別紙様式３（第３条関係）

論　文　要　旨

氏　名　　　　武上　富美

論文題目（外国語の場合は、和訳を併記すること。）

Teaching English Through English (TETE) Curriculum Policy in Praxis:

Case Studies of Three Teachers at a Private Secondary School in Japan

プラクシスにおける英語で英語を教えるカリキュラムの方針への考察−日本

の私立中高一貫教育校における３名の教師のケーススタディー

論文要旨（別様に記載すること。）

（注）１．論文要旨は、A4版とする。
　　　２．和文の場合は、４０００字から８０００字程度、外国語の場合は、２０００語
　　　　　から４０００語程度とする。
　　　３．「論文要旨」は、ＣＤ等の電子媒体（１枚）を併せて提出すること。
　　　　　（氏名及びソフト名を記入したラベルを張付すること。）

(論文要旨)
Teaching English Through English (TETE) Curriculum Policy in Praxis: Case Studies of Three Teachers at a Private Secondary School in Japan

1. Background of the Problem

JTEs, especially in secondary schools, have been facing growing demands to make changes in their instruction to meet the needs of globalization. The TETE policy further encapsulates MEXT's (Ministry of Education) aim to push for secondary school JTEs to develop students' communicative competences in English to meet global standards. This aim suggests that teachers change the way they teach and can be seen as running counter to what JTEs do in their classrooms. That is, developing communicative abilities require TETE. However, asking teachers to transform their teaching approaches has produced complaints by JTEs that MEXT dictates what to teach, but not how to teach it. This study partially agrees with this statement.

   Teacher change implies a need for teacher development. The study takes the position that a national body of education as MEXT plays an important role. Their position brings foresight and force to state and then mandate change, but the details of how to do it should be left in the hands of teacher educators at the local levels and most importantly teachers as researchers, examining their own classroom environments to find suitable teaching approaches stated in the curriculum formed at institutional levels. The solution to meeting changes in the curriculum is found in teacher development and engaging teachers to actively participate in it through praxis.

   ▪ *The concept of praxis and curriculum as praxis*

In the above, there is shift in curriculum theory that views teaching and learning as an active, constructive process. In curriculum as praxis, the process is clearly defined as being propelled by a dialectical interplay of reflection and action. Grundy writes, "[T]he curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process" (Grundy 1987, p. 115). Central to the process is the concept of praxis.
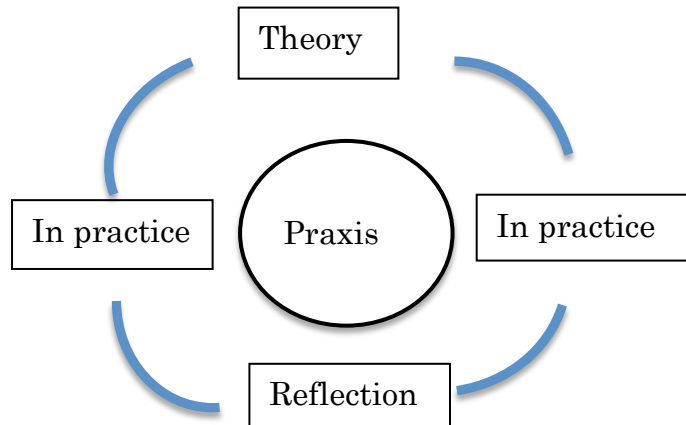
Figure 1.1 The process of praxis

Praxis according to the ancient Greeks develops through dynamic interaction of theory in action (i.e. practice). Praxis powerfully involves the individual in a process of "informed, committed action" (Kemmis, 1985, p.141). As Hobley (2003) writes, [T]eachers have the opportunity to continually reconstruct theory in response to their own praxis (active reflection). In this way, they are involved with the ongoing development of knowledge related to their own practice…" (p.30). Praxis empowers teachers. If they are willing through praxis to consider why things are happening in their teaching informed by theory and reflection, then " [they] are taking the first steps toward knowledge creation in contrast to routine knowledge replication (Hobley, p.30). As a part of this study, praxis was selected as a centerpiece to document teachers in their own inquiry process toward teacher development to actively transform instruction stimulated by changes in curriculum policy.

