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研究課題名（和文）学校文化の影響と新任教師の成長：小学校英語教育に関する教員養成の成果と課題

研究課題名（英文）From Preservice Teacher Training to Inservice Teacher Development: The Effect of Teaching Culture on Teacher Learning

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研究成果の概要（和文）：CurtainとDahlberg（2003）は、指導法を理解した教師の不足が世界中の小学生を対象とした外国語教育で深刻な問題になっていると指摘している。この長期的研究は、2年間の教員養成プログラムを受けた5人の小学校教師を追跡し、彼女たちがどのようにして学んだ指導法を実践しようとしたのかを明らかにした。学校文化に関しては、学校からの支援を受けた教師は1人だけで、他の4人の教師は非常に忙しく、同僚と英語の授業について話しあったり、協力し合って教材作成をすることはなかった。Savignon（2013）は、「個々の教師の信念や実践は学校文化によって強い影響を受ける」と述べている。

研究成果の学術的意義や社会的意義

There is little documentation about how preservice teachers continue to learn to teach as novice teachers in their workplaces (Farrell, 2012). This study has revealed the significance of supportive teaching culture so that novice teachers can achieve professional development in their workplace.

研究成果の概要（英文）：Although the Japanese government decided to make English a formal subject for fifth and sixth graders from 2020, there has been little discussion about how to prepare English teachers. In fact, Curtain and Dahlberg (2003) pointed out that lack of skillful teachers has been a serious issue in teaching foreign languages to elementary school students all over the world. This longitudinal study kept track of five novice elementary school teachers who received a two-year-long preservice teacher preparation program and revealed how they try to “apply the teaching methods they were trained to use” (Farrell, 2012, p. 447) or not in their school contexts. Regarding teaching cultures, only one teacher received support from her school, while the other four teachers were very busy and did not talk about English classes nor collaborated to make materials. Savignon (2013) noted that “individual teacher beliefs and practices were strongly influenced or reinforced by the school culture” (p. 139).

研究分野：教師教育

キーワード：preservice education inservice education professional development teaching culture teacher learning teacher collaboration

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様式 C - 19、F - 19 - 1 (共通)

1. 研究開始当初の背景

教師教育 (teacher education) には、教師「前」教育 (preservice teacher education) と教師「後」教育 (inservice teacher education) が含まれるが、教員養成のコースで教師「前」教育を受けた学生が新任教師になってから、教師「後」教育を受け、どのように教師として成長するのかについては、日本のみならず世界においてもほとんど研究されていない (Cochran-Smith, et al., 2016)。

2. 研究の目的

Although the Japanese government decided to make English a formal subject for fifth and sixth graders from 2020, there has been little discussion about how to prepare English teachers. In fact, Curtain and Dahlberg (2003) pointed out that lack of skillful teachers has been a serious issue in teaching foreign languages to elementary school students all over the world. Moreover, there is little documentation about how preservice teachers continue to learn to teach as novice teachers in their workplaces (Farrell, 2012). This longitudinal study keeps track of five novice elementary school teachers who received a two-yearlong preservice teacher preparation program and reveals how they try to “apply the teaching methods they were trained to use” (Farrell, 2012, p. 447) or not in their school contexts.

RQ1: How do inservice elementary school teachers apply the knowledge and skills they had learned from the training program to their classroom teaching?

RQ2: What kinds of difficulties do they face in their workplaces?

3. 研究の方法

Five elementary school teachers who received the teacher training program in 2015 as third-year students and received another yearlong training in 2016 based on task-based language teaching (TBLT) participated in this three-yearlong study. They also obtained an English teaching license in JHS and SHS and have already taught for two years after graduation.

This study focuses on the first year of the data collection using classroom observations and interviews, though it lasted for three years. Inductive approaches were used to analyze the qualitative data from observations and interviews (Lincoln & Guba, 1985). Data were carefully read repeatedly identifying any category that might encode cultural meaning (Lincoln & Guba, 1985).

4. 研究成果

RQ 1. How do inservice elementary school teachers apply the knowledge and skills they had learned from the training program to their classroom teaching?

Only one teacher (Satoko) reported that TBLT was useful. The other four teachers had few opportunities to use TBLT because they relied on their ALTs and the textbook. Moreover, two teachers forgot the definition of TBLT. In short, these teachers failed to further develop their teaching skills based on TBLT which they learned from the training program. Clair (1998) argues that the standardized curriculum limits skill development for teachers “because they are never given the opportunity to make instructional decisions or taught that decision making is part of their role” (p. 487).

RQ 2. What kinds of difficulties do they face in their workplaces?

Teachers were very busy and did not talk about English classes nor collaborated to make materials. In addition, four teachers did not receive enough support from their schools. Clandinin et al. (2013) highlighted three main shaping forces of professional learning/development including “prior influences, initial teacher training, and school contexts” (p. 255). Furthermore, Savignon (2013) noted that “individual

teacher beliefs and practices were strongly influenced or reinforced by the school culture” (p. 139).

According to Sato, Mutoh, & Kleinsasser (2022), “without developing collegial collaborative teacher cultures, innovations can be marginalized and curriculum development impoverished” (p. 18, see also Sato & Kleinsasser, 2004).

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5. 主な発表論文等

〔雑誌論文〕 計3件（うち査読付論文 3件/うち国際共著 3件/うちオープンアクセス 1件）

1. 著者名 Kazuyoshi Sato, Nancy Mutoh, Robert C. Kleinsasser	4. 巻 26
2. 論文標題 Longitudinal research on EFL teacher professional development in (Japanese) contexts: Collaborative action research projects	5. 発行年 2022年
3. 雑誌名 Language Teaching Research	6. 最初と最後の頁 477-503
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2. 論文標題 Developing preservice elementary school teachers' beliefs and practices through TBLT-based teacher education	5. 発行年 2021年
3. 雑誌名 Journal of ELT Research	6. 最初と最後の頁 1 - 31
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2. 論文標題 Longitudinal research on EFL teacher professional development in (Japanese) contexts: Collaborative action research projects	5. 発行年 2019年
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〔学会発表〕 計7件（うち招待講演 1件/うち国際学会 6件）

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3. 学会等名 The 56th IATEFL International English Language Conference (国際学会)
4. 発表年 2023年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考

7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関