

## 論 文 要 旨

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論文題目（外国語の場合は、和訳を併記すること。）

**Pre-Service and In-Service Teachers' Development Toward Implementing**

**Foreign Language Activities in School-Based Lesson Study**

校内レッスンスタディにおける実習生及び現職教員の外国語活動実施に向けての成長

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。  
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This study focused on the development of pre-service and in-service teachers of elementary schools toward implementing Foreign Language Activities in school-based lesson study in Japan. Foreign Language Activities is a new concept in the national curriculum in Japan and is taught mostly by homeroom teachers (HRTs) who have not had proper training regarding English language instruction. Teacher development is urgent. However, because of a lack of research, elementary school teachers' actual situation regarding teaching Foreign Language Activities is not clear. In order to get a fuller understanding, I needed to understand situations and thinking of in-service teachers who have not had experiences of teaching English or have not had training for teaching English. This is what inspired this dissertation. The premise for this study is that investigating elementary school teachers' thinking about Foreign Language Activities during this period of moving into a new stage of curriculum reform would be significant, because policies made at the top do not always get implemented at the bottom, especially if they do not involve the particular concerns of teachers (Fullan, 1991). In addition, I reported elementary school pre-service teachers' development toward implementation of Foreign Language Activities in this study. There is not much research on pre-service teachers about Foreign Language Activities and especially during their teaching practicum. Therefore, research on pre-service teachers going through their teaching practicum with a focus on Foreign Language Activities is included in the study.

The study documented teachers' development in school-based lesson study. Lesson study, which originated in Japan, is now spreading all over the world. The reason why school-based lesson study is catching on in the world is that it is an effective bottom-up approach in teacher development that provides an inductive and socially interactive way for teachers to attain professional development. It requires teachers to work collaboratively and open up their classrooms for observation and have candid discussions with peers. The idea of school-based lesson study has received much support based on the reasoning that teaching is

such a complex activity that the best way to learn it is in an authentic context (Howey & Zimpler, 1994; Johnson, Ratsoy, Holdaway, & Friesen, 1993). In addition, I wanted to introduce and document the teacher development of the participants in this study in order to describe collaborative lesson study in Japan in English, because although lesson study is spreading internationally, there are very few published studies of lesson study conducted in Japan in English. Regarding this last point, a preliminary study of in-service teachers conducting lesson study at their school is also documented in the study to show the reader a typical case example of lesson study. Research questions of the study were below:

1. What are the outcomes of pre-service teachers going through their teaching practicum using lesson study to implement Foreign Language Activities?
2. How do in-service teachers view the inclusion of Foreign Language Activities in the national curriculum?
3. What are the outcomes of in-service teachers going through school-based lesson study to implement Foreign Language Activities?

This dissertation consists of Chapter 1 Introduction, Chapter 2 Literature review, Chapter 3 Methodology, Chapter 4 Study on pre-service teachers, Chapter 5 Preliminary study on in-service teachers, Chapter 6 Main study on in-service teachers, Chapter 7 Discussion, and Chapter 8 Conclusion.

In Chapter 2, an attempt was made to draw on four particular areas of antecedent literature that are fundamental to the directions taken in this study. First, the discussion focused on Foreign Language Activities. Foreign Language Activities is a new concept in the

national curriculum in Japan and it has implications for elementary school teachers. Research reveals that teachers have problems conducting Foreign Language Activities. Secondly, in order to explore and interpret its impact on teachers and to seek ways to help them in their professional development, issues concerned with teachers' thinking were addressed. Teachers' thinking regarding their thought processes is a very important indicator to interpret teacher development and therefore is important to research, because it reveals what is behind teachers' actions to learn why they do and what they do. However, there is little research on elementary school teachers' thinking regarding teaching Foreign Language Activities. Teachers' beliefs and teacher autonomy were also addressed. Thirdly, school-based lesson study was reviewed. Lesson study is the most common form of professional development in Japan. Especially school-based lesson study with the entire faculty is the most common. "A lesson study cycle is a process in which teachers jointly plan, observe, analyze, and refine actual classroom lessons called research lessons" (Burghes & Robinson, 2009, p.7). The core principle of lesson study is teacher collaboration. A review of literature shows that lesson study is gaining recognition in the world and that local research showing lesson study in Japan should be included in the literature. Therefore I wanted to contribute to this area. On the contrary to being evaluated internationally, lesson study became just routine work as in-service teachers' professional development (Inagaki & Sato, 1996). Murase (2007) also stated that lesson study as in-school development has resulted in superficiality. I thought that we needed to refine lesson study focusing on collaboration. Lastly, methodological perspectives and paradigms were addressed. A qualitative approach has been adopted to suit the research questions of this study. A qualitative approach is non-experimental, focuses on qualitative data and uses interpretive analysis.

