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【論文題目】 Pre-Service and In-Service Teachers' Development Toward Implementing
Foreign Language Activities in School-Based Lesson Study

【授与する学位の種類】 博士（文学）

【論文審査の結果の要旨】

This study had two purposes: (1) to research aspects of the progress of six pre-service and six in-service elementary school teachers as they participate in a teacher developmental framework to meet MEXT's policy to include English, referred to as foreign language activities (FLA), into their instruction; and (2) to contribute to research for an international audience on Japanese teachers using school-based lesson study (*jugyokenkyu*). Lesson-study is indigenous to Japan and rapidly gaining recognition around the world as a useful practice for professional development. The study is based on the premise, supported by the literature that research in both (1) and (2) has been lacking. The study reports three stages of research on school-based lesson study. Results were used to model participants' development under a data-led paradigm; consistent with the rationale of qualitative research. This paradigm assists the construction of new theory via a bottom-up approach to both the generation of data and its interpretation, in contrast to a quantitative approach of hypothesis testing existing theory in deliberately-designed datasets, under the principles of scientific detachment. Several developmental models were offered to this effect in the thesis.

In Chapter One, the above background is elaborated and relevant literature is cited. Research questions, which reference generative and start-point questions in qualitative research, rather than the determinative and test-point questions of quantitative research, are listed as follows: 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?

In Chapter Two, a comprehensive review of literature on FLA in teacher development (TD) is provided. The review further verifies the requirement for more in-depth studies focusing on the particular needs of elementary school teachers at their work sites, and covers the reported frustrations of elementary school teachers as they face challenges in meeting MEXT's policy requirements. The review also covers lesson study, an important element of the research, which involves participants going through a TD cycle of planning, teaching research lessons, and reflecting to elicit teacher thinking. Research on teacher beliefs and the role these beliefs have in teacher development is discussed.

In Chapter Three, Grounded theory (GT) is presented as an appropriate method for data collection and analysis in qualitative research. The candidate specifically used a modified grounded theory approach (M-GTA), which emerged in Japan (Kinoshita, 2003). A technique of M-GTA is to avoid line by line fragmentation of the data through coding in larger chunks to allow for context to play a role in analysis. In M-GTA, following Kinoshita (2003), a two-stage analytical procedure of 'concept formation' and 'thematic category formation' was conducted through theoretical sampling until theoretical saturation. Categories were substantiated with text mining and peer debriefing to secure the credibility of the study. Data were collected in multiple sessions over a year involving interviews, classroom observations and field notes. The candidate, an experienced elementary school teacher with more than 20 years of teaching service, performed the role of more knowledgeable other (MKO).

In Chapter Four, data for pre-service teachers were coded for analysis, and conceptual categories emerged to encapsulate the data. Data suggested that over the course of four weeks participants made gains in subject-matter knowledge and pedagogical knowledge. A developmental model showed that pre-service participants also saw essential benefits in teacher collaboration for TD.

In Chapter Five, descriptions of traditional procedures of lesson study of in-service teachers were depicted as base line data. The traditional form is not as collaborative as was the case in the present study, and there is no MKO.

In Chapter Six, regarding in-service teachers, relational core categories are modeled. These first depict teachers as objecting to the implementation of FLA, and as having a high reliance on ALTs. After several lesson study sessions, emerging categories and modeling suggest the participants have made gains in professional knowledge and teacher autonomy, and have become more confident in implementing FLA.

In Chapter Seven, results and discussion show TD progression, progress in teacher autonomy, and a learning environment culture. TD models demonstrated that going through a collaborative lesson study cycle was effective in promoting participants' professional knowledge, knowledge of the subject, teacher autonomy and willingness to take on an independent role in implementing FLA in elementary school.

In Chapter 8, limitations and implications were addressed. Limitations of the study are those directly associated with the qualitative methods used; rather than the candidate's execution of the methods. In qualitative research, extensive data from limited participants is considered a necessary component of knowledge production in research institutions; the price, however, is generalizability of findings. For this reason, the findings in this study should be taken as contributing to formative theory. One of the important theoretical implications from this research is that lesson study, provided it is undertaken under a collaborative framework, offers a scaffolding for a realignment of what has been documented as the, often, unproductive relationship between ALTs and JTEs. A further implication of this finding is that a collaborative framework for lesson study could, as a policy agenda, be encouraged at middle and high school where it is less prevalent currently, and where the problems of integration of the roles of ALTs and JTEs is more critical. The study, written in English, also contributes to the international literature on conducting collaborative school-based lesson study originating in Japan.

Based on the above, review members agreed that this paper has sufficient content and worth to deserve the award of a Doctor of Literature degree.

【最終試験の結果の要旨】

The final examination was conducted from 12:50 pm on Tuesday, June 27th, 2017 with full attendance of the judging committee. First, the candidate presented a summary of the academic significance of the research which concerns the Ministry of Education, Culture, Sports, Science and Technology's education policy of introducing English in elementary school. Problems and research questions based on implementing the policy at local schools were presented, and a discussion demonstrating how the candidate's research fits within existing literature was adequately presented. Next, the candidate clearly showed why a qualitative approach to the data collection and analysis was taken, and associated methods and procedures used in the study were elaborated. The findings offer a contribution to theorizing the processes involved in the professional development of English teachers. A further contribution is that the study, written in English, provides documentation and analysis of lesson study, as it is carried out in Japan, for an international audience—and thus addresses a clear deficit in the literature. Based on the results, analyses, answers to research questions, and theorization of conceptual models emerging from the data, it was decided that the candidate was able to competently and successfully defend the research.

The view of the committee was unanimous. Therefore, the evaluation committee recommends that this candidate be awarded the PhD degree.

【審査委員会】

主査 ラスカウスキー・テリー

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