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研究課題名(和文) Preparing English teachers for success with the MEXT guidelines

研究課題名(英文) Preparing English teachers for success with the MEXT guidelines

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交付決定額(研究期間全体)：(直接経費) 3,200,000円

研究成果の概要(和文)：東北地方の教育委員会や各小・中・高等学校との協働が進んだために、研究は順調に進みました。最終年度には、青森、秋田、山形、福島の各県で教員研修を実施しました。いずれのワークショップにおいても、文部科学省が提唱するコミュニケーション中心の指導が求められる学習指導要領に沿った効果的な教授法を提示することができました。参加者からは肯定的な意見が多く、参加者の多くがそれまでの自身の指導法を見直す意欲を示していました。参加教員の研修経験が、日々の授業実践に意味のある変化をもたらすと確信しています。その影響をより明確に把握するために、今後もさらなる調査を行っていきたいと思います。

研究成果の学術的意義や社会的意義

Through post-training questionnaires, focus group interviews and observations of teachers in their own classrooms, we feel confident that this project has had a positive impact on the daily teaching practices of teachers.

研究成果の概要(英文)：The research progressed well, and we had received cooperation from various elementary and secondary school institutions. The final year of the project saw us provide teacher training in Aomori, Akita, Yamagata and Fukushima. We were able to offer workshops in all prefectures in Tohoku, which was the main purpose for providing this teacher-training. At all workshops, teachers were able to learn effective teaching techniques applicable to the MEXT guidelines emphasizing communicative language teaching. Feedback was positive with many participants indicating they were motivated to change their teaching. We are confident that the teachers experiences will result in meaningful change in their daily teaching practices. Further research will need to be conducted to ascertain the impacts more succinctly.

研究分野：Foreign Language education

キーワード：Teacher training English in English MEXT course of study

1 . 研究開始当初の背景

It has been our experience as teacher-educators that teachers largely fear teaching English in English because they lack confidence in their own language abilities. Often these fears are overstated and do not reflect the actual language proficiency of the teachers. In workshops we have conducted for senior and junior high school teachers, we have discovered that when teachers learn about the MEXT directives in more detail, have training in communicative language teaching, learn classroom English techniques and conduct model lessons entirely in English, they discover that their fears were often misplaced or exaggerated, and instead come away with excitement and renewed interest in teaching. As a result of these training sessions, they gain confidence in their abilities to conduct their classes in English, and realize that communicative language teaching is an accessible approach to language instruction that they can implement in their classrooms, while still achieving the overall learning goals of their school and prefectural government. Through this grant, we endeavored to provide needed background, context, training and support for teachers as they embark on English as the medium of instruction (EMI).

2 . 研究の目的

- 1) To provide a targeted series of teacher-development workshops individually designed for elementary, junior and senior high school teachers working in the Tohoku region on successfully implementing the MEXT guidelines related to English teaching pedagogy.
- 2) To assess and measure the long-term pedagogical effects of this training and how it is internalized by teachers and, most critically, how it manifests in their teaching practices

- 3) To document, publish and disseminate practical instructional methods that directly address the challenges facing teachers seeking to prepare for full implementation of the MEXT guidelines beginning in 2020.

3 . 研究の方法

1 and 2-day intensive workshops (10-contact hours over two days, 5 hours for one day) introducing EMI best practices. All workshop locations to take place in Tohoku.

- Emphasize EMI (English as Medium of Instruction) and communicative teaching
- Model-teaching practice to overcome anxiety and build confidence
- Separation of participants into three groups for focused training (elementary school, junior high school and senior high school)

Selection of participants:

- Participants will submit an application form, including essay, indicating their interest in improving their teaching and better implementing the MEXT guidelines.

4 . 研究成果

As a result of this three-year project, we were able to apply qualitative and quantitative measures to evaluate the transformational change teachers experienced as a result of their treatments. In the open-ended questionnaire items, teachers indicated a willingness to try to increase the amount of English medium instruction and adhere to the MEXT course of study recommendations for doing so. Coding of participant responses showed an increase in motivation and acceptance of their new challenges. Following the treatment, the participants also indicated reduced anxiety when envisioning

their new roles, and a willingness to apply the CLT (communicative language teaching) principles covered in the workshops. These results were echoed in the quantitative data, including those on pre and post-treatment measures of anxiety. Participants also self-reported an increase in class time that is conducted in English. Follow-up studies will be needed to track the consistency of their responses in relation to their classroom practices over time. The researchers believe that conducting periodic treatments with the same teachers would result in more buy-in to the new principles and result in lasting changes to their practice.

5. 主な発表論文等

〔雑誌論文〕 計1件（うち査読付論文 1件/うち国際共著 1件/うちオープンアクセス 1件）

1. 著者名 Hale, C. C., Nanni, A. & Hooper, D	4. 巻 33
2. 論文標題 Conversation analysis in language teacher education: An approach for reflection through action research	5. 発行年 2018年
3. 雑誌名 Hacettepe University Journal of Education	6. 最初と最後の頁 54-71
掲載論文のDOI（デジタルオブジェクト識別子） doi.org/10.16986/HUJE.2018038796	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 該当する

〔学会発表〕 計7件（うち招待講演 6件/うち国際学会 1件）

1. 発表者名 Hale, CC
2. 発表標題 Project-Based Language Learning: Creating Lasting Engagement and Fostering Communicative Competence
3. 学会等名 English Teachers in Japan (ETJ) Tokyo Expo (招待講演)
4. 発表年 2019年

1. 発表者名 Hale, CC
2. 発表標題 Integrating Self-assessment in the EAP Writing Curriculum at a Japanese Liberal Arts University
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4. 発表年 2019年

1. 発表者名 Hale, CC
2. 発表標題 Effects of Professional Development on Teacher Efficacy and Agency
3. 学会等名 17th Annual Hawaii International Conference on Education (国際学会)
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1. 発表者名 Hale, CC
2. 発表標題 Liberal Arts as Content: Self-assessment in the CLIL Classroom
3. 学会等名 Assessment for Learning (AFL): Perspectives on Assessment, CLIL, and CEFR (招待講演)
4. 発表年 2018年

1. 発表者名 Chris Carl Hale
2. 発表標題 Self-assessment in the CLIL Classroom in the International Liberal Arts University
3. 学会等名 University of Macau Faculty of English Education (招待講演)
4. 発表年 2018年

1. 発表者名 Chris Carl Hale
2. 発表標題 Team-Taught TESOL: Methods for Active Student Learning
3. 学会等名 Miyagi Prefecture ALT Skills Development Conference (招待講演)
4. 発表年 2017年

1. 発表者名 Chris Carl Hale
2. 発表標題 Teaching Grammar Communicatively through Active Learning
3. 学会等名 US Embassy-sponsored English Teacher Workshop (招待講演)
4. 発表年 2017年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

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