by having the mother put a dot of rouge on her infant's nose and seat him in front of a mirror. When he watched himself in the mirror, he touched his nose and tried to rub the dot off frequently. Amsterdam concluded that infants recognized their own images at two and a half years of age. In childhood, pre-school children start to describe themselves in physical terms and material attributes (Santrock, 2004). For example, "I am different from Jennifer because I

have brown hair and she has blond hair." or "I am different from my sister because I have a bicycle."

In middle and late childhood, after children enter elementary school, the following three characteristics emerge in their self-understanding (Santrock, 2004). The first characteristic is that children at this age define themselves by internal characteristics (e.g., I'm smart; I'm popular) in addition to physical terms and material possessions. The second characteristic is that children begin to describe themselves by including social aspects (e.g., I'm in the Girl Scouts, I'm Catholic, or I have two close friends). The third characteristic is that children often make social comparisons (e.g., what they can or cannot do in comparison with others). They distinguish themselves from others in comparative rather than in absolute terms. For example, when children were asked for their self-descriptions, many children older than seven included socially comparative information while children younger than seven produced no information about other children's performances (Ruble, 1983).

Piaget (1954) categorized cognitive development into four stages. In the third stage, which he called the *concrete operational stage*, seven to eleven year old children shift away from *egocentrism* so that they can differentiate their perspective from others'. Selman (1980) focused on this feature and proposed *the role of perspective taking*. He differentiated persons' cognitive development into five stages: egocentric viewpoint (ages three to five), social-informational perspective taking (ages six to eight), self-reflective perspective (ages eight to 10), mutual perspective taking (ages 10 to 12), and social and conventional system perspective taking (ages 12 to 15). At the third stage of self-reflective

perspective taking, children are aware of their own and others' perspective and know that their own perspective influences others' views, and vice versa. Children can coordinate the different perspectives, but cannot abstract from this process to the level of mutuality; in other words, they cannot take a third-person's view at this stage. At the fourth stage, on the other hand, children are able to coordinate different perspectives and then abstract the perspectives to the level of mutuality. In sum, elementary school children understand themselves by perceiving their own internal and social characteristics, comparing themselves with others, and differentiating their thoughts from others'.

A Strong Sense of Self

Many kinds of self-related constructs have been proposed in the field of psychology, but areas in which psychologists have broadly agreed are scarce. Butler and Gasson (2005) identified four themes regarding self within the psychology literature: (a) the global over-arching view of self might be regarded as *self concept*; (b) the evaluative aspect relates to *self worth* and *self esteem*; (c) the descriptive facets referring to characteristics available to an individual in defining self might be understood as *self image*; and (d) a notion of competency in terms of how effective a person considers they will be in undertaking a task, has been referred to as *self efficacy* (p. 2). James (1890) defined self-esteem as a self-feeling that is determined by how successful we are in accomplishing tasks or reaching goals that we value. Woolfolk (2004) defined self-esteem as "an affective reaction—a judgment about who you are, for example, feeling good about your basketball skills. If people evaluate themselves positively—if they "like what they see"—we say that they

have high self-esteem" (p. 71). When using the expression *strong sense of self*, MEXT probably intended to focus on the degree to which elementary school students evaluate their own characteristics positively or feel good about themselves, in other words, self-esteem or self-worth.

Self-esteem has been measured both in academic (e.g., Tropp & Wright, 1999; Wright & Taylor, 1995) and clinical and therapeutic fields (e.g., Strauss, 2000). In addition, scales measuring self-esteem have been developed for use with people at different ages. The Rosenberg Self-esteem Scale (Rosenberg, 1979) and the Self-worth subcategory in Harter's Perceived Competence Scale for Children (Harter, 1982) are major examples.

Rosenberg published his Self-esteem Scale in 1965. He considered self-esteem as "a judgment about the self as a whole" (Butler & Gasson, 2005, p. 4), whereas he considered self-concept as "an organization of parts, pieces and components… hierarchically organized and interrelated in complex ways" (p. 73). This scale measures self-esteem with five positively stated items (e.g., On the whole, I am satisfied with myself) and five negatively stated items (e.g., At times I think I am no good at all) that are answered on a 4-point Likert scale that ranges from *strongly agree* to *strongly disagree*. The age of expected respondents is over 11 years. Because this scale focuses on one relatively clear construct and can be easily implemented, it became a commonly used questionnaire.

As shown in Table 3, Harter's Perceived Competence Scale for Children (1982) is composed of four subscales: (a) *cognitive competence*, which emphasizes academic performance (e.g., doing well at school work), (b) *social competence* vis-à-vis one's peers (e.g., having a lot of friends), (c) *physical competence*, which focuses on sports and

outdoor games (e.g., doing well at sports), and (d) *self-worth*, which focuses on how much the individual likes himself or herself as a person (e.g., doing things fine). Each of the four subscales is made up of seven items.

Table 3. *Harter's Perceived Competence Scale for Children*

Cognitive Competence	*Physical Competence*
1. Good at schoolwork	1. Do well at all sports
2. Like school, doing well	2. Better at sports
3. Just as smart as others	3. Do well at new activity
4. Can figure out answers	4. Good enough at sports
5. Finish schoolwork quickly	5. First chosen for games
6. Remember things easily	6. Play rather than watch
7. Understand what read	7. Good at new games
Social Competence	*General Self-Worth*
1. Have a lot of friends	1. Sure of myself
2. Popular with kids	2. Happy the way I am
3. Easy to like	3. Feel good / way I act
4. Do things with kids	4. Sure am doing right thing
5. Easy to make friends	5. Am a good person
6. Important to classmates	6. What to stay the same
7. Most kids like me	7. Do things fine

Note. From The Perceived Competence Scale for Children, by Harter, S., 1982, *Child Development, 53*, 87-97, 91.

As shown below, this scale uses a "structure alternative format" design (Item 6 in the Cognitive Competence subscale):

Really true for me	Sort of true for me				Sort of true for me	Really true for me
□	□	Some kids often forget what they learn	But	Other kids can remember things easily	□	□

Respondents are asked to decide which kind of person they are most like by selecting one of the two phrases (Some kids often forget what they learn. or Other kids can remember things easily.). Once they make this decision, they decide whether the description is *sort of true for me* or *really true for me* (Harter, 1982, p. 89). One strength of this format is that respondents tend not to consider whether their answers are socially desirable or not when answering questions. Harter (1982) utilized this structure alternative format design and interpreted respondents' responses on a 4-point scale. In the example above, respondents who select the far right choice (Other kids can remember things easily/Really true for me) receive a score of 4, which indicates high self-worth. On the other hand, respondents who select the far left blank (Kids often forget what they learn/Really true for me) receive a score of 1, which indicates low self-worth. Scores are summed and then averaged for each subscale. Thus, four subscale means are calculated. The highest possible score is 28 points and the lowest possible score is 7 points for each subscale. Pintrich and Schunk (1996) stated that "a four-point scale may provide all the precision needed with children in the early to middle elementary grades" (p. 94).

One purpose of Harter's (1982) study was to investigate whether children make heterogeneous evaluations for individual domains and interpret the sum "as an index of global self-regard" (p. 87). Harter hypothesized that children at age eight and older make

distinct judgments about their competence in three domains and their self-esteem is placed higher than the domain-specific perceived competences in the self-evaluation process. This hypothesis was contrary to the rationale that existing scales, such as the Coopersmith Self-esteem Inventory (Coopersmith, 1967), were based on. The rationale was that children do not make distinctions among domains. Harter administered the scale to four samples in the United States: (a) a combined Connecticut-California sample of 341 third to sixth graders, (b) a New York sample of 714 third to sixth graders, (c) three separate Colorado samples of 470 students from the third to sixth grade, and (d) a California sample of 746 students from the third to ninth grade. There were approximately the same numbers of male and female students in each grade. These participants were all drawn from middle and upper-middle class populations. Table 4 shows the factor loading pattern for the combined Connecticut-California sample of 341 elementary school students.

The factor pattern was also stable in the other samples throughout the third to sixth grades. The two samples were retested after three months and nine months respectively; and the test-retest reliability was found to range from .69 to .80. The results of the study supported the idea that children at the age of eight and older made discrete judgments about their competence in academic, social, and physical competence domains and their general self-worth as a person. The middle elementary grade students showed less congruence between the social and cognitive subscales ($.26 < r < .45$) and more congruence between the social and physical subscales ($.46 < r < .58$) across the four samples. In addition, the study revealed that the general self-worth subscale correlated with the three perceived competence subscales from .40 and .58 in all the samples. Based on these

Table 4. *Factor Pattern, Item Means, and Standard Deviations for a Sample of 341 Pupils in the Third through Sixth Grades in Connecticut and California*

Item Abbreviation	Cognitive I	Social II	Physical III	General IV	Item *M*	Item *SD*
Cognitive competence						
1	.64				2.7	.93
2	.63				2.8	1.02
3	.67				2.9	1.00
4	.45				2.8	.93
5	.50				3.1	.80
6	.42				2.9	1.01
7	.69				2.8	.92
Social competence						
1		.61			3.0	.93
2		.66			3.2	1.00
3		.40			2.5	.99
4		.60			2.9	1.06
5		.42			2.7	1.07
6		.43			2.8	.98
7		.49			2.9	.89
Physical competence						
1			.79		2.9	1.06
2			.62		2.5	1.20
3			.45		2.8	.95
4			.75		2.7	.98
5			.55		3.2	1.03
6			.60		2.8	.91
7			.46		2.5	1.06
General self-worth						
1				.64	2.6	1.12
2				.41	3.0	.89
3				.55	2.8	.99
4				.39	3.0	.85
5				.69	3.0	1.00
6				.48	2.9	.93
7				.35	2.7	.95

Note. Loadings less than .27 are not presented for the sake of clarity. From The Perceived Competence Scale for Children, by Harter, S., 1982, *Child Development, 53*, 87-97, 91.

findings, Harter claimed that the structure of self of elementary school children is multi-dimensional and hierarchical.

In Japan, Sakurai (1983) published a Japanese version of Harter's Perceived Competence Scale for Children (1982) (see Appendices D and E for a whole description of the Japanese version and its translation). He administered the Japanese version to 229 Japanese third to ninth graders. He did not specify how many students were in each grade. The results suggested that Japanese third to sixth graders were able to evaluate their competence in academic, social, and physical competence domains and their general self-worth as a person. However, the Japanese elementary school students showed less congruence between their self-worth and perceptions of competence in individual academic domains (r = .31 for cognitive competence, r = .31 for physical competence, and r = .36 for social competence) than the American elementary school students in Harter's (1982) study. Sakurai conducted a linear trend analysis for the four subscales for use with students at different grades. The results showed that the declines of the general self-worth subscales (F = 2.97, df = 6, 222, p < .01) and cognitive competence (F = 4.62, df = 6, 222, p < .001) were statistically significant.

When children go from elementary school to middle school, their self-esteem usually decreases (Furusho, 2007, 2009; Harter, 1982; Robbins, Trzesniewski, Tracy, Gosling, & Potter, 2002). One distinctive feature of self-esteem in middle and late childhood is that children who are younger than seventh graders can not clearly relate their self-perception in each domain with their real competence. The gap decreases around the seventh grade (Harter, 1982, 1999; Pintrich & Schunk, 1996). As an example, older elementary school

children who report high physical competence are also evaluated as good at sports by their classmates (Santrock, 2004). Younger elementary school children's self-perceived competence does not match their real competence as closely. Therefore, researchers should be aware that cognitive abilities develop rapidly after children become eighth graders. Children's responses to the scales should be interpreted in consideration of their cognitive abilities.

A Sense of Being Japanese

Ethnic pride refers to "a positive self-concept about one's racial or ethnic heritage" (Woolfolk, 2004, p. 161). *Cultural* and *ethnic identity* indicates "which part of the world or country the person is from and how intensely the person identifies with his or her cultural heritage" (Santrock, 2004, p. 383). These terms are used in the fields of social and educational psychology. Tajfel and Turner (1979) defined *social identity theory*, which is the proposal that there are two distinct aspects of self concept: *personal identity* and *social identity*. Personal identity concerns how each individual evaluates/values him or herself as a whole person. Social identity, on the other hand, is "part of an individual's self-concept which derives from his knowledge of his membership in a social group (or groups) together with the value and emotional significance attached to that membership" (Tajfel, 1981, p. 255). Social groups are defined by gender, family, occupation, race, ethnicity, and nationality (Luhtanen & Crocker, 1992).

Tajfel and Turner (1979) used the term *social identity* when referring to the part of the self-concept that relates to a group membership(s), a usage that was preferred by

European social psychologists. In contrast, some American social psychologists categorized self-concept into personal, social and *collective* aspects (Luhtanen & Crocker, 1992, p. 302). Personal identity indicates the part of the self-concept that is most heavily involved in personal domains, such as one's perception of competence, talent, and sociability. Social identity indicates the part of the self that is involved in interpersonal domains; for example, one's popularity, attractiveness, reputation, and mannerisms. Collective identity is similarly considered as social identity of the social identity theory. It is the part of the self-concept that develops in the context of a community, such as one's feelings of race, ethnic ground, and religion.

Expressions of *collective self-esteem* or *collective self* were frequently utilized in contrast to dimensions of *personal self-esteem* or *independent self* by American social psychologists. These concepts indicated that individuals define the self as a member of a family, peer group, ethnic heritage, class, or team (Wright & Taylor, 1995). Tajfel and Turner critiqued previous researchers for using self-esteem measures that were constructed to assess people's evaluation of personal self and individual self only. They proposed that the other crucial aspect of self-concept, *social identity*, should be included in the existing measures.

These contrasts between social/collective and individual/personal in social identity theory and self-related constructs parallel two components of the second goal set by MEXT, the development of a sense of self and a sense of being Japanese. Therefore, the development of the sense of being Japanese can be interpreted as the growth of social identity in line with European terminology and collective identity in line with American

terminology. As Tajfel and Turner (1979) strongly advocated, both collective and personal aspects should be taken into consideration when individuals' self-related constructs are discussed. In this regard, the second goal set by MEXT properly reflects the two primary self-related constructs.

Luhtanen and Crocker (1992) designed the *Collective Self-esteem Scale*, a self-evaluation instrument that is used to measure the value that an individual places on social groups. This scale assesses four aspects of collective self-esteem: *Membership Esteem*, *Public Collective Self-esteem*, *Private Collective Self-esteem*, and *Importance to Identity*. Table 5 shows the sixteen items that make up the instrument.

Luhtanen and Crocker (1992) administered the Collective Self-esteem Scale to approximately 887 introductory psychology students at a large American university (755 White (91.2%), 30 Black (3.6%), and 43 Asian students (5.2%)). Approximately 51% of the sample was female. The participants also completed the Rosenberg Self-esteem Scale (1965) in order to investigate whether self-esteem and collective self-esteem are different constructs. A principal components analysis using varimax rotation showed that the four aspects of collective self-esteem accounted for 60.7% of the variance (p. 306). The researchers conducted confirmatory factor analysis. Each item loaded on the designated factor from .54 to .83 although five items also loaded on an undesignated factor, whose loadings exceeded .30. They also examined four models of the Collective Self-esteem Scale factor structure using confirmatory factor analyses: (a) a one-factor model, (b) a four-factor model with uncorrelated factors, (c) a four-factor model with correlated factors, and (d) a hierarchical model where four first-order factors are subsumed by a

Table 5. *The Collective Self-Esteem Scale Items*

Membership
I am a worthy member of the social groups I belong to. (1)
I feel I don't have much to offer to the social groups I belong to. (5)
I am a cooperative participant in the social groups I belong to. (9)
I often feel I'm a useless member of my social groups. (13)

Private
I often regret that I belong to some of the social groups I do. (2)
In general, I'm glad to be a member of the social groups I belong to. (6)
Overall, I often feel that the social groups of which I am a member are not worthwhile. (10)
I feel good about the social groups I belong to. (14)

Public
Overall, my social groups are considered good by others. (3)
Most people consider my social group, on the average, to be more ineffective than other social groups. (7)
In general, others respect the social groups that I am a member of. (11)
In general, others think that the social groups I am a member of are unworthy. (15)

Identity
Overall, my group memberships have very little to do with how I feel about myself. (4)
The social groups I belong to are an important reflection of who I am. (8)
The social groups I belong to are unimportant to my sense of what kind of a person I am. (12)
In general, belonging to social groups is an important part of my self-image. (16)

Note. The number in parentheses indicates the sequence of items in the scale. From "A Collective Self-Esteem Scale: Self-Evaluation of One's Social Identity," by Luhtanen, R., & Crocker, J., 1992, *Personality and Social Psychology Bulletin, 18*, p. 307.

second-order factor. None of the models showed a good fit according to the chi-square statistic and chi-square/degrees of freedom ratio; however, (c) the four-factor correlated and (d) the hierarchical models had the best fit indexes. The internal consistency reliability of the four subscales was $r = .73$ for *Membership Esteem*, $r = .74$ for *Private Collective Self-esteem*, $r = .80$ for *Public Collective Self-esteem*, and $r = .76$ for *Importance to Identity*. Lastly, correlations between the Collective Self-esteem Scale and the Rosenberg Self-esteem Scale were calculated ($N = 666$). The total Collective Self-esteem scale and

the Rosenberg Self-esteem Scale moderately correlated at $r = .36$. In terms of subscales, the Membership subscale showed the highest correlation with the Rosenberg Self-esteem Scale at $r = .42$, while the Identity subscale showed the lowest correlation at $r = .12$. The finding that only about 10% of the variance of *Collective Self-esteem* was accounted for by the components of Rosenberg Self-esteem Scale supported the idea that identity is made up of two distinct parts, personal and collective identity.

In Japan, Watanabe (1994) developed the Japanese version of the Collective Self-esteem Scale by translating 43 items that Luhtanen and Crocker (1992) administered to their participants. He utilized the 46 items and added three new items, all of which were measured on a 7-point Likert scale. He then administered the questionnaire to 347 Japanese university students (90 male and 255 female students). The data were analyzed with a principal component analysis. The first four, five, and six components accounted for less than half of the variance of *Collective Self-esteem* (38.2%, 40.9%, and 42.8% respectively). Because the values did not change greatly when the number of components were increased, the first four components were selected as subcategories of the Japanese version of the Collective Self-esteem Scale: *Negative Collective Self-esteem* (Items from the original *Public Collective Self-esteem* and *Private Collective Self-esteem* were combined.), *Membership Esteem*, *Positive Collective Self-esteem* (Items from the original *Public Collective Self-esteem* and *Private Collective Self-esteem* were combined.), and *Importance to Identity*. In Luhtanen and Crocker's (1992) study, *Membership Esteem*, *Public Collective Self-esteem*, *Private Collective Self-esteem*, and *Importance to Identity* were considered as four components of *Collective Self-esteem*. One major difference

between these two sets of subcategories was that the subcategories of the Japanese version included two contrastive perspectives of *Collective Self-esteem*, the participants' negative and positive evaluations of a certain social group, while those of Luhtanen and Crocker's version emphasized public and private perspectives of *Collective Self-esteem*. Based on the former four components, Watanabe (1994) created four items in each subscale. The 16-item Japanese version differentiated between the lowest and highest 25% of the participants regarding collective self-esteem total scores on an independent *t*-test ($p < .05$). The internal consistency reliability of the four subscales was $\alpha = .78$ for *Negative Collective Self-esteem*, $\alpha = .68$ for *Membership Esteem*, $\alpha = .66$ for *Positive Collective Self-esteem*, and $\alpha = .78$ for *Importance to Identity*. The reliability of all 16 items was $\alpha = .80$.

The Japanese version of the Collective Self-esteem Scale and the original Collective Self-esteem Scale strongly correlated at $r = .94$. Lastly, correlations between the 16-item Japanese version and the Rosenberg Self-esteem Scale were calculated with the same participants ($N = 347$). The scales correlated weakly at $r = .26$. With the exception of *Identity*, the three subscales correlated weakly with the Rosenberg Self-esteem Scale (the exact values were not stated). The finding that only 6.7% of the variance of *Collective Self-esteem* was accounted for by the components of the Rosenberg Self-esteem Scale supported the idea that identity is made up of two distinct parts, personal and collective identity. Although the scale needs to be adjusted for use with other age groups, this instrument can potentially be used to assess the sense of "being Japanese," the second goal of international understanding education listed by MEXT.

Identity in Middle or Late Childhood

Santrock (2004) defined identity as "who a person is, representing a synthesis and integration of self-understanding" (p. 368). In other words, self-understanding provides the foundation for the development of identity. Identity is composed of many aspects such as vocational/career, political, religious, relationship, intellectual, sexual, interest, personality, physical, and cultural/ethnic identity (Santrock, 2004). From the cognitive developmental point of view, adolescents become sensitive to the cultural and ethnic features of identity (e.g., Erikson, 1968; Marcia, 1980, 1994). In addition, "questions about cultural identity make adolescence a special juncture for many ethnic minority individuals" (p. 386). Ethnic minority groups face struggles to maintain or develop their cultural/ethnic identities. At this point in time, the majority of Japanese children who live in Japan have few opportunities to develop an awareness of their cultural/ethnic identity. Thus, when they think of memberships in social groups in terms of collective identity and *Collective Self-esteem*, they generally think of family, school class, or peer groups at school rather than race or ethnicity.

The Collective Self-esteem Scale (Luhtanen & Crocker, 1992) focuses on the aspect of self-concept that is acquired by belonging to an *ascribed group* such as gender, racial, or ethnic group, not to an *acquired group*, such as a company, club, and peer groups (Watanabe, 1994). Membership in an *acquired group* is strongly related to individual abilities and demands. In this regard, measuring the *Collective Self-esteem* of the *acquired group* makes it possible to measure individual or personal *Self-esteem*. However, at public elementary schools in Japan, membership in a school class and peer groups in class does

not relate to elementary school children's abilities and demands. Thus, because of Japanese elementary school students' presumed ability to easily imagine the social groups mentioned above, how Japanese elementary school children perceive being Japanese is regarded as the *Collective Self-esteem* of an ascribed group, such as their membership in their family, school class, or peer groups at school in this study.

Team Teaching

The Japan Institute of Lifelong Learning (2003) administered a survey concerning how English activities were conducted in international understanding lessons as shown in Table 1. Team teaching was the most common approach to conducting the activities (82.9%). Team teaching involved Japanese elementary school teacher teaching with either an English teacher or a volunteer who had a good command of English. The importance of the elementary school teacher's role, and in particular, the homeroom teacher's role, has been frequently pointed out in articles and conferences of English Activities at public schools. Naoyama (2005, 2008) reported that elementary school students normally engage in English Activities with an elementary school teacher, and particularly with a homeroom teacher, more actively and freely than with a native speaker of English or a Japanese teacher of English dispatched from outside of their elementary school.

Mitsuo and Yamaga (2004) conducted a study that was designed to investigate the cooperation of elementary school teachers, college students, and college professors in international understanding lessons at two public elementary schools in Tokyo. This was part of the "School Internship" program held at public elementary and junior high schools

for university students by the City Board of Education in 2002. There were 21 universities and colleges in Hachioji as of 2005. The City Board of Education requested major universities and colleges located in the city to participate in the School Internship program. Approximately 400 university students from seven universities visited 40 public elementary and junior high schools in 2003. Through this program, university students have a chance to work for a public educational institution, such as an elementary school or junior high school, for one school year. By doing so, they are able to consider the teaching profession as one of their prospective occupations. In addition, the university students receive university credits by participating in the teaching practicum program, which is offered not only as regular classes but also remedial classes or supplemental courses (Hachioji City Council, 2003). The participants majored in Early English Education at Ichoo Women's College (a pseudonym). The college students pioneered team teaching English Activities used in international understanding lessons with elementary school teachers in the Period for Integrated Study through the "School Internship" program (Zenshigaku Online Newspaper, July 13, 2001).

In the study, the authors stated that individual elementary school teacher's involvement in the lessons was a constant and difficult issue to solve. Some teachers viewed English Activities in international understanding lessons positively, while others were reluctant to attend the lessons. In addition, the form of involvement differed across the lessons. Some teachers participated in one activity with interest, but not in another activity. Other teachers gradually changed their attitude to English Activities in the international understanding lessons as the lessons went on. For example, one teacher did

not consider the activities important for the students and graded the students' mathematics exams at his desk instead of participating in the classroom activities in the beginning of the school year; however, he sat with his elementary school students and enjoyed the activities with them and the college students at the end of the school year. In the study, the researchers visited 17 classrooms on a regular basis (approximately once a month) and observed the team taught lessons between the homeroom teacher and one or two college students throughout one academic year. They identified four patterns of the homeroom teachers' involvement in the lessons: (a) homeroom teachers who participated in the English Activities in the same way as the elementary school students, (b) homeroom teachers who instructed the elementary school students along with the college students, (c) homeroom teachers who mixed (a) and (b), and (d) homeroom teachers who did nothing. The researchers concluded that the homeroom teachers' degree of involvement largely determines whether international understanding lessons will be successful or not. Therefore, how they should be involved in the lessons is an important question to investigate.

Summary

In this chapter, I have discussed the introduction of international understanding lessons in the public elementary school curriculum in Japan. Three goals of international understanding were specified by MEXT. In the past studies of English Activities in the international understanding lessons in the Period for Integrated Study, researchers mainly investigated the effects of learners' language acquisition; as a result, few researchers have

investigated learners' affective changes with solid theoretical endorsement. There were two vital problems in the studies that were focused on learners' affective factors. First, the affective factors that are expected to change through international understanding lessons were not clearly defined among researchers. Second, reliable instruments have not been developed yet for the investigation of affective factors. Because MEXT proposed learners' affective development as one of the goals of international understanding lessons, researchers should investigate the degree to which the international understanding lessons are achieving this goal.

The Goals of This Study

The first goal of this study is to define and investigate three affective factors based on theoretical perspectives and the goals specified by MEXT (1996): (a) *International Posture* for an attitude of being respectful of other cultures, (b) *Self-esteem* as an indicator of a strong sense of self, and (c) *Collective Self-esteem* as an indicator of a sense of being Japanese.

The second goal of this study is to design and validate a self-evaluation instrument that can be used to measure three affective variables hypothesized to be present in elementary-school-age children. The first affective variable is *International Posture* (Yashima, 2002). Yashima (2002) replaced Gardner's integrativeness construct with *International Posture*, which is a potentially more appropriate affective construct in the Japanese EFL context. Yashima defined *International Posture* as an affective variable that young Japanese adults and adolescents have. However, it is not yet clear whether

elementary school students develop *International Posture* through international understanding lessons. The second affective variable is *Self-esteem*. Many researchers have focused on either gender or major/minority group differences or ordinary and mentally deranged children's differences. To my knowledge, however, no researcher has attempted to measure *Self-esteem* as part of an academic program evaluation in Japan. Thus, the present study might provide a new perspective on curriculum evaluation in Japanese elementary schools. The third variable is *Collective Self-esteem*, which is the part of self-concept that is influenced by a person's group membership in a community. This idea has mainly been investigated with adults; so, this study might provide insight into how elementary school students develop *Collective Self-esteem*. The development of a self-evaluation form for school-age-children is worthy of careful study.

The third goal of this study is to investigate the role of elementary school teachers in English Activities. In many conferences of English Activities at public school, the importance of elementary school teachers' involvement in the activities has been emphasized. However, it is not yet clear how the teachers' active involvement influences their elementary school students. Therefore, the results of this study will potentially clarify the importance of elementary school teachers' involvement in the activities.

If the results of this study indicate that students who have taken the same international understanding lessons at public elementary school for an extended period develop the affective components described above, it will provide support for maintaining this period in the school curriculum. If it does not, the period should be revised in some ways.

Research Questions

The following research questions are investigated in this study.

1. To what degree will the elementary school students' *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs* positively change over the one-year international understanding program?
2. How will the individual classrooms influence elementary school students' *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs*?
3. What are the characteristic differences in student behavior in classes taught by teachers whose participation in the class is low?
4. What are the characteristic differences in student behavior in classes taught by teachers whose participation in the class is high?

In the next chapter, I discuss the overall methodological approach that I take in order to collect and analyze data.

CHAPTER 3

METHODS

Participants

The participants were 110 fifth and sixth grade elementary school students attending Sakura Elementary School (a pseudonym), which is located in eastern Japan. Sakura Elementary School has two classes in each grade from first to sixth grade for a total of twelve classes. Two students who only completed the first questionnaire and three other students who completed only the second questionnaire were excluded from the study, leaving 105 participants (41 boys and 64 girls). These 105 participants were made up of 44 sixth grade students with one year experience of English Activities in international understanding lessons and 61 fifth grade students who had not experienced English Activities in the international understanding lessons. All of the participants took nine lessons in a one-year international understanding program from May 2006 to January 2007. The first to fourth graders were not provided any regular English Activities in the international understanding lessons, so they did not participate in the present study.

The participants were provided with English Activities in the international understanding lessons that were taught by their homeroom teacher and Japanese college students majoring in Early English Education under Department of English at Ichoo Women's College that was located near the public elementary school. To participate in the international understanding lessons, the college students must be second-, third- or fourth-year students and they must register for either School Internship A (for students who

participate in the international understanding lessons at elementary school first) or School Internship B (for students who participate in the lessons in the previous year), which are both elective courses. Normally, students are involved in the school internship for two years as second- and third-year students. When they participate in the program the first year, they are usually paired with a third-year student and they team teach with an elementary school teacher. The third-year student takes the major role in planning and conducting lessons and the second-year student supports her in the lessons and learns how to organize lessons from her. Then, when she becomes a third-year student, she is the main creator of the international understanding lessons and helps a second-year with the lessons.

Although there was no requirement that the student teachers register for those courses, three professors (including the author) involved with the courses decided who would go to which class based on their academic performances at the college and their personality characteristics at the beginning of the academic year in April. Therefore, some students were not entrusted to teach elementary school students even though they registered for the courses. Those students supported other students who taught the elementary school students in different ways such as making teaching materials and observing their lessons. The two courses are technically separate in terms of registration, but they were held in the same classroom at the college. The School Internship course was made up of 30 90-minute lessons a year. The registered students were divided into three groups and each group was sent to an elementary school. The three groups taught the international understanding lessons nine times on average. They visited the other two elementary schools and observed their classmates' international understanding lesson when

they were not teaching a lesson. The rest of the lessons were held on campus. They listened to explanations about the one-year international understanding curriculum designed by the professors, demonstrated the activities in their lesson plan before visiting the elementary school, received feedback from the professors and classmates, and reviewed their lessons done in the previous week by referring to their videotaped lessons or the Peer- and Self-evaluation Checklists filled out by them and the elementary school teachers.

The relationship between the elementary school teachers and the college students was not the same as that between college students who practice teaching as one of the requirements for receiving an elementary school teaching certificate and the elementary school teachers who supervise them. In this case, the student teachers and the elementary school teachers were equals in the classroom. The college students mainly conducted class activities while the elementary school teachers supported them by supervising the elementary school students during the lessons. The class activities, lesson plans, and teaching materials were made by the college students.

In the last part of the International Understanding Questionnaire for Children (IUQC), open-ended questions were asked in order to gather information from the participants concerning their experiences traveling abroad and studying English. In the first administration of the questionnaire, 31 (29.5%) of the 105 students answered that they had been abroad. Most of them had been outside Japan for sightseeing once or twice from several days to two weeks in one or two countries. No participants had lived outside Japan.

In the second administration of the IUQC, 34 students (32.4%) answered that they had been abroad.

The participants' experience studying English was also investigated on the same part of the questionnaire. In the first administration, 43 students (41.0%) answered that they were studying English; 19 students reported that they were studying English at school, which means that they considered English Activities in the international understanding lesson as English education, and 21 students were studying English either at a *juku* (Japanese cram school) such as *Kumon* (one of the largest cram schools for primary and secondary school students in Japan) or at an English conversation school such as ECC or NOVA. In addition, 11 students reported that they were studying English at home. In the second administration of the questionnaire, 65 students (62.0%) answered that they were studying English; 33 students reported that they were studying English at school, 30 students were studying English either at a *juku* or at an English conversation school, and 18 students were studying English at home.

Instruments

The International Understanding Questionnaire for Children

The author created the International Understanding Questionnaire for Children (IUQC) (see Appendices I and J for the complete description of the instrument) because most of the previous questionnaires introduced above were developed for young adult learners. The IUQC, which was written in Japanese, consisted of three subscales: *International Posture* (22 items), which was made up of revised items from the

International Posture Scale (Yashima, 2002), *Self-esteem* (7 items), which was made up of items from Harter's Perceived Competence Scale for Children (Harter, 1982), and *Collective Self-esteem* (16 items), which was made up of items from the Collective Self-esteem Scale (Luhtanen & Crocker, 1992). Each item on the IUQC was measured with a 4-point Likert scale (1 = *disagree*; 2 = *relatively disagree*; 3 = *relatively agree*; 4 = *agree*). On the last page of the questionnaire, two open-ended questions asked the participants about their experiences concerning going abroad and studying English.

The International Posture Scale

The *International Posture* section of the IUQC was made up of the following four subcategories.

1. Intercultural Friendship Orientation in English Learning: Four items measured the degree to which the respondents study English in order to interact and communicate with members of the second language community. An example item is: I study English because it will allow me to meet and talk with foreigners.
2. Intercultural Approach-Avoidance Tendency: Seven items assessed the participants' tendency to approach or avoid non-Japanese in Japan. An example item is: I want to make friends with foreigners.
3. Interest in International Vocation/Activities: Six items measured the participants' interest in an international career or living overseas. An example item is: I want to live in many countries other than Japan.

4. Interest in Foreign Affairs: Five items measured the participants' interest in international issues. An example is: I often watch world news.

The Self-esteem Scale

The *Self-esteem* subsection of the IUQC was made up of seven items developed from the self-worth subscale of *Harter's Perceived Competence Scale for Children* (Harter, 1982). An example item is: I think that I do great things.

The Collective Self-esteem Scale

The *Collective Self-esteem* section was comprised of the same four subcategories that were on the *Collective Self-esteem Scale* (Luhtanen & Crocker, 1992).

1. Membership Esteem: Four items measured the participants' judgment of their worth as a member of a social group. An example item is: I am a worthwhile member of this class.
2. Private Collective Self-esteem: Four items assessed the participants' personal judgment of how good they perceive the social group to be. An example item is: I'm often glad to be a member of the class.
3. Public Collective Self-esteem: Four items assessed the participants' judgments of how other people evaluate the social group. An example item is: Overall, my class is considered good by members of other classes.

4. Importance to Identity: Four items assessed the importance of each participant's social group membership to their self-concept. An example item is: I like my class because I like myself in this class.

"Social group" was specified as their class in consideration of the participants' cognitive development. In middle and late childhood, children can describe self by referring to social groups and can evaluate themselves in comparison with others (Ruble, 1983; Santrock, 2004). Thus, they can integrate and synthesize their ethnic/culture-related features by knowing about the social groups that they belong to, a conceptualization that leads to identity formation. Based on this notion, the notion of "social groups" in the original scale was replaced with "my class" or "classmates" because the international understanding program was offered to the students at the class level, where students were often aware of their classmates as a social group. In addition, by asking students about a social group that they are familiar with rather than asking about "social groups" in general, the questions were expected to be easier for them to answer.

Teachers' Class Participation

Checklist for Teachers' Participation in English Activities

In order to assess the degree to which the homeroom teacher participated in the lessons, I made the Checklist for Teachers' Participation in English Activities (see Appendix K for a complete description of the list). After the international understanding lessons ended, I interviewed the college students who team taught English Activities with the elementary school teachers. During the interview, they answered ten questions on the

Checklist based on their elementary school teacher's performance and behavior in the international understanding lessons as well as outside the lessons. There were ten questions about elementary school teachers on the checklist and each teacher was categorized as a supportive teacher, a neutral teacher, or a non-supportive teacher based on the total number of points (17 points maximum) they were awarded. Teachers with more than 15 points were categorized as supportive teachers, teachers with 6 to 14 points were categorized as neutral teachers, and teachers with less than five points were categorized as non-supportive teachers. These ten questions were based on the distinctive characteristics of the elementary school teachers who supportively conducted English Activities with college students. The characteristics were identified by Mitsuo and Yamaga (2004). The responses to these questions supplemented the data gathered with the questionnaire and class observations.

Peer- and Self-evaluation Checklist

The Peer- and Self-evaluation Checklist (see Appendices L & M for complete descriptions of the list and its translation), which was also used to check the elementary school teachers' degree of class participation, was completed by college student participants (peers) and the elementary school teachers themselves. The evaluation checklist was designed by Mitsuo and Yamaga (2004) with two goals in mind. The first was for the elementary school teachers to evaluate the college students' performance in the lesson and the second was for the college students to self-check whether they cooperated with the elementary school teacher when conducting the lesson. The checklist was

composed of two sections. The first part became a self-evaluation when completed by the college students and a peer-evaluation when completed by the elementary school teachers. The second part was a self-evaluation of team teaching that was filled out by both the college students and elementary school teachers. In the second part, one question asked how the elementary school teacher performed in the lesson. This question had four choices; (a) the teacher team taught with the college students, (b) the teacher participated in the lesson as one elementary school student; (c) the teacher took care of problematic or restless students, and (d) *other*, which had a blank where the respondent could explain what the teacher had done in the lesson.

Classroom Observation and Interviews

In addition to the Checklist for Teachers' Participation in English Activities and Peer- and Self-evaluation Checklist, class observations were also conducted by the researcher or her colleagues in order to categorize the four homeroom teachers as a supportive teacher, a neutral teacher, or a non-supportive teacher. In addition, two out of nine lessons were videotaped and subsequently analyzed. The elementary school teachers' performance and elementary school students' responses to their performance were the focus of the analysis. Therefore, based on the results of the Checklist for Teachers' Participation in English Activities and their responses to the Peer- and Self-evaluation Checklist, each elementary school teacher was interviewed about their classroom performance and elementary school students' responses in the lessons. The college students who managed the classes with the four elementary school teachers were also

interviewed about the elementary school teachers' class participation in order to confirm whether the elementary school teachers' self-evaluation about their performance in the interviews would match the college students' evaluation of the elementary school teachers' performance.

Procedures

The IUQC was first administered to the elementary school student participants in the four classrooms at the end of May 2006. Under each homeroom teacher's instruction, the participants filled out the questionnaire in 30 minutes. They were told not to spend too much time answering each question, to ask the homeroom teachers a question when they did not understand the meaning of it, and to leave an item blank when they could not choose one number to answer the question. All the instructions were given in Japanese. After the first administration, the participants experienced English Activities in nine international understanding lessons throughout the academic year. The second administration took place approximately eight months after the first administration during the first week of February 2007 and was conducted using the same procedures as in the first administration.

In order to validate the students' responses to the questionnaire, four elementary school teachers and the college students in each class were interviewed. The four classes were also observed and audio taped twice (out of nine lessons) at random to confirm how the elementary school students participated in the class activities. The results of the class observations were compared with the information gained from the elementary school

teachers' and the college students' interviews; thus, these interviews and classroom observations provided a degree of data triangulation.

International Understanding Lessons

Nine international understanding lessons focusing on English Activities were team taught by the elementary school teachers and the college students. At Sakura Elementary School, under the School Education Law shown in Appendix A, 110 hours of Period for Integrated Study were offered to the fifth and sixth grade students. Only nine lessons out of the 110 hours were based on English Activities related to international understanding in the 2006 school year. The remaining hours were spent preparing the elementary school students for their school trip to Nikko, a famous sightseeing spot in eastern Japan. The fifth and sixth graders self-studied scenic spots and historical places in Nikko in groups, presented what they studied to the other students, and made their own guidebook. They also visited Kamakura to prepare for their Nikko trip. The sixth graders took the fifth graders on a tour around Kamakura. After the school trip was completed, the fifth grade students considered what they wanted to achieve before becoming a sixth grader and the six grade students considered it before graduation. For example, some students practiced Chinese characters that they remembered incorrectly or that they could not remember the stroke order for while others made a bag for their gym clothes. The 101 hours were taught by the homeroom teachers.

In the international understanding portions of the curriculum, when the sixth graders were in the fifth grade in 2005, they chose one nation that they were interested in and

investigated the country's staple foods and popular sweets, cooked them, and shared them with their classmates. Those classes were instructed by the elementary school teachers, and no ALTs or guest speakers took part in the classes.

CHAPTER 4

PRELIMINARY ANALYSES

The primary purpose of this chapter is to describe the process by which the dimensionality of the IUQC was determined. This took place in two stages. First, the data were subjected to a factor analysis and second, the questionnaire items were further analyzed with a Rasch PCA of item residuals. After determining the dimensionality of the IUQC, the functioning of the rating scale for each construct was analyzed, item fit to the Rasch model was reinvestigated, item-person maps for each construct were examined, and the ordering of the items on the maps was explained. A final determination was made concerning which items would be included in the analyses. Finally, the treatment of the data for two-way mixed ANOVA analyses is described at the end of the chapter.

Factor Analysis of the First Administration of the IUQC

A principal components analysis was conducted to determine the factor loadings of the 45 items that made up the nine subscales of the three hypothesized affective constructs (*International Posture*, *Self-esteem*, and *Collective Self-esteem*). Prior to analyzing that data, the assumptions of the analysis were checked. In the first administration, because missing cases made up only 1.03% of the data (49 cells out of 4,725 cells), the missing cells were eliminated from the data set (Tabachnick & Fidell, 2001, p. 59). No univariate or multivariate outliers were found. Principal components extraction was performed through SPSS FACTOR on 45 items from the IUQC for a sample of 105 elementary

school students to estimate the number of factors, absence of multicollinearity, and factorability of the correlation matrices. The principal components extraction was selected as an initial tool for factor analysis because the IUQC was newly developed for this study. At this point, 12 components had eigenvalues above 1.0.

Next, a factor analysis using maximum likelihood extraction with promax rotation was conducted. Seven factors that accounted for 48% of the variance were extracted. Oblique rotation was chosen because two affective constructs, *Self-esteem* and *Collective Self-esteem* measured by the IUQC were theorized to be closely related to each other (Luhtanen & Crocker, 1992; Tajfel & Turner, 1979). When oblique rotation using promax rotation with Kaiser normalization was requested, Factors 2 and 5 correlated at .44 as shown in Table 6.

Table 6. *Factor Correlation Matrix (First Administration)*

Factor	1	2	3	4	5	6	7
1. International Posture	--	.19	.29	.30	.21	.06	.20
2. Self-esteem		--	.28	-.10	.44	.03	.09
3. Private Collective Self-esteem			--	-.20	.29	.05	-.11
4. Interest in Foreign Affairs				--	-.10	-.11	.20
5. Private and Public Collective Self-esteem					--	.17	.14
6. International Knowledge and Self						--	-.07
7. Negative Membership Esteem							--

Note. Extraction method: Maximum likelihood. Rotation method: Promax with Kaiser normalization.

The loadings of the variables on factors are shown in Table 7. Factor 1 obtained loadings greater than ±.40 from 15 items and was defined as *International Posture*. The 15 items belonged to the three subcategories of the *International Posture* subscale:

Intercultural Friendship Orientation in English Learning (IF), I*ntergroup Approach-Avoidance Tendency* (IAAT), and *Interest in International Vocation/Activities* (INTVA). Factor 1 also received loadings between ±.30 and ±.40 from three other items. Two items were part of the *Interest in Foreign Affairs* (IFA 1) and *Interest in International Vocation/Abilities* (INTVA 5) subcategories of the *International Posture* subscale and one item was from the *Membership Esteem* subcategory (Member 3) of the *Collective Self-esteem* subscale.

Factor 2 obtained loadings greater than ±.40 from six items and was defined as *Self-esteem*. The five items of the *Self-esteem* (SE) subscale loaded on this factor and the sixth item belonged to the *Importance to Identity* subcategory (Identity 1) of the *Collective Self-esteem* subscale.

Factor 3 obtained loadings greater than ±.40 from four items and was defined as *Private Collective Self-esteem*. Three items of the *Private Collective Self-esteem* (Private) subcategory loaded on this factor. In addition, one item from the *Importance to Identity* subcategory (Identity 2) loaded on this factor strongly at .68. Thus, all four items were considered measures of the *Collective Self-esteem* subscale.

Four items loaded on Factor 4, which was defined as *Interest in Foreign Affairs*. Four of the five items from the *Interest in Foreign Affairs* (IFA) subcategory loaded strongly on this factor. The last item of the *Interest in Foreign Affairs* subcategory (IFA 1) loaded weakly on this factor at .37.

Factor 5 obtained loadings greater than ±.40 from three items and was defined as *Private and Public Collective Self-esteem*. Two of the three items belonged to the *Public*

Collective Self-esteem subcategory (Public 1 and Public 3), while the last item belonged to the *Private Collective Self-esteem* (Private 3). Factor 5 also received loadings between ±.30 and ±.40 from four items. Two of the three items belonged to the *Membership Esteem* subcategory (Member 1 and Member 2), one belonged to *Public Collective Self-esteem* subcategory (Public 4), and the other item belonged to the *Private Collective Self-esteem* subcategory (Private 4). However, the last item also loaded on Factor 3 at .51.

Factor 6 obtained loadings greater than ±.40 from three items and was defined as *International Knowledge and Self*. One item was from the *Intercultural Friendship Orientation in English Learning* subcategory (IF 2), another item was from the *Interest in International Vocation/Activities* subcategory (INTVA 1), and the other item was from the *Self-esteem* subscale (SE 7). Factor 6 also received loadings between ±.30 and ±.40 from three items. Two of the three items also belonged to the *Intergroup Approach-Avoidance Tendency* subcategory (IAAT 2 and IAAT 6), and the other item belonged to the *Self-esteem* subscale (SE 6).

Three items loaded on Factor 7 strongly. Two of the three items belonged to the *Membership Esteem* subcategory (Member 2 and Member 4) and the other item was from the *Intercultural Friendship Orientation in English Learning* subcategory (IF 1). This item also loaded on Factor 1 at .43. This factor was labeled as *Negative Membership Esteem*.

The results of the factor analysis indicated that *International Posture*, *Self-esteem*, and *Collective Self-esteem* were recognized as distinct affective constructs by the participants. However, the nine subcategories that made up the three primary affective constructs were categorized differently from those originally extracted from the young

Table 7. *Pattern Matrix (First Administration)*

Item	Factor loading							h^2
	1	2	3	4	5	6	7	
IAAT3. I would talk to an international student if there were one at school.	**.77**	.06	-.14	-.03	-.29	.02	-.27	.53
IF4. I study English because I'd like to have friends who are foreigners.	**.73**	-.02	-.06	-.06	.08	-.06	.25	.66
IAAT1. I want to make friends with foreigners.	**.67**	.08	-.03	.01	.07	-.13	.14	.57
IAAT4. I would be happy if a friend from abroad stayed in my house for a couple of nights.	**.66**	.02	-.07	-.10	.01	-.12	-.09	.45
IAAT5. I want to be kind to foreigners living in the neighborhood.	**.66**	.16	-.05	.02	-.06	.01	-.02	.46
INTVA6. I'd rather avoid the kind of work that sends me overseas frequently.	**.63**	.11	-.02	-.01	.20	-.09	-.24	.53
IAAT7. I would help a foreigner having trouble communicating in a restaurant or station.	**.58**	.03	.06	.00	.15	.20	-.14	.48
IF1. I study English because it will allow me to meet and talk with foreigners.	**.56**	-.07	.02	-.08	-.09	.05	**.43**	.56
IAAT6. I would feel somewhat uncomfortable if a foreigner moved in next door.	**.54**	-.09	.13	-.22	-.14	-.**40**	-.02	.46
INTVA2. I want to live in many countries other than Japan.	**.52**	.10	-.09	-.05	.20	-.13	.20	.46
INTVA4. I'm interested in volunteering abroad.	**.49**	-.23	.07	.10	-.02	.03	.13	.35
IAAT2. I try to avoid talking with foreigners if I can.	**.46**	.01	.14	-.02	.04	-.35	-.01	.38
IF3. I study English because I'd like to work with foreigners.	**.41**	-.08	-.10	.18	.23	.20	.35	.58
INTVA3. I want to work where people from other countries work.	**.40**	.02	.02	.23	.26	-.11	.07	.42
SE5. I am a very good person.	-.03	**.89**	.06	.03	.01	.00	.01	.86
SE4. I am sure that I always do the right thing.	-.02	**.83**	.06	.07	-.07	-.09	.11	.68
SE3. I think that I do great things.	.15	**.83**	.03	.10	-.15	.08	-.04	.74
SE1. I don't have a lot of confidence.	.02	**.73**	-.11	.13	-.11	.05	.11	.47
Identity1. I like my class because I like myself in this class.	.12	**.55**	-.03	-.18	.23	.04	.00	.55
SE2. I am very satisfied with the way I am.	.15	**.41**	.03	-.31	.02	.33	.00	.48
Private1. I don't like being in this class.	-.09	-.05	**.92**	.09	.01	-.01	.14	.78
Private2. I'm often glad to be a member of the class.	.00	.06	**.80**	.02	-.02	.16	.01	.70
Identity2. I do not like my class because I don't like myself in this class.	.01	.11	**.68**	-.24	-.09	-.07	.25	.61
Private4. Overall, I feel satisfied with the class.	.09	-.05	**.51**	-.02	.**40**	.21	-.11	.65

Table 7 (continues)

Table 7 (continued))

Item	Factor loading							h^2
	1	2	3	4	5	6	7	
IFA4. I often talk about world news with my family.	-.13	.11	.04	**.82**	-.01	.01	-.01	.62
IFA3. I often read situations and events about foreign countries in newspapers and books.	.16	-.06	.11	**.73**	-.11	-.16	-.02	.69
IFA5. I often talk about world news with my friends.	-.01	.03	-.07	**.69**	.03	.12	-.14	.58
IFA2. I often check websites about world news.	-.01	.08	-.03	**.57**	.06	-.21	.02	.50
Public1. Overall, my class is considered good by members of other classes.	-.14	.00	.04	-.03	**.79**	-.08	.03	.66
Public3. In general, people in other classes admire my class.	.12	-.14	-.09	-.03	**.66**	-.02	-.07	.38
Private3. Overall, I often feel that the class is great.	.14	.06	.21	.11	**.52**	.07	-.19	.50
INTVA1. I want to live in my hometown when I grow up.	.25	-.10	-.21	.04	.22	**-.59**	-.04	.45
IF2. I study English because it will allow me to get to know various cultures and peoples.	**.48**	-.05	-.08	.06	-.08	**.49**	.24	.57
SE7. I would like to stay the same as I am now.	.07	-.03	.00	-.23	.16	**.45**	-.08	.35
Member2. I don't think I have much to offer to my classmates.	.09	.08	.19	-.02	-.36	.14	**.64**	.44
Member4. I don't think I'm valuable to the class.	-.06	.13	-.01	-.11	.18	-.13	**.56**	.45
INTVA5. I don't think what's happening overseas has much to do with my daily life.	.38	-.08	.21	.10	-.25	-.16	-.08	.38
IFA1. I often watch world news.	.32	.08	.01	.37	-.03	-.12	-.10	.34
SE6. I wish I could have another way of life.	-.13	-.11	.17	-.27	.02	.30	-.09	.33
Member1. I am a worthwhile member of this class.	.02	.02	.16	-.02	.34	-.18	.23	.28
Member3. I am an active participant in the class.	.37	-.09	.27	.16	-.02	.14	.07	.67
Public2. Most people consider my class to be not as good as other classes.	-.19	.28	.28	.10	.26	-.11	-.01	.32
Public4. In general, my class is unpopular with other classes.	-.01	-.08	.38	.02	.30	.08	-.11	.31
Identity3. I feel happy when good things happen in my class.	.29	.00	.29	.01	-.12	.01	-.26	.41
Identity4. I feel bad when bad things happen in my class.	-.26	.32	-.14	.07	.01	.09	.13	.37

Note 1. CSE = Collective Self-esteem; IAAT = Intergroup Approach-Avoidance Tendency; Identity = Importance to Identity; IF = Intercultural Friendship Orientation in English Learning; IFA = Interest in Foreign Affairs; INTVA = Interest in International Vocation/Activities; IP = International Posture; Member = Membership Esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; SE = Self-esteem.
Note 2. Loadings greater than ±.40 are bolded.

adult participants in previous studies (Luhtanen & Crocker, 1992; Tajfel & Turner, 1979; Yashima, 2002). First of all, the items of the *Intercultural Friendship Orientation in English Learning*, the *Intergroup Approach-Avoidance Tendency*, and the *Interest in International Vocation/Activities* subcategories loaded together on Factor 1 rather than on three factors as originally hypothesized. Factor 4, *Interest in Foreign Affairs*, was extracted from the *International Posture* subscale; thus, *Interest in Foreign Affairs* appeared to be a different affective construct from part of the original *International Posture* construct for the young participants.

Second, the emergence of Factor 2, *Self-esteem*, indicated that the participants had an image of themselves that was similar to young learners in previous studies (Harter, 1982; Rosenberg, 1965, 1979; Sakurai, 1983).

Third, Factor 3 was labeled *Private Collective Self-esteem* and Factor 7 was labeled *Negative Membership Esteem*. In addition, Factor 5 was made up of a mixture of the items designed to measure the *Private* and *Public Self-esteem* subcategories. This fact indicates that even at this age, their views of social groups already overlap with adult views to some extent (Watanabe, 1994). Overall, it can be concluded that the elementary school participants could recognize the three subcategories of the *Collective Self-esteem* subscale: *Membership Esteem*, *Private Self-esteem*, and *Public Collective Self-esteem*. Unlike these subcategories, the items designed to measure *Importance to Identity* loaded on several factors.

Factor Analysis of the Second Administration of the IUQC

In the second administration, 0.93% cases were missing (44 out of 4,725). A principal components extraction was performed through SPSS FACTOR on 45 items from the IUQC for a sample of 105 elementary school students in order to estimate the number of factors, absence of multicollinearity, and factorability of the correlation matrices. When the principal components extraction was conducted, there were 12 factors whose initial eigenvalues were greater than 1.0.

Next, a factor analysis using maximum likelihood extraction with promax rotation was conducted. Six factors, which accounted for 48% of the variance, were extracted. When oblique rotation using promax rotation with Kaiser normalization was requested, no fair correlations (Comrey & Lee, 1992) were identified from 14 pairs of six factors.

The loadings of the variables on factors are shown in Table 8. Factor 1 obtained loadings greater than ±.40 from 14 items and was defined as *International Posture*. Thirteen of these items belonged to the three subcategories (i.e., *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, and *Interest in International Vocation/Activities*) that made up the *International Posture* subscale. One item from the *Self-esteem* subscale (SE 6) loaded highly and negatively at -.58.

Factor 2 received loadings greater than ±.40 from ten items and was defined as *Collective Self-esteem*. Three items from the *Private Collective Self-esteem* subcategory, two items from the *Public Collective Self-esteem* subcategory, two items from the *Membership Esteem* subcategory, one item from the *Importance to Identity* subcategory of the *Collective Self-esteem* subscale, and two items from the *Self-esteem* subscale loaded

strongly on this factor. However, three out of the ten items (SE 6, Identity 2, and Public 3) also loaded on another factor at above .40.

Factor 3 obtained loadings greater than ±.40 from six items and was labeled as *Self-esteem*. Five items from the *Self-esteem* subscale and one item from the *Importance to Identity* subcategory loaded on this factor.

Seven items loaded on Factor 4, which was labeled *Interest in Foreign Affairs*. All five items of the *Interest in Foreign Affairs* subcategory loaded strongly on this factor and two items (IF 2 and INTVA 5) of the *International Posture* subscale loaded on this factor.

Factor 5 received loadings greater than ±.40 from five items and was defined as *Negative Attitudes toward Self and Class*. One item from each of the following subcategories loaded on this factor: the *Intergroup Approach-Avoidance Tendency* subcategory, the *Private Collective Self-esteem* subcategory, the *Public Collective Self-esteem* subcategory, and the *Importance to Identity* subcategory. One more item under this subcategory (Identity 2) also loaded this factor at .44, but this item loaded on Factor 2 at the same value.

Factor 6 obtained high loadings from three items and was defined as *Negative Membership Esteem*. Two items were from the *Membership Esteem* subcategory and the third item was from the *Public Collective Self-esteem* subcategory (Public 3). This item also loaded on Factor 2 at .42.

Summary of Results

The results of the two factor analyses indicated that there were both similarities and differences between the first and second administrations of the IUQC. An *International Posture* factor was found for both administrations. The same 13 items consistently loaded

Table 8. *Pattern Matrix (Second Administration)*

Item	Factor loading						h^2
	1	2	3	4	5	6	
IF4. I study English because I'd like to have friends who are foreigners.	**.82**	.21	-.06	-.10	.00	-.02	.73
IF1. I study English because it will allow me to meet and talk with foreigners.	**.75**	.11	-.08	.01	-.14	.14	.63
INTVA3. I want to work where people from other countries work.	**.75**	.00	.00	.12	.06	-.02	.64
IAAT4. I would be happy if a friend from abroad stayed in my house for a couple of nights.	**.70**	-.04	-.01	-.19	.31	.07	.61
INTVA2. I want to live in many countries other than Japan.	**.69**	.00	.05	.13	-.16	-.13	.54
IAAT1. I want to make friends with foreigners.	**.68**	.13	-.08	-.11	.08	-.05	.48
INTVA4. I'm interested in volunteering abroad.	**.60**	-.10	.06	.23	-.06	.08	.49
IAAT5. I want to be kind to foreigners living in the neighborhood.	**.59**	.10	.05	-.19	.09	.25	.51
SE6. I wish I could have another way of life.	**-.58**	**.45**	.06	.10	.29	-.13	.41
IF3. I study English because I'd like to work with foreigners.	**.57**	.23	-.02	.09	-.06	.08	.52
IAAT7. I would help a foreigner having trouble communicating in a restaurant or station.	**.53**	-.07	.31	-.07	.09	-.17	.47
IAAT3. I would talk to an international student if there were one at school.	**.48**	-.13	.20	.05	.03	-.03	.31
INTVA6. I'd rather avoid the kind of work that sends me overseas frequently.	**.41**	.05	-.21	.25	.25	-.21	.38
IAAT2. I try to avoid talking with foreigners if I can.	**.41**	-.17	.04	.18	-.04	-.04	.21
Private3. Overall, I often feel that the class is great.	.21	**.76**	-.01	-.10	.05	-.19	.63
Private4. Overall, I feel satisfied with the class.	.19	**.64**	.09	-.18	.19	-.02	.61
Member3. I am an active participant in the class.	.07	**.62**	.09	.05	-.01	-.13	.45
Private2. I'm often glad to be a member of the class.	.03	**.55**	-.02	-.11	.31	.15	.47
Public3. In general, people in other classes admire my class.	.17	**.49**	-.16	.24	-.14	**.42**	.78
Public1. Overall, my class is considered good by members of other classes.	.01	**.49**	.12	.20	-.07	.13	.48
SE7. I would like to stay the same as I am now.	-.08	**.46**	.18	-.11	.04	-.13	.25

Table 8 (continues)

Table 8 (continued)

Item	Factor loading						h^2
	1	2	3	4	5	6	
Identity2. I do not like my class because I don't like myself in this class.	-.18	**.44**	.05	.11	**.44**	.03	.43
Member1. I am a worthwhile member of this class.	-.06	**.43**	.30	.19	.14	.11	.56
SE5. I am a very good person.	.01	.10	**.83**	.00	.00	-.07	.74
SE4. I am sure that I always do the right thing.	.10	.00	**.77**	.04	-.12	.15	.72
SE1. I don't have a lot of confidence.	.09	.08	**.68**	-.13	-.19	-.01	.50
SE3. I think that I do great things.	.10	.04	**.66**	.13	.00	.04	.60
Identity1. I like my class because I like myself in this class.	-.14	.19	**.51**	.00	-.06	.02	.33
SE2. I am very satisfied with the way I am.	-.05	.36	**.42**	-.30	-.05	-.22	.37
IFA3. I often read situations and events about foreign countries in newspapers and books.	.04	.02	-.05	**.79**	-.01	-.17	.60
IFA2. I often check websites about world news.	-.01	-.06	-.05	**.71**	-.03	-.02	.47
IFA4. I often talk about world news with my family.	.07	.04	-.06	**.65**	.08	.05	.47
IFA5. I often talk about world news with my friends.	-.15	.14	.03	**.58**	-.21	.23	.56
INTVA5. I don't think what's happening overseas has much to do with my daily life.	.02	-.24	.02	**.52**	.38	.04	.38
IFA1. I often watch world news.	.27	.03	.12	**.46**	-.09	-.06	.41
IF2. I study English because it will allow me to get to know various cultures and peoples.	.35	.08	.08	**.41**	.00	-.18	.43
Identity3. I feel happy when good things happen in my class.	.00	.25	-.17	.12	**.63**	-.02	.44
Private1. I don't like being in this class.	-.07	.13	-.08	-.10	**.61**	.30	.42
IAAT6. I would feel somewhat uncomfortable if a foreigner moved in next door.	.35	-.16	-.06	-.11	**.51**	.13	.40
Public4. In general, my class is unpopular with other classes.	-.02	.19	-.06	-.01	**.48**	.01	.26
Member2. I don't think I have much to offer to my classmates.	.00	-.14	-.02	-.08	.18	**.77**	.52
Member4. I don't think I'm valuable to the class.	-.02	-.18	.35	.10	.36	**.60**	.64
INTVA1. I want to live in my hometown when I grow up.	-.05	-.06	-.20	.20	.09	.00	.07
Public2. Most people consider my class not as good as other classes.	-.12	.34	.03	.17	.09	-.08	.16
Identity4. I feel bad when bad things happen in my class.	-.21	-.09	.03	-.34	-.16	.35	.35

Note 1. CSE = Collective Self-esteem; IAAT = Intergroup Approach-Avoidance Tendency; Identity = Importance to Identity; IF = Intercultural Friendship Orientation in English Learning; IFA = Interest in Foreign Affairs; INTVA = Interest in International Vocation/Activities; IP = International Posture; Member = Membership Esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; SE = Self-esteem.
Note 2. Loadings greater than ±.40 are bolded.

on this factor from the three subcategories of the *International Posture* subscale: *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, and *Interest in International Vocation/Activities*. An *Interest in Foreign Affairs* factor was also identified at both administrations. This factor was composed of the same five items from the *Interest in Foreign Affairs* subcategory of the *International Posture* subscale. In addition to the five items, two items from both the *Interest in International Vocation/Activities* and *Intercultural Friendship Orientation in English Learning* subcategories loaded on this factor in the second administration. Overall, the four subcategories of the *International Posture* subscale were accounted for by these two factors.

A *Self-esteem* factor was identified in both the first and second administrations. The six items that consistently loaded on this factor were five items from the *Self-esteem* subscale and one item from the *Importance to Identity subcategory*.

The items on the *Collective Self-esteem* subscale performed differently during the two administrations. The items were generally divided into two factors: In the first administration, five items (Private 1, Private 2, Private 4, Public 4, and Identity 2) loaded on a *Private Collective Self-esteem* factor and four items (Member 1, Private 3, Public 1, and Public 3) loaded on a *Private and Public Collective Self-esteem* factor. At the second administration, most of these items (Member 1, Private 2, Private 3, Private 4, Public 1, Public 3, and Identity 2) loaded on the *Collective Self-esteem* factor. The rest of the items (Private 1 and Public 4) loaded on the *Negative Attitudes toward Self and Class*. Overall,

the items on the *Collective Self-esteem* subscale seem to have been composed of two groups; however, the groupings were inconsistent in the two analyses.