1.1 Research Questions

The questions are designed to focus on praxis. The first research question attempts to provide a context for the study by examining the JTEs perspectives on the TETE policy; the second question focuses on teaching in practice in view of the JTEs' classroom instruction regarding the implementation of the policy, and the third question further explores the JTEs in action as they go through an intervention developmental process to meet the TETE policy. Finally, outcomes from these research questions are used to make empirical contributions to teacher development. The research questions are as follows:

1. How is the new national curriculum TETE reform policy perceived by the JTEs in this study?

2. How do they teach English in their classrooms, and what are the constraints, if any, of successfully implementing the TETE policy in their particular teaching and learning contexts?

3. How can JTEs be facilitated in their teacher development to implement the TETE policy in praxis?

1.2 Significance of the Study

On the one hand, MEXT does organize and highly support workshops, lectures, and model schools with teachers demonstrating aims of policies at the local levels that are supported by boards of education. On the other hand, the problem is that model schools, workshops and lectures can be seen as not having a major impact because their content and approaches may appear to be at a distance from the realities of every day teaching (Cohen & Spillane, 1992; Fullan, 2007). Workshops and model schools with demonstration classes are limited because they provide prescriptions of what teachers 'ought to do' in their classrooms without knowing the particular realities teachers face (Block, 2000; Gorsuch, 2000). In this study, the author works with teachers at a local school regarding teacher development concerned with their particular situations.

1.3 Research Design

The design of this classroom-based research is constructed from the view that classrooms are complex environments embedded within various contextual layers:

> The educational context, with the classroom at its center, is viewed as a
> complex system in which events do not occur in linear causal fashion, but in
> which a multitude of forces interact in complex, self-organizing ways, and
> create changes and patterns that are part predictable, part unpredictable. (Van
> Lier 1996, p.148)

The above observation is grounded in complexity theory, which takes a non-reductionist, non-linear view toward research. In traditional, positivist science, the phenomenon is reduced to its parts and measured in a linear fashion. The examination of each part in isolation produces results, which contribute in a piece meal way to a validated, mechanical description of the phenomenon under study. In complexity theory, Finch writes (2004, p.4), "A basic characteristic of complex systems is that

everything influences and is influenced by everything else." This statement has particular relevance to this study because the events in which participants interact are not seen as happening in isolation, but as having mutual relationships. That is, following van Lier above, they are seen as having inter-connectivity in ways that might seem chaotic but also can emerge as a self-organizing system within the ecology of the classroom. From this perspective, the whole is bigger than the sum of its parts. The holistic view found in complexity theory is taken into consideration in the research design of the study. Moreover, in consideration of the complexities that surround classrooms and seeking holistic pictures of its environment, qualitative modes of investigation are argued to be appropriate.

The study is consonant with a qualitative approach. The aim is to understand why the participants do what they do in the process of their teaching rather than to isolate their practices to measure certain teaching behaviors or learning outcomes. The study addresses the particular concerns of each teacher. Case study was selected for its particularity. On the one hand, this may be viewed as a limitation because one cannot generalize the findings. That is, if one were seeing this study through the lens of a positivist or quantitative study which it is not. Taking a qualitative approach using case study allows the researcher to get close to the data, to be specific and therefore to provide rich in-depth descriptions of what is happening and why for each teacher. Case study allows for looking at each teacher as a single entity to delimit her practices. To generate broader knowledge, however, cross case analysis is used. Cross case analysis allows the researcher an opportunity to generate new knowledge by comparing the cases of each participant searching for commonalities and differences (Chaney-Cullen & Duffy, 1999). Finally, procedures associated with grounded theory (Corbin & Strauss, 1998, 2015; Miles and Huberman, 1994, 2014) are conducted in this study to provide rigor to the data collection and analysis process that are complementary to a qualitative approach.

In Chapter 2, the aim is to draw empirical connections between research conducted in the field that is relative to this study. First, in order to provide a broader educational context in which the JTE participants are embedded, a review of MEXT's TETE policy is presented by weaving it with its [Mext's] communicative goal to show how it would alter present traditional approaches. This will be followed by a review of literature on challenges to enact curriculum policy asking for teacher change and appropriate approaches in teacher development to bring about change. In relation to this study, the approaches taken in teacher development bring into a further discussion offering a review of why classrooms are complex environments and therefore why more classroom-based research documenting teachers carrying out their instruction are needed. Outcomes from research on teaching processes can inform teacher

development in ways to facilitate teachers to conduct their own inquiry processes. Lesson study, a teacher development framework used in Japan and in this study, is introduced as a suitable framework to engage the JTEs in their teaching praxis.

