

An Action Research
on Collaborative Curriculum Development
of English Lessons
in Elementary and Junior High Schools

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Abstract

The purpose of this research is to explore “renkei” on English language education between elementary school and junior high schools.

The new course of study has been implemented since 2000 and it has enabled elementary schools to conduct English activity such as conversation in General Studies, as part of International Education. Since English activity is not compulsory, however, its curriculum, teaching materials, the number of lessons or instructors varies according to schools, and various activities have been practiced. Therefore, students’ English learning experience begins to show the varieties and it gradually affects English language lessons in junior high schools. Thus, it is important for elementary and junior high schools to make a connection between them or do “renkei”.

In Sanda city where I work as a junior high school English teacher, six years have passed since the Board of Education officially introduced English Activity to elementary schools, but its practices vary according to elementary schools.

The author, a junior high school English teacher, had a simple puzzlement that if English education varies according to elementary schools in one junior high school district, English instruction in the junior high school would be more or less problematic. Besides I had hoped that if the connection of English education between elementary schools and a junior high school worked out well, students’ English learning in a junior high school could efficiently be developed.

Approximately two types of renkei in the preceding studies have been practiced. One is “continuity of students’ learning” and the other is “students’ and/or teachers’ interaction”. In the type of continuity of students’ learning Hida (2007) shows us a good practice. Being a junior high school English teacher as well as an elementary school

English teacher, she functionally arranges communication competence in linguistics, and reported that they were able to create a coherent curriculum between the two levels of schools. In the type of students' and /or teachers interaction, Takahashi (2007) reported a case where a group of junior high school students visited elementary school classes and interacted with them and stated that this practice was successful because the junior high school English teachers positively involved in the exchange program, trying to make a connection of English language education between the elementary school and the junior high schools.

These two cases above, however, do not describe the teachers' beliefs, which could be a basis of their practice. Likewise as a junior high school English teacher, I could imagine that these practices would be