

Incidental English Learning of Japanese Elementary School Students by Oral Input in Daily School Life

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1. Introduction

Incidental learning is learning without the intended or explicit purpose of learning a particular linguistic feature. There is a lot of research about incidental learning by reading for pleasure. On the other hand, there is little research about it by oral input. For incidental learning, we need a lot of input. The school environment provides us with a treasury of useful and common English expressions. Therefore, in this study, the author as a homeroom teacher gives Japanese second graders in an elementary school a great deal of oral English input throughout their school day. This study was conducted when the author was an elementary school teacher.

2. Literature review

2.1 Incidental learning

According to Schmitt (2010), incidental learning is learning which accrues as a by-product of language usage, without the intended purpose of learning a particular linguistic feature. An example is any vocabulary learned while reading a novel simply for pleasure, with no stated goal of learning new lexical items. There is a lot of research about incidental learning by reading for pleasure. The research confirms that vocabulary learning does occur from reading.

On the other hand, there is little research about it by oral input. Over the last thirty years, few studies have investigated aspects of incidental learning from oral input, and have not yet led to conclusive results (Schwarz, 2013). There is no research of young learners. Thus, the author would like to research young learners' incidental English learning by oral input.

2.2 Features of lower grade elementary school students

Steinberg & Sciarini (2006) illustrate factors that affect second language learning for children and adults. According to Table 1, "Inductive" and "Natural Situation" have a

high influence on children under 7 years of age.

Table 1 Psychological factors and social factors affecting second-language learning for children and adults

| <i>Psychological factors and social factors affecting second-language learning for children and adults</i> | | | | | | |
|------------------------------------------------------------------------------------------------------------|-----------------------|---------------|-----------------|-----------------|----------------|---------------|
| | Psychological factors | | | | Social factors | |
| | Intellectual | | | | Situation | |
| | Inductive | Explicative | Memory | Motor Skills | Natural | Classroom |
| Children under 7 | High | Low | High | High | High | Low |
| 7-12 | High | Medium | Med/High | Med/High | Medium | Medium |
| Adults over 12 | High | High | Medium | Low | Low | High |

(p.177)

Moreover, Curtain & Pesola (1994) have described young students' language learning as follows,

Learning occurs in meaningful, communicative contexts that carry significance for the students. For the young learner, these contexts include social and cultural situations, subject content instruction, games, songs, rhymes, stories, and experiences with arts, crafts, and sports (p.xiii).

As described above, young students' language acquisition can occur in natural situations and in meaningful, communicative contexts. Thus the author would like to give oral input naturally in meaningful and communicative contexts.

2.3 The merits of classroom teachers teaching foreign language

Curtain & Pesola (1994) have described the merits of classroom teachers teaching foreign language as follows,

The teacher is able to reenter and reinforce the language learning throughout the school day and can also teach some subject content through the foreign language, as appropriate (p.41).

Giving directions, disciplining, and performing standard classroom routines are all recurring opportunities for communication. When access to the drinking fountain, the bathroom, and the pencil sharpener is dependent on conversations in the

target language, the need to communicate is strong and genuine (p.83).

Curtain & Pesola suggest that classroom teachers can promote foreign language acquisition by using a foreign language in various activities throughout school life.

2.4 Investigation about vocabulary

It has been reported that “foreign language activities” classes are inclined to teach nouns more than other types of words (Otagaki, 2007). Kamiya, Hasegawa, Machida & Hasebe (2010) investigated the vocabulary which appears in the “target expressions,” “CD script,” and “children’s activities” of the *Eigo Note* textbooks and the *Eigo Note*’s teacher’s manuals focusing on content words. The result is shown in Table 2.

Table 2 Vocabulary which appears in the *Eigo Note* textbooks and the teacher’s manuals

| Part of speech | the <i>Eigo Note</i> textbooks and the teacher’s manuals (CD script included) 422 words |
|----------------|-----------------------------------------------------------------------------------------|
| Nouns | 79.1% (334 words) |
| Verbs | 9.0% (38 words) |
| Adjectives | 6.9% (29 words) |
| Adverbs | 3.6% (15 words) |
| Prepositions | 1.4% (6 words) |

(p.240)

From this result, Kamiya et al. (2010) described that the noticeable feature of the *Eigo Note* textbooks was that there were extremely few verbs out of the total number of words. The author would like to describe what kinds of English are used in various situations of school life and compare with English used in the *Eigo Note* textbooks.

3. The study

3.1 Research questions

1. Do lower grade students learn English incidentally by oral input of English in daily school life?
2. What kinds of English does a teacher use to talk to students in school life? What common features and differences do they have compared with English used in the *Eigo Note* textbooks?