Although a *Negative Membership Esteem* factor was identified in both administrations, only two items, Member 2 and Member 4 from the *Membership Esteem* subcategory consistently loaded on this factor.

To summarize, the elementary school participants recognized the three affective constructs, *International Posture*, *Self-esteem*, and *Collective Self-esteem* at both administrations of the IUQC, prior to and after the one-year international understanding program. However, unlike adults, the nine subcategories of the three affective constructs above did not appear as separate factors in the factor analyses. *International Posture* was originally subcategorized into four parts (Yashima, 2002); but the items designed to measure three of the subcategories, *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, and *Interest in International Vocation/Activities*, loaded on a single factor, while *Interest in Foreign Affairs* formed a separate factor. The elementary school participants conceptualized *Self-esteem* as one factor in previous studies (Harter, 1982; Rosenberg, 1965, 1979; Sakurai, 1983). The factor analysis results also validated the results of those studies. *Collective Self-esteem* was originally conceptualized as forming four subcategories (Luhtanen & Crocker, 1992), but a two-factor solution was found at the IUQC administrations regarding the items from the three subcategories of *Membership Esteem*, *Private Collective Self-esteem*, and *Public Collective Self-esteem*. In addition, the items from the *Importance of Identity* subcategory were unstable in terms of their factor loadings.

One more important point concerning the *Collective Self-esteem* subscale is that the items that made up the subscale did not overlap the items of the *Self-esteem* subscale except for Item SE 7. Even though the participants did not differentiate the items in the *Collective Self-esteem* subscale as clearly as adults did (Luhtanen & Crocker, 1992; Tajfel & Turner; 1979), both affective constructs, *Self-esteem* and *Collective Self-esteem*, appeared to be distinct constructs in this study. The results of the factor analyses for the two administrations are summarized in Table 9.

Table 9. *A Comparison of Factors Extracted in the First and Second Administrations of the IUQC*

Factor	First Administration	Number of High Loadings	Second Administration	Number of High Loadings
1	International Posture	15	International Posture	14
2	Self-esteem	6	Collective Self-esteem	9
3	Private Collective Self-esteem	4	Self-esteem	6
4	Interest in Foreign Affairs	4	Interest in Foreign Affairs	7
5	Private and Public Collective Self-esteem	3	Negative Attitudes toward Self and Class	5
6	International Knowledge and Self	3	Negative Membership Esteem	3
7	Negative Membership Esteem	3		

In the next section, seven factors, two groups of the *International Posture* subscale (1. *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, and *Interest in International Vocation/Activities*, 2. *Interest in Foreign Affairs*), the *Self-esteem* subscale, and the four problematic subcategories of the

Collective Self-esteem subscale (1. *Membership Self-esteem*, 2. *Private Collective Self-esteem*, and 3. *Public Collective Self-esteem*, and 4. *Importance to Identity*) are analyzed using the Rasch rating scale model.

The Rasch Rating-Scale Model

The Rasch model was selected as the psychometric model of choice for this study for a number of reasons. First of all, it was conceptualized that the subcategories of the IUQC should be unidimensional. The aim was to summarize all the useful information of the individual subcategories with two estimates of person ability for each subcategory. Second, the Rasch model was used to investigate whether the 4-point rating scale of the IUQC worked efficiently. Third, the Rasch model was used to create a short scale without significant loss of the comparability of the measures. Therefore, the Rasch measurement model was employed using Winsteps version 3.63.0 (Linacre, 2007). Because all items use a common rating scale, the Rasch rating scale model was used for the analyses. The formula for the Rasch rating scale is:

$$\ln \frac{P_{nij}}{P_{ni(j\text{-}1)}} = B_n - D_i - F_i$$

where

P_{nij}	is the probability of respondent n scoring in category j of item i,
$P_{ni(j-1)}$	is the probability of respondent n scoring in category j-1 of item
B_n	is the person measure of respondent n,
D_i	is the difficulty of item i, and
F_j	is the difficulty of category step j.

Rating scale categories are ordered steps on the measurement scale. Completing the j^{th} step can be thought of as choosing the j^{th} alternative over the j-1 category in response to the item. In this analysis of the IUQC, the full rating scale was examined. It consists of three steps: from 1 to 2, from 2 to 3, and from 3 to 4 using the rating scale as follows: 1 = *disagree*, 2 = *relatively disagree*, 3 = *relatively agree*, 4 = *agree*. According to the Rasch model, across all persons and all items, the probability of responding to each ascending step should increase as one goes up the measurement scale. Rasch analysis places persons (B*n*) and items (D*i*) on the same measurement scale where the unit of measurement is the logit (logarithm of odds unit). In addition, here, the term "construct" is used to describe components that were extracted with Rasch analysis as "factor" is used to describe those that were extracted using factor analysis.

Procedures of Rasch-based Item Analyses

In this study, the participants were measured in the same frame of reference (IUQC) at Trial 1 and Trial 2 (in the beginning and the end of the international understanding program). My interest was the students' change from Trial 1 to Trial 2. However, the functioning of test items and rating scale may also change across administrations (Wright, 1996, p. 1). One way to address this issue is by stacking the data, which involves placing Trial 1 and Trial 2 data together vertically. In this way, the rating scale and the items are considered to be unchanged, but the person ability estimates are free to move between Trial 1 and Trial 2. The impact of the intervention on each person can be investigated. This is important given that the focus of this study was to identify affective changes from the

pre- to the posttest. Thus, in this chapter, the Rasch PCA of item residuals, rating scale functioning, item fit, and item-person maps are reported for the Trial 1 and Trial 2 data individually.

Rasch PCA of Item Residuals

The seven factors extracted with the factor analysis were analyzed using a Rasch principal components analysis (PCA) of item residuals to test the unidimensionality of the hypothesized constructs. This analysis was based on the Rasch rating scale model (Andrich, 1978), which is a derivative of the dichotomous Rasch model (Rasch, 1960). The Rasch PCA components of item residuals show contrasts between opposing factors, not loadings on one factor, which is a critical difference from a usual factor analysis.

Factor 1: International Posture

This factor was made up of 13 items from three subcategories: *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, and *Interest in International Vocation/Activities*. A Rasch PCA of item residuals was conducted for the 17 original items that made up these three subcategories. The variance explained by the Rasch measures for the data gathered at the first administration was 57.2%, which was slightly less than the acceptable value, 60% (Linacre, 2006). The first residual contrast accounted for 6.3% of the variance, which was somewhat above the 3% criterion proposed by Linacre (2006). The item separation of the 17 items was 6.78. Separation is the ratio of the item adjusted standard deviation, the true standard deviation

to the root-mean-square standard error (RMSE), the error standard deviation. In other words, it is the ratio of true variance to error variance (Fisher, 1936).

As shown in Table 10, three of the *Intercultural Friendship Orientation in English Learning* items (IF 3, IF 4, and IF 2) had positive residual loadings above .40, while Item IF 1's loading was close to the .40 criterion, at .36. These high loadings suggested that the

Table 10. *Rasch Principal Component Analysis of Standardized Residual Correlations for the International Posture Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
IF 3	.67	.47	.88	.89
IF 4	.45	-.55	.75	.70
IF 2	.40	-.21	.96	1.00
IAAT 1	.36	-.76	.88	.82
IF 1	.36	-.30	.80	.87
INTVA 4	.32	.64	1.02	1.01
INTVA 3	.26	1.06	.67	.63
INTVA 2	.25	-.14	1.20	1.09
IAAT 4	.13	.24	1.04	1.05
IAAT 5	.06	-1.02	.67	.72
INTVA 6	-.18	.42	.93	.91
IAAT 7	-.21	.24	.84	.83
IAAT 3	-.35	-.76	1.06	1.06
INTVA 1	-.37	1.34	1.64	3.69
INTVA 5	-.51	-.04	1.41	1.51
IAAT 6	-.53	-.61	1.08	1.04
IAAT 2	-.56	-.02	1.09	1.15

Note. IAAT = Intergroup Approach-Avoidance Tendency; IF = Intercultural Friendship Orientation in English Learning; INTVA = Interest in International Vocation/Activities.

IF items were measuring a different construct from the rest of the items. When the four IF items were extracted and analyzed once again using Winsteps, 71.0% of the variance was explained by the Rasch model (item separation of the four items was 4.09). This figure was considerably higher than the 57.2% of variance accounted for by the Rasch model when all 17 items were analyzed together. The relatively large amount of variance accounted for by

the Rasch model for the four IF items confirmed that they would be best viewed as measuring a construct separate from the IAAT and INTVA items. When the same 17 items were administered the second time, the variance explained by the Rasch model was 63.6% and item separation was 4.57. The first residual contrast accounted for 5.2% of the variance. As shown in Table 11, once again, three of the IF items had strong positive loadings (IF 4 = .69, IF 1 = .58, IF 3 = .35), while the residual variance of the fourth item

Table 11. *Rasch Principal Component Analysis of Standardized Residual Correlations for the International Posture Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
IF 4	.69	-.38	.68	.62
IF 1	.58	.01	.65	.59
IAAT 1	.47	-.85	.90	.76
IF 3	.35	.66	.83	.83
INTVA 2	.26	-.05	1.20	1.03
INTVA 3	.26	.82	.61	.61
IAAT 5	.24	-.81	.71	.64
INTVA 4	.22	.77	.91	.87
IAAT 4	.18	.14	.91	.87
IAAT 7	-.01	.20	.70	.81
IF 2	-.03	.42	.88	.95
IAAT 3	-.13	-.79	.85	.86
INTVA 6	-.18	.43	1.22	1.26
IAAT 6	-.37	-1.13	1.17	1.14
IAAT 2	-.38	-.25	1.20	1.36
INTVA 1	-.55	1.24	2.44	3.99
INTVA 5	-.59	-.42	1.43	1.34

Note. IAAT = Intergroup Approach-Avoidance Tendency; IF = Intercultural Friendship Orientation in English Learning; INTVA = Interest in International Vocation/Activities.

was essentially neutral (IF 2 = -.03). When the four IF items were extracted and analyzed separately, the Rasch model explained 71.4% of the variance (item separation = 4.26). Once again, this represented a considerable improvement when compared with the results obtained by analyzing all 17 items together. The high value of the Rasch component for

the four IF items at the second administration provided further confirmation that the IF items measured a distinct construct.

After extracting the IF items, a PCA of item residuals was run for the remaining 13 items (seven items from the IAAT subcategory and six items from the INTVA subcategory) for the first administration and for the second administration. For the data from the first administration, the Rasch model accounted for 64.4% of the variance, the first residual contrast accounted for 5.8% of the variance, and the item separation of the 13 items was 5.10. While these results were an improvement when compared with the results for all 17 items, the INTVA item residuals tended to have positive loadings, while the IAAT item residuals tended to have negative loadings; this indicated that the INTVA and IAAT items were possibly measuring somewhat different constructs as shown in Table 12.

Table 12. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Intergroup Approach-Avoidance Tendency and Interest in International Vocation/Activities Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
INTVA 2	.63	-.18	1.18	1.07
INTVA 3	.58	1.00	.65	.63
IAAT 1	.42	-.79	.90	.87
INTVA 4	.30	.58	1.08	1.07
IAAT 4	.27	.19	1.00	1.14
INTVA 6	.23	.37	.83	.79
IAAT 5	-.02	-1.04	.67	.76
INTVA 1	-.16	1.28	1.54	2.85
IAAT 7	-.22	.19	.85	.85
IAAT 2	-.42	-.07	.95	.97
IAAT 3	-.44	-.79	1.01	1.00
IAAT 6	-.49	-.64	.97	.88
INTVA 5	-.54	-.08	1.30	1.39

Note. IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities.

In the second administration, 61.3% of the variance was accounted for by the Rasch model, and the first residual contrast accounted for 6.1% of the variance. Item separation was 4.78. However, in this administration, the item residual loadings for the INTVA and IAAT items were clearly differentiated as shown in Table 13; INTVA 1 and INTVA 6 displayed residual loadings above .40, while IAAT 5, IAAT 7, IAAT 3, and IAAT 1had residual loadings below -.40, thus providing a strong indication that they measured different constructs. Because the INTVA and IAAT items formed two distinct constructs, the two sets of items were entered into Winsteps and analyzed separately.

In the analysis of the six INTVA items, the Rasch model accounted for 56.3% of the variance of the items, and first residual contrast accounted for 13.0% of the variance at the first administration. Item separation was 4.07. Items INTVA 5 and INTVA 1 displayed

Table 13. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Intergroup Approach-Avoidance Tendency and Interest in International Vocation/Activities Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
INTVA 1	.72	1.22	2.27	3.35
INTVA 6	.42	.46	1.13	1.15
INTVA 5	.26	-.34	1.28	1.21
INTVA 2	.21	.00	1.13	.99
INTVA 3	.09	.83	.56	.56
INTVA 4	-.17	.79	.85	.83
IAAT 2	-.19	-.18	1.06	1.14
IAAT 4	-.25	.18	.83	.80
IAAT 6	-.25	-1.02	1.04	.97
IAAT 1	-.42	-.76	.95	.79
IAAT 3	-.52	-.70	.73	.72
IAAT 7	-.54	.24	.66	.73
IAAT 5	-.55	-.72	.71	.63

Note. IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities.

positive loadings (INTVA 5 = .74, INTVA 1 = .58), whereas Items INTVA 2, INTVA 3, INTVA 4, and INTVA 6 had negative loadings (INTVA 2 = -.68, INTVA 3 = -.58, INTVA 4 = -.29, INTVA 6 = -.17) as shown in Table 14. In order to clarify whether INTVA was composed of the four items (INTVA 2, INTVA 3, INTVA 4, and INTVA 6) or all six items, the Pearson correlation between the person ability estimates using the four items and then the six items were calculated. The correlation of .90 (disattenuated correlation = 1.53) indicated that person measures were similar whether four or six items were used; thus, all six items were retained as the INTVA items in order to maximize measurement precision.

Table 14. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Interest in International Vocation/Activities Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
INTVA 5	.74	-.59	1.31	1.32
INTVA 1	.58	.80	1.37	1.70
INTVA 6	-.17	-.13	.77	.74
INTVA 4	-.29	.09	1.07	1.09
INTVA 3	-.58	.52	.59	.56
INTVA 2	-.68	-.69	.95	.87

Note. INTVA = Interest in International Vocation/Activities.

The Rasch model accounted for 61.5% of the variance at the second administration. The first residual contrast accounted for 12.3% of the variance. Item separation was 3.88. In the second administration, the residuals for Items INTVA 3, INTVA 2, and INTVA 4 displayed positive loadings (INTVA 3 = .71, INTVA 2 = .64, and INTVA 4 = .52) as shown in Table 15. In order to clarify the number of INTVA items, the Pearson correlation between the person ability estimates using those three items, and all six items were calculated. The correlation was r = .83 (disattenuated correlation = 1.46).

Because the variance in the first residual was considerably larger than the 3.0% criterion at 13.0% at the first administration and 12.3% at the second administration, further analyses were conducted for three sets of items: (a) five INTVA items (INTVA 2, INTVA 3, INTVA 4, INTVA 5, and INTVA 6), (b) another five INTVA items (INTVA 1, INTVA 2, INTVA 3, INTVA 4, and INTVA 5), and (c) four INTVA items (INTVA 2, INTVA 3, INTVA 4, and INTVA 6). These sets were compared with all six items in terms of item separation and variance explained by the measures. INTVA items 1 and 5 were investigated because these two items appeared to differ from the other four items at the first and second administrations as shown in Tables 14 and 15. In addition, these two items displayed inconsistent factor loadings (See Tables 7 and 8).

Table 15. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Interest in International Vocation/Activities Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
INTVA 3	.71	.34	.56	.55
INTVA 2	.64	-.48	.95	.84
INTVA 4	.52	.29	.87	.85
INTVA 6	-.21	-.05	.91	.89
INTVA 5	-.49	-.83	1.18	1.13
INTVA 1	-.68	.72	1.70	2.04

Note. INTVA = Interest in International Vocation/Activities.

For the data from the first administration in Table 16, the four item set (INTVA 2, INTVA 3, INTVA 4, and INTVA 6) was best accounted for by the Rasch measures, which accounted for 70.5% of the variance. This was an improvement over the 56.3% of the variance explained by the Rasch measures for all six items. The first residual contrast accounted for 11.5% of the variance. Regarding item separation, similar values around 4.0

appeared across the three sets other than Set (a) (INTVA 2, INTVA 3, INTVA 4, INTVA 5, and INTVA 6). The results suggested that for the first administration, the four INTVA items best formed the INTVA construct.

Table 16. *A Comparison of Item Separation Indices and Variances Explained by Measures of Four Sets of Interest in International Vocation/Activities Item Components (First Administration)*

	Item Separation	Variance Explained by Measures	Variance in the First Residual Contrast
(a) five INTVA items (2, 3, 4, 5 & 6)	3.58	59.2%	13.5%
(b) five INTVA items (1, 2, 3, 4 & 6)	4.09	63.4%	11.5%
(c) four INTVA items (2, 3, 4 & 6)	4.06	70.5%	11.5%
(d) six INTVA items	4.07	56.3%	13.0%

Note. INTVA = Interest in International Vocation/ Activities.

Table 17 shows the comparison of item separation indices and the variance explained by the Rasch measures of four sets of INTVA item components for the second administration. Once again, the largest amount of variance, 63.8% was explained by the measures for Set (c) (INTVA 2, INTVA 3, INTVA 4, and INTVA 6). The first residual contrast accounted for 14.1% of the variance, which was larger than the 12.3% of the variance accounted for by the first residual contrast for all six items. Item separation showed the lowest value, 3.01, among the four sets. Based on the results obtained at the both administrations, it was concluded that the four INTVA items (INTVA 2, INTVA 3, INTVA 4, and INTVA 6) best represented the INTVA construct.

Finally, the seven IAAT items were analyzed. The Rasch model accounted for 61.8% of the variance at the first administration, and the first residual contrast accounted for 8.5% of the variance. Item separation was 3.78. As shown in Table 18, for the first

Table 17. *A Comparison of Item Separation Indices and Variances Explained by Measures of Four Sets of Interest in International Vocation/Activities Item Components (Second Administration)*

	Item Separation	Variance Explained by Measures	Variance in the First Residual Contrast
(a) five INTVA items (2, 3, 4, 5 & 6)	3.68	61.2%	13.8%
(b) five INTVA items (1, 2, 3, 4 & 6)	3.09	61.0%	14.2%
(c) four INTVA items (2, 3, 4 & 6)	3.01	63.8%	14.1%
(d) six INTVA items	3.88	61.5%	12.3%

Note. INTVA = Interest in International Vocation/ Activities.

administration, the residuals for Items IAAT 2, IAAT 6, and IAAT 7 had positive loadings (IAAT 2 = .75, IAAT 6 = .57, IAAT 7 = .08), while the residuals for Items IAAT 4, IAAT 1, IAAT 5, and IAAT 3 had negative loadings (IAAT 4 = -.51, IAAT 1 = -.50, IAAT 5 = -.37, IAAT 3 = -.09). In order to confirm whether IAAT was made up of the four items IAAT 1, IAAT 3, IAAT 4, and IAAT 5 or seven items, IAAT 1 to IAAT 7, the Pearson correlation between the person ability estimates using the four items and those using all seven items were calculated. The correlation of .87 (disattenuated correlation = 1.58) indicated that person measures were similar whether four or seven items were used; therefore, all seven items were retained as measures of IAAT.

Table 18. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Intergroup Approach-Avoidance Tendency Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
IAAT 2	.75	.43	1.10	1.05
IAAT 6	.57	-.27	.97	.90
IAAT 7	.08	.74	.85	.88
IAAT 3	-.09	-.44	1.02	1.02
IAAT 5	-.37	-.74	.77	.98
IAAT 1	-.50	-.44	1.10	1.15
IAAT 4	-.51	.73	1.11	1.19

Note. IAAT = Intergroup Approach-Avoidance Tendency.

The Rasch model accounted for 64.8% of the variance of the seven IAAT items at the second administration, and the first residual contrast accounted for 8.1% of the variance. Item separation was 3.79. The residuals for Items IAAT 4, IAAT 6, and IAAT 1 had positive loadings (IAAT 4 = .83, IAAT 6 = .48, IAAT 1 = .04), while the residuals for

Table 19. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Intergroup Approach-Avoidance Tendency Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
IAAT 4	.83	.87	1.11	1.07
IAAT 6	.48	-.84	1.16	1.04
IAAT 1	.04	-.48	1.11	.96
IAAT 5	-.10	-.43	.87	.76
IAAT 2	-.32	.33	1.33	1.31
IAAT 7	-.44	.95	.75	.80
IAAT 3	-.63	-.40	.83	.80

Note. IAAT = Intergroup Approach-Avoidance Tendency.

Items IAAT 3, IAAT 7, IAAT 2, and IAAT 5 had negative loadings (IAAT 3 = -.63, IAAT 7 = -.44, IAAT 2 = -.32, IAAT 5 = -.10). The Pearson correlation between the person ability estimates of the four items (IAAT 2, IAAT 3, IAAT 5, and IAAT 7) and all seven items from IAAT 1 to IAAT 7 was .92 (diattenuated correlation = 1.41). Thus, all seven

items were retained as measures of IAAT in order to maximize measurement precision. To summarize, the International Posture factor was divided into three constructs: IF (four items), INTVA (four items), and IAAT (seven items).

Factor 2: Interest in Foreign Affairs

This factor was made up of eight items: the five items of Interest in Foreign Affairs, INTVA 5, and IF 2. Rasch PCA of item residuals and item separation were checked for both administrations for the following three sets of the items in order to investigate the dimensionality of the seven items.

As shown in Table 20, at the first administration, three sets of items, (a) five IFA items (five items), (b) the five IFA items and INTVA 5 (six items), and (c) five IFA items, INTVA 5, and IF 2 (seven items) were compared in terms of item separation and variance explained by measures. The five IFA items showed the highest item separation value, 8.06, and the largest amount variance, 89.9%, was explained by the Rasch measures. The first residual contrast accounted for 3.3% of the variance.

Table 20. *A Comparison of Item Separation Indices and Variances Explained by Measures of Three Sets of Interest in Foreign Affairs Item Components (First Administration)*

	Item Separation	Variance Explained by Measures
(a) five IFA items	8.06	89.9%
(b) five IFA items & INTVA 5	7.82	85.2%
(c) five IFA items, INTVA 5, & IF 2	7.81	81.5%

Note. IF = International Posture; IFA = Interest in Foreign Affairs; INTVA = Interest in International Vocation/ Activities.

The same procedure was adopted with the data for the second administration as shown in Table 21. The three sets of the items, (a), (b), and (c) were compared in terms of item separation and the amount of variance explained by the measures. Once again, the five IFA items showed the highest item separation value, 7.73, and the largest amount of variance, 89.3%, was explained by the Rasch measures. The first residual contrast accounted for 3.9% of the variance. Based on the results obtained at the both administrations, it was concluded that the IFA factor was composed of the five IFA items.

Table 21. *A Comparison of Item Separation Indices and Variances Explained by Measures of Three Sets of Interest in Foreign Affairs Item Components (Second Administration)*

	Item Separation	Variance Explained by Measures
(a) five IFA items	7.73	89.3%
(b) five IFA items & INTVA 5	8.15	86.0%
(c) five IFA items, INTVA 5, & IF 2	7.75	83.1%

Note. IF = International Posture; IFA = Interest in Foreign Affairs; INTVA = Interest in International Vocation/ Activities.

Factor 3: Self-esteem

This factor was made up of seven items: the five items of *Self-esteem* (SE 1 to SE 5), Identity 1, and Identity 4. The core component of this factor was the five SE items. Prior to the analyses of the Rasch PCA of item residuals and item separation, the item statistics of the original seven SE items (SE 1 to SE 7) were calculated for both administrations in order to confirm the degree to which each item contributed to the SE factor. Table 22 shows the item statistics of the seven SE items for the first administration. SE 6 (Outfit

MNSQ = 1.42) and SE 7 (Infit MNSQ = 1.58 and Outfit MNSQ = 2.25) underfit the Rasch model.

Table 23 shows the item statistics of the seven SE items for the second administration. Again, Item SE 6 underfit the Rasch model (Infit MNSQ = 1.70 and Outfit MNSQ = 1.85). Based on the results obtained at the both administrations, three sets of items were checked for dimensionality: five SE items (SE 1 to SE 5), six SE items (SE 1, SE 2, SE 3, SE 4, SE 5, and SE 7), and seven SE items (SE 1 to SE 7).

Table 22. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Seven Self-esteem Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
SE 7	.78	-1.16	1.05	1.42
SE 6	.76	-.68	1.58	2.25
SE 2	.14	-.40	.89	.91
SE 3	-.53	.59	.82	.81
SE 1	-.55	.15	.92	.87
SE 4	-.53	.59	.82	.81
SE 5	-.68	.67	.59	.56

Note. SE = Self-esteem.

Table 23. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Seven Self-esteem Items (First Administration)*

Item	Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
SE 4	.75	.63	.87	.80
SE 5	.67	.58	.59	.54
SE 3	.65	.76	.73	.86
SE 1	.37	.21	.98	1.02
SE 2	-.33	-.13	1.02	.92
SE 7	-.66	-1.22	1.06	1.10
SE 6	-.69	-.82	1.70	1.85

Note. SE = Self-esteem.

Next, the Rasch PCA of item residuals and item separation were calculated for the following five sets of the items in order to clarify the *Self-esteem* construct. As shown in

Table 24, at the first administration, five sets of items, (a) five SE items (SE 1 to SE 5) (five items), (b) six SE items (SE 1, SE 2, SE 3, SE 4, SE 5, and SE 7) (six items), (c) seven SE items (SE 1 to SE 7) (seven items), (d) five SE items (SE 1 to SE 5) and Identity 1 (six items), (e) five SE items (SE 1 to SE 5), Identity 1 and Identity 4 (seven items) were compared in terms of the amount of variance explained by Rasch measures and item separation. Set (d), five SE items (SE 1 to SE 5) and Identity 1 explained the largest amount of variance, 64.3%, and Set (b), six SE items (SE 1, SE 2, SE 3, SE 4, SE 5, and SE 7) showed the highest item separation at 5.51.

Table 24. *A Comparison of Item Separation Indices and Variances Explained by Measures of Five Sets of Self-esteem Item Components (First Administration)*

	Item Separation	Variance Explained by Measures
(a) five SE items (1 to 5)	3.80	58.0%
(b) six SE items (1, 2, 3, 4, 5, & 7)	5.51	63.9%
(c) seven SE items (1 to 7)	5.11	62.1%
(d) five SE items (1 to 5) and Identity 1	3.51	64.3%
(e) five SE items (1 to 5), Identity 1 & Identity 4	2.88	62.7%

Note. Identity = Importance to Identity; SE = Self-esteem.

The same procedure was adopted with the data for the second administration as shown in Table 25. The five sets of items, (a), (b), (c), (d), and (e) were compared in terms of the amount of variance explained by Rasch measures and item separation. Set (b), the six SE items (SE 1, SE 2, SE 3, SE 4, SE 5, and SE 7), explained the largest amount of variance, 65.9%, and also showed the highest item separation at 5.00. Overall, it was concluded that the SE factor was composed of the six SE items.

Table 25. *A Comparison of Item Separation Indices and Variances Explained by Measures of Five Sets of Self-esteem Item Components (Second Administration)*

	Item Separation	Variance Explained by Measures
(a) five SE items (1 to 5)	2.42	53.1%
(b) six SE items (1, 2, 3, 4, 5, & 7)	5.00	65.9%
(c) seven SE items (1 to 7)	4.82	65.8%
(d) five SE items (1 to 5) and Identity 1	2.21	52.9%
(e) five SE items (1 to 5), Identity 1 & Identity 4	2.14	43.6%

Note. Identity = Importance to Identity; SE = Self-esteem.

Factors 4 and 5: Collective Self-esteem

No consistent factor structure appeared for either administration of the *Collective Self-esteem* items. At the first and second administrations, however, two factors related to *Collective Self-esteem* were identified: *Private Collective Self-esteem* (four items) and *Private and Public Collective Self-esteem* (seven items) in the first administration and *Collective Self-esteem* (10 items) and *Negative Attitudes toward Self and Class* (five items) in the second administration.

In order to confirm how many and which items made up the *Collective Self-esteem* construct, a Rasch PCA of item residuals was conducted and item separation was calculated for the original 16 items of the *Collective Self-esteem*. For the data collected at the first administration, the Rasch model explained 60.7% of the variance of the 16 items. The first residual contrast accounted for 6.8% of the variance, and item separation was 6.78. Regarding the loadings of the 16 items in Table 26, no clear-cut pattern was evident except for the four items of *Private Collective Self-esteem* (Private 2 = .73, Private 1 = .63, Private 4 = .58, Private 3 = .28), which displayed high positive loadings. The same procedure was adopted with the data from the second administration. A Rasch PCA of item

residuals was conducted and item separation was calculated for the original 16 items of the *Collective Self-esteem* scale. The Rasch measures explained 59.2% of the variance of the 16 items and the first residual contrast accounted for 6.7% of the variance. Item separation was 6.73. As shown in Table 27, the 16 items for the second administration displayed no clear-cut pattern of loadings except for three items from *Private Collective Self-esteem* (Private 3 = .70, Private 4 = .59, Private 2 = .29). The last *Private Collective Self-esteem* item had a negative loading (Private 1 = -.40). From the results of both administrations, it was concluded that the four *Private Collective Self-esteem* items formed a separate construct from the other items.

Table 26. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Collective Self-esteem Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Private 2	.73	-1.09	.75	.73
Private 1	.63	-.93	.98	.91
Private 4	.58	-.38	.74	.74
Identity 3	.42	-1.95	.98	.92
Public 4	.29	-.61	.76	.76
Private 3	.28	.02	.84	.83
Identity 2	.27	-.92	.94	.87
Member 3	.13	-.76	.96	.93
Public 2	.03	.07	.92	1.08
Identity 1	-.16	.87	.92	.86
Member 1	-.32	.93	1.02	1.04
Member 2	-.33	.84	1.50	1.46
Public 1	-.35	.66	.72	.82
Identity 4	-.37	1.51	2.05	2.14
Public 3	-.41	.83	.85	.86
Member 4	-.62	.90	1.21	1.18

Note. Identity = Importance to Identity; Member = Membership Esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem.

Next, the four *Private Collective Self-esteem* items were analyzed. The Rasch model of the four Private items accounted for 66.3% of the variance at the first administration, and the first residual contrast accounted for 10.0% of the variance. Item separation was 4.59. Table 28 shows that, for the first administration, none of the four Private items misfit the Rasch model.

Table 27. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Collective Self-esteem Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Private 3	.70	-.22	.84	.82
Private 4	.59	-.53	.84	.81
Member 3	.49	-.78	.77	.73
Public 1	.31	.64	.76	.74
Private 2	.29	-1.15	.92	.81
Member 1	.26	.84	.79	.73
Public 3	.21	.84	.72	.72
Identity 3	.10	-1.50	1.34	1.27
Identity 1	.08	.99	.93	1.10
Public 2	-.09	.30	1.15	1.60
Identity 2	-.14	-1.04	.96	.87
Public 4	-.26	-.73	.88	.88
Private 1	-.40	-1.10	1.18	1.16
Identity 4	-.54	1.78	2.03	3.80
Member 2	-.56	1.02	1.21	1.23
Member 4	-.61	.64	.87	.91

Note. Identity = Importance to Identity; Member = Membership Esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem.

Table 28. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Private Collective Self-esteem Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Private 3	.82	1.29	1.30	1.31
Private 4	.44	.42	.71	.70
Private 2	-.61	-1.01	.75	.77
Private 1	-.78	-.70	1.20	1.23

Note. Private = Private Collective Self-esteem.

The Rasch model accounted for 53.3% of the variance of the four Private items at the second administration, and the first residual contrast accounted for 23.5% of the variance. Item separation was 3.25. Table 29 indicates that item Private 1 had infit and outfit mean-square statistics above 1.40 (Infit MNSQ = 1.55 and Outfit MNSQ = .1.68), which signifies misfit to the model. This item is discussed below in *Item Fit to the Rasch Model*. In general, the Rasch analysis of the four Private items supported the conclusion that the four *Private Collective Self-esteem* items formed a separate construct.

Table 29. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Private Collective Self-esteem Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Private 1	.81	-.54	1.55	1.68
Private 2	.49	-.63	.95	.90
Private 4	-.73	.34	.77	.74
Private 3	-.77	.82	.79	.80

Note. Private = Private Collective Self-esteem.

Next, 12 common items were chosen from the *Private Collective Self-esteem* factor (four items) and the *Private and Public Collective Self-esteem* factor (seven items) extracted from the data for the first administration and the *Collective Self-esteem* factor (10 items) and the *Negative Attitudes toward Self and Class* factor (five items) extracted from the data for the second administration by the factor analyses: four Private items, four Public items, Member 1, Member 3, Identity 2, and Identity 3.

At the first administration, the Rasch model explained 72.1% of the variance of the 12 items. The first residual contrast accounted for 5.5% of the variance, and item separation was 6.73. According to the results of the PCA of item residuals shown in Table

30, three Private items had positive loadings (Private 2 = .78, Private 1 = .64, Private 4 = .44), whereas the four Pubic items displayed negative loadings (Public 1 = -.66, Public 3

Table 30. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Common 12 Collective Self-esteem Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Private 2	.78	-.91	.81	.78
Private 1	.64	-.72	1.05	.96
Private 4	.44	-.06	.77	.77
Identity 2	.30	-.71	1.10	1.00
Identity 3	.19	-1.91	1.01	.90
Member 3	.01	-.51	1.11	1.07
Public 4	-.01	-.33	.81	.79
Private 3	-.04	.44	.91	.88
Public 2	-.23	.50	1.11	1.22
Member 1	-.36	1.56	1.35	1.37
Public 3	-.65	1.43	1.12	1.13
Public 1	-.66	1.23	.90	1.01

Note. Identity = Importance to Identity; Member = Membership Esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem.

Table 31. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Common 12 Collective Self-esteem Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Private 1	.70	-.83	1.41	1.42
Public 4	.54	-.41	1.00	1.03
Identity 2	.52	-.81	1.09	1.03
Identity 3	.44	-1.35	1.31	1.33
Private 2	.11	-.90	.96	.87
Public 2	.08	.78	1.29	1.81
Member 1	-.32	1.41	.92	.86
Private 4	-.35	-.18	.86	.84
Member 3	-.39	-.47	.81	.80
Public 1	-.44	1.18	.83	.79
Private 3	-.45	.18	.78	.76
Public 3	-.55	1.41	.91	.91

Note. Identity = Importance to Identity; Member = Membership Esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem.

= -.65, Public 2 = -.23, Public 4 = -.01). This indicated that the Private and Public items were possibly measuring separate constructs. The same procedure was adopted with the data gathered at the second administration. The Rasch measures explained 64.3% of the variance. The first residual contrast accounted for 6.9% of the variance. Item separation was 6.16. At the second administration, however, no trend was identified regarding the Private and Public items as shown in Table 31. At this point, following to the results of the first administration, a Rasch PCA of item residuals and item separation were checked for the four Private items and four Public items separately.

Next, the PCA of item residuals and item separation were checked for the four Public items that had been identified as a distinct construct. At the first administration, the Rasch model accounted for 68.7% of the variance and the first residual contrast accounted for 13.2% of the variance. Item separation was 5.66. Table 32 indicates that none of the four Public items misfit the Rasch model.

Table 32. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Public Collective Self-esteem Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Public 3	.76	1.01	1.07	1.03
Public 1	.61	.73	.69	.68
Public 2	-.59	-.29	1.12	1.10
Public 4	-.63	-1.45	1.13	1.08

Note. Public = Public Collective Self-esteem.

At the second administration, the Rasch model accounted for 67.1% of the variance of the four Public items. The first residual contrast accounted for 15.4% of the variance. Item separation was 5.98. Table 33 indicates that none of the items misfit the Rasch model.

From the results of the two administrations, the Public items as well as the Private items shown in Tables 28 and 29 were regarded as two distinct constructs.

Table 33. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Public Collective Self-esteem Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Public 3	.76	.94	1.01	.97
Public 1	.62	.63	.75	.80
Public 2	-.63	.06	1.00	.96
Public 4	-.72	-1.63	1.21	1.16

Note. Public = Public Collective Self-esteem.

Finally, the remaining four items, Member 1, Member 3, Identity 2, and Identity 3 were analyzed together. At the first administration, The Rasch model explained 79.9% of the variance of the four items. The first residual contrast accounted for 8.8% of the variance, and the item separation was 8.51. As shown in Table 34, none of the items misfit the Rasch model.

Table 34. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Membership Esteem and Identity Items (First Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Member 3	.78	-.11	.90	.96
Identity 3	.64	-1.79	.90	.85
Identity 2	-.39	-.36	1.16	1.13
Member 1	-.75	2.26	.98	.90

Note. Identity = Importance to Identity; Member = Membership Esteem.

At the second administration, the Rasch model accounted for 80.9% of the variance, and the first residual contrast accounted for 7.9% of the variance. The item separation index was 7.58. As shown in Table 35, none of the items misfit the Rasch model. Based on

the above results, the two Member and two Identity items were regarded as measures of *Collective Self-esteem*.

Table 35. *Rasch Principal Component Analysis of Standardized Residual Correlations for the Membership Esteem and Identity Items (Second Administration)*

Item	Residual Loading	Rasch Logit	Infit MNSQ	Outfit MNSQ
Member 1	.71	2.25	.74	.68
Member 3	.60	-.22	.90	.93
Identity 2	-.62	-.68	1.09	1.13
Identity 3	-.64	-1.36	1.32	1.34

Note. Identity = Importance to Identity; Member = Membership Esteem.

Factor 6: Negative Esteem Membership

Although a *Negative Membership Esteem* factor was identified in both administrations, only two items from the *Membership Esteem* subcategory, Member 2 and Member 4 consistently loaded on this factor. Therefore, these items were excluded from the following analyses.

Summary of Results

To summarize the overall results, eight constructs were identified by the Rasch PCA of item residuals. The *International Posture* factor was made up of three constructs: *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, and *Interest in International Vocation/Activities*. The *Interest in Foreign Affairs* factor was another construct, as was the *Self-esteem* factor. Regarding *Collective Self-esteem*, three constructs were identified: *Private Collective Self-esteem*, *Public Collective Self-esteem*, and *Membership Esteem and Identity* (two *Membership Esteem* and two

Importance to Identity items). Eight new constructs were identified with the Rasch PCA of item residuals, while five factors were extracted from the Factor Analyses as shown in Table 36. The following analyses were conducted with the eight constructs identified by the Rasch analyses.

Table 36. *A Summary of the FA Results and the Rasch Results for the First and Second Administrations of the IUQC*

Factors Extracted from the Factor Analyses			Constructs Obtained with the Rasch Analyses
Factor 1	International Posture	Construct 1	Intercultural Friendship Orientation in English Learning
		Construct 2	Intergroup Approach-Avoidance Tendency
		Construct 3	Interest in International Vocation/Activities
Factor 2	Interest in Foreign Affairs	Construct 4	Interest in Foreign Affairs
Factor 3	Self-esteem	Construct 5	Self-esteem
Factor 4	Collective Self-esteem 1	Construct 6	Private Collective Self-esteem
Factor 5	Collective Self-esteem 2	Construct 7	Public Collective Self-esteem
		Construct 8	Membership Esteem and Identity

Because the Rasch model places both persons and items on the same scale, reliability can be estimated for items as well as for persons. Tables 37 and 38 show Rasch item reliability, person reliability, item separation, and person separation indices for the eight constructs at the first and second administrations, respectively. The person reliability indices, which ranged from .42 to .70 at both administrations, are estimates the replicability of person placement across other items measuring the same construct (Bond & Fox, 2007, p. 284). An alternative index for estimating the range of persons on the

Table 37. *Rasch Person/Item Reliability/Separation Indices for the Eight Constructs (First Administration)*

	Person Reliability	Person Separation	Item Reliability	Item Separation
Intercultural Friendship Orientation in English Learning	.69	1.50	.94	4.09
Intergroup Approach-Avoidance Tendency	.67	1.44	.93	3.78
Interest in International Vocation/Activities	.57	1.15	.94	4.07
Interest in Foreign Affairs	.69	1.50	.98	8.06
Self-esteem	.62	1.28	.97	5.51
Private Collective Self-esteem	.63	1.29	.95	4.59
Public Collective Self-esteem	.56	1.12	.97	5.66
Membership Esteem and Identity	.42	.86	.99	8.51

Table 38. *Rasch Person/Item Reliability/Separation Indices for the Eight Constructs (Second Administration)*

	Person Reliability	Person Separation	Item Reliability	Item Separation
Intercultural Friendship Orientation in English Learning	.70	1.52	.95	4.26
Intergroup Approach-Avoidance Tendency	.70	1.54	.94	3.79
Interest in International Vocation/Activities	.54	1.08	.90	3.01
Interest in Foreign Affairs	.67	1.44	.98	7.73
Self-esteem	.64	1.32	.96	5.00
Private Collective Self-esteem	.42	.85	.91	3.25
Public Collective Self-esteem	.50	1.00	.97	5.98
Membership Esteem and Identity	.54	1.09	.98	7.58

measured variable is the person separation index. The person separation indices ranged from .86 to .1.50 at the first administration, from .85 to 1.52 at the second administration; the participants were not differentiated a great deal on any of the eight constructs. Item reliability indices ranged from .94 to .99 in the first administration and from .91 to .98 at the second administration. As the indices were high at both administrations, confidence can be placed in the replicability of item placement across other samples. The values were higher than the results obtained in previous studies (Harter, 1982; Luhtanen & Crocker,

1992; Sakurai, 1983; Yashima, 2002). An alternative index for estimating the spread of items with other samples is the item separation index. The item separation indices ranged from 3.78 to 8.51 at the first administration, and from 3.25 to 7.58 at the second administration.

Rating Scale Functioning

Rating scale analysis was accomplished by determining whether the 4-point rating scale of the IUQC was psychometrically optimal. The six essential criteria for optimizing rating scale category effectiveness proposed by Linacre (2006) and Wolfe and Smith (2007) were applied. First, a minimum of ten observations should be in each category. Second, the shape of the probability curves should be peaked for each category. Third, the average category measures should increase monotonically with the rating scale categories. Fourth, the outfit mean-square statistics should be less than 2.00 (Linacre, 1999). Fifth, threshold calibrations should increase with the rating scale category. Sixth, the category thresholds should increase by at least 1.10 logits and less than 5.00 logits for a 4-point rating scale (Wolfe & Smith, 2007). These criteria were applied to investigating the 4-point rating scales of the eight constructs extracted with the Rasch PCA based on item residuals.

Construct 1: Intercultural Friendship Orientation in English Learning

The *Intercultural Friendship Orientation in English Learning* construct was made up of four items (IF 1 to IF 4). Linacre's six criteria for rating scale functioning were applied to the 4-point rating scale used at the first and second administrations. The rating scale

analysis for the first administration is shown in Table 39. First, category frequency counts for the 4-point rating scale (1 = *disagree*; 2 = *relatively disagree*; 3 = *relatively agree*; 4 = *agree*) were large, and all categories had more than 10 responses. Second, the use of the rating scale categories was approximately negatively skewed, with the lowest category *disagree* representing only 11% of the ratings. The shape of the probability curves was peaked for each category at the first administration as displayed in Figure 4. Third, the average logit measures for the four rating scale categories increased monotonically from -2.15 to - .61 logits, from - .61 to 1.20 logits, and then from 1.20 to 2.69 logits. Fourth, no outfit mean-square statistic was more than 2.00. All four categories had values between .82 and 1.06. Fifth, the threshold calibrations increased with the rating scale category. Sixth, the three thresholds between the four categories were distinctive.

Table 39. *Summary of the Category Structure of the 4-point Rating Scale for Intercultural Friendship Orientation in English Learning (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	41	-2.15	1.03	1.03	None
Relatively disagree	78	-.61	.88	.82	-2.01
Relatively agree	160	1.20	.99	.98	-.42
Agree	102	2.69	1.11	1.06	2.43

Thus, all six criteria for rating scale category effectiveness were met for the data of the first administration. The same six criteria were applied to the data from the second administration. As shown in Table 40, first, all categories had more than 10 responses. Second, the use of the rating scale categories was somewhat negatively skewed, with the lowest category *disagree* representing 10% of the ratings. The shape of the probability

curves was peaked for each category as displayed in Figure 5. Third, the average logit measures for the four rating scale categories increased monotonically from -2.01 to -.65

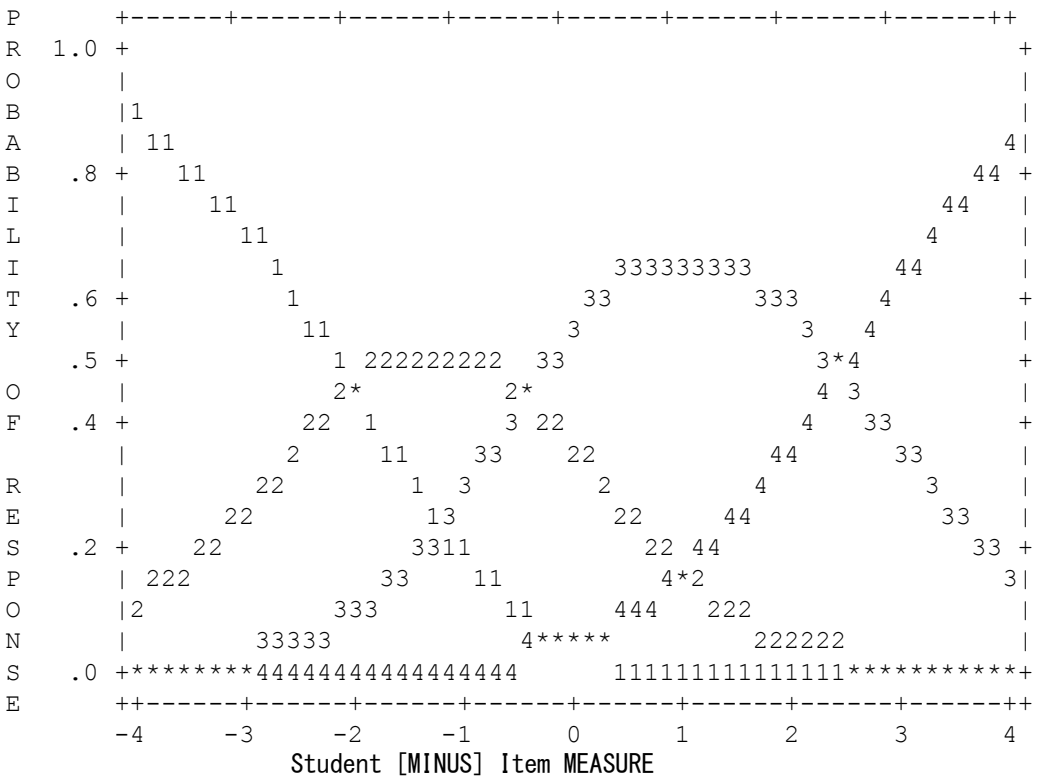


Figure 4. Category probability curves of the Intercultural Friendship Orientation in English Learning rating scale structure (first administration).

Table 40. *Summary of the Category Structure of the 4-point Rating Scale for Intercultural Friendship Orientation in English Learning (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	36	-2.01	1.19	1.17	None
Relatively disagree	103	-.65	.80	.83	-2.38
Relatively agree	132	1.14	.93	.85	.01
Agree	85	2.73	1.14	1.15	2.36

logits, from -.65 to 1.14 logits, and then from 1.14 to 2.73 logits. Fourth, no outfit mean-square statistic was more than 2.00. All four categories had values between .83 and 1.17. Fifth, the threshold calibrations increased with the rating scale category. Sixth, the three thresholds between the four categories were distinctive. Thus, all six criteria for rating scale category effectiveness were met for the data of the second administration.

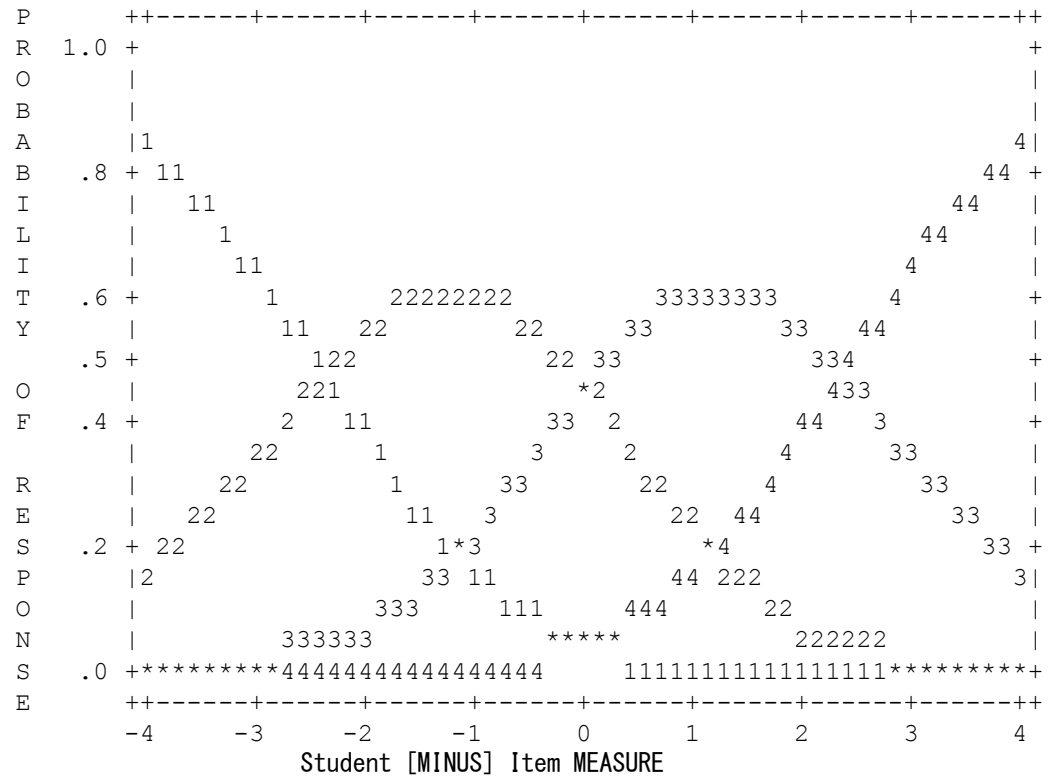


Figure 5. Category probability curves of the Intercultural Friendship Orientation in English Learning rating scale structure (second administration).

Construct 2: Intergroup Approach-Avoidance Tendency

The *Intergroup Approach-Avoidance Tendency* construct was made up of seven items (IAAT 1 to IAAT 7). Linacre's six criteria were applied to the functioning of the 4-

point rating scale. Table 41 provides a summary of the category structure of the rating scale for the first administration. Each rating scale category had more than 10 responses. The use of the rating scale categories was negatively skewed, with the lowest category *disagree* representing 9% of the ratings. The shape of the probability curves was peaked for each category. The average category measures for the four rating scale categories increased monotonically from -.84 to .03 logits, from .03 to .87 logits, and then from .87 to 1.76 logits. Additionally, no outfit mean-square statistic was over 2.00. All four categories had outfit mean-square values between .90 and 1.20. Although the threshold calibrations increased monotonically with the rating scale category, the two thresholds between the four categories were less than 1.10 logits. Overall, all except the sixth criterion were met for the data from the first administration.

Table 41. *Summary of the Category Structure of the 4-point Rating Scale for Intergroup Approach-Avoidance Tendency (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	63	-.84	1.15	1.20	None
Relatively disagree	132	.03	.88	.90	-1.10
Relatively agree	243	.87	1.00	1.08	-.13
Agree	260	1.76	.96	.97	1.23

The same six criteria were applied to the data from the second administration. As shown in Table 42, each rating scale category had more than 10 responses. The use of the rating scale categories was negatively skewed, with the lowest category *disagree* representing 7% of the ratings. The shape of the probability curves was peaked for each category. The average category measures for the four rating scale categories increased

monotonically from -.90 to .00 logits, from .00 to 1.07 logits, and then 1.07 to 2.26 logits. The outfit mean-square statistics for the four categories were between .81 and 1.25. The threshold calibrations increased monotonically with the rating scale category. Lastly, the three thresholds between the four categories were greater than 1.10 logits. Unlike the first administration, all six conditions were met for the data from the second administration; thus, the 4-point rating scale was maintained for this construct.

Table 42. *Summary of the Category Structure of the 4-point Rating Scale for Intergroup Approach-Avoidance Tendency (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	45	-.90	1.18	1.25	None
Relatively disagree	117	.00	.94	.88	-1.43
Relatively agree	235	1.07	.93	.81	-.14
Agree	260	2.26	1.05	1.03	1.57

Construct 3: Interest in International Vocation/Activities

The *Interest in International Vocation/Activities* construct was made up of four items (INTVA 2, INTVA 3, INTVA 4, and INTVA 6). Linacre's six criteria were applied to Construct 3 at both administrations. As shown in Table 43, at the first administration, each rating scale category had more than 10 responses. The use of the rating scale categories showed a normal distribution. The shape of the probability curves was peaked for each category. No outfit mean-square statistic was greater than 2.00. The threshold calibrations increased monotonically with the rating scale category; however, the thresholds for the third and fourth categories were separated by .83; thus, all the criteria were met except for the sixth criterion at the first administration.

Table 43. *Summary of the Category Structure of the 4-point Rating Scale for Interest in International Vocation/Activities (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	64	-1.49	1.27	1.20	None
Relatively disagree	127	-.47	.76	.74	-1.63
Relatively agree	101	.69	.97	.96	.40
Agree	88	1.62	.97	.97	1.23

The same six criteria were applied to the data from the second administration. As shown in Table 44, each rating scale category had more than 10 responses, and the rating scale categories showed a normal distribution. The shape of the probability curves was peaked for each category; yet the *relatively agree* category was less peaked than the rest of the rating categories. No outfit mean-square statistic was greater than 2.00. The threshold calibrations increased monotonically with the rating scale category; however, two thresholds between the four categories were not distinctive enough on the variable. Once again, all criteria except for the sixth criterion were met at the second administration. Based on the results obtained at both administrations, the four-point rating scale was maintained for this construct.

Table 44. *Summary of the Category Structure of the 4-point Rating Scale for Interest in International Vocation/Activities (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	55	-1.16	1.28	1.29	None
Relatively disagree	114	-.33	.95	.93	-1.48
Relatively agree	98	.51	.85	.73	.33
Agree	84	1.51	.92	.96	1.16

Construct 4: Interest in Foreign Affairs

The *Interest in Foreign Affairs* factor was made up of five items (IFA 1 to IFA 5). Table 45 shows the results from the first administration. Each rating scale category had more than 10 observations. The use of the rating scale categories was positively skewed, with the higher categories *relatively agree* and *agree* representing 15 and 17% of the ratings, respectively. The shape of the probability curves was peaked for each category. The average category measures increased monotonically with the rating scale categories. No outfit mean-square statistic above 2.00 was identified. The threshold calibrations increased with the rating scale category; however, the thresholds for the third and fourth categories were .85 logits apart.

Table 45. *Summary of the Category Structure of the 4-point Rating Scale for Interest in Foreign Affairs (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	214	-2.51	.99	.96	None
Relatively disagree	111	-.96	1.06	1.09	-1.07
Relatively agree	72	.32	1.04	.99	.11
Agree	82	1.95	.87	.83	.96

The same six criteria were applied to the data from the second administration. As shown in Table 46, each rating scale category had more than 10 responses. The use of the rating scale categories was positively skewed, with the higher categories *relatively agree* and *agree* representing 15 and 19% of the ratings. The shape of the probability curves was peaked for each category. The average category measures increased monotonically with the rating scale categories. No outfit mean-square statistic was above 2.00. The threshold

calibrations increased with the rating scale category; however, the thresholds between the four categories were all less than 1.10 logits. Once again, all except the sixth criterion were met at the second administration. Based on these results, the four-point rating scale was maintained for this construct.

Table 46. *Summary of the Category Structure of the 4-point Rating Scale for Interest in Foreign Affairs (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	204	-2.25	.99	.96	None
Relatively disagree	100	-.68	1.01	.80	-.79
Relatively agree	68	.29	1.13	1.12	.12
Agree	88	1.61	1.00	.94	.67

Construct 5: Self-esteem

The *Self-esteem* factor was made up of six items (SE 1, SE 2, SE 3, SE 4, SE 5, and SE 7). Table 47 shows the results from the first administration. All of the criteria were met except for the sixth criterion. The third and fourth thresholds were .05 logits apart.

Table 47. *Summary of the Category Structure of the 4-point Rating Scale for Self-esteem (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	217	-1.79	1.19	1.97	None
Relatively disagree	199	-.81	.88	.90	-1.19
Relatively agree	81	.22	.84	1.21	.57
Agree	82	1.12	.94	.86	.62

Table 48 shows the results from the second administration. All of the criteria were met except for the sixth criterion. The third and fourth thresholds were .48 logits apart.

Table 48. *Summary of the Category Structure of the 4-point Rating Scale for Self-esteem (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	178	-1.93	1.11	1.25	None
Relatively disagree	212	-.82	.92	.95	-1.52
Relatively agree	92	.37	.77	.72	.52
Agree	68	1.08	1.17	1.14	1.00

Based on the rating scale analysis results from both administrations, it was decided that a 3-point rating scale should be introduced by combining the *relatively agree* and *agree* categories for this construct. Table 49 shows that the 3-point scale met all of Linacre's criteria except for the fourth condition, the outfit mean-square statistics should be less than 2.00, at the first administration; Table 50 shows that all six criteria were met at the second administration. Thus, data of the *Self-esteem* construct with a 3-point rating scale was used for the following Rasch-based analyses in this chapter and ANOVA analyses in the next chapter.

Table 49. *Summary of the Category Structure of the 3-point Rating Scale for Self-esteem (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	217	-1.17	1.08	3.26	None
Relatively disagree	199	-.38	.97	.98	-.68
Agree	145	.76	.96	.91	.68

Table 50. *Summary of the Category Structure of the 3-point Rating Scale for Self-esteem (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	178	-1.23	1.01	1.38	None
Relatively disagree	212	-.33	1.05	2.00	-.95
Agree	142	.90	.99	.91	.95

Construct 6: Private Collective Self-esteem

The *Private Collective Self-esteem* construct was made up of four items (Private 1 to Private 4). Table 51 indicates that the data from the first administration met all six criteria.

Table 51. *Summary of the Category Structure of the 4-point Rating Scale for Private Collective Self-esteem (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	25	-1.50	1.25	1.22	None
Relatively disagree	94	-.56	.91	.97	-2.45
Relatively agree	143	1.18	.83	.84	-.06
Agree	88	2.93	1.08	1.08	2.51

Table 52. *Summary of the Category Structure of the 4-point Rating Scale for Private Collective Self-esteem (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	23	-.62	1.26	1.49	None
Relatively disagree	71	-.15	.82	.83	-1.56
Relatively agree	145	.94	.90	.93	-.29
Agree	104	2.14	.98	.99	1.85

The same six criteria were applied to the data from the second administration. Table 52 shows that all six criteria were met, so the 4-point rating scale was maintained for this construct.

Construct 7: Public Collective Self-esteem

The *Public Collective Self-esteem* construct was made up of four items (Public 1 to Public 4). Linacre's six criteria were applied to this construct at both administrations. According to the data from the first administration in Table 53, all six criteria were met.

Table 53. *Summary of the Category Structure of the 4-point Rating Scale for Public Collective Self-esteem (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	72	-2.16	1.06	1.06	None
Relatively disagree	147	-.90	.82	.79	-2.20
Relatively agree	132	.61	.87	.83	-.09
Agree	48	1.99	1.31	1.28	2.29

Table 54. *Summary of the Category Structure of the 4-point Rating Scale for Public Collective Self-esteem (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	74	-2.12	1.03	1.06	None
Relatively disagree	129	-.90	.81	.81	-1.98
Relatively agree	146	.65	.71	.71	-.33
Agree	46	1.55	1.49	1.38	2.31

The same six criteria were applied to the data from the second administration. Table 54 shows that all six criteria were met, so the 4-point rating scale was maintained for this construct.

Construct 8: Membership Esteem and Identity

The *Membership Esteem and Identity* construct was composed of four items (Member 1, Member 3, Identity 2, and Identity 3). Linacre's six criteria were applied to

this construct at both administrations. Based on an inspection of the data from the first administration shown in Table 55, all criteria were met except for the sixth criterion. The distance between the second and third thresholds was .98, which was slightly less than the 1.10 logit criterion.

Table 55. *Summary of the Category Structure of the 4-point Rating Scale for Membership Esteem and Identity (First Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	51	-1.81	1.00	.93	None
Relatively disagree	67	-.51	.99	.92	-1.42
Relatively agree	145	1.11	.96	.96	-.44
Agree	137	2.56	1.02	1.01	1.86

Table 56 shows that all six criteria were met in the second administration; thus, the 4-point rating scale was maintained for this construct.

Table 56. *Summary of the Category Structure of the 4-point Rating Scale for Membership Esteem and Identity (Second Administration)*

Rating Scale Category	Observed Count	Average Measure	Infit MNSQ	Outfit MNSQ	Threshold Calibration
Disagree	52	-2.05	1.18	1.46	None
Relatively disagree	67	-.61	.78	.68	-1.53
Relatively agree	141	1.16	.97	1.07	-.40
Agree	128	2.56	1.02	1.00	1.93

In conclusion, in general, the 4-point rating scale was psychometrically optimal for the IUQC. The analysis of the rating scale functioning revealed that the participants discriminated among the 4-point rating scale options clearly across the seven constructs,

except for the *Self-esteem* construct; therefore, a 3-point rating scale was adapted only for the *Self-esteem* construct.

Item Fit to the Rasch Model

In this section, chi-square fit statistics were used to determine how well each item contributed to the eight constructs of the IUQC. The Rasch model provides two types of item fit statistics that can be used to control the quality of measures (Bond & Fox, 2007): infit and outfit mean-squared statistics. According to Bond and Fox, "Infit is an information-weighted sum" (p. 238). To calculate infit mean-squared statistics, "each squared standardized residual value in the response string, say, the residual z_{ni} for each of the items encountered by Person *n*, is weighted by its variance and then summed" (Bond & Fox, 2007, pp. 238-239), while "outfit is based on the conventional sum of squared standardized residuals, so for Person *n*, each standardized residual cell is squared and the string of those squared residuals, one for each and every item encountered by Person *n*, is summed and its average (mean) is found by dividing by the number of items to which person *n* responded" (p. 238). Another type of infit and outfit statistic is expressed as a unit normal *t* or *z* statistic. It has an optimal value of 1.0 if the data fit the model perfectly. This distribution varies around a mean of zero. Values over 2.0, which indicate a departure from the Rasch model at the $p = .05$ level, are considered as degrading to the measurement of the persons and the latent variable because "off-variable noise is greater than useful information" (Linacre, 2006, p. 201).

Smith, Linacre and Smith (2003) explicated that values in the range of .70 to 1.30 display acceptable fit to the Rasch model. Values greater than 1.30 show significant underfit, which refers to noise or erratic item or person performances, whereas values below .70 show significant overfit, which refers to item or person performances that are more predictable than the Rasch model's expectations. In this study, the criterion of .60 to 1.40 proposed for rating scales by Wright, Linacre, Gustafsson, and Martin-Loff (1994) was used to identify misfitting items.