In Chapter 3, the methodology for the study was presented. As mentioned, understanding the data from pre-service and in-service teachers' perspective requires insights

into their thinking. Principles associated with modified grounded theory approach (M-GTA) (Kinoshita, 2003, 2007) provide a congruent method taken in this study. Teachers' voices were seminal to the study. Thus, the data collection is largely based on classroom observations and discussions in school-based lesson study, and interviews. The study is an exploratory attempt to understand teachers' thinking and is not intended to test hypotheses in the experimental tradition. That is, the analysis must be substantiated from what emerges from the data. The findings are conceptualized.

In Chapter 4, the study on pre-service teachers' thinking was described. I showed concepts and categories which arise out of the data. In their teaching practicum, during the process of going through lesson study, the participants showed their development by increasing their confidence of teaching English

In Chapter 5, the preliminary study about in-service teachers' lesson study was presented. I documented procedures of usual school-based lesson study that take place at schools, and showed its findings. Using the preliminary study as a base line example, I found three factors, "Leadership and shared roles," "All teachers give their own research lesson every year," and "Informal voluntary meetings" as important for stressing the value of making lesson study collaborative.

In Chapter 6, the study on in-service teachers' development about Foreign Language Activities in school-based lesson study was described. First, the teachers' thinking before lesson study was presented. Then I described about their three lesson study cycles. Lastly, teachers' thinking during and after lesson study was presented. The concepts and categories obtained from the various data sources were described.

In Chapter 7, I discussed the data from Chapter 4, 5, and 6 and showed what I have discovered. After answers of three research questions were addressed, then a comparative analysis was carried out discussing commonalities and differences between pre-service and

in-service teachers as documented from their going through lesson study. Finally, effective factors of pre-service and in-service teachers' development toward implementing Foreign Language Activities were addressed.

In Chapter 8, I summarized the main findings of the study and outlined the conclusions that can be drawn from findings. Then theoretical implications, pedagogical implications, contributions of the study, some limitations of the study which I have encountered were acknowledged. Lastly, future direction was illustrated.

Regarding research question 1, the pre-service teachers learned in order from “Learning in an authentic classroom” to “Realizing their shortage of knowledge and skills” and “Development in collegiality.” They gained a better understanding of [Children’s ways of learning English], [English knowledge], [Instructional knowledge], [Importance of English use], [Purpose of Foreign Language Activities], and [Collegiality] in the teaching practicum. Different from in-service teachers, the outcome shows that pre-service teachers learn pedagogical knowledge (PK), content knowledge (CK), and pedagogical content knowledge (PCK) simultaneously in a teaching practicum. The pre-service teachers realized that children were good at guessing and learning English inductively without explanations or translations. Learning in a real classroom environment had an impact on pre-service teachers. They changed their beliefs. The impact was pedagogically larger than that in other subjects, because they had never seen Foreign Language Activities lessons. Through collaborative lesson study, they deepened their knowledge and reduced their anxiety. Finally, they became positive toward learning about teaching English. Collegiality was determined to be a key experience for pre-service teachers.

Regarding research question 2, the in-service teachers in this study had negative opinions about teaching English at elementary schools before lesson study. They felt anxiety, because they have not had proper training regarding teaching English and do not have enough

English competence. The in-service teachers in this study needed ALTs (assistant language teachers) and manuals for assistance, because the teachers think that they cannot teach English by themselves and they do not want to spend a lot of time to decide what to teach, to make lesson plans, and to prepare materials. However, they also think that teaching English is a necessity in internationalization. Their ideal classes are that children learn practical English through communication with joy in comparison to the traditional English education which in-service teachers learned and did not enjoy. To improve their classes of English, the first step was to understand HRT's roles in T.T. (team-teaching).

Regarding research question 3, learning collaboratively in the same context had much impact on their teacher development. Colleagues can understand each other's situations and give appropriate advice, which reduces their anxiety. After the in-service teachers understood HRT's roles in T.T. and the significance of meetings with ALTs, they began to take an active role in their T.T. They realized that they can apply pedagogical knowledge (PK) of other subjects to Foreign Language Activities. They gained confidence and began to think to be able to teach English by themselves without ALTs. They became positive to learn more about English teaching and English competence. Signs of teacher-learner autonomy emerged among the teachers. The main purpose of teacher development regarding Foreign Language Activities is to reduce teachers' anxiety. Both pre-service and in-service teachers reduced anxiety and became autonomous through collaborative lesson study.