3.2 Method

3.2.1 Period April - July, 2011

3.2.2 Participants

The participants in this study were two classes of second graders of a public elementary school. The total number of participants was 58: 27 for the experimental group and 31 for the control group. Six students in the experimental group and three students in the control group were learning English outside of the school, so their data was excluded. In this school, “foreign language activities” classes are conducted from the first grade. The students in this study had experienced the following classes:

First grade: Themes: Fruits, Animals, Colors, Numbers (1-10)

45min. × 10 times per year

The first term (April-July) of second grade:

Themes: Feelings (fine, happy, hungry, sleepy), Body parts

45min. × 3 times

The classes were conducted by a homeroom teacher (HRT) and an assistant language teacher (ALT), using the team-teaching method. The content of “foreign language activities” classes and the method of teaching were the same for both the control group and the experimental group. English was used only in English classes when they were in the first grade.

3.2.3 Method

The Experimental Group: 27 second graders

With this group, the author as a homeroom teacher speaks to students in English as much as possible in various situations of school life (morning meeting, lunch, cleaning, subject instruction, etc.). English is used also in English classes by an ALT.

The Control Group: 31 second graders

With this group, a homeroom teacher uses only Japanese. English is used only in English classes by an ALT.

3.2.4 Verification method

(1) Research question 1

To test students' English ability before and after the study, the “*Jido Eiken* BRONZE” (sample) was used. Using this test, the author verified the growth of English ability by both the students in the experimental group and the control group.

(2) Research question 2

To see what kinds of English are used when talking with students, the author recorded the English using an IC recorder, transcribed it, and analyzed what kinds of sentences and parts of speech were used.

4. Results and discussion

4.1 Research question 1

The author compared the results for the experimental group and the control group. Table 3 shows the results of the “*Jido Eiken* BRONZE (sample).”

Table 3 The results of the “*Jido Eiken* BRONZE (sample)”

| | Percentage of correct answers in April Mean (S.D.) | Percentage of correct answers in July Mean (S.D.) |
|------------------------|-------------------------------------------------------|------------------------------------------------------|
| The control group | 60.86% (10.26) | 63.86% (10.26) |
| The experimental group | 59.11% (11.14) | 77.33% (12.84) |

There was no significant difference between the control group and the experimental group in April ($t=0.61$, n.s.). However, there was a significant difference between the control group and the experimental group in July ($t=4.30$, $p<0.01$), that is, the experimental group seems to have made more gains than the control group. The teacher of the experimental group did not teach English intentionally. So it can be said that the experimental group learned English incidentally.

The questions that both groups had a high percentage of correct answers in April are as follows.

- (1) Which sentence suits the picture?
 1. I have two cats.
 2. I have two dogs.
 3. I have two birds.
- (2) Which sentence suits the picture?
 1. I like soccer.
 2. I like baseball.
 3. I like tennis.
- (4) Which sentence suits the picture?
 1. I have candies.
 2. I have cookies.
 3. I have cakes.
- (10) Three hint quiz
I'm long. I'm eating. I'm green. What am I?
- (16) Which picture suits the sentence?
Today we're having soup.
- (17) Which picture suits the sentence?
It's very heavy.
- (18) Which picture suits the story?

Ah, Good morning, mom. Good morning, Bob.

Below are the presumed reasons for these high percentages. About (1), the reason is that students learned about numbers (one to ten) and animals in the first grader “foreign language activities” classes. About (2), the reason is that students often hear the names of sports as loanwords. About (4), the reason is that students also heard the names of sweets as loanwords. About (10), it is thought that students did not know the words “long” or “eating” but students knew “green” and there was only one picture which had green. About (16), the reason is that students could understand the loanword, “soup.” About (17), it is thought that although students did not know “heavy,” they could answer because they recognized the tone of being exhausted. About (18), the reason is that students heard “Good morning” everyday during school announcements and recognized the sound sleepy people made when they yawned. From these results for the April test, we can make the following assumptions:

1. Students can understand loanwords well.
2. Students can catch the required English out of a long text.
3. Students can judge from the tone of voice.

The questions which the experimental group showed growth in July are as follows,

(7) Is that a new bike?

1. Yes, it is.
2. No, it's old.
3. No, it's black.

Students did not know the word “new” in April. However, because the teacher said things like “You bought a new notebook” and “You are wearing a new T-shirt” during daily teacher talk in school life, students had a lot of chances to hear the word “new.”

(25) What do you have, Emi? I have a green umbrella and a pink watch.

