

## 駒沢女子短期大学附属幼稚園における「英語のお遊びの時間」 に関するアンケート調査結果(2)

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### The Report of the Results of the Survey on “Fun Time in English” at the Kindergarten Affiliated to Komazawa Women’s Junior College (2)

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#### I. Introduction

In April, 1998, the Kindergarten affiliated to Komazawa Gakuen started a program called “Fun Time in English” conducted by the writer to meet the needs of the times. The first year program was provided to all 3 grades classes for the eldest age group (Nencho), intermediate (Nencyu), and the youngest (Nensho) from April 1998 to March 1999. Nencho children had a 20 to 25 minute class once a week, while Nencyu children had a 15 minute class once every other week, and the Nensho children had a 10 minute-class once a semester. All through each class period the children sang joyfully and played English game-oriented activities.

When the first semester was over, the writer prepared a questionnaire for the parents to attain information for the second half of the program; parents’ opinions on early English education in general, were questioned and the reactions of the children reported to their parents at home on the “Fun Time in English”. These results were reported in the Faculty Journal Vol. 32, in 1999.

At the end of the years program in March, 1999, the same questionnaire was given to the parents. In this paper the writer reports the results and the analysis of the latest survey concerning the parents’ opinions, the children’s reactions to “Fun Time in English” at the kindergarten affiliated to Kamazawa Gakuen, and tried to compare the results with the first data.

#### II. Implementation

- Survey conducted March 1999.

Subjects are the parents of children who go to the Kindergarten affiliated to Komazawa Gakuen

- 87 parents surveyed

Mothers: 82

Fathers: 5

- Age of those surveyed:

Parents in their 20’s... 1

30’s... 75

40’s... 10

50’s... 1

- Children whose parents were surveyed:

Girls: 39

Boys: 48

Grades: Nencho 32

Nencyu 29

Nensho 26

### III. Results and Analysis

**Table 1** In general, what do you think of introducing English into kindergartens?

DATE: March, 1999

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
Agree	75.0 (24)	72.4 (21)	88.46 (23)
Disagree	3.13 (0)	0 (0)	0 (0)
Undecided	18.75 (6)	20.69 (6)	11.54 (3)
Don't know	3.13 (1)	6.9 (2)	0 (0)

**Table 1** In general, what do you think of introducing English into kindergartens?

DATE: July, 1998

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
Agree	82.4 (28)	68.8 (22)	83.3 (23)
Disagree	0 (0)	3.1 (1)	5.6 (2)
Undecided	11.8 (4)	18.8 (6)	11.1 (4)
Don't know	5.9 (2)	9.4 (3)	0 (0)

The percentage of Nenchu and Nensho parents who agreed on introducing English in to kindergarten use higher than the first time. Both results

show that parents in favor predominated in every class.

**Table 2** Please choose your reason for approving.

DATE: March, 1999

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
To familiarize with a sense of Internationalization from childhood	28.13 (9)	20.69 (6)	26.92 (7)
Earlier is better to learn foreign languages effectively	43.75 (14)	44.83 (13)	38.46 (10)
Desire my child to learn English before its introduction in primary school	15.63 (5)	6.90 (2)	3.85 (1)
It would be advantageous for a child in the future	3.13 (1)	0 (0)	0 (0)
My child is interested in English	43.75 (14)	34.48 (10)	46.15 (12)
Others	3.13 (1)	0 (0)	7.69 (2)

**Table 2** Please choose your reason for approving.

DATE: July, 1998

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
To familiarize with a sense of Internationalization from childhood	35.13 (12)	34.4 (11)	25.0 (9)
Earlier is better to learn foreign languages effectively	52.9 (18)	43.8 (14)	19.4 (7)
Desire my child to learn English before its introduction in primary school	2.9 (1)	0 (0)	5.6 (2)
It would be advantageous for a child in the future	5.9 (2)	3.1 (1)	0 (0)
My child is interested in English	14.7 (5)	21.9 (7)	22.2 (8)
Others	2.9 (1)	6.3 (2)	13.9 (5)

The latest results show that there was significant change in the choice of “My child is interested in English”. It was either their 3rd choice (Nencho and Nencyu parents) or the 2nd choice (Nensho parents) in the last survey. However, it was the 1st shared with the choice of “Earlier is better to learn foreign languages effectively” for Nencho group and was the 2nd choice for Nencyu and was the first one for Nensho group. The percentage of the parents who chose “Earlier is better to learn foreign languages effectively” was again the most significant of all the reasons except for Nensho in the latest survey. Then

“To familiarize with a sense of Internationalization from childhood” was followed as the 3rd choice as was in the last survey..

