

神戸市外国語大学 学術情報リポジトリ

The rainbow bakery

メタデータ	言語: eng 出版者: 公開日: 2005-11-30 キーワード (Ja): キーワード (En): 作成者: 横田, 玲子, Yokota, Rayko メールアドレス: 所属:
URL	https://kobe-cufs.repo.nii.ac.jp/records/719

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 International License.



The Rainbow Bakery

Rayco Yokota

Introduction

For the past several years there has been a great deal of controversy among educators, parents and administrators surrounding the teaching of English to elementary school children. The current Course of Study requires three integrated studies class sessions per week from grades 3 to 6, and schools can choose English activities or conversation classes for these sessions. Public elementary schools with sufficient resources to hire a native speaker of English or a Japanese teacher of English currently provide weekly English lessons, while many others provide only five to ten English sessions per year.

In this article I am going to present and reflect on an English activity I used while teaching English in an elementary school and provide detailed information on how it was created and implemented. This activity may be applicable for any grade levels.

Full-time elementary classroom teachers seldom have the opportunity to reflect through writing about a long-term project, because they need to spend most of their time teaching and preparing. While I was not an exception, I have been eager to write about this project because it proved very effective for children's practice of English. I conducted this project in an English immersion program, and it isn't easily applicable to regular schools in Japan, but I hope the description of the whole process will be helpful for people interested in content-based teaching of English to young children.

The 4th grade Rainbow class

From 1999 to 2003 I taught at Katoh Gakuen Gyoshu Elementary School (http://www.katoh-net.ac.jp/Elementary/j_index.htm), which has an English immersion program. The class I worked with for this activity was a 4th grade with 48 children. Each grade in the school has a name; this was the 4th grade "Rainbow" class. Two classroom teachers were assigned: I taught math and English in English, and the other teacher taught Japanese language arts and social studies in Japanese. Forty-six of the 48 children were native Japanese. The parents of the two foreign children were teachers at the same private school system.

The 48 children were divided into two groups of 24. While one group was in the Japanese classroom for language arts or social studies, the other was with me in the English classroom for math or English and vice versa. Each group had three English class sessions per week. Originally these sessions were for integrated studies, but the school decided to use them instead for English as a subject. Of the three class sessions, two were in small groups of 12 students. Two of the small-group English class sessions per week were assigned to an English subject teacher. Thus each student had three English sessions per week: one in a big group and one in a small group conducted by me and one in a small group conducted by a subject teacher. I taught two English sessions with 24 students and four sessions with 12 students. The subject teacher and I decided that she would teach writing and I would teach reading and other elements of English such as listening and speaking.

Scott Foresman's English language arts textbooks were used in the school's English curriculum. They were well organized with many high-interest stories. Workbooks for learning grammar, phonics and spelling were also in daily use. Although following the textbook and workbook was the usual way to learn English, I observed that this traditional instruction, where the children's role was to be passively

instructed and led, provided insufficient opportunities for them to express themselves naturally and extemporaneously in English and use it in daily life. I wanted to create positive and productive activities which would also provide opportunities for the children to communicate with each other.

My goal as a classroom teacher

My goal as a grade 4 teacher of English was for each child to develop a positive attitude through participation in a challenging learning environment where each felt motivated to learn new things in cooperation with peers. I embraced John Dewey's (1938) belief that the classroom should not be a place for children to practice something for the future, but for them to experience the real world in the present. I wanted the children in my class to learn through human relations and direct experience rather than copying from the chalkboard.

Promoting improved communication among the children seemed to be the first step in building a well-functioning society in the class, and I decided to use an English activity as one means to achieve this. All the children except the two native English speakers were in the same situation—using English in the classroom but usually not at all elsewhere. Even in the English classroom it was very difficult for them to communicate in English and they automatically used Japanese for smooth, easy conversation. As a result, they did not have enough opportunities to practice conversational English in their daily life.

Theory background

No matter what kind of program the school conducted, I thought the classroom should be a place where children would be able to practice human relations as they learned subject areas. Knowledge acquired would be useless or even worse, if a child cannot also develop as a positively contributing member of society who can share ideas and work towards developing better relationships.