Students did not know the word “umbrella” in April. However, because the teacher said things like “Don't forget your umbrella” many times during the rainy season, students had a lot of chances to hear the word “umbrella.”

(28) Can you clean the window? Sure.

Students did not know the words “clean” or “window” in April. However, the teacher often used them during cleaning time.

(29) Don't run in the classroom. I'm sorry.

Students did not know the word “don't” in April. However, the students often heard “Don't run in the hallway.”

(30) Open the window, please. Yes, Ms. Louise.

Students did not know the words “open” or “window” in April. However, the teacher used them in the morning or at recess in order to air out the classroom.

(31) Give me a paper, please. Here you go.

Students did not know “paper” in April. However, the teacher encouraged students

to use “May I have a piece of paper, please?” when they forgot to bring their notebook.

(32) Draw a picture. OK.

Students did not know “draw” or “picture” in April. However, the teacher used these words often in arts and crafts class.

A noticeable point is that only the experimental group improved their scores greatly on questions which used the nouns in school life and imperative sentences. On the other hand, the question that both groups had a low percentage of correct answers in July was below.

(8) Are you a student?

1. Yes, I am.
2. No, I’m a doctor.
3. No, I’m a teacher.

It is because that the words of occupation are rarely used in daily school life.

4.2 Research question 2

4.2.1 The kinds of sentences

All the English that the author as the homeroom teacher of the experimental group used were in sentences. The kinds of sentences that were used by the teacher are shown in Table 4.

Table 4 The kinds of sentences used by the teacher

| The kind of sentence | The number of sentences (Percentages) |
|-------------------------|---------------------------------------|
| Interrogative sentences | 63 (17.8%) |
| Imperative sentences | 171 (48.3%) |
| Declarative sentences | 114 (32.2%) |
| Negative sentences | 5 (1.4%) |
| Miscellaneous | 1 (0.3%) |
| Total | 354 |

In Table 4, we can see that the imperative sentences occupied the high percentage. There is a close relationship between the teacher’s input using many imperative sentences, and the students’ improved test score. The experimental group improved their scores greatly on questions which used imperative sentences such as “Open the window, please,” “Give me a paper, please” and “Draw a picture.”

4.2.2 The parts of speech

The author counted the words as *types*. This method shows variation, not frequency. Even if the teacher said the same word many times, it was counted only once. Table 5 compares the parts of speech used by the teacher of the experimental group in this

study with those found in the *Eigo Note* textbooks shown in Table 2 of this paper.

Table 5 The parts of speech

| Part of speech | This study 859 words | The <i>Eigo Note</i> textbooks and the teacher's manuals (CD script included) 420 words |
|----------------|-------------------------|--------------------------------------------------------------------------------------------------|
| Nouns | 69.5% (597 words) | 79.0% (333 words) |
| Verbs | 16.1% (138 words) | 9.1% (38 words) |
| Adjectives | 9.7% (83 words) | 6.9% (28 words) |
| Adverbs | 3.0% (26 words) | 3.6% (15 words) |
| Prepositions | 1.7% (15 words) | 1.4% (6 words) |

In this study, the rate of usage of verbs is much higher than that of the *Eigo Note* textbooks (CD script included). For example, 138 verbs were used. Not only the present tense form but also the past tense form of nine verbs was used. They were “bought,” “broke,” “forgot,” “lost,” “made,” “overslept,” “was,” “went,” and “won.” However, the present tense of these verbs was not used (see Appendix 2).

Moreover, the author compared this study with the *Eigo Note* textbooks regarding the kinds of nouns (see Appendix 3). The results are outlined below.

1. The categories of nouns which were used in both the *Eigo Note* textbooks and this study:

foods, subjects, numbers, date, clothes, body parts, town, family

2. The categories of nouns which were used only in the *Eigo Note* textbooks:

animals, occupations, things in foreign countries

3. The categories of nouns which were used only in this study:

sickness, cleaning, classroom equipments, sports, playing, shapes, seasons, stationery, materials, rooms at schools, plants, bugs, creatures, musical instruments, kitchen items, miscellaneous

In this study, many English nouns related to students' school life were used in the teacher's utterances for the experimental group. There is a close relationship between the teacher's input of nouns frequently used in school life, and the students' improved English ability. It turns out that the nouns related to animals, occupations, and things about foreign countries, which are used in the *Eigo Note* textbooks, were hardly used in everyday school life.

5. Conclusion

This study showed that the students' English test score was improved by having

input in English in various situations in school life. Because students weren't taught any words intentionally, that is a part of an explicit English lesson, they learned English incidentally by oral input in daily school life. They especially improved their ability of listening to imperative sentences and the nouns used in school life. It is because many imperative sentences and many nouns were used in various situations of school life.