In Chapter 3, the methodology used in the study is detailed. Reasons for why the study takes a qualitative approach and descriptions of complementary methods using case study and cross case analysis are given. Grounded theory methods (GTM) and techniques to collect and analyze the data are detailed. The core theme and supporting categories that emerged as a result of applying grounded theory analysis were coded and presented in Chapter 4.The single case study analysis is representative of the first two phases of the study (Analysis of third phase using CCA is given in Chapter 8). In Chapters 5,6,7 the single case studies of Teacher A,B, and C are analyzed the thematic categories.

1.4 The study

In Chapter 4, first, the core theme, *Many Possibilities of Friction,* is explained. Under the umbrella of the overriding core theme, supporting categories arising from axial coding procedures are presented. The axial categories are briefly introduced and then data are analyzed and presented with each teacher, respectively. It is important to note that two categories, *Harmony Provisionally Maintained* and *Existing Positive Disharmony* are substantiated from data that emerged in the first two phases of the study. The third category, *Reconceptualizations of Practice,* will appear under the second phase (intervention stage) since this was the stage where the JTEs went through the LSC praxis process to further their teacher development attempting (whether successfully or unsuccessfully) to transform their instruction. In other words, data from the LSC interventions are the main source for supporting the Reconceptualizations of Practice category.
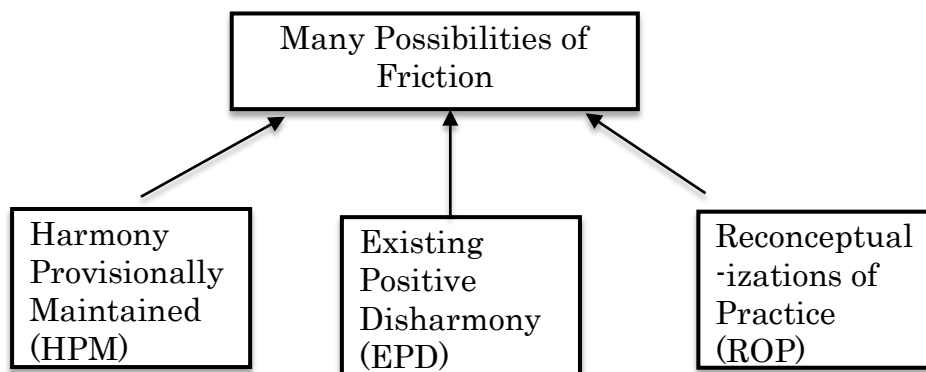

Figure 4.1 Core theme and supporting axial categories

1.5 Summary of Themes

The core theme and axial supporting thematic categories were discussed in a top-down manner. However, they were not formed that way. In accordance to the principles of GTM, they emerged through a comparative bottom-up analysis. HMP was explained as representing data that depict teachers in a rather static state, teaching in a kind of comfort zone, somewhat resistant to the forces of change and the complexities and uncertainties that surround their teaching. EPD and the data to support it suggest that out of uncertainty and chaos can emerge a productive state of destabilization propelling teachers to change, to evolve. Change needs to be demonstrated in practice. The ROP category allowed the researcher to present data showing outcomes of JTEs going through the LSC teacher development model. Through the ROP category, the process of praxis focusing on transformative action could be documented. Successful or unsuccessful attempts at ROP suggest that change or transformation of practice is not easy because of the compelling positive and negative forces that surround the teachers. Finally, the overall controlling core theme of the many possibilities of friction was discussed. Formed by a contradicting, driving forces beneath it, friction as the core theme serves as a concept that provides an abstraction to generate understandings of the real and very complex environment the three teachers are in and possibilities to create positive change in their teaching.

1.6 The single case studies of the JTEs

The data of the three teachers, were presented in Chapter 5,6,7. Data were further generated in the Cross Case Analysis (CCA) using comparative analysis across the cases.