Construct 1: Intercultural Friendship Orientation in English Learning

Table 57 shows infit and outfit statistics for Construct 1, I*ntercultural Friendship Orientation in English Learning*. All four items showed very good fit to the Rasch model during both the first and second administrations with mean-square fit statistics between .77 and 1.30. Only item IF 2 showed appreciable underfit at the second administration.

Table 57. *Item Fit for the Intercultural Friendship Orientation in English Learning Items*

Item	First Administration				Second Administration			
	Measure	*SE*	Infit MNSQ	Outfit MNSQ	Measure	*SE*	Infit MNSQ	Outfit MNSQ
IF1	-.32	.18	.98	.98	-.34	.18	.81	.77
IF2	-.14	.17	1.04	1.06	.50	.17	1.30	1.29
IF3	1.22	.17	1.00	.93	.98	.17	.90	.95
IF4	-.76	.18	.99	.91	-1.14	.19	.99	.91
M	.00	.17	1.00	.97	.00	.18	1.00	.98
SD	.74	.01	.02	.06	.81	.01	.18	.19

Note. IF = Intercultural Friendship Orientation in English Learning.

Construct 2: Intergroup Approach-Avoidance Tendency

Table 58 shows the infit and outfit statistics for Construct 2, *Intergroup Approach-Avoidance Tendency*. All seven items were within the range of .75 to 1.33 for the item mean-square fit statistics at both administrations; thus, the seven items fit the Rasch model well.

Table 58. *Item Fit for the Intergroup Approach-Avoidance Tendency Items*

Item	First Administration				Second Administration			
	Measure	*SE*	Infit MNSQ	Outfit MNSQ	Measure	*SE*	Infit MNSQ	Outfit MNSQ
IAAT1	-.44	.15	1.10	1.15	-.48	.17	1.11	.96
IAAT2	.43	.13	1.10	1.05	.33	.15	1.33	1.31
IAAT3	-.44	.15	1.02	1.02	-.40	.17	.83	.80
IAAT4	.73	.13	1.11	1.19	.87	.15	1.11	1.07
IAAT5	-.74	.16	.77	.98	-.43	.17	.87	.76
IAAT6	-.27	.14	.97	.90	-.84	.18	1.16	1.04
IAAT7	.74	.13	.85	.88	.95	.15	.75	.80
M	.00	.14	.99	1.02	.00	.16	1.02	.96
SD	.57	.01	.12	.11	.66	.01	.19	.18

Note. IAAT = Intergroup Approach-Avoidance Tendency.

Construct 3: Interest in International Vocation/Activities

Table 59 shows the infit and outfit statistics for Construct 3, *Interest in International Vocation/Activities*. This construct was made up of four items. Two items were identified beyond the acceptable range at the second administration. Item INTVA 6, "I'd rather avoid the kind of work that sends me overseas frequently," had an outfit mean-square index above 1.40 (Outfit MNSQ = 1.47 at the second administration), signifying high variability of responses or misfit to the probabilistic model. In addition, Item INTVA 3, "I want to work where people from other countries work," had infit and outfit mean-square scores of

less than .60 (Infit MNSQ = .53 and Outfit MNSQ = .53 at the second administration) indicating less variability than was expected, or overfit, for the probabilistic model.

Table 59. *Item Fit for the Interest in International Vocation/Activities Items*

Item	First Administration				Second Administration			
	Measure	*SE*	Infit MNSQ	Outfit MNSQ	Measure	*SE*	Infit MNSQ	Outfit MNSQ
INTVA2	-.93	.15	.91	.82	-.76	.15	1.06	.92
INTVA3	.84	.15	.63	.65	.46	.14	.53	.53
INTVA4	.21	.14	1.31	1.27	.40	.14	1.03	1.05
INTVA6	-.12	.14	1.07	1.09	-.10	.14	1.40	1.47
M	.00	.15	.98	.96	.00	.15	1.01	.99
SD	.64	.00	.25	.24	.49	.00	.31	.33

Note. INTVA = Interest in International Vocation/Activities.

Construct 4: Interest in Foreign Affairs

Table 60 shows the infit and outfit mean-square statistics for Construct 4, *Interest in Foreign Affairs*. This construct was made up of five items. Although Item IFA 2, "I often check websites about world news," had an outfit mean square statistic in excess of 1.40

Table 60. *Item Fit for the Interest in Foreign Affairs Items*

Item	First Administration				Second Administration			
	Measure	*SE*	Infit MNSQ	Outfit MNSQ	Measure	*SE*	Infit MNSQ	Outfit MNSQ
IFA 1	-2.58	.16	1.03	1.09	-2.37	.16	.97	1.12
IFA 2	.66	.16	1.24	1.43	.72	.16	1.02	.91
IFA 3	-.10	.15	.85	.79	-.03	.14	.94	.75
IFA 4	.66	.16	.81	.70	.44	.15	1.09	.92
IFA 5	1.37	.19	1.04	.96	1.24	.17	1.14	.99
M	.00	.16	.99	.99	.00	.16	1.03	.94
SD	1.37	.01	.16	.26	1.26	.01	.07	.12

Note. IFA = Interest in Foreign Affairs.

(Outfit MNSQ = 1.43) at the first administration, signifying high variability of responses to the probabilistic model, all of the items displayed good fit to the Rasch model in terms of Infit MNSQ. They also showed different degrees of endorsability, with the exception of items IFA 2 and 4, which both had difficulty estimates of .66 at the first administration.

Construct 5: Self-esteem

Table 61 shows the infit and outfit statistics for Construct 5, *Self-esteem*. This construct was made up of six items. Two items were identified beyond the acceptable range of mean-square fit statistics at both administrations. Item SE 5, "I am a very good person," had an infit and outfit mean-square below .60 (Infit MNSQ = .56 and Outfit

Table 61. *Item Fit for the Self-esteem Items*

Item	First Administration				Second Administration			
	Measure	*SE*	Infit MNSQ	Outfit MNSQ	Measure	*SE*	Infit MNSQ	Outfit MNSQ
SE1	.04	.11	.93	.92	.00	.12	1.11	1.21
SE2	-.54	.11	1.10	1.27	-.23	.12	1.16	1.06
SE3	.51	.13	.82	.93	.69	.14	.75	.89
SE4	.69	.14	.97	.88	.50	.14	.89	.79
SE5	.58	.14	.56	.58	.44	.13	.63	.58
SE7	-1.29	.12	1.47	5.14	-1.39	.13	1.39	3.95
M	.00	.13	.98	1.62	.00	.13	.99	1.41
SD	.71	.01	.28	1.59	.70	.01	.26	1.15

Note. SE = Self-esteem.

MNSQ = .58 at the first administration and Outfit MNSQ = .58 at the second administration) signifying overfit to the probabilistic model. Item SE 7, "I would like to stay the same as I am now," had infit and outfit mean-square indices above 1.40 (Infit

MNSQ = 1.47 and Outfit MNSQ = 5.14 at the first administration and Outfit MNSQ = 3.95 at the second administration) indicating misfit to the probabilistic model.

Construct 6: Private Collective Self-esteem

Table 62 shows the infit and outfit mean-square statistics for Construct 6, *Private Collective Self-esteem*. This construct was made up of four items. One item was identified beyond the acceptable range of outfit mean-square fit statistics at the second administration. Item Private 1, "I don't like being in this class," had infit and outfit mean-square indices above 1.40 (Infit MNSQ = 1.55 and Outfit MNSQ = 1.68) signifying misfit to the probabilistic model.

Table 62. *Item Fit for the Private Collective Self-esteem Items*

Item	First Administration				Second Administration			
	Measure	*SE*	Infit MNSQ	Outfit MNSQ	Measure	*SE*	Infit MNSQ	Outfit MNSQ
Private 1	-.70	.19	1.20	1.23	-.54	.17	1.55	1.68
Private 2	-1.01	.19	.75	.77	-.63	.18	.95	.90
Private 3	1.29	.18	1.30	1.31	.82	.15	.79	.80
Private 4	.42	.18	.71	.70	.34	.16	.77	.74
M	.00	.18	.99	1.00	.00	.17	1.02	1.03
SD	.92	.01	.26	.27	.61	.01	.32	.38

Note. Private = Private Collective Self-esteem.

Construct 7: Public Collective Self-esteem

Table 63 shows the infit and outfit statistics for Construct 7, *Public Collective Self-esteem*. This construct was made up of four items. All four items fell within the range of infit and outfit mean-square fit statistics from .60 to 1.40; thus, all four items displayed adequate fit to the Rasch model.

Table 63. *Item Fit for the Public Collective Self-esteem Items*

Item	First Administration				Second Administration			
	Measure	*SE*	Infit MNSQ	Outfit MNSQ	Measure	*SE*	Infit MNSQ	Outfit MNSQ
Public 1	.73	.16	.69	.68	.63	.15	.75	.80
Public 2	-.29	.16	1.12	1.10	.06	.16	1.00	.96
Public 3	1.01	.16	1.07	1.03	.94	.16	1.01	.97
Public 4	-1.45	.16	1.13	1.08	-1.63	.17	1.21	1.16
Mean	.00	.16	1.00	.97	.00	.16	.99	.97
SD	.97	.00	.18	.17	.99	.01	.16	.13

Note. Public = Public Collective Self-esteem.

Construct 8: Membership Esteem and Identity

Table 64 shows the infit and outfit mean-square statistics for Construct 8, *Membership Esteem and Identity*. This construct was made up of four items. All four items fell within the range of infit and outfit mean-square fit statistics from .60 to 1.40; thus, the four items fit to the Rasch model well.

Misfitting Items

In total, four underfitting items (INTVA 6 to Construct 3, IFA 2 to Construct 4, SE 7 to Construct 5, and Private 1 to Construct 6) and two overfitting items (INTVA 3 to Construct 3 and SE 5 to Construct 5) were identified. Further investigations for these items were conducted to identify whether these items should be retained in or deleted from the IUQC.

The four underfitting items were investigated in the following manner. To clarify whether the four items that underfit the individual subcategories were caused by more than 5%, *item fit order* was checked with Winsteps. By referring to the "most misfitting response strings," the first five students who produced unexpected responses were

temporarily deleted from the data set, and then, both the data with and without the five students' responses were compared by checking infit and outfit mean-square statistics. I did not want to delete an item if its misfit was caused by less than 5% of the persons who responded to the item.

Table 64. *Item Fit for the Membership Esteem and Identity Items*

Item	First Administration				Second Administration			
	Measure	*SE*	Infit MNSQ	Outfit MNSQ	Measure	*SE*	Infit MNSQ	Outfit MNSQ
Member 1	2.26	.15	.98	.90	2.25	.16	.74	.68
Member 3	-.11	.15	.90	.96	-.22	.16	.90	.93
Identity 2	-.36	.16	1.16	1.13	-.68	.17	1.09	1.13
Identity 3	-1.79	.20	.90	.85	-1.36	.19	1.32	1.34
M	.00	.17	.99	.96	.00	.17	1.01	1.02
SD	1.46	.02	.11	.11	1.36	.01	.22	.24

Note. Identity = Importance to Identity; Member = Membership Esteem.

The first underfitting item was INTVA 6 (Outfit MNSQ = 1.47), "I'd rather avoid the kind of work that sends me overseas frequently," which was part of Construct 3, *Interest in International Vocation/Activities* for the second administration. After temporarily deleting the five most misfitting participants from the second administration, the outfit mean-square statistic improved to 1.07. Because the misfit of this item was caused by a small number of participants, the item was retained as a measure of INTVA. This item might have been problematic for a small subset of participants because they might not have known about such occupations and might have been attached to their parents; both situations would have led them to strongly agree with the statement.

The second underfitting item was IFA 2, "I often check websites about world news," which misfit Construct 4, *Interest in Foreign Affairs* (Outfit MNSQ = 1.43) for the

first administration was checked by temporarily deleting the misfitting participants. After these five participants were excluded from the data obtained from the first administration, the outfit mean-square statistic improved to .93. Because the misfit was primarily caused by a small number of participants, the item was retained as a measure of IFA. This item might have been problematic because the participants might not have had access to the Internet at home or any place other than the school; in this case, they might have strongly disagreed with the statement.

The third underfitting item was SE 7, "I would like to stay the same as I am now," which Construct 5, *Self-esteem*, for both administrations. At the first administration, infit and outfit mean-square statistics for this item were 1.47 and 5.14, respectively. In order to find out whether the underfitting item should be deleted from or kept in the IUQC, five most misfitting participants were temporarily deleted from the data obtained from the first administration; the infit and outfit mean-square statistics improved to 1.30 and 1.39, respectively. The same procedure was adapted to the data set from the second administration. Originally, infit and outfit mean-square statistics for this item were 1.39 and 3.95, respectively. Five most misfitting participants were found for Item SE7. After these participants were excluded from the data obtained from the second administration, the infit and outfit mean-square statistics improved to 1.20 and .88, respectively. Based on the improvements to the item fit statistics, it was concluded that Item SE 7 should be retained as a measure of *Self-esteem*. This item might have been ambiguous to the students because they might have thought that it referred to their physical characteristics or social situation as a student. The item could have been interpreted in many ways by them.

The fourth underfitting item was Private 1, "I don't like being in this class," which misfit Construct 6, *Private Collective Self-esteem* (Infit MNSQ = 1.55 and Outfit MNSQ = 1.68) for the second administration. The five participants with the most unexpected responses to this item and temporarily deleted from the data set obtained from the second administration. The infit and outfit mean-square statistics improved to 1.45 and 1.64, respectively. Based on the improvement to the fit statistics, it was concluded that Item Private 1 should be maintained as a measure of IFA. This item might have been problematic because the students might not have expressed their true feeling toward their class. There were only two sixth grade classes at the school, so the participants might have believed that agreement with the item would have reflected badly on their classmates or the homeroom teachers, even though they were told that their answers would be confidential.

In the IUQC, two overfitting items were identified with the item fit analyses. In this study, in principle, "overfitting items" are going to be kept in the questionnaire because of the small number of items on the IUQC (45 items) because the overfitting items do no harm to the measurement of the latent variable. In order to confirm the harmlessness of the items, person- and item-related reliabilities and Rasch PCA of item residuals were checked.

The first overfitting item was Item INTVA 3, "I want to work where people from other countries work," which misfit Construct 3, *Interest in International Vocation/Activities* (Infit MNSQ = .53 and Outfit MNSQ = .53) for the second administration. This item might have been perceived as being similar to INTVA 4, "I'm interested in volunteering abroad." When INTVA 3 was included in the analysis, the person reliability was .54, the person separation index was 1.08, the item reliability was .90,

and the item separation index was 3.01. When the item was deleted from the analysis, the person reliability was .26, the person separation index was .60, the item reliability was .89, and the item separation index 2.86. Next, a Rasch PCA of item residuals analysis was run with and without INTVA 3. When Item INTVA 3 was included in the analysis, 63.8% of the variance was explained by the Rasch measures and the variance in first contrast was 14.1%. Without the item, 58.2% of the variance was accounted for by the Rasch measures and 22.6% of the variance was accounted for by the first residual contrast. The value explained by the Rasch measures of INTVA decreased, while the unexplained variance in first contrast increased when the item was excluded from the construct. Therefore, Item INTVA 3 was retained for the INTVA construct.

The second overfitting item was SE 5, "I am a very good person," which misfit Construct 5, *Self-esteem* for both administrations. This item might have been perceived as being similar to SE 3, "I think that I do great things." At the first administration, the infit and outfit mean-square statistics for this item were .56 and .58, respectively. In order to determine whether the item should be deleted or retained, four kinds of reliabilities were investigated with the SE measures including SE 5; Person reliability was .53, person separation index was 1.05, item reliability was .97, and item separation index was 5.29. When Item SE 5 was deleted from the analysis, person reliability was .43, the person separation index was .86, item reliability was .97, and the item separation index was 5.38. Next, a Rasch PCA of item residuals was run with and without Item SE 5. 56.7% of the variance was explained by the Rasch measures when Item SE 5 was included in the analysis and 13.8% of the variance was in first residual contrast. While 61.3% of the

variance was explained by the Rasch measures when Item SE 5 was deleted from the analysis and unexplained variance in first contrast was 14.2%.

At the second administration, the infit and outfit mean-square statistics for this item were .63 and .58, respectively. The same procedure was adopted for the second administration. First, when Item SE 5 was included in the analysis, person reliability was .58, the person separation index was 1.18, item reliability was .96, and the item separation index was 4.95. After Item SE 5 was deleted from the analysis, person reliability was .48, the person separation index was .96, item reliability was .96, and the item separation index was 5.21. The person-related reliabilities decreased, whereas the degrees of the item-related reliabilities remained almost the same. Next, a Rasch PCA of item residuals was run with and without Item SE 5. 64.0% of the variance was explained by the Rasch measures and unexplained variance in the first contrast was 11.9% when Item SE 5 was included in the analysis. 65.7% of the variance was explained by the Rasch measures and the unexplained variance in first residual contrast was 12.5% when Item SE 5 was deleted from the analysis. A slight improvement was shown in the Rasch PCA of item residuals when Item SE 5 was deleted. In general, a small effect was given to the results of the reliability measures and Rasch PCA of item residuals whether Item SE 5 was deleted from the SE measures or not. Therefore, the underfitting item, SE 5 was retained for all analyses.

Person Fit to the Rasch Model

In this analysis, participants that misfit the Rasch model were identified by selecting the first five from the most misfitting participants of the 16 total constructs (eight constructs of the IUQC at the first and second administrations). The purpose was to identify participants who misfit on over eight constructs. No such participants were identified; therefore, the *N*-size remained at 105.

Summary of Results

The four underfitting items and two overfitting items were retained in the IUQC by the results. The final version of the IUQC was composed of 38 items measuring eight constructs (Intercultural Friendship Orientation in English Learning = 4 items; Intergroup Approach-Avoidance Tendency = 7 items; Interest in International Vocation/Activities = 4 items, Interest in Foreign Affairs = 5 items; Self-esteem = 6 items, Private Collective Self-esteem = 4 items, Public Collective Self-esteem = 4 items, Membership Esteem and Identity = 4 items).

Item-Person Maps of the Measured Constructs

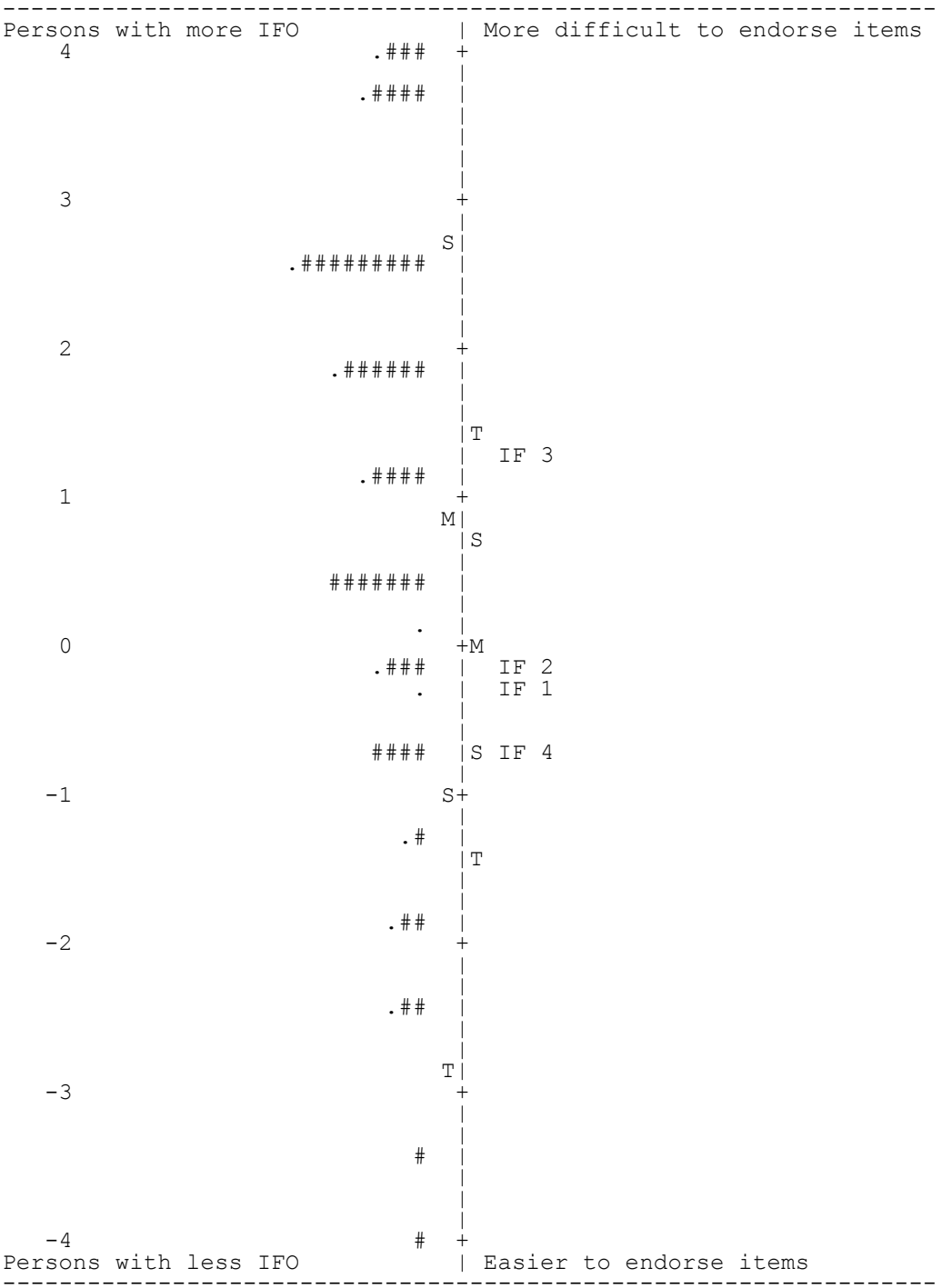
The Item-Person (Wright) Map provides an informative picture of how well an exam or questionnaire is measuring its takers. This provides the use with a comparison of candidates and items. The Wright Map is organized as two vertical histograms. The left side shows candidates and the right side shows items. In this study, the left side of the map shows the distribution of the measured affective constructs of the elementary school

students. The most difficult to endorse IUQC items are at the top of the figure and the least difficult to endorse are at the bottom on the right side of the map.

Construct 1: Intercultural Friendship Orientation in English Learning

The first construct, *Intercultural Friendship Orientation in English Learning* had four items to measure in the IUQC. Those items asked reasons why they want to study English: to meet and talk with foreigners (IF 1), to know cultures and peoples (IF 2), to work with foreigners (IF 3), and to make friends with foreigners (IF 4). Figure 6 shows the Wright map of this construct at the first administration. The item order of difficulty to answer could be expected by how these items are familiar to their daily life. Students would have thought that making friends with foreigners was likely to happen in their life. On the other hand, they would have thought working with foreigners was not a usual event for them to experience. Probably, they had connected the word "work" to ideas such as job and occupation. Therefore, the students considered the most difficult item to answer because having a job was one of their future experiences.

Figure 7 shows the Wright map of this construct at the second administration. The item order of difficulty to answer did not change from the results at the first administration; but the items except for IF 2, to know cultures and peoples, moved to the bottom. In other words, the items turned out to be less difficult items for the students to answer.



Note. Each # = 2 persons*;* IFO = Intercultural Friendship Orientation.
Figure 6. Wright map of Intercultural Friendship Orientation in English Learning (first administration).

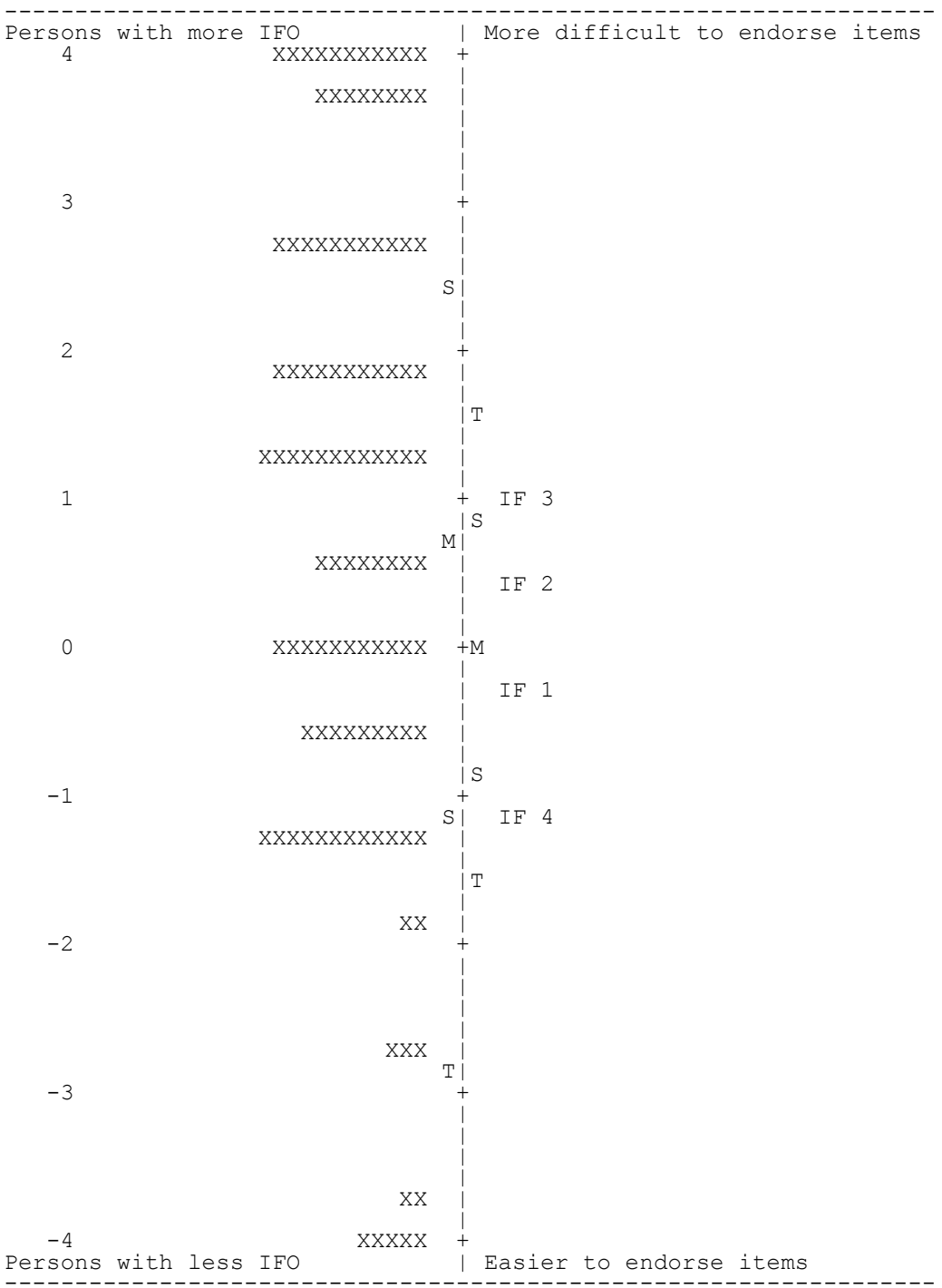
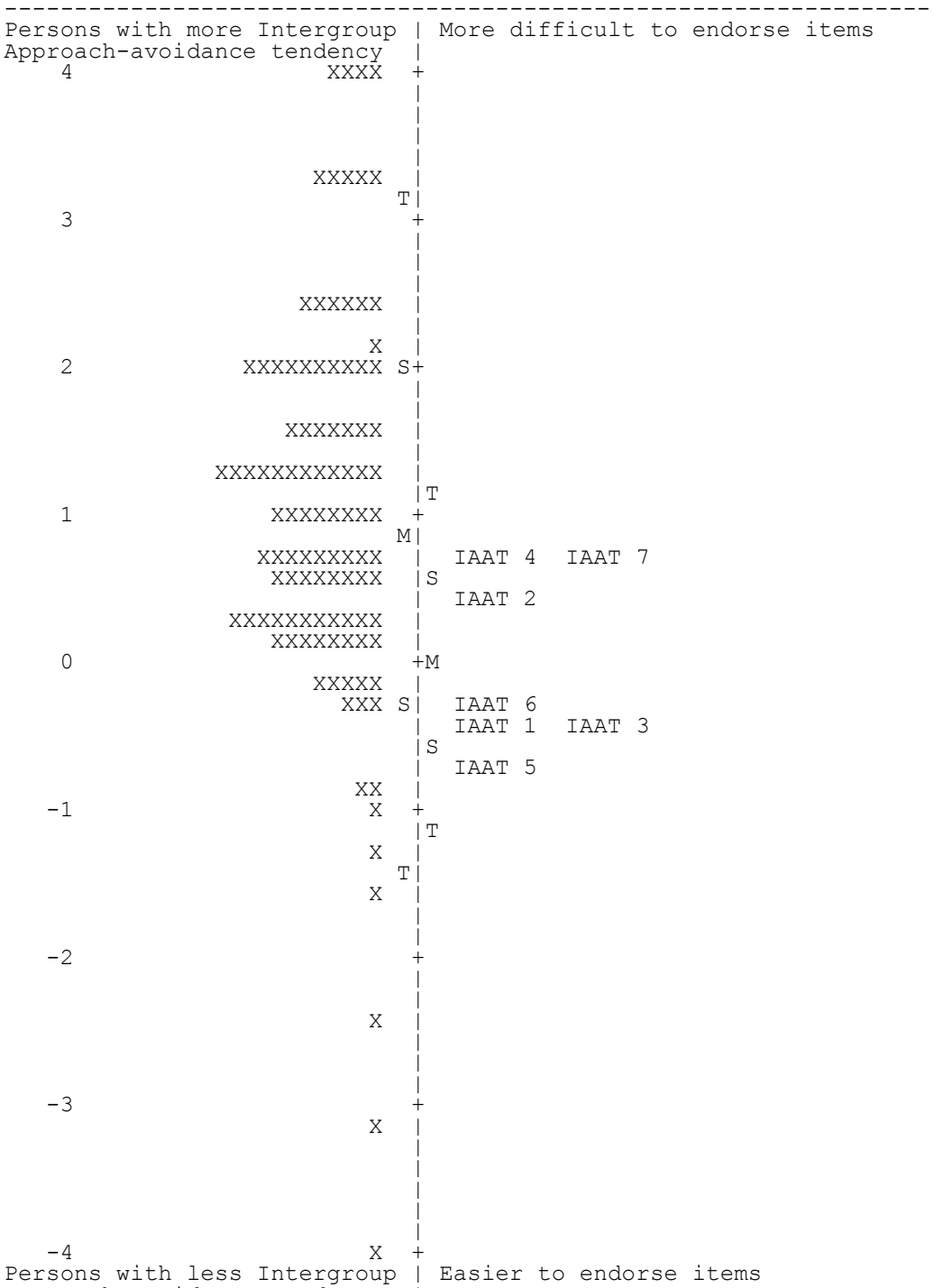


Figure 7. Wright map of Intercultural Friendship Orientation in English Learning (second administration).

Construct 2: Intergroup Approach-Avoidance Tendency

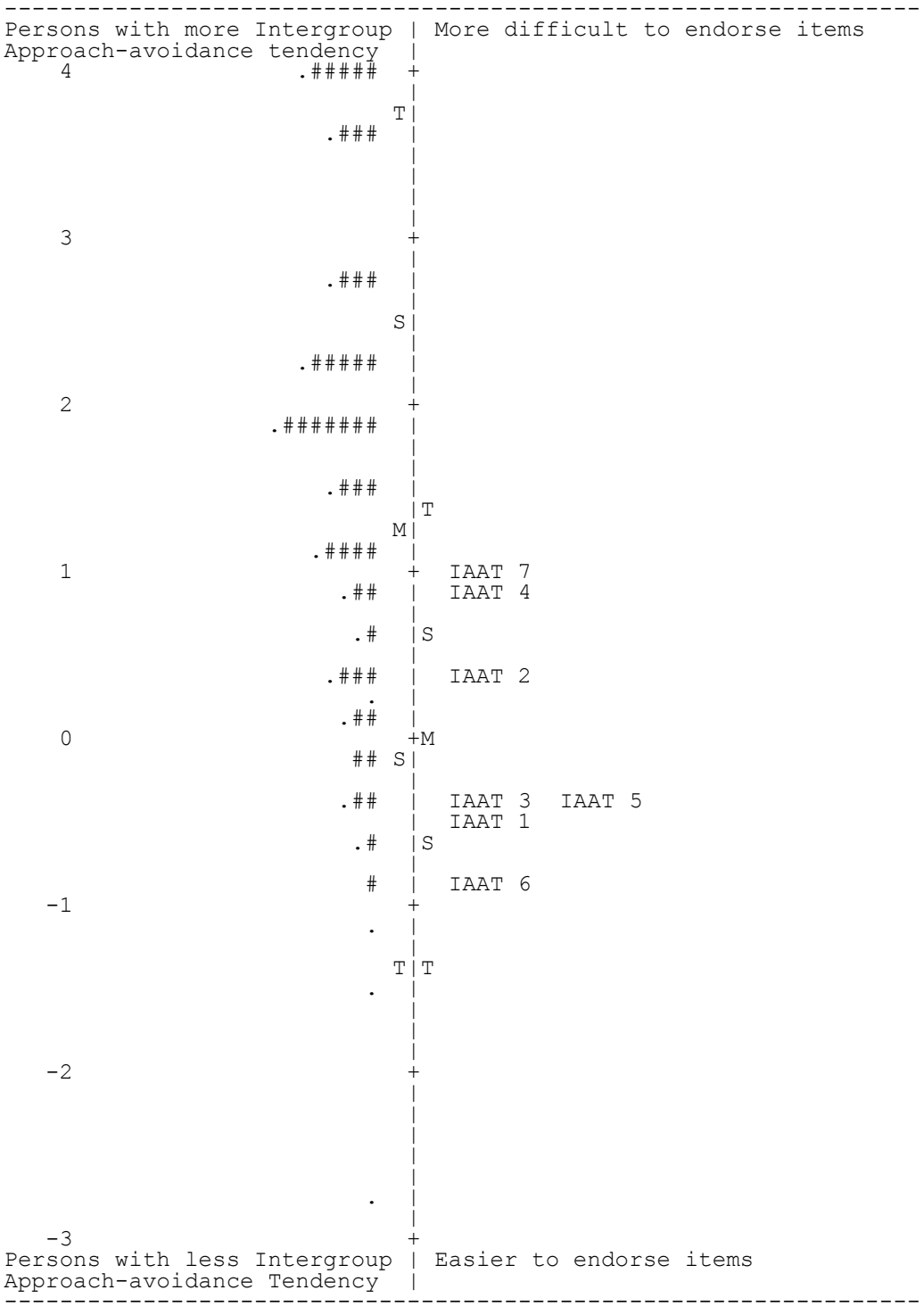
The second construct, *Intergroup Approach-Avoidance Tendency* had seven items to measure in the IUQC. Those items assessed the students' tendency to approach or avoid non-Japanese in Japan. They would like to: make friends with foreigners (IAAT 1), avoid talking to foreigners (IAAT 2), talk to an international student (IAAT 3), spend a few nights with friends from abroad at home (IAAT 4), be kind to foreigners in the neighborhood (IAAT 5), avoid being a neighbor of foreigners (IAAT 6), and help a foreigner having trouble communicating (IAAT 7). Figure 8 shows the Wright map of this construct at the first administration. IAAT 4, 7, and 2 were rated as more worried items to answer. In these items, the students were requested to be more involved in foreigners physically and verbally (i.e., helping them, inviting them home, and talking to them). The rest of the items, IAAT 6, 1, 3, and 5 were rated less worrisome items to answer. In the items, the students were not strongly requested to communicate with them in English, especially in IAAT 1, 5 and 6. IAAT 3 was required to talk, but the opponent was an international student; so the help from teachers and classmates might have been easily expected.

Figure 9 shows the Wright map of this construct at the second administration. The item order of difficulty to answer did not change from the results at the first administration except for IAAT 6. They did not mind having a neighbor from a foreign country. It became the least difficult item to answer in the end.



Note. Each # = 2 persons.

Figure 8. Wright map of Intergroup Approach-Avoidance Tendency (first administration).

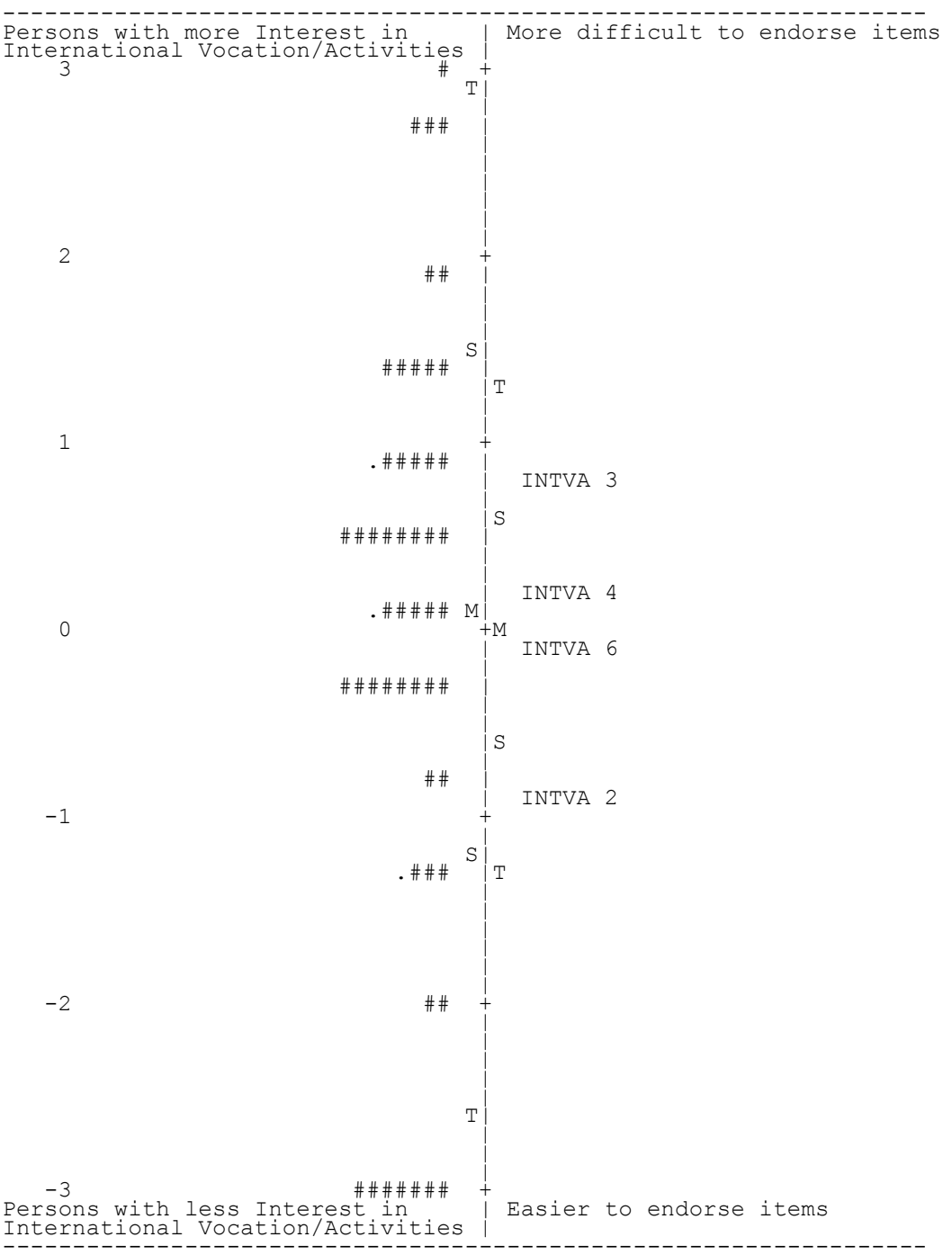


Note. Each # = 2 persons.
Figure 9. Wright map of Intergroup Approach-Avoidance Tendency (second administration).

Construct 3: Interest in International Vocation/Activities

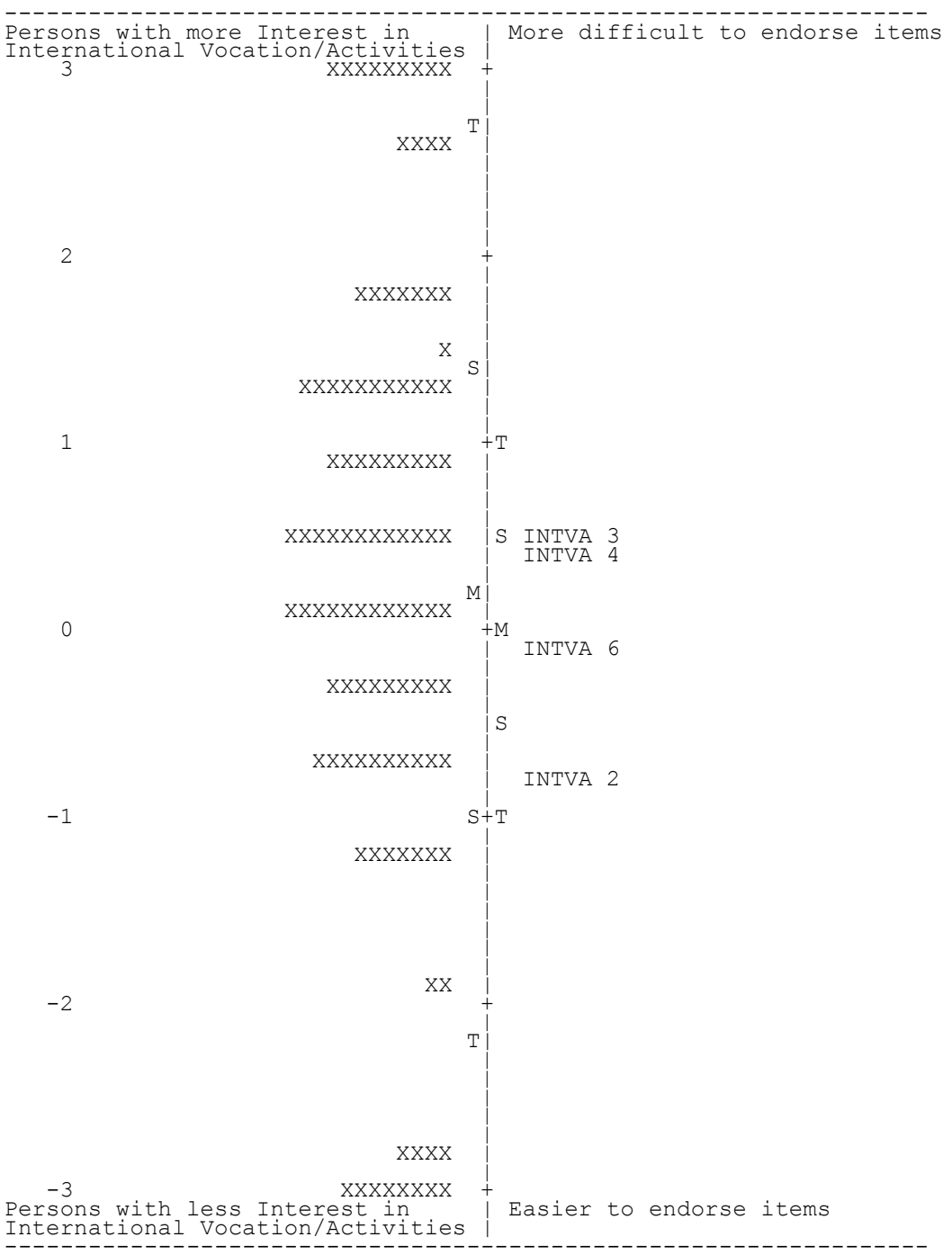
The third construct, *Interest in International Vocation/Activities* had four items to measure in the IUQC. Those items measured the students' interest in an international career or living overseas. They want to: live in many countries other than Japan (INTVA 2), work where people from other countries work (INTVA 3), volunteer abroad (INTVA 4), and avoid the kind of work that sends me overseas frequently (INTVA 6). Figure 10 shows the Wright map of this construct at the first administration. The item order of difficulty to answer could be explained by the extent to which the individual items require the students to be responsible. Similar to the results of *Intercultural Friendship Orientation in English Learning*, they considered working where foreigners work as the most difficult item to answer. On the other hand, the lease difficult item for the students to answer was to live in many countries other than Japan. Living in other countries can have many reasons; they could stay there as a child with their parents, as a student, and a businessperson as a representative of a Japanese company. Thus, the students might have imagined a less stressful position in answer to the item.

Figure 11 shows the Wright map of this construct at the second administration. The item order of difficulty to answer did not change from the results at the first administration. Only INTVA 3, working where foreigners work, appeared to become less difficult item to answer than that at the first administration.



Note. Each # = 2 persons.

Figure 10. Wright map of Interest in International Vocation/Activities (first administration).



Note. Each # = 2 persons.

Figure 11. Wright map of Interest in International Vocation/Activities (second administration).

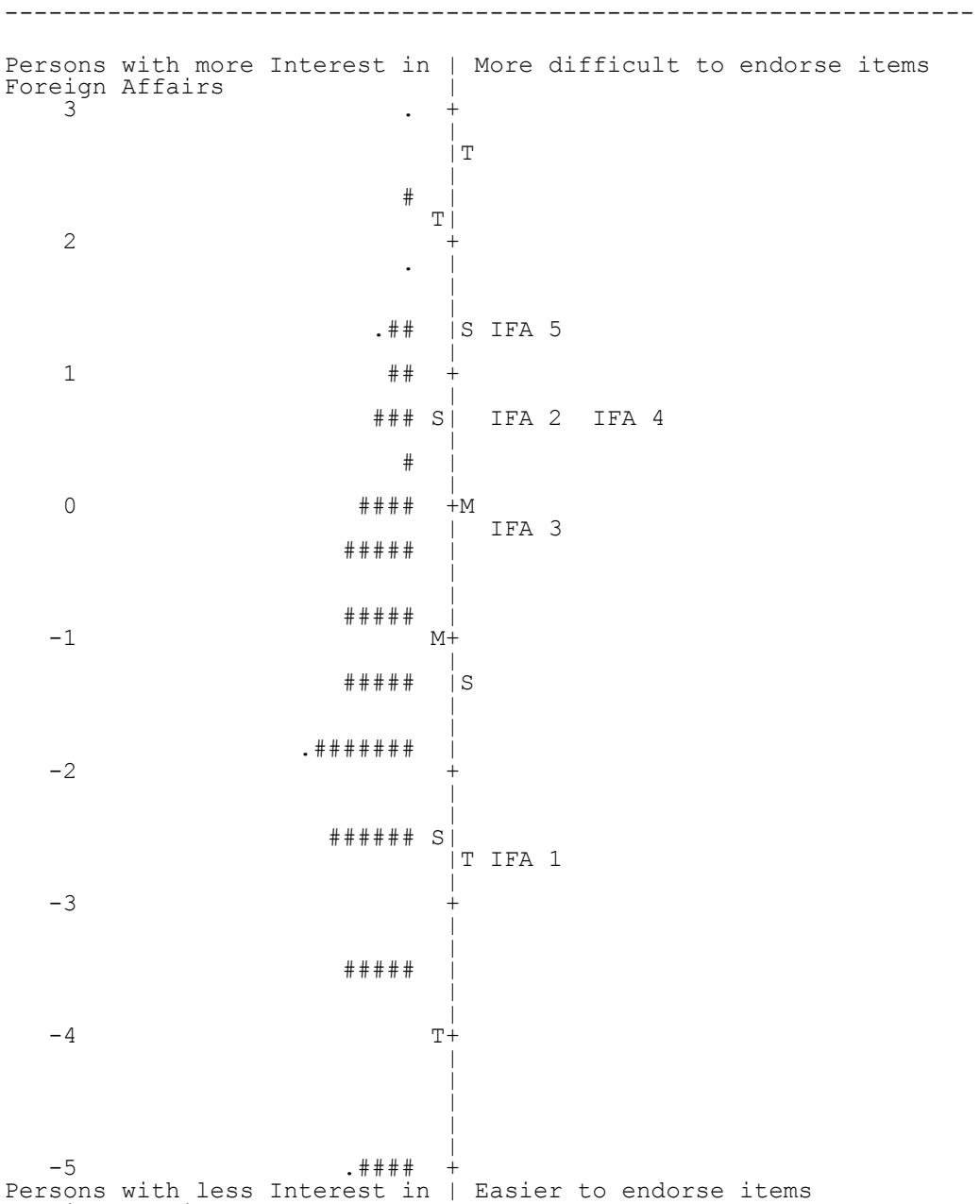
Construct 4: Interest in Foreign Affairs

The fourth construct, *Interest in Foreign Affairs* had five items to measure in the IUQC. Those items measured the students' interest in international issues. They do: watch world news (IFA 1), check websites about world news (IFA 2), read about foreign countries in newspapers and books (IFA 3), talk about world news with their family (IFA 4), and talk about world news with their friends (IFA 5). Figure 12 displays the Wright map of this construct at the first administration. The item order of difficulty to answer was related to the students' closeness to various informational sources and persons who they talked about world news with. Talking about the world news with friends was the most difficult situation for them to imagine whereas watching world news was the least difficult situation for them to imagine.

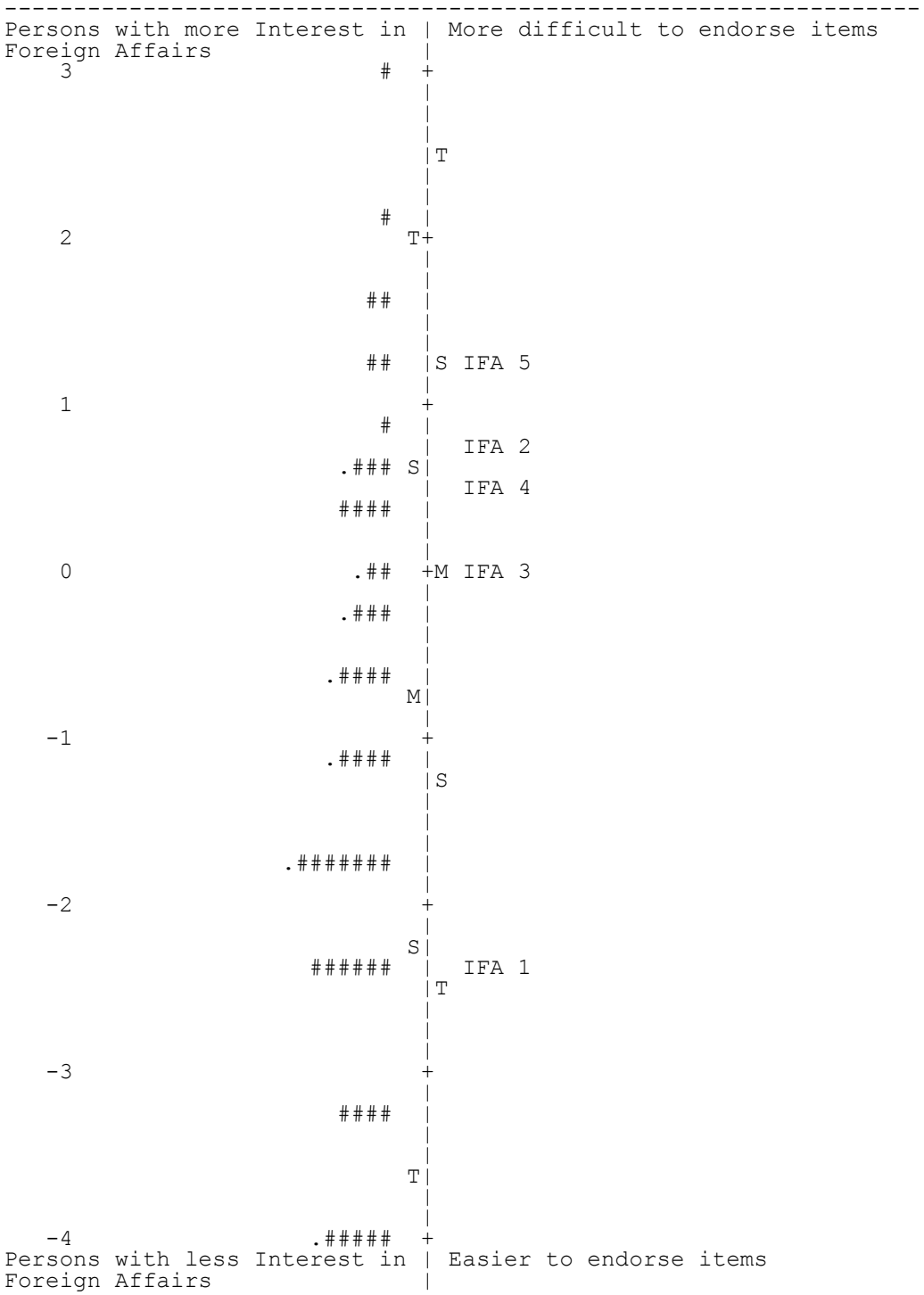
Figure 13 shows the Wright map of this construct at the second administration. The item order of difficulty to answer did not change from the results at the first administration.

Construct 5: Self-esteem

The fifth construct, *Self-esteem* had six items to measure in the IUQC. Those items measured the students' self-esteem. They judge themselves as: having a lot of confidence (SE 1), being satisfied with the way they are (SE 2), doing great things (SE 3), doing the right thing (SE 4), being a good person (SE 5), and wanting to remain the same as they are now (SE 7). Figure 14 shows the Wright map of this construct at the first administration. Items SE 4, 5, and 3 were ranked more difficult to answer. These items require the



Note. Each # = 2 persons.
Figure 12. Wright map of Interest in Foreign Affairs (first administration).



Note. Each # = 2 persons.

Figure 13. Wright map of Interest in Foreign Affairs (second administration).

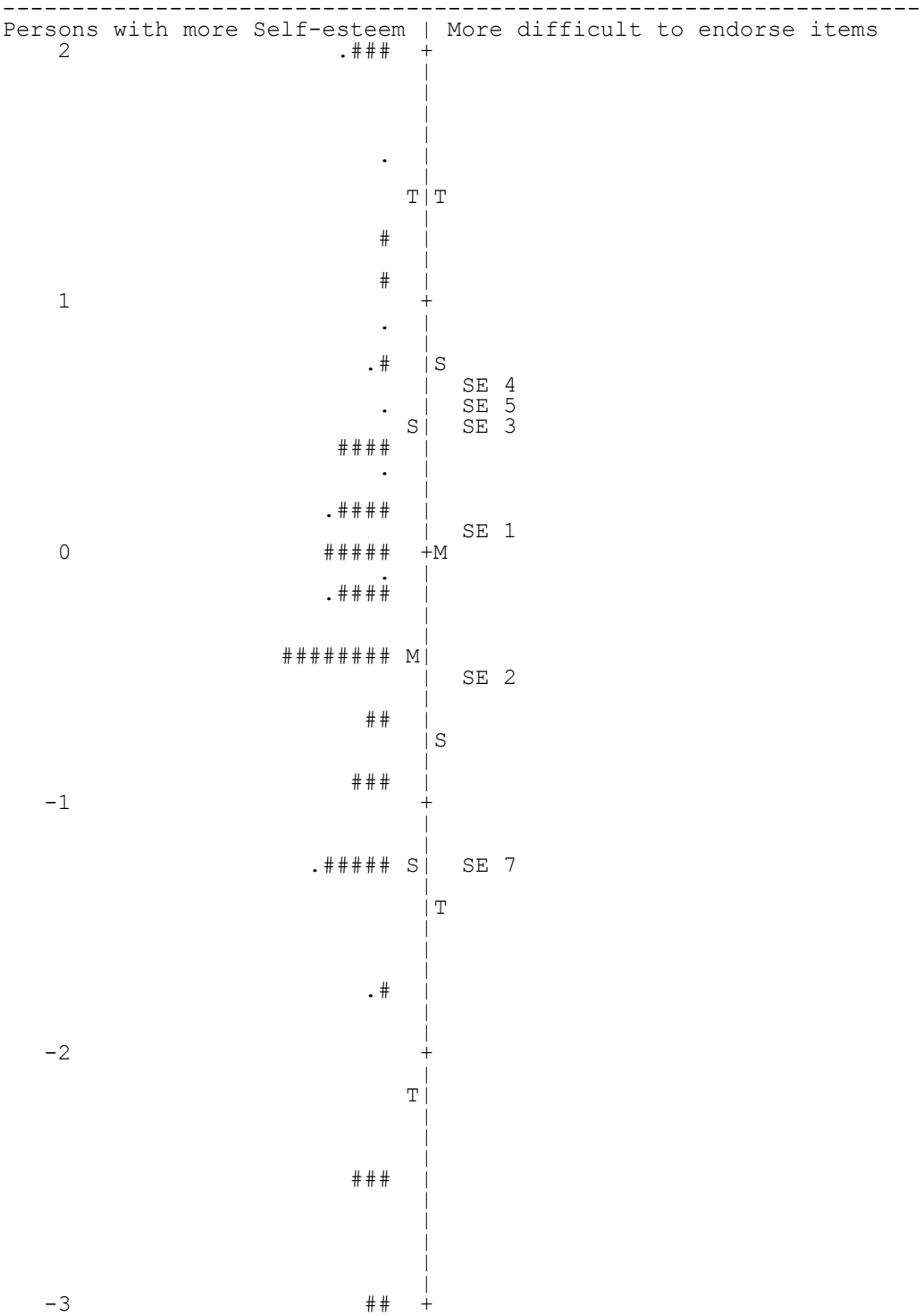
students to judge whether they were right or great. SE 1, 2, and 7 were ranked less difficult to answer. These items asked the students to show their feelings toward themselves such as confidence and satisfaction. The students might have thought that the action of judging them requires a degree of objectiveness; so they might have been reluctant to answer without hesitation.

Figure 15 shows the Wright map of this construct at the second administration. The item order of difficulty to answer did not change from the results at the first administration.

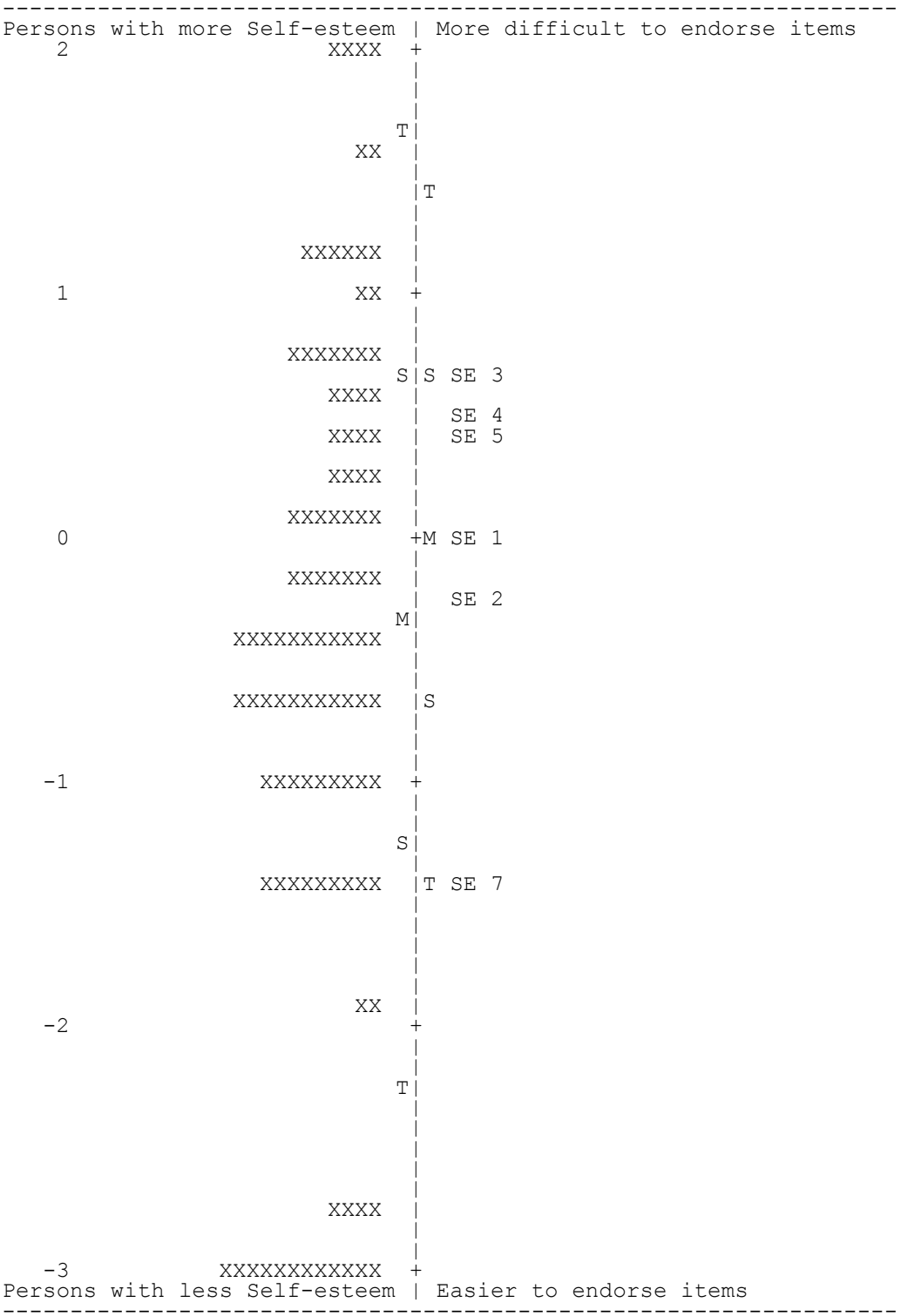
Construct 6: Private Collective Self-esteem

The sixth construct, *Private Collective Self-esteem* had four items to measure in the IUQC. Those items assessed the students' personal judgment of how good they perceive their class, a social group, to be. They perceived that: they don't like being in their class (Private 1), they like being a member of their class (Private 2), their class is great (Private 3), and they are satisfied with the class (Private 4). Figure 16 shows the Wright map of this construct at the first administration. Items Private 3 and 4 were ranked more difficult to answer. These items require the student's judgment of their class. Private 1 and 2 were ranked less difficult to answer. These items asked the students to state their preference to be a member of the class.

Figure 17 shows the Wright map of this construct at the second administration. The item order of difficulty to answer did not change from the results at the first administration.

