A Survey of Teachers' Intension Toward ICT in Elementary School English Classes

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Abstract: The purpose of this study is to identify the intension that teachers have toward using ICT in English class. From International Comparison about the utilization of ICT (OECD PISA 2018 Survey), 67.0% of students answered that they don't use ICT in their English classes at school. Even tablets are adopted in the school, they may not be actually used in English classes. Therefore, this study also investigates when teachers would like to use ICT, what kind of English language skills do they want children to develop. First, the background and current situation of using ICT in Japanese English classes will be introduced. Secondly, we report the results of our observation of a third-grade elementary school English class which under study had 1 to 1 tablet and smartboard in the classroom. The organized field notes will be analyzed in details in order to describe the analyzed results of the timing when teachers use ICT. Thirdly, after the class, the teacher will be requested for an interview. The results of interviews in which about the content and the reasons for using ICT in this lesson will be reported. This study provides basic insight into how teachers in schools with proficiency in English instruction and an ICT environment make decisions to use ICT to extend children's learning and enrich their lessons.

Keywords: English education, Interactive, ICT, Teacher's awareness, 1 to 1 tablet

Introduction

A survey by the Ministry of Education, Culture, Sports, Science and Technology (MEXT,2020) shows that 99.1% of elementary schools, 96.6% of junior high schools, and 91.1% of senior high schools used ICT devices in the teaching of foreign languages. However, according to the International Comparison of ICT Equipment Use (OECD) PISA 2018 survey, 67.0% of students answered that they "do not use" ICT in their school "foreign language" classes, it came in last place among the participating countries. In view of this situation, even tablets are adopted in the school, they may not be actually used in foreign language classes. Comparing with other OECD countries the reality is that there is less experience in using ICT in schools, therefore from 2019, MEXT started to promote the use of ICT and progress with the GIGA School initiative.

The GIGA School initiative is "By integrating one to one tablet and a high-speed, high-capacity communication network, all the children are fairly and individually optimized, and their qualities and abilities are further cultivated without leaving anyone behind. In addition, maximize the ability of teachers and students by achieving the best mix of conventional educational practices and ICT. (MEXT, 2020).

Kondo (2022), as many teachers have realized, even children of the same school age have considerable individual differences in acquisition and learning efficiency when learning to read and write. Differences in learning speed and knowledge acquisition also appear when learning to read and write in one's native language and seem to be more visible when learning a foreign language. Adachi (2017) believes that because of the large difference between the English and Japanese phonological systems, it is essential to create a learning environment that also allows children to use individual ICT devices that match their needs to obtain information visually and aurally for English phonology.

Once a teaching environment of each student has one tablet is established, it will be possible to grasp each child's individual response and deepen classroom learning. It will transform from learning the same content at the same time to individualized learning that students can study content that meets their own needs. In the case of cooperative learning, it is not only possible to present one child, but also to share everyone's opinions in real time (MEXT, 2020). Therefore, the purpose of using ICT should not be to use it, but to clarify the meaning of using, which is to add ICT to the existing way of instruction method, expand learning, and enrich the knowledge.

Depending on the case of ICT utilization, the situations in which it is used can be divided into "language activities and practice," "interaction and distance learning," and "content and class management" (MEXT, 2020). In addition, Toguchi (2020), based on the experiences in the field of education, ICT is classified into five categories: "display tools," "shared tools," "presentation tools," "recording tools," and "communication tools. According to the classification and description of Toguchi (2020), the following tables (Table1) are sorted out.

Table 1

Category	Content	Effectiveness
Display tools	Teachers share with children: use the common function of smartboard to provide sound, text and pictures in time. Stimulate children's vision and hearing and save teachers' printing time. Sharing among children: during group study, use iPad to share sounds and pictures with students, and students can learn from each other	Encourage curiosity and be more willing to output.
Shared tools	Everyone has equal opportunities to share their opinion and works, speak their own views among all the children. Children also can use tablet to work together, edit together, and learning from others' works to make children's own works better.	Improve students' self-esteem and promote positive communication
Presentation tools	Using ICT to give a presentation can enrich the content of presentation. Combined with visual intelligence, can help children to have a better explanation and as an audience they can receive more information from the presenter.	Enhance children's self-confidence and enjoy speaking English
Recording tools	Using ICT to take a video when children are doing presentation, in order to observe pronunciation, expression and posture. Combined with the content of English learning, not only record, but also help children to remember the knowledge.	It can be used as a record of English learning and objectively understand your English ability
Communication tools	Using FaceTime and Skype to communicate with foreign primary schools	Increase desire to communicate and improve communication skills

Normally, many people may think of the use of ICT, especially in English classes, as a mere conversation tool or a pronunciation listening practice tool. Teacher's creativity is a very essential element because the effectiveness of ICT depends on how it is used. In order to make more active use of ICT equipment, it is important to connect to the educational field, to draw out children's independence, and to enable them to better understand and grasp the educational content.