1.7 Cross Case Analysis (CCA)

In Chapter 8 results from conducting a CCA of the individual case studies are presented. As indicated in the methodology chapter (Chapter 3, section 3.2.2), conducting CCA provides the researcher with a method that increases opportunities to give meaning to or make sense of the data and further mobilize knowledge by searching for commonalities and differences. Several matrices are used to frame the data to show commonalities and differences among the three JTEs. The first data display matrix displays commonalities and difference that begin to address the research questions. Then, the following matrices display commonalities and differences across cases. The data in the matrices are formed from conducting a comparative analysis across each case study and are underpinned by three domains of teaching: teacher perceptions, teacher behaviors and frictional forces. These domains are organized around the three common categories, HPM, EPD ROP, and were

analyzed accordingly to address the core theme, *many possibilities of friction.*

Through CCA, several themes emerge to further mobilize understandings of data within each category. The aim is to develop conceptualizations across each of the categories that address the research. The themes are presented below:

- *Theme 1: JTEs have conflicting views on TETE policy because it doesn't meet their reality*
- *Theme 2: JTEs implicitly see the value of TETE when it is linked to the communicative goal of the COS.*
- *Theme 3: English Teachers are too busy at secondary schools (A feature of the Hidden curriculum)*
- *Theme 4: A scripted routinized and patterned instructional approach*
- *Theme 5: Limited interactions between JTE and students because of heavy reliance on deductive explanations of grammar in L1.*
- *Theme 6: When L2 is used it is generally for CRE purposes*
- *Theme 7: Lack of training and professional knowledge are major obstacles to making changes in their instruction aligned with TETE and COS goals*
- *Theme 8: The impact of LSC interventions on the JTEs' professional development*

The themes listed above will be discussed in the following chapter to address the questions and as well forming implications linked to the core theme, *many possibilities of friction*.

1.8 In Chapter 9, the research questions were addressed.

Research question 1: How is the new national curriculum TETE reform policy perceived by the JTEs in this study?

The figure below shows that the COS is juxtaposed between policy made at the instructional level and implementation at the classroom levels. At the institutional level, the above triangle shows interconnections between the TETE policy and the stated communicative goals in the COS, which are aimed at increasing use of L2 in instruction. However, there is a gap in implementing these COS features because the JTEs perceive that the institutional policies do not reflect what they do and are expected do at the local classroom level, which is shown in the lower inverted triangle. The JTEs follow textbooks that they believe focus more on target sentences requiring translations and are not conducive to introducing communicative activities and TETE as they broken arrows show in the figure. Focusing on target structures over understanding content, and translating those structures and vocabulary are implicitly aligned with preparing their students for tests. Tests are a crucial part of the hidden curriculum (Gorsuch, 2000) as Rohlens was cited in the study by saying they

…are the dark engine driving high school culture" (1983, p. 317, see Chapter 8, section 8.2.1.2). Throughout the study the JTEs felt they lacked the skills to supplement the textbook with communicative type activities. Moreover, they were conflicted because students needed accuracy training or least they placed a heavy priority on explaining grammar and introducing vocabulary, which they believed needed L1. In taking a teaching approach that mainly uses explanations in L1, the JTEs were implicitly influenced by preparing students for tests, which evaluate grammatical knowledge, reading and vocabulary skills as the broken arrows show in the figure.
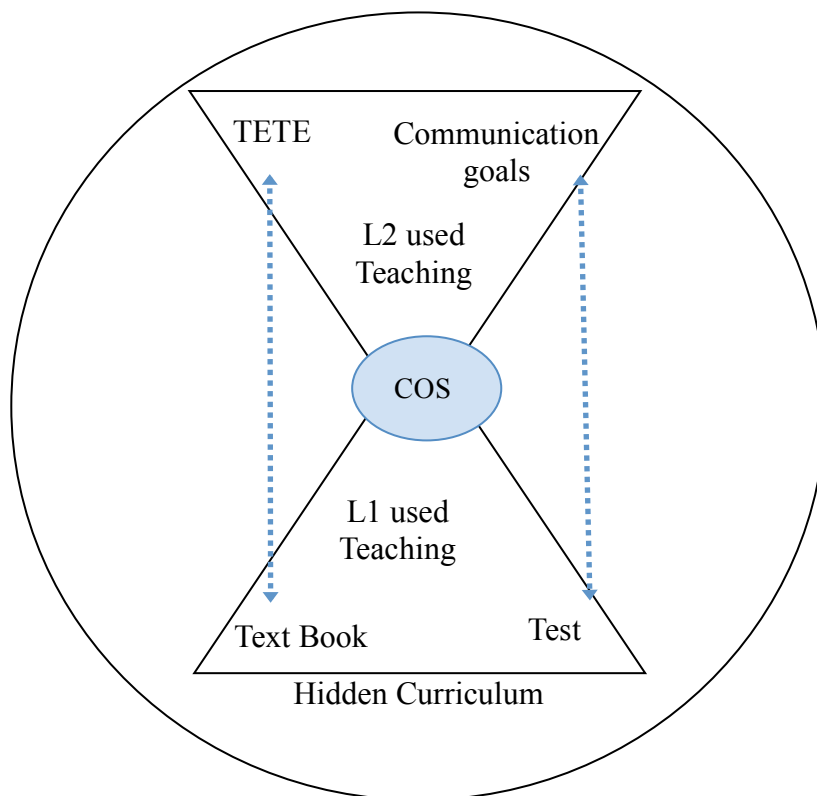