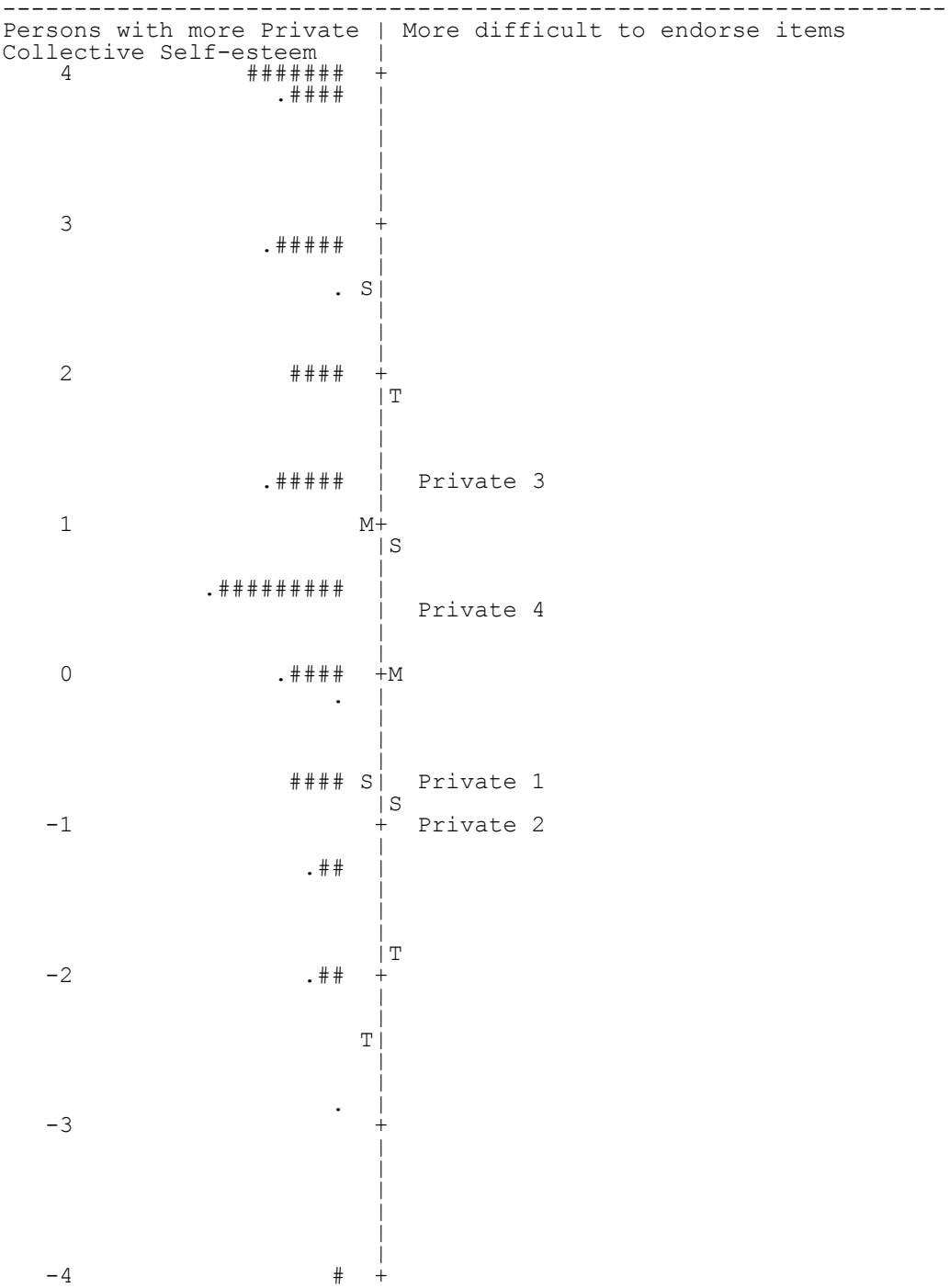


Note. Each # = 2 persons.
Figure 14. Wright map of Self-esteem (first administration).

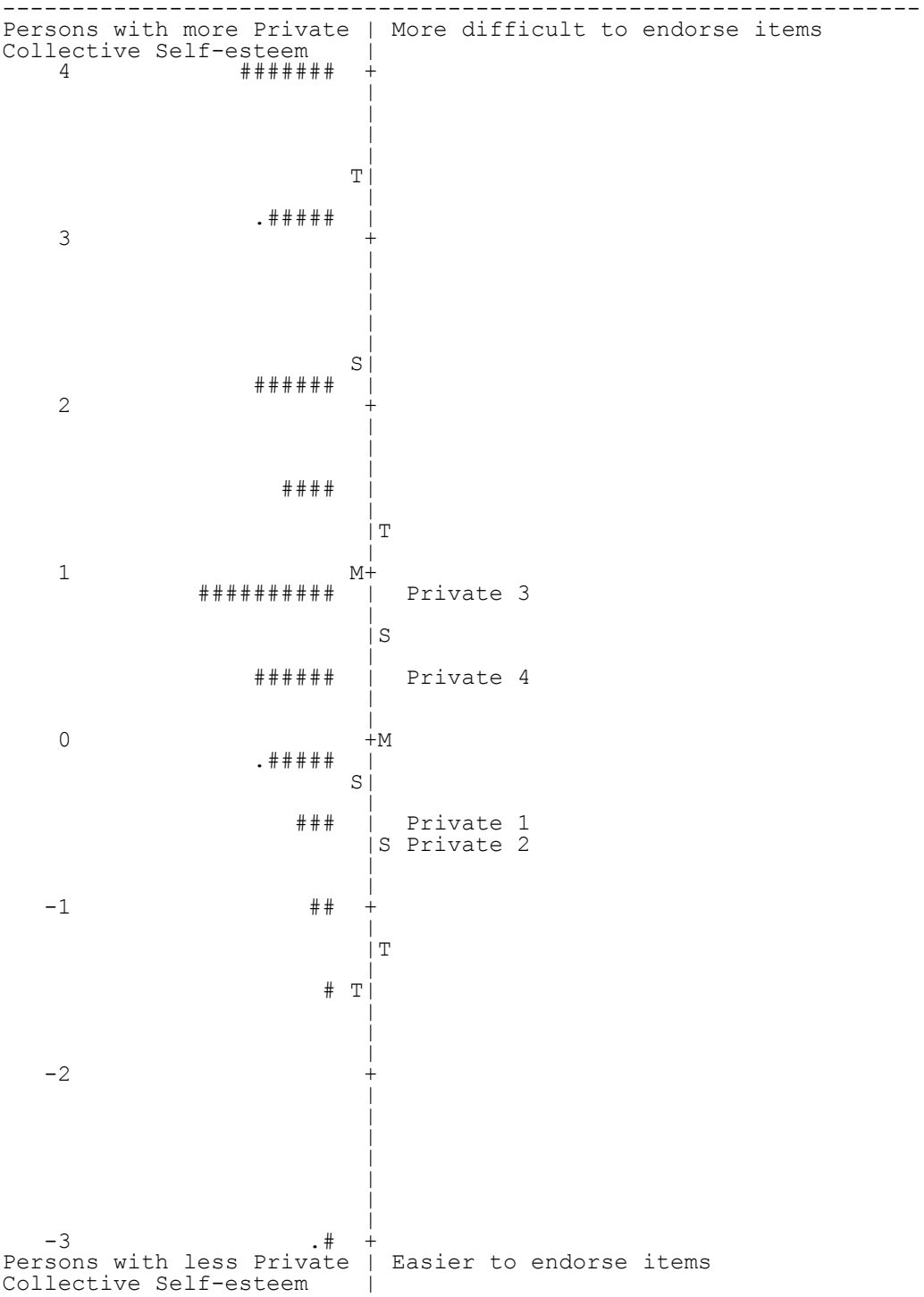


Note. Each # = 2 persons.

Figure 15. Wright map of Self-esteem (second administration).



Note. Each # = 2 persons.
Figure 16. Wright map of Private Collective Self-esteem (first administration).



Note. Each # = 2 persons.

Figure 17. Wright map of Private Collective Self-esteem (second administration).

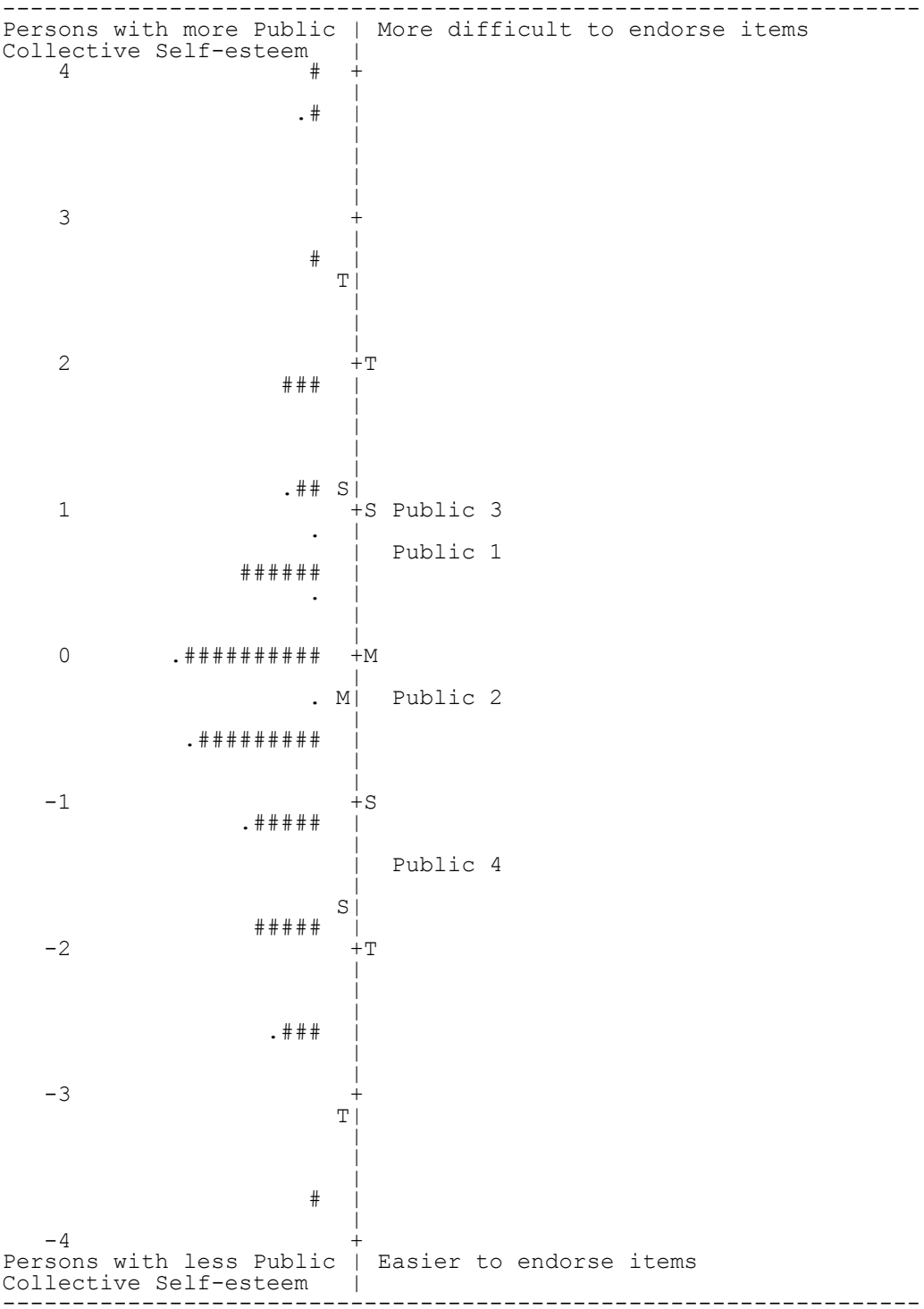
Construct 7: Public Collective Self-esteem

The seventh construct, *Public Collective Self-esteem* had four items to measure in the IUQC. Those items assessed the students' personal judgments of how other people evaluate their class as a social group. They perceived that my class is: considered good by members of other classes (Public 1), considered not as good as other classes (Public 2), admired by members of other classes (Public 3), and unpopular with other classes (Public 4). Figure 18 displays the Wright map of this construct at the first administration. Items Public 3 and 1 were ranked more difficult to answer. These items require the students evaluate their class affirmatively through the third party's view. Public 2 and 4 were ranked less difficult to answer. These items asked the students to evaluate their class negatively through the third party's view. The students might have been hesitant to answer that others evaluate their social groups positively.

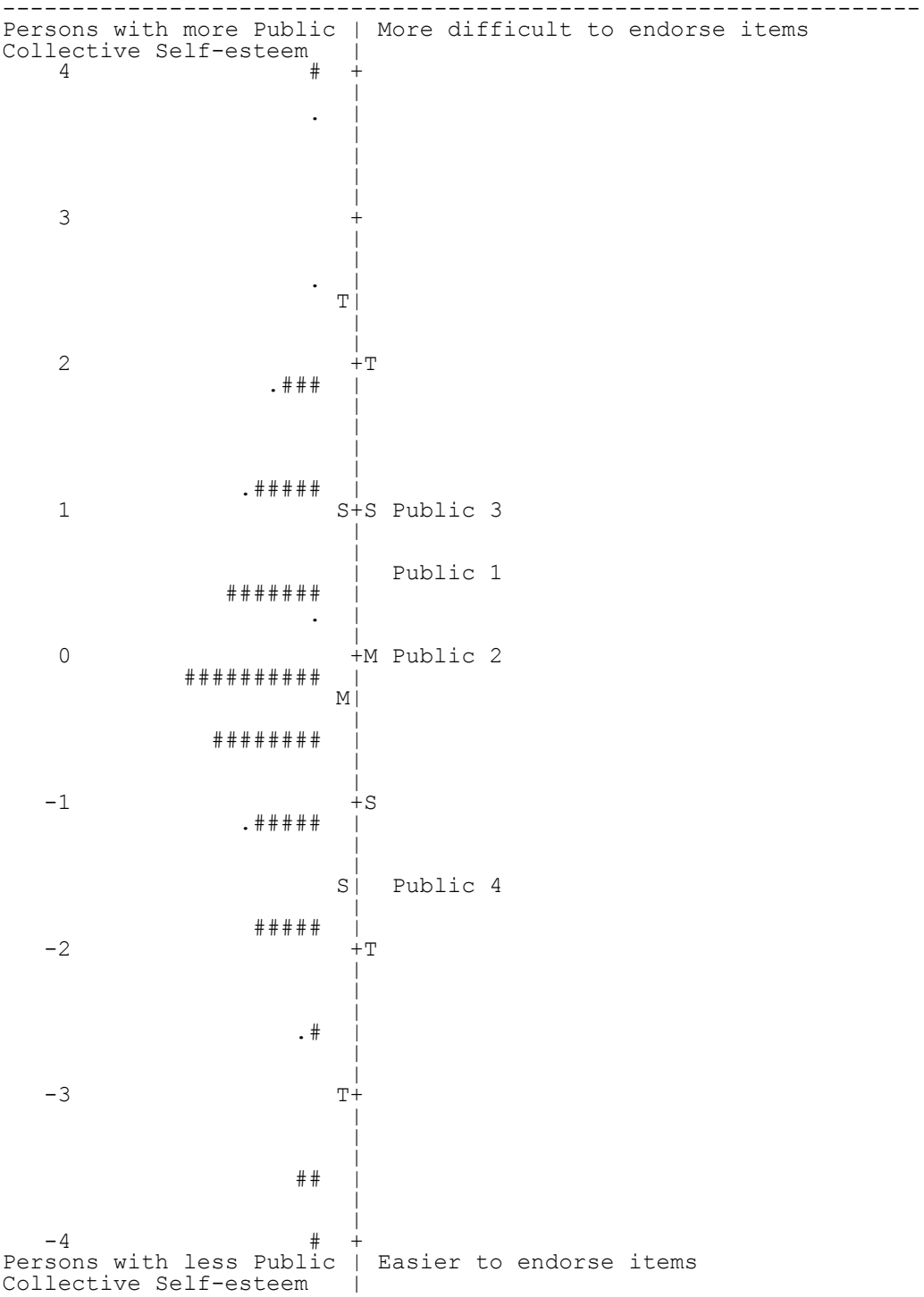
Figure 19 shows the Wright map for this construct at the second administration. The item order of difficulty to answer did not change from the results at the first administration.

Construct 8: Membership Esteem and Identity

The eighth construct, *Membership Esteem and Identity* had four items to measure in the IUQC. Those items assessed the students' personal judgments of their worth as a membership of the class and the importance of the individual students' class membership to their self-concept. The students perceived that I am a worthwhile member of this class (Member1), I am an active participant in the class (Member 3), I do not like my class



Note. Each # = 2 persons.
Figure 18. Wright map of Public Collective Self-esteem (first administration).



Note. Each # = 2 persons.
Figure 19. Wright map of Public Collective Self-esteem (second administration).

because I don't like myself in this class (Identity 2), and I feel happy when good things happen in my class (identity 3). Figure 20 shows the Wright map of this construct at the first administration. Items Member 1 and 3 were ranked more difficult to answer. These items require the students to evaluate them affirmatively. Items Identity 2 and 3 were ranked less difficult to answer. These items asked the students to express the influence of their class membership on their self-concept. The students might have been hesitant to evaluate their class membership positively rather than expressing the influence of their class on themselves.

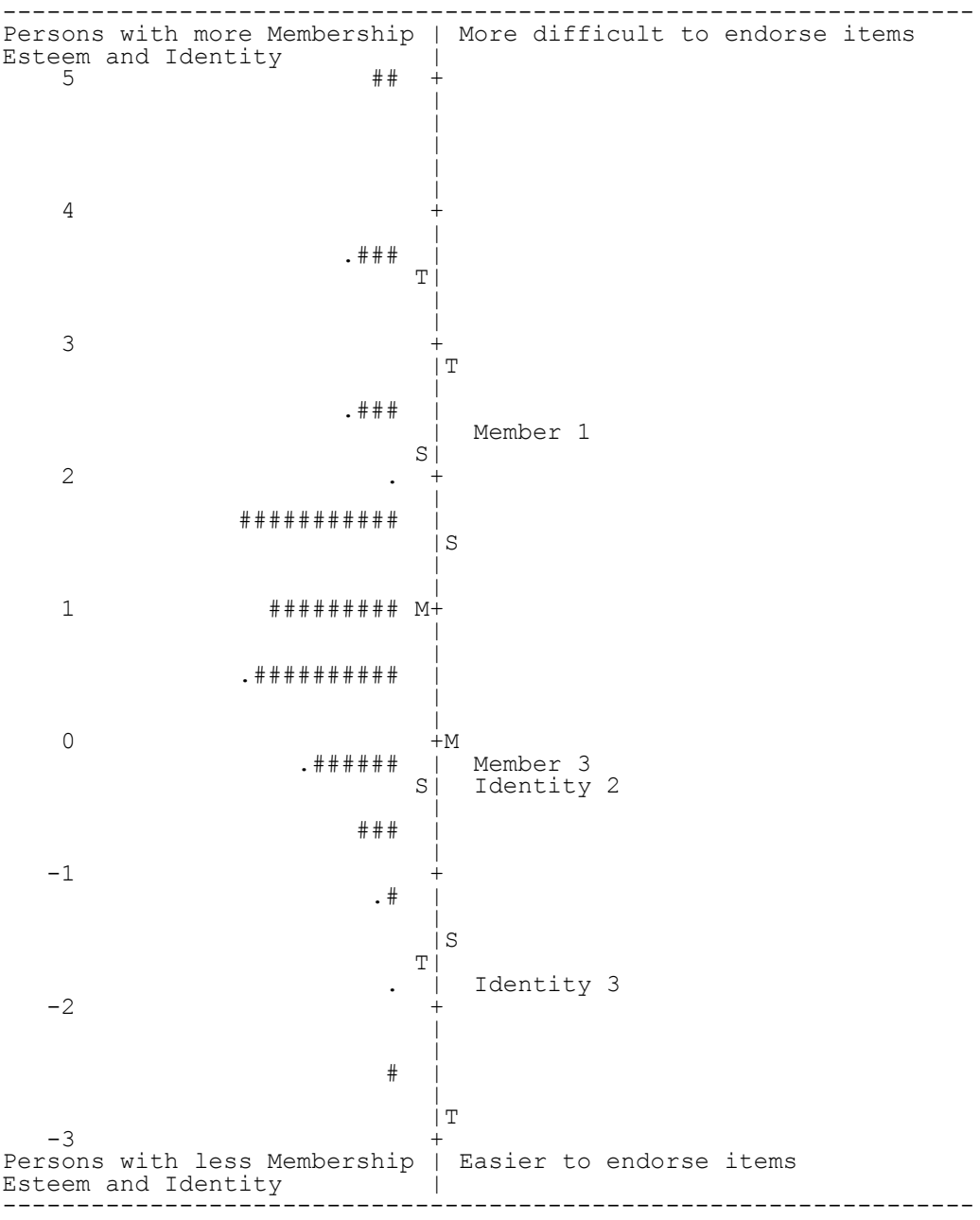
Figure 21 shows the Wright map of this construct at the second administration. The item order of difficulty to answer did not change from the first administration.

To summarize all, the Wright maps provided a useful output of the Rasch analyses for each construct. Regarding all the eight constructs, the item order of difficulty to answer did not change between two administrations. The order had been explained by many factors such as familiarity of the items to their daily life and the students' physical and verbal involvement in foreigners.

Data Treatment

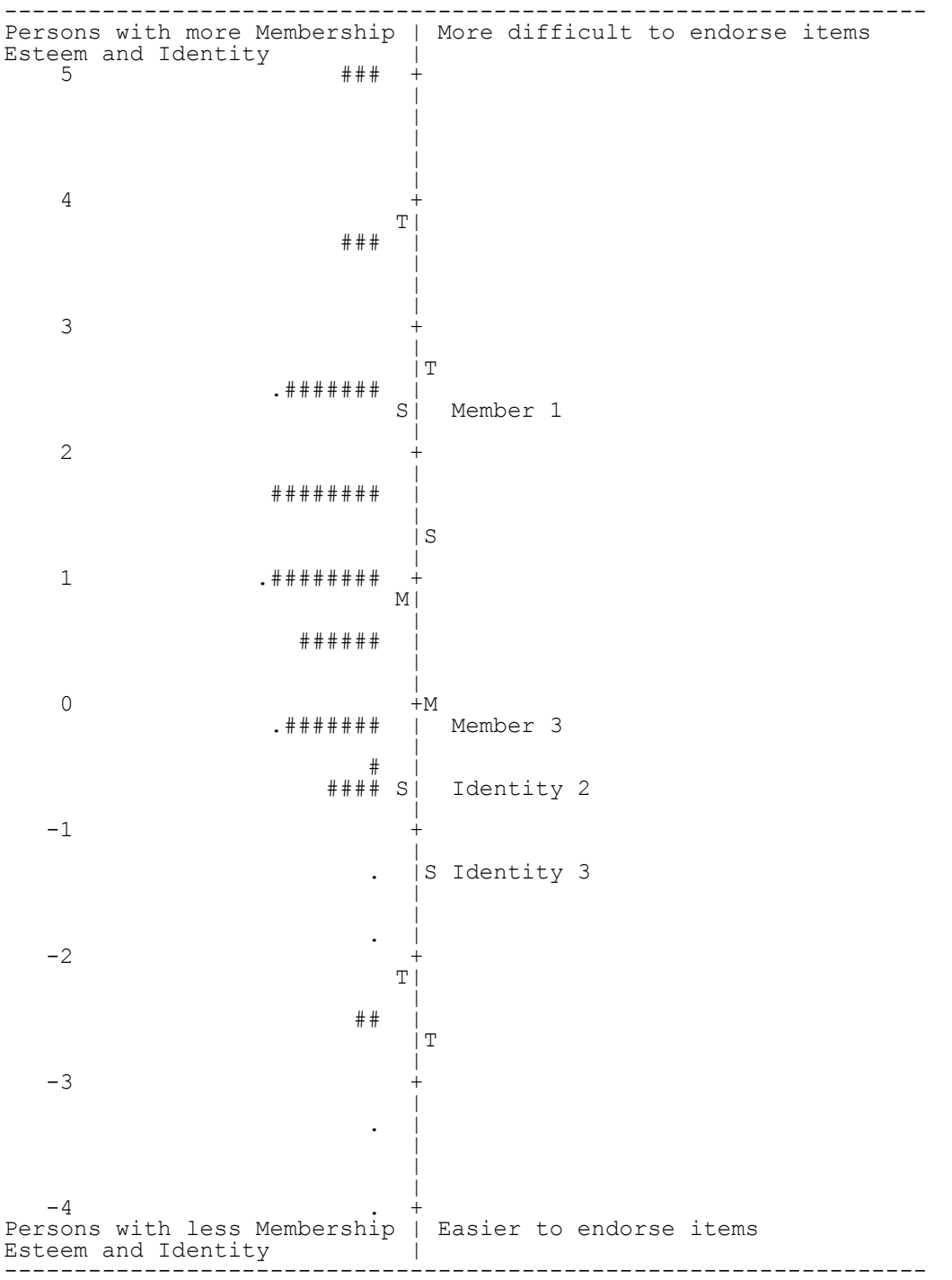
Measuring Pretest-Posttest Change

In order to measure changes in the performance of persons across time, other changes in the measurement framework must be eliminated or controlled (Wolfe & Chiu, 1999). In addition to person ability changes, item difficulty and step calibrations in the



Note. Each # = 2 persons.

Figure 20. Wright map of Membership Esteem and Identity (first administration).



Note. Each # = 2 persons.

Figure 21. Wright map of Membership Esteem and Identity (second administration).

rating scale can change. In order to measure only person ability changes over the one-year program, the data from the first and second administrations were stacked (Wright, 1996), and the participants' responses to the IUQC at both administrations were transformed to Rasch logits. This process allowed the data from the first and second administrations to be placed on the same measurement scale. The resulting Rasch person measures were used as the dependent variables in the analyses.

ANOVA vs. MANOVA

The data were analyzed by means of two-way mixed ANOVAs rather than two-way mixed MANOVAs for two reasons. First, one purpose of this study was to measure eight dependent variables and determine "whether mean differences among groups on a combination of DVs are likely to have occurred by chance" (Tabachnick & Fidell, 2001, p. 322). Second, MANOVA works best when the dependent variables are highly negatively correlated, and when the dependent variables are correlated above .60, MANOVA is less attractive than ANOVA (Tabachnick & Fidell, 2001, p. 323). The Pearson correlations among the eight DVs (i.e., *Intercultural Friendship Orientation in English Learning* (IF), *Intergroup Approach-Avoidance Tendency* (IAAT), *Interest in International Vocation/Activities* (INTVA), *Interest in Foreign Affairs* (IFA), *Self-esteem* (SE), *Private Collective Self-esteem* (Private), *Public Collective Self-esteem* (Public), and *Member and Identity* (Memiden) used in this study were checked at both administrations of the IUQC. Four out of 28 correlations showed highly positive correlations above .60 at the second administration. Therefore, ANOVAs were conducted.

Assumptions of Mixed ANOVA

Prior to conducting the statistical analyses, the following four assumptions of the mixed ANOVA analysis procedure were checked (Green & Salkind, 2006). First, the dependent variable was normally distributed in the population for each combination of levels of the within-subjects factors, which was checked with the Kolmogorov-Smirnov *D* test, where normality was rejected for each DV because they were all less than .05 ($.001 < p < .009$). Second, the population variances of the different variables were equal. This sphericity assumption is meaningful only if the main effect or interaction effect has more than one degree of freedom. In this study, the individual two-way mixed ANOVA used to answer Research Questions 1 and 2 both had one degree of freedom for the independent (within-subject) variable. Therefore, sphericity tests such as Mauchly's W were ignored. Third, the individuals represented a random sample from the population, and the scores associated with different individuals were not related. Fourth, the difference scores were multivariately normally distributed in the population. The multisphericity assumption was checked with Box's M using an alpha of $p < .001$. The multisphericity assumption was met for all of the variables in the two-way mixed ANOVA used to answer Research Question 1 (IF: *Box's M* = .153, *p* = . 985; IAAT: *Box's M* = 1.539, *p* =.681; INTVA: *Box's M* = 4.931, *p* = .185; IFA: *Box's M* = 1.605, *p* = .666; SE: *Box's M* = 8.774, *p* = .035; Private: *Box's M* = .573, *p* = .905; Public: *Box's M* =4.688, *p* = .205; Memiden: *Box's M* = 5.720, *p* = .133). The multisphericity assumption was also met for all of the data gathered from the fifth grade classes in the two-way mixed ANOVA used to answer Research Question 2 (IF: *Box's M* = 1.408, *p* = .716; IAAT: *Box's M* = 8.077, *p* = .051; INTVA: *Box's M* = 5.523, *p*

= .150; IFA: *Box's M* = 6.428, *p* = .103; SE: *Box's M* = 9.068, *p* = .033; Private: *Box's M* = .10.633, *p* = .017; Public: *Box's M* = 3.038, *p* = .403; Memiden: *Box's M* = 6.726, *p* = .091). The same assumption was met for all of the data gathered from the sixth grade classes. (IF: *Box's M* = 5.925, *p* = .042; IAAT: *Box's M* = 1.171, *p* = .775; INTVA: *Box's M* = 7.467, *p* = .069; IFA: *Box's M* = 5.925, *p* = .132; SE: *Box's M* = .960, *p* = .823; Private: *Box's M* = .620, *p* = .899; Public: *Box's M* = 12.749, *p* = .007; Memiden: *Box's M* = 11.195, *p* = .014).

An inspection of the raw data (before transforming it to Rasch logits) indicated that 1.1% (53 cells out of 4,815 cells) of the data was missing; however, this amount of missing data presents no problems for the estimation of person ability in the Rasch model. Thus, person ability measures were provided for each participant by the Winsteps computer program version 3.63.0 (Linacre, 2007). All multivariate analyses were conducted using SPSS 12.0 (SPSS, 2003).

CHAPTER 5

RESULTS

In the previous chapter, the contents and structure of the IUQC were validated using Rasch-based analyses. In this chapter, Research Questions 1 and 2 are answered and other findings are reported.

Research Question 1

Research Question 1 asked "To what degree will the elementary school students' *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs* positively change over the one-year international understanding program?" The participants' responses to the IUQC at both administrations (Trials 1 and 2) were transformed to Rasch logits. In this study, the participants were measured in the same frame of reference (IUQC) at Trial 1 and Trial 2 at the beginning and the end of the international understanding program. My interest was in the students' change from Trial 1 to Trial 2. However, the functioning of test items and rating scale can also change (Wright, 1996) within the trials. *Stacking* refers to placing Trial 1 and Trial 2 data together vertically. Item difficulty and the rating scale are held constant, while the person ability estimates are free to move between Trial 1 and Trial 2. As this study was an investigation of the impact of the intervention on the participants' performances, the IUQC data from the two trials were stacked and the stacked data were used for the following ANOVA analyses.

Research Question 1 was investigated using a two-way mixed factorial ANOVA (1 between subjects x 1 within subjects design). The first independent variable (IV) was the trial of the IUQC administration (two levels: first and the second administrations). The second IV was grade in school (two levels: fifth and sixth grade participants). These two independent variables were used for all of the following two-way mixed ANOVAs. The fifth grade participants had not participated in the international program previously, while the sixth graders had participated in the program for one year when this study was initiated. Therefore, it was hypothesized that the sixth grade participants would perform better than the fifth grade participants on the variables measured by the IUQC. The dependent variables (DV) were the participants' Rasch person ability estimates on the eight IUQC constructs (i.e., *Intercultural Friendship Orientation in English Learning* (IF), *Intergroup Approach-Avoidance Tendency* (IAAT), *Interest in International Vocation/Activities* (INTVA), *Interest in Foreign Affairs* (IFA), *Self-esteem* (SE), *Private Collective Self-esteem* (Private), *Public Collective Self-esteem* (Public), and *Membership Esteem and Identity* (Memiden)). *International Posture* was made up of IF, IAAT, and INTVA. *Self-esteem* was measured by SE, and *Collective Self-esteem* was made up of Private, Public, and Memiden. IFA was originally under a subcategory of *International Posture* like the three constructs above, but the participants in the present study regarded it as a single construct that was independent of *International Posture*.

Because 24 ANOVAs were run (eight times for Question 1, 16 times for Question 2), a traditional Bonferroni adjustment was considered as one way to avoid committing a Type 1 error, with $\alpha = .05 / 24 = .002$. However, this adjustment is likely to cause a Type II

error; therefore, an alternative formula was used (Bonferroni adjustment online, retrieved on August 13, 2009 from http://www.quantitativeskills.com/sisa/calculations/bonfer.htm). This formula is considered to adjust the α level in a way that avoids both Type I and Type II errors. It arrives at an adjusted α level using the original α level, the number of *F* tests, and the mean of the correlation of the dependent variables.

Table 65. *Descriptive Statistics for the Fifth Grade Participants by Trial*

Variable and Trial	*M*	*SE*	95% Confidence Interval Lower Bound	Upper Bound	*SD*	Skewness	*SES*	Kurtosis	*SEK*
IF Trial 1	.75	.28	.20	1.31	2.19	-.18	.31	-.06	.60
IF Trial 2	-.11	.29	-.68	.45	2.23	-.06	.31	.42	.60
IAAT Trial 1	.85	.19	.48	1.22	1.46	-.16	.31	2.97	.60
IAAT Trial 2	1.14	.20	.75	1.53	1.56	.78	.31	.70	.60
INTVA Trial 1	-.47	.23	-.92	-.03	1.79	-.72	.31	-.15	.60
INTVA Trial 2	-.33	.23	-.82	.15	1.82	-.37	.31	.45	.60
IFA Trial 1	-1.63	.23	-2.07	-1.19	1.76	-.22	.31	-.55	.60
IFA Trial 2	-1.50	.26	-1.99	-1.01	2.04	.50	.31	.54	.60
SE Trial 1	-.20	.18	-.53	.13	1.41	-.45	.31	1.22	.60
SE Trial 2	-.70	.23	-1.12	-.28	1.82	-.50	.31	-.10	.60
Private Trial 1	1.29	.27	.75	1.83	2.15	.15	.31	-.17	.60
Private Trial 2	1.27	.26	.74	1.80	2.03	-.35	.31	1.20	.60
Public Trial 1	-.10	.20	-.50	.30	1.53	.54	.31	.60	.60
Public Trial 2	-.37	.19	-.80	.05	1.46	.52	.31	2.87	.60
Memiden Trial 1	1.08	.20	.70	1.45	1.58	.29	.31	.84	.60
Memiden Trial 2	.94	.23	.47	1.41	1.83	.22	.31	1.10	.60

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; Trial 1 = the first administration before the international understanding program was initiated; Trial 2 = the second administration after the international understanding program was completed.

Table 66. *Descriptive Statistics for the Sixth Grade Participants by Trial*

Variable and Trial	*M*	*SE*	95% Confidence Interval Lower Bound	Upper Bound	*SD*	Skewness	*SES*	Kurtosis	*SEK*
IF Trial 1	1.49	.33	.84	2.15	2.19	-.60	.36	.66	.70
IF Trial 2	2.16	.34	1.49	2.83	2.26	-.69	.36	.98	.70
IAAT Trial 1	1.27	.22	.83	1.71	1.47	-.41	.36	2.30	.70
IAAT Trial 2	1.98	.22	1.52	2.44	1.49	.05	.36	-.16	.70
INTVA Trial 1	.38	.26	-.15	.90	1.70	-.55	.36	1.47	.70
INTVA Trial 2	.95	.31	.38	1.52	2.02	-.73	.36	1.16	.70
IFA Trial 1	-.69	.25	-1.21	-.18	1.67	-.16	.36	-.36	.70
IFA Trial 2	-.64	.27	-1.22	-.06	1.77	-.81	.36	.14	.70
SE Trial 1	-.53	.17	-.92	-.14	1.13	-.46	.36	1.80	.70
SE Trial 2	-.50	.21	-1.00	-.01	1.38	-1.14	.36	1.47	.70
Private Trial 1	1.22	.32	.59	1.86	2.10	-.16	.36	.54	.70
Private Trial 2	1.67	.33	1.04	2.30	2.17	-.24	.36	.35	.70
Public Trial 1	-.31	.25	-.78	.16	1.64	1.14	.36	3.17	.70
Public Trial 2	-.05	.29	-.55	.45	1.91	-.36	.36	1.81	.70
Memiden Trial 1	1.07	.20	.63	1.51	1.30	1.18	.36	1.67	.70
Memiden Trial 2	1.23	.28	.68	1.78	1.87	-.06	.36	.78	.70

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; Trial 1 = the first administration before the international understanding program was initiated; Trial 2 = the second administration after the international understanding program was completed.

The 24 ANOVAs were categorized into three sets: One ANOVA set for Question 1 and two ANOVA sets for Question 2 (fifth grade and sixth grade participants' analyses). The fifth grade participants and sixth grade participants' analyses were treated as different sets because the ANOVA results of the two graders were treated independently. Eight ANOVAs were run for the individual grades because the mean differences of each grade

and the eight constructs of the questionnaire were analyzed. Thus, the following data were submitted to the Bonferroni adjustment program for Question 1. The original α level was .05; the number of tests was 8; and the mean correlation of the eight constructs was .34. An adjusted α of .011 was obtained for Question 1. The same procedure was repeated for the fifth grade participants' and sixth grade participants' data for Question 2 respectively and an adjusted α of .011 was obtained for the respective analyses.

The descriptive statistics of the participants' Rasch person ability measures for the eight IUQC constructs are displayed in Tables 65 (for fifth graders) and 66 (for sixth graders). Both the fifth and sixth graders' means increased on each of the measures, and the sixth grade participants performed better than the fifth grade participants on the three constructs of International Posture: IF, IAAT, and INTVA. The sixth grade participants showed a higher mean than the fifth grade participants for IFA although the means for both grades rarely changed. Both the fifth and sixth graders had lower scores for SE compared to the other variables in the beginning of the study. The fifth grade participants showed a further decrease, while the sixth grade participants remained almost the same. The participants in both grades had similar mean person measures in both first and second administrations for Private, Public, and Memiden. Overall, the sixth grade participants performed better than the fifth grade participants throughout the eight IQUC constructs at the end of the school year.

Intercultural Friendship Orientation in English Learning

The first two-way mixed ANOVA was conducted with *Intercultural Friendship Orientation in English Learning* (IF) as the dependent variable. The Trial main effect was not statistically significant, $F(1, 103) = .215$, $p = .644$, partial $\eta^2 = .002$, but the univariate test associated with the Grade main effect was significant, $F(1, 103) = 15.624$, $p < .001$, partial $\eta^2 = .134$, as was the Grade x Trial interaction effect, $F(1, 103) = 12.633$, $p = .001$, partial $\eta^2 = .109$ as shown in Table 67.

Table 67. *Summary of the Analysis of Variance for Intercultural Friendship Orientation in English Learning by Trial and Grade*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Grade	58.10	1	58.10	15.62	.000*	.13
Error	383.00	103	3.72			
Trial	.51	1	.51	.22	.644	.00
Trial x Grade	30.06	1	30.06	12.63	.001*	.11
Error	245.09	103	2.38			
Total	716.76	209	94.77			

Note. Computed using alpha = .011, * $p < .011$.

An examination of the cell means indicated that although there was a large and statistically significant increase in the IF measures for the sixth graders from Trial 1 (M = 1.49) to Trial 2 (M = 2.16) (t (60) = .003), the mean Rasch person measures for the fifth graders showed a large and statistically significant decrease from Trial 1 (M = .75) to Trial 2 (M = -.11) (t (43) = .043). Before the international understanding program, there was already a considerable difference in the person measures for the individual fifth graders (M = .75) and sixth graders (M = 1.49); the sixth graders had much higher person measures (M

= 2.16) than did the fifth graders (M = -.11) after the international understanding program as displayed in Figure 22. These results support the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Intercultural Friendship Orientation in English Learning* at both trials.

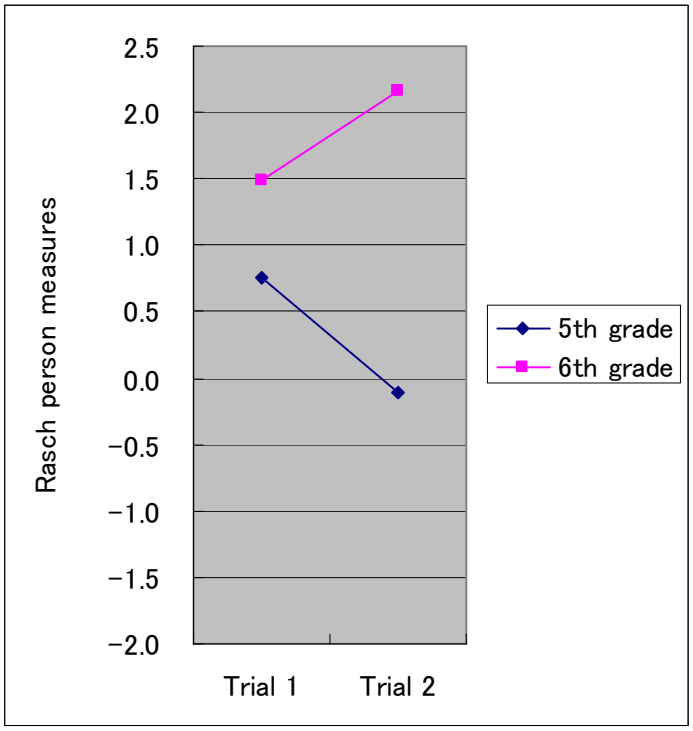


Figure 22. Profile plot of Grade by Trial for Intercultural Friendship Orientation in English Learning.

Intergroup Approach-Avoidance Tendency

The next two-way mixed ANOVA was conducted with *Intergroup Approach-Avoidance Tendency* (IAAT) as the dependent variable. There was a statistically significant main effect for Trial, $F(1, 103) = 13.27$, $p < .001$, partial $\eta^2 = .114$, but neither the univariate test associated with the Grade main effect, $F(1, 103) = 5.80$, $p = .018$, partial η^2

= .053, nor the Grade x Trial interaction effect was significant, F (1, 103) = 2.29, p = .134, partial η^2 = .022 as shown in Table 68.

Table 68. *Summary of the Analysis of Variance for Intergroup Approach-Avoidance Tendency by Trial and Grade*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Grade	10.14	1	10.14	5.80	.018	.05
Error	180.06	103	1.75			
Trial	12.98	1	12.98	13.27	.000*	.11
Trial x Grade	2.24	1	2.24	2.29	.134	.02
Error	100.74	103	.98			
Total	306.15	209	28.08			

Note. Computed using alpha = .011, * p < .011.

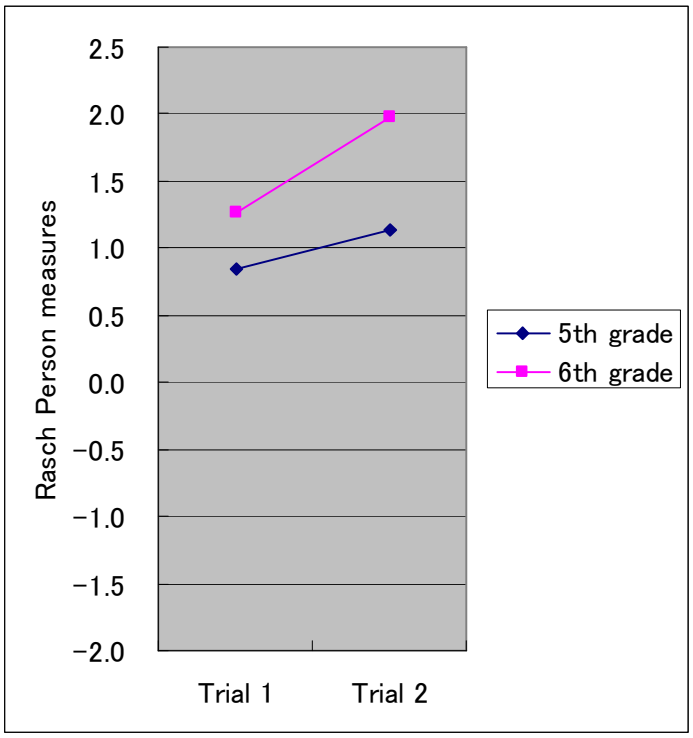


Figure 23. Profile plot of Grade by Trial for Intergroup Approach-Avoidance Tendency.

All the participants' person measures for *Intergroup Approach-Avoidance Tendency* yielded a statistically significant increase from Trial 1 (M = 1.02) to Trial 2 (M = 1.49); moreover, this tendency was stronger for the sixth graders (M = 1.27 and M =1.98) than for the fifth graders (M = .85 and M =1.14) for both trials, despite the fact that there was no statistically significant difference for Grade, F (1, 103) = 5.80, p = .018, partial η^2 = .053. Despite the lack of statistical significance, these results provide some support for the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Intergroup Approach-Avoidance Tendency*.

Interest in International Vocation/Activities

The next two-way mixed ANOVA was conducted with *Interest in International Vocation/Activities* (INTVA) as the dependent variable. There was a nonsignificant main effect for Trial, F(1, 103) = 3.69, p = .057, partial η^2 = .035; however, the univariate test associated with the Grade main effect was statistically significant, F(1, 103) = 29.04, p

Table 69. *Summary of the Analysis of Variance for Interest in International Vocation/Activities by Trial and Grade*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Grade	29.04	1	29.04	11.71	.001*	.10
Error	255.38	103	2.48			
Trial	6.52	1	6.52	3.69	.057	.04
Trial x Grade	2.38	1	2.38	1.35	.248	.01
Error	181.67	103	1.76			
Total	474.99	209	42.18			

Note. Computed using alpha = .011, * p < .011.

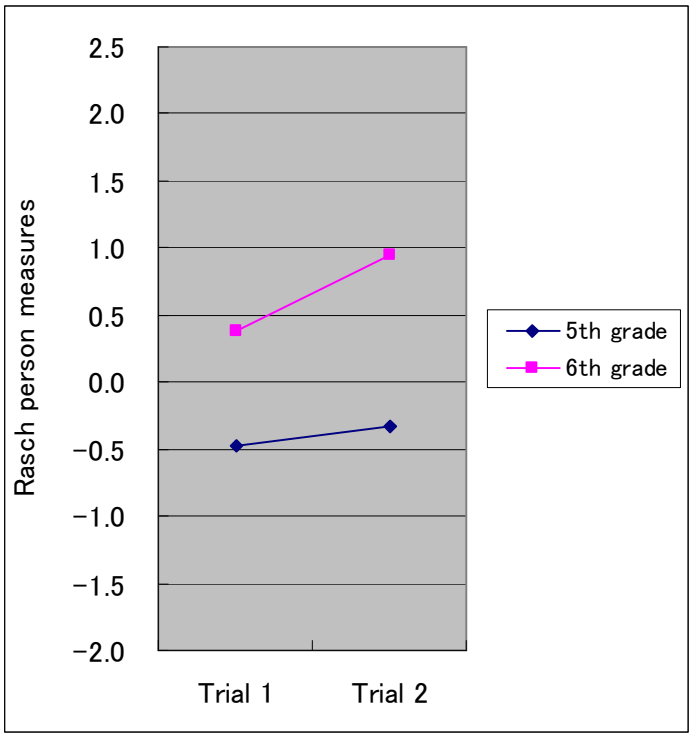


Figure 24. Profile plot of Grade by Trial for Interest in International Vocation/Activities.

= .001, partial η^2 = .102. The Grade x Trial interaction effect was not significant, $F(1, 103)$ = 1.35, p = .248, partial η^2 = .013 as shown in Table 69.

As shown in Figure 24, the sixth grade participants displayed significantly higher person measures (M = .66) than the fifth grade participants (M = -.40) if the Trial effect was ignored. In addition, the participants' *Interest in International Vocation/Activities* increased from Trial 1 (M = -.05) to Trial 2 (M = .30) (p = *ns*). These results support the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Interest in International Vocation/Activities*.

Interest in Foreign Affairs

A two-way mixed ANOVA was conducted with the person measures for *Interest in Foreign Affairs* (IFA) as the dependent variable. As the participants' mean person

Table 70. *Summary of the Analysis of Variance for Interest in Foreign Affairs by Trial and Grade*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Grade	20.77	1	20.77	7.69	.007*	.07
Error	278.21	103	2.70			
Trial	.41	1	.41	.31	.577	.00
Trial x Grade	.08	1	.08	.06	.804	.00
Error	133.09	103	1.29			
Total	432.56	209	25.25			

Note. Computed using alpha = .011, * $p < .011$.

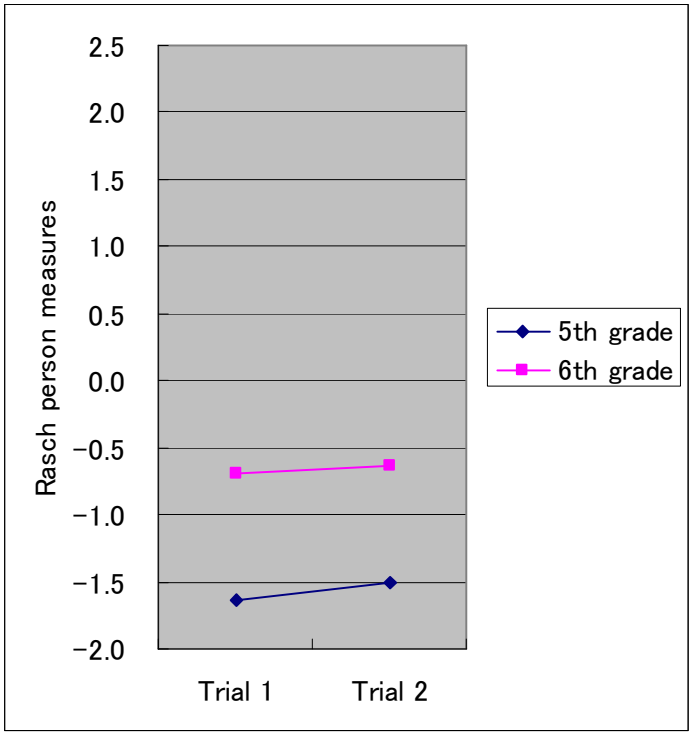


Figure 25. Profile plot of Grade by Trial for Interest in Foreign Affairs.

measures for *Interest in Foreign Affairs* increased only slightly from Trial 1 (M = -1.24) to Trial 2 (M = -1.14), the difference was not statistically significant, $F(1, 103) = .31$, $p = .577$, partial $\eta^2 = .003$; however, the univariate test associated with the Grade main effect was significant, $F(1, 103) = 7.69$, $p = .007$, partial $\eta^2 = .069$. The sixth graders had a mean of -.67, while the fifth grade mean was considerably lower at -1.57. The Grade x Trial interaction effect was not significant, $F(1, 103) = .06$, $p = .804$, partial $\eta^2 = .001$ as shown in Table 70. These results support the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Interest in Foreign Affairs*.

Self-esteem

A two-way mixed ANOVA was conducted with the person measures for *Self-esteem* (SE) as the dependent variable. Neither the main effect for Trial, $F(1, 103) = 2.11$, $p = .150$, partial $\eta^2 = .020$, nor the univariate test associated with the Grade main effect was statistically significant, $F(1, 103) = .08$, $p = .780$, partial $\eta^2 = .001$. The Grade x Trial interaction effect was not significant, $F(1, 103) = 2.54$, $p = .114$, partial $\eta^2 = .024$ as displayed in Table 71. An examination of the cell means indicated that although there was a significant decrease in the person measures for *Self-esteem* for the fifth graders from Trial 1 (M = -.20) to Trial 2 (M = -.70) ($t(60) = 2.23$, $p = .030$), while the person measures for the sixth graders remained almost the same from Trial 1 (M = -.53) to Trial 2 (M = -.50) ($t(43) = -.10$, $p = .920$).

Before the international understanding program, the fifth grade participants' mean person measures (M = -.20) for *Self-esteem* was higher than that of the sixth grade

participants (*M* = -.53). On the other hand, the fifth graders' mean person measures (*M* = -.70) declined and consequently became lower than the sixth graders (*M* = -.50) at the end

Table 71. *Summary of the Analysis of Variance for Self-esteem by Trial and Grade*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Grade	.12	1	.12	.08	.780	.00
Error	154.85	103	1.50			
Trial	2.96	1	2.96	2.11	.150	.02
Trial x Grade	3.56	1	3.56	2.54	.114	.02
Error	144.70	103	1.41			
Total	385.79	209	16.88			

Note. Computed using alpha = .011, * $p < .011$.

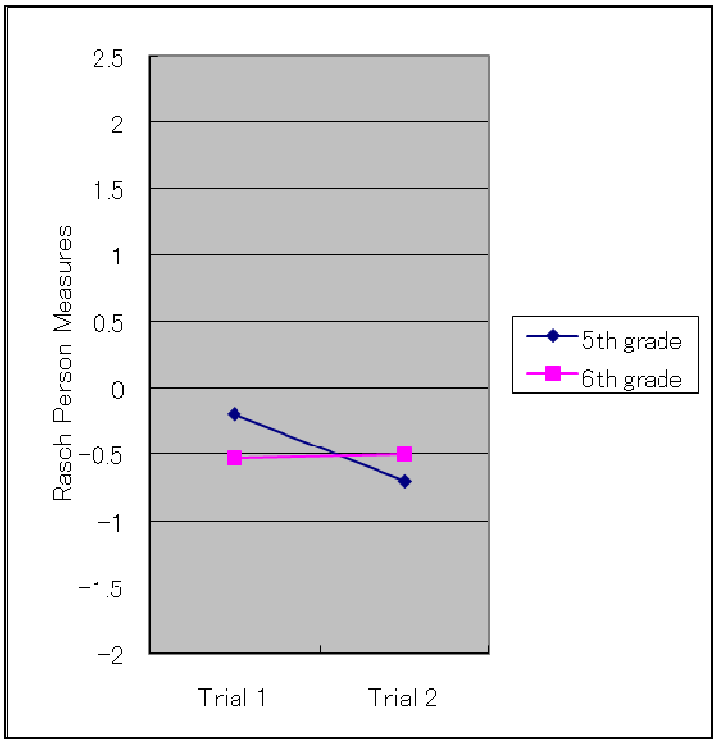


Figure 26. Profile plot of Grade by Trial for Self-esteem.

of the program. These results do not support the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Self-esteem* at both trials of this experiment.

Private Collective Self-esteem

A two-way mixed ANOVA was conducted with the Rasch person measures for *Private Collective Self-esteem* (Private) as the dependent variable. The results were nonsignificant for the main effect for Trial, $F(1, 103) = .87$, $p = .352$, partial $\eta^2 = .008$, the univariate test associated with the Grade main effect, $F(1, 103) = .24$, $p = .628$, partial $\eta^2 = .002$, and the Grade x Trial interaction effect, $F(1, 103) = 1.00$, $p = .319$, partial $\eta^2 = .010$; Thus, these results do not support the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Private Collective Self-esteem* at both trials of this experiment.

Table 72. *Summary of the Analysis of Variance for Private Collective Self-esteem by Trial and Grade*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Grade	.73	1	.73	.24	.628	.00
Error	319.01	103	3.10			
Trial	2.36	1	2.36	.87	.352	.01
Trial x Grade	2.71	1	2.71	1.00	.319	.01
Error	278.60	103	2.71			
Total	603.41	209	11.61			

Note. Computed using alpha = .011, * $p < .011$.

Public Collective Self-esteem

The next two-way mixed ANOVA was conducted with the Rasch person measures of *Public Collective Self-esteem* (Public) as the dependent variable. No significant results were found for the main effect for Trial, $F(1, 103) < .001$, $p = .970$, partial $\eta^2 = .001$, the univariate test associated with the Grade main effect, $F(1, 103) = .05$, $p = .824$, partial $\eta^2 = .001$, and the Grade x Trial interaction effect, $F(1, 103) = 2.15$, $p = .145$, partial $\eta^2 = .020$. These results do not support the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Public Collective Self-esteem* at both trials of this experiment.

Table 73. *Summary of the Analysis of Variance for Public Collective Self-esteem by Trial and Grade*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Grade	.09	1	.09	.05	.824	.00
Error	185.65	103	1.80			
Trial	.00	1	.00	.00	.970	.00
Trial x Grade	3.56	1	3.56	2.15	.145	.02
Error	170.06	103	1.65			
Total	359.36	209	7.10			

Note. Computed using alpha = .011, * $p < .011$.

Membership Esteem and Identity

The next two-way mixed ANOVA was conducted using the Rasch person measures of *Membership Esteem and Identity* (Memiden) as the dependent variable. No significant results were found for the main effect for Trial, $F(1, 103) = .01$, $p = .944$, partial $\eta^2 < .001$,

the univariate test associated with the Grade main effect, $F(1, 103) = .26$, $p = .611$, partial $\eta^2 < .001$, nor the Grade x Trial interaction effect, $F(1, 103) = .71$, $p = .402$, partial $\eta^2 = .007$ as shown in Table 74.

Both the fifth grade and sixth grade students' mean person measures of *Membership Esteem and Identity* were almost the same ($M = 1.08$ for fifth graders and $M = 1.07$ for sixth graders) at the first administration. At the second administration, the mean person measures for sixth graders increased slightly ($M = 1.23$) while those for fifth graders decreased ($M = .94$) ($p = ns$). However, these results did not support the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Membership Esteem and Identity* at both trials.

Table 74. *Summary of the Analysis of Variance for Membership Esteem and Identity by Trial and Grade*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Grade	.52	1	.52	.26	.611	.00
Error	207.42	103	2.01			
Trial	.01	1	.01	.01	.944	.00
Trial x Grade	1.08	1	1.08	.71	.402	.01
Error	157.73	103	1.53			
Total	187.86	209	67.41			

Note. Computed using alpha = .011, * $p < .011$.

Summary of Results

To summarize the above results, the answer to Research Question 1, To what degree will the elementary school students' *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs* positively change over the one-year international understanding program?, is as follows. The experienced sixth graders performed better

than the fifth graders on three constructs of *International Posture*: *Intercultural Friendship Orientation in English Learning*, *Intergroup Approach-Avoidance Tendency*, and *Interest in International Vocation/Activities*. Mean person measures for *Intergroup Approach-Avoidance Tendency* and *Interest in International Vocation/Activities* increased as the program continued. While the sixth graders' mean person measures increased for *Intercultural Friendship Orientation in English Learning*, the fifth graders' mean person measures decreased sharply.

Interest in Foreign Affairs was originally conceptualized as part of *International Posture*, but the Rasch item residuals analysis indicated that it was a separate construct. This construct showed a statistically significant main effect for Grade, as the sixth graders scored considerably and consistently higher than the fifth graders.

Self-esteem did not show statistically significant differences by Trial and Grade. However, the mean person measures for both graders performed differently over the two trials; the sixth graders' mean person measures were almost the same at both administrations, whereas the fifth graders' mean person measures decreased to a statistically significant extent. The sixth graders did not always perform better than the fifth graders on this construct. Both the main and interaction effects had low effect sizes.

All three *Collective Self-esteem* constructs, *Private Collective Self-esteem*, *Public Collective Self-esteem*, and *Membership Esteem and Identity*, did not show statistically significant differences by Trial and Grade. These results did not support the hypothesis that the sixth graders would perform better than the fifth graders on the IUQC.

The above findings lead to conclusion that the participants' grade in school influenced *International Posture* and *Interest in Foreign Affairs* positively, but had little effect on *Self-esteem* and *Collective Self-esteem*.

Table 75. *Summary of the Significances of the Analysis of Variance for Eight Variables by Trial and Grade*

Variables	Trial	Grade	Interaction	6th vs. 5th
IF	n.s.	significant	significant	6th↗>5th↘
IAAT	significant	n.s.	n.s.	6th↗>5th↗
INTVA	n.s.	significant	n.s.	6th↗>5th↗
IFA	n.s.	significant	n.s.	6th→>5th→
SE	n.s.	n.s.	n.s.	6th→>5th↘
Private	n.s.	n.s.	n.s.	6th↗>5th→
Public	n.s.	n.s.	n.s.	6th↗>5th↘
Memiden	n.s.	n.s.	n.s.	6th↗>5th↘

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; n.s. = non significant.

Research Question 2

Research question 2, "How will the individual classrooms influence the elementary school students' *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs*?" was investigated in order to determine the differences among the students' performance in each class. By comparing the participants' performances in the classes, the effects of each classroom on the responses to the eight affective constructs could be determined. This was considered important for two reasons. First, in elementary school, the teacher's influence on students is potentially strong (Ichikawa, 2004; Irie, 2005; Mitsuo & Yamaga, 2004) and second, social group was specified as "my class or

classmates" in the definition of *Collective Self-esteem*. Classes at elementary schools are normally children's first prolonged contact with persons outside of the immediate family.

Two sets of two-way mixed ANOVAs were run to investigate this question. In the first set, the performance differences on the IUQC between the two fifth grade classes (5A and 5B) were investigated. The two independent variables were trials (two levels: first administration and second administration) and fifth grade classes (two levels: 5A and 5B). In the second set, the performance differences on the IUQC between the two sixth grade classes (6A and 6B) were investigated. The two independent variables were trials (two levels: first administration and second administration) and sixth grade classes (two levels: 6A and 6B). Separate analyses were conducted for each of the eight constructs (i.e., IF, IAAT, INTVA, IFA, SE, Private, Public, and Memiden).

The Results for the Fifth Grade Classes

The means and standard deviations of the eight IUQC constructs for the Class 5A and Class 5B participants are displayed in Tables 76 and 77. The participants' responses to the IUQC at both administrations (Trials 1 and 2) were transformed to Rasch logits. The changes in each construct are discussed in the order.

The performance differences on the eight IUQC constructs between the two fifth grade classes were compared with two-way mixed ANOVAs (see Tables 78-85 for complete descriptions of the analyses). The Bonferroni adjustment online procedure was conducted in order to avoid committing a Type 1 error. The family-wise error rate across Trial, Class, and Trial x Class was adjusted to the .011 level.

Table 76. *Descriptive Statistics for the Class 5A Participants by Trial*

Variable and Trial	*M*	*SE*	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	*SD*	Skewness	*SES*	Kurtosis	*SEK*
IF Trial 1	1.07	.38	.29	1.86	2.11	-.07	.42	-.17	.82
IF Trial 2	.22	.36	-.58	1.02	2.01	.11	.42	-.12	.82
IAAT Trial 1	.94	.21	.41	1.47	1.19	.60	.42	-.16	.82
IAAT Trial 2	1.41	.31	.85	1.96	1.73	.90	.42	-.37	.82
INTVA Trial 1	-.21	.30	-.85	.43	1.66	-.69	.42	-.08	.82
INTVA Trial 2	-.24	.37	-.89	.42	2.03	-.19	.42	.36	.82
IFA Trial 1	-1.48	.32	-2.12	-.85	1.79	-.47	.42	-.58	.82
IFA Trial 2	-1.49	.30	-2.23	-.75	1.66	-.20	.42	-.09	.82
SE Trial 1	-.67	.22	-1.14	-.19	1.21	-1.31	.42	1.74	.82
SE Trial 2	-.85	.37	-1.51	-.20	2.04	-.35	.42	-.50	.82
Private Trial 1	.64	.27	-.10	1.38	1.52	.67	.42	.43	.82
Private Trial 2	1.34	.32	.61	2.08	1.76	.59	.42	-.18	.82
Public Trial 1	-1.02	.18	-1.46	-.58	1.02	.03	.42	-.75	.82
Public Trial 2	-.99	.23	-1.47	-.51	1.29	-.42	.42	.24	.82
Memiden Trial 1	1.02	.25	.45	1.59	1.37	-.14	.42	.73	.82
Memiden Trial 2	.80	.23	.14	1.46	1.29	-.13	.42	.31	.82

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; Trial 1 = the first administration before the international understanding program was initiated; Trial 2 = the second administration after the international understanding program was completed.