Dewey (1938, 1943), Ken Goodman (1986) and Brian Cambourne (1988), all of whom are regarded as progressive educators of their time, influenced my classroom practice: how I organize my class and what I choose to cultivate within the students. A fundamental idea these three educators have in common is the importance of creating a community of learners within the classroom (Goodman, 1986). Ken Goodman (1986) explains the importance of language as follows:

Human interaction is dependent on language, so human language is the means of communication and of thought. It is also the medium of human learning; our ability to think symbolically is transformed by language into an ability to represent anything we experience or think. (p.23)

Language is the means through which a classroom can be cultivated as a community where the learners feel safe and free to develop human relationships. Because my goal was for the children to create an active participatory classroom, I would need to give them opportunities to use language in real situations.

Goodman (1991) integrated language with classroom culture, arguing that if students did not learn to accept each other in the classroom, they would not be likely to do so outside in the larger community (p. 23). The classroom should be a place where children learn to cooperate, to respect others, and to assist one another in their growth, and I agreed that schools could play an important role in facilitating this growth.

Goodman believes that language should be taught and learned from whole to part (whole language). He identifies elements of effective language teaching by describing "What makes language very easy to learn" (1986. p.8):

It's easy when:

It's real and natural.

It's whole.
It's sensible.
It's relevant.
It belongs to the learner.
It's part of a real event.
It has social utility.
It has purpose for the learner.
The learner chooses to use it.
It's accessible to the learner.
The learner has power to use it.

I applied most of these elements in my immersion program classroom by involving the children in a hands-on, purposeful activity that empowered them to work together to develop both their English language skills and their interpersonal relationships.

To maximize the learning value of the activity and create an effective community of learners where everyone was comfortable to take risks to learn new things, I decided to apply Goodman's recommendations along with Brian Cambourne's (1990) eight optimal conditions for learning: immersion, demonstration, engagement, expectation, responsibility, use, approximation and response. These conditions are interrelated with each other, forming a "learning spiral." Briefly, the learning objective and means to achieve it are demonstrated and the learners given an opportunity to be immersed in the learning process, to fully engage in it and take responsibility for it as they gradually approximate mastery. They have an expectation that their learning will be useful with their peers or outside the classroom and elicit positive responses from others. All eight conditions might not be in place at once, but I felt it would be worthwhile to have some of them operating at any given time.

Another assumption underlying my approach to creating an effective learning community was the value of transactional education (Weaver, 1990) rather than the more prevalent transmission education,

where the children are mainly passive in the classroom. The children are generally even more passive in English class sessions than in Japanese sessions, because of their limited vocabulary to express their ideas. In the transactional model of education, the children are expected to take risks to learn new things, and evaluation is success oriented. It seemed a big challenge to practice transactional education in my classroom, but it also seemed it would be creative, fun and exciting to undertake and work through a transactional process with the children as a means for creating our community.

Why cooking?

I chose “English-only cooking” for my English immersion class sessions. I had considered other options, such as crafts, drama, and growing vegetables or other plants in our garden. But I knew from previous teaching experiences that cooking in a classroom involves a number of important elements of teaching/learning. It’s a group, not an individual, project through which children experience the importance of cooperation and helping each other. It also provides opportunities for them to take responsibility for an activity. And, preparing food that they will enjoy creates a positive atmosphere in the classroom.

Teaching English through cooking would give the children authentic opportunities to learn the four language arts—reading, writing, listening, and speaking. They would be reading a recipe, talking and listening to each other in a group, and ideally, later writing about the activity. An activity like cooking would use English as a tool for integrated study. This kind of authentic use and practice of language seems lacking in the teaching of English in Japan.

An English-only activity

It’s not easy to conduct an English-only activity in the EFL (English as a foreign language) environment in Japan. Even English immersion teachers often discuss how they can encourage the students to engage in English-only learning. Young children, grades 1 and 2,

speaking more English in their classrooms than upper graders. When they get to the middle grades, playing with friends seems to be their first priority and their Japanese vocabulary increases rapidly. Once their native language becomes the means for building friendships, English-only moments are relegated to an artificial environment in an English or math classroom, with the exception of special opportunities such as English camps or seasonal English events.