Figure 9.1 JTEs perceived realities for blocking implementation of TETE policy

1.9 Research question 2: How do the JTEs teach English in their classrooms, and what are the constraints, if any, of successfully implementing the TETE policy in their particular teaching and learning contexts?

Theme 4: A scripted routinized and patterned instructional approach
The table shows the routinized and patterned forms of instruction that were observed of each teacher. In the table, the JTE is listed, the time used for each activity is shown, and descriptions of those activities are listed. This is the situation that the JTEs were in at the beginning of the study.

Table 9.1 Instructional Patterns of the JTEs

JTE	Min.	Scripted routinized teaching patterns
TA	10	-Begins class checking the homework (grammar based practice in L1)
	5	-Introducing new vocabulary list with translation on PowerPoint (PPT)
	10	-Pre-reading introductory 'today's grammar target point' in L2 with PPT
	2	-Pre-reading comprehension quiz about reading material in L2
	5	-Read material out loud, repeating after teacher and then again in pairs
	2	-Post reading comprehension quiz about reading material in L2
	15	-Explanations of 'today's grammar target point' in L1 with PPT or handouts
TB	5	-Begin the class introducing new vocabulary list (vocabulary expansion adding prefixes and suffixes) with translations on PPT
	2	-Pre-reading introductory 'today's grammar target point' in L2 with PPT
	2	-Pre-reading comprehension quiz about reading material in L2
	5	-Read material out loud, repeating after teacher and then again in pairs
	5	-Confirm comprehension quiz about reading material in L2 with PPT
	20	-Explanations of 'today's grammar target point' in L1 with PPT
		-Check 和訳 (check the translation in L1)
	1	-Explain the homework for the next class (Listening to the CD, Write the key points twice in L2 and translation in L1, Work on grammar practice workbook)
TC	10	-Begin the class introducing new vocabulary list (with vocabulary definitions in L2)
	5	-Read material out loud, repeating after teacher and CD
	10	-Grammar translation sentence by sentence (Student A reads sentence in L1, then translates in L2; Student B reads next sentence in L1, then translates in L2)
	5	-Comprehension quiz and check the answers
	10	-Explanations of 'today's grammar target point' in L1 with PPT
	10	-Work on the handout individually or in pairs (Student A reads sentence in L1, then Student B translates in L2)

1.10 Research question 3: How can the JTEs be facilitated in their teacher development to implement the TETE policy in praxis?

> Teachers everywhere are faced with the challenge of aligning their teaching self in congruence with contemporary realities while at the same time attempting to transgress any artificial boundaries the realities might impose on them. Teachers' identity formation, then, resides largely in how they make sense of the contemporary realities, and how they negotiate contradictory expectations, and how they derive meaning out of seemingly chaotic environment (Kumaravadivelu, 2012,p.58).

In the above, a "seemingly chaotic environment" could also be interpreted as 'frictional forces' that impact on teachers. As we can see from previous questions of 1 and 2, the JTEs' perceptions and teaching behaviors are intertwined in a complex manner within the teaching environment surrounding them to implement the curriculum policy.

In order to answer the question of how the JTEs are facilitated in their teacher development the following theme is addressed:

Theme 8: The impact of LSC interventions on the JTEs' professional development

In the right hand box of Figure 9.2 represents JTEs' teacher development in praxis. The concept of praxis is used in this study as framework that emphasizes the need for professional knowledge underpinned by theory that informs the practice of the JTEs. Praxis is seen as an exploratory process and reflection plays a seminal role on the JTEs development as they go through several interventions. It is important to note that the interventions were conducted in the actual classrooms of the JTEs. Therefore, in praxis within the school context, the teachers are engaged in teacher learning and are involved in reflective action that brings theory to practice for the purpose of change. In this way, the teacher evolves from a passive technician to a reflective practitioner as well. In this study, a praxis environment was first created by eliciting the JTEs' HPM and coexisting EPD states, which were revealed through co-constructive dialog aimed at 'awareness raising'. Without the opportunities of dialogic inquiry for the JTEs' inner voice to emerge and reflective concerns about their own teaching to be expressed, the 'awareness raising' would not occur.
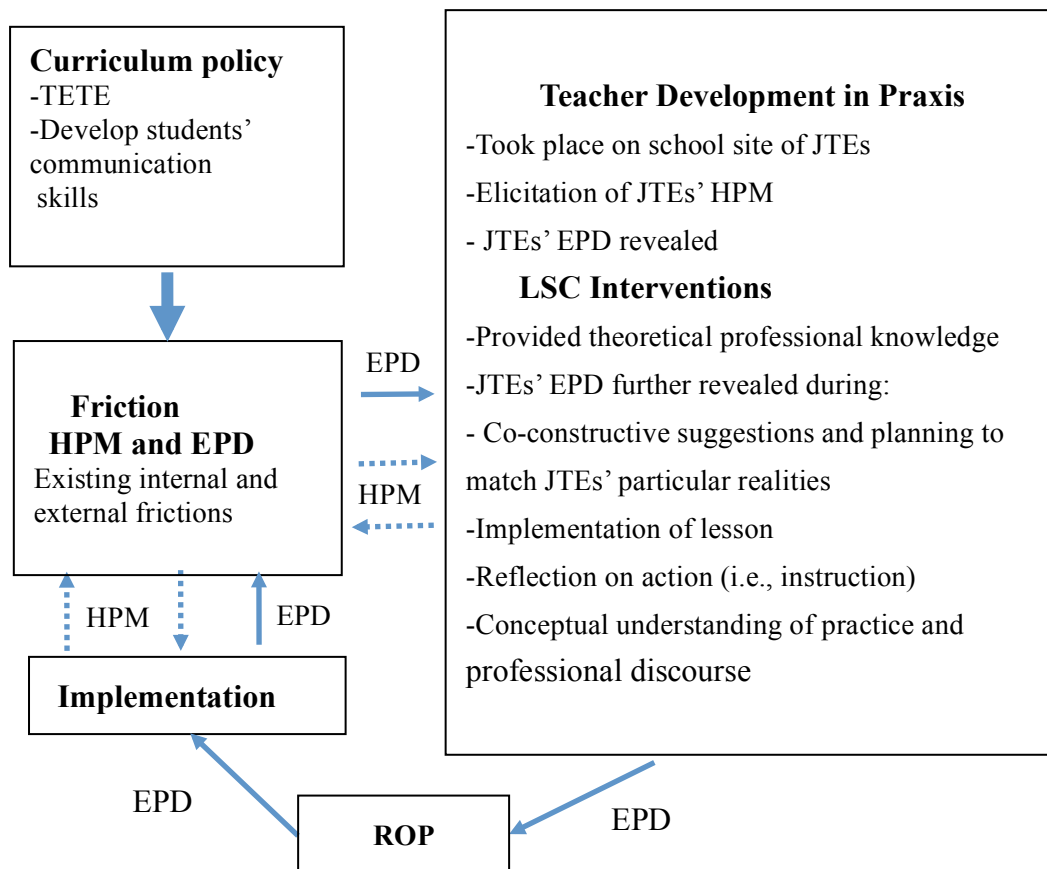

Figure 9.2 Policy implementation and teacher development through LSC

interventions

1.11 Implications for teacher development for TETE policy

There were several outcomes in the study that offer productive insights into the teacher development of the JTEs. They are: The value of on-site, continuous development using a collaborative LS framework to implement praxis; friction as a positive force in teacher development, and a proposed pedagogical model to achieve TETE (see Figure 9.3 below).

Figure 9.3 proposes an interrelating pedagogical model to introduce TETE that includes relative learning and teaching methods that represent professional theoretical knowledge the JTEs would continue to need along with the importance of teacher interaction labeled as 'teacher talk' in L2.