Construct 1: Intercultural Friendship Orientation in English Learning

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and fifth grade classes. The dependent variable was the person measures of the *Intercultural Friendship Orientation in English Learning* (IF) construct. The independent variables were fifth grade classes with two levels (Classes 5A and 5B) and trial with two levels (the first and second administrations). The Trial main effect was

Table 77. *Descriptive Statistics for the Class 5B Participants by Trial*

Variable and Trial	*M*	*SE*	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	*SD*	Skewness	*SES*	Kurtosis	*SEK*
IF Trial 1	.42	.41	-.37	1.22	2.27	-.22	.43	.07	.83
IF Trial 2	-.46	.44	-1.27	.35	2.42	-.04	.43	.69	.83
IAAT Trial 1	.75	.31	.22	1.29	1.71	-.33	.43	3.22	.83
IAAT Trial 2	.87	.24	.30	1.43	1.32	.12	.43	1.91	.83
INTVA Trial 1	-.75	.35	-1.40	-.10	1.90	-.70	.43	-.31	.83
INTVA Trial 2	-.43	.29	-1.10	.24	1.60	-.87	.43	.36	.83
IFA Trial 1	-1.79	.32	-2.43	-1.14	1.74	.04	.43	-.20	.83
IFA Trial 2	-1.52	.44	-2.27	-.77	2.40	.74	.43	.36	.83
SE Trial 1	.29	.26	-.20	.78	1.45	-.43	.43	1.12	.83
SE Trial 2	-.54	.29	-1.21	.13	1.58	-.65	.43	.66	.83
Private Trial 1	1.96	.45	1.20	2.71	2.49	-.49	.43	-.04	.83
Private Trial 2	1.19	.42	.45	1.94	2.31	-.73	.43	1.40	.83
Public Trial 1	.84	.26	.40	1.29	1.40	.47	.43	1.30	.83
Public Trial 2	.26	.25	-.22	.75	1.37	1.54	.43	4.62	.83
Memiden Trial 1	1.13	.33	.55	1.71	1.79	.45	.43	.69	.83
Memiden Trial 2	1.09	.42	.41	1.76	2.28	.13	.43	.30	.83

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; Trial 1 = the first administration before the international understanding program initiated; Trial 2 = the second administration after the international understanding program was completed.

statistically significant, $F(1, 59) = 9.10$, $p = .004$, partial $\eta^2 = .134$, as a result of the participants' overall sharp decrease from Trial 1 ($M = .75$) to Trial 2 ($M = -.11$). The Class 5A participants were higher on this orientation than the Class 5B participants to the same extent at both administrations as displayed in Figure 27. However, neither the univariate test associated with the Class main effect, $F(1, 59) = 1.87$, $p = .177$, partial $\eta^2 = .031$, nor the Trial x Class interaction effect was significant, $F(1, 59) = .003$, $p = .955$, partial η^2

= .001 as shown in Table 78. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on *Intercultural Friendship Orientation in English Learning*.

Table 78. *Summary of the Analysis of Variance for Intercultural Friendship Orientation in English Learning by Trial and Class (Fifth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (5th Grade)	6.71	1	6.71	1.87	.177	.03
Error	212.25	59	3.60			
Trial	22.92	1	22.92	9.10	.004*	.13
Trial x Class	.01	1	.01	.00	.955	.00
Error	148.55	59	2.52			
Total	390.44	121	35.76			

Note. Computed using alpha = .011, * $p < .011$.

Construct 2: Intergroup Approach-Avoidance Tendency

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and the two fifth grade classes. The dependent variable for the second analysis was the Rasch person measures of the *Intergroup Approach-Avoidance Tendency* (IAAT) construct. No statistically significant differences were found for the Trial main effect, $F(1, 59) = 2.33$, $p = .133$, partial $\eta^2 = .038$, the univariate test associated with the Class main effect, $F(1, 59) = 1.16$, $p = .285$, partial $\eta^2 = .019$, or the Trial x Class interaction effect, $F(1, 59) = .82$, $p = .368$, partial $\eta^2 = .014$. Thus, these results do not support the hypothesis that the participants in the individual classrooms would perform differently on *Intergroup Approach-Avoidance Tendency*.

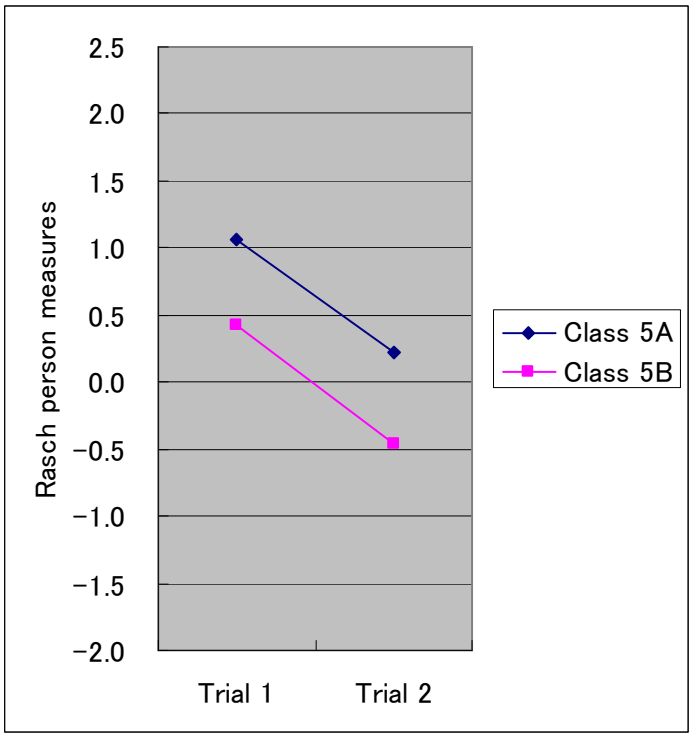


Figure 27. Profile plot of Class by Trial for Intercultural Friendship Orientation in English Learning (fifth grade).

Table 79. *Summary of the Analysis of Variance for Intergroup Approach-Avoidance Tendency by Trial and Class (Fifth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (5th Grade)	2.00	1	2.00	1.16	.285	.02
Error	101.16	59	1.72			
Trial	2.60	1	2.60	2.33	.133	.04
Trial x Class	.92	1	.92	.82	.368	.01
Error	65.89	59	1.12			
Total	172.57	121	8.36			

Note. Computed using alpha = .011, * $p < .011$.

Construct 3: Interest in International Vocation/Activities

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and fifth grade classes. The dependent variable was the Rasch person measures of the *Interest in International Vocation/Activities* (INTVA) construct. No statistically significant differences were found for the Trial main effect, $F(1, 59) = .29$, $p = .591$, partial $\eta^2 = .005$, the univariate test associated with the Class main effect, $F(1, 59) = .97$, $p = .329$, partial $\eta^2 = .016$, or the Trial x Class interaction effect, $F(1, 59) = .42$, $p = .519$, partial $\eta^2 = .007$. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on *Interest in International Vocation/Activities*.

Table 80. *Summary of the Analysis of Variance for Interest in International Vocation/Activities by Trial and Class (Fifth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (5th Grade)	2.12	1	2.12	.97	.329	.02
Error	128.90	59	2.19			
Trial	.63	1	.63	.29	.591	.01
Trial x Class	.92	1	.92	.42	.519	.01
Error	128.30	59	2.17			
Total	260.87	121	8.03			

Note. Computed using alpha = .011, * $p < .011$.

Construct 4: Interest in Foreign Affairs

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and fifth grade classes. The dependent variable was the Rasch person measures of the *Interest in Foreign Affairs* (IFA) construct. No statistically significant differences were found for the Trial main effect, $F(1, 59) = .36$, $p = .552$, partial $\eta^2 = .006$, the univariate test associated with the Class main effect, $F(1, 59) = .15$, $p = .702$, partial $\eta^2 = .002$, or the Trial x Class interaction effect, $F(1, 59) = .39$, $p = .535$, partial $\eta^2 = .007$. The fifth grade participants from the two classes did not show any statistically significant differences on *Interest in Foreign Affairs*; thus, the hypothesis that the participants in the individual classrooms would perform differently on this variable was not supported.

Table 81. *Summary of the Analysis of Variance for Interest in Foreign Affairs by Trial and Class (Fifth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (5th Grade)	.44	1	.44	.15	.702	.00
Error	174.14	59	2.95			
Trial	.52	1	.52	.36	.552	.01
Trial x Class	.57	1	.57	.39	.535	.01
Error	86.10	59	1.46			
Total	261.76	121	5.94			

Note. Computed using alpha = .011, * $p < .011$.

Construct 5: Self-esteem

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and fifth grade classes. The independent variables were Trial (Time 1 and Time 2) and Class (fifth and sixth graders) and the dependent variable was the Rasch

person measures of the *Self-esteem* (SE) construct. No statistically significant differences were found for the Trial main effect, $F(1, 59) = 5.15$, $p = .027$, partial $\eta^2 = .080$, the univariate test associated with the Class main effect, $F(1, 59) = 3.42$, $p = .069$, partial $\eta^2 = .102$, or the Trial x Class interaction effect, $F(1, 59) = 2.06$, $p = .157$, partial $\eta^2 = .034$. The fifth grade participants from the two classes did not show any statistically significant differences on *Self-esteem*; thus, the hypothesis that the participants in the individual classrooms would perform differently on this variable was not supported.

Table 82. *Summary of the Analysis of Variance for Self-esteem by Trial and Class (Fifth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (5th Grade)	6.13	1	6.13	3.42	.069	.10
Error	105.74	59	1.79			
Trial	7.93	1	7.93	5.15	.027	.08
Trial x Class	3.17	1	3.17	2.06	.157	.03
Error	90.75	59	1.54			
Total	213.72	121	20.56			

Note. Computed using alpha = .011, * $p < .011$.

Construct 6: Private Collective Self-esteem

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and fifth grade classes. The independent variables were Trial (Time 1 and Time 2) and Class (fifth and sixth graders), and the dependent variable was the Rasch person ability measures for the *Private Collective Self-esteem* (Private) construct. No statistically significant differences were found for the Trial main effect, $F(1, 59) = .01$, $p = .920$, partial $\eta^2 = .001$, and the univariate test associated with the Class main effect, $F(1,$

59) = 1.69, p = .198, partial η^2 = .028. However, the Trial x Class interaction effect was statistically significant, $F(1, 59) = 7.21$, p = .009, partial η^2 = .109 as shown in Table 83. An examination of the cell means indicated that there was a significant increase in the person measures for *Private Collective Self-esteem* for Class 5A from Trial 1 (M = .64) to Trial 2 (M = 1.35) (t (30) = -2.43, p = .021) and a non-significant decrease in the person measures for Class 5B from Trial 1 (M = 1.96) to Trial 2 (M = 1.19) (t (29) = 1.62, p = .114).

Before the international understanding program, the Class 5A participants' mean person measures (M = .64) for *Private Collective Self-esteem* was way lower than that of the Class 5B participants (M = 1.96); but it increased significantly in the end (M = 1.35). On the other hand, the high mean person measures for Class 5B (M = 1.96) declined and consequently became close to that for Class 5A (M = 1.19) at the end of the program as displayed in Figure 28. These results did not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Table 83. *Summary of the Analysis of Variance for Private Collective Self-esteem by Trial and Class (Fifth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (5th Grade)	5.19	1	5.19	1.69	.198	.03
Error	181.02	59	3.07			
Trial	.02	1	.02	.01	.920	.00
Trial x Class	16.48	1	16.48	7.21	.009*	.11
Error	134.79	59	2.29			
Trial	337.50	121	27.05			

Note. Computed using alpha = .011, * p < .011.

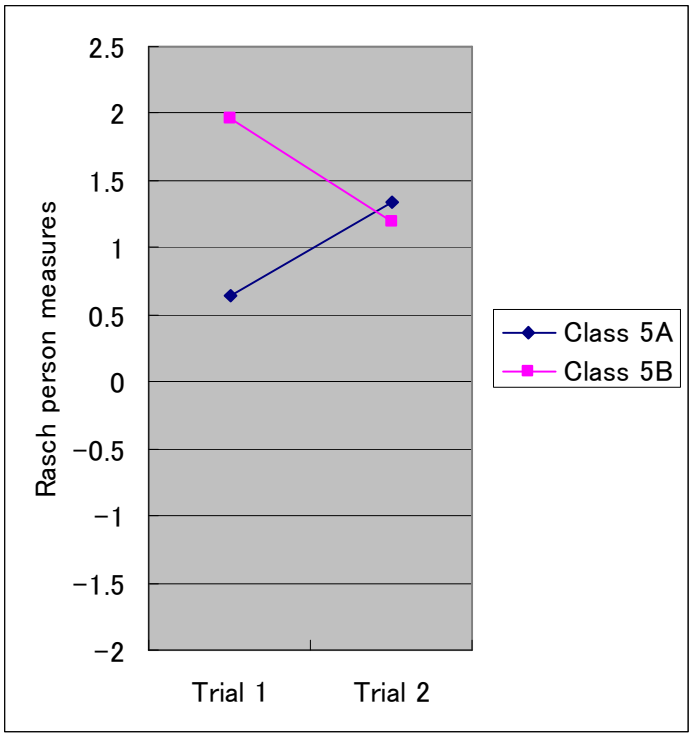


Figure 28. Profile plot of Class by Trial for Private Collective Self-esteem (fifth grade).

Construct 7: Public Collective Self-esteem

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and fifth grade classes. The dependent variable was the Rasch person measures for *Public Collective Self-esteem* (Public). The Trial main effect was not significant, $F(1, 59) = 1.39$, $p = .243$, partial $\eta^2 = .023$. The univariate test associated with the Class main effect was statistically significant, $F(1, 59) = 46.36$, $p < .001$, partial $\eta^2 = .440$. The Class x Trial interaction effect was not significant, $F(1, 59) = 1.73$, $p = .194$, partial $\eta^2 = .028$.

Table 84. *Summary of the Analysis of Variance for Public Collective Self-esteem by Trial and Class (Fifth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (5th Grade)	36.98	1	36.98	46.36	.000*	.44
Error	47.07	59	.80			
Trial	2.31	1	2.31	1.39	.243	.02
Trial x Class	2.87	1	2.87	1.73	.194	.03
Error	98.20	59	1.66			
Total	187.43	121	44.62			

Note. Computed using alpha = .011, * $p < .011$.

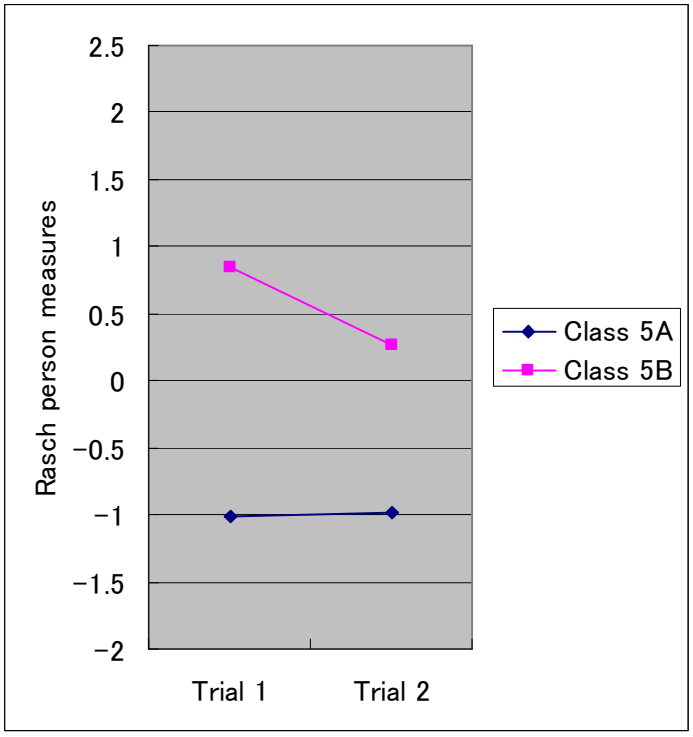


Figure 29. Profile plot of Class by Trial for Public Self-esteem (fifth grade).

This effect indicates that we ignore whether the rating was obtained at the first or second administrations, the person measures of the Class 5A participants (M = -1.01) differed significantly from those of the Class 5B participants (M = .55). As shown in Table 65, the overall fifth grade participants' *Public Collective Self-esteem* decreased from Trial

1 (*M* = -.10) to Trial 2 (*M* = -.37), which was not statistically significant by Trial. However, these results support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Construct 8: Membership Esteem and Identity

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and fifth grade classes. The dependent variable was the Rasch person measures for *Membership Esteem and Identity* (Memiden). No statistically significant differences were found for Trial main effect, $F(1, 59) = .31$, $p = .582$, partial $\eta^2 = .005$, the univariate test associated with the Class main effect, $F(1, 59) = .28$, $p = .596$, partial $\eta^2 = .005$, nor the Trial x Class interaction effect, $F(1, 59) = .13$, $p = .716$, partial $\eta^2 = .002$. The fifth grade participants from the two classes did not show any statistically significant differences on *Membership Esteem and Identity*; thus, the hypothesis that the participants in the individual classrooms would perform differently on this variable was not supported.

Table 85. *Summary of the Analysis of Variance for Membership Esteem and Identity by Trial and Class (Fifth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (5th Grade)	.59	1	.59	.28	.596	.00
Error	123.36	59	2.09			
Trial	.53	1	.53	.31	.582	.01
Trial x Class	.23	1	.23	.13	.716	.00
Error	102.09	59	1.73			
Total	226.81	121	5.18			

Note. Computed using alpha = .011, * $p < .011$.

The Results for the Sixth Grade Classes

The descriptive statistics of the eight IUQC constructs for the Class 6A and Class 6B participants are shown in Tables 86 and 87 respectively. The participants' responses to the IUQC at both administrations (Trials 1 and 2) were transformed to Rasch person ability measures. The changes of each construct are discussed in the order.

Table 86. *Descriptive Statistics for the Class 6A Participants by Trial*

Variable and Trial	*M*	*SE*	95% Confidence Interval Lower Bound	Upper Bound	*SD*	Skewness	*SES*	Kurtosis	*SEK*
IF Trial 1	1.40	.59	.43	2.37	2.70	-.54	.50	-.05	.97
IF Trial 2	1.84	.53	.85	2.84	2.44	-.76	.50	1.60	.97
IAAT Trial 1	1.40	.36	.75	2.06	1.64	.12	.50	1.12	.97
IAAT Trial 2	1.81	.36	1.15	2.47	1.63	.38	.50	-.50	.97
INTVA Trial 1	.65	.39	-.11	1.40	1.79	.07	.50	-.24	.97
INTVA Trial 2	.79	.40	-.11	1.69	1.85	-.40	.50	1.90	.97
IFA Trial 1	-.49	.40	-1.22	.25	1.84	.05	.50	-1.06	.97
IFA Trial 2	-.60	.35	-1.39	.19	1.59	-.97	.50	.94	.97
SE Trial 1	-.45	.22	-.96	.05	.99	-.60	.50	.66	.97
SE Trial 2	-.68	.32	-1.29	-.07	1.47	-.99	.50	1.45	.97
Private Trial 1	1.59	.49	.67	2.51	2.23	-.09	.50	-.92	.97
Private Trial 2	1.19	.50	.24	2.13	2.29	-.54	.50	.98	.97
Public Trial 1	.03	.33	-.69	.74	1.51	1.28	.50	2.11	.97
Public Trial 2	.13	.26	-.71	.98	1.19	-.32	.50	-.83	.97
Memiden Trial 1	1.27	.34	.70	1.84	1.55	1.19	.50	.70	.97
Memiden Trial 2	.82	.44	.01	1.63	2.03	.48	.50	1.46	.97

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; Trial 1 = the first administration before the international understanding program was initiated; Trial 2 = the second administration after the international understanding program was completed.

Table 87. *Descriptive Statistics for the Class 6B Participants by Trial*

Variable and Trial	*M*	*SE*	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	*SD*	Skewness	*SES*	Kurtosis	*SEK*
IF Trial 1	1.58	.34	.65	2.51	1.65	-.47	.48	.93	.93
IF Trial 2	2.45	.43	1.50	3.40	2.09	-.53	.48	.08	.93
IAAT Trial 1	1.14	.28	.52	1.77	1.32	-1.51	.48	4.73	.93
IAAT Trial 2	2.13	.28	1.51	2.76	1.36	-.31	.48	1.06	.93
INTVA Trial 1	.13	.34	-.59	.85	1.62	-1.49	.48	3.42	.93
INTVA Trial 2	1.09	.46	.23	1.95	2.20	-1.01	.48	1.32	.93
IFA Trial 1	-.88	.32	-1.58	-.17	1.51	-.71	.48	.47	.93
IFA Trial 2	-.68	.41	-1.43	.07	1.95	-.73	.48	-.16	.93
SE Trial 1	-.60	.26	-1.08	-.12	1.27	-.35	.48	2.25	.93
SE Trial 2	-.34	.27	-.92	.24	1.30	-1.36	.48	2.28	.93
Private Trial 1	.89	.41	.01	1.77	1.97	-.43	.48	2.89	.93
Private Trial 2	2.11	.42	1.21	3.01	2.01	.33	.48	-1.34	.93
Public Trial 1	-.62	.36	-1.30	.07	1.72	1.36	.48	5.27	.93
Public Trial 2	-.22	.50	-1.03	.59	2.41	-.16	.48	.78	.93
Memiden Trial 1	.89	.21	.35	1.44	1.02	.44	.48	1.42	.93
Memiden Trial 2	1.61	.35	.83	2.38	1.66	-.60	.48	1.52	.93

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; Trial 1 = the first administration before the international understanding program initiated; Trial 2 = the second administration after the international understanding program was completed.

In answer to the second part of Research Question 2, the performance differences on the eight IUQC constructs between the two sixth grade classes (6A and 6B) were compared by means of two-way mixed ANOVAs (see Tables 88-95). The two independent variables for the following eight ANOVAs were trials (two levels: first administration and second administration) and sixth grade classes (two levels: 6A and 6B). The Bonferroni adjustment online procedure was conducted over the following analyses in order to avoid

committing a Type 1 error. The family-wise error rate across Trial, Class, and Trial x Class each was adjusted to the .011 level. Separate analyses were conducted for the eight constructs of the IUQC (i.e., IF, IAAT, INTVA, IFA, SE, Private, Public, and Memiden).

Construct 1: Intercultural Friendship Orientation in English Learning

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and sixth grade classes. The dependent variable was the person measures for *Intercultural Friendship Orientation in English Learning* (IF). No statistically significant differences were found for the Trial main effect, $F(1, 42) = 4.17$, $p = .048$, partial $\eta^2 = .090$, the univariate test associated with the Class main effect, $F(1, 42) = .44$, $p = .512$, partial $\eta^2 = .010$, nor the Trial x Class interaction effect, $F(1, 42) = .44$, $p = .510$, partial $\eta^2 = .010$ as shown in Table 88. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Table 88. *Summary of the Analysis of Variance for Intercultural Friendship Orientation in English Learning by Trial and Class (Sixth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (6th Grade)	1.69	1	1.69	.44	.512	.01
Error	162.34	42	3.87			
Trial	9.48	1	9.48	4.17	.048	.09
Trial x Class	1.01	1	1.01	.44	.510	.01
Error	95.53	42	2.27			
Total	434.09	87	23.87			

Note. Computed using alpha = .011, * $p < .011$.

Construct 2: Intergroup Approach-Avoidance Tendency

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and sixth grade classes. The dependent variable was the person measures for *Intergroup Approach-Avoidance Tendency* (IAAT). The Trial main effect was statistically significant, $F(1, 42) = 14.08$, $p = .001$, partial $\eta^2 = .251$. However, neither the univariate test associated with the Class main effect, $F(1, 42) = .01$, $p = .940$, partial $\eta^2 = .001$, nor the Trial x Class interaction effect was significant, $F(1, 42) = 2.44$, $p = .126$, partial $\eta^2 = .055$ in Table 89.

The participants' overall responses to *Intergroup Approach-Avoidance Tendency* increased to a statistically significant degree from Trial 1 ($M = 1.27$) to Trial 2 ($M = 1.98$). This indicates that if we ignore whether ratings were answered by the Class 6A or Class 6B participants, the person measures for *Intergroup Approach-Avoidance Tendency* at the first administration significantly differed from those at the second administration as displayed in Figure 30. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Table 89. *Summary of the Analysis of Variance for Intergroup Approach-Avoidance Tendency by Trial and Class (Sixth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (6th Grade)	.01	1	.01	.01	.940	.00
Error	76.90	42	1.83			
Trial	10.75	1	10.75	14.08	.001*	.25
Trial x Class	1.87	1	1.87	2.44	.126	.06
Error	32.07	42	.76			
Total	121.60	87	15.22			

Note. Computed using alpha = .011, * $p < .011$.

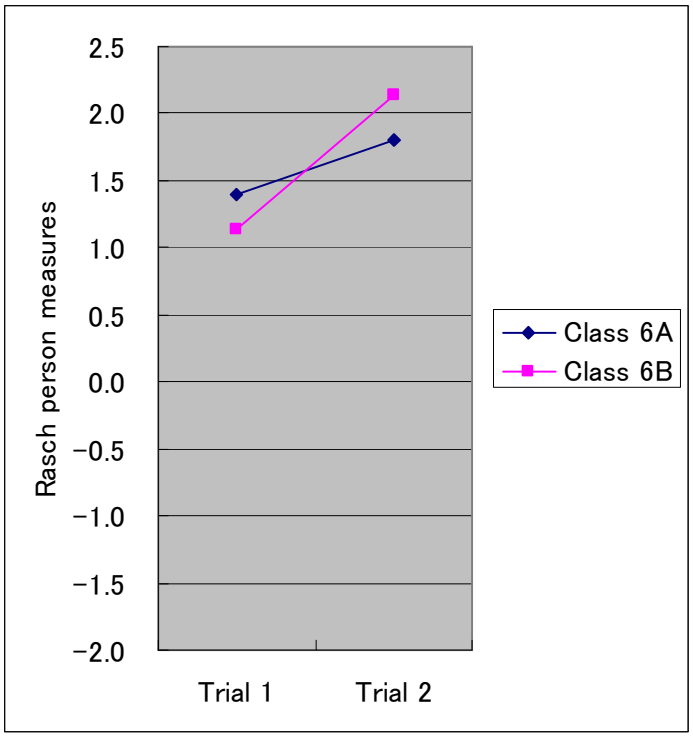


Figure 30. Profile plot of Grade by Trial for Intergroup Approach-Avoidance Tendency (sixth grade).

Construct 3: Interest in International Vocation/Activities

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and sixth grade classes. The dependent variable was the Rasch person measures of the *Interest in International Vocation/Activities* construct. No statistically significant differences were found for the Trial main effect, $F(1, 42) = 5.80$, $p = .020$, partial $\eta^2 = .121$, the univariate test associated with the Class main effect, $F(1, 42) = .04$, $p = .836$, partial $\eta^2 = .001$, nor the Trial x Class interaction effect, $F(1, 42) = 3.14$, $p = .083$, partial $\eta^2 = .070$. The Class 6A and 6B participants did not show any statistically

significant differences on the *Interest in International Vocation/Activities* construct; thus, these results do not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Table 90. *Summary of the Analysis of Variance for Interest in International Vocation/Activities by Trial and Class (Sixth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (6th Grade)	.13	1	.13	.04	.836	.00
Error	124.23	42	2.96			
Trial	6.74	1	6.74	5.80	.020	.12
Trial x Class	3.65	1	3.65	3.14	.083	.07
Error	48.81	42	1.16			
Total	183.56	87	14.64			

Note. Computed using alpha = .011, * $p < .011$.

Construct 4: Interest in Foreign Affairs

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and sixth grade classes. The dependent variable was the Rasch person measures for *Interest in Foreign Affairs*. No statistically significant differences were found for the Trial main effect, $F(1, 42) = .04$, $p = .850$, partial $\eta^2 = .001$, the

Table 91. *Summary of the Analysis of Variance for Interest in Foreign Affairs by Trial and Class (Sixth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (6th Grade)	.60	1	.60	.25	.623	.01
Error	103.04	42	2.45			
Trial	.04	1	.04	.04	.850	.00
Trial x Class	.53	1	.53	.48	.492	.01
Error	45.90	42	1.09			
Total	150.11	87	4.71			

Note. Computed using alpha = .011, * $p < .011$.

univariate test associated with the Class main effect, $F(1, 42) = .25$, $p = .623$, partial $\eta^2 = .006$, or the Trial x Class interaction effect, $F(1, 42) = .48$, $p = .492$, partial $\eta^2 = .011$. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Construct 5: Self-esteem

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and sixth grade classes. The independent variables were Trial (Time 1 and Time 2) and Class (fifth and sixth grade students), and the dependent variable was the Rasch person measures for *Self-esteem* (SE). No statistically significant differences were found for the Trial main effect, $F(1, 42) = .01$, $p = .957$, partial $\eta^2 < .001$, the univariate test associated with the Class main effect, $F(1, 42) = .11$, $p = .747$, partial $\eta^2 = .003$, or the Trial x Class interaction effect, $F(1, 42) = 1.10$, $p = .301$, partial $\eta^2 = .025$. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Construct 6: Private Collective Self-esteem

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and sixth grade classes. The independent variables were Trial (Time 1 and Time 2) and Class (fifth and sixth grade students), and the dependent variable

Table 92. *Summary of the Analysis of Variance for Self-esteem by Trial and Class (Sixth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (6th Grade)	.11	1	.11	.11	.747	.00
Error	42.91	42	1.02			
Trial	.01	1	.01	.01	.957	.00
Trial x Class	1.29	1	1.29	1.10	.301	.03
Error	49.49	42	1.18			
Total	93.81	87	3.61			

Note. Computed using alpha = .011, * $p < .011$.

Construct 6: Private Collective Self-esteem

was the Rasch person measures for *Private Collective Self-esteem* (Private). No statistically significant differences were found for the Trial main effect, $F(1, 42) = 1.36$, $p = .250$, partial $\eta^2 = .031$, the univariate test associated with the Class main effect, $F(1, 42) = .04$, $p = .835$, partial $\eta^2 = .001$, or the Trial x Class interaction effect, $F(1, 42) = 5.35$, $p = .026$, partial $\eta^2 = .113$. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Table 93. *Summary of the Analysis of Variance for Private Collective Self-esteem by Trial and Class (Sixth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (6th Grade)	.14	1	.14	.04	.835	.00
Error	132.66	42	3.16			
Trial	3.66	1	3.66	1.36	.250	.03
Trial x Class	14.40	1	14.40	5.35	.026	.11
Error	112.93	42	2.69			
Total	263.79	87	24.05			

Note. Computed using alpha = .011, * $p < .011$.

Construct 7: Public Collective Self-esteem

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and sixth grade classes. The dependent variable was the Rasch person measures for *Public Collective Self-esteem* (Public). No statistically significant differences were found for the Trial main effect, $F(1, 42) = .84$, $p = .364$, partial $\eta^2 = .020$, the univariate test associated with the Class main effect, $F(1, 42) = 1.16$, $p = .287$, partial $\eta^2 = .027$, or the Trial x Class interaction effect, $F(1, 42) = .29$, $p = .595$, partial $\eta^2 = .007$. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Table 94. *Summary of the Analysis of Variance for Public Collective Self-esteem by Trial and Class (Sixth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (6th Grade)	2.74	1	2.74	1.16	.287	.03
Error	98.87	42	2.35			
Trial	1.38	1	1.38	.84	.364	.02
Trial x Class	.47	1	.47	.29	.595	.01
Error	68.52	42	1.63			
Total	171.98	87	8.57			

Note. Computed using alpha = .011, * $p < .011$.

Construct 8: Membership Esteem and Identity

A two-way mixed ANOVA was conducted to evaluate the effect of trials of the IUQC administration and sixth grade classes. The dependent variable was the Rasch person measures for *Membership Esteem and Identity* (Memiden). No statistically significant differences were found for the Trial main effect, $F(1, 42) = .33$, $p = .568$, partial $\eta^2 = .008$, the univariate test associated with the Class main effect, $F(1, 42) = .23$, $p = .633$, partial η^2

= .005, or the Trial x Class interaction effect, $F(1, 42) = 6.48$, $p = .015$, partial $\eta^2 = .134$. These results do not support the hypothesis that the participants in the individual classrooms would perform differently on this construct.

Table 95. *Summary of the Analysis of Variance for Membership Esteem and Identity by Trial and Class (Sixth Grade)*

	SS	*df*	*MS*	*F*	*p*	ηp^2
Class (6^{th} Grade)	.46	1	.46	.23	.633	.01
Error	83.00	42	1.98			
Trial	.38	1	.38	.33	.568	.01
Trial x Class	7.41	1	7.41	6.48	.015	.13
Error	48.00	42	1.14			
Total	139.25	87	11.36			

Note. Computed using alpha = .011, * $p < .011$.

Summary of Results

Overall, the answer to Research Question 2, "How will a classroom influence elementary school students' *International Posture*, *Self-esteem*, *Collective Self-esteem* as well as *Interest in Foreign Affairs*?," can be summarized as follows: The fifth grade participants displayed a statistically significant difference between the individual classrooms only for *Public Collective Self-esteem*. The 5A participants showed a lower mean score than those by the 5B participants at the two trials. One construct showed a significant Trial main effect: *Intercultural Friendship Orientation in English Learning*. There was also a significant interaction effect of Class and Trial for *Private Collective Self-esteem*.

No significant Class main effect was found for the sixth grade participants. One construct, *Intergroup Approach-Avoidance Tendency*, showed a significant Trial main effect. There was no significant interaction effect of Class and Trial for the eight constructs.

Table 96. *Summary of the Significances of the Analysis of Variance for Eight Variables by Trial and Class (Fifth Grade)*

Variables	Trial	Class	Interaction	5A vs. 5B
IF	significant	*ns*	*ns*	5A↘>5B↘
IAAT	*ns*	*ns*	*ns*	5A↗>5B↗
INTVA	*ns*	*ns*	*ns*	5A→>5B↗
IFA	*ns*	*ns*	*ns*	5A→>5B↗
SE	*ns*	*ns*	*ns*	5A↘<5B↘
Private	*ns*	*ns*	significant	5A↗=5B↘
Public	*ns*	significant	*ns*	5A→<5B↘
Memiden	*ns*	*ns*	*ns*	5A↘<5B↘

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; n.s. = non significant.

Table 97. *Summary of the Significances of the Analysis of Variance for Eight Variables by Trial and Class (Sixth Grade)*

Variables	Trial	Class	Interaction	6A vs. 6B
IF	n.s.	n.s.	n.s.	6A↗<6B↗
IAAT	significant	n.s.	n.s.	6A↗<6B↗
INTVA	n.s.	n.s.	n.s.	6A↗<6B↗
IFA	n.s.	n.s.	n.s.	6A↘>6B↗
SE	n.s.	n.s.	n.s.	6A↘<6B↗
Private	n.s.	n.s.	n.s.	6A↘<6B↗
Public	n.s.	n.s.	n.s.	6A↗>6B↗
Memiden	n.s.	n.s.	n.s.	6A↘>6B↗

Note. IF = Intercultural Friendship Orientation in English Learning; IAAT = Intergroup Approach-Avoidance Tendency; INTVA = Interest in International Vocation/Activities; IFA = Interest in Foreign Affairs; SE = Self-esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; Memiden = Membership Esteem and Identity; n.s. = non significant.

Low effect sizes were observed for almost all the main and interaction effects for the eight constructs for both the fifth and sixth graders. Thus, the findings indicate that the different classroom contexts did not strongly influence the elementary school participants' *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs*.

Other Findings Concerning the Students' Experiences

The participants were asked two open-ended questions about their experiences about studying English and traveling abroad. First, the participants were asked whether they were studying English on the IUQC. Four choices were provided (1 = at a cram school, 2 = at home, 3 = at school, and 4 = other). The fifth and sixth graders responded differently to the question.

Before the program was begun, 15 out of 44 sixth graders (34.1%) answered that they were studying English: seven students (15.9%) were studying English at a cram school, none were studying at home, two students (4.6%) were studying English at school, two students (4.6%) were studying in another way (i.e., with a computer and with a group of children interested in English), and four students (9.1%) were studying English at more than one place (Two students were studying English both at a cram school and at home, and two students were studying at a cram school, at home, and at school.) as shown in Figure 31. After the one-year program, when the same question was asked to the same students, 24 out of 44 sixth graders (54.5%) answered that they were studying English. Eleven students (25.0%) stated that they were studying at a cram school, three students (6.8%) were studying English at home, none responded that they were studying at school,

and nine students (20.5%) responded that were studying English at more than one place (Six students were studying English both at a cram school and at home, one student was studying it at a cram school and at school, one student was studying it at home and another place, and one student was studying it at a cram school, at home, and another place.).

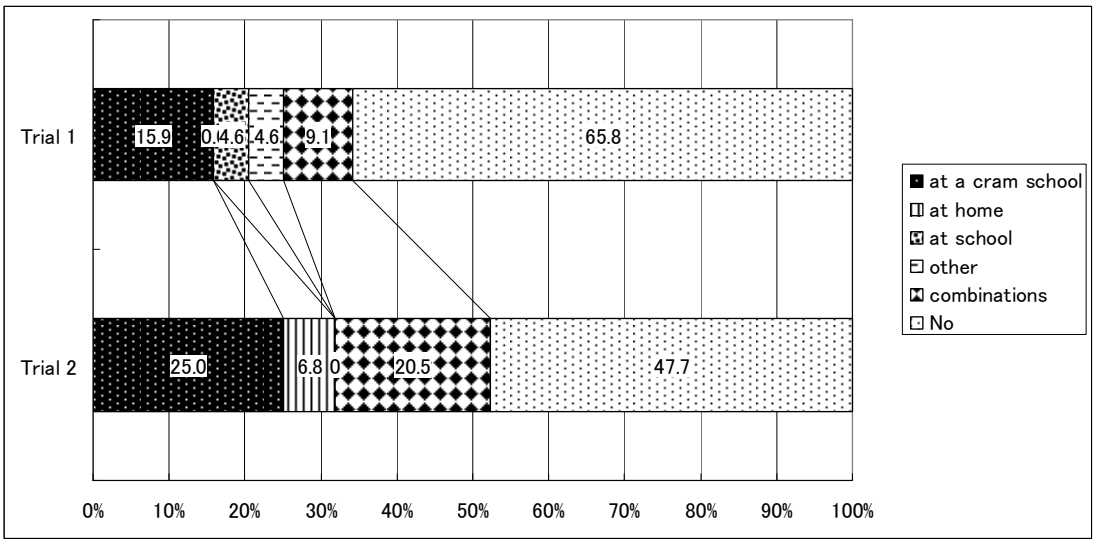


Figure 31. The percentage of sixth grade participants ($N = 44$) studying English at the beginning and the end of the international understanding program.

Interestingly, only two sixth grade students considered the international understanding lessons as studying English in the beginning of the international understanding program, and no students did so at the end of the program. Also, the number of the students who were studying English at a cram school increased from 11 (Seven students were studying English at a cram school and four students were studying at a cram school and other places) to 19 (11 students were studying English at a cram school and

eight students were studying English at a cram school and other places). Five students stopped studying at the cram school during the year-long study.

On the other hand, 28 out of 61 fifth graders (45.9%) answered that they were studying English at the beginning of this study. Seven students (11.5%) reported that they were studying English at a cram school, five students (8.2%) were studying at home, 12 students (19.7%) thought that they were studying English at school, and four students (6.6%) stated that they were studying English at more than one place (Two students were studying English both at a cram school and at school, one student was studying at home and at school, and one student was studying at a cram school, at home, and at school.) as displayed in Figure 32. At the end of the study, 41 out of 61 fifth graders (67.2%) answered that they were studying English. Five students (8.2%) were studying at a cram school, five students (8.2%) were studying at home, 23 students (37.7%) thought that they were studying English at school, and eight students (13.1%) stated that they were studying it at more than one place (Six students were studying English both at a cram school and at school, and two students were studying it at school and at home.).

Unlike the sixth graders, 16 fifth grade students considered the international understanding lessons as studying English in the beginning of the international understanding program, and 31 students did so at the end of the program. Another difference was the number of students who were studying English at a cram school.

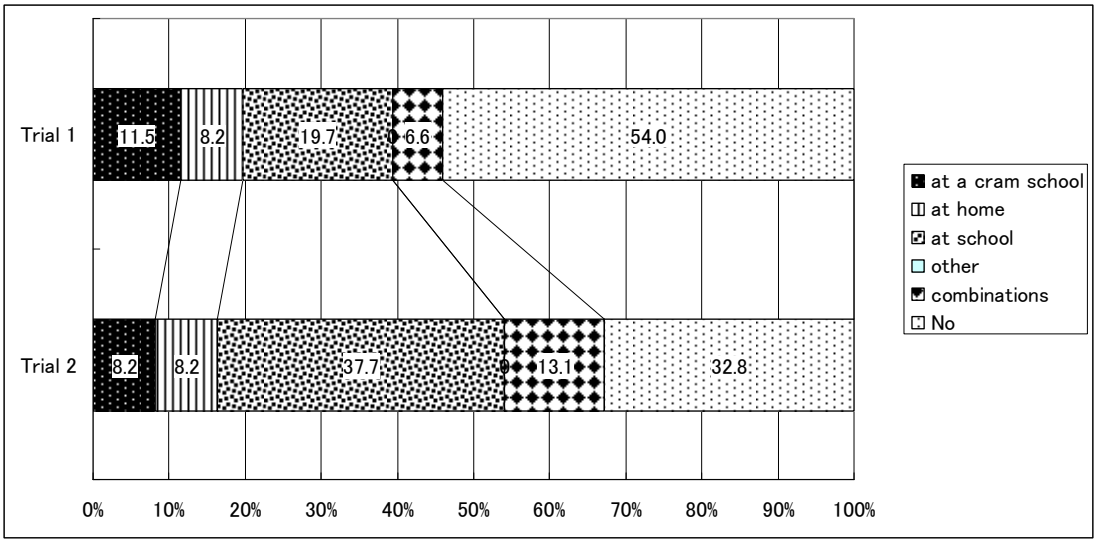


Figure 32. The percentage of fifth grade participants ($N = 61$) studying English at the beginning and the end of the international understanding program.

The number increased slightly from 10 (Seven students were studying English at a cram school and three students were studying at a cram school and other places) to 11 (Five students were studying English at a cram school and six students answered that they were studying at a cram school and at school). Five fifth grade students stopped studying at the cram school during the year-long study, whereas six students started studying at a cram school sometime in the middle of the school year.

These results indicate that the majority of the fifth graders believed that they were studying English in the international understanding lessons and this was the only place that approximately 40 percent of them studied English. On the other hand, only two sixth grade students considered the international understanding lessons as studying English in the beginning of the international understanding program, and no students did so at the end of the program. Another difference between the grades was the number of students who were studying English at a cram school. The number of fifth grade students who were studying

English at a cram school changed one from 10 to 11, while the number of the sixth grade students almost doubled from 11 to 19.

The participants were also asked whether they had traveled to other countries on the IUQC. The total number of fifth and sixth grade students who had traveled abroad increased from 31 (29.5%) to 34 (32.4%) out of the 105 participants from the first to second administrations. Nineteen out of 61 fifth grade students (31.1%) had traveled to foreign countries such as Australia and the United States (mainly Hawaii) before the international understanding program started, while 21 fifth graders (34.4%) had traveled to other countries at the end of the program. Twelve (27.2%) out of 44 sixth grade students stated that they had traveled abroad (Many of them went to the United States (primarily Hawaii)) prior to the international understanding program, while 13 students (29.5%) had done so at the end of the program. The results indicated that the participants' overseas experience was similar between the grades throughout the international understanding program and was therefore not likely to have influenced the questionnaire results.

CHAPTER 6

ANALYSES AND RESULTS FOR TEACHERS' CLASS PARTICIPATION

In the previous chapter, the quantitative analyses were conducted in order to answer Research Questions 1 and 2. The purpose of this chapter is to answer Research Questions 3 and 4 by describing four elementary school classrooms in some detail with qualitative data. The focus is on each elementary school teacher's participation in the international understanding lessons.

3. What are the characteristic differences in student behavior in classes taught by teachers whose participation in the class is low?
4. What are the characteristic differences in student behavior in classes taught by teachers whose participation in the class is high?

The qualitative data consist of field notes and videotapes taken during the class observations, written information obtained in the Checklist for Teachers' Participation in English Activities and the Peer- and Self-evaluation Checklist, and interviews with the college students and elementary school teachers. The results for Research Questions 3 and 4 might support the results found in Chapter 5, or shed light on why the participants' *International Posture* and *Interest in Foreign Affairs* changed over the academic year and why the events occurring in the individual classrooms did not strongly influence the participants' *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs*. The findings of the qualitative analysis in this chapter are incorporated with the quantitative results in a general discussion of this study in the next chapter.

After describing the ethical principles adhered to in this study, each data source, the class atmosphere in the four classrooms, the research setting, the analytical procedures, and the results for teachers' class participation are described. It is important to note that I visited Sakura Elementary School as the coordinator of a teacher preparation program and the leader of the student teachers, who were called *Rangers*.

Ethical Principles

The participants were asked to write their name on the IUQC because their affective changes were compared before and after the one-year international understanding program. No signed consent forms were collected from the individual participants; however, the basic ethical principles of data collection were followed in two ways. First, the questionnaire was approved by the school principal, who agreed that it was not harmful in any way to the participants and that it did not violate any rules regulating classroom research in Japanese public schools. Official permission to administer the IUQC was granted orally by the principal. Second, the instructions prior to the two administrations of the IUQC included information about the questionnaire, and assured the participants that they had the right to refuse to answer any items on the questionnaire.

Several types of data (interviews, classroom observations, and the completion of a Peer- and Self-evaluation Checklist) were collected from the four elementary school teachers. No signed consent forms were collected from them; however, the basic ethical principles of data collection were followed in three ways. First, the purposes of the various types of data collection were approved by the school principal, who agreed that they were

not harmful in any way to the elementary school teachers and that they did not violate any rules regulating classroom research in Japanese public schools. Official permission to gather data from the teachers was granted orally by the principal. Second, the purposes of the data collection were also fully explained to the elementary school teachers. In particular, the fact that the data would not be used in any way that would harm them or their students was explained. Official permission to gather and use their data was granted orally by them. Third, the participants were assured that they had the right to refuse to answer any questions and to not disclose information that they did not want to share.

Several types of data (interviews, classroom observations, and the completion of a Peer- and Self-evaluation Checklist and a Checklist for Teachers' Participation in English Activities) were collected from five college students. No signed consent forms were collected; however, the basic ethical principles of data collection were followed in two ways. First, the purposes of the various types of data collection were fully explained to the college students, especially the fact that the data would not be used in any way that would harm them (e.g., the contents of the data would not influence their academic evaluation at college). Permission to gather the data was granted orally by the college students. Second, the college students were assured that they had the right to refuse to answer any questions and to not disclose any information that they did not want to share.

Methods

Data

The data were collected from five sources in order to achieve data and methodological triangulation: (a) face-to-face interviews with the five college students and the four elementary school teachers who taught the one-year international understanding lessons together in the four classes (Classes 5A, 5B, 6A, and 6B); (b) class observations (each class was observed twice); (c) teacher evaluations by the five college students, which were a part of the Checklist for Teachers' Participation in English Activities; (d) written information gathered with the Peer- and Self-evaluation Checklists was obtained from the college students as well as the elementary school teachers after each international understanding lesson was finished. Nine sets of the Checklists were gathered at different points throughout the academic year; and, (e) lesson plans and teaching materials for the nine international understanding lessons.

Interviews with the College Students

The questions on the Checklist for Teachers' Participation in English Activities (see Appendix K for a complete description of the checklist and its translation) were answered by the five college students when they were individually interviewed in Japanese by the researcher in her office either on January 31st or February 3rd, 2007, after the one-year international understanding program was finished. Haruka and Yayoi were interviewed together for 90 minutes from 12:30 p.m. to 2:00 p.m. on January 31st, 2007. The two had

built a good relationship by conducting lessons together in Class 5A throughout the school year, so I decided to interview them together to let them negotiate their responses to the Checklist when their evaluations of Ms. Kitazawa's in-class performance differed. Natsuko, who taught Class 5B, was interviewed for 40 minutes from 1:00 p.m. to 1:40 p.m. on February 3rd, 2007. Aki, who taught Class 6A, was interviewed for one hour from 2:00 p.m. to 3:00 p.m. on January 31st, 2007. Fuyumi, who taught Class 6B, was interviewed for 70 minutes from 1:40 p.m. to 3:00 p.m. on February 3rd, 2007. Their interviews were conducted on two days because the five students' class schedules were less demanding as the final examinations were held that week. The length of each interview depended on the individual participants; the average was 65 minutes. Prior to each interview, the purpose of the interview was explained; the participants were informed that they had the right to refuse to answer any of the questions, and their verbal consent to record the interview was requested. Next, I explained the contents and purposes of the Checklist for Teachers' Participation in English Activities. The participants were asked ten questions on the Checklist concerning how supportive the elementary school teachers were in the international understanding lessons for the school year. Based on their responses (17 points maximum) to the Checklist items, the elementary school teachers were categorized as supportive, neutral, or non-supportive participants. The results were used to answer Research Questions 3 and 4. In addition, informal interviews, which resembled casual conversations, were held irregularly throughout the year: between classes in the researcher's office, during lunch time at school, after work in the hallway, on the bus and train, and through e-mail exchanges.

Interviews with the Elementary School Teachers

The elementary school teachers were interviewed individually in the teachers' room at the elementary school on September 28th, 2006 and January 26th, 2007. The first interview was held immediately before the second semester began. The first interviews lasted approximately 15 to 20 minutes on average. Prior to each interview, the teachers were told the purpose of the interview, were informed that they had the right to refuse to answer any questions, and their verbal consent to record the interview was obtained. The interviews were conducted based on the Checklist for Teachers' Participation in English Activities. Whenever questions and opinions were raised by the teachers, time was spent discussing them before moving on to the prepared questions. The second set of interviews was held on the last day of the international understanding lessons. The second interviews lasted about 10 minutes each. Because of the elementary school teachers' time constraints, prepared questions were not used. The elementary school teachers were asked to summarize the one-year lessons instead.

Class Observations

Nine international understanding lessons were conducted for the four classes (Classes 5A, 5B, 6A, and 6B) throughout the year. Two lessons for each class were videotaped and subsequently analyzed. Lessons for Classes 5A and 6B were observed and videotaped on June 23rd and December 8th, and lessons for Classes 5B and 6A were observed and videotaped on July 7th and January 26th. The data consisted of approximately 6 hours (45 minutes per lesson x 2 lessons per class x 4 classes) of videotapes. Field notes

were taken during the observations and summarized later. Because the focus of the analysis was the elementary school teacher's performance and elementary school students' responses to their performance, I usually stayed in the back of the classroom or stood by the rear door to gain an overall understanding of the class. After ten to fifteen minutes had passed during the first visit, many students in the classes looked comfortable while I was present and videotaping the lesson.

Checklist for Teachers' Participation in English Activities

As mentioned above, the Checklist for Teachers' Participation in English Activities was used during the interviews with the five college students. It consisted of ten questions concerning the elementary school teachers' participation in English Activities in the lessons. The college students answered the Checklist in the individual interviews with the researcher. The results were scored from 0 to 17. Two of the elementary school teachers had scores between 6 and 14, so they were classified as neutral, and two participants who scored above 15 were considered supportive. The two ordinary participants were Ms. Kitazawa in Class 5A and Mr. Aida in Class 5B. These two classes are described fully in answer to Research Question 3. The two active participants were Ms. Shibata in Class 6A and Mr. Ishikawa in Class 6B. These two classes are described in answer to Research Question 4 in the following sections.

Peer- and Self-evaluation Checklist

The Peer- and Self-evaluation Checklist was completed by the five college students and the four elementary school teachers once an international understanding lesson was finished. Nine sets of the Checklist were collected in order to compare the college students' and elementary school students' evaluations of team teaching, the elementary school teacher's performance, and the college student's performance.

Lesson Plans and Teaching Materials

Nine lesson plans (see Appendices N and O for the lesson plans and their translations) and teaching materials were designed by the five college students with the support of the four elementary school teachers. Copies of these data were collected and kept; they were referred to when analyzing the elementary school teacher's and elementary school students' performances in the lessons.

By collecting data from these five sources, a reasonable degree of *credibility* and *dependability* (Brown, 2001), analogous to reliability and validity in quantitative research, were established in the study.

Participants

Four classes (5A, 5B, 6A and 6B) were involved in the qualitative study. The information about the elementary school students, elementary school teachers, and college students is described in the following section.

Class 5A

There were 31 fifth grade elementary school students in Class 5A. Haruka, a junior and Yayoi, a sophomore taught with Ms. Kitazawa, a middle-aged female elementary school teacher. While team teaching with Ms. Kitazawa was the first time that Yayoi had conducted a lesson with an elementary school teacher, it was the second time for Haruka to teach international lessons with an elementary school teacher. Under the School Internship system, Haruka had taught with a third-year college student for half a year in the fall semester of 2005 at another elementary school. Therefore, she could compare Ms. Kitazawa with the teacher at the previous elementary school regarding Ms. Kitazawa's eagerness to take part in the lessons.

Ms. Kitazawa had taught at Sakura Elementary school for a number of years. She did not have any experience teaching the international understanding lessons with English activities, so the year was her first trial with the two college students. Haruka and Yayoi reported that Ms. Kitazawa was basically supportive and that they respected her way of teaching. She was strict as well as considerate to the individual elementary school students in the class. Both gave her 10 points out of 17; thus, they regarded Ms. Kitazawa as a neutral teacher.

Class 5B

There were 30 fifth grade elementary school students in Class 5B. Natsuko, a third-year student, taught with Mr. Aida, a male elementary school teacher in his mid-30s. This was the second year for her to teach international understanding lessons with an

elementary school teacher. She had taught with a third-year college student at another elementary school for one year when she was a sophomore. Thus, she sometimes compared Mr. Aida with the teacher at the elementary school regarding his contribution to the lessons.

Mr. Aida was a relatively young male teacher who had taught at the elementary school for several years. He did not have any experience teaching the international understanding lessons focusing on English Activities, so the lessons with Natsuko were his first trial to carry them out. Ms. Aida, his wife, was a teacher at another elementary school in the same city. She had taught the international understanding lessons with several students in the college for several years, so she might have shared her ideas about the lessons with him. Based on the Checklist for Teachers' Participation in English Activities, Natsuko gave Mr. Aida 10 out of 17 points; thus, she regarded him as a neutral teacher.

Class 6A

There were 21 sixth grade elementary school students in Class 6A. Aki, a third-year student, taught with Ms. Shibata. This was her second year to teach international understanding lessons focusing on English Activities with an elementary school teacher. She had taught with a junior and a sophomore at another elementary school for one year when she was a sophomore in the School Internship program. Thus, she sometimes compared Ms. Shibata with the teacher at the other elementary school.

Ms. Shibata was an experienced female teacher in her 50s who had taught at the elementary school for several years. She had no experience teaching the international

understanding lessons focusing on English Activities; so the lessons with Aki were the first trial for her. Ms. Shibata was relatively reserved and spoke moderately to the students as well as her colleagues. Yet, she conveyed her opinions and suggestions clearly to Aki, who reported in the interview that Ms. Shibata was very supportive. Based on the Checklist for Teachers' Participation in English Activities, Aki gave her 16 out of 17 points; thus, she regarded Ms. Shibata as a supportive teacher.

Class 6B

There were 23 sixth grade elementary school students in Class 6B. Fuyumi, a third-year student, taught with Mr. Ishikawa, a relatively young male teacher in his late 30s. This was her second year to teach international understanding lessons focusing on English Activities with an elementary school teacher. She had taught with two sophomores at another elementary school for the first half of 2005 and then, taught the 6B class with Mr. Ishikawa for the second half of the year when she was a sophomore in the School Internship A. In addition, she was a transfer student from a junior college where she had majored in Early English Education; as a result, she had more experience conducting English Activities with second to sixth graders than the other college students. She compared Mr. Ishikawa with several elementary school teachers whom she had observed in different institutions. Unlike the other four college students, she had one and a half years of experience team teaching with Mr. Ishikawa.

Mr. Ishikawa was an experienced male teacher who had taught at Sakura Elementary School for several years. He was the only teacher who had taught the international

understanding lessons focusing on English Activities with the same college student for six months when the international understanding lessons began. Additionally, before teaching at the school, he was in charge of English Activities for the Grade 1 to Grade 6 students in another elementary school for two years. Fuyumi reported in the interview that Mr. Ishikawa was the most supportive teacher that she had known and was eager to conduct English Activities with the 6B students. Based on the Checklist for Teachers' Participation in English Activities, Fuyumi gave him 15 out of 17 points; thus, she considered Mr. Ishikawa as a supportive teacher.

Setting

Sakura Elementary School's View of the School Internship Program

The School Internship Program was introduced at Sakura Elementary School in October 2005. By using this program, the school started to offer international understanding lessons to the students with assistance provided by Ichoo Women's College. In the first year, two college students visited the school several times and taught two sixth grade classes with homeroom teachers. The principal welcomed the college students to the school, and immediately proceeded to offer English Activities as part of the school curriculum. 2006 was the second year when the school had college students conduct the international understanding lessons with elementary school teachers on a monthly basis. The school had high expectations for the regular visits of the college students in terms of the impact of the lessons on the elementary school students. This fact was evident in conversations with Mr. Takeda, the Vice Principal of the school.

Takeda: 毎回毎回教材研究をしていただいて、工夫された授業だと思っています。今日も授業を見させていただきましたけれども、楽しいなっていう、先生と和気藹々学生さんがやっている姿を見ていて、とても嬉しく思います。担任と学生さんが協力して授業ができるような計画を大学の方と手を取り合いながら、進めていきたいなと思っています。

Takeda: The teaching materials are well developed, and the lessons are all creative. I observed several lessons today. I thought that the lessons were enjoyable. In the lessons, the college students taught with the elementary school teachers in a very friendly way, so I feel very satisfied. With assistance from the college, hopefully, a lesson will be planned in which a homeroom teacher and a college student can cooperate. (Interview, 01/26/07)

Meeting a demand. To cite another example showing Sakura Elementary School's close collaboration with the college, the school always tried to meet any requests made by the college. While the international understanding lessons were being conducted, the college students did not have enough time to talk with the elementary school teachers either before or after the lessons, so they could obtain neither feedback about the activities in the lessons nor discuss the next lesson plans with them substantially. This was because club activities were held on Fridays immediately after the international understanding lessons finished. At the end of the academic year, I informed the principal of the college students' hope that regular meetings could be arranged between the college students and the elementary school teachers to discuss the day's lesson and the next lesson plan. As soon as the principal heard this, he decided to change the club activities from Fridays to Tuesdays in the next school year. During the interviews with the college students, I told them that the schedule would be changed the next year. All five college students

appreciated the immediate response to their request and strengthened their positive attitude toward the elementary school.

Comparison with other schools. The four juniors experienced two years of the School Internship; they had visited at least two elementary schools and team taught with two or more elementary school teachers. Because they compared the teachers at Sakura Elementary School with the teachers at other schools, their evaluation of the elementary school teachers were considered somewhat objective.

In particular, Fuyumi and Haruka often reported in the interviews how supportive the teachers at Sakura Elementary School were, compared to the teachers at the previous school. The following excerpt is from Fuyumi's interview:

> Fuyumi: 石川先生のお陰ですごい余裕が持てて。去年は担任の先生があんまりいなかったから…あの梅小学校。毎回出張が入って、で代わりの先生も来られなくて。最後の５分ぐらいになって来たりとか。
>
> Fuyumi: Thanks to Mr. Ishikawa, I was given considerable leeway to conduct the lessons. Last year, the homeroom teacher did not come to classes often…at Ume Elementary School. I heard that she went on official trips, but then, nobody substituted for her. Sometimes, the teacher showed up just five minutes before the lesson was over. (Interview, 02/03/07)

Another junior, Haruka, mentioned the principal's thoughtfulness to her and the other college students.

> Haruka: 担任の先生よりもお話をさせていただくことが多くて。意見交換とか。で、授業もどんなに忙しくても、いらっしゃったら全部のクラスに顔を出してくださって。一人ひとりのクラスを見て良いところを見つけてくださるし。

> Haruka: We had more chances to talk or exchange opinions with the principal than with the homeroom teachers. Besides, no matter how busy he was, he stopped by all the classes when he was at school. When the principal observed the individual lessons, he always found something good in the lessons. (Interview, 01/31/07)

Haruka appreciated the principal's deep consideration to her and the other college students. She also mentioned the vice principal, who provided the college students with a preparation room and turned on a gas-stove in the room in the winter. That was when the college students felt that they were all welcomed by everyone at Sakura Elementary School. In sum, all the college students felt that Sakura Elementary School was a very supportive institution; therefore, they developed a good image of the school.

The Roles of Elementary School Teachers, College Students, and College in the School Internship System

Rangers. The college students were called *Rangers* by the elementary school students. A ranger is a person who takes care of a park, forest, or an area in the countryside. When the School Internship system was introduced at the college, the college students were named *Rangers* by the college professors, meaning that the college students were neither elementary school teachers nor student teachers taking part in the teaching practicum for elementary school teaching certification under an elementary school teacher's supervision; in this case, they were the equals of the elementary school teacher in terms of leading English Activities in the lessons. In addition, the *Rangers* should be friendly and supportive facilitators who would act as older sisters for the elementary school

students. The college professors hoped that the elementary school students would ask questions and express their ideas and opinions without a moment's hesitation.

College student and elementary school teacher in lessons. The college students designed a lesson plan and teaching materials for the international understanding lessons. After the lesson was planned by the college students, it was faxed to Sakura Elementary School a few days before the lesson. The elementary school teachers read the faxed lesson plan and, if necessary, asked the college students to make changes to the plan so that it would better fit the elementary school students. After the lesson was over, the college students and elementary school teacher held a small meeting to review the activities used in the lesson and to exchange ideas about the next lesson.

College's Involvement. Ichoo Women's College fulfilled a crucial role in conducting the international understanding lessons at Sakura Elementary School. The college students who visited Sakura Elementary School registered for an elective course called School Internship A or School Internship B, which were offered for second-, third-, and fourth-year students. The students visited an elementary school for two years and participated in the lessons with a college student who already had one year of experience. The students supported the experienced teacher and the elementary school teacher in the first year and took the major role in planning and conducting lessons the second year. There were 12 classes (two classes of third grade students, five classes of fourth grade students, five classes of fifth grade students, and two classes of sixth grade students) at three elementary

schools where the registered college students visited. The college professors selected the school and class that the students' would visit based on their academic performances and personality characteristics. One student was not allowed to teach although she registered for the School Internship course because she was frequently absent in other courses. The student supported the other students by observing or videotaping their lessons at the elementary school and giving them feedback about their teaching. The course was made up of 30 90-minute lessons a year. The registered students listened to explanations about the one-year international understanding curriculum designed by three college professors (including the researcher), learned teaching techniques under the guidance of the professors, created a lesson plan, demonstrated the activities in their lesson plan, received feedback from the professors and classmates, visited the elementary school (nine times on average among the three elementary schools), and revised their lessons by referring to their videotaped lessons or the Peer- and Self-evaluation Checklists filled out by them and the elementary school teachers. The activities and teaching materials that the students made were all based on the one-year international understanding curriculum, which was designed by the college professors.

The Community Around Sakura Elementary School

Sakura Elementary School is located in western Tokyo and is within walking distance from two railway stations. Many colleges and universities are located in the city; thus, the city council has promoted education to build a reputation as a school city. In 2004, the city abolished the school district system of the public elementary and junior high

schools and introduced a range of options that students could use when choosing schools. Therefore, the individual public schools in the city started working to develop characteristics that would appeal to prospective students and their parents. English Activities with the *Rangers* in the School Internship system were considered an attractive characteristic by the administrators at Sakura Elementary School.