The key to the children taking the initiative to speak English in the classroom is to motivate them through involvement in an English-only activity such as games, shopping, or finding a treasure. But I believed these activities were not sufficient for children to learn authentic language patterns through authentic language experiences.

Choosing a recipe

For this cooking activity I chose a recipe I found on a TV cooking show for baking bread in 45 minutes. I thought this recipe was a good choice for 4th graders for several reasons. First, it was for real bread using yeast, so the children would not only learn the baking process but also see the changes of the dough caused by the yeast. Second, the timing was just right for a class session of 45 minutes. Third, group conversation would be promoted while the children worked with the dough. Fourth, since the children could create unique shapes for their bread, it would also be good for their creativity.

I adapted the recipe, which had been written in Japanese for adults, for classroom use. After trying it several times, I changed the instructions for the first part (steps 1-8 below), the most difficult part of the process, to make it easier for ten-year-olds to follow without making a mess. I tried making dough using different tools to find which would be simplest as well as less expensive. I also had to keep in mind that it had to be done in 45 minutes. Finally I was ready to write the precise English instructions for the recipe to be copied for the children. I had confidence they would succeed if they read and carefully followed the instructions one step at a time.

Building motivation and initiative for the activity

No one can create outright the motivation or initiative for an activity in the students' minds. These are built **gradually** through a sense of anticipation created by experiences intended as an initial invitation. To introduce the English-only bread baking activity, I demonstrated making dough and made a batch of small rolls so the children could observe what I was doing, listen to my explanations, smell the bread fresh from the oven and taste the finished product.

They were very excited watching my demonstration, possibly because making something to eat in the classroom is uncommon in the school culture in Japan, and it was a strong enough motivator for them to want to try the activity.

I then presented orally these guidelines for the activity:

1. If they forget to bring an apron, they need to find a solution to the problem without calling home to ask their mother to bring it to school.
2. They will work cooperatively in a small group with different classmates each time.
3. They will not touch the ovens when they are hot.
4. They will clean up and not leave even a speck of powder on the table or floor.
5. They will not have even one bite of the bread outside the classroom, especially on the street or in public transportation on the way home.

Even though these guidelines were proposed from the teacher's perspective and were exacting, the children accepted them as conditions of making the bread themselves.

Preparation of the tools and ingredients

Most of the equipment was available within the class budget in

well-equipped dollar shops. Ingredients such as bread flour, sugar, salt, butter, dry yeast and milk were easy to get anytime at a grocery market. I obtained used microwaves with oven functions and two electric ovens from teachers leaving the school, and I used my own money to buy two electric ovens for the activity. Parents donated new towels. Later I used more class money for raisins, cheese, bean paste, walnuts and sausages, because after their initial experience with plain rolls, twisters, and braids, the children wanted to make more creative breads.

The first lesson

I had the first lesson of this activity with one of the groups of 24 children using two consecutive class sessions (90 minutes in total). The purpose of the lesson was to learn words and expressions to be used in the activity and then try our first bread baking.

During the first 30 minutes I explained to the children in English what we were going to do and reviewed the recipe and some expressions they would be using to ask and respond during the activity. I gave each child a copy of the recipe and we read it together line by line. I used gestures where necessary to make sure they understood each sentence. The children practiced in pairs reading each step aloud so everyone was confident they could read it. I also made sure that the students could remember the names of the tools and ingredients. I wrote on the chalkboard and demonstrated with gestures some useful expressions they would need when working in small groups, such as "Where is/are ...?", "May I/we use/have ...?", and "I will get it/them."

The children formed groups of three and tried the all-English activity for the remaining 60 minutes. Before this I had placed most of the equipment and ingredients on the classroom's center table, but I had also intentionally hidden some of them in my pocket and in the corner of the classroom so the children would have to ask me where to find them.

The class was very quiet during the first lesson, which I thought was natural, for two reasons. First, school culture in Japan mainly focuses on transmission education (Weaver, 1990), with students expected to listen and follow the teacher. Because of this long tradition of passive education, the government added "integrated studies" to the national curriculum so students could learn through experience. Integrated studies classes alone will not be enough to achieve the goal, but if we do not start providing opportunities to the children, they will not learn to take the initiative in their learning.