TETE as Pedagogy to increase L2 Use in the Classroom

Learning theory:
- Social Constructivism

Teaching methods:
- CLT
- Task-based Language Teaching (TBLT)
- Cooperative Language learning (CLL)

Active learning

Project-based learning

Teacher Talk:
Comprehensible input in L2 as the most authentic and meaningful exchange between student and teacher

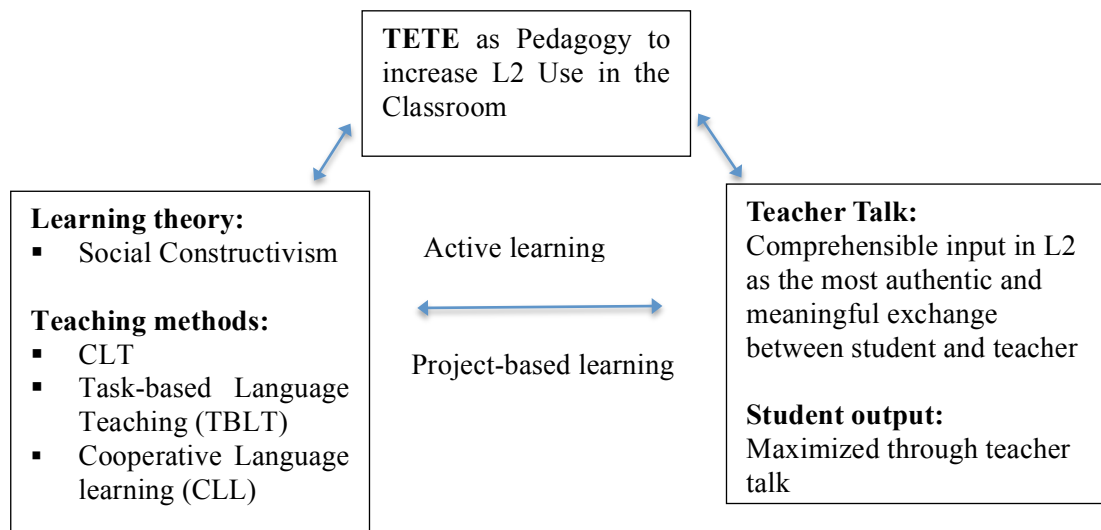**Student output:**
Maximized through teacher talk

Figure 9.3 A proposed pedagogical model to introduce TETE in JTEs instruction

Teaching methods listed in Figure 9.3 are examples of ways to implement active learning through social constructivism in the classroom (see Richards and Rodgers, 2001 for a full account of these methods). The principles behind CLT, mentioned throughout this study, tend to mimic activity in real life communication, such as information gap activities. TBLT (Nunan, 2005) provides purpose to communication by presenting problem solving activities, in which students actively construct solutions. CLL (Johnson & Johnson, 1994) offer a set of principles a teacher can follow to make group work interactive, interdependent and cooperative as students work together on tasks.

There are other derivations of the above methods, but they basically are formed from their principles. For example, recently in Japan active learning (underpinned by

social constructivism) and project-based learning (connected to CLT, TBLT and CLL) have been promoted by MEXT (see Figure 9.3). If the JTEs were presented with ideas associated with social constructivism and its related methods, they would be able to richly conceptualize and actively implement areas of their instruction that adeptly integrate active learning and project-based learning in their classrooms. Moreover, the very nature of constructivist methodologies and related teaching methods are conducive to more target language use in the classroom. The JTEs would increase not only their students L2 use, but theirs as well, which is shown on the right side of the model.

1.12 Broader Implications and Contributions

Great care was given in this study not to generalize the results. However, it is hoped that what has been presented in this study regarding the cases of three JTEs can resonate with JTEs and teacher educators throughout Japan who share similar situations and experiences. For these JTEs and educators, the outcomes and implications of this study can contribute to teacher development as it takes on the challenge of shifting pedagogy away from teacher centered, traditional approaches to teaching and learning toward more suitable approaches as listed above that will help JTEs make sense of and facilitate the implementation of the TETE policy.

   Another contribution this study hopes to make is to offer rich depictions of teaching in the Japan. The study about JTEs in Japan is written in English for an international readership. Hopefully, teachers and teacher educators abroad will find the study interesting as it describes teaching in a Japanese educational context. If they visit Japan to explore the educational system perhaps studies like this can better prepare them to understand why teachers do what they do in their classrooms. It is hoped that this study encourages teachers to have the willingness to change and not to resist but to meet the frictional forces in their teaching in positive and professional ways that help them to prepare for the challenges that await them.

   The world as we have created it is a process of our thinking. It cannot be
   changed without changing our thinking. -Albert Einstein