Data Analysis

To identify significant characteristics in the individual elementary school teachers and their classes in the international understanding lessons, the data from five sources were analyzed. Because the research questions were well specified and the participants were clearly defined, *prestructured case* (Miles & Huberman, 1994) was chosen for the analysis. Before the data collection, an outline was constructed based on the research questions. With the outline in mind, raw field notes were coded using the Checklist for Teachers' Participation in English Activities and the Peer- and Self-evaluation Checklists. The coded field notes were directly entered into a computer, and the displayed data led to a number of conclusions (Miles & Huberman, 1994). The procedure was iterated until the data collection was completed. The procedure in the prestructured case differs from qualitative research traditions in that an outline drives how researchers take field notes. The remainder of the sequence is the same as traditional qualitative analysis: take field notes, write them up, code them, display the data, and draw conclusions. During the data collection phase, data from the five sources were sorted into files for the four classes. Each class file was made up of two videotaped lessons, interview scripts for each elementary school teacher

(two sessions), an interview script for the college student(s) (one session), the Checklist for Teachers' Participation in English Activities (one list), the Peer- and Self-evaluation Checklists by the elementary school teacher (nine sets), the Peer- and Self-evaluation Checklists by the college student(s) (nine sets), and nine lesson plans and teaching materials for the lessons. The sorted data for each class were repetitively read and the most common and general themes were extracted from them.

Results

In order to identify the relationships between the teacher's class participation and class atmosphere in the international understanding lessons, the characteristics of each class were explored in light of the teacher's behavior and the students' performance in the lessons.

Research Question 3

Research Question 3 asked, *What are the characteristic differences in student behavior in classes taught by teachers whose participation in the class is low?* Based on the college students' evaluation of the elementary school teachers' class performances with the Checklist for Teachers' Participation in English Activities, Ms. Kitazawa (Class 5A) and Mr. Aida (Class 5B) were regarded as neutral teachers, so the descriptions of their classes cannot directly answer Research Question 3. However, by identifying differences and similarities between the classes taught by the neutral and supportive teachers, it is possible to arrive at some conclusions regarding the influence of the elementary school

teachers' level of support on the class atmosphere. Therefore, Classes 5A and 5B are discussed in detail regarding the students' performance in class, the elementary school students' performance in class, and the relationship between the teacher and the college student(s).

Class 5A

One question on the Peer- and Self-evaluation Checklist asked both the elementary school teacher and the college students how the elementary school teacher performed in the lesson. This question had four choices; (a) the teacher team taught with the college students, (b) the teacher participated in the lesson as one elementary school student, (c) the teacher took care of problematic or restless students, and (d) a choice labeled *other*, which had a blank where the respondent could explain what the teacher did in the class. Table 98 shows Haruka, Yayoi, and Ms. Kitazawa's answers to the question.

Table 98. *A Comparison of Ms. Kitazawa, Haruka, and Yayoi's Answers to the Question, "How Did the Elementary School Teacher Performed in the Lesson?" on the Peer- and Self-evaluation Checklist.*

	5/19	6/9	6/23	7/7	10/13	10/27	11/8	12/8	1/26
Kitazawa	3	--	2	2	2	2	2	1	2
Haruka	3	4	1, 2	--	4	3, 4	--	1, 2	1
Yayoi	3	2	2	--	2	1	1	2	1

Note. 1 = The teacher team taught with the college student(s); 2 = The teacher participated in the lesson as one elementary school student; 3 = The teacher took care of problematic or restless students; 4 = Other; -- = the checklist was not submitted to the researcher.

As shown in Table 98, Ms. Kitazawa chose 2 most of the time throughout the academic year; thus, she felt that she participated in the international understanding lessons as an elementary school student. On the other hand, Haruka and Yayoi often chose 2 and 3 for Ms. Kitazawa's performance, reporting that Ms. Kitazawa participated in the lessons like the other elementary school students did and also took care of troublesome students in class. However, in the last several lessons of the year, they chose 1; both Haruka and Yayoi felt that they taught the international understanding lessons with Ms. Kitazawa together. In sum, the two college students felt that Ms. Kitazawa performed her role in conducting the lessons as a teacher, not as one of the students, and Ms. Kitazawa's involvement in the international understanding lessons changed in the second semester.

The characteristics of Ms. Kitazawa's involvement in the lessons can be summarized by several themes that appeared frequently in the informational sources: elementary school teacher's existence in the lessons, teacher as an interpreter, teacher's puzzlement in the lessons, the relationship between the teacher and elementary school students, and the teacher's feedback on the college students' performance.

Elementary School Teacher's Existence in the Lessons. Ms. Kitazawa always stood or sat with the students. She often smiled and participated in every activity while talking to the students sitting next to her. The Class 5A students watched her frequently during the lessons. All of the students participated in every activity in the lessons. The students sometimes said, *"Nani itteruka wakannai"* (I don't know what you're saying), but they responded to the college students in Japanese or repeated what they said during the

activities. Occasionally, the room became noisy because the students were actively participating in a game such as Concentration or the Guessing Game and because they were talking with each other, the elementary school teacher, or to the college students. Ms. Kitazawa watched them very carefully and changed her position several times in each activity. She quickly identified students who were not concentrating on the activity or were being noisy and she talked to them. This allowed the lesson to proceed smoothly.

The college students were studying English teaching techniques at college, but they had no experience controlling elementary school students. However, because they had the elementary school teacher's support, the college students were able to teach the 45-minute lessons. One day, Ms. Kitazawa was on a business trip and another teacher substituted for her. On that day, the students were playing a game in which everyone makes a big circle, receives a picture card, and moves to another seat if their card is called by *It*, who is in the center of the circle. The Class 5A students loved this activity and some boys were too excited to stay seated. They started to talk with students sitting next to them without listening to *It*. The college students could not handle the situation effectively without Ms. Kitazawa. The students played the same game in another lesson, and Ms. Kitazawa participated. On that occasion one student could not wait for *It* to say the next word:

Student A: Sensei, sensei, docchi? [Ms. Kitazawa, Ms., which direction (are you going to)?]

Kitazawa: *Mada shabetteruyo oni ga* (She whispered to the student and also to the class). [*It* was still talking.]

Yayoi: Shhh.... (She held her index finger in front of her mouth).

(January 26th, Class 5A-2, 00:01:27)

As soon as Ms. Kitazawa spoke, the boy and the rest of the students paid attention to a quiet female student who was taking time to decide which card she was going to say. The activity continued, and many students took turns saying the target words.

Teacher as an interpreter. One aspect of Ms. Kitazawa's performance that stood out from Yayoi and Haruka's interview, their Peer- and Self-evaluation Checklists, and videotapes of the lessons, was her role as an interpreter. The following is an excerpt from the videotape of the eighth lesson of Class 5A.

Yayoi:	I'll do it (She ran to the blackboard). Where is America (She pointed to the world map)? Here? Here?
Kitazawa:	*Doko America?* [Where is America?]
Students:	*Soko. Soko, soko!* [There. There, there!]
Student A:	*Doitsu no tonari!* [(America is) Next to Germany!]
Kitazawa:	*Chigauyo*. [No, it's not there.]
Yayoi:	Where is Spain (She showed a picture card of the national flag of Spain.)?
Kitazawa:	*Spain wa*? [What about Spain?]

(December 8th, Class 5A-1, 00:03:10)

Ms. Kitazawa's interpretation from English to Japanese for the Class 5A elementary school students confused Haruka, who felt that Ms. Kitazawa's understanding of the international lessons, and especially English Activities used in the lessons, was different from hers.

Haruka: ・・・(授業をするにあたって) 難しいところがちょっといろいろあって。まず、先生はすごく良い方で本当に有難いんですけど、なんか事前の捉え方が、英語教育に対しての捉え方がちょっと違うみたいで、すごく協力的なんですけど、逐語訳になってしまったりするんです。

Haruka: …(When conducting a lesson with Ms. Kitazawa,) there were some difficulties. Ms. Kitazawa is a very nice person, so we truly appreciate her support. But, her understanding, her understanding of English education seems somewhat different from ours. Although she was very cooperative, she translated every single word we said in English. (Interview, 1/31/2007)

Haruka used the word *chikugoyaku* (word-for-word translation) for Ms. Kitazawa's behavior in the lessons. In the same interview, Haruka explained what Ms. Kitazawa actually did in the classroom and how it conflicted with Yayoi and Haruka's goal of making the students understand only in English.

Haruka: 私たちはここを英語で理解してもらいたいからいろいろ用意してたんだけど、全部ぱっと（日本語で）言っちゃって。私たちは簡単な英語を、シンプルな英語を二人で考えてきて、それがわからなかったときにはあのジェスチャーをしよう、このジェスチャーをしようといろいろ考えていくんですけれども、先生が「わかった、xx だよ。」って提示した時点で即座に言うから。まずそこを止めてくださいって言ったら、先生がそこで参加したいと思っているみたいで・・・。

Haruka: Because we wanted the elementary school students to understand this in English, we prepared many materials. But Ms. Kitazawa translated everything into Japanese without any pause. The two of us tried to use simple English sentences in the lessons. We had decided to show the students this gesture or that if they didn't understand this English expression. However, Ms. Kitazawa always said in Japanese "I got it, that's xx." as soon as we mentioned something in English. One day, when we asked her to stop translating, she seemed to think that that's how she would like to participate in the lessons. (Interview, 1/31/2007)

Haruka was puzzled with Ms. Kitazawa's frequent interpreting during the lesson; she could not always ask her to stop word-for-word translation. Ms. Kitazawa seemed to regard the

elementary school teacher's role as interpreting English expressions into Japanese for the students.

Ms. Kitazawa commented on the students' incomprehension several times in the Peer- and Self-evaluation Checklists and also in her interviews. The following excerpt is one example from her statements on the Checklists.

> Kitazawa: なぜ日本語を使わなかったのか。一時間に難しい活動を幾つも用意したときには、日本語の助けがあったほうが、子どもたちにも分かりいいと思うのだが。
>
> Kitazawa: Why didn't they use Japanese? When difficult activities are carried out in a lesson, it might be good for the students to be supported by a Japanese translation. (Checklist, 1/26/2006)

Ms. Kitazawa understood that the elementary school students' low comprehension of spoken English required interpreting the English into Japanese to help the lesson proceed smoothly. Haruka commented on the "smoothness" of the lessons.

> Haruka: 一番最後の授業もすごい如実に出たところがあって。スムーズに行ったのはいいんですけど、私たちはスムーズさだけを求めているのではなくて、私たちは英語で、オール・イングリッシュで頑張りたいっていうのがあって、どんなにわからないって言われても、顔の表情で伝えたりとか、二人でやり取りをしてみせるとかって伝えたいんですけど、「ほら、天気だよ。」とか「今日は晴れ晴れ。」って言われて。
>
> Haruka: The last lesson symbolizes all of our lessons throughout (the year). Although it was good that the lesson went smoothly, we (Haruka and Yayoi) did not expect the smoothness of the lesson. We wanted to use only English in class. Even if the students said that they didn't understand what we had said, we would convey the meaning through our facial expressions or interaction. But, she said in Japanese, "It's sunny, isn't it?" or "It's fine, it's fine today." (Interview, 1/31/2007)

Ms. Kitazawa's Japanese interpretations occurred frequently in the videotaped lessons. In the class observations, some students did not listen to what Yayoi and Haruka said in English; they simply waited for Ms. Kitazawa's Japanese translation or said to Ms. Kitazawa or the college students, *wakannai* (I don't know). However, there were some cases in which the college students' directions were challenging for the students in the activity; for example, they changed a rule in the middle of an activity and it took most of the elementary school students time to understand the new rule, or the college students did not use many visual aids when introducing new information to the students. Ms. Kitazawa needed to interpret for the students in these cases. In addition, when the students responded to Ms. Kitazawa and the college students, the only English they spoke involved repeating target expressions. Their pronunciation of English words had a strong Japanese accent (e.g., Italy was pronounced /itarii/ or /italia/).

Teacher's puzzlement in the lessons. After the first semester was finished, Ms. Kitazawa expressed her puzzlement about how she should have participated in the lessons and would participate in the coming second semester in her first interview. Furthermore, in the same interview, she stated that she could be more actively involved in the lessons if she was told what to do beforehand. Her eagerness for the lessons was also seen in her comments after the lesson in the Peer- and Self-evaluation Checklist:

Kitazawa: いつもファックスで指導案が送られてくるので、授業の流れは分かるが、細かい打ち合わせができないのが残念。

Kitazawa: A lesson plan is sent to me by fax every time, so I have the general idea of the lesson. But, it's a pity that we cannot discuss the details before the lesson. (Peer- and Self-evaluation Checklist, 10/13/2006)

Ms. Kitazawa's concern about her involvement in the lessons lasted until the end of the year, although I instructed Yayoi and Haruka to write a detailed lesson plan and tell Ms. Kitazawa that they would send it after the first interview. In the second interview, on the last day of the international understanding lessons, Ms. Kitazawa mentioned a few points that she thought should be changed for the next school year. One of them concerned lesson plans.

Kitazawa: 指導案の中身を詳しくしてほしいです。事前に何をするのかが分かっていれば助言ができますから。例えば、この間、両面テープを貼る活動は時間がかかって終わらなかったんですよ。糊のほうがよかったのではないかしら。どこで活動に参加したらよいかが分からないんですよね。

Kitazawa: I would like to have a lesson plan which has more detailed information before the lesson. If I know what the college students will do in a lesson, I could provide them with some advice. The other day, they couldn't finish an activity in one period. The elementary school students put scotch tape on a sheet of paper in the activity. The activity would have finished more quickly if they had used glue instead. I don't know when I'm expected to participate in an activity. (Interview, 01/26/2007)

Ms. Kitazawa stressed that she was ready to be involved in English Activities in the lessons; however, she was not sure what she was expected to do by the college students and when she should do it; therefore, she asked to have the full information about the activities in the lesson plan before the lesson started.

The relationship between the teacher and the elementary school students. Ms. Kitazawa knew the individual students in her class well, and one reason that Haruka and Yayoi respected her was because of her close relationship with the elementary school students in her classroom. Ms. Kitazawa was amiable to all of the students, but she never became friends with them. She always showed the students that she was their teacher by keeping a certain distance from them.

The students in Class 5A energetically engaged in every activity. They uttered whatever they thought without hesitation. However, they rarely crossed the line in the lessons in terms of proper behavior. If the students appeared likely to do so, Ms. Kitazawa quickly got control of the class before Haruka and Yayoi encountered trouble.

The teacher's feedback on the college students' performance. Ms. Kitazawa built a good relationship with Haruka and Yayoi. According to them, Ms. Kitazawa commented on anything that she thought would be useful for them, and these comments often concerned issues other than English. Classroom management or the appropriateness of the activities were reported on the Checklist and mentioned in the interview. For instance, Ms. Kitazawa suggested where Haruka and Yayoi should have stood in the classroom for a certain activity; one should have stood in front of the blackboard and the other should have been close to the students at the back of the classroom. She always provided them with alternatives to improve the lesson. Ms. Kitazawa also had strategies for changing boring activities into interesting and exciting ones that fit the students' academic level and personality characteristics.

Ms. Kitazawa wrote about activities that worked well on the Peer- and Self-evaluation Checklist and referred to the elementary school students' reactions. The following is an excerpt from one of her Checklists.

> Kitazawa: 児童はこの活動をとても楽しんでいました。児童の目はとても輝いていました。
>
> Kitazawa: The students liked this activity because their eyes were truly energetic. (Peer- and Self-evaluation Checklist, 12/08/2006)

Her comments were based on her view as an elementary school teacher who knew what the elementary school students could and would like to do.

Class 5B

Mr. Aida was the homeroom teacher of Class 5B. The international understanding lessons for Class 5B were taught by Natsuko and Mr. Aida. Table 99 shows their answers to one question on the Peer- and Self-evaluation Checklist, "How did the elementary school teacher perform in the lesson?"

Table 99. *A Comparison of Mr. Aida's and Natsuko's Answers to the Question, "How Did the Elementary School Teacher Performed in the Lesson?" on the Peer- and Self-evaluation Checklist.*

	5/19	6/9	6/23	7/7	10/13	10/27	11/8	12/8	1/26
Aida	--	1, 2	2	1, 2	--	--	2, 3	1, 2	--
Natsuko	2	2	1, 2	1	2	1, 2	2	2	2

Note. 1 = The teacher team taught with the college student(s); 2 = The teacher participated in the lesson as one elementary school student; 3 = The teacher took care of problematic or restless students; 4 = Other; -- = the checklist was not submitted to the researcher.

Mr. Aida did not submit the checklist four times throughout the year. However, once he submitted it, he often made more written comments on the sheet than the other elementary school teachers. Mr. Aida chose 2 and another option (either 1 or 3) for his performance, meaning that he participated in the lessons with the elementary school students and he sometimes led the lessons with Natsuko or took care of restless student(s). Natsuko evaluated Mr. Aida's performance as 2; he basically participated in the classroom as one of the elementary school students and according to her ratings, his behavior did not change throughout the academic year.

Mr. Aida's involvement in the international understanding lessons was characterized by several common themes that appeared often in the different informational sources: focus on use of Japanese, showing the students a model, focus on the whole classroom, one student's identity as a Buddhist, and the relationship between the teacher and the college student.

Focus on the use of Japanese. This theme was most often seen in both Natsuko and Mr. Aida's written comments on their Peer- and Self-evaluation Checklists as well as in their individual interviews. Mr. Aida asked Natsuko to speak more Japanese in the beginning of the school year. Natsuko wrote about this request from him in one of her Checklists:

Natsuko: 英語を使う量が多すぎるので、日本語をもっと入れてとのことでした。英語と日本語のバランスが難しい。

Natsuko: I was told by Mr. Aida that the use of Japanese should be increased instead of using English too much. Balancing English and Japanese is difficult. (Peer- and Self-evaluation Checklist, 06/09/2006)

Mr. Aida himself also commented on the use of Japanese in his first interview; he told that the use of Japanese was essential for the elementary school students' understanding of English in his class:

Aida: (最初の授業で) 英語だけの授業で子どもが全くわからず、日本語を入れるように要望しました。そして、自分も日本語で指示を与えました。2 時間目以降は改善しましたけど。

Aida: (In the first lesson) the elementary school students didn't understand at all because the lesson was conducted only in English. So, I asked Natsuko to use Japanese. I myself also instructed the students in Japanese, so this problem was solved in the second lesson. (Interview, 09/26/2006)

Natsuko was puzzled with Mr. Aida's first request that she use more Japanese because she was taught at college that English activities should basically be conducted in English. She initially thought that Mr. Aida's request contradicted it. In the interview held at the end of the school year, Natsuko expressed her thoughts about his Japanese interpretation:

Natsuko: 英語多いですよねって最初のときに言われて、ひぇーって思った。

Yamaga: 後期は英語が多いって先生に言われた？

Natsuko: 後期は言われてないです。たぶん、最初は、先生も全部英語だと思ってなかったらしくて、いきなり全部英語で、英語でやって、発音わかんなかった子も大勢いたんだろうし、私も子どもを見る余裕がなくて。

Natsuko: When Mr. Aida told me after the first lesson that English was used too much, I felt like "Oh-huh!"

Yamaga: Did he still mention that in the second semester?

Natsuko: No, he didn't say that in the second semester. Probably, in the beginning, he, as well as the elementary school students, would never have expected to be instructed in English. Because they suddenly knew that the lesson was all in English, many students might not have understood English pronunciation. I couldn't pay attention to the individual students' responses. (Interview, 02/03/2007).

As Mr. Aida and Natsuko stated, the use of Japanese was requested by Mr. Aida in the beginning of the year and then, he did not mention the issue again. However, according to my class observations, Mr. Aida used Japanese as often at the end of the year as he had in the beginning. He used Japanese to caution the students and to encourage them to engage in the activities. For instance, he cautioned the students just before Natsuko explained about the next game. The students formed groups of five or six and sat together on the floor. They were very excited about what was going to happen next and they were talking and smiling to their classmates. Natsuko tried to get their attention by saying "Ok, everyone," or "Listen, look at me," but they did not look at her:

Aida: ほら、こういうときに始まらないんだよ。

Students: (徐々に静かになる)

Natsuko: Okay, do you remember this game?

Aida: Hey, (the game) won't start yet because of this situation.

Students: ... (They became gradually silent).

Natsuko: Okay, do you remember this game?

(January 26th, Class 5B-2, 11:06:01)

Mr. Aida waited for the students to notice that they were being noisy, but he finally decided to take a more direct approach. He did not point out any particular students as being noisy and he spoke to them in Japanese. The second example concerns his use of Japanese, which was intended to encourage some students to engage in the activity. The class was playing a matching game in which each student had one picture card; they were asked to find several classmates who had the same card. Mr. Aida went to a male student, Ryota, who was holding a small leaflet about the *Buddha*; Ryota was not talking with the other students.

Aida:	(手を良太の肩に回し、二人で女子３人のグループのほうに歩いていき、児童 C の肩を数回叩きながら) いいなよ、いいなよ。せーの。
Student C:	Do you have a cat?
Aida and Ryota:	(良太の背中を数回叩いて、リズムをとりながら) Yes, I do!
Aida:	いえーい（手を高く上げ、ガッツポーズをする）。 ねえ、ねえ、ねこのカード、持ってる？持ってる？
Student C:	(微笑みながら、うなずき、カードを渡す。)

Aida:	(He was holding Ryota's shoulder and walking to a group of three female students and then, he was patting Student C on her shoulder several times) Why don't you ask, why don't you ask? One, two.
Student C:	Do you have a cat?
Aida and Ryota:	(Mr. Aida was patting Ryota's back several times and saying rhythmically) Yes, I do!
Aida:	Yeah (He raised his fist)! Hey, hey, do you have a cat card? Do you?
Student C:	(She was nodding with a smile and giving the card to Mr. Aida.)

(January 26th, Class 5B-1, 00:03:01)

Mr. Aida used the Japanese expressions, *iinayo* (why don't you ask?), *seeno* (one, two), *ieei* (yeah), and *ne, ne, neko no card motteru* (hey, hey, do you have a cat card?) in the target sentence, *Do you have...?* for this activity along with gestures (e.g., patting a student's back and raising his fist). This created an enjoyable atmosphere and helped the students enjoy the task. When Mr. Aida spoke the target sentence, he broke it into individual words and pronounced the end of each syllable longer, *Do, you, have, a, cat* (/du: ju: hʌ: vʌ: cæt/)?" to encourage Ryota to join him in saying the English sentence. Word-for-word translation (e.g., Do you have a cat card?) was also observed in the lessons.

In Class 5B, the students always spoke Japanese in the lessons and rarely said a word in English other than repeating target words. They pronounced English words using Japanese pronunciation quite often. When the students had difficulty understanding Natsuko's English, Mr. Aida explained it in Japanese. At the same time, some students directly asked Natsuko to explain it saying *E, nani* (Huh, what)? or *Moo ikkai* (One more time) in Japanese.

Showing the Students a Model. Mr. Aida smiled frequently and participated in every activity with the students. His movements were somewhat exaggerated and his voice was loud; so the students' naturally paid attention to him. For example, when he had the correct answer for an activity, he stood up quickly with his hands around his waist and danced a little with excitement. The students smiled back at him and became more involved in the activity.

When Mr. Aida repeated target words or sentences, his voice became louder. He was the first to repeat words introduced by Natsuko. He was very good at not overlapping his voice with the students'. Thus, the students who did not initially say anything started speaking after listening to Mr. Aida. On the other hand, when some students were speaking either in Japanese or English, he just listened to them and watched the rest of the students carefully. In this way, he created a good atmosphere among the students and helped the students who were having difficulty keeping up with the class.

Focus on the Whole Classroom. Mr. Aida always paid attention to the whole class. The class observations showed that he moved around the room during an activity. He talked to each student or told them what to do to in Japanese with a sprinkle of English, *Hora, hora...ready?* (Look, look...ready?) As shown in the first excerpt of the *Focus on the Use of Japanese* section, he always spoke to all the students in the class, and he refrained from blaming or praising individual students during the activities.

The boys and girls in Class 5B were vigorous and looked friendly during the international understanding lessons. They were quite vocal, as everyone uttered whatever they felt and thought during the activities. Usually, it took time for them to understand the task instructions, complete the task, and share the results with their classmates. While Natsuko mainly conducted the lessons, Mr. Aida talked quietly to the students when they did not stop chatting. He never spoke in a harsh way. As a result, the students did not become quiet immediately; but some students always noticed what Mr. Aida was doing and then they said "We should be quiet" to their classmates.

One student's identity as a Buddhist. As noted above, one student, Ryota, hated English and was never interested in learning it. Ryota worshipped *Amitabha* because his family ran a Buddhist temple. According to Natsuko, once a lesson was over, Ryota confessed that he became sad when listening to English because he was Japanese and respected the ideas of Buddhism. During the international understanding lessons, he was agitated and made problems in the class. For example, he screamed in the middle of an English activity and it stopped completely; everybody had to wait for him to calm down. This student placed a heavy burden on Natsuko when she was instructing Class 5B until the last day of the lessons.

Natsuko raised this issue many times in the lessons at the college or when personally talking to the professors. She was advised by her professors to talk to Mr. Aida and ask for his support because Ryota's reactions in the lessons were unusual and dealing with him while teaching the class was beyond her present ability. In the interview, Natsuko confessed that she did not ask Mr. Aida to help her with Ryota although she needed his assistance when conducting English Activities. She thought that Mr. Aida did not like to discuss individual students with her; Natsuko thought that he wanted to treat everyone in the class equally. She continued talking about the subject of handling Ryota:

Natsuko: 相田先生はクラスの子どもたちとすごい近くて。でも、なんか自分が一番気にしていた、その英語が嫌いって言った男の子に関して、先生が一緒にいるとこを見たことがない気がした。

Natsuko: Mr. Aida was truly close to the elementary school students in Class 5B. Even so, I have never seen Mr. Aida be with the student who hated English in the lessons. Actually, I was most concerned about him. (Interview, 02/03/2007)

The researcher and Natsuko checked part of a videotaped lesson during the interview. Although Natsuko stressed that Mr. Aida kept away from Ryota, Mr. Aida often sat next to him and worked on the activity together. He had helped Natsuko's class performance by being with Ryota. There was a misunderstanding between Mr. Aida and Natsuko and it lasted to the end of the school year. The program coordinator should have talked to Mr. Aida about this issue because Natsuko could not talk to him about it by herself.

The relationship between the teacher and the college student. As Ryota's case illustrates, there had been some distance between Mr. Aida and Natsuko, at least from Natsuko's point of view:

Natsuko: 最初はすごく先生が自分のことを嫌いだと思ったから。反省会とか来てくれないし。で、すっごい、もう、どうしよう、どうしようって思って。自分も気を使ってたかなって。

Natsuko: In the beginning of the year, I believed that Mr. Aida didn't like me, because he didn't come to the meetings after the lessons. So, I felt like, "what should I do, what should I do?" I worried about him. (Interview, 02/03/2007)

Natsuko repeated in the interview that Mr. Aida was very close to his students; so he did not have time for her. As a result, she was confident that Mr. Aida did not like to communicate with her. Natsuko also confessed that it took her time to overcome this feeling when conducting the lessons throughout the year. She was confident that her

negative attitude toward Mr. Aida influenced the lessons. For example, she demonstrated new activities alone although she wanted to ask Mr. Aida to demonstrate them with her because it would have helped the students understand what they should do in the activities more easily. She tended to conduct lessons alone and tried not to communicate with Mr. Aida during the lessons.

Summary

The students both in Class 5A and 5B participated in all of the English activities in the international understanding lessons throughout the year. They were very active and although they spoke frequently, they responded mostly in Japanese. When they said the target English words and expressions, they used Japanese phonology. They looked more energetic in "active" activities that required movement, such as Fruit Basket and the Interview Game. They were excited to take part in the activities, so they sometimes lost control of themselves. On the other hand, some students were not patient enough to listen to the college students' English.

Mr. Kitazawa in Class 5A and Mr. Aida in Class 5B were considered neutral teachers. A key issue for the two teachers concerns watching the class carefully. Because the students were so active, Ms. Kitazawa and Mr. Aida were careful to watch every student and to speak with as many students as possible, especially those who were noisy or who were not participating in the activity. They talked to them and sometimes they did the activity together with them.

The second issue for the neutral teachers concerned their frequent use of Japanese in the lessons. The students frequently said w*akannai* (I don't know) or waited for the teachers' interpretation, a behavior that differed greatly compared to the sixth graders described in the following sections. Because the college students' explanations of the rules of the activities were sometimes challenging, Japanese interpretations were occasionally necessary. Two other types of Japanese used in the classrooms were for cautioning the students and encouraging them to participate in the activities.

The next key issue for Mr. Aida was that he provided the students with a model of how to behave during the lessons. He always expressed joy by smiling during the lessons, and this created a positive atmosphere among the students and they started to smile. Mr. Aida's gestures were exaggerated, so the students naturally paid attention to what he was doing. In addition, Mr. Aida's voice was loud and he frequently repeated what Natsuko said in English without overlapping with the students' voices. Thus, some students who were reluctant or not confident repeating the target words or expressions had an opportunity to mimic his words and speak up.

The teachers' frustration and miscommunication with the college students should be mentioned. Ms. Kitazawa reported that she was puzzled because she did not know what she was expected to do in the lessons. She asked Haruka and Yayoi to write detailed instructions for each lesson. She also added that the detailed descriptions could allow her to find some weaknesses in the lesson plan. In Class 5B, Natsuko felt distance from Mr. Aida and it took her a long time to alleviate her feelings of worry about him, although Mr. Aida did not mention this issue. Miscommunication between the elementary school

teachers and student teachers is another issue that must be addressed in the international understanding program.

Research Question 4

Research Question 4 asked, *What are the characteristic differences in student behavior in classes taught by teachers whose participation in the class is high?* Based on the college students' evaluation on the elementary school teachers' classroom performance from the Checklist for Teachers' Participation in English Activities, Ms. Shibata (Class 6A) and Mr. Ishikawa (Class 6B) were regarded as supportive teachers; so, the descriptions of their classes provide an answer to Research Question 4. The discussion regarding Classes 6A and 6B includes the students' performance in class, each teacher's performance in class, and the relationship between the teacher and the college student.

Class 6A

Ms. Shibata was the homeroom teacher of Class 6A. The international understanding lessons for Class 6A were taught by Aki and Ms. Shibata. Table 100 shows their answers to the question, "How did the elementary school teacher perform in the lesson?" on the Peer- and Self-evaluation Checklist.

As shown in Table 100, Ms. Shibata generally chose 2 and 4 throughout the year, indicating that she felt that she participated in the international understanding lessons as an elementary school student. In addition, she thought that she did other things based on the demands of each lesson. On the other hand, Aki mostly chose 1 in addition to 2 or 4,

reporting that Ms. Shibata conducted the lessons with her, while she also participated in the lessons as one of the students or assisted the students upon request. Ms. Shibata's involvement in the international understanding lessons in Class 6A was characterized by several common themes that appeared often in the different informational sources: English spoken by the teacher, the relationship between the teacher and the elementary school students, students who became an interpreter, substantive advice from the teacher.

Table 100. *A Comparison of Mr. Shibata's and Aki's Answers to the Question, "How Did the Elementary School Teacher Performed in the Lesson?" on the Peer- and Self-evaluation Checklist.*

	5/19	6/9	6/23	7/7	10/13	10/31	11/8	12/8	1/26
Shibata	2	2	4	3	2	2, 4	4	2, 4	2, 4
Aki	1, 2	2, 4	1, 4	1, 2	1, 2	2, 4	1, 4	2, 4	2, 4

Note. 1 = The teacher team taught with the college student(s); 2 = The teacher participated in the lesson as one elementary school student; 3 = The teacher took care of problematic or restless students; 4 = Other; -- = the checklist was not submitted to the researcher.

English spoken by teacher. Ms. Shibata was not a fluent English speaker; however, she tried to speak English in the classroom by using basic classroom English and target expressions with the students. Aki commented on Ms. Shibata's English in the interview:

> Aki: 柴田先生は時々自発的に英語を話してくれました。"Be quiet." や"Stop." など。そんなに長くないですけど。先生の英語はしょっちゅうではなかったです。でも、児童に英語で話しかけてくれました・・・1 時間に 5, 6 回ぐらいかな。挨拶やそのアクティビティの中で使う表現などでしたね。

> Aki: Ms. Shibata sometimes voluntarily used English although each sentence was not that long, for example, "Be quiet." and "Stop." She didn't use English often, but she spoke to the students in English, about five or six times in one lesson. These were greetings and key phrases which were practiced in the activities in the lesson. (Interview, 01/31/2007)

Ms. Shibata never translated English to Japanese for her students, and few students asked Ms. Shibata for a translation. When many students experienced difficulty understanding the flow of the lesson, and the current activity stopped, she helped the students by translating English to Japanese.

The relationship between the teacher and the elementary school students. In the first interview, I asked Ms. Shibata about the students' individual performances. Ms. Shibata stated that the majority of the Class 6A students were ranked at the average academic level and a few students were more or less proficient than average. Ms. Shibata further mentioned that because the individual students had a wide range of interests, different students played an active part in each lesson based on the topic.

Class 6A was calm and deliberate. Aki observed that they liked quiet activities in which they were mentally active. According to Ms. Shibata, the students were also happy doing activities such as singing or dancing if they were clearly told the goal of the activity and what they should do to complete it.

Ms. Shibata seemed to have built a solid relationship with the students. The students were reliant on Ms. Shibata. She was usually close to the students and did not move often in an activity. When she observed the students conscientiously while saying little, the class proceeded smoothly under Aki's guidance.

Students who became an interpreter. In Class 6A, two female students were very good at all academic subjects and went to a cram school because they hoped to go to a

prestigious private junior high school. Yumi, one of the best students in the class, liked studying English and went to a cram school to study English regularly. Ms. Shibata said that if an English lesson at the cram school and a club activity after school had been planned on the same date, Yumi would have skipped the club activity and studied English.

Yumi was always with Kana, who was also one of the best students in Class 6A. On the day of the first lesson, Yumi and Kana sat in front and started to interpret what Aki said in English before the other students understood it. Aki did not know how to handle the two students. However, in the middle of the year, Kana and Yumi stopped translating what Aki said and remained silent in the back of the classroom. Aki tried to understand why the girls stopped interpreting.

Aki: あの子たち（由美と香奈）が今度後ろに下がっちゃったんです（6A クラスのビデオを見ながら）。

Yamaga: ああ。後ろに座ってるね。

Aki: あの子たちが後ろに下がって、他の女の子たちが前にいるんですよ。別に仲が悪いというわけではないんですけど、一緒につるんでいるわけではない、と。

Yamaga: ふうん。これってグループの問題かな？

Aki: それが、この子たち、できなかった子たちが分かるようになってきちゃって、自分が目立たなくなったから下がっちゃったのかな、と。

Yamaga: 自分たちがいなくても授業が成立するよ、と。

Aki: うん。

Aki: The girls (Yumi and Kana) are sitting in the back of the room (watching the videotape of a lesson of Class 6A).

Yamaga: I see. They sit in the back.

Aki: Because they sit back in the classroom, other girls sit in front. That doesn't mean that they don't get along with each other, but they're just in different groups.

Yamaga: Do you think that this is all about groups?

Aki: Or Yumi and Kana started to lose their interest in the English activities because the other students who weren't good at English started to understand English as the lessons went on. They might have thought that they weren't special anymore.

Yamaga: Classes go well without them.

Aki: That's right.

(Interview, 01/31/2007)

According to Aki, Yumi and Kana were smart and wanted to be outstanding in terms of using English in the first several lessons. As the rest of the students in Class 6A gradually became able to take part in English Activities, Yumi and Kana looked less motivated in showing the other students their knowledge of English.

In the first interview, Ms. Shibata also named Kana as a highly proficient student who was confident using English. However, she did not mention her word-for-word interpretation with Yumi. Ms. Shibata did not talk about the two students in the second interview.

Substantive advice from teacher. Ms. Shibata provided Aki with different kinds of advice concerning many practical issues, from Aki's class management to the elementary school students' responses to the class activities throughout the year. Because Ms. Shibata was worried about Aki's ability to manage the class in the beginning, her comments on Aki's behavior and her instructions in the lesson were concrete and specific.

Shibata: 亜紀さんは非常に声が小さいんですよね。だから、教室の後ろのほうまで届かない。できれば、もっと大きな声で元気よくやってほしいと思います。少し（1 時間の活動の）分量が多いのではないでしょうか。いつも半分くらいしか終わってないですね。幾つか活動を絞って、それにもっと時間をかけたほうがいいと思います。

Shibata: Aki has a very quiet voice, so it doesn't carry to the back of the room. Hopefully, she can speak much louder. It seems that she packed more activities than she could carry out in one lesson. She could only finish half of them. She should select several activities out of a lesson plan and spend more time on them. (Interview, 09/28/2006)

Ms. Shibata observed the individual students carefully during the lessons, and then, advised Aki about how she could improve the activities referring to the students' reactions to them. For instance, Aki worried that a "squeaky wheel" group, who went to a cram school and knew more English than the rest of the students, would easily get bored with the activities that she had planned; thus, she tried to offer several challenging activities in the 45-minute lesson. Ms. Shibata advised her to consider the regular students who did not study at a cram school more carefully:

Shibata: 亜紀さんはもっと繰り返しが必要ですね。授業の最初でなんだかわからなかった子は、わからないまま授業を終えていました。確かに一部は非常に英語が得意です。その子たちは授業の目標語彙やフレーズを知っていたとしても、退屈したりは決してしません。だから、亜紀さんにはクラスのほとんどの、普通の子たちに授業をあわせてほしいんですよね。教師として一番大事なのは児童の意見や考えを聞いて、反応することですよ。

Shibata: Aki needs a lot of repeating. There were students who didn't understand a thing in the beginning of the lesson and ended up not understanding it. On the other hand, a small group of the students are truly good at English. Even if they have already learned the target words or phrases of a lesson, they would never act bored in class. So, I would like Aki to focus on most of the ordinary students in a lesson. The most important thing as a teacher is to listen to the students and react to their opinions and ideas. (Interview, 09/28/2006)

The advice that Ms. Shibata offered Aki was based on her long teaching experience at the elementary school. It was specific, practical, and instructive. Furthermore, she repeatedly suggested that Aki observe the students' words and actions carefully. Aki expressed her appreciation for Ms. Shibata's suggestions in the interview:

> Aki: 柴田先生はとても協力的です。先生の英語力はわからないけど、小学校の先生として、たくさんアドバイスをくれました。例えば、児童が活動で退屈そうにしたときやどの子に注意しておくといいよとか。
>
> Aki: Ms. Shibata was very supportive. Although I do not know her English ability, she gave me a lot of advice from her perspective as an elementary school teacher; for example, when the students got bored with an activity and who needs to be watched carefully. (Interview, 01/31/2007)

Ms. Shibata's comments on a variety of instructional issues greatly helped Aki; thus, Aki appreciated Ms. Shibata. Ms. Shibata and Aki constructed a good relationship with one another by sharing necessary information with each other.

Class 6B

Mr. Ishikawa was the homeroom teacher of Class 6B. The international understanding lessons for Class 6B were taught by Fuyumi and Mr. Ishikawa. Table 101 shows the comparison between their answers to the question, "How did the elementary school teacher perform in the lesson?" on the Peer- and Self-evaluation Checklist.
As shown in Table 101, Mr. Ishikawa mainly chose 2 for his participation throughout the year. Mr. Ishikawa thought that he participated in the international understanding lessons as one elementary school student. Fuyumi, on the other hand, chose 1 for his participation, especially after the third lesson was completed. Fuyumi reported in the interview that she

taught with Mr. Ishikawa together in the lessons. This selection was basically the same as the ones chosen by Ms. Shibata and Aki.

Table 101. *A Comparison of Mr. Ishikawa's and Fuyumi's Answers to the Question, "How Did the Elementary School Teacher Performed in the Lesson?" on the Peer- and Self-evaluation Checklist.*

	5/19	6/9	6/23	7/7	10/13	10/31	11/8	12/8	1/26
Ishikawa	2	2	2	1	--	2	4	2	1, 2
Fuyumi	3	2	1	1	--	1, 2, 3	1, 2	1	--

Note. 1 = The teacher team taught with the college student(s); 2 = The teacher participated in the lesson as one elementary school student; 3 = The teacher took care of problematic or restless students; 4 = Other; -- = the checklist was not submitted to the researcher.

Mr. Ishikawa's involvement in the international understanding lessons in Class 6B were characterized by several common themes that appeared often in the different informational sources: English spoken by the teacher, showing the students a model, effective use of Japanese, the relationship between the teacher and elementary school students, and the relationship between the teacher and the college student.

English spoken by the teacher. In the international understanding lessons, Mr. Ishikawa tried to speak English as much as possible. Mr. Ishikawa thought that elementary school teachers should use English throughout the lessons. Mr. Ishikawa confessed in the first interview that he was sometimes quiet until he found the right expressions in English. In the interview, Fuyumi told about an incident in which Mr. Ishikawa asked her if he could explain complicated information in Japanese in one lesson. She also reported his constant eagerness to speak English in the following excerpt:

Yamaga: 先生が英語を話す場面ってあった？

Fuyumi: ありました。児童に英語でデモをお願いしたので。でも意外にこう自発的に先生が “make a line” とか “be quiet” とかぱっと英語をいう。

Yamaga: へえ。それは児童にとっていい練習だね。

Fuyumi: ある日、国旗紹介を先生にやってもらったときに、 “What’s this?” とか簡単なフレーズを使ってくださいって言ったら、先生が “What country?” って表現を使ったんですよ。それは指導案にもなくて、そしたら私が前の週に使用したものだったんですよ。先生がまねして何度も使ってくれました。

Yamaga: Were there any chances for Mr. Ishikawa to speak English?

Fuyumi: Yes, there were. Mr. Ishikawa was asked to hold a demonstration in English in front of the students. In addition, he voluntarily used classroom English such as “make a line” or “be quiet.”

Yamaga: I see. Good practice for the students.

Fuyumi: One day, prior to a lesson, I told him that several national flags were going to be explained to the students using simple English expressions such as “What’s this?” As soon as the lesson started, Mr. Ishikawa used an expression, “What country?” It was not on the script for the day’s lesson, but it had been used by me in the previous lesson. Mr. Ishikawa used it repetitively in that class.

(Interview, 02/03/2007)

Mr. Ishikawa held a demonstration to use target expressions in the lessons. He also spoke peripheral expressions in English as a means of real communication with the students. He further explained his feelings toward English Activities in the international understanding lessons in the interview:

Ishikawa: 私は冬美さんが英語活動を大変一生懸命に準備されているなって感じています。私自身も前任校で英語活動を計画するのでずいぶん苦労しました。当時、「総合的な学習の時間」検討部会に所属してました。ここで英語活動の年間計画を 1 年生から 6 年生まで作成したんです。全部先生中心だったなあ。でも、実を言うと、いき詰まりを感じていて。児童が

何をすべきかと、ええと、目標をどう設定すべきかと、何を教えるべきか悩みました。

Ishikawa: I understand how hard Fuyumi had been working on English Activities. I myself struggled to plan English Activities in my previous school. I was one of the members of the Period for Integrated Study there. The committee designed a year-end plan of English Activities in the international understanding lessons for the first to sixth graders, which were all teacher-centered. But, to tell you the truth, I was stuck. I found myself bogged down in what to do with the students, well, goals to be achieved, and what to target.

(Interview, 09/28/2006)

In this study, it was the first time for an elementary school teacher to confess such a deeper thought towards English Activities in the international understanding lessons. Therefore, I questioned him further.

Yamaga: 冬美さんの授業についてどう思われましたか？

Ishikawa: 彼女が児童にどんな力をつけさせたいのか、例えば、ターゲット文を 1 文、単語を幾つ教えるとか、まだよく分からないんですけど。でも、児童全員が 45 分の授業を楽しんでいるようでしたから、（彼女の授業が）どう英語活動と関わっていくかという自身の質問への 1 つの答えなのかなって思います。

Yamaga: What did you think about Fuyumi's lessons?

Ishikawa: I still don't know what kind of competence she would like the students to obtain through the lessons such as teaching a target sentence or several target words. However, because all the students seemed to enjoy the 45 minutes, I thought that this might be one answer to my question, how to get along with English Activities.

(Interview, 09/28/2006)

Mr. Ishikawa seemed consider English Activities more deeply than the rest of the teachers; he admitted his regrets and distress of the planning and administration of the international understanding lessons at the previous school in the first interview. Based on that

experience, he admired Fuyumi's lessons while having questions regarding the academic goals and objectives of the class. His past experience led him to participate in the lessons and use English attentively in the classroom. His attitude toward English exemplified his words to the students, "You won't understand Fuyumi if you don't listen to her English."

Showing the students a model. Mr. Ishikawa participated in every activity with the students. His movements were exaggerated and his voice was loud; so the students naturally paid attention to him. When Fuyumi was conducting an activity focused on prepositions (i.e., *in*, *on*, *under*, *next to*, and *behind*) and using gestures to indicate their meaning, Mr. Ishikawa stood up next to the students and practiced the gestures so that the students could follow him if they wanted.

When Fuyumi asked Mr. Ishikawa a question during an activity, he used the target word or phrase clearly and slowly. This allowed the elementary school students to better understand the answer, and his participation in the activity encouraged the students to participate. The following is an excerpt from an activity for practicing the prepositions listed above. The students' task was to identify what Fuyumi said using a hand-made picture book:

Fuyumi: Mr. Ishikawa, where is a tree? Please point.

Ishikawa: (He walked up to Fuyumi and pointed to the tree in the picture book she was holding.)

Fuyumi: That's right.

Ishikawa: (He raised his fists in a show of triumph and smiled at the students.)

Fuyumi: I'll ask you one more question. OK? Is it in the house, on the house, under the house, or next to the house?

Ishikawa: Next to the house.

Fuyumi: Very good (She turned her thumbs up)!

Students: (applause)

(December 8th, Class 6B-1,00:23:23)

Next, Fuyumi asked several students the same type of question, and they all answered using the target prepositions.

Effective use of Japanese. Mr. Ishikawa used English most of the time in the lessons with an occasional use of Japanese. The Japanese was not word-for-word translation, but provided useful information for the students that helped them participate in the activity. In one lesson, the students played a matching game. Every student was given a preposition card, on which Mr. Ishikawa and a box were drawn, and was asked to find a student who had the same preposition card. Before starting the game, Mr. Ishikawa and Fuyumi demonstrated the conversation. The students understood it and everyone started the game. After several minutes, Mr. Ishikawa walked to Fuyumi and asked a question; and then he told the students:

Ishikawa: おーい、パートナーは一人だぞ。1 か 0 だからな。

Ishikawa: Hello, find one partner. One or zero.

(December 8th, Class 6B-1,00:00:15)

After this, he moved among the students while they were doing the activity and told each student to find a single partner, not two or three. This information was necessary for the students to complete the game. Explaining it in English would have required more time and might have disrupted the flow of the lesson. One more example is when Fuyumi was explaining the students where to sit in the classroom:

Fuyumi: Ok, everyone, now, I'll give you a Christmas present.

Students: 宿題だ！

Fuyumi: No, this is not homework. So, please make a line. Make a line for each group (She used a gesture of drawing some lines).

Student F: え、どういうこと？

Ishikawa: (今と)同じグループだな。(He was talking to Student F)

Fuyumi: Ok, everyone, now, I'll give you a Christmas present.

Students: This must be our homework!

Fuyumi: No, this is not your homework. So, please make a line. Make a line for each group (She used a gesture of drawing some lines).

Student F: Huh? What do you mean?

Ishikawa: Should be the same groups (as we are now) (He was talking to Student F).

(December 8th, Class 6B-3,00:23:10)

Student F asked Mr. Ishikawa the meaning of Fuyumi's directions. He did not translate what she said; he explained the task another way in Japanese so that Student F and the rest of the students would understand what to do next. Finally, the students understood and formed lines using their current groups. His Japanese worked effectively and it did not disrupt the use of English.

The relationship between the teacher and elementary school students. In Fuyumi's words, Mr. Ishikawa was "an exceptional teacher" who was very good at class management. Fuyumi shared a story, which indicated how good the relationship was between Mr. Ishikawa and his students during her interview:

Fuyumi: 授業中にクラスがすごくうるさくなったときに、石川先生が "Shut up!" って叫んだときがあって。言い方がきついからちょっと焦ったんですけど。でも、児童がそれを受け入れてて、うん、思うに、お互いの関係がしっかりしてるから、クラスの雰囲気が壊れなかったんですよね。

Yamaga: 先生と児童の関係とクラスの雰囲気ね。

Fuyumi: はい。石川先生のきつい言い方が既に彼と 6B のみんなとの関係の一部になっているというか。だから、例えば、あるときに児童が活動ではしゃぎ過ぎてしまったんですよ。そしたら、先生が「おい、これを算数の授業だと思え！お前らいっつもテンション低いだろうが！」って言って。「確かに！」ってみんなが答えて。でもクラスは落ち着きを取り戻すんですよねえ。

Fuyumi: Once the class was very boisterous, so Mr. Ishikawa shouted, "Shut up!" I was a bit confused with the harshness of his words. However, the students accepted those words because, well, I think that the relationship between them was strong, and the class atmosphere was stable.

Yamaga: The relationship between teacher and student and the class atmosphere.

Fuyumi: Yes. I could say his strong words have already become part of the characteristics of the relationship between Mr. Ishikawa and the 6B students. So, for example, one day, the students went crazy in one activity. Then, Mr. Ishikawa said, "Hey, everyone, imagine this is a math class. Your spirits are always low, aren't they?" The students laughed at his words and said "surely," but the whole class recovered their composure. (Interview, 02/03/2007)

The class was never wounded by Mr. Ishikawa's strong words, which sometimes sounded harsh to a third party; their mutual relationship remained cordial.

Mr. Ishikawa regularly observed the students carefully during the lessons. His comments and evaluations were always based on the students' reactions and responses to the activities, which was a main characteristic of his Checklist responses.

Ishikawa: 多くの児童がこの活動のときに英語で答えようとしていました。

Ishikawa: Many students were willing to answer in English in this activity. (Peer- and Self-evaluation Checklist, 06/09/2006)

Ishikawa: 児童が冬美先生が英語で言ったことに反応できていました。また、しっかり繰り返して練習できていました。

Ishikawa: The students could respond to what Fuyumi said in English. Also, they practiced the activity repetitively. (Peer- and Self-evaluation Checklist, 11/16/2006)

Class 6B was mentally and physically energetic in the lessons. Mr. Ishikawa seemed to have a strong and rich relationship with the students. The students felt free to express themselves in both words and actions with Mr. Ishikawa and were also reliant on him. When they saw him communicate with Fuyumi in English, it created an atmosphere in which the students could speak English and be tolerant of the mistakes they and their classmates made. Some students began using Fuyumi's classroom English (e.g., *thank you* and *so*), even though it was not the target expressions in the lessons. They also attempted to pronounce them the way she did. When they did not know the correct answer to a question in English, they sometimes created a phrase in which they combined English and Japanese. For example, when they reviewed the prepositions they learned, Fuyumi asked two questions whose answers were "behind the house" and "next to the door." Some

students answered *kuttsuke house* (glue, house)" and others answered *tonari da door* (the next was door). The class went smoothly under Fuyumi and Mr. Ishikawa's guidance.

The relationship between the teacher and college student. Mr. Ishikawa and Fuyumi maintained a close relationship. However, it was not so from the beginning. As time passed, it became better and stronger. Fuyumi expressed this in her interview:

Yamaga: 過去 2 年間を振り返って、石川先生が変わったところってある？

Fuyumi: 勿論です。最初からこんなふうじゃなかったですよ。一番最初は、授業の役割分担もしてなくて。私が一人で全部やってました。先生は児童とゲームだけに参加していました。だから、先生に英語活動のデモをお願いすることなんてできなかったです。うん、先生は初め結構冷たそうに見えましたもん。私が「今日もよろしくお願いします。」って挨拶しても、「はい。」って一語で返されるし。これで会話終了ですよ。あの頃は話すの緊張してたなあ。

Yamaga: 緊張してたんだね。今の二人からは想像できないけど。

Fuyumi: 今は、何もお願いしなくても授業を進めるために助けてくれますよ。私が児童に説明するときに、先生がピクチャーカードを持ったり、個人活動のときにクラスの半分をみてくれたりとか、例えば。

Yamaga: Is there anything which Mr. Ishikawa changed in the past two years?

Fuyumi: Sure. He wasn't like this in the beginning. In the very beginning, we didn't share our work load in the lessons. I did it all. He participated only in games with the students. So, I couldn't ask him to give the students demonstrations of English Activities. Well, he looked rather cold in the beginning. When I greeted him, "Thank you for your support in today's lesson," he replied to me in one word, "Sure." That's the end of conversation. I was so nervous talking to him at that time.

Yamaga: You were so nervous. I can't imagine that from what you are.

Fuyumi: Nowadays, he helps me move the lessons forward without asking him for help. He holds picture cards when I explain them to the students. He takes care of half of the students when individual work is requested, for instance. (Interview, 02/03/2007)

I continued questioning Fuyumi about when the relationship changed.

Yamaga: 二人の関係が変わったきっかけは何？

Fuyumi: 去年の 4 月でしたね。私、石川先生に先生を巻き込んでレッスンがしたいって話したんですよ、二人で一緒に授業に関わって、意見交換がしたいんですって。そしたら、先生の答えが前向きで「むしろ何でも頼んでください、やりますよ！」って。

Yamaga: What made the relationship between you change?

Fuyumi: That was in April last year (April, 2006). I told Mr. Ishikawa that I would like to do the lessons together, so I would like two of us to be more involved in the lessons and share ideas about the lessons. Then, his answer was quite positive, "Of course, I'll do what I can. Ask me anything." (Interview, 02/03/2007)

After the conversation, Fuyumi asked Mr. Ishikawa to be in charge of conducting many activities. Sometimes, Fuyumi asked him to demonstrate a new game (see *English Spoken by Teacher*).

Mr. Ishikawa, on the other hand, was attentive to Fuyumi's class management. He provided her with the information that allowed her to manage the class smoothly and he promised to do whatever he could and seemed to do so. Fuyumi mentioned this in the interview:

Fuyumi: 一年半前、最初に石川先生に会ったとき、先生が「私たちのクラスはいっつもこんな感じなんです。だから、大丈夫ですよ。」って、それから、「最近席替えをしたんです。おしゃべり好きな子たちが後ろに固まっちゃったんで、先生も注意しといてください。」って教えてくれたんです。

Yamaga: それは有難い情報だね。

Fuyumi: はい。私、床に座れる場所で授業をするときには、児童を（床に）座らせちゃうんです。こないだそうしたときに、クラスがうるさくなっちゃったんですね。そしたらすぐに先生が気づいて、児童の並びを変えてくれたんです。これは本当に有難かったですね。

Fuyumi: When I first met Mr. Ishikawa one and half a years ago, he said, “Our class is always like this. So, you will be all right.” Then, he continued, “We’ve changed the seating. A couple of students who love chatting got together at the back of the classroom. So, when you conduct the lesson, I would like you to pay attention to the group.”

Yamaga: That’s useful information for you.

Fuyumi: Yes. I often let the students sit (on the floor) wherever there’s enough space for them during the lessons. The last time I did so, the class became loud. As soon as Mr. Ishikawa realized it, he changed the students’ seating. I was really thankful. (Interview, 02/03/2007)

Mr. Ishikawa supported Fuyumi in a flexible and impromptu manner, and at one point, Fuyumi realized how he supported her in many ways. She continued:

Fuyumi: クラス全体でゲームをするときには、先生は児童のすぐ近くにいて、その後、先生が活動をリードする段になると、すぐ教室の前方に動いてデモの態勢でしたよ。

Fuyumi: He was close to the students when a game was played with the whole class. After that, when an activity which he would lead was going to start, he quickly moved to the front of the classroom and was ready for his demonstration. (Interview, 02/03/2007)

Overall, Mr. Ishikawa respected Fuyumi in light of her design of the lessons because he had realized that his students truly enjoyed English Activities in the international understanding lessons. Fuyumi, on the other hand, learned how to manage the oldest students at the elementary school by being together with Mr. Ishikawa in the classroom. They both stated that they learned a lot from each other in their respective interviews.

Summary

The students in Classes 6A and 6B participated actively in the English Activities class in the international understanding lessons throughout the year. Class 6A was quiet and deliberate, while Class 6B was mentally and physically energetic. Compared to the fifth graders, the students in the sixth grade classes were more focused and they listened to the college students quietly. They also enjoyed both quiet and active tasks. Two academically outstanding students in Class 6A took the role of interpreters in the first several lessons and by doing so, they strongly influenced the class atmosphere. In Class 6B, on the other hand, there were not any conspicuous students. The students in both classes spoke to the college students in both Japanese and in English. When they pronounced the target words and expressions, their tried to mimic the college students' pronunciation, especially the Class 6B students.

Ms. Shibata in Class 6A and Mr. Ishikawa in Class 6B were regarded as supportive teachers. The descriptions of the two classes are used in answer to Research Question 4. As for the teacher's performance in class, the use of English was a key issue in Classes 6A and 6B. Both teachers talked to the elementary school students in simple classroom English of their own volition. They did not interpret from English to Japanese, and in this way, they let the elementary school students experience understanding English for themselves. The students did not expect the teachers to interpret at all. In Class 6B, the students tried to use English by combining some Japanese even when they did not know the correct word in English for Fuyumi's question. The students also repeated some simple classroom English in addition to the target expressions.

The next key issue for the two supportive teachers concerns the way they watched the elementary school students carefully while they were engaged in the class activities. Ms. Shibata and Mr. Ishikawa did not talk much, but they observed the students carefully. Normally the students followed the college students' directions in the lessons; but the teachers turned to the students if they needed help. In addition, Mr. Ishikawa used exaggerated gestures and spoke loudly, so the students naturally paid attention to him. The students who needed help found out what they needed to do by watching and listening to him.

The third issue for the supportive teachers was the effective use of Japanese, which was observed in Mr. Ishikawa's lessons. Although he mainly spoke English in the lessons, he used Japanese, too; however, he did not produce word-for-word translations. Instead, he added information that helped the students complete the activity smoothly. Which information should be conveyed to the students either in English or in Japanese should be carefully considered based on the students' proficiency level and time constraints in the lesson. Mr. Ishikawa's approach provides a useful example in this regard.

Lastly, the relationship between the teacher and the college students should be mentioned. It was reported by Aki and Fuyumi that they had an excellent working relationship with the elementary school teachers. Ms. Shibata in Class 6A was worried about Aki's management of the class, but she gave Aki a great deal of practical advice to improve her classroom management skills. In Class 6B, Mr. Ishikawa and Fuyumi had taught together one and a half years, which was longer than the other teacher pairs in this study. Fuyumi appreciated Mr. Ishikawa's considerable support and he also appreciated

her contribution to English Activities. In the interview with Fuyumi, she confessed that she could not build a good and reliable relationship with him in the first half year, which was immediately before this study was initiated. Thus, the length of the relationship was one factor influencing the quality of their relationship and their ability to communicate effectively.

CHAPTER 7

DISCUSSION

In this chapter, first, the results of the quantitative analyses for Research Questions 1 and 2 are discussed, and they are followed by a discussion of the results of the qualitative analyses for Research Questions 3 and 4. Other notable findings are also considered.

Changes in the Affective Variables over One Year

Research question 1 asked, *To what degree will the elementary school students' International Posture, Self-esteem, Collective Self-esteem, and Interest in Foreign Affairs positively change over the one-year international understanding program?* The discussion is organized in the following order: *International Posture*, *Interest in Foreign Affairs*, *Self-esteem*, and *Collective Self-esteem*.

International Posture

The participants' *Intergroup Approach-Avoidance Tendency* and *Interest in International Vocation/Activities*, two components of *International Posture*, increased as the program continued. First, the mean of all the participants' Rasch person measures yielded a statistically significant increase for *Intergroup Approach-Avoidance Tendency*. This result indicates that the participants had a higher probability of approaching non-Japanese within Japan after taking part in the program. At the first administration of the IUQC, the sixth grade participants who experienced the international understanding

program previously expressed more willingness to approach non-Japanese in Japan than the fifth graders when they had a choice to approach or avoid; the sixth grade participants also increased the tendency to do so more than the fifth graders during the one-year period, although the difference was not statistically significant. In the curriculum of the international understanding lessons, the college students chose several countries or continents in the world, and introduced the national flags, folk costumes, and local foods to the students. The students had chances to develop more positive and accepting attitudes toward the people living in the individual areas after the lessons as a result of learning about part of their cultures. The sixth graders showed a greater tendency to approach non-Japanese people than the fifth graders. One of the reasons for this could have been the sixth graders' longer experience of taking the international understanding lessons. They had learnt similar contents both with and without English Activities in the international understanding lessons in the previous school year; so the sixth graders might have felt more comfortable with and closer to people from other countries in the second year. This is the first study to report this finding.

Second, the sixth grade participants consistently yielded statistically significantly higher person measures than the fifth grade participants for *Interest in International Vocation/Activities*. That is, the experienced sixth graders were more interested in an international career and living overseas than the fifth grade participants in the beginning of the program, and they increased their interest more strongly than the fifth graders during the course of the study. In particular, because the fourth lesson was held on July 7th, the Star Festival, the participants in all the four classes learned the expression, " I want to be

…." and wrote a profession that they wanted to have in the future on a colored strip of paper and put those on bamboo sticks while praying in the lesson. During the activity, the students could have thought about a future profession introduced in the lesson and this might have led them to increase their *Interest in International Vocation/Activities*. The college students prepared picture cards illustrating several professions for the lesson, and persons shown on the cards had various eye and skin colors. Some professions who work in other countries, such as flight attendants or astronauts, were chosen. Thus, some participants might have become interested in having a profession that would take them outside Japan. One possible reason that the sixth graders showed higher interest in international career and living overseas than the fifth graders might have been because the sixth graders took the international understanding lessons longer. They had taken similar lessons in the previous school year; so the sixth graders' second year of experience would have become better established on the basis of the first year experience. It might also be possible that because the sixth graders were leaving the elementary school and going to junior high school soon; they were more aware of their future and had more chances to think about it seriously than the fifth graders. Because previous research does not exist regarding this issue, further investigations are required.

Intercultural Friendship Orientation in English Learning showed a different result from the two components above. Before the program was begun, the sixth graders' *Intercultural Friendship Orientation in English Learning* was significantly higher than the fifth graders'. The sixth graders' *Intercultural Friendship Orientation in English Learning* increased to a statistically significant degree, whereas the fifth graders' level of

Intercultural Friendship Orientation in English Learning decreased to a statistically significant degree by the end of the international understanding program. The sixth grade participants tended to consider interacting and communicating with members of the second language community as the purpose of learning English, while the fifth graders did not. This result supported the hypothesis that the sixth grade participants would perform better than the fifth grade participants on *Intercultural Friendship Orientation in English Learning*; however, the fact that the fifth graders' level of *Intercultural Friendship Orientation in English Learning* decreased was counter to the a priori hypothesis. The difference between the grades might have derived from the participants' perceived English learning experience. Half of the fifth grade students answered that they were studying English in the international understanding lessons while a quarter of the fifth grade students answered that they were studying English at a cram school at the end of the program. None of the sixth graders, on the other hand, considered the international understanding lessons as studying English, while about 40% of the sixth graders answered that they were studying English at a cram school. Thus, the fifth graders might have believed that studying English was an unnecessary step to actualizing intercultural friendships. In the international understanding lessons, they studied English through English Activities, but they did not communicate in English with people from other countries. Instead, they communicated with their classmates, homeroom teachers, and college students by engaging in the class activities in English. By doing so, they learned more about people whom they already knew well. In contrast, at cram schools, the students often studied English dialogues with nicely-drawn pictures of native speakers of English,

so they could easily imagine communicating with people from other countries in English. Thus, the fifth grade participants would have been more likely to believe that they could become friends with others by speaking languages other than English, such as Japanese, Korean, or Spanish. Because one of the values of the international understanding lessons is to teach the elementary school students that English is not superior to other languages, the fifth graders' endorsement of *Intercultural Friendship Orientation in English Learning* might have decreased. Because previous research does not exist regarding this issue, further investigations are required.