There are two limitations to this study. One limitation is that this study did not show the frequency of expression of the teacher's utterances. Only the kinds of teacher's utterances were counted (*types*). Even if the teacher said the same sentence many times, it was counted only once. In the future, the author would like to investigate the frequency of sentences that a teacher uses and then research their relation to students' vocabulary gain. Another limitation is that English input in school life, as in this study, can rarely be conducted normally. But the author suggests that a teacher should use classroom English as much as possible in English classes.

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Appendix 1 Expressions which the teacher used in this study

Morning meeting

Greeting

Who are today's duty monitors? Stand up, everyone. Let's say "Good morning." Sit down. It's time to start the morning meeting.

Time, Days of the week, Date, Weather, Temperature, Schedule, Subjects

What time is it now? What day is it today? What is the date today? How's the weather today? Let's check today's schedule, Japanese, math . . . (life skills, P.E. music, arts and crafts, English, homeroom, moral studies, calligraphy) It's eight fifteen (1-59). It's

Monday (Sunday-Saturday). It's April 23rd (April-July)(1st-31st). Yesterday was May 22nd. Tomorrow will be June 4th. It's sunny (cloudy, rainy). The current temperature is 30 degrees Celsius. It's hot (cool, warm, cold).

Health check

How are you? How many absentees do we have today? I'll check how you feel today. You have a headache. You have a stomachache. You have a cold. You have a fever. You have a runny nose. You have a sore throat. You have hay fever. You have a nosebleed. She has the flu. He is in the hospital. Ryo is absent because he has a fever.

Other expressions about morning meeting

Do you have anything to announce? Let's listen to . . . 's speech. Today's song is That's all for the morning meeting.

Lunch

Directions

Did you wash your hands with soap? Put on your apron and mask, please. Return your plates. Lunch is ready.

Menu

Today's menu is (French fries, spaghetti, hamburger, bread, curry, stew, soup, cutlet, fried vegetables, boiled vegetables, salad, spring roll, mousse, ice cream, jelly, yogurt, milk) I'll say the ingredients in English, . . . (ketchup, mayonnaise, rice, noodles, oat, flour, sugar, oil, butter, starch, cashew nut, peanut, almond, jam, macaroni, cocoa, carrot, cabbage, onion, corn, potato, sweet-potato, radish, broccoli, cucumber, eggplant, green pepper, mushroom, tomato, sesame, bamboo shoot, burdock, bean sprouts, soy beans, green beans, peas, ginger, asparagus, parsley, basil, spinach, zucchini, pumpkin, garlic, long green onion, celery, apple, melon, orange, kiwi, banana, grapes, peach, pineapple, watermelon, plum, apricot, pear, cherry, fig, tangerine, lemon, raisin, milk, beef, pork, chicken, egg, quail egg, bacon, cheese, sausage, ham, fresh cream, fish, bonito, scallop, jellyfish, squid, shrimp, clam, tuna) Energy is 654 kilocalories.

Taste

It's sweet (sour, bitter, hot, salty, delicious).

Kitchen items

Use chopsticks (a spoon, a straw, a ladle, a spatula, a scoop, a fork). Bring the pan (pot).

Cleaning

Directions

Can you clean the window? Open the windows, please. Sweep here. Wipe here. Clean the wall. Throw away the garbage.

Cleaning equipment

Use a broom (bucket, floor cloth, dustpan). The trash can is full.

Recess

What shall we do today? Let's go outside. Let's play soccer (dodge ball, baseball, basketball, volleyball, badminton, hide-and-peek, tag, cards) together. Play with a jump rope (toys). Play on a slide (swing, jungle gym, monkey bar). Play in the sand box. Ride a unicycle.