The second reason they were so quiet was probably their lack of experience communicating with each other in English. Although they had spent more than three years in the immersion program, most of their English learning was done by listening for comprehension and responding to the teacher's questions. Even though they were enthusiastic about the English-only activity, it's not easy for Japanese children to speak English with each other.

I believe that teachers shouldn't force children to converse in English, but should invite them to speak through positive encouragement, demonstration, and praise. I modeled speaking English using simple expressions to initiate the activity, and I commended the children each time they spoke English.

The dual purposes

The first lesson was more difficult and complicated for the children than I had expected. I had assumed that this activity would require a very high level of concentration, because they had to both learn how to bake bread and communicate only in English with their limited vocabulary. It had these dual purposes, but when actually doing it I found there were small things that I could not have foreseen during the planning stage. For example, I found some specific expressions, such as asking for something, inviting their peers, and seeking permission, needed more practice than I had expected. I also found that the children had to be instructed in proper cleaning of the

tools and the room and in phrases to enable a smoother clean up process. Working on these small things became the focus of mini-lessons following the first class.

Because the first lesson's priority was a successful outcome—eatable bread, so the children would want to try again, I was not very strict about language. While I spoke only in English and the children knew that this was an English-only activity, I understood they were excited and nervous about baking bread, and I ignored any whispering I heard in Japanese.

The process of baking itself offered the children some good experiences, such as measuring ingredients with measuring cups, spoons and scales, reading and comprehending the correct order for adding ingredients to the bowl, time management, reading a timer, and being responsible for what they were doing. As I moved from table to table to observe the children practicing using English expressions, I noted that all eight groups were being very careful about measuring, and I didn't offer to help.

Three students shared a bowl of dough and each child made three rolls. Once they had formed the rolls, I was busy with the four electric ovens—putting baking pans in and taking them out. Some children stayed in front of the ovens to see what would happen with their breads. The breads fresh from the oven smelled good, and the children were really happy to see them when they were done.

It was evident from the children's happy, screaming voices that the first priority, successful products, was clearly accomplished. When the bread was ready, it was impossible for them to be reminded that it was an English-only activity. They were delighted and spontaneously spoke out in Japanese to express their feelings. Even though I translated into English what they said in Japanese, they didn't listen, and only when I asked, "Is your bread yummy?" did they answer in English, just saying "Yes!"

Mini-lessons and the punishment

The first lesson gave me two insights for the next lesson: Mini-lessons for practicing some useful expressions would be needed, and something was needed to prompt them to speak more English and less Japanese.

I conducted mini-lessons in the morning meeting with all 48 children, introducing again some simple English expressions they needed to remember in order to work together. For example, I had observed in the first baking session that many children were quiet as they followed the recipe and measured the ingredients. I told them it was important to say aloud in English what they were going to do in each step, and I suggested they use "Let's" to begin their conversations when making dough in small groups. They could say, "Let's work together", "Let's get/add some sugar/salt/flour/yeast", "Let's cut the dough", "Let's make rolls" and other possible expressions using "Let's," all of which were the actual steps they were doing. The "Let's" expressions were also an invitation to the other group members to respond, verify the step and continue with the procedure.

I also advised them to read the recipe out loud step by step to both practice reading and confirm the process. Reading out loud worked well, especially for the children who were not confident in reading English, because they were reading the same recipe again and again.

While I am not in agreement with using punishment in language teaching, I felt that using a more "positive" punishment might be useful and appropriate for this project. The punishment I established for speaking Japanese—standing in the hallway for 30 seconds counting from 30 to 0 in English, would have the children remember speaking English. The children laughed and accepted this punishment when I first presented it; it didn't sound like the punishments they thought of, such as extra homework or scolding. Many students received this punishment over the next several cooking sessions, but

rather than feeling unhappy, they laughed at their failure, went to the hallway and stayed 30 seconds. At the same time, they started to be more careful not to speak out Japanese during the activity.

