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【論 文 題 目】　Researching the Pedagogical Praxis of Three In-Service Japanese
　　　　　　　　　　Teachers of English in a Private Senior High School
　　　　　　　　　　（私立高校における現職日本人英語教師三名の教育実践の研究）

【授与する学位の種類】　博士（文学）

<div align="center">【論文審査の結果の要旨】</div>

　In chapter one, the research was introduced as a case study that focused on exploring the teaching perceptions and behaviors of three high school Japanese teachers of English (JTE) in an independent professional teacher development (IPTD) project to help them meet the teach English through English (TETE) policy revisions in the Ministry of Education's (MEXT) national curriculum English guidelines. Praxis cycles, which brought thought, action, and reflection into the practice, were used to provide a framework for the developmental process. The premise was that effective teacher development occurs when it is conducted on-site in close collaboration with teachers as co-constructors of their teacher learning process. The research questions were: 1) What are the perceptions of the participating teachers toward the Course of Study including recent TETE policy changes? 2) How is English being taught in the participating teachers' classrooms, and what are the contextual influences on their instruction? 3) How can professional teacher development (PTD) enable these JTEs to make significant changes in their teaching?

　In chapter two, context for the research was presented by detailing the educational training that Japanese pre-service teachers receive and how the standards of teaching in Japan are determined. A social-cultural overview of two concepts, *wa* and *zenrei,* were given as contributors to traditional language teaching in Japan to better understand why the participants did what they did in their practice, such as their reliance on the *yakudoku* method. This set the argument that traditional methods conflict with policy revisions as the latter require more socially interactive, active learning approaches. Vygotsky's sociocultural theory (1978) appropriately framed the study. Sociocultural theory was considered appropriate because it allowed the candidate to examine the cognitive development of the participants through the use of mediated language within the social context and assist participants in their development through learning stages of the zone of proximal development (ZPD), which involves mentorship. The candidate used the literature to show that getting the participants to change required them to reflect on and make changes in their teaching. Chapter two concludes with a detailed description of template analysis. It allowed the candidate to take advantage of his insider status being a colleague of the participants to form an *apriori,* predetermined thematic category to be substantiated with data taken from participants.

　In chapter three, the methodology was explained. Because of the exploratory/interpretive nature of the research, a qualitative approach was selected. The two-year study was conducted on the school site where the JTEs and candidate work. The developmental framework was

collaborative as the candidate interacted with the participants to collect and analyze data before, during, and after their lessons. Triangulation in data collection occurred through ongoing interviews, video observations and stimulated recall post-lesson sessions. Data were transcribed for comparative analysis.

In chapter four, the emergence of three major thematic categories and supporting subthemes abstracted from the data were described. The major categories were: *Maintaining the Status quo* (a static non-growth state); *Breaking Down* Barriers (a momentum for change state); and *Reconstructing Teaching Practices* (positive outcomes seen in practice state). These themes substantiated the larger *apriori* theme of *Overcoming Constraints*.

In chapters five, six and seven, the themes and subcategories were presented, respectively, with supporting data taken from participants. Data presentation demonstrated a bottom-up process substantiating each theme and their subcategories. In addition, the interconnections among the major categories and supporting subthemes were able to depict the developmental flow and gain of the participants in their teacher development.

In chapter 8, further elucidation of the thematic categories in terms of the teacher development of the three JTEs were given by responding to the three research questions: 1) Perceptions of JTEs *(TETE perceived as being inappropriate, a static non-growth state, conflicting teacher beliefs)*; *2)* Teaching practices of JTEs and influences *(external institutional influences, internal cultural influences, lack of English use in the classroom, passive learning conditions)*; 3) Ways PTD can help JTEs make changes in their teaching *(impact of interventions, introduction of pedagogical and practical knowledge, finding a compromise for implementing change, adjusting task-based activities, working through disharmony for change, importance of context in effective change, use of Japanese in the classroom, temporary and lasting change in teaching practice, motivation for teacher change found in student needs and not policy revisions)*. As a result of the research, the candidate proposed a collaborative, on-site teacher development theoretical model that replicated the stages and procedures the JTEs, led by the candidate, went through in the study. The learning goal was to create perpetuation of a fluid growth state through: 1) exposure to teaching methods and theories; 2) collaboration with peers or more knowledgeable others, 3) the need to allow participants to be co-constructors of their teacher learning when involved in collaborative professional development and 4) opportunities to be reflective on and in their teaching. The candidate addressed limitations by stating that outcomes cannot be generalized, but could be transferred and have value for other JTEs that share similar teaching contexts. Thus, besides the important goal of helping the participating JTEs to progress in their teacher development, a further contribution is transferability of the findings to similar teaching environments.

In chapter 9, conclusions of the research context of the study along with implications of the thematic categories and the proposed teacher development model that were shown in chapter 8 were reviewed. The candidate stated that JTEs showed professional growth going from passive technicians to reflective practitioners and that more collaborative on-site teacher development needs to be done at the ground level. Based on the outcomes of the study, the candidate concluded with the claim that by working together in communities of

practice, colleagues as researchers with insider status and knowledge have the potential to make beneficial improvements to PTD by bringing a contextual focus to classroom-based research.

Overall, the findings and their limitations 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. However, the findings in this study could be hypothesized and tested by using a quantitative research method in subsequent studies, and eventually, they will contribute to the construction of formal theory. The study, written in English, also contributes to international literature on collaborative school-based studies in Japan. 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】

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 'Teach English Through English' policy for high school English teachers. Problems and research questions based on implementing the policy were presented, and a discussion demonstrating how the candidate's research fits within existing literature was adequately presented. Next, reasons why a qualitative approach to the data collection and analysis was taken and associated methods and procedures used in the study were clearly elaborated. The findings offer a contribution to the professional development of English teachers. A further contribution is that the study, written in English, provides documentation and analysis of school-based research pertaining to teacher development in Japan, for an international audience—and thus addresses a clear deficit in the literature. After adequately responding to questions about cited literature and based on the results, analyses, answers to research questions, and theorization of a developmental model 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】

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