Other expressions in school life

How many . . . do you have? What do you want? What's the matter? What happened? What would you like? Whose eraser (key, bag, pencil, socks) is this (are these)? Why are you crying? May I have a piece of paper, please? Is this yours? Really? Help me, please. Walk quietly. Shake hands. Hold hands. Go to the bathroom. Go to the dentist. Go to the teacher's room (music room, nurse's office) to get a key. Excuse me. Wait. Distribute them. Let me see. Turn the card over. Turn on the light (the fan). Turn right. Turn left. Turn off the faucet. Take off your cap. Take medicine. Hurry up. Bring your handkerchief and tissue. Smile. Change clothes. Shut the door. Close the windows. Put on your name tag (your jacket). Put your water bottle in the box near the window. Look at the screen (the poster, the clock, the calendar). Look in the Lost & Found. Try again. Drink tea. Gargle. Share. Use tape (a stapler, a stamp, a basket, a clip, a hole punch, a magnet, chalk, glue, thumbtacks, blocks, rubber bands, the CD player). Draw the curtains. Bring the vase. Open your file. Move your desk and chair. Ask the school nurse for some ice. Don't fight. Don't be noisy. Don't run in a hallway. Don't be late. Don't forget your homework. I'm fine (happy, sleepy, hungry, busy). I'm sorry. I was surprised. I want . . . I'm nervous. I'll give you some stickers. I'll read this picture book. I'll take some pictures. I'll call you later. See you tomorrow. Thank you. I like dogs. I like both. I like yellow, but . . . I love this book. You're welcome. You are late. You overslept. You broke the window. You are the 2nd graders. You lost . . . It's a secret. It's interesting. It's OK. It's safe (dangerous). It's good (great, excellent, funny, exciting). It's mine. These are extra pencils. Here you are. Me, too. Congratulations. Sure. Good job. It doesn't work. I don't like cats. Rock, scissors, paper, 1, 2, 3.

Seasons and events

Rainy season

Don't forget your umbrella. Look at the frog (the snail, the rain, the hydrangea, the puddle). You are wearing a raincoat and rain boots.

Weeding

Bring your towel (hat, plastic bag, shovel). There are some bugs.

Physical examination

Your height is . . . cm. Your weight is . . . kg. I'll check your right (left) eyesight.

Events

Bring your lunch box (plastic bag, snacks, plastic mat, backpack, hat, cap).

We have an entrance ceremony (a fire drill, an earthquake drill, an excursion, a sports day, an open school class) today. Summer vacation is over. I'll give you a report card.

Monitors

Recreation Monitor, Music Monitor, Sports Monitor, Study Monitor, Homeroom Monitor, Health Monitor

Conversation in school life

Where do you live? Where did you go? When is your birthday? When did you go? What . . . do you like? What did you eat for breakfast (dinner)? Which do you like . . . or . . . ? How long? Do you have a pet? Do you like . . . ? With who? I like Last Saturday, I went to the supermarket (park, library, my grandmother's house, river, zoo, beach) with my family (brother, sister, mother, father, grandfather, grandmother, friend). I hope so. I made I want to You bought a new notebook. You are wearing a new T-shirt. My favorite . . . is It was fun. It takes four hours (20 minutes).

Subject instruction

Directions in all classes

What do you think? What do you see? What is different? What is the same? What did you say? Who knows the answer? Who won? Who lost? Who goes first? Who wants to try? Whose turn? Why do you think so? How about you? How many cards do you have? How many . . . are there? Do you have any questions? Do you remember? Do you understand? Do you know . . . ? Do you need . . . ? Did you find . . . ? Did you enjoy it? Did you forget? Could you . . . ? Can you . . . ? Are you ready? Are you finished? Is this OK? Any volunteers? Pardon? Any other questions? Let's begin the 2nd period. Let's go to the library. Let's count. Let's review. Make two lines. Make a big circle. Make up your resolution. Make pairs (groups). Make name cards. Make in pairs. Move your hands like this. Move your desks back. Open your textbook to page 32. Open your eyes. Close your eyes. Look at the blackboard (the TV screen). Look around the classroom. Guess what. Sit up straight. Sit on the floor (a chair). Raise your hand. Put your hand down. Put your desks together. Put one eraser between you and your partner. Take out your pencils (notebook). Talk in a loud voice. Speak clearly. Go back to your seat. Come to the front. Sharpen your pencils. Take a test. Collect your notebooks from the back. Exchange Pass out the handout. Read aloud. Repeat after me. Write your name. Write the answer. Write neatly. Use a ruler (computer, pencil sharpener). Use your fingers. Watch our demonstration. Watch us. Show me (us) Clap your hands twice. Give them a big hand. Tell us the reason. Do the gesture. Point to the Face each other. Clean up your desk. Line up. Clear off your desks. Draw a line with a ruler.

Listen carefully. Copy this. Take your time. Point to the card. Spread the cards. Trace the character. Practice in groups. Switch. Stop. Touch the card. Pay attention to eye contact and clear voice. Louder, please. Once more please. Just a moment. This row. Slowly (quickly), please. Be careful. Be quiet. Don't sleep. I forgot. I'll show (teach) you . . . I'll give you a certificate. That's all for the 3rd period. That's right. That's wrong. It's a nice idea. It's your turn. It's messy. It looks the same. It means . . . It's easy (difficult). It's small (big, heavy). Today's goal is . . . The answer is . . . Correct. Close. Not yet. For example, . . . I can't hear you. I don't know. I don't understand.