The Rainbow Bakery

The children remained eager to bake. We baked almost every week from May through July. They baked twists, braids, sausage rolls, raisin rolls, pizzas, and buns filled with bean paste inside. After baking these more basic breads in the first term, they started to apply their new skills to making unique breads in the second term. They loved to bake breads using cheese, chocolate chips, walnuts and ham. They made Christmas wreaths with braided rolls in December. The more they experienced baking, the more they spoke English and the less they got punished for using Japanese. Their English wasn't fluent, but instead of correcting their mistakes, I repeated correctly what they wanted to say. They were always excited to see their bread fresh from the oven. We put a sign "The Rainbow Bakery" on the front door of our classroom at the beginning of the second term.

Findings:

1. Language experiences in a classroom community

By observing the children throughout the few months of the baking project, I found that their Basic Interpersonal Communication Skills (BICS) (Cummins & Swain, 1986) improved markedly. Their passion for and interest in baking continued week after week, providing ongoing opportunities for practicing BICS and giving me several insights about language learning.

First, the content of the activity determines the children's attitude about practicing language. If the content is interesting enough for the children to repeat, there will be more opportunities for reinforcing the English being learned through the activity. Because baking bread was of high interest compared to practicing English, they accepted the condition that they had to use English if

they wanted to bake bread, demonstrating Goodman's (1986) assertion that language is learned most when the focus is not on language learning. Because language is a means of communication, it is best learned in a situation where the learners need to use it. Baking created the opportunity for an activity whose focus was not language practice, but producing bread.

Second, having the children in small groups encouraged more talking among themselves. Over the course of many baking sessions, they practiced the same or similar expressions, which were not too difficult, again and again with different classmates. These expressions helped make the baking process smoother among the group. When they did not know what to say, they could use gestures, ask me or classmates during the session or afterwards, or just say nothing and continue baking. It was apparent that having another opportunity the following week was important to improve their language skills in order to communicate with their group members as they worked towards a common goal.

Third, I found that the long-term baking activity was an effective catalyst for the development of the class as an engaged, cooperative learning community. The children were able to laugh at themselves when they made mistakes as part of the learning process, and there was no teasing. Whereas previously it was common for children to complain about being in a group with particular classmates, this didn't occur with the new baking groups formed each week. It also surprised me to observe them becoming more and more efficient in cleaning. It was obvious from observing the children's behavior and attitude that the baking experiences provided a context for shaping their classroom as a safe place to work and learn together.

2. Transactional education in the traditional school culture

Providing opportunities to try again is an important key to successful transactional education; a long-term project was better

than one big event. The children kept saying that they wanted to bake again, and during the next session they could correct their mistakes, improve their expressions and be more creative in language use as well as bread baking. This process was very different from other events in their lives. In traditional subject area teaching at school they were usually instructed in what to do, and at home they were seldom permitted to use the kitchen on their own. But here, the children were invited to take initiative and they always seemed to enjoy the activity very much. Having a clear goal for the sessions was also beneficial. They understood that if they took responsibility for each step and helped one another all the way through, they would be rewarded with delicious bread.

3. The teacher as facilitator

The transactional method of teaching/learning challenged me to accept the fact that the children would learn with each other and I would be a facilitator for them. I had decided to avoid direct correction of their English as much as possible, but instead to demonstrate the correct way and then give them an opportunity to use the expression again. I had also decided not to demand that they do something, but to ask them to remember their responsibility as participants in the activity and wait smiling until they realized what they needed to do. For example, it was not easy for nine, and ten-year-old children to clean up everything, all equipment, tables and floor, at the end of each session.

I found that as a facilitator I had to pay attention to many things at the same time. I had to be aware that safety was paramount while I was keeping in mind that the purpose of the activity and the entire baking process was for each child to practice English.

With safety as first priority, I watched the children at all times—while they arranged the tables with enough space to walk around, used a knife to cut the dough, set the electric codes on the ovens

and microwaves, etc. I continually reminded them to be careful, not to run in the room or hallway and not to touch the hot ovens. Providing a safe environment is a prerequisite for a classroom teacher, and I made sure the children were aware of it as well.