The growing number of English TV programs for young children is a potent influence. It was interesting to see the latest results, as well as the last ones, that this tendency shows a marked trend among the youngest children (Nensho) at kindergarten. The new aired English version of “Pocket Monster”, one of the most popular comics among small children, is one of them. In the interviews of the mothers with small children, this program was most welcomed by them.

**Table 3** What is your reason you oppose teaching English at kindergartens?

DATE: March, 1999

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
There's a fear of making children come to dislike English	0 (0)	0 (0)	0 (0)
It would increase children's study load	0 (1)	0 (0)	0 (0)
It would interfere with learning accurate Japanese	0 (2)	0 (0)	0 (0)
It's unnatural to select English as a foreign language	0 (0)	0 (0)	0 (0)
There's no need of teaching English to every child	0 (0)	0 (0)	0 (0)
Others	0 (1)	0 (0)	0 (0)

**Table 3** What is your reason you oppose teaching English at kindergartens?

DATE: July, 1998

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
There's a fear of making children come to dislike English	0 (0)	0 (0)	0 (0)
It would increase children's study load	0 (0)	0 (0)	2.8 (1)
It would interfere with learning accurate Japanese	0 (0)	3.1 (1)	2.8 (1)
It's unnatural to select English as a foreign language	0 (0)	0 (0)	0 (0)
There's no need of teaching English to every child	0 (0)	0 (0)	0 (0)
Others	0 (0)	0 (0)	0 (0)

Since there were only three responses of opposition, there isn't enough to draw a conclusion from.

**Table 4** How does your child like "Fun Time In English" at the Kindergarten affiliated to Komazawa Women's Junior College

DATE of Survey: March, 1999

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
Seems to enjoy it	81.25 (26)	75.96 (22)	73.08 (19)
Seems not to enjoy it	0 (0)	0 (0)	0 (0)
Uninformed yet	0 (0)	10.34 (3)	26.92 (7)
Others	0 (0)	68.97 (2)	0 (0)
No answers	0 (0)	0 (0)	0 (0)

**Table 4** How does your child like "Fun Time In English" at the Kindergarten affiliated to Komazawa Women's Junior College

DATE of Survey: July, 1998

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
Seems to enjoy it	79.4 (27)	46.9 (15)	22.2 (8)
Seems not to enjoy it	2.9 (1)	0 (0)	0 (0)
Uninformed yet	14.7 (5)	31.3 (10)	25.0 (9)
Others	2.9 (1)	3.1 (1)	0 (0)
No answers	0 (0)	15.6 (5)	0 (0)

The latest results of "Fun Time in English" shows all children at every level enjoyed it. A significant increase in the choice of "Seems to enjoy it" was seen among Nensho parents. The reason behind his big change was that the young-

est children (Nensho) had the class only once by the time the first questionnaire was given, since it's supposed to be given once a semester. It seems that was the reason why there were many "No answers", "Others" and "Uninformed yet" among

the parents of the youngest children. Many of the comments seen from those marked “Others” said, “We didn’t know about the “Fun time in English”” or “My child doesn’t talk much about the activities at kindergarten, so I can’t tell if he/she enjoys it or not.” Therefore this increased number of Nensho parents who marked “Seems to

enjoy it” got information about the class from their children and learned the kids had enjoyed it. Even though the number of lessons was limited, the result shows “Fun Time in English” was accepted and was welcomed by the youngest kindergarten group.

**Table 5** What kind of activities do you think are appropriate for “Fun Time in English”?  
DATE: March 1999

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
Sing in English	84.38 (27)	89.66 (26)	88.46 (23)
Play games in English	87.50 (28)	62.0 (18)	57.70 (15)
Greet in English	75.0 (24)	62.0 (18)	76.92 (20)
Act in an English drama/play	3.13 (1)	10.34 (3)	0 (0)
Listen to English picture books	25.0 (8)	17.24 (5)	26.92 (7)
Learn to read Alphabet	21.88 (7)	17.24 (5)	11.54 (3)
Learn to write Alphabet	9.38 (3)	10.34 (3)	0 (0)
Read and write names of familiar animals, etc.	21.88 (7)	41.38 (12)	30.77 (8)
No answers	0 (0)	0 (0)	0 (0)