Mathematics

It's . . . a.m. (p.m., noon). Draw a graph. The shape is a triangle (square, rectangle, circle). It's . . . m (cm, mm, l, dl, ml). The answer is one (2-1000).

Life skills

Water the plant. Look at the leaves (maple trees, ginkgo trees, water, lady bug, butterfly, cicada, cricket, grasshopper, mantis, beetle, dragonfly, caterpillar, crayfish, lizard, frog, tadpole, earthworm, snail, pond skater). Look at the mantis in the insect cage. Look at fish in the aquarium. Let's go to the train station. Go through the ticket gate. Write a letter to the 1st graders. Look at the river. Play with stilts. We have four seasons. It's spring (summer, autumn, winter). We'll grow sweet potatoes (corn, cucumbers, tomatoes, okra, soy beans, egg plant, green peppers, lettuce, flowers, sunflowers, morning glory). You need a ticket.

Music

Let's sing a song. Play the harmonica (triangle, castanet, tambourine, piano, drum, xylophone, organ, keyboard). Listen to the CD. Listen to the sounds and the rhythm.

Arts and crafts

Cut out the picture. Draw a picture. Fold in half. Paste two sheets of paper together. Color them red (yellow, blue, green, black, white, pink, orange, purple, gray, light blue). Paint it. Make them. Use crayons (color pencils, scissors, clay, brushes, tape, glue, rubber bands, thread, markers, cutters, string, boxes, straws, construction paper, polystyrene, rollers, trays, plastic bottles, cotton, sprays, aluminum foil). The shape is a star (heart, diamond).

P.E.

Can you crawl (do the breaststroke, do the backstroke, do the butterfly)? Which team? Run fast. Jump twice. Throw (catch) a ball. Swim 25m. Kick the ball. Move quickly. Go to the swimming pool. Let's do a 50m dash. Let's dance. Your score is . . . seconds. You will do a relay race. You need a towel, goggles and a swimsuit. You will vault over the box horses. You will practice on the horizontal bar.

Appendix 2 Verbs which the teacher used in this study

| | | | | | |
|----|------------|-----|-------------|-----|--------------|
| 1 | am | 57 | is | 113 | talk |
| 2 | announce | 58 | jump | 114 | teach |
| 3 | answer | 59 | kick | 115 | tell |
| 4 | are | 60 | know | 116 | thank |
| 5 | ask | 61 | let | 117 | think |
| 6 | be | 62 | like | 118 | throw |
| 7 | begin | 63 | line | 119 | touch |
| 8 | bought * | 64 | listen | 120 | trace |
| 9 | bring | 65 | live | 121 | try |
| 10 | broke * | 66 | look | 122 | turn |
| 11 | call | 67 | lost * | 123 | understand |
| 12 | catch | 68 | love | 124 | use |
| 13 | change | 69 | made * | 125 | wait |
| 14 | check | 70 | make | 126 | walk |
| 15 | clap | 71 | mean | 127 | want |
| 16 | clean | 72 | move | 128 | was * |
| 17 | clear | 73 | need | 129 | wash |
| 18 | close | 74 | open | 130 | watch |
| 19 | collect | 75 | overslept * | 131 | water |
| 20 | color | 76 | paint | 132 | wear |
| 21 | come | 77 | pardon | 133 | weed |
| 22 | copy | 78 | pass | 134 | went * |
| 23 | count | 79 | paste | 135 | wipe |
| 24 | cry | 80 | pay | 136 | won * |
| 25 | cut | 81 | play | 137 | work |
| 26 | dance | 82 | point | 138 | write |
| 27 | distribute | 83 | practice | | |
| 28 | do | 84 | put | | |
| 29 | draw | 85 | raise | | |
| 30 | drink | 86 | read | | |
| 31 | eat | 87 | remember | | |
| 32 | enjoy | 88 | repeat | | |
| 33 | exchange | 89 | return | | |
| 34 | excuse | 90 | review | | |
| 35 | face | 91 | run | | |
| 36 | feel | 92 | say | | |
| 37 | fight | 93 | see | | |
| 38 | find | 94 | shake | | |
| 39 | finish | 95 | share | | |
| 40 | fold | 96 | sharpen | | |
| 41 | forget | 97 | show | | |
| 42 | forgot * | 98 | shut | | |
| 43 | gargle | 99 | sing | | |
| 44 | get | 100 | sit | | |
| 45 | give | 101 | sleep | | |
| 46 | go | 102 | smile | | |
| 47 | grow | 103 | speak | | |
| 48 | guess | 104 | spread | | |
| 49 | happen | 105 | stand | | |
| 50 | have | 106 | start | | |
| 51 | hear | 107 | stop | | |
| 52 | help | 108 | study | | |
| 53 | hide | 109 | sweep | | |
| 54 | hold | 110 | swim | | |
| 55 | hope | 111 | switch | | |
| 56 | hurry | 112 | take | | |
| | | | | | 138 |
| | | | | | * past tense |