Language learning was the next priority for me to keep in mind and to remind the children: that the purpose of this activity was to practice English. As the weeks went on, they became familiar with using the expressions "Let's", "Where", "We need", "I will get", etc. They also seemed to enjoy the "punishment" as a game. I didn't need to point out when they used Japanese, because when it happened they laughed and voluntarily went out to the hallway to count. Whenever I observed a common mistake, I noted it and had a mini-lesson in the morning meeting so they'd be ready to try the appropriate sentence during the next baking session.

Other than these two priorities as facilitator and teacher, I left everything else to the children. The 45-minute baking sessions were always initiated and completed through their responsibility. As the dough-making process got smoother with repetition, they had more time to experiment with shaping dough into new forms and types of bread. They enjoyed creating their bread every time.

4. Reviewing Cambourne's learning conditions

The sequential nature of this activity cultivated the children's responsibility through immersion, engagement, and approximation (gradually achieving mastery through practice). The many tasks besides baking, such as washing and drying the equipment, wiping tables and floor, cleaning the sink, and tidying up the room, were all part of the routine, and the children developed the responsibility to check what else should be done before eating their bread. During the first few weeks, I inspected the room and advised the children to clean up where I found flour on the floor or table, but as they repeated the activity, they learned what needed to be done to complete the activity and how to do it.

The children's expectation was maintained as they created new, unique breads, which led them to use more words and expressions as they baked. Another expectation was for support from their peer group each time, to help one another get tools and ingredients, measure ingredients, read the recipe aloud step by step, and clean up the table and floor.

Two of Cambourne's learning conditions, 'use' and 'response', were provided by some of the children's families, who responded with enthusiasm to this activity by permitting their child to bake bread at home. These parents told me they were impressed to see that their child not only baked the bread competently but also cleaned up thoroughly. It isn't often that parents entrust nine- or ten-year-old children with the responsibility of cooking. I was pleased to hear from parents that their child's baking was creating happy moments for the family.

Assessment

I observed the children's positive attitudes towards speaking English in this activity and their improvement in BICS, but I'm still not sure if this activity should be assessed by any kind of test. I chose not to use tests, because I was afraid that once the children knew there would be tests afterward, their focus might shift from baking and communicating for baking to avoiding taking risks in communication. It worked well as it was planned and the children enjoyed baking in English. On reflection, I could have given some simple quizzes to make sure they were using correct vocabulary and phrases and to create more opportunities for writing, which I also realize was lacking in the activity. The children read the recipe over and over, but they did not have an opportunity to write about the activity except some simple comments to accompany photos in their album for the year.

I feel there is a contradiction between this type of educational activity and assessment by test. The children were happy to bake

using their limited English vocabulary. If I had proposed a test afterwards, the children may have learned more words, phrases, and correct sentence forms, but I think it would have decreased their motivation for meeting the challenge of using English in the classroom. In Japanese school life, the children have enough tests in all their other subject areas and this baking activity was a rare experience for them. I believe the test-free environment was a major factor in the children's continuing passion for the English-only activity.

I also didn't assess how well the children applied their improvement in conversation to other English conversations at school, but this was due to oversight rather than intention. Most other subjects conducted in English require the children to comprehend standard content and respond to the teacher's questions. I should have had better communication with other subject teachers so that the fruits of the activity could be fully applied to other subject classes. Even in my math sessions, I was busy teaching the textbook contents and often forgot to apply what had been learned in the baking activity.

Goodman's work on whole language and Cambourne's conditions for optimal learning were the bases for in-depth qualitative research I conducted several years ago for my doctoral dissertation on a pre-service teacher's growth in whole language in the United States (Yokota, 1999). Both theories were now at the foundation of my vision for creating a well-functioning community of learners. Though the school culture in Japan is much more rigid and ordered than that of the U.S., with less freedom for individual teachers, the ideas of whole language and the learning conditions were nonetheless fully applicable to this baking activity and most helpful in its implementation. The success of the project in developing a learning community in our classroom was not assessed by any score, but by the smiles, laughter, and increased conversation in the classroom which surely developed class ambience and pride as well as language learning. The activity fostered a positive attitude in the children amid the potentially stressful circumstance of an immersion program in a busy

school. I can say that the fact that I had no complaints from parents about class management or repetition of the activity was a favorable assessment in itself.