According to a survey of English class implementation, no prefecture has achieved its goals for students' English proficiency when ICT is not actively utilized (MEXT, 2020).Although the use of ICT is varying, and concrete data show the effectiveness of ICT in foreign language learning, some teachers still have concerns about the use of ICT or worry that using ICT interferes with the progress of the class and takes too much time.

One case study will provide basic insights into how teachers in schools with proficiency in English language instruction and an ICT environment make decisions about the use of ICT to expand children's learning and enrich their lessons.

Research Design & Methods, Results

The research target subject is class 1, grade 3 of K primary school. There are 31 students in this class. Primary school K in T city is a private primary school. It is different from other public primary schools or national schools, in Primary school K, children use 15 minutes in the morning to learn simple English from grade one, such as singing or reading story books. From grade 3 and 4, children begin to study reading and writing. And everyone has their own iPad to use in foreign language class.
Also, there are three teachers in the classroom and the class is conducted in the form of Team-teaching. Team-teaching means two or more teachers give play to their own characteristics and share and cooperate with each other. Because of corona virus, it is not allowed to enter the school, so I use zoom application, a teacher at Primary school K put the computer next to the window in advance, so that I can observe the electronic blackboard, the teachers and the students in front of classroom.

It is allowed to use the zoom recording function to facilitate playback during analysis and take filed notes according to the classroom process. Problems encountered in the classroom will also be noted. After class, a brief interview will be conducted according to the questions and the reasons why teacher uses ICT.

The following four specific examples will be analyzed:

1. Following the content of the picture book, the whole class try to make new picture books. First, students choose an animal they like. If the English word of the animal has not been learned, they can use iPad to search for it. Drawing animals and upload it to Loilonote application. Like the solitaire game, associate with the next work made by the other children. Then writing sentences according to the example sentences in the picture book. Children try to speak and use iPad to record it. Finally, they need to make these things together and share it to the class. Each student in this class should not only read the animal words they choose, but also learn to read the words of the next student. From the perspective of the whole class, the words selected by all students can be learned.

2. Because of corona virus, everyone needs to wear masks in class, which is really bad for English teaching. The reason is when children start to learn word pronunciation, teacher's mouth shape is also very important. However, it cannot be realized in the current classroom. For solving this problem. The teacher uses the smartboard to share the prerecorded pronunciation video of Native teacher on the screen without playing the sound. Let the students observe the teacher's mouth shape and guess the words. In this way, students can not only focus on the teacher's pronunciation and mouth shape, but also help students correct their pronunciation.

3. The third grade began to study writing English letters. The teacher used Google translation application, but its purpose was not to translate words, but to use Google photo translation to scan whether the words they wrote could be recognized by the application and whether the writing was accurate.

4. The teacher will use iPad or mobile phone to take photos when the students practice conversation in pairs. After the practice, teacher will share the photos on the smartboard. The conversation is not based on the textbook but looking at each other and communicating according to what you see, even what you feel. Strengthen children's awareness of using English for conversation.

5.

As a result, Teachers can't be limited by the application or the function of ICT and need teachers to flexibly use it through connecting with English knowledge. Not all the knowledge needs to be learned by using ICT. Using ICT can increase the output opportunities of each child and give children a fair chance to be guided. The point of using ICT is to make children interested in learning. Not only learn from textbook, extend the knowledge by using ICT.

Discussion

This study hopes that through the specific success stories of primary schools with complete ICT and teachers with rich experience in English teaching, the teachers who are still very uneasy about the use of ICT can improve their confidence and do not waste ICT functions.

There are interviews with teachers after each class. In the future, I will make a more detailed analysis of teachers' ICT awareness according to the interviews. How to connect ICT with English knowledge will be an important part of foreign language school.

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