Incidental English Learning of Japanese Elementary School Students
by Oral Input in Daily School Life

Appendix 3

Nouns which the teacher used in this study

| Others | | Food | | Stationery, Material, Belonging | Days, Date, Time |
|---------------|----------------|------------------|--------------|---------------------------------|------------------|
| absentee | moment | almond | noodle | aluminum foil | Monday |
| answer | monitor | apple | oat | backpack | Tuesday |
| attention | name | apricot | oil | basket | Wednesday |
| back | nosebleed | asparagus | okra | block | Thursday |
| birthday | nurse | bacon | onion | book | Friday |
| breakfast | outside | bamboo shoot | orange | bottle | Saturday |
| Celsius | page | banana | parsley | box | Sunday |
| ceremony | pair | basil | peach | brush | January |
| certificate | pardon | bean sprout | peanut | clay | February |
| character | partner | beef | pear | clip | March |
| class | period | bonito | peas | color pencil | April |
| computer | pet | bread | pineapple | construction paper | May |
| contact | piece | broccoli | plum | cotton | June |
| dash | player | burdock | pork | crayon | July |
| degree | puddle | butter | potato | cutter | August |
| demonstration | question | cabbage | pumpkin | eraser | September |
| dentist | rain | carrot | quail egg | file | October |
| dinner | raincoat | cashew nut | radish | glue | November |
| drill | reason | celery | raisin | handkerchief | December |
| duty | recess | cheese | rice | handout | yesterday |
| earthquake | recreation | cherry | salad | hole punch | a.m. |
| energy | report | chicken | sausage | homework | date |
| entrance | resolution | clam | scallop | magnet | day |
| example | rock | cocoa | sesame | marker | morning |
| excursion | row | corn | shrimp | mask | noon |
| eyesight | schedule | cucumber | soup | notebook | p.m. |
| faucet | school | curry | soy beans | paper | seconds |
| friend | score | cutlet | spaghetti | pencil | time |
| front | secret | egg | spinach | plastic bag | today |
| gate | shovel | eggplant | spring roll | plastic bottle | tomorrow |
| gesture | snack | fig | squid | polystyrene | hour |
| goal | soap | fish | starch | roller | minute |
| grader | song | flour | stew | rubber band | |
| graph | speech | French fries | sugar | ruler | 34 |
| greeting | stomachache | fresh cream | sweet potato | scissors | |
| group | tag | garlic | tangerine | spray | |
| half | team | ginger | tea | stamp | |
| hay | temperature | grapes | tomato | stapler | |
| health | test | green beans | tuna | sticker | |
| height | ticket | green pepper | vegetable | string | |
| hour | train | ham | watermelon | tape | |
| ice | turn | hamburger | yogurt | textbook | |
| idea | umbrella | ice cream | zucchini | thread | |
| ingredient | vacation | jam | | thumbtack | |
| insect cage | vase | jelly | 100 | tissue | |
| job | vaulting horse | jellyfish | | towel | |
| key | voice | ketchup | | tray | |
| kilocalorie | volunteer | kiwi | | umbrella | |
| letter | water | lemon | | | |
| line | weather | lettuce | | | 48 |
| lunch | weight | long green onion | | | |
| mat | | macaroni | | | |
| matter | | mayonnaise | | | |
| medicine | 108 | melon | | | |
| meeting | | milk | | | |
| menu | | mousse | | | |
| minute | | mushroom | | | |