To conclude, the three *International Posture* components changed positively throughout the one-year international understanding program except for the fifth grade participants' *Intercultural Friendship Orientation in English Learning*. Furthermore, these three components of *International Posture* were endorsed more highly by the sixth grade participants than the fifth graders at the end of the program. That is, *International Posture* increased for the sixth graders who had experienced the international understanding lessons longer.

Yashima (2002), in a study of 297 Japanese university students' *Willingness to Communicate* (WTC), reported that a higher level of *International Posture* led to a higher level of L2 learning motivation, which in turn, is expected to lead to higher ultimate levels of English proficiency. The participants in the present study who experienced the international understanding lessons will soon begin studying English at junior high school and then continue studying at high school. The elementary school students who increased *International Posture* in elementary school can plausibly be expected to have relatively

strong L2 learning motivation, which would increase their probability of achieving reasonably high English proficiency in junior high school and high school on the condition that the secondary school English curricula include a large communicative component.

Offering foreign language programs focused on communicative English has been difficult for many years in Japan in part because passing the entrance examinations of secondary and tertiary educational institutions is essential for students in the Japanese educational system who have high academic goals. Junior high school entrance examinations are important for many elementary school students, and high school entrance examinations are important for most junior high school students because acceptance to a reputable high school is regarded as a stepping-stone to entering a prestigious university. As for English education, "the main written entrance examinations still require teachers to focus on reading and writing, relying on grammatical analysis and translation to and from Japanese" (Irie, 2005, pp. 67-68). Thus, the grammar translation method is still used by many Japanese teachers of English, as they generally believe that it is the best way to help students pass the entrance examinations.

New curriculum guidelines, the Course of Study (*gakushu shido yoryo*) for elementary school, junior high school, and high school, were publicly announced in March 2008. In this renewal of the curriculum guidelines, one new innovation for teaching foreign languages is that *Foreign Language Activities* will be initiated for fifth and sixth grade students in the public elementary school curriculum in 2011 (MEXT, 2008d). The introduction of foreign language (mainly English) education at elementary school influenced the Course of Study for both junior high and high schools. The overall objective

of foreign language education at junior high school was to develop students' basic communication abilities such as listening, speaking, reading and writing, deepen their understanding of language and culture, and foster a positive attitude toward communication through foreign languages (MEXT, 2008e). Furthermore, the overall objective of foreign language education at high school was to develop students' communication abilities such as understanding information necessary for them and others' thoughts, and conveying their ideas and opinions to the people, deepen their understanding of language and culture, and foster a positive attitude toward communication through foreign languages (MEXT, 2008f). Both guidelines included the objective of developing students' communicative abilities. More communication-focused subjects will be offered as foreign language subjects in the new curriculum compared to the previous curriculum as shown in Table 102. The new high school curriculum emphasizes fostering students' general communication skills, including the four basic skills of listening, speaking, reading, and writing. If this communicative curriculum is implemented as planned, it is expected that the new elementary school students will receive lessons in communicative English at junior high school and high school, develop their L2 learning motivation, and achieve a higher level of English proficiency than students in the past.

One potential improvement in English education in Japan resulting from the international understanding lessons is an increase in students' *Willingness to Communicate* in English. Yashima (2002) reported that L2 *Willingness to Communicate* is moderately influenced by *International Posture*. Because the elementary school students in this study increased their *International Posture*, they would plausibly have higher L2 WTC on the

condition that the school curriculum has a large communicative component. If a causal relationship between international understanding lessons and achieving strong L2 learning motivation and higher L2 WTC is verified, the international understanding program will have long-term value for students who take part in the program. However, at this point, further research must be conducted to establish whether this relationship exists.

Table 102. *A Comparison of Foreign Language Subjects under the Previous and New Course of Study.*

Previous Course of Study		New Course of Study	
Course Names	Credits	Course Names	Credits
Oral Communication I	2	Basic English Communication	2
Oral Communication II	4	English Communication I	3
English I	3	English Communication II	4
English II	4	English Communication III	4
Reading	4	English Expressions I	2
Writing	4	English Expressions II	4
		English Conversation	2

No previous researchers have attempted to use *International Posture* as a means of program evaluation; therefore, no previous studies can be used to validate the results of the present study. It is possible, however, that some of the changes in *International Posture* might have resulted from the participants', and especially the sixth grade participants', rapid mental and emotional development, rather than from the international understanding program. In addition, other related conditions could have influenced the participants' responses: studying at a cram school, traveling to other countries, parental support, influence from siblings, and exposure to television programs. However, the participants understood that the questions on the IUQC were asked in relation to the international understanding lessons when they completed the questionnaire. Therefore, their responses

to the IUQC were likely reasonably valid indicators of the effects of the international understanding program. For this reason, the most plausible explanation for the positive results regarding *International Posture* is the students' exposure to the international understanding lessons.

The low effect sizes obtained in the two-way mixed factorial ANOVA suggest that the main effects (grades and trials) as well as the interactions between those two variables account for a small amount of the variance in the participants' level of *Intergroup Approach-Avoidance Tendency*, *Interest in International Vocation/Activities*, and *Intercultural Friendship Orientation in English Learning*. Thus, other factors apparently play a large role in the students' development.

Interest in Foreign Affairs

The sixth grade participants' mean Rasch person measures were slightly higher on the *Interest in Foreign Affairs* variable than the fifth graders at the beginning and the end of the international understanding program; this indicated that the sixth graders read newspapers and discussed international issues with their friends and family more frequently than the fifth graders. However, both the fifth and sixth grade participants' Rasch person measures for this construct did not increase between the two administrations of the IUQC. Developing *Interest in Foreign Affairs* might be more difficult for elementary school participants to carry out compared to increasing *International Posture* because they actually have to make an effort to gather information regarding international issues in order to show increases on the *Interest in Foreign Affairs* variable. In contrast,

just having interest in an international career and living overseas, or showing a tendency to approach non-Japanese living in Japan can result in an increase in *International Posture*. Yashima (2002) categorized *Interest in Foreign Affairs* as part of *International Posture* for the university students in her study. However, in the present study, gathering information about international news was more difficult for the elementary school students to accomplish than the other behaviors categorized as part of the *International Posture* construct that were measured with the questionnaire. In addition, many fifth and sixth grade elementary school students have not developed a strong awareness of or interest in international news. Their interests are more frequently found in their immediate surroundings.

Self-esteem

The sixth graders displayed lower levels of *Self-esteem* than the fifth graders before the program and maintained that level of *Self-esteem* at the end of the program. The fifth graders' level of *Self-esteem*, on the other hand, decreased and consequently became lower than that of the sixth graders. In previous research in the United States, *Self-esteem* remained stable from the third to the ninth grade except for a dramatic drop in the seventh grade, which was the advent of junior high school (Harter, 1982; Rosenberg, 1979). In the Japanese context, however, a linear trend analysis showed a statistically significant linear decline ($F = 11.04$, $df = 1, 222$, $p < .001$) for general self-worth for third grade to ninth grade elementary school and junior high school students (Sakurai, 1983). One possible explanation for this declining trend is a Japanese cultural bias towards negative self-

evaluation (Markus & Kitayama, 1991). The results with the fifth graders in this study were closer to those of Sakurai (1983), while the stable results in *Self-esteem* for the sixth graders were similar to those reported by Harter (1982) and Rosenberg (1979). In both cases, however, it should be stressed that a clearer trend can only be established with data covering two or more years.

Sakurai (1983) proposed that the decline of *Self-esteem* in the Japanese participants in his study came from the somewhat unique educational situation in Japan in which the struggle to pass competitive entrance examinations begins in elementary school. Many Japanese fifth and sixth graders are involved in this competitive struggle, and the competitive pressure could lead to decreases in their perceived competence in their cognitive domain. The students' *Self-esteem* also declined with perceived competence. One question on the IUQC asked where the students were studying English. Those students who indicated that they were studying at a cram school were likely studying for a junior high school entrance examination. Ten fifth graders (16.4%) and 11 sixth graders (25.0%) were studying at a cram school prior to the start of the program, while 11 fifth graders (18.0%) and 19 sixth graders (43.2%) were doing so at the end of the program. In both administrations of the IUQC, more sixth graders were studying English at a cram school than fifth graders. Indeed, the number of sixth graders studying at a cram school doubled from the first to second administrations. Approximately half of the sixth grade participants were studying English at a cram school at the end of the academic year. These data indicate that the sixth graders were probably studying harder for entrance examinations than the fifth graders because the junior high school entrance examinations were

approaching sooner for them. The Rasch person measures for the 19 sixth graders studying at the cram school at the end of the international understanding program changed little from Trial 1 (M = -.36) to Trial 2 (M = -.63) (t (18) = .94, p = .362). The fact that the 19 sixth graders' level of *Self-esteem* decreased slightly was consistent with Sakurai's proposal that Japanese students' decreases in *Self-esteem* are derived from their involvement in the competitive educational situation although there was not a statistically significant difference between the mean person measures of *Self-esteem* at the first and second administrations.

This conclusion needs to be qualified for three reasons. First, self-concept does not vary within a short period of time (Robbins, Tracy, Gosling, & Potter, 2002; Santrock, 2004). Many *Self-esteem* studies tracked changes in the participants over a period of years or with participants with a wide range of ages (Harter, 1982; Rosenberg, 1979; Sakurai, 1983, 1996). Both the sixth graders' apparent stability in *Self-esteem* and the fifth graders' decline in *Self-esteem* might have been temporary; as noted above, the longitudinal measurement of their *Self-esteem* over two academic years or longer is needed to show a more reliable picture. Second, the reason for asking the participants the *Self-esteem* questions should have been explained by the elementary school teachers because the face validity of the items concerning *Self-esteem* was low. As noted above, prior to the first administration of the IUQC, the vice-president asked me why the elementary school students needed to answer the questions regarding *Self-esteem* and *Collective Self-esteem*. The vice-president was told by one elementary school teacher that he or she did not see any connection with those questions and the international understanding lessons and was

therefore reluctant to make his or her students answer the questions, as they might make the students uncomfortable. Third, the low effect sizes obtained in the two-way mixed factorial ANOVA suggest that the interactions (grades and trials) account for a small amount of the variance in the participants' level of *Self-esteem*. Thus, no strong association between the fifth and sixth grade participants' development in *Self-esteem* and the international understanding lessons was identified in the one-year period.

Collective Self-esteem

The *Collective Self-esteem* variable is made up of three constructs *Private Collective Self-esteem*, *Public Collective Self-esteem*, and *Membership Esteem and Identity.* None of these variables showed statistically significant differences between trials and grades. Thus, the hypothesis that the sixth grade participants would perform better than the fifth grade participants on the three constructs was rejected at both trials of this experiment. The fifth and sixth grade participants' personal judgments of how good their classes were, of how other people evaluated their classes, and their worth as class membership and its importance to their self-concept, did not increase throughout the academic year; thus, the international understanding program did not appear to influence the participants' perceptions of *Collective Self-esteem* over the one-year period.

However, this conclusion needs to be qualified for three reasons. First, self-concept does not vary within a short period of time (Robbins, Tracy, Gosling, & Potter, 2002; Sakurai, 1983, 1996; Santrock, 2004). As previous studies indicated, *Collective Self-esteem* is a close and reciprocal affective concept to *Self-esteem* (Luhtanen & Crocker, 1992;

Tajfel & Turner, 1979). In many studies of *Self-esteem,* changes in the participants were tracked over a period of years; hence, detecting changes in *Collective Self-esteem* might require a longer research period.

Second, some participants failed to respond to the questions concerning *Collective Self-esteem*. Fifteen of the elementary school students left blanks in the *Collective Self-esteem* questions at the first administration (Four students did not answer Member 1 to Member 4, 10 students did not answer all or several questions from Questions Private 4 to Identity 2, and one student did not answer several questions from Questions Member 1 to Identity 2). I asked the elementary school teachers who administered the IUQC to explain the meaning of the questions and to instruct the students to retry the items. Six students filled out the questions with question marks at the second trial; in particular, the questions about *Public Collective Self-esteem* and *Membership Esteem and Identity.* Question marks were also found in the same questions at the second administration.

Many of the students might have had difficulty answering these items for two reasons. First, the students might have felt uncomfortable answering these items. Sakura Elementary School has two classes in each grade; thus, evaluating their class or considering others' evaluation on their class entails evaluating the other class and specifying which is superior. Thus, some students might not have wanted to answer the items. Second, they might have been unaware of the class membership in their daily life, and they could not imagine a third person's viewpoint of their "class community." Researchers have investigated the concept of *Collective Self-esteem* numerous times in the United States and European countries (Luhtanen & Crocker, 1992; Santrock, 2004; Tajfel

& Turner, 1979), but this variable was difficult for the Japanese elementary school students in this study to comprehend. This suggests that measuring *Collective Self-esteem* with young Japanese students should be approached in alternative ways, such as through individual interviews.

Third, the face validity of the items concerning *Collective Self-esteem* was low. The elementary school teachers did not find a strong relationship between the international understanding lessons and what the items appeared superficially to measure. One elementary school teacher stated that he or she did not see any connection with those questions and the international understanding lessons and was therefore reluctant to make his or her students answer the questions, as they might make the students uncomfortable. As noted above, Sakura Elementary School has two classes in each grade; thus, evaluating one class or considering others' evaluation of their class entails specifying which class is superior. Thus, the items might have been seen as an indirect evaluation of the teacher's performance.

In order for the second and third statements to be verified, the content validity of *Collective Self-esteem* needs to be reconsidered. A different approach to measuring similar affective constructs can be found in the Super English Language High School (SELHi) project at Kagoshima Junshin High School (Kariyazono, *et al*, 2009). As a part of the project, a questionnaire was created to evaluate the *international understanding lessons* offered to the high school students by professors from Kagoshima Immaculate Heart University. Four high school teachers, who were members of the international understanding committee at the school, and one professor from Kagoshima University,

who was the supervisor of the project, designed the questionnaire after discussing and selecting affective and attitudinal objectives for the program. Sixty-eight items measuring five constructs were written and administered to 187 high school students who took more than three international understanding lessons. The data were analyzed with a factor analysis; and six factors were identified: *Sense as a Japanese* (α = .825), *Confidence in a New Environment* (α = .836), *Interest in Foreign Countries and A Feeling of Intimacy with People in the Countries* (α = .834), *Interest in Body Language* (α= .894), *Interest in Differences between Customs and Traditions* (α = .865), and *Self-expressions and Self-determination* (α = .785). The first factor, *Sense as a Japanese* was composed of nine items measuring sense of being Japanese, Japanese history, Japanese culture (language), and interest in Japanese traditional customs (Kariyazono, *et al*, 2009). The nine items used to measure this construct were as follows:

1. I would like to know about Japanese traditional customs such as *mamemaki* (a bean-scattering ceremony) and *hinamatsuri* (the Doll Festival).
2. I am aware of characteristics of Japanese society such as *chuuseishin* (fidelity) and *jiko-gisei* (self-sacrifice).
3. I would like to know about Japanese history in depth.
4. I am very conscious of being Japanese.
5. I consider how being Japanese will influence my life.
6. I am interested in Japanese folk tales (*Urashima Taro* and *Kobutori Jiisan*).
7. I am aware of the characteristics of human relationships in Japan such as *jouge kankei* (hierarchical relationship) and *chiimuwaaku* (team work).

8. I think that I will actively carry out Japanese traditions such as *obon no ohaka mairi* (visiting a grave on the Bon Festival).
9. I think it is important to use proper Japanese.

(Translated by the author)

Although the background of the research and the age of the participants differed from those in the current study, it is important to note that the sense of being Japanese was extracted as a major factor of the scale for international understanding lessons.

Originally, *Collective Self-esteem* and *Self-esteem* were interpreted as measurable affective constructs analogous to *Sense of Being Japanese* and *Strong Sense of Self*, respectively in the present study. These two constructs were comparable and mutually inclusive. In this study, the definition of community was limited to the classrooms that the elementary school students belonged to, as it was hypothesized that they would be aware of their membership in that group in part through their participation in the international understanding program. On the other hand, in the IUQC, *International Posture* was defined broadly as "attitude toward the international community" (Yashima, 2002, p. 56). Yashima (2002) explained that this ambiguity is a characteristic of Japanese EFL learners who live in a context where there is little daily contact with native speakers of English. In completing the IUQC, the participants might have vaguely considered other foreign countries outside Japan as "international society"; their vague conception might have been reflected in their responses to the *Collective Self-esteem* items. If so, the *Sense of Being*

Japanese should have been defined broadly, as this would possibly have been a more sensitive indicator of the changes that took place in the elementary school participants.

The Influence of the Classroom on Student Affect

Research question 2 asked, *How will the individual classrooms influence the elementary school students' International Posture, Self-esteem, Collective Self-esteem, and Interest in Foreign Affairs?*

The fifth grade participants in Classes 5A and 5B displayed a statistically significant difference on one construct, *Public Collective Self-esteem*. The Class 5A participants had a lower mean than the Class 5B participants. This indicated that they felt that other people would evaluate their class somewhat negatively. No differences were found for the sixth grade participants in Classes 6A and 6B. The results obtained from the qualitative data about the elementary school teachers' active support in the international understanding lessons are useful when interpreting this finding.

Many previous researchers studying education in elementary schools have emphasized the impact of elementary school teachers on their students. Irie (2005) explained the reason: "In Japanese primary schools, homeroom teachers typically teach all subjects (and are responsible for the same class over a two-year period). The bonding between homeroom teachers and their students is strong" (p. 292). Drawing on this idea, the four classes were categorized by the elementary school teachers' participation in English Activities. Classes 5A and 5B were instructed by neutral teachers, while Classes 6A and 6B were taught by supportive teachers. Coincidently, the degree of the elementary

school teachers' participation in English Activities in the international understanding lessons turned out to be the same as the grades. This is one explanation for the finding that participation in different classes did not influence the elementary school participants' *International Posture*, *Self-esteem*, *Collective Self-esteem*, and *Interest in Foreign Affairs*. The answer to this question is considered again in the discussions of Research Questions 3 and 4.

The Teacher's Effect on Student Behavior

Research questions 3 and 4 asked, *What are the characteristic differences in student behavior in classes taught by teachers whose participation in the class is high or low?* These questions were answered by analyzing the four classrooms in terms of the activeness of the elementary school teachers based on the five informational sources described in Chapter 6. The results of the Checklist for Teacher Participation in English Activities categorized the elementary school teachers in Classes 5A and 5B as *neutral*, and the teachers in Classes 6A and 6B as *supportive*. First, a characteristic difference found in student behavior in the neutral and supportive teacher's classes and two characteristic differences found in teacher behavior in the classes are discussed. Second, the relationship between the elementary school teachers and the college students is described.

Characteristic Differences Identified in Neutral and Supportive Teachers' Classes

The students in all four classes participated actively in the activities in the international understanding lessons; thus, in this sense, all four classes were successful

regardless of whether the teacher was neutral or supportive. The students in Classes 6A and 6B listened to the college students in English more patiently than the students in Classes 5A and 5B, but it is not clear whether this was because they were better at English or because of their character traits. One characteristic difference in student behavior concerned the students' use of English in the lessons. The students in Classes 6A and 6B tried to use English more than just repeating target words and sentences after the college students than the students in Classes 5A and 5B. They selected simple expressions the college students were using during the lessons and said the expressions on their own or used them when responding to the college students. They used English freely and were tolerant of their own and others' mistakes. In addition, they tried to mimic the college students' pronunciation of the phrases. Whether those behaviors came from the supportive teachers or the students' higher English proficiency cannot be confirmed at this stage. Further investigations are required.

Two commonalities were identified in the neutral and supportive teachers' behavior. The first concerned the active participation in English Activities. The four teachers participated in all kinds of activities with the students. During the activities, they also observed the students carefully and stood next to them. Moreover, Mr. Aida in Class 5B and Mr. Ishikawa in 6B modeled the activities for the students during the lessons. In this way, they played an important role in promoting the students' understanding of the activities held in the lessons. The second commonality was the good relationship between the teacher and the students. The students appeared to enjoy the activities with the teacher and uttered whatever they felt and thought during the lessons.

Two characteristic differences were identified in the neutral and supportive teachers' behavior in the lessons. The first concerned the use of English. The frequent use of simple English became a major factor defining the supportive teachers' classes. The neutral teachers sometimes translated what the college students' English to Japanese, and Japanese was used for other classroom functions such as cautioning students and encouraging them to participate in class activities. The act of translation might have influenced some students because they became reliant on the teacher's Japanese, and therefore did not attempt to understand or speak English. These students also tended to speak English with a strong Japanese accent.

The second difference concerned the effective use of Japanese. Ms. Shibata in Class 6A and Mr. Ishikawa in Class 6B mainly spoke English in the lessons. They also used Japanese. However, the Japanese was not a word-for-word translation; rather, it was used to add information that helped the students complete the activities successfully. In other words, the information the teachers conveyed to the students in Japanese was not the same as what the college students said in English.

The Relationship between the Teachers and the College Students

The relationship between the elementary school teachers and college students was an important issue throughout the academic year. The elementary school teachers' frustration and miscommunication with the college students occurred several times. Ms. Kitazawa in Class 5A was confused because she did not know what she was expected to do in the lessons. In Class 5B, Natsuko took long time to overcome her feelings of distance from Mr.

Aida. On the other hand, Aki and Fuyumi reported that they had positive relationships with Ms. Shibata and Mr. Ishikawa. The relationship between the supportive teachers and the college students was strong and characterized by high degrees of trust and cooperation. The teachers provided the college students with a wide range of advice intended to improve the college students' class management skills, and this enhanced the college students' appreciation and respect for those teachers. The college students also respected the elementary school teachers in terms of their handling of the elementary school students. This feeling of respect was not unidirectional, however. In Class 6B, Mr. Ishikawa appreciated Fuyumi's dedication to the lessons, and he stated that he learned about many activities that were appealing to the students from Fuyumi. She mentioned in the interview that she built this reliable relationship with him over one and a half years, which was six months longer than the other three classes. To summarize, the communication between the two must have been a necessity to make the international understanding lessons successful in this study.

CHAPTER 8

CONCLUSION

In this final chapter, I summarize the findings of the study, discuss the theoretical and pedagogical implications of the results, list the major limitations of the study, and suggest directions for future research. The chapter ends with final remarks.

Summary of the Study

The purposes of this study were to design a self-evaluation instrument, the IUQC, investigate four affective factors based on theoretical perspectives and the goals specified by Ministry of Education (1996), and investigate the role of elementary school teachers in the international understanding lessons.

Prior to administering it, the IUQC was validated in terms of its dimensionality, rating scale functioning, and item fit using factor analyses and Rasch-based analyses. The results of the two-way mixed factorial ANOVA analyses indicated that the elementary school students in this study increased their *International Posture* after taking the international understanding lessons for one academic year. The more experienced sixth grade learners performed better on the *International Posture* items on the IUQC than the less experienced fifth graders. The participants' level of *Interest in Foreign Affairs* remained at approximately the same level. Though the fifth grade participants' *Self-esteem* decreased, the sixth grade participants' *Self-esteem* remained the same. *Collective Self-esteem* was not influenced by the lessons, either.

The influence of *classes* on the four affective constructs was not shown by the mixed-ANOVA analyses, in part because teacher participation in the lessons in each class coincided with the grade taught. The qualitative analyses indicated that the students in Classes 6A and 6B taught by a supportive teacher produced a number of positive effects on the use of English in the classroom: the elementary school students used English often rather than when they were required to repeat key expressions; they used freely and were tolerant of their own and others' mistakes; the elementary school students' English pronunciation was easy to understand. However, whether those behaviors came from the supportive teachers or their English proficiency could not be confirmed at this stage. The relationship between the teachers and the elementary school students were good in all four classes; thus, this aspect of teacher performance was not associated with teacher participation in the lessons. On the other hand, the teachers' frustration about the college students and miscommunication with them were found in Classes 5A and 5B, which neutral teachers were involved in. The communication between the teachers and college students must have been a crucial issue to make the lessons successful in this study. This might have provided some influence on the students' performance in the lessons. Further research should be conducted.

Implications for Research

The first research implication concerns the relationship between *International Posture* and other affective variables (L2 Proficiency, L2 Learning Motivation, and L2 WTC) as the elementary school students take the international understanding lessons. The

fact that the Japanese elementary school students possessed a sense of *International Posture* and increased it after the one-year international understanding lessons makes it possible to apply Yeshiva's L2 Communication Model (Yashima, 2002) to studies of elementary school children in Japan and possibly those in other countries. In her study (Yashima, 2002), a higher level of *International Posture* led to a higher level of L2 Learning Motivation, which in turn, moderately pushed L2 proficiency to a higher ultimate level. *International Posture* also directly influenced L2 *Willingness to Communicate* (WTC). Because the elementary school students in this study developed a relatively strong sense of *International Posture*, it suggests that they might achieve a relatively high degree of L2 motivation which might, in turn, lead to relatively high levels of L2 proficiency provided that the junior high school English curriculum includes a large communicative component. They could become more willing to communicate in English in the future.

The second research implication concerns the development of *Interest in Foreign Affairs*. The elementary school students displayed some interest; but it was separate from the affective construct of *International Posture*. The result that *Interest in Foreign Affairs* did not increase or decrease across the academic year makes it possible to hypothesize that as the students mature, *Interest in Foreign Affairs* becomes increasingly intertwined with *International Posture* and thereby becomes a core aspect of the construct. The process by which the integration occurs could be observed in a longitudinal study with a wide range of participants from the elementary school to university levels.

The third research implication concerns changes in *Self-esteem*. Unlike the previous studies conducted in Japan in which students' *Self-esteem* decreased (Furusho, 2007, 2008;

Sakurai, 1983), the sixth grade participants' level of *Self-esteem* was steady throughout the academic year. Furusho (2009) proposed that many adults try to increase children's *Self-esteem* up until approximately the third grade of elementary school, and then, they try to halt or slow down declines in children's *Self-esteem* from prepubescent to puberty. After puberty, adults should once again attempt to increase children's *Self-esteem*, which frequently decreases during puberty. The strong association between the sixth grade participants' stable level of *Self-esteem* and the international understanding lessons might be observed for further research.

The fourth research implication concerns elementary school teachers' support in the international understanding lessons. In the present study, each elementary school teacher's involvement with their students was investigated both quantitatively and qualitatively. Although the two-way mixed factorial ANOVA analyses (classes and trials) showed few statistically significant results, the students with the supportive elementary school teachers displayed a number of positive behaviors regarding use of English: they attempted to understand English rather than relying on a Japanese translation, they used English more freely, they were tolerant of making mistakes in class, and they tried to pronounce English as the college students did. On the other hand, some students with the neutral teachers relied on their Japanese translation and tended to pronounce English with a strong Japanese accent. These findings were all observed at the macro (class-size) level; further research is required at the micro (individual students-size) level.

Pedagogical Implications

The first pedagogical implication is that the elementary school students' early development of *International Posture* through the international understanding lessons possibly results in higher levels of motivation to study English, higher levels of English proficiency, and greater WTC in English, so the types of lessons investigated in this study should be continued or expanded. MEXT (2008d) recently announced new educational guidelines for public elementary schools. Under the guidelines, *Foreign Language Activities* will be officially administered once a week in the fifth and sixth grade curricula in 2011. In the *Foreign Language Activities* lessons, elementary school students will engage in activities focused on speech-based communication through English in order to learn the foreign language and culture, develop positive attitudes toward communicating with people from other cultures, and cultivate a foundation for their developing communication ability. In other words, MEXT expects public elementary school teachers and administrators to take what they have achieved in the international understanding lessons and develop it further in the *Foreign Language Activities* lessons. I did not include a language proficiency measure in the IUQC although it was one of the goals for the international understand lessons. This study focused on students' affective changes to make the questionnaire shorter considering the students' concentration span for their age because several previous studies did not support the idea that international understanding lessons would promote the development of elementary school students' English proficiency. The findings of this study partly support MEXT's plan because there is a strong likelihood that the participants' *International Posture* increased as a result of taking

the international understanding lessons; this might possibly lead to increases in L2 learning motivation and relatively high English proficiency in junior high school, and higher L2 WTC.

The second pedagogical implication concerns the importance of elementary school teacher taking a supportive role in the international understanding lessons. Although the quantitative results of the ANOVA analyses did not verify it, the results obtained from the qualitative data about the elementary school teachers' active support seemed influential on the elementary school students. Supportive teachers' use of English and effective use of Japanese differentiated themselves from neutral teachers. Thus, the differences in student behavior were also observed in their use of English. They tried to use English more than repeating target sentences, communicated frequently in English, and tried to pronounce English as the college students modeled. In addition, they used English often without worrying about making mistakes in the lessons. The teachers' active use of English and careful support in Japanese would be likely to increase the students' use of English. However, further research should be required.

Limitations

The first limitation of the study is that the participants might have been influenced by their parents, siblings, other school subjects, and television programs during the study. It is impossible to differentiate the influence of the international understanding lessons from those of other confounding factors on elementary school students' affective changes without the presence of a control group. This might be possible in future studies if

elementary schools are found in which elementary school administrators offer a variety of school curriculum regarding English-related education.

The second limitation is that the international understanding lessons with English Activities were offered only nine times in the school year. This made the influence of the lessons relatively weak and difficult to detect. More frequent international understanding lessons would have made it possible to clarify the effects of the international understanding lessons on the participants both quantitatively and qualitatively.

The third limitation concerns my infrequent visits to each classroom. I observed the individual classrooms twice in the academic year. The two class observations allowed me to notice the characteristics or changes at the class level; but the few observations did not allow me to see many changes in the individual students. In the first interviews with the elementary school teachers, I asked the teachers to name several students according to the degree of perceived L2 competence (high-mid-low) for further observations. However, I did not always intend to observe those students when visiting the classrooms because I was normally busy in watching the entire body of students. Although the lessons were videotaped when I visited the classrooms, the information about each student's performance as shown on the videotapes, was not always sufficient to clearly show changes in their attitudes. Changes in the attitudes of individual students should have been observed more closely by visiting each classroom more than twice.

The fourth limitation involves the length of the research. Although a research period of one academic year is an improvement over the cross-sectional studies that have been conducted in the past, a longer study with the same participants would have been necessary

to detect meaningful changes in constructs such as *Self-esteem* and *Collective Self-esteem*, which have been found to change slowly (Robbins, Tracy, Gosling, & Potter, 2002; Santrock, 2004). Longitudinal research spanning at least two years would also have made it possible to administer the IUQC one or perhaps two more times. This would have permitted the use of more sophisticated statistical analyses using latent growth carve modeling.

The fifth limitation was the relatively small sample size of 105 participants. A larger sample size would have provided more generalizable results and a clearer indication of the effectiveness of the international understanding program. Because of the moderate *N*-size, the quantitative results were limited to detecting the effects of relatively powerful factors. A larger *N*-size would increase statistical power and make it possible to detect the effects of moderately strong variables. The inclusion of more classes would have been particularly valuable in the qualitative analyses. Although the original plan was to divide the teachers into supportive, neutral, and non-supportive groupings, no non-supportive teachers were identified. The analyses of classes directed by non-supportive teachers would have made this study more informative.

The sixth limitation concerns the IUQC. The definition of *Collective Self-esteem* should have been broader; defining it in terms of the participants' class in this study might have contributed to the lack of change before and after the international understanding program. In addition, 10% of the participants left the *Collective Self-esteem* items blank at the two administrations of the IUQC. This indicates that some of the participants might have experienced difficulty comprehending the meaning of the items or might have felt

uncomfortable for answering them. Kariyazono, *et al.* (2009) developed a questionnaire to evaluate the international understanding lessons offered to high school students by college professors. A factor analysis extracted one major factor, *Sense as a Japanese.* This factor was defined more broadly than the *Collective Self-esteem* construct in this study. A broader definition of *Collective Self-esteem* and the items measuring it might have been more easily understood by the participants and might have therefore provided a more precise measure of their attitudes for that variable. In addition, more detailed information about the participants' environmental conditions such as parental support, influences from siblings, studying at cram schools, studying other school subjects, and exposure to television programs, should have been gathered. As mentioned in the first limitation, because the design did not include a control group, these data would have helped provide a plausible explanation for changes in the affective constructs measured in this study.

The last limitation concerns the uniqueness of the international understanding lessons conducted in this study. The lessons were taught primarily by the college students, so the elementary school teachers' influence did not directly influence the elementary school students' performance. Instead, the effect on the relationship between the elementary school teachers and the college students might have influenced the results. In Chapter 6, the qualitative research chapter, the teachers' frustration about the college students and miscommunication with them were reported in Class 5A. The college students were worried about the relationship with the elementary school teacher in Class 5B. That is, their communication would have influenced the results to a certain extent. How the elementary school students performed under the instruction in other academic subjects

taught by the elementary school teachers or how individual students behaved with the teachers during breaks should also have been observed so that the relationship between the elementary school teachers and the students could have been better understood.

Recommendations for Future Research

The first issue that should be investigated concerns clarifying the influence of the international understanding lessons. Including a control group who does not take the international understanding lessons or takes the lessons that do not include an English component is ideal; but identifying such a public elementary school will be extremely difficult because of the high percentage (97.1%) of schools implementing *English Activities* in international understanding lessons (2008c). An alternative is to offer a variety of international understanding lessons including those that include a large amount of English and those that include fewer English activities. Another idea is to add new questions to the IUQC to ask about participants' environmental conditions, such as influences from their parents, siblings, other school subjects, and television programs.

Because of the importance of time on task in any type of learning, the second recommendation is that researchers investigate the effects of more frequent international understanding lessons. This question is important because *Foreign Language Activities,* which *English Activities* in the international understanding lessons were replaced with the new curriculum guidelines, are being taught to fifth and sixth grade students during an experimental period in 2009 and will be taught once per week beginning in 2011. By

increasing the number of the lessons, changes at the individual student (micro) level can be observed more easily and clearly.

The third issue for further investigation concerns conducting longitudinal research over two or more years. Longitudinal research will make it possible to determine whether Japanese elementary school students who experience international understanding lessons become successful learners of English in secondary or tertiary educational institutions. The other latent variables in Yashima's L2 Communication Model, L2 WTC, L2 Learning Motivation, L2 Communication Confidence, and L2 Proficiency, should also be examined with elementary school participants. The longer research span will also make it possible to investigate how Japanese elementary school students' *Self-esteem* and *Collective Self-esteem* change as they take part in the international understanding lessons. The development of *Self-esteem* and *Collective Self-esteem*, which are two goals of the international understanding lessons, are important reasons that would justify including the lessons in the elementary school curriculum.

A fourth issue for future research concerns how many and what types of elementary school students are strongly and positively influenced by the international understanding lessons. The answer to this question would provide one important criterion for judging the success of the international understanding lessons. More students in each grade, the inclusion of a wide range of grades, and many types of classes taught by supportive, neutral, or non-supportive teachers are required.

The fifth issue for future research involves further improving the IUQC in order to create a more reliable and valid instrument. As Kariyazono, *et al* (2009) developed, asking

about the students' desire to know more about Japanese culture, history, or language can be included as the *Collective Self-esteem* items. As another revision, *Attitudes Toward Learning English* can be added as the *International Posture* items so that researchers would be allowed to measure students' current attitude and changes in their attitude over time. Sample items are "Do you like learning English?" or "Do you feel cool using English?" Next, students could be interviewed their sense of *Being Japanese* in order to define *Collective Self-esteem* properly. Lastly, questions asking about participants' environmental conditions should be included. By improving these aspects of the IUQC, participants' attitudes and opinions can be measured with greater precision and changes in the participants' affect over long periods of time can be traced more effectively.

The sixth issue for future research involves that researchers should investigate how individual students change in the international understanding lessons in a finer-grained way. This could involve investigating changes in elementary school students' pronunciation, performance in classroom activities, and attitude toward classroom activities. The nature of the relationship between each elementary school teacher and the individual students should be carefully analyzed, and how their relationship in the international understanding lessons and in other academic subjects develops should be investigated.

Finally, if the Ministry of Education's main goal is to change elementary school students' attitudes in a short amount of time, they should consider activities such as showing movies, as this can help students develop sympathy for the foreign people and

culture. What kind of activities is taken care of in a lesson will be a crucial issue to discuss and research with students.

Final Conclusions

The results of the present study partially confirmed the value of the international understanding lessons. The development of *International Posture* would potentially influence the development of motivation to learn English and ultimate L2 proficiency; this possibility encourages the introduction of *Foreign Language Activities* in the elementary school curriculum. Because elementary school teachers strongly influence elementary school students' attitudes and performance in the international understanding lessons, it is crucial for the teachers to actively support the students in *Foreign Language Activities*.

This research is ongoing with new students attending the same elementary school in 2008 and 2009. I hope that the findings of the present study will be confirmed and expanded and that they can be shared with many educators and administrators in Japanese elementary schools.

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APPENDIX A
THE COURSE LOAD FOR ELEMENATRY SCHOOL SUBJECTS: ENFORCEMENT REGULATIONS OF THE SCHOOL EDUCATION LAW (ARTICLE 24, ACT 2)

		Grade					
		1	2	3	4	5	6
Course Load	Japanese	272	280	235	235	280	175
	Social Studies	---	---	70	85	90	100
	Arithmetic	114	155	150	150	150	150
	Science	---	---	70	90	95	95
	Life Environmental Studies	102	105	---	---	---	---
	Music	68	70	60	60	50	50
	Arts and Crafts	68	70	60	60	50	50
	Home-making	---	---	---	---	60	55
	Physical Education	90	90	90	90	90	90
Moral Education		34	35	35	35	35	35
Extra-curricular Activities		34	35	35	35	35	35
Period for Integrated Study		---	---	105	105	110	110
Total Hours		782	840	910	945	945	945

Note 1. One lesson is counted as 45 minutes.
Note 2. In the period of special activities, class activities that were identified in the Course of Study for Elementary School (except for school lunch) are administered.
Note 3. In Article 24, Act 2, religious studies can be counted as part of the moral studies.

APPENDIX B
INTERNATIONAL POSTURE SCALE ITEMS REVISED FOR ELEMENTARY SCHOOL STUDENTS

英語学習における国際的友好性（1. ～4.）

1. 英語を勉強するのは、世界中の人たちと会って話をしたいからです。
2. 英語を勉強するのは、世界中の人たちやそのくらしについて知りたいからです。
3. 英語を勉強するのは、世界中の人たちと一緒に仕事がしたいからです。
4. 英語を勉強するのは、世界中の人たちと友だちになりたいからです。

他の集団との距離の保ち方（5. ～11.）

5. 外国の人たちと友だちになりたいです。
6. なるべく、外国の人たちとはなさないようにしています。(R)
7. 学校に外国からきた友だちがいたら、はなしかけようとします。
8. もし外国の友だちができて、しばらく家に泊まることになったらいいと思います。
9. 近くにすんでいる外国の人たちにしんせつにしたいと思います。
10. もし、となりの家に外国の人がひっこしてきたら、なんとなくいやな気持ちになります。(R)
11. レストランやえきで、日本語のできない外国の人たちがこまっていたら、たすけると思います。

国際的な職業や活動についての興味（12.～17.）

12.. 大人になっても、じぶんのすんでいる町にいたいです。(R)
13. 日本だけではなく、いろいろな国にすんでみたいです。
14. 外国の人たちがたくさんいるところで、はたらいてみたいです。
15. 外国でボランティアをやってみたいと思います。
16. 外国でおこることは、毎日の生活にはあまり関係がないと思います。(R)
17. 大きくなって、外国にでかけることの多い仕事をするのはいやです。(R)

海外の出来事への興味（18.～22.）

18. ふだん世界のできごとについてのニュースを見ます。
19. ふだんインターネットで世界のことを調べます。
20. ふだん新聞や本で世界のできごとを読みます。
21. ふだん家族で世界のニュースについて話します。
22. ふだん友だちと世界のニュースについて話します。

Note. Items with (R) are reverse scored.

APPENDIX C
INTERNATIONAL POSTURE SCALE ITEMS REVISED FOR ELEMENTARY SCHOOL STUDENTS (ENGLISH TRANSLATION)

Intercultural Friendship Orientation in English Learning (1-4)

1. I study English because it will allow me to meet and talk with foreigners.
2. I study English because it will allow me to get to know various cultures and peoples.
3. I study English because I'd like to work with foreigners.
4. I study English because I'd like to have friends who are foreigners.

Intergroup approach-avoidance tendency (5-11)

5. I want to make friends with foreigners.
6. I try to avoid talking with foreigners if I can. (R)
7. I would talk to an international student if there were one at school.
8. I would be happy if a friend from abroad stayed in my house for a couple of nights.
9. I want to be kind to foreigners living in my neighborhood.
10. I would feel somewhat uncomfortable if a foreigner moved in next door. (R)
11. I would help a foreigner having trouble communicating in Japanese at a restaurant or station.

Interest in international vocation/activities (12-17)

12. I want to live in my hometown when I grow up. (R)
13. I want to live in many countries other than Japan.
14. I want to work where people from other countries work.
15. I'm interested in volunteering abroad.
16. I don't think what's happening overseas has much to do with my daily life. (R)
17. I'd rather avoid the kind of work that sends me overseas frequently. (R)

Interest in foreign affairs (18-22)

18. I often watch world news.
19. I often check websites about world news.
20. I often read situations and events about foreign countries in newspapers and books.
21. I often talk about world news with my family.
22. I often talk about world news with my friends.

Note. Items with (R) are reverse scored.

APPENDIX D
JAPANESE VERSION OF HARTER'S SELF-PERCEIVED COMPETENCE SCALE FOR CHILDREN (Sakurai, 1983)

認知されたコンピテンス測定尺度（日本語版）

1	イ	勉強は、とてもよくできると思います。
	ロ	勉強は、よくできるかどうか、わかりません。
2	イ	友だちをつくることは、むずかしいと思います。
	ロ	友だちをつくることは、とてもかんたんです。
3	イ	すべてのうんどうが、とてもよくできます。
	ロ	うんどうが、よくできるなんて思えません。
4	イ	できるならば、なおしたい欠点(けってん)が、たくさんあります。
	ロ	今のままで自分でいたいと思います。
5	イ	クラスの友だちとおなじくらい、頭(あたま)がよいと思います。
	ロ	頭がよいかどうか、わかりません。
6	イ	たくさんの友達がいます。
	ロ	友だちは、あまりいません。
7	イ	うんどうが、もっとよくできたらなあ、と思います。
	ロ	うんどうは、十分よくできると思います。
8	イ	とても自信があります。
	ロ	あまり自信がありません。
9	イ	勉強をやりおえるのに、かなり時間がかかります。
	ロ	勉強は、みじかい時間でするができます。
10	イ	わたしは、クラスのじゅうようなメンバー（一員）だとは思いません。
	ロ	わたしは、クラスのとてもじゅうようなメンバーだと思います。
11	イ	はじめてのうんどうでも、うまくできる自信があります。
	ロ	はじめてのうんどうは、うまくできるかどうか心配です。
12	イ	今の生き方でよいと思います。
	ロ	もっとちがった生き方ができたらなあ、と思います。
13	イ	まなんだことは、よく忘れます。
	ロ	まなんだことは、たやすく思い出すことができます。
14	イ	いつも、たくさんの友だちといっしょに活動します。
	ロ	いつも、ひとりで活動します。
15	イ	同じ年ごろの友だちより、うんどうはよくできると思います。
	ロ	友だちと同じくらい、うんどうができるとは思いません。
16	イ	おそらく、あまりよい人間ではない、と思います。
	ロ	とてもよい人間だと思います。
17	イ	勉強がよくできるので、学校はすきです。

	ロ	勉強がよくできないので、学校はすきではありません。
18	イ	もっとたくさんの友だちが、わたしをすきになってくれたらいいなあ、と思います。
	ロ	たくさんの友だちからすかれていると思います。
19	イ	うんどうは、自分でするより、テレビでみる方です。
	ロ	うんどうは、テレビでみるより、自分でする方です。
20	イ	今のままの自分に、とても満足（まんぞく）しています。
	ロ	もっとちがった自分になりたいなあ、と思います。
21	イ	よんだ本が、もっとかんたんにりかいできたらいいなあ、と思います。
	ロ	よんだ本をりかいするのに、こんなんはありません。
22	イ	同じ年ごろの友だちの中では、人気（にんき）があると思います。
	ロ	人気はあまりありません。
23	イ	あたらしいうんどうは、うまくできません。
	ロ	あたらしいうんどうでも、すぐにうまくできます。
24	イ	自分のすることに、あまり満足していません。
	ロ	自分は、すばらしいことをしている、と思います。
25	イ	授業中（じゅぎょうちゅう）、問題（もんだい）に答えることは、こんなんです。
	ロ	問題は、ほとんどとけます。
26	イ	友だちからは、すかれやすい。
	ロ	友だちから、すかれにくい方です。
27	イ	うんどうの大会では、せんしゅにえらばれない方です。
	ロ	うんどうの大会では、すぐせんしゅにえらばれる方です。
28	イ	いつも、よいことをしている、とかくしんしています。
	ロ	よいことをしているかどうかうたがわしい、と思います。

APPENDIX E
JAPANESE VERSION OF HARTER'S SELF-PERCEIVED COMPETENCE SCALE FOR CHILDREN (Sakurai, 1983)
(ENGLISH TRANSLATION)

Harter's Self-perceived Competence Scale for Children (Japanese Version)

1	a.	I think I can study very well.
	b.	I am not sure whether I can study well.
2	a.	I feel it is difficult for me to make friends.
	b.	I feel it is very easy for me to make friends.
3	a.	I am very good at all kinds of sports.
	b.	I never think that I am good at sports.
4	a.	If I can, I have many weaknesses I wish to overcome.
	b.	I would like to stay the same as I am now.
5	a.	I think I am as smart as my classmates.
	b.	I don't know if I am smart.
6	a.	I have many friends.
	b.	I don't have many friends.
7	a.	I wish I were better at sports.
	b.	I think that I am good enough at sports.
8	a.	I am very confident.
	b.	I am not very confident.
9	a.	It takes me a lot of time to finish studying.
	b.	It takes me little time to finish studying.
10	a.	I don't think that I am one of the important members in my class.
	b.	I think that I am one of the very important members in my class.
11	a.	I am confident that I could do well at a new sport.
	b.	I worry whether I could do well at a new sport.
12	a.	I like the way I live.
	b.	I wish I could have another way of life.
13	a.	I forget what I learned often.
	b.	I can remember what I learned easily.
14	a.	I always spend time with various friends.
	b.	I always spend time alone.
15	a.	I think I am better at sports.
	b.	I don't think I am as good at sports as my friends.
16	a.	Probably, I am not a good person.
	b.	I think that I am a very good person.
17	a.	I like school because I can study well.
	b.	I don't like school because I can't study well.
18	a.	I hope that more classmates will like me.
	b.	I think that many classmates like me.

19	a.	I watch sports on TV rather than play them.
	b.	I play sports rather than watch them on TV.
20	a.	I am very happy they way I am.
	b.	I want to be different from the way I am.
21	a.	I wish it was easier for me to understand the books I read.
	b.	I don't have difficulty understanding the books I read.
22	a.	I think I am popular among the friends of the same age.
	b.	I am not so popular.
23	a.	I can't do well at a new sport.
	b.	I can do well at a new sport.
24	a.	I am not so satisfied with what I do.
	b.	I think that I do great things.
25	a.	I feel it is difficult to answer questions in class.
	b.	I can answer many questions.
26	a.	I am most likely to be liked by friends.
	b.	I am unlikely to be liked by friends.
27	a.	I am unlikely to be chosen for athletic competitions.
	b.	I am most likely to be chosen for athletic competitions.
28	a.	I am sure that I always do the right thing.
	b.	I am not confident that I do the right thing.

APPENDIX F
SELF-ESTEEM SCALE ITEMS FOR ELEMENTARY SCHOOL STUDENTS

1. 自分に、あまり自信(じしん)がありません。(R)
   I don't have a lot of confidence.
2. 今の自分に、まんぞくしています。
   I am very satisfied with the way I am.
3. 自分は、すばらしいことをしている、と思います。
   I think that I do great things.
4. いつも、自分はよいことをしている、と自信(じしん)をもっていえます。
   I am sure that I always do the right thing.
5. とてもよい人間だと思います。
   I am a very good person.
6. もっとちがった生き方ができたらなあ、と思います。(R)
   I wish I could have another way of life.
7. 今のままの自分でいたいと思います。
   I would like to stay the same as I am now.

Note. Items with (R) are reverse scored.

APPENDIX G
COLLECTIVE SELF-ESTEEM SCALE ITEMS FOR ELEMENTARY SCHOOL STUDENTS

集団の構成員としての自尊感情（1-4）

1. 自分はクラスの中で、大切（たいせつ）な人間だと思います。
2. 自分がクラスの人にしてあげられることは少しだけです。(R)
3. クラスの人と力をあわせます。
4. クラスの中で、あまり役に立たない人間だと思います。

所属する集団に対する社会的自尊感情（5-8）

5. ふだん自分のクラスにいることがいやだと思っています。(R)
6. ふだん自分のクラスでよかったと思っています。
7. たいてい、自分のクラスはすばらしいと思っています。
8. たいてい、自分のクラスに満足しています。

第三者による社会的自尊感情（9-12）

9. 自分のクラスは他のクラスの人たちによく思われています。
10. 自分のクラスは他のクラスとくらべてだめだと思われています。(R)
11. たいてい、自分のクラスは他のクラスの人たちにうらやましがられています。
12. たいてい、自分のクラスは他（ほか）のクラスの人（ひと）たちにきらわれています。(R)

アイデンティティの重要性（13-16）

13. 自分のクラスがすきです。りゆうは、その中にいる自分が好きだからです。
14. 自分のクラスがきらいです。りゆうは、その中にいる自分がきらいだからです。(R)
15. クラスでいいことがあると、うれしくなります。
16. クラスでいやなことがあると、いやな気持ちになります。(R)

Note. Items with (R) are reverse scored.

APPENDIX H
COLLECTIVE SELF-ESTEEM SCALE ITEMS FOR ELEMENTARY SCHOOL STUDENTS (ENGLISH TRANSLATION)

Membership Esteem（1-4）

1. I am a worthwhile member of this class.
2. I don't think I have much to offer to my classmates. (R)
3. I am an active participant in the class.
4. I don't think I'm valuable to the class. (R)

Private Collective Self-esteem（5-8）

5. I don't like being in this class. (R)
6. I'm often glad to be a member of the class.
7. Overall, I often feel that the class is great.
8. Overall, I feel satisfied with the class.

Public Collective Self-esteem（9-12）

9. Overall, my class is considered good by members of other classes.
10. Most people consider my class to be not as good as other classes.(R)
11. In general, people in other classes admire my class.
12. In general, my class is unpopular with other classes. (R)

Importance to Identity（13-16）

13. I like my class because I like myself in this class.
14. I do not like my class because I don't like myself in this class. (R)
15. I feel happy when good things happen in my class.
16. I feel bad when bad things happen in my class. (R)

Note. Items with (R) are reverse scored.

APPENDIX I
INTERNATIONAL UNDERSTANDING QUESTIONNAIRE FOR CHILDREN

総合的な学習の時間（国際理解教育）に関するアンケート

■あなたは何年生ですか。　　小学校（　　）年生

■あなたの名前を書いてください。　　（　　）

■あなたにあてはまる方に〇をつけてください。　男子　　女子

みなさんに、総合的な学習の時間（国際理解教育）の時間についてお聞きします。正しいこたえとか、まちがったこたえというのはありません。お友だちと相談せずにだまって、自分の気持ちに合うものに正直に〇をつけてください。

問1（1-22）

1.（IF1）英語を勉強するのは、世界中の人たちと会って話をしたいからです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

2.（IF2）英語を勉強するのは、世界中の人たちやそのくらしについて知りたいからです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

3.（IF3）英語を勉強するのは、世界中の人たちと一緒に仕事がしたいからです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

4.（IF4）英語を勉強するのは、世界中の人たちと友だちになりたいからです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

5.（IAAT1）外国の人たちと友だちになりたいです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

6.（IAAT2）なるべく、外国の人たちと話さないようにしています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

7.（IAAT3）学校に外国からきた友だちがいたら、話しかけようとします。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

8.（IAAT4）もし、外国の友だちができて、しばらく家に泊まることになったらいいと思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

9.（IAAT5）近くにすんでいる外国の人たちにしんせつにしたいと思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

10.（IAAT6）もし、となりの家に外国の人がひっこしてきたら、なんとなくいやな気持ちになります。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

11.（IAAT7）レストランやえきで、日本語のできない外国の人たちがこまっていたら、たすけると思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

12.（iNTVA1）大人になっても、自分のすんでいる町にいたいです。

はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

13. (INTVA2) 日本だけではなく、いろいろな国にすんでみたいです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

14. (INTVA3) 外国の人たちがたくさんいるところで、はたらいてみたいです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

15. (INTVA4) 外国でボランティアをやってみたいと思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

16. (INTVA5) 外国でおこることは、毎日の生活にはあまり関係がないと思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

17. (INTVA6) 大きくなって、外国にでかけることの多い仕事をするのはいやです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

18. (IFA1) ふだん世界のできごとについてのニュースを見ます。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

19. (IFA2) ふだんインターネットで世界のことをしらべます。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

20. (IFA3) ふだん新聞や本で世界のできごとを読みます。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

21. (IFA4) ふだん家族で世界のニュースについて話します。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

22. (IFA5) ふだん友だちと世界のニュースについて話します。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

問2(23-29)

23. (SE1) 自分に、あまり自信がありません。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

24. (SE2) 今のままの自分に、まんぞくしています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

25. (SE3) 自分はよくすばらしいことをしていると思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

26. (SE4) 自分はいつもよいことをしていると自信をもっていえます。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

27. (SE5) 自分はとてもよい人間だと思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

28. (SE6) もっとちがった生き方ができたらなあ、と思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

29. (SE7) 今のままの自分でいたいと思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

問3(30-45)

30. (Member1) 自分はクラスの中で、大切な人間だと思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

31. (Member2) 自分がクラスの人にしてあげられることは少しだけです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

32. (Member3) クラスの人と力をあわせます。

はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

33. (Member4) クラスの中で、あまり役に立たない人間だと思います。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
34. (Private1) ふだん自分のクラスにいることがいやだと思っています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
35. (Private2) ふだん自分のクラスでよかったと思っています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
36. (Private3) たいてい、自分のクラスはすばらしいと思っています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
37. (Private4) たいてい、自分のクラスに満足しています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
38. (Public 1) 自分のクラスは、他のクラスの人たちによく思われています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
39. (Public 2) 自分のクラスは、他のクラスとくらべてだめだと思われています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
40. (Public 3) たいてい、自分のクラスは、他のクラスの人たちにうらやましがられています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
41. (Public4) たいてい、自分のクラスは、他のクラスの人たちにきらわれています。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
42. (Identity1) 自分のクラスがすきです。りゆうは、その中にいる自分が好きだからです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
43. (Identity2) 自分のクラスがきらいです。りゆうは、その中にいる自分がきらいだからです。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
44. (Identity3) クラスでいいことがあると、うれしくなります。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ
45. (Identity4) クラスでいやなことがあると、いやな気持ちになります。
はい ・ どちらかといえばはい ・ どちらかといえばいいえ ・ いいえ

問(とい)4((a)～(b))

ここからは、みなさんに、英語学習(えいごがくしゅう)についてお聞(き)きします。正(ただ)しいこたえとか、まちがったこたえというのはありません。友だちと相談(そうだん)せずにだまって、自分の気持(きも)ちに正直(しょうじき)に答えてください。

(a) ① これまでに外国(がいこく)に行(い)ったことがありますか。
はい ・ いいえ

② それはどこですか。
( )

③ それはいつですか。
( )

④ どのくらいのあいだ、行(い)きましたか。
( )

(b) ① いま英語(えいご)をべんきょうしていますか。
はい ・ いいえ

② どこで英語(えいご)をべんきょうしていますか。

じゅくで ・ おうちで ・ 学校で ・ そのほか（　　）

③ 何才のときに英語のべんきょうをはじめましたか。

（　　）才

④ あなたが英語をべんきょうしていると、おうちの人はどうしますか。

いっしょにべんきょうする ・ あなたが英語を教える ・ 何も言わない ・ そのほか（　　）

どうもありがとうございました。 東京純心女子大学　山賀尚子

Note 1. CSE = Collective Self-esteem; IAAT = Intergroup Approach-Avoidance Tendency; Identity = Importance to Identity; IF = Intercultural Friendship Orientation in English Learning; IFA = Interest in Foreign Affairs; INTVA = Interest in International Vocation/Activities; IP = International Posture; Member = Membership Esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; SE = Self-esteem.
Note 2. Brackets were not printed when the IUWC was distributed to the participants.

APPENDIX J
INTERNATIONAL UNDERSTANDING QUESTIONNAIRE FOR CHILDREN (ENGLISH TRANSLATION)

■Which grade are you in？ （ ）th grade
■Write your name. （ ）
■Please circle one. Boy ・ Girl

The following questions are about the Period for International Study (International Understanding lessons). There is no right or wrong answer for these questions. Please honestly choose the one which is the closest to your feelings for each question. Do not talk to your friends and answer the questions on your own.

Section 1 (1.-22.)

1. (IF1) I study English because it will allow me to meet and talk with foreigners.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
2. (IF2) I study English because it will allow me to get to know various cultures and peoples.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
3. (IF3) I study English because I'd like to work with foreigners.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
4. (IF4) I study English because I'd like to have friends who are foreigners.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
5. (IAAT1) I want to make friends with foreigners.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
6. (IAAT2) I try to avoid talking with foreigners if I can.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
7. (IAAT3) I would talk to an international student if there were one at school.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
8. (IAAT4) I would be happy if a friend from abroad stayed in my house for a couple of nights.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
9. (IAAT5) I want to be kind to foreigners living in the neighborhood.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
10. (IAAT6) I would feel somewhat uncomfortable if a foreigner moved in next door.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
11. (IAAT7) I would help a foreigner having trouble communicating in Japanese at a restaurant or station.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
12. (INTVA1) I want to live in my hometown when I grow up.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
13. (INTVA2) I want to live in many countries other than Japan.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
14. (INTVA3) I want to work where people from other countries work.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
15. (INTVA4) I'm interested in volunteering abroad.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree
16. (INTVA5) I don't think what's happening overseas has much to do with my daily life.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

17. (INTVA6) I'd rather avoid the kind of work that sends me overseas frequently.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

18. (IFA1) I often watch world news.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

19. (IFA2) I often check websites about world news.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

20. (IFA3) I often read situations and events about foreign countries in newspapers and books.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

21. (IFA4) I often talk about world news with my family.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

22. (IFA5) I often talk about world news with my friends.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

Section 2 (23.-29.)

23. (SE1) I don't have a lot of confidence.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

24. (SE2) I am very satisfied with the way I am.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

25. (SE3) I think that I do great things.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

26. (SE4) I am sure that I always do the right thing.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

27. (SE5) I am a very good person.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

28. (SE6) I wish I could have another way of life.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

29. (SE7) I would like to stay the same as I am now.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

Section 3（30-45）

30. (Member1) I am a worthwhile member of this class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

31. (Member2) I don't think I have much to offer to my classmates.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

32. (Member3) I am an active participant in the class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

33. (Member4) I don't think I'm valuable to the class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

34. (Private1) I don't like being in this class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

35. (Private2) I'm often glad to be a member of the class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

36. (Private3) Overall, I often feel that the class is great.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

37. (Private4) Overall, I feel satisfied with the class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

38. (Public1) Overall, my class is considered good by members of other classes.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

39. (Public2) Most people consider my class to be not as good as other classes.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

40. (Public3) In general, people in other classes admire my class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

41. (Public4) In general, my class is unpopular with other classes.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

42. (Identity1) I like my class because I like myself in this class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

43. (Identity2) I do not like my class because I don't like myself in this class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

44. (Identity3) I feel happy when good things happen in my class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

45. (Identity4) I feel bad when bad things happen in my class.
Agree ・Relatively agree ・ Relatively disagree ・ Disagree

Section 4 ((a)-(b))

The following questions are about your experiences. There is no right or wrong answer for these questions. Do not talk to your friends and answer the questions honestly on your own.

(a) ① Have you ever been abroad?
Yes ・ No

② Where did you go?
( )

③ When did you go there?
( )

④ How long did you stay there?
( )

(b) ① Are you studying English?
Yes ・ No

② Where are you studying English?
at a cram school ・ at home ・ at school ・ others ( )

③ When did you start studying English?
( ) years old

④ What do your family members normally do when you study English?
study together ・ be taught English by you ・ say nothing ・ others
( )

Thank you for your cooperation.
Naoko Yamaga, Tokyo Junshin Women's College.

Note 1. CSE = Collective Self-esteem; IAAT = Intergroup Approach-Avoidance Tendency; Identity = Importance to Identity; IF = Intercultural Friendship Orientation in English Learning; IFA = Interest in Foreign Affairs; INTVA = Interest in International Vocation/Activities; IP = International Posture; Member = Membership Esteem; Private = Private Collective Self-esteem; Public = Public Collective Self-esteem; SE = Self-esteem.
Note 2. Brackets were not printed when the IUWC was distributed to the participants.

APPENDIX K
CHECKLIST FOR TEACHERS' PARTICIPATION IN ENGLISH ACTIVITIES

Checklist for Teachers' Participation in English Activities

1. Does the elementary school teacher read the faxed lesson plan prior to the lesson?
   - No. 0
   - Yes. 1

2. After the lesson is over, does the elementary school teacher spend time reviewing the lesson or discussing the next one?
   - No. 0
   - Yes. 1- 5 min. 1
   - 5-15 min. 2
   - 15-30 min. or more. 3

3. During the discussion time, does the elementary school teacher give any feedback on activities in the lesson?
   - No. 0
   - Some. 1
   - A lot. 2

4. Does the elementary school teacher share the information about individual students and the class with college students (e.g., Who is quiet, problematic, or a leader? What type is the class?) ?
   - No. 0
   - Yes, because the college students asked. 1
   - Yes, because the teacher was willing to share it. 2

5. Does the elementary school teacher clean up the classroom and prepare necessary equipments (e.g., a CD player) for an international understanding lesson?
   - No. 0
   - Yes. 1

6. Where is the elementary school teacher during most of the time in the lesson?
   - Outside the classroom. -1
   - Away from college students and elementary school students in the classroom. 0
   - Close to either the college students or the elementary school students in the classroom. 1

7. How are the elementary school teacher's facial expressions in the classroom?
   - Blunt/Bored/Drawn/Serious. 0
   - Pleased/Soft/Smiling. 1

8. Does the elementary school teacher participate in English activities?
   - Not at all. 0
   - A few. 1
   - All. 2

9. Does the elementary school teacher speak English in the classroom?

Not at all.	0
Sometimes.	1
Very often.	2

10. Does the elementary school teacher manage the class (e.g., taking care of restless students)?

Not at all.	0
Sometimes.	1
Very often.	2

APPENDIX L
PEER- AND SELF-EVALUATION CHECKLIST

平成 18 年度学校インターンシップ報告書

記入者(　　)

■授業日　　年　月　日　　■担当クラス　年　組

■担任名　　■インターン学生氏名　　.