The children were proud of their accomplishments and happy to share their success and their bread with people outside the class, including their families, and I believe this project promoted amiable conversations at home. These observations were further evidence of the positive attitude that had been my goal for the children.

Final remarks

I don't deny that as a full-time classroom teacher I did my best with this activity, but in retrospect I'm aware of several omissions. As the baking activity developed into a major long-term project, I should have had the children keep a journal about it. I myself should have kept a journal and records as qualitative research for use by other educators in developing unique integrated studies using English and actualizing them in the Japanese school system.

I would also like to comment on considerations for teachers with varying English competencies. This activity was made easier partly because I was a bilingual teacher and I could understand what the children wanted to say in English. Although the words and phrases the children used were not complex and could be introduced by any teacher with a basic English education in Japan, the teacher would have to be able to model foreign language use in the classroom. I do understand that this is not so easy for Japanese elementary school teachers. But the risk-taking by teachers using a foreign language in front of children should be encouraged more, because doing that may inspire them to try this kind of all English activity and plan how to make it possible in their classrooms.

This activity demonstrated that a classroom teacher can create a very positive, enjoyable and happy learning process with the children, which, I believe, provides the most rewarding moments for both teacher and children. The fact that a classroom teacher stays with

the children all day every day means the teacher understands each child well enough to leave responsibility to them. On the other hand, when I remember the busy days at the school, I understand how difficult it is for individual teachers to take risks and to reflect on and develop their own teaching and their own learning. In fact, it is a pity that I could only reflect on the entire process of the baking activity after I left the school.



Bread Recipe

Ingredients

A	Milk	75 ml
B	Butter	2 teaspoons
C	Yeast	1 teaspoon
D	Sugar	1 tablespoon
E	Salt	1/5 teaspoon
F	Bread flour	100g

1. Put **A** and **B** in a bowl.
2. Heat the bowl for 20-30 seconds on high heat in a microwave.
3. Add **C** and mix with a whisk for 15 seconds.
4. Add **D** and mix with a whisk for 15 seconds.
5. Add **E** and mix with a whisk for 10 seconds. Put away the whisk. You won't use it anymore.
6. Add **F** and mix with a pair of chopsticks until it becomes a ball.
7. Put the mixture (dough) into a plastic bag and heat it in a microwave on low heat for 30 seconds.
8. Put the mixture on a table and leave it for 10 minutes.
During the 10 minutes, you need to finish following 9 and 10.
9. Wash all equipment with soap except the chopsticks. You may throw away the chopsticks. Before you wash the bowl, use a paper towel to clean the bowl to remove any leftover mixture in the bowl.
10. Spread a sheet of paper on the table and sprinkle some flour. Prepare the aluminum sheet, too.
11. Press the dough three times to release gases. Then, heat the dough in a microwave on low heat for 30 seconds.
12. Put the dough on sprinkled flour and make shapes.
13. Place the dough on an aluminum sheet, and then place the sheet on an oven pan.
14. Bake it at 180 - 200 degrees for 10 minutes in the oven.
15. Throw away the plastic bag and leftover flour with the sheet of paper.
16. After you bake the bread, put it on a cooling rack for 10 minutes before you put it in a bag.

References

- Cambourne, B. (1988). *The Whole Story*. New York: Scholastic Inc.
- Cummins, J., & Swain, M. (1986). *Bilingualism in Education*. London: Longman.
- Dewey, J. (1938). *Experience and education*. New York. NY: Macmillan.
- Dewey, J. (1943). *The child and the curriculum*. Chicago, IL: University of Chicago Press.
- Goodman, K. (1986). *What's whole in whole language?* Portsmouth, NH: Heinemann.
- Goodman, K. (1991). Whole language learners. In K. S. Goodman et al. (Eds.), *The whole language catalog* (p.23). Santa Rosa, CA: American School Publishers.
- Weaver, C. (1990). *Understanding whole language from principles to practice*. Portsmouth, NH: Heinemann.
- Yokota, R. (1999). *Whole Language in Pre-service Teacher Education—The story of Mechelle*. Unpublished doctoral dissertation, University of Arizona, Tucson.