**Table 5** What kind of activities do you think are appropriate for “Fun Time in English”?  
DATE: July 1998

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
Sing in English	61.8 (21)	90.6 (29)	75.0 (27)
Play games in English	79.4 (27)	59.4 (19)	41.7 (15)
Greet in English	76.5 (26)	56.3 (18)	72.2 (26)
Act in an English drama/play	8.8 (3)	9.4 (3)	0 (0)
Listen to English picture books	8.8 (3)	12.5 (4)	9.3 (3)
Learn to read Alphabet	17.6 (6)	6.3 (2)	8.3 (3)
Learn to write Alphabet	2.9 (1)	6.3 (2)	0 (0)
Read and write names of familiar animals, etc.	32.4 (11)	28.1 (9)	50.0 (18)
No answers	0 (0)	0 (0)	5.6 (2)

The latest result shows parents of all the groups chose "Sing songs in English" "Play games in English" "Greet in English" as the three most desired activities as the last result also did. All the highly chosen activities are the ones which take a serious view of voice and sound.

"Listen to English picture book" came 4th or 5th following the most desirable activities. This activity was ranked as one of the bottom ones in

the last survey, however. The writer believes in the effectiveness of using foreign picture books read in English to young children, so in every class a book was read all through the year. The results show that children liked it.

The results show that the parents expected their children to get instruction focused on "listening and speaking" through "Fun Time in English".

**Table 6** Do you have your child study English at home?

DATE: March 1999

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
No	78.13 (25)	82.76 (24)	96.15 (25)
Yes	21.88 (7)	17.24 (5)	3.85 (1)

**Table 6** Do you have your child study English at home?

DATE: July 1998

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
No	76.5 (26)	84.4 (27)	77.8 (28)
Yes	23.5 (8)	15.6 (5)	22.2 (8)

The result shows the percentage of "Not in particular" is much higher through all three levels. 22.6% of the eldest children, 15.6% of Nencho and 21.2% of Nensho children means

about one out of five learn some English at home. Among the three, the percentage of Nensho children who are learning English is the least, even though it was the highest in the last survey.

**Table 7** Those who answered "Yes" to the previous question, please mark the means of learning English.

DATE: March 1999

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
Attend English conversation school	12.5 (4)	6.90 (2)	0 (0)
Hire tutor	0 (0)	0 (0)	0 (0)
Family teach(es) English at home	6.25 (2)	3.45 (1)	3.85 (1)
Watch English programs on TV	15.63 (5)	6.90 (2)	3.85 (1)
Provide other means	3.13 (1)	3.45 (1)	0 (0)

**Table 7** Those who answered “Yes” to the previous question, please mark the means of learning English.

DATE: July 1998

Contents of the response	<i>encho</i>	<i>Nencyu</i>	<i>Nensho</i>
Attend English conversation school	19.2 (5)	7.4 (2)	0 (0)
Hire tutor	0 (0)	0 (0)	0 (0)
Family teach(es) English at home	7.7 (2)	3.7 (1)	7.1 (2)
Watch English programs on TV	15.4 (4)	18.5 (5)	17.9 (5)
Provide other means	7.7 (2)	7.4 (2)	14.3 (4)

The latest results compared to the last one. That is:

- 1) Not so many children go to “juku” type of English language schools.
- 2) None of Nensho children goes to juku to learn English.
- 3) The percentage gets higher as the grade becomes higher.

The percentage of Nencyo parents who have their children watch English programs designed for young children was the highest among the three.

The following comments were also shared with the results from the latest and the last surveys.

According to the comments from these parents, they intentionally had their children watch more than two English programs, including “Sesame Street”. Some of those who marked “Other devices” commented with “the use of English video materials”. Through the comments, some parents used audiovisual materials such as videos or music tapes for their children at home. The English learning method adopted at home focused on sound.

**Table 8** Which English programs for young children does your child watch?

DATE: March 1999

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>ensho</i>
Sesame Street	25.0 (8)	37.93 (11)	26.92 (7)
Eigo de Asoboh	84.38 (27)	89.66 (26)	92.31 (24)
Ponkikies	31.25 (10)	24.14 (7)	38.46 (10)
Kids Club	0 (0)	0 (0)	0 (0)
No answers	0 (0)	3.45 (1)	0 (0)

**Table 8** Which English programs for young children does your child watch?

DATE: July 1998

Contents of the response	<i>Nencho</i>	<i>Nencyu</i>	<i>Nensho</i>
Sesame Street	26.5 (0)	37.5 (12)	36.1 (13)
Eigo de Asoboh	82.4 (28)	34.4 (27)	80.6 (29)
Ponkikies	32.4 (11)	3.1 (11)	38.9 (14)
Kids Club	2.9 (1)	0 (0)	0 (0)
No answers	0 (0)	0 (0)	8.3 (0)

The two results show that through all the classes the percentage of children who watched "Eigo de Asoboh" was the highest. It means that the children listened regularly to some English everyday since this program is broadcast five days a week. The result shows the parents who marked "Yes, we have our child watch English TV programs for young children" in Question 7 marked "Sesami Street" along with "Eigo de Asoboh." "Sesami Street" is an American TV program produced for American children who are native speakers of English, so no Japanese is used at all in the program. In addition to that, the program has no intention of teaching English as a foreign language.