I. 授業前の打ち合わせ

1. 授業全般について以下のどの項目の打ち合わせを行いましたか。該当する項目を〇で囲んでください(複数回答可)。

(a) __ 授業の流れ・授業内容
(b) __ 授業の難易度の適切性
(c) __ 授業形態(グループ活動、個別活動、一斉活動か)
(d) __ 時間配分
(e) __ 本時の目標
(f) __ 担任と大学生の役割分担
(g) __ 児童の授業参加
(h) __ 教材
(i) __ 大学生の児童指導
(j) __ 指導技術
(k) __ その他 (　　)

2.「(f) 授業中の役割分担」についてチェックした方に伺います。以下のどの項目の打ち合わせを行いましたか。該当する項目を〇で囲んでください(複数回答可)。

(a) __ 学生の話す英語に対する小学校教員の日本語によるフォローの内容とタイミング
(b) __ 大学生と担任間のコミュニケーションの確認
(c) __ 担任の参加頻度
(d) __ その他 (　　)

3.「(g) 児童の授業参加方法」について以下のどの項目の打ち合わせを行いましたか。該当する項目を〇で囲んでください。

(a) __ 授業形態(グループ活動、個別活動、一斉活動か)
(b) __ 児童の指名方法
(c) __ グループわけ(男女一緒か、別々か、など)
(d) __ 児童の参加時間、頻度
(e) __ 児童の活動内容(質問に答える・発言する・質問する)
(f) __ レンジャーと子どもとの距離
(g) __ 一人ひとり指名した場合の他の児童の待ち時間の工夫
(h) __ その他 (　　)

4.「(h) 教材」について以下のどの項目の打ち合わせを行いましたか。該当する項目を〇で囲んでください。

(a) __ 音声(テープ・CD など)
(b) __ 内容との関連性の確認
(c) __ 教材の大きさ・材質・色具合
(d) __ その他 (　　)

5.「(i) 大学生の児童指導」について以下のどの項目の打ち合わせを行いましたか。該当する項目を〇で囲んでください。

(a) __ 子供の対応への反応
(b) __ 大学生の立つ位置
(c) __ その他（　　）

6.「(i)指導技術」について以下のどの項目の打ち合わせを行いましたか。該当する項目を〇で囲んでください。
(a) __ 児童の発話の促進
(b) __ 次の活動へのもっていき方
(c) __ 話す英語の速さ
(d) __ 繰り返しの量
(e) __ その他（　　）

7. 次回の授業を計画する上で、１～６以外に打ち合わせした点がありましたか。

8. 特記事項があれば、以下に書き込んでください。

II. 本日の授業を振りかえって（学生評価・授業評価をしてください）
（1＝全くそうである、2＝そうである、3＝どちらかといえばそうである、4＝どちらかといえばそうではない、5＝そうではない、6＝全くそうではない）

授業から

1.	授業案に即して行えたか。	1	2	3	4	5	6
2.	授業の内容は全般に児童にとって適切であったか。	1	2	3	4	5	6
3.	授業内容は量的に適切か。	1	2	3	4	5	6
4.	授業内容は「静と動」がうまく組み入れられていたか。	1	2	3	4	5	6
5.	英語の Input（新しい表現）を様々な練習で繰り返したか（授業中に、児童の様子に合わせ、即興で変化を加えることも工夫とする）。	1	2	3	4	5	6
6.	英語の Input（新しい表現）をわかりやすく紹介できたと思うか。	1	2	3	4	5	6
7.	英語の Input（新しい表現）を多く児童に与えたか。	1	2	3	4	5	6
8.	新しい表現の口慣らし練習を児童が十分にできたか。	1	2	3	4	5	6
9.	児童が満足するまで新しい表現等を工夫して十分に練習できたか。	1	2	3	4	5	6
10.	言語活動の中で、単なるリピートではなく、児童によるアウトプットを促すような機会はもてたか。	1	2	3	4	5	6
11.	デモンストレーションは、児童が何をすればよいかという視点で、体現できたか。	1	2	3	4	5	6
12.	新しい表現も含めて、英語でコミュニケーションをとる活動ができたか。	1	2	3	4	5	6
13.	声の大きさは適当だったか。	1	2	3	4	5	6
14.	教室内での立ち位置は状況に応じて適当だったか。	1	2	3	4	5	6

15. ジェスチャーが児童に分かりやすく、はっきりできたか。 1 2 3 4 5 6
16. 教室英語を多く、かつ同じような表現を繰り返し用いるという工夫ができたか。 1 2 3 4 5 6
17. オールイングリッシュであったか。 1 2 3 4 5 6
18. 英語の発音は児童にとってわかりやすかったか。 1 2 3 4 5 6
19. 本日扱った言語活動等に適当な（英語）教材だったか。 1 2 3 4 5 6
20. 言語材料は児童のレベルに合っていたか。 1 2 3 4 5 6
→なぜそう思うか。

21. 児童の反応は良かったか。 1 2 3 4 5 6
→授業の中のどの活動に対してそう思うのか。

→そう判断した理由を書くこと。

22. 児童の状態（飽きたり、つまらなそうにしていないか）、反応（内容を良く理解しているか）を見て授業を進めたか。 1 2 3 4 5 6
23. 児童全体とのコミュニケーションは上手にできたか。 1 2 3 4 5 6
24. 一人の児童の発言（質問や意見）をクラス全体のコミュニケーションにうまく持っていくことができたか？（例：「(猫のピクチャーカードを見ながら)あ、ねこだ！」“That’s right, Hitoshi. Everyone, how many cats do you see? ”） 1 2 3 4 5 6
→児童の様子を具体的に書くこと。

25. 担任は今回、どのような形で授業に関わったか、主な行動パターンを①から④の項目を組み合わせて答えてください。

(a) 授業中の活動にティーム・ティーチングとして参加した。つまり、大学生と一緒になって児童に活動指導をした。
(b) 授業中の活動に、児童と一緒になって参加した。
(c) クラスの進行を助けるために、児童指導などを行った。
(d) その他（必要に応じた日本語による個別支援、児童の理解の様子を把握し適切な支援をしたり、時間管理、機械操作・教材提示といったサポート、予定の役割は務めたか、など）
→以下の空欄に回答および回答内容の理由を述べてください。

<u>反省会から</u>
1. 打ち合わせ通りできたか。 はい いいえ
2. 打ち合わせと違った点は何か。

3. なぜ違ってしまったのか。

4. 打ち合わせすべきであったと思う点は何か。

5. 特記事項があれば下に記入してください。

APPENDIX M
PEER- AND SELF- EVALUATION CHECKLIST
(ENGLISH TRANSLATION)

Name ( )

■Date ■Class .

■Homeroom Teacher ■College Students .

I. Meeting Before the Lesson

1. What did you discuss about the lesson in the meeting? Please check the appropriate items (Multiple answers are allowed).
   (a) __ the flow/content of the lesson
   (b) __ the appropriateness of the difficulty of the activities for the students
   (c) __ the activity types (group activities, individual activities, or class activities)
   (d) __ time allocation
   (e) __ the objectives of the lesson
   (f) __ the homeroom teachers' and the college students' roles in team teaching
   (g) __ the elementary school students' class participation
   (h) __ teaching materials
   (i) __ the college students' guidance of the elementary school students
   (j) __ teaching techniques
   (k) __ other（ ）

2. If you clicked (f) the home room teachers' and the college students' roles in team teaching, which following items did you discuss? Please click the items you discussed (Multiple answers are allowed).
   (a) __ Japanese explanations by the homeroom teacher when the college students provide instructions in English
   (b) __ How to communicate with the homeroom teacher and the students during the lesson.
   (c) __ The degree of the homeroom teacher's class participation
   (d) __ other（ ）

3. If you clicked (g) the elementary school students' class participation, which following items did you discuss? Please click the items you discussed (Multiple answers are allowed).
   (a) __ activity types (group activities, individual activities, or class activities)
   (b) __ which elementary school students will be asked a question
   (c) __ grouping and pairing of elementary school students in activities
   (d) __ the degree of the students' participation in activities
   (e) __ the variety of the students' activities (answering questions, uttering one's thoughts, and asking a question, etc.)
   (f) __ the relationship between the college students and the elementary school students
   (g) __ how to use the students' waiting time effectively when each student is requested to answer individually
   (h) __ other（ ）

4. If you clicked (h) teaching materials, which following items did you discuss? Please click the items you discussed (Multiple answers are allowed).
   (a) __ audio materials (music tapes, CDs, etc.)
   (b) __ the appropriateness of the materials to the activities
   (c) __ the size, quality, and color of the materials

(d) __ other ( )

5. If you clicked (i) the college students' guidance to the elementary school students, which following items did you discuss? Please click the items you discussed (Multiple answers are allowed).
   (a) __ the college students' reaction to elementary school students
   (b) __ the college students' place to stand in the classroom
   (c) __ other ( )

6. If you clicked (j) teaching techniques, which following items did you discuss? Please click the items you discussed (Multiple answers are allowed).
   (a) __ facilitation of elementary school students' speech
   (b) __ how to move from one activity to another
   (c) __ English speaking speed
   (d) __ repetition of target expressions
   (e) __ other ( )

7. Were there any other issues discussed in the pre-meeting other than the ones listed above?

8. If there is something warranting special mention, please write below.

II. Review of Today's Lesson (College Student and Class Evaluation)
(1 = strongly agree, 2 = agree, 3 = slightly agree, 4 = slightly disagree, 5 = disagree, 6 = strongly disagree)

During the Lesson

1.	Did the college students follow their teaching plan?	1	2	3	4	5	6
2.	Were the overall contents of the lesson appropriate for the elementary school students?	1	2	3	4	5	6
3.	Was the volume of activities in the lesson appropriate?	1	2	3	4	5	6
4.	Were both active and passive activities included in the lesson?	1	2	3	4	5	6
5.	Did the college students present the new target expressions to the elementary school students in many ways (During the lesson, the college students are sometimes required to make in response to children's reaction.).	1	2	3	4	5	6
6.	Did the college students introduce the new expressions to the elementary school students in an easy-to-understand way?	1	2	3	4	5	6
7.	Did the college students sufficiently provide the elementary school students practice with the new expressions?	1	2	3	4	5	6
8.	Did the elementary school students have enough time to practice	1	2	3	4	5	6

	the new expressions?						
9.	Did the college students have the elementary school students repeat the new expressions until the elementary school students were confident in them?	1	2	3	4	5	6
10.	Did the college students provide the elementary school students with the chance to create their output, not just repeat?	1	2	3	4	5	6
11.	Was the college students' demonstration easy for the elementary school students to understand?	1	2	3	4	5	6
12.	Did the college students communicate with elementary school students in English (including the new expressions)?	1	2	3	4	5	6
13.	Was the college students' voice loud enough for everyone?	1	2	3	4	5	6
14.	Did they stand in a proper place in the classroom for each activity?	1	2	3	4	5	6
15.	Were the college students' gestures easy to understand?	1	2	3	4	5	6
16.	Did they use simple English expressions repeatedly?	1	2	3	4	5	6
17.	Did they speak only in English?	1	2	3	4	5	6
18.	Was the college students' English pronunciation clear to the elementary school students?	1	2	3	4	5	6
19.	Did the teaching materials fit the activities in the lesson?	1	2	3	4	5	6
20.	Were the English expressions used appropriate to the elementary school students' English proficiency? →What made you think so?	1	2	3	4	5	6
21.	Were the elementary school students' reactions to the activities good? →Which activity(ies) made you think so? →Write the reasons.	1	2	3	4	5	6
22.	Did the college students pay attention to the elementary school students' facial expressions/attitude (e.g., tired, bored) and reactions (e.g., understood well) in the lesson?	1	2	3	4	5	6
23.	Did the college students communicate well with the elementary school students?	1	2	3	4	5	6
24.	Did the college students expand a student's utterance (question or opinion) to communication with all the students? (e.g., When a picture of cats is shown the students, one student says "A, neko da! (Oh, cats!)" and then, the college student replies to him, "That's right, Hitoshi. Everyone, how many cats do you see?") →Describe the elementary school students' reactions.	1	2	3	4	5	6

25. How was the homeroom teacher involved in the lesson? Please circle the appropriate item (Multiple answers are allowed).

(a) The homeroom teacher team taught with the college students. They instructed the students with the college students in the class activities.
(b) The homeroom teacher participated in the lesson as one of the students.
(c) The homeroom teacher took care of problematic or restless students to support the college students teaching the class.
(d) Other (e.g., The homeroom teacher explained the activities in Japanese to some students who had difficulty understanding English, added explanations to the college students', managed the time, operated the cassette tape/CD player, showed the teaching materials to the students, or took the role which were determined in the pre-meeting.)

→Please describe the reason(s) that you chose the item(s) listed above.

<u>In the Meeting after the Lesson</u>

1. Was the class the way which was decided in the pre-meeting? YES NO
2. What was (were) different?

3. Why did you think this (these) happened?

4. Is there anything you should have discussed in the pre-meeting?

5. If there is anything else, please write below.

APPENDIX N
NINE LESSON PLANS FOR INTERNATIONAL UNDERSTANDING LESSONS

平成 18 年 5 月 19 日(金)(第 1 回目)
八王子市立桜小学校
6 年 B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美

第 1 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
10 分	Opening	英語で挨拶	-教室に入り児童に挨拶をする。 -1人ひとり名前を呼んでネームタグを渡す。	-レンジャーの挨拶に答える。 -名前を呼ばれたら返事をしてネームタグを受け取る。そのさい、レンジャーとハイタッチをする。	- 先生と児童のネームタグ - 名簿
5 分	Introduc-tion	英語での自己紹介を聞く	レンジャーの自己紹介をする。名前、ニックネーム、好きな食べ物、好きなスポーツを紹介する。	レンジャーの自己紹介を聞く。	- 自己紹介のピクチャーカード（以下PC）
13 分	活動① サッカーチームのマスコット	サッカーチームのマスコットと所在地を使って英語のやりとり	レンジャーの好きなスポーツであるサッカーから、横浜Fマリノスを取り上げ、何の動物がマスコットになっているか聞く。その後、全国のサッカーチームのマスコットを紹介していく。その際、地図と照らし合わせていく。	レンジャーの質問に答えていく。動物の名前、日本地図など、様々な質問がある。	- 日本地図 - サッカーチームのPC - 磁石
15 分	活動② 絵本	絵本で動物の大きさを知る	-*Actual Size* という様々な動物が実物大で描かれた絵本を紹介する。 -なるべくサッカーチームのマスコットとして紹介した動物を取り上げる。	-絵本に載っている動物の大きさに関する質問に答えていく。 -三択クイズには挙手する。	- 絵本 *Actual Size*
2 分	Ending	終りの挨拶	“Good-bye.”と挨拶し、教室を出る。	レンジャーに“Good-bye.”と挨拶する。	

[連絡事項]
○　今年も昨年と同様、有川冬美が 6 年B組を担当することになりました。いろいろご迷惑をおかけすることもあると思いますが、よろしくお願いします。
○　授業の隊形は椅子だけを使用したいので、机を下げていただけますでしょうか。
○　授業中にBGMを使用したいので、CDプレーヤーの用意をお願いします。
○　今回の授業は、先生も児童と一緒に行動してください。
○　時間がもし余ってしまったときのためにワークシートを用意していきます。

認印

平成 18 年 6 月 9 日（金）（第 2 回目）
八王子市立桜小学校
6 年 B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美

第 2 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
5 分	Opening	英語で挨拶	-全員に挨拶をした後、今日の代表 5 人に挨拶をする。 -児童をグループ分けして新しい班で座ってもらう。	-今回児童は 6 人 4 グループに分かれてもらう。 -先生にもグループに入っていただく。 -グループはネームカードの色別になる。 -元気な声で挨拶をする。	- 名簿
10 分	Introduction	英語での話を聞く。	-“Do you know this?”と言いながらビーチボール型の地球儀を取り出す。 -地球儀を広げると世界地図になることを説明し、地図を黒板に貼る。 -黒板の地図を指し、グループに向かってビーチボールを投げる。受け取ったグループに名前を言った大陸を探してもらう。児童が大陸の場所を見つけるごとにその発音を全員で練習する。	-レンジャーの質問に対して、ビーチボールが飛んできたグループのメンバーは大陸の名前を答える。そして全員で発音を練習する。	- ビーチボール - 世界地図
10 分	活動①絵本	英語でレンジャーの話を聞く。	前回読んだ *Actual Size* の絵本に出てくる動物 10 種類の名前を導入する。	座った状態で絵本を見る。	- 絵本 *Actual Size*
15 分	活動②ワークシート	動物の生息地を当てるワークシート	-絵本で導入した動物 10 種類がどこに住んでいるのかを当てるワークシートをやってもらう。 -児童に 10 種類の動物カードを配り、初めは貼らずにワークシートに描かれた世界地図に置いてもらう。 -答え合わせのときに 1 人前に出てきて黒板用	-児童はグループのままワークシートに取り組む。その際友達と相談してもよい。	- ワークシート - はさみ - のり

			の大きなワークシート上にカードを貼ってもらう。 -クラス全体に正解かどうかを聞き、正答を伝える。1 人ずつ”This (name) lives in (continent).”の構文でリピートさせる。答えがわかったら正しい大陸の場所にのりで貼ってもらう。	-構文を導入するときに全員でリピートする。	
5 分	Review	ターゲット文の確認	“This (name) lives in (continent).”の構文の復習し、今日の授業をまとめる。	-ターゲット文を復習する。	

[連絡事項]

○ 今回はグループの活動が入るので、あらかじめ 6 人 4 グループに分けておいてください。その際、ネームタグの色別で座るように指示をお願いします。これからグループ活動が多くなるので今回は様子見で色別に分けてみますが、もし今後考慮すべき点がありましたらご指導お願いします。

○ 今回は社会と図工の活動の要素が組み込まれています。もし社会の時間に使用している地図帳に世界地図が載っていましたら、あったほうが授業の進行がスムーズになります。グループに1冊でもいいのでご用意いただけますでしょうか。そして、はさみとのりも各自用意するようにご指導願います。

認印

平成 18 年 6 月 23 日（金）（第 3 回目）
八王子市立桜小学校
6 年 B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美

第 3 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
2 分	Opening	英語で挨拶	椅子、机のない状態で元気よく挨拶を行う。挨拶は“Hello”のみ。5 人の児童を選んで行う。	椅子、机のない状態で元気よく挨拶を行う。挨拶は”Hello”のみ。5 人の児童を選らんで行う。	- 名簿
7 分	Review	大陸名の復習	前回導入した大陸の名前と”This (animal) lives in (continent). ”の復習を世界地図と動物のPCを使用して行う。	レンジャーの“What is the name of this continent?”“Where does this (animal) live?”の質問に答える。	- 世界地図 - 動物の PC - 磁石
20 分	導入と活動① 歌を使ったゲーム	Penny Song を用いた動物カードゲーム	- 児童とペットを飼っているかという話をした後“Do you have a...?”を penny song を用いて導入する。 - 円になり、オニを決める。はじめは石川先生にお願いする。動物カード（dog, cat, monkey, rabbit, mouse, etc.）を 1 枚引いてもらい、目をつぶってもらう。歌と一緒にカードを回してもらい、歌が終わったときにカードを持っている子はその場でカードを隠す。 - 全員でオニに“Where is a (animal)?”と聞く。オニは目を開けてカードを持っている子を探す。チャンスは 2 回。“Do you have a (animal)?”で聞き、児童は“Yes, I do. ”“No, I don’t. ”で答える。もしも当たらなければ、もう一度目を閉じてもらい、全員で“I have a (animal).”と言い、その後持っている本人だけ“I	-自分が飼っているペットの話をする。 -円になり、“Do you have a (animal)?” “, Yes, I do.” “No, I don’t.” “I have a (animal).”の練習をゲームと歌で楽しく学ぶ。	動物の PC

			have a (animal)”と言う。オニはその声を聞き、誰かを当てる。		
5 分	活動② アルファベット	アルファベットA～Zの発音確認	アルファベット表を見ながら大文字と小文字のA～Zの発音を読み方を確認する。	レンジャーの夢と絵本を聞く。 このとき、一人ではできないので、石川先生にも協力をお願いする。	アルファベット表
10 分	活動③	同じ文字をもっている仲間探し	- 児童（もし保護者のかたもいれば、参加していただく）にアルファベットの大文字と小文字が対になるようにばらばらにして配る。 - スタートの合図で先程導入した“Do you have a ...?” “, Yes, I do.” “No, I don’t.”を用いて、同じアルファベットを持っている人を探す。 - ペアになったらレンジャーのところに行き“What alphabet do you have?”の質問に“I have an A.”で答える。	- “Do you have a ...?” “, Yes, I do.” “No, I don’t.”を使用して、ペア探しゲームを行う。	アルファベットカード
1 分	Ending	終りの挨拶	“Good-bye.”と挨拶し、教室を出る。	レンジャーに“Good-bye.”と挨拶する。	

[連絡事項]
○ 今回は椅子と机を下げた状態での授業になります。
○ “Do you have a ...?”の練習を Penny Song を用いて導入する際、石川先生とデモを行いたいので”Do you have...?”の表現を練習していただけると助かります。いうタイミングはデモの最中に指示します。よろしくお願いします。

認印

平成 18 年 7 月 7 日（金）（第 4 回目）
八王子市立桜小学校
6 年 B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美

第 4 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
2 分	Opening	英語で挨拶	椅子、机のない状態で元気よく挨拶を行う。挨拶は“Hello”のみ。5 人の児童を選んで行う。	椅子、机のない状態で元気よく挨拶を行う。挨拶は”Hello”のみ。5 人の児童を選らんで行う。	- 名簿
10 分	Introduc-tion	英語での話を聞く	- 児童の誕生月から星座の話をして、夏にみることができる星座を紹介する。 - 7月15日の夜9時に見られる夜空を黒板で表してみる。このとき星座のPCを使用して、はじめは星を線で結んだ形で何座かを予想してもらう。^ - その後、透明フィルムで何座かを明確にする。	- 夏に見ることのできる星座を学ぶ。 - 星座の PC を使用して、はじめは星を線で結んだ形で何座かを予想してもらう。発言は自由形式。 - その後、透明フィルムで何座が答えかを明確にする。	- 星座の PC - 磁石
10 分	活動①ゲーム	夏の星座づくり	4 グループに分かれて、各グループに 1 本のロープを渡す。前に導入した夏の星座をロープを使って作る。	4 グループに分かれて、各グループに 1 本のロープを渡す。前に導入した夏の星座をロープを使って作る。早く協力して作る。	- 星座の PC - ロープ 4 本
10 分	活動②絵本	七夕の絵本	七夕ということで、レンジャーの短冊(将来なりたい職業)を発表する。ここで将来の夢をいう“Iwant to be a ….”という表現を導入する手作り絵本を読む。	レンジャーの夢と絵本を聞く。このとき、一人ではできないので、石川先生にも協力をお願いする。	- 椅子 2 脚 - 手作り絵本
12 分	活動③短冊づくり	短冊づくり	- 職業シートと短冊の紙を配り、自分の将来の夢を“Iwant to be a ….”で書いてもらう。 - 書いたら、笹が描かれている、模造紙に短冊を	- 職業シートと短冊の紙を配り、自分の将来の夢を“I want to be a....”で書いてもらう。 - 書いたら、笹が描かれている模造紙	職業シート 短冊 笹の模造紙

			貼る。	に短冊を貼る。	
1 分	Ending	終りの挨拶	“Good-bye.”と挨拶し、教室を出る。	レンジャーに“Good-bye.”と挨拶する。	

[特記事項]
○ 今回は机といすを下げた状態での授業になります。
○ 絵本を読むときに、私が“Did you have a dream?”と聞きますので、“I wanted to be a teacher.”とお答えください。その後、絵本でいろいろな登場人物が出てくるのですが、全て先生のお友達という設定になっているので、ご協力をお願いいたします。当日の打ち合わせでお話をしたいのですが、よろしいでしょうか。もしご質問等ありまあしたら、お手数ですが cic@yaho.co.jp まで連絡をお願いいたします。
○ 今学期最後の授業になります。今回も全力で授業をしたいと思いますのでどうぞよろしくお願いします。

認印

平成 18 年 10 月 13 日（金）（第 5 回目）
八王子市立桜小学校
6 年 B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美

第 5 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
2 分	Opening	英語で挨拶	- 大きな声で挨拶をした後、児童 5 人を選んで挨拶する。 - 次に男子のみ、女子のみで挨拶をしたり、誕生月で挨拶をしたり（前に教えた 12 カ月の復習）、いろいろな方法でまず声を出させることから始める。	椅子、机を下げた状態で、レンジャーの指示に従って挨拶をしていく。	- 12 カ月の PC - 名簿
17 分	Introduc-tion	世界の国を知る	- 夏休みどこへ行ったか、という質問をしてから、アメリカの国旗を出して、夏休みにアメリカに行ったか、あるいは行ったことがあるかを聞く。その後、国の名前を導入する。 - 次に中国の国旗を出して、“What country is it?”と国名を聞き、“Have you ever been to China?”と聞く。これを計7カ国(America, China, Brazil, Italy, Ghana, Australia, Japan)分繰り返す。 - その後民族衣装を着た子どもが描かれているPCを見せて“Where does she/he live?”と聞く。最初は国名だけを答えてもらうが、最終的に“She/He lives in....”と答えられるようにする(1学期の復習)。ちなみにそのとき、その国がある大陸名もたずねる（1学期の復習）。	レンジャーの質問に積極的にこたえていく。リピートするときには大きな声を出す。	- 国旗 - 世界地図 - 民族衣装 PC
5 分	活動① ミッシング	What’s Missing	- 黒板に 7 カ国分の国旗だけを貼り、児童に目を	レンジャーの指示に従い目をつぶり、そ	- 国旗 - ダミーの国旗

	ゲーム	and What's Changed ゲーム	つぶらせる。その間に数枚国旗をはがして、なくなったものを当ててもらう。 - 慣れてきたら、国旗をなくのではなく、ひっくり返したり、ダミーとして、似たような国旗を代わりに貼るなどして、変化が生じた部分を当ててもらい、国旗を覚えてもらう。	の後、なくなった国旗や変わった国旗を当てる。	
10 分	活動② パズルゲーム	国旗のパズルに挑戦する	国旗を覚えたことを確認するために、4 チームに分かれて国旗のパズルを行う。国旗の意味も説明する。	4 チームに分かれてパズルをする。	- 国旗パズル4セット
10 分	活動③ 歌	世界の挨拶の歌を歌う	世界の挨拶の歌を聞いて、どういった挨拶が聞こえたかを考えながら、歌ってみる。	世界の挨拶の歌を聞き、歌う。	- CD
1 分	Ending	終りの挨拶	"Good-bye."と挨拶し、教室を出る。	レンジャーに"Good-bye."と挨拶する。	

[特記事項]
○ 今回は机といすを下げた状態での授業になります。準備をお願いします。
○ Introduction の部分の網掛けになっている部分での協力をお願いします。2 つのターゲット文を練習していただけるとありがたいです。

認印

平成 18 年 10 月 31 日（金）（第 6 回目）
八王子市立桜小学校
6 年 A 組担任　柴田智子先生
　　B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美　大田秋

第 6 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
3 分	Opening	英語で挨拶	- 元気な声で挨拶をする。 - 全体→A組→B組→男子→女子→先生→全体の順で挨拶をしていく。 - レンジャーの自己紹介をする。	- 体育館でネームタグの色別に分かれて座っている。 - 元気な声で挨拶をする。	- ネームタグ
5 分	Review	国旗の復習	国旗（日本、中国、ガーナ、イタリア、アメリカ、オーストラリア、ブラジル）を見せて国の名前を復習する（A組は次回もこれらの国について授業をするので、予習という形になる。）。	レンジャーの質問に答える。	- 国旗
17 分	活動① 世界旅行ゲーム	体育館を使った世界旅行	体育館を世界地図に見立てて、世界旅行ゲームを行う (★) 。	- 児童は協力してゲームに取り組む。 - 先生はサイコロを振る係をする。	- 国の形の段ボール - サイコロ 2 個 - パスポート - 国旗シール - 4 種類の札
10 分	活動② 歌	歌詞の聞き取り	時間が余ったら、世界の挨拶の歌を聞かせ、何が聞こえたか問いかけ、その後うたう。	元気よくうたう。	- CD
1 分	Ending	終りの挨拶	挨拶をする。	挨拶をする。	

[特記事項]
○　あらかじめ児童をネームカードの色別に各クラス4チームずつに分けておいてください。
○　先生方は主にサイコロを振る係をお願いします。
○　MDプレーヤーの用意をお願いします。

認印

★世界旅行ゲームのルール

①各クラス 5〜6 人ずつのチームを 4 つ作っておく。
②各チームが 1 つのパスポートを有し、パスポートのスタート地点に名前が書いてある児童が「旅行者」となり、体育館のスタート地点にパスポートを持って集まる。そこからゲームがスタートする。
③先生は特別なサイコロを各グループのために投げる。サイコロには、ハート、ダイヤ、クローバー、スペード、A、C の 6 面がある。残りの児童は先生が振るサイコロの面を予想し、そのカードを挙げる（カードは 4 種類あり、ハート、ダイヤ、クローバー、スペード）。予想が当たったチームだけが次に旅行者役の児童が投げるサイコロの数だけ進むことができる。ただし、A、C と書かれた面が出たら、予想とは関係なく、A が出たら 2 歩、C が出たら 1 歩進める。
④パスポートに指示のある国にたどり着いたら、その国の国旗シールがもらえ、パスポートに貼ることができる。そこで次に旅行者として指名された児童と交代し、次の目的地を目指します。最初に 7 カ国回ったチームの勝ちです。

わからないことがあったら、大学まで連絡をお願いいたします。

平成 18 年 11 月 16 日（金）（第 7 回目）
八王子市立桜小学校
6 年 B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美

第 7 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
2 分	Opening	英語で挨拶	-元気な声で挨拶をする。 -その後、男子のみ、女子のみで挨拶をしたり、誕生月別で挨拶をしたり（前に教えた 12 カ月の復習）、いろいろな方法でまず声を出すことから始める。	椅子、机を下げた状態で、レンジャーの指示に従って挨拶をしていく。	- 12 か月の PC - 名簿
17 分	Review and Introduc-tion	世界の国名(復習)と民族衣装（導入）	- 前回の世界旅行ゲームの中でどんな国があったかを思い出してみる。児童から答えがでなければ、“What country is this? ”と聞き、発言を促す。これを7回繰り返す。 - その後、民族衣装を着た人のPCを見せて“Where does she/he live?”と聞く。最初は国名のみ答えてもらうが、最終的に“She/he lives in....”と答えられるようにする（1学期の復習）。ちなみにそのとき、その国のある大陸名をたずねる（これも1学期の復習）。	レンジャーと石川先生の質問に積極的に答えていく。リピートするときは大きな声を出す。	- 国旗 - 世界地図 - 民族衣装 PC
5 分	活動①ミッシングゲーム	What’s Missing and What’s Changed ゲーム	- 黒板に国旗だけを貼り、児童に目をつぶってもらう。その間に数枚の国旗を剥がしてなくなったものを当ててもらう。 - 慣れてきたら、国旗をひっくり返したり、ダミーとして似たような国旗を代わりに貼るなどして、変ったものを当ててもらい、国旗の配色などを覚	レンジャーの指示に従い、なくなった国旗や変わった国旗を当てる。	- 国旗 - ダミーの国旗

			えてもらう。		
10 分	活動② パズルゲーム	国旗を使ったパズル	国旗を覚えたことを確認するために、4 チームに分かれて国旗のパズルを行う。国旗の意味も説明する。	チームに分かれてパズルを行う。	- 国旗のパズル 4セット
10 分	活動③ 歌	歌詞の挨拶の聞き取り	世界の挨拶の歌を聞かせ、どういった挨拶が聞こえたか児童に聞く。	世界の挨拶の歌を聞き、どんな挨拶が聞こえたか挙げる。	- CD
1 分	Ending	終りの挨拶	挨拶と前回世界旅行ゲームで行ったワークシートを回収する。	挨拶をする。	

[特記事項]
○ 今回は椅子も机も下げた状態での授業となります。準備をお願いします。
○ Introduction の網掛けになっている部分の協力をお願いします。ターゲット文を練習していただけるとありがたいです。

認印

平成 18 年 12 月 8 日(金)(第 8 回目)
八王子市立桜小学校
6 年 B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美

第 8 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
2 分	Opening	英語で挨拶	元気な声で挨拶をする。男女別で行ったり、いつも通りの指名の仕方で行う。	椅子、机を下げた状態で、レンジャーの指示に従って挨拶をしていく。	- 名簿
20 分	Review and Introduction	世界のクリスマス	クリスマスの手作り絵本を使って前置詞(in, on, under, next to, behind)を導入する。はじめはレンジャーが説明していく形をとるが、慣れてきたら、質問形式にして、“Where is ....?”と聞き、児童に“(前置詞)the(場所).”で答えてもらう。全ての前置詞が出そろったところで、チャンツで前置詞の理解を深める。	クリスマスの絵本を聞く。慣れてきたら、レンジャーの質問に答える。	- 手作り絵本
12 分	活動① 仲間探し	前置詞カードを用いた仲間探し	- 前置詞をすべて理解できたか、石川先生にご協力いただいて確認する。 - 段ボール箱を用意して“Where is Mr. Ishikawa?”と聞き、児童に答えてもらう。 - 質問と答えの口頭練習を十分に行った後、石川先生と箱が描かれたカードを全員に配り、インタビューしながら、同じカードをもつ 5 人の仲間を探してもらう。	- 石川先生とレンジャーのデモを見ながら質問に答えていく。 - 口頭練習をした後、仲間集めゲームを行う。5 人の仲間を探し終わったらその場に座る。	- 段ボール箱 - カード
10 分	活動② 伝言ゲーム	前置詞の入った文の伝言ゲームでクリスマスプレゼント探し	- レンジャーからのクリスマスプレゼントを渡す。渡し方は、前のゲームでできあがったチームで列を作ってもらい、先頭の児童がレンジャーのところに集まる。 - プレゼントの場所をそれぞれの児童に伝え、レ	チームごとに並び、クリスマスプレゼントが隠してある場所のヒント(前置詞を含む文)を伝言していく。クリスマスカードももらう。	- クリスマスプレゼント - クリスマスカード

			ンジャーの合図とともに伝言ゲームで伝える。最後の児童がその場所に行って、プレゼントを獲得する。 - 全チームがプレゼントをゲットできたら“Where is your gift?”と聞く。児童はチーム全員で答えをいう。その後、レンジャーからクリスマスカードをもらう。		
1 分	Ending	終りの挨拶	大きな声で挨拶する。	大きな声で挨拶する。	

[特記事項]
○ 今回は椅子も机も下げた状態での授業となります。準備をお願いします。
○ Activity①で先生に協力をお願いするところがたくさんあります。もし可能ならば、給食の後の昼休みなどでに少し打ち合わせをしたいのですが、大丈夫でしょうか。
○ 今回は給食をご一緒させていただくことになりました。こちらもよろしくお願いします。

ご不明な点がありましたら、cic@yaho.co.jp にメールを送ってください。今回もどうぞよろしくお願いします。

認印

平成 18 年 1 月 26 日(金)(第 9 回目)
八王子市立桜小学校
6 年 B 組担任　石川照治先生

銀杏女子大学
英語学部
児童英語教育コース3年　有川冬美

第 9 回　指導案

時間	授業の流れ	言語活動	レンジャーの活動	先生と児童の活動	教材
2 分	Opening	英語で挨拶	大きな声で挨拶をする。その際、男女で分けて挨拶をさせたり、工夫しながら声がでるようにする。	-椅子、机を下げた状態で、レンジャーの指示に従って挨拶をしていく。	- 名簿
4 分	Introduc-tion	干支についてのお話	テーマとなる干支になる質問をする。たとえば、昨年の干支、今年の干支、来年の干支、児童の干支、レンジャーの干支当てなど。この際に干支の名前を英語でインプットする。それ以外の干支はすべて次の活動で教える。	レンジャーの質問に積極的に答える。干支の名前がわかったら、レンジャーの後に続いて声を出す。	- 干支の PC
10 分	活動①絵本	絵本で干支を理解する。	「干支のお話」という絵本を読む。原作ではわかりづらいので、手書きの絵本で活動を行う。その際、“Where is ...?”を使って前回練習した前置詞を使っての回答を促す。導入のところで出てこなかった干支は、出てきた時点でリピートさせる。	レンジャーの読む絵本を聞く。絵本の中に出てくる干支の名前を聞かれたら答え、全員で繰り返す。そして、レンジャーの“Where is ...?”の質問にも前回行った前置詞を用いて答える。	- 手作り絵本 - 干支の PC
19 分	活動②干支の漢字	干支の漢字	黒板に干支の PC を並べ、干支を漢字で表記したものを児童 12 人に配り、その干支の PC の下に貼ってもらう。貼り終わったら、1 つ 1 つ確認していく。その際“How many ...?”の構文で画数と書き順を確認する。	干支を漢字で表記されたものを配られた 12 人の生徒は黒板に貼られた干支の PC の下に漢字表記されたものを貼り席に戻る。その後、画数と書き順の質問にも答える。	- 干支の PC - 漢字の PC
5 分	活動③漢字の分割クイズ	漢字の分割クイズ	- 漢字表記された干支の文字を 2 分割したものを児童に 1 人1枚ずつ配る。 - スタートの合図で児童同士でマッチするカード	漢字表記された干支の文字を 2 分割したものを1人1枚ずつ持つ。スタートの合図でマッチするカードを持っている	- 漢字の分割カード

			を持っている仲間を探してもらう。その際“Can I try?”と言ってもらい、言われたほうは“Sure!”と答えてもらう。 - その表現練習をゲーム前にする。	仲間を探す。その際“Can I try?”と言い、言われたほうは“Sure!”と答える。その表現練習をゲーム前にする。	
5 分	Ending	終りの挨拶	英語活動の卒業証書を１人ずつ配る。	英語活動の卒業証書をもらう。	- 卒業証書

[特記事項]
○ 今回は椅子も机も下げた状態での授業となります。準備をお願いします。
○ Activity②の干支を表す漢字の画数と書き順を確認するところを石川先生にお願いしようと思っています。黒板に漢字を書いていただき、児童と確認するのをお願いします。Activity③は一緒に参加してください。
○ 前回配布したアンケートなのですが、卒業論文作成での資料となりますので、持ってくるように前日児童に連絡していただけると幸いです。
○ 今回が最後の授業となります。がんばりますので、どうぞよろしくお願いいたします。

認印

APPENDIX O
NINE LESSON PLANS FOR INTERNATIONAL UNDERSTANDING LESSONS (ENGLISH TRANSLATION)

May 19th, 2006 (Fri.) (The First Lesson)
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Early English Education Course
Department of English, Ichoo Women's College

The Teaching Plan for the First Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
10 min.	Opening	Greetings in English	- Enter the classroom and say hello to the class. - Call each student and distribute the nametags.	- Reply to the Ranger's greeting - Receive the nametag when their name is called. Give the Ranger a high five, if they like.	- Homeroom teacher's and elementary school students' name tags - Student roaster
5 min.	Introduction	Listening to the Ranger's self-introduction in English	- Introduce yourself. Tell the students your name, nickname, favorite food, and favorite sports.	- Listen to the Ranger's self-introduction	- Picture cards (PC) for the self-introduction
13 min.	Activity ① Mascots of profession-al soccer teams	Conversation in English about team mascots and the homes of some professional soccer teams	- Talk about the Ranger's favorite sport, soccer. Ask the students what the team mascot of *Yokohama F Marinos* is. Introduce the mascots of professional soccer teams in Japan, referring to the map.	- Answer Ranger's questions about team mascots, e.g., what kinds of animals are the mascots and where are the soccer teams located in Japan.	- A map of Japan - PCs for official soccer teams - Magnets
15 min.	Activity ② Picture Book	Knowing the actual size of animals using a picture book	- Introduce the students to the picture book, *Actual Size* in which many animals are drawn in their actual size. - Introduce the animals that are the team mascots of the soccer teams.	- Answer the Ranger's questions about the size of the animals in the book. - When a question has three choices, students raise their hand for the correct choice. -	- Picture book, *Actual Size*
2 min.	Ending	Greetings in English	Say good-bye to the class and leave the classroom.	Say good-bye to the Ranger.	

[Notes]

- Fuyumi Arikawa will teach Class 6B this year again. Thank you very much for your continued support.
- Please put the students' desks in the back of the classroom and leave the chairs for the students.
- Please prepare the CD player because I would like to play some background music during the lesson.
- Could you work with the students together in the lesson?
- The students will work on a worksheet if the lesson finishes earlier than planned.

Professor's Seal

June 9th, 2006 (Fri.) (The Second Lesson)
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Early English Education Course
Department of English, Ichoo Women's College

The Teaching Plan for the Second Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
5 min.	Opening	Greetings in English	- After greeting everyone, pick five students at random as today's representatives and say hi to them individually. - Divide the students into groups and have them sit with the groups.	- The students are divided four groups of six. - The homeroom teacher belongs to one of the groups. - The groups are pre-determined by the teacher; groups are indicated by the color on the back of the students' nametag.	- Student roster
10 min.	Introduction	Listening to Ranger in English	- Say "Do you know this?", and show the beach ball、which is in the shape of the globe. - Explain that the globe will be a flat world map, when it is unfolded and post the map on the black board. - Point to the map and throw the globe toward the groups. Ask the group that receives it to find the continent the Ranger mentions. All students say the name of the continent every time one is found on the map.	- The group members who receive the globe answer the Ranger's question. Every student practices the pronunciation of the continent.	- A beach ball globe - A world map
10 min.	Activity ① Picture Book	Listening to the Ranger	Introduce the English names of the ten animals that are in the picture book, *Actual Size*.	Look at the picture book while seated.	-Picture book, A*ctual Size*
15 min.	Activity ② Worksheet	Worksheet: Animals' habitats	- On the worksheet, there are questions about where the ten animals live. - Distribute ten animal cards to each student and tell them to place those cards on the correct	- The students work on the worksheet in groups. They can discuss the questions	-Worksheets - Scissors - Glues

			continent on the worksheet. - When checking the answers, ask one student to come to the blackboard and place the animal card on the worksheet posted on the blackboard. - Ask the class whether the answer is correct; tell the correct answer if necessary. Have all the students repeat the answer, using the phrase, "This (name) lives in (continent)." Have the student in front glue the animal card on the correct continent.	together. - All the students repeat the sentence, "This (name) lives in (continent)."	
5 min.	Review	Review of the target sentence	Summarize today's lesson by practicing the target sentence "This (name) lives in (continent)."	Practice the target sentence.	

[Notes]

○ In today's lesson, divide the class into four groups of six as students work in groups. The grouping is based on the color on the back of the students' nametag. This grouping is a trial for the group activities in the following lessons. If you notice any improvement, could you let me know about it?

○ Today's lesson includes information found in Social Studies and Arts and Crafts. If the atlas that the students use in their Social Studies class has a world map, it will help the lesson proceed smoothly. Could you prepare at least one atlas for each group? Each student also needs scissors and glue.

Professor's Seal

June 23rd, 2006 (Fri.) (The Third Lesson)
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Early English Education Course
Department of English, Ichoo Women's College

The Teaching Plan for the Third Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
2 min.	Opening	Greetings in English	- After greeting everyone, choose five students at random and say hello to them individually. - The students' desks and chairs are at the back of the classroom; they sit on the floor.	- Five students are chosen at random and say hello to Ranger individually. - The students' desks and chairs are at the back of the classroom; they sit on the floor.	- Student roster
7 min.	Review	Review of the continents	Review the continents and the target sentence; "This (animal) lives in (continent)." using a world map and picture cards of animals.	Answer the Ranger's questions, e.g., "What is the name of this continent?" and "Where does this (animal) live?	- A world map - Animal picture cards - Magnets
20 min.	Introduction and Activity ① Game with a song	Animal card game with the Penny Song	- Ask the students whether they have a pet and introduce the target sentence, "Do you have a...?" using the Penny Song. - Ask the students to make a circle and decide who will be It. Ask Mr. Ishikawa to be It and to sit in the center of the circle. Tell him to choose one animal card and close his eyes. Pass the chosen card around the students while playing the Penny Song. The student who has the card at the end of the song hides it. - Everyone asks, "Where is the (animal)?" It opens his eyes and tries to find the student who has the animal card. It has two chances. It asks one student "Do you have a (animal)?" and the student answers either "Yes, I do." or "No, I don't." If the answer is no, It closes his eyes.	-Talk to Ranger about pets. -Make a circle and practice key phrases, "Do you have a (animal)?" "Yes, I do." "No, I don't." "I have a (animal)."	- Animal picture cards

			Everyone says “I have a (animal)” and then only the student who has the animal card says, “I have a (animal).” It tries to find the student using his or her voice as a clue.		
5 min.	Activity ② Alphabet	Checking the Pronunciation of Alphabet, A to Z.	Check the students’ pronunciation of the letters of the alphabet from A to Z. Refer to an alphabet chart written in both upper and lower cases.	Pronounce letters of the alphabet from A to Z referring to upper and lower cases.	- Alphabet chart
10 min.	Activity ③ Finding a Partner	Finding a partner who has the same letter	- Give one alphabet card to the students (and their family members, if they observe the lesson). Distribute cards that have the pairs of upper and lower case letters. - Have the students find the student who has the same letter of the alphabet using the expressions, “Do you have a ...?”, “Yes, I do.” and “No, I don’t.” - When someone finds their partner, both come to Ranger, who asks, “What letter do you have?” They answer individually, “I have an A.”	-The students find a partner who has the same letter of the alphabet using the expressions, “Do you have a ...?”, “Yes, I do.” and “No, I don’t.”	- Alphabet cards
1 min.	Ending	Greetings in English	Say good-bye to the class and leave the classroom.	Say good-bye to the Ranger.	

[Notes]

○ Please leave the students’ desks and chairs in the back of the classroom.

○ When introducing the today’s target sentence, “Do you have a ...?” to the students with the Penny Song, I would like to demonstrate it with you. It would be helpful if you practice the expression. I will let you know when to say it during the demonstration. Thank you for your help in advance.

Professor’s Seal

July 7th, 2006 (Fri.) (The Fourth Lesson)
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Early English Education Course
Department of English
Ichoo Women's College

The Teaching Plan for the Fourth Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
2 min.	Opening	Greetings in English	- After greeting everyone in class, choose five students at random and say hello to them individually. - The students' desks and chairs are at the back of the classroom; they sit on the floor.	- Five students are chosen at random; they say hello to the Ranger individually. - The students' desks and chairs are at the back of the classroom; they sit on the floor.	- Student roster
10 min.	Introduction	Listening to the Ranger in English	- Talk about the students' birth month and the constellations that can be sees in the summer in Japan. - Draw the constellations seen in Japan at 9 p.m. on July 15th on the blackboard. Each constellation is drawn on a picture card on which the stars are linked with a line. Ask the students to guess what constellations are using the shapes as clues. - Put the transparency with the picture of the correct answer on the individual constellations.	- Study the constellations seen in the summer. - Look at the picture cards of the summer constellations and guess which shape is which constellation. The students can speak freely. - Clarify what each constellation is from the transparencies prepared by Ranger.	-Picture cards of constellations - Transparencies - Magnets
10 min.	Activity ① Game	Making the summer constellations	Divide the students into four groups and give each group a string. Ask the students to make one summer constellation introduced in the previous activity with the string.	Divide the students into four groups. Each group is given a string. The group members cooperate to make one summer constellation they studied previously.	- Picture cards of constellations - Four strings
10 min.	Activity ② Picture Book	Hand-made picture book of the Star	The Ranger tells the students his or her career dream because July 7th is the day of the Star	The students listen to the Ranger's dream and picture book. The	-Two chairs - A hand-made picture book

		Festival	Festival. Here introduce the target expression, “I want to be a ....” which is used to express one’s hoped for future profession and read a hand-made picture book.	Ranger will ask Mr. Ishikawa to help her when reading the book.	
12 min.	Activity ③ Making Colored Strips of Paper with Prayers for the Star Festival	Making colored strips of paper with prayers written on them that are attached to bamboo sticks for the Star Festival.	- Provide the students with a list of professions and colored strips of paper, and ask them to write their future profession using “I want to be a ....” - After they finish writing their future profession, attach the strips of the paper to bamboo branches drawn on the big paper.	- Write their future profession on the colored strips referring to the list of professions. The target expression “I want to be a....” is used. - After finishing writing, attach the strips to the bamboo branches drawn on the imitation Japanese vellum paper.	- A list of professions - Colored strips of paper - Bamboo drawn on a white paper
1 min.	Ending	Greetings in English	Say good-bye to the class and leave the classroom.	Say good-bye to the Ranger.	

[Notes]

○ Please leave the students’ desks and chairs in the back of the classroom.

○ When I read the book, I will ask you “Did you have a dream?” Could you please answer, “I wanted to be a teacher”? There are many people in the book, who are all set to be your friends. I would like to discuss details with you in a short meeting right before the lesson. If you have questions before the meeting, could you please e-mail me at cic@yaho.co.jp?

○ Today’s lesson will be the last lesson this semester. I will try my best for this lesson. Thank you very much for your continued help.

Professor’s Seal

October 13th, 2006 (Fri.)
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Early English Education Course
Department of English, Ichoo Women's College

The Teaching Plan for the Fifth Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
2 min.	Opening	Greetings in English	- After greeting everyone in class, choose five students at random and say hi to them individually. - Ask the boys to greet the Ranger, then ask the girls to greet her, and then ask students who was born in a certain month (review of the previous lesson) to greet her. Have the students speak loudly in a number of ways.	- The students greet the Ranger. Their desks and chairs are placed in the back of the classroom; they sit on the floor.	- PCs of 12 Months - Student roaster
17 min.	Introduction	Knowing countries in the world	- Ask the students where they visited during the summer break. Show them the national flag of the United States and ask whether they went to the there this summer or whether they have been to the U.S. before. Then, ask them to repeat the name of the nation. - Next, show the students the national flag of China and ask them "What country is it?" and then, "Have you ever been to China?" Repeat the same questions seven times for the following countries: America, China, Brazil, Italy, Ghana, Australia, and Japan. - Show a picture card in which a child is wearing his/her national costume and ask, "Where does she/he live?" First, it's fine for the students to answer the name of country only, but they practice using the phrase,	Answer the Ranger's questions actively and repeat key words and phrases loudly.	- National flags - A world map - PCs of national costumes

			"She/He lives in...." (review the lessons in the first semester). The Ranger also asks the students the name of the continents where the country is located (review of the lessons in the first semester).		
5 min.	Activity ① Missing Game	What's Missing and What's Changed Game	- Post seven national flags on the blackboard and ask the students to close their eyes. Then, take several flags off of the blackboard and ask them which flags are missing. - After the students get used to the game, turn some flags upside down or add dummy flags and have them tell you what has changed.	The students close their eyes and then when they reopen them, tell which flag is missing or has changed.	- National flags - Dummies
10 min.	Activity ② Puzzles	Puzzles of national flags	To make sure that the students remember the national flags, have them make the puzzles of the national flags. Divide the class into four groups. Explain them what each part of the individual flags means.	The students are divided into four groups and they work on the puzzles.	- Four sets of puzzles of national flags
10 min.	Activity ③ Song	Greeting song of the world	Ask the students to listen to a greeting song of the world and sing along with it while thinking which greetings are sung in the song.	Listen to the greeting song of the world and sing along.	- CD
1 min.	Ending	Greetings in English	Say good-bye to the class	Say good-bye to the Ranger.	

[Notes]

○ Please leave the students' desks and chairs in the back of the classroom.

○ I would like you to ask the questions in English in the shaded phase of Introduction. Could you practice the two target sentences?

Professor's Seal

October 31, 2006 (Fri.) (The Sixth Lesson)
Class 6A Homeroom Teacher: Ms. Tomoko Shibata
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Aki Ota (Junior)
Early English Education Course
Department of English, Ichoo Women's College

The Teaching Plan for the Sixth Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
3 min.	Opening	Greetings in English	-Say hello to the students cheerfully. -Say hello to all→Class 6A → Class 6B → boys → girls → teachers → all students. -Introduce yourself to both classes.	- Divide the students according to the color of their nametag and sit in the groups before the lesson. - Say hello cheerfully.	- Name tags
5 min.	Review	Review of national flags	-Review the names of the seven countries (America, Australia, Brazil, China, Ghana, Italy, and Japan) referring to their national flags. (Class 6A students study these countries in the next lesson.).	Answer the Ranger's questions.	- National flags
17 min.	Activity ① Around-the-World Trip Game	Traveling to countries in the world	Explain how to play the Around-the-World Trip Game. The gym will become a world map (Refer to ★).	- The students cooperate with each other and work on the game. - The teachers throw the die during the game.	- Cardboard cutouts of 7 countries - 2 die - Passports - National flag stickers - 4 notice boards
10 min.	Activity ② Song	Picking up words in the lyrics of a song	If there is time, have the students listen to a song of greetings in the world, ask them what they hear, and then sing the song together.	Sing the song actively.	CD
1 min.	Ending	Greetings in English	-Say "Good-bye."	Say "Good-bye."	

[Notes]
○ Prior to the lesson, please divide each class into four groups according to the color of their nametag.
○ We would like you to throw the die during the around-the-world trip game.
○ Could you please prepare a CD player?

★ Rules of the Around-the-World Trip Game

1. Each class is divided into four groups of five or six.
2. Each group holds one passport. The student whose name is written under “the starting point” in their passport becomes a traveler and waits at the starting point in the gym. That marks the start of the game.
3. The teachers roll a special dice for each group. The die have six sides: heart, diamond, clover, spade, A, and C. The rest of the students guess which side will come up on the dice when the teachers roll the dice and hold up the card (There are four kinds of cards: heart, diamond, clover, and spade). If the group guesses correctly, the traveler can go forward the number of steps he or she rolls on the normal dice. If either A or C comes up, the group goes two steps further for A, and one step further for C.
4. When the traveler arrives in the country written on their passport, they receive a sticker of the national flag of the country, and they glue it onto their passport. Then, the student who is appointed as the next traveler in the passport goes to the next country. The group that visits seven countries the fastest is the winner.

If you have any questions regarding this, could you please contact me at the college?

Professor’s Seal

November 16th, 2006 (Fri.) (The Seventh Lesson)
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Early English Education Course
Department of English, Ichoo Women's College

The Teaching Plan for the Seventh Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
2 min.	Opening	Greetings in English	-Say hello to the students cheerfully. - Ask the boys to greet the Ranger, then ask the girls to greet her, and finally ask students who were born in a certain month (review of the previous lesson) to greet her. Have the students speak loudly in a variety of ways.	The students greet the Ranger. Their desks and chairs are left in the back of the classroom; they sit on the floor.	- PCs of 12 months - Student roster
17 min.	Review and Introduction	Review of national flags and introduction of national costumes	- Review the names of the countries from the around-the-world trip game in the previous lesson. When the students cannot answer, show them a flag and ask, "What country is this?" and help them recall the correct answer. Repeat this for all seven countries. - After the review, show a picture card in which a child is wears his/her national costume and ask, "Where does she/he live?" Initially, the students can just say the name of country, but they should eventually practice using the phrase, "She/He lives in...." (review for the lessons in the first semester). The Ranger also asks the students the name of the continent where the country is located (review of the lessons in the first semester).	Answer the Ranger and Mr. Ishikawa's questions actively and repeat key words and phrases loudly.	- National flags - A world map - PCs of national costumes
5 min.	Activity ① Missing	What's Missing and What's	- Post the seven national flags on the blackboard and ask the	Under the Ranger's directions, tell her	- National flags

	Game	Changed Game	students to close their eyes. While they close their eyes, take several flags off of the blackboard and ask them which flags are missing. - After the students are familiar with the game, turn some flags upside down or add dummy flags and have them tell you what has changed.	which flag is missing or has changed.	- Dummies
10 min.	Activity ② Puzzles	Puzzles of the National Flags	To make sure that the students remember the national flags, have them make the puzzles of the national flags. Divide the class into four groups and explain what each part of the individual flags means.	The students are divided into four groups and they work on the puzzles.	- 4 sets of puzzles of national flags
10 min.	Activity ③ Song	Picking up the words in the lyrics of a song	Ask the students to listen to a greeting song of the world while thinking about which greetings are sung in the song.	Listen to the greeting song of the world and tell the Ranger which greetings are sung in the song.	- CD
1 min.	Ending	Greetings in English	Collect the worksheets the students worked on in the around-the-world trip game in the previous lesson and say "Good-bye" to the class.	Say good-bye.	

[Notes]
○ Please leave the students' desks and chairs in the back of the classroom.
○ I would like you to ask the questions in English in the shaded part of Introduction. Could you practice the two target sentences?

Professor's Seal

December 8th, 2006 (Fri.) (The Eighth Lesson)
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Early English Education Course
Department of English, Ichoo Women's College

The Teaching Plan for the Eighth Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
2 min.	Opening	Greetings in English	-Say hello to the students cheerfully. - Have the students speak loudly many times (e.g., asking boys, girls, etc.).	The students greet the Ranger. Their desks and chairs are in the back of the classroom; they sit on the floor.	Student roster
20 min.	Review and Introduction	Christmas in the Word	Introduce five prepositions (in, on, under, next to, and behind) using a hand-made picture book for Christmas. First, the Ranger explains the contents of the book. As the students become familiar with the procedure, ask them a question, "Where is ....?" and have them answer using the expression "(preposition) the (place)." When all the prepositions are introduced, have the students chant these prepositions and understand their role.	The students listen to the picture book for Christmas. When they are familiar with the procedure, they should answer the Ranger's questions.	-Self-made picture book
12 min.	Activity ① Finding Group Members	Finding Group Members Using Preposition Cards	- Check the students understanding of the prepositions with Mr. Ishikawa's help. - Set the cardboard box in various locations around Mr. Ishikawa and ask the students, "Where is Mr. Ishikawa?" The students answer. - After providing sufficient practice, give each student a preposition card, on which Mr. Ishikawa and a box are drawn, and have them interview other classmates and find five	The students answer questions asked by the Ranger. After practicing the target expressions, the students find five classmates who have the same preposition card. When they find them, they sit together on the floor.	- A cardboard box - Preposition cards

			classmates who have the same preposition card. -		
10 min.	Activity ② Chinese Whispers	Finding a Christmas Gift by understanding key sentences with prepositions	- The Ranger gives a Christmas gift to the students. Make lines with the groups in the previous game and the first student in each line goes to the Ranger. - Tell each student where the Christmas present is for his/her group (The sentence includes a target preposition) and when asked to do so, they all start convey the sentence to the rest of the group members. The last student in each group goes to the place and gets the present. - When all the groups get their Christmas present, the Ranger asks, "Where is your gift?" to all the students say the target sentence. The Ranger then gives them a Christmas card.	Have each group make a line and have them convey the expression they are told from the first to the last student in the line. The last student should go find the Christmas gift. They will also receive a Christmas card.	- Christmas presents - Christmas cards
1 min.	Ending	Greetings in English	Say "good-bye" to the class in a loud voice.	Say "good-bye" in a loud voice.	

[Notes]
○ Please leave the students' desks and chairs in the back of the classroom.
○ I would like you to help me in many ways in Activity①. If possible, could you give me time to discuss this matter during recess?
○ I am having a school lunch with Class 6B this day. I appreciate your support.

If you have any questions, e-mail me at cic@yaho.co.jp. Thank you for your support.

Professor's Seal

January 26th, 2006 (Fri.) (The Ninth Lesson)
Class 6B Homeroom Teacher: Mr. Shoji Ishikawa
Sakura Elementary School, Hachioji-City

Fuyumi Arikawa (Junior)
Early English Education Course
Department of English, Ichoo Women's College

The Teaching Plan for the Ninth Lesson

Time	Flow of the Lesson	Language Activities	Rangers' Directions	Homeroom Teachers' and Students' Directions	Teaching Materials
2 min.	Opening	Greetings in English	-Say hello to the students cheerfully. Have the students speak loudly in many ways (e.g., asking boys, girls, etc.).	The students greet the Ranger. Their desks and chairs are left in the back of the classroom; they sit on the floor.	-Student roster
4 min.	Introduction	Listening to a story about the 12-animal zodiac signs	Ask the students questions regarding the Chinese zodiac. For example, the last year's animal, this year's animal, next year's animal, the students' birth year animal, etc. Introduce the names of the animals in English. The animals not in this activity are introduced in the following activity.	Answer the Ranger's questions actively. Repeat the names of the animals after her.	- PCs of 12 animals
10 min.	Activity ① Picture Book	Understanding the 12 animal zodiac signs with a picture book	Read a picture book, Story of 12 animal Zodiac Signs. Because the original story is difficult to understand, use a hand-made book. Use the expression "Where is ...?" and ask the students to answer them with the English they practiced in the previous lesson. When there is an animal that is not in the previous activity, repeat them here.	Listen to the Ranger's story. When the names of the animals in the Chinese zodiac are asked, answer them and repeat them. When they are asked "Where is ...?", answer using a preposition studied in the previous lesson.	-Hand-made picture book - PCs of 12 animals
19 min.	Activity ② Chinese Characters for the 12 animal Zodiac Signs	Connecting Chinese Characters to the 12 Animal Names in English	Post the 12 animals of the Chinese zodiac on the blackboard. Give 12 Chinese characters for the animals to 12 students at random and place the Chinese character card under the appropriate animal.	12 students who receive a Chinese character card place it under the appropriate animal. Then, they answer the stroke count and stroke order of the Chinese	- PCs of 12 animals - PCs of Chinese characters for the animals

			After all 12 cards are placed on the board, check the answers one by one. At that time, ask the students the stroke count and stroke order of the Chinese characters using the expression, "How many ...?"	characters.	
5 min.	Activity ③ Quiz for Chinese Characters Divided into Two Pieces	Quiz for Chinese Characters Divided into Two Pieces	- Give each student half of a Chinese character that means one of the 12 animal zodiac signs. - Ask the students to find a classmate who has the other half of the Chinese character by saying "Can I try?" The student who hears the phrase replies, "Sure!" - Before starting the game, have the students practice the expressions.	- Each student receives half of a Chinese character that means one of the 12 animal zodiac signs. - They find a classmate who has the other half of the Chinese character by asking"Can I try?" the student who hears the phrase replies, "Sure!" - Before starting the game, practice the expressions.	- Cards for half a Chinese character
5 min.	Ending	Greetings in English	Give each student a certificate for completion of English Activities.	Receive a certificate for completion of English Activities.	- Certificates of completion of English Activities

[Notes]

○ Please leave the students' desks and chairs in the back of the classroom.

○ I would like you to check the students' stroke counts and stroke orders of the Chinese characters in Activity ②. Could you please write the correct characters on the blackboard and check them with the students? Could you participate in Activity ③ with the students?

○ Could you ask the students to bring the questionnaire I gave them in the previous lesson to school the day before the lesson? I will use it in my graduation thesis.

○ This is the last lesson of the school year. I will try my best. I appreciate your support.

Professor's Seal