Theorizing is an important component of the M-GTA. In this study, I theorized developing processes of pre-service and in-service teachers toward implementing Foreign Language Activities in school-based lesson study for the first time in the research field. The M-GTA focuses on organizing substantive theory for practical utilization (Kinoshita, 1999, 2003). I assume that persons in practical use of the theory are teacher educators who plan teacher development. Responding to the recent drastic change in English education at the

elementary school level in Japan, each school needs to be aware of teachers' anxiety over curriculum reform. Understanding the particular concerns of teachers or being aware of their anxieties to help them make changes in their instruction. The outcomes in this study showed effective five factors for developmental processes of pre-service and in-service teachers toward implementing Foreign Language Activities through lesson study. They were: "Learning in the same context through collaborative lesson study", "Realizing children's learning", "MKO", "Leader", and "T.T. with ALTs." Administrators need to understand teachers' developmental processes and the five factors, then to plan an effective teacher development.

Based on the outcomes of "Learning in the same context through collaborative lesson study" and "Realizing children's learning," it can be recommended that each regional board of education should promote on-going school-based lesson study for Foreign Language Activities, not only one-shot seminars. Concerned with pre-service teachers, the outcomes of this study suggest that schools should consider giving pre-service teachers more opportunities to learn Foreign Language Activities in real classrooms. The outcomes strongly recommend making up one lesson unit and conducting it collaboratively. As this study has demonstrated, doing this can provide opportunities to gather deep insights from peer's advice and discuss worries or concerns in the same position. It can ease their anxiety and provide positive thinking.

The study showed that the "MKO" and "Leader" acted as seminal roles in collaborative lesson study. However, MKOs in Japan should change their style from prescribing instructions or management to sharing their expertise and encouraging teachers. In addition, MKOs should understand needs of teachers and community in a long-term commitment to the schools. Regarding "Leader," this study revealed that a leader should have English competence and experience of teaching English, not only having skills of facilitating lesson



study collaboratively. Teachers can ask about teaching English to a leader voluntarily anytime in school. That makes teachers feel at ease. The outcome recommends that the regional board of education should place an experienced teacher of teaching English in each school.

“T.T. with ALTs” is a crucial role for teacher development toward implementing Foreign Language Activities. This study showed teachers’ developmental process in T.T. with ALTs. Teachers cannot start teaching English by themselves. In T.T., teachers can see and imitate ALT’s lessons. Then the amount of HRT’s roles and using English in T.T. increases. Finally, as the participants in this study showed, they begin to think that they would like to teach English by themselves without ALTs. The outcome further suggests that the board of education should assign an ALT to each school as much as possible or prioritize schools in which teachers are not familiar with teaching English. In fact, the board of education employed the ALT for the school in which the main study was conducted.

This study also contributes other areas. Teachers’ thinking is a key for investigating teacher development. However, there is little research on elementary school teachers’ thinking regarding teaching Foreign Language Activities. Consequently, the study could contribute to the area. Since most previous studies were conducted in a quantitative approach regarding Foreign Language Activities, I took a qualitative approach for this study. In this study, modified grounded theory approach (M-GTA) was selected for analyzing data. M-GTA is a version of GTA (Glaser & Strauss, 1967) and developed by Japanese researcher Kinoshita (2003, 2007). M-GTA is well known in Japan and there is a lot of research using M-GTA. However, most of it is written in Japanese. M-GTA is not known internationally. Hence, the study contributed to introducing M-GTA outside Japan. One of the purposes of the study was to document collaborative school-based lesson study conducted in Japan in English, because although lesson study is spreading internationally, there are very few published studies of lesson study conducted in Japan in English. This study showed full of Japanese school-based

lesson study in authentic contexts as learning environment school culture. No researchers showed the diagram before.

This study is limited in that it provides analysis of single cases schools involving teaching practicum and teacher development through school-based lesson study. Although findings of this study cannot be generalized, it is plausible that they resonate with other elementary school teachers in Japan. Another limitation is that this study mainly focused on teachers' mental issues, because participants have never had teaching experiences, or have had less experience of Foreign Language Activities. Understanding teachers' thinking is significant to begin the new policy. Their positive attitude toward implementing Foreign Language Activities is significant in this stage. In the next step, I would like to research the participants' practice in the classroom much more.

In concluding, I have gotten implications for teacher development regarding Foreign Language Activities. As a teacher educator, I would like to help teachers further develop teacher-learner autonomy regarding teaching English at elementary schools. I would like them to keep learning collaboratively in their lifetime.