| Classroom | Sport, Playing | Body | Bug, Creature | Number | Subject |
|--------------|----------------|--------|---------------|----------|-----------------|
| aquarium | badminton | eye | beetle | 0-1000 | arts and crafts |
| blackboard | ball | finger | butterfly | 1st-31st | calligraphy |
| calendar | baseball | hand | caterpillar | | English |
| CD | basketball | nose | cicada | 133 | homeroom |
| chair | cards | throat | crayfish | | Japanese |
| chalk | dancing | | cricket | | Korean |
| classroom | dodge ball | 5 | dragonfly | | life skills |
| clock | hide-and-seek | | earthworm | | math |
| curtain | horizontal bar | | frog | | moral studies |
| desk | jump rope | | grasshopper | | music |
| door | jungle gym | | lady bug | | P.E. |
| fan | monkey bar | | lizard | | |
| floor | race | | mantis | | 11 |
| light | relay | | pond skater | | |
| lost & found | sand box | | snail | | |
| picture | slide | | spider | | |
| poster | soccer | | tadpole | 17 | |
| screen | sport | | | | |
| seat | stilts | | | | |
| sharpener | swing | | | | |
| textbook | tag | | | | |
| TV | toy | | | | |
| wall | unicycle | | | | |
| window | volleyball | | | | |
| 24 | 24 | | | | |

| Instrument | Kitchen item | Town | Unit | Family | Plant |
|------------|--------------|-------------|------|-------------|---------------|
| castanet | chopsticks | beach | m | brother | flower |
| drum | fork | hospital | cm | cousin | ginkgo |
| harmonica | ladle | house | mm | family | hydrangea |
| keyboard | pan | library | l | father | leaf |
| organ | plate | park | dl | grandfather | maple |
| piano | pot | river | dl | grandmother | morning glory |
| rhythm | scoop | station | kg | mother | sunflower |
| sound | spatula | supermarket | | sister | tree |
| tambourine | spoon | zoo | | | |
| triangle | straw | | 7 | 8 | 8 |
| xylophone | | 9 | | | |
| 11 | 10 | | | | |

| Clothes, Shoes | Cleaning | Swimming | Shape | Season | School |
|----------------|-------------|--------------|-----------|--------|----------------|
| apron | broom | backstroke | circle | spring | bathroom |
| boots | bucket | breaststroke | diamond | summer | hallway |
| cap | cleaning | butterfly | heart | autumn | library |
| clothes | dustpan | crawl | rectangle | winter | music room |
| hat | floor cloth | goggles | square | season | nurse's office |
| jacket | garbage | swimming | star | | teacher's room |
| socks | trash can | swimsuit | triangle | 5 | |
| T-shirt | | | | | 6 |
| 8 | 7 | 7 | 7 | | |

Appendix 4 “*Jido Eiken BRONZE*” (sample) CD Script

① 絵にあう文は？

(1)

1 I have two cats. 2 I have two dogs. 3 I have two birds.

(2)

1 I like soccer. 2 I like baseball. 3 I like tennis.

(3)

1 This is my key. 2 This is my pen. 3 This is my notebook.

(4)

1 I have candies. 2 I have cookies. 3 I have cakes.

② Yes か？ No か？

(5) Do you like fish?

1 Yes, I do.

2 No, I like salad.

3 No, I like spaghetti.

(6) Do you have bananas?

1 Yes, I do.

2 No, I have lemons.

3 No, I have cherries..

(7) Is that a new bike?

1 Yes, it is.

2 No, it's old.

3 No, it's black.

(8) Are you a student?

1 Yes, I am.

2 No, I'm a doctor.

3 No, I'm a teacher.

(9) Do you have three cards?

1 Yes, I do.

2 No, I have one card.

3 No, I have two cards.

③ スリーヒントクイズ

(10) I'm long. I'm eating. I'm green. What am I?

(11) I'm white. I'm happy. I'm running. What am I?

(12) I'm smiling. I'm sweet. I'm red. What am I?

(13) I'm singing. I'm round. I'm yellow. What am I?

④ 文にあう絵は？

- (14) It's twelve o'clock.
- (15) I'm putting on my cap.
- (16) Today we're having soup.
- (17) It's very heavy.

⑤ お話にあう絵は？

- (18) Ah, Good morning, mom. Good morning, Bob.
- (19) Can I turn on the TV? Yes, you can.
- (20) Is it going to rain today? I think so.
- (21) Mom, I'm home. Hi, Ken.
- (22) I'm hungry, mom. Wash your hand, first.
- (23) Here's your snack. Thank you.

⑥ みんなにきいてみよう

- (24) What do you want, Jane? I want a ball and a goldfish.
- (25) What do you have, Emi? I have a green umbrella and a pink watch.
- (26) What do you need, Lisa? I need my book and my blue pencil.
- (27) What do you see, Mike? I see my school, two trees and a brown train.

⑦ どうすればいいかな？

- (28) Can you clean the window? Sure.
- (29) Don't run in the classroom. I'm sorry.
- (30) Open the window, please. Yes, Ms. Louise.
- (31) Give me a paper, please. Here you go.
- (32) Draw a picture. OK.

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