## V. Conclusion

In this paper the writer reported the results and the analysis of a survey concerning the parents' opinions and the children's reactions to the "Fun time in English" program given from April 1998 to March 1999 at the kindergarten affiliated to Komazawa Gakuen. And in addition to that, the writer has compared the two results of the surveys conducted at the end of the term and at the end of the year.

According to the latest survey, 77.0% of the parents support the idea of teaching some English at kindergartens. Moreover only 1.1% (one person) is against it. The result shows the establishment of "Fun Time in English" and that it is

supported by the parents. The following were noticeable points from the latest survey and an over all comparison of the two surveys.

### 1) About the "Fun Time in English"

The reaction of the children toward "Fun Time in English" was found as follows. 77.0% of children "seems to enjoy it", no children "seems not to enjoy it".

In the case of the Nensho class where the class 73.8% of parents answered "seems to enjoy it" while it was 22.2% in the last results.

### 2) About the activities in "Fun Time in English"

57.95% of the parents supported especially "Sing in English" "Play games in English" and "Greet in English". These activities were the best three chosen by the parents in the last survey, however the figures were lower (68.1%). The parents' expectations match the actual activities which focused on listening and speaking, therefore it can be said that the contents of the present activities in "Fun Time in English" are supported.

### 3) About Jukus

The results show that not very many children go to "Juku" or "English conversation schools", however there were many comments seen, such as "We have our child watch such TV programs as "Eigo de Asoboh". It was clear that the children had some English contact daily through the media of TV. There was no significant change in this tendency between the two surveys.



The "Fun Time in English" program will be carried on for another year, April 1999 to March 2000, according to the supportive voices of the parents. The data derived from the above reported results will provide useful ideas for the coming year to develop further the curriculum for "Fun Time in English".

#### Note:

It was drawn to my attention that the previous title of my paper published March 1999, No.32 in the Faculty Journal of Komazawa Women's Junior College was incorrect and has been changed from Komazawa Kindergarten to the Kindergarten affiliated to Komazawa Women's Junior College.

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#### Appendix

A Questionnaire for the parents on early English education in general and the reaction of the children reported at home on "Fun Time in English"

#### About early English education in general

- In general, what do you think of introducing English into Kindergartens?
  - Agree
  - Disagree
  - Undecided
  - Don't know
- Please choose your reason for approving.
  - To familiarize with a sense of internationali-

zation from childhood.

- Earlier is better to learn foreign languages effectively.
- Desire my child to learn English before its introduction in primary school.
- It would be advantageous for a child in the future.
- My child is interested in English.

- What is your reason you oppose teaching English at the Kindergarten affiliated to Komazawa Women's Junior College.
  - There's a fear of making children come to dislike English.
  - It would increase children's study load.
  - It would interfere with learning accurate Japanese.
  - It's unnatural to select English as a foreign language.
  - There's no need of teaching English to every child/
  - Others

#### About "Fun time in English"

- How does your child like "Fun Time In English" at the Kindergarten affiliated to Komazawa Women's Junior College.
  - Seems to enjoy it.
  - Seems not to enjoy it.
  - Uninformed yet.
  - Others
  - No answers.
- What kind of activities do you think are appropriate for "Fun Time in English"?
  - Sing in English
  - Play games in English
  - Greet in English
  - Play a drama in English
  - Listen to English Picture books
  - Learn to read Alphabet
  - Learn to write Alphabet
  - Read and write names of familiar animals

etc.

- i. No answers

**About your attitude toward English education at home**

6. Do you have your child study English at home?

- a. Yes      b. No

7. Those who answered "Yes" to the previous question, please mark the means of learning English.

- a. Attend "English conversation school"
- b. Hire tutor
- c. Family teach(es) English at home
- d. Watch English programs on TV
- e. Provide other means

8. Which English programs for young children does your child watch?

- a. Sesame Street
- b. Eigo de Asoboh
- c. Ponkikies
- d. Kids Club
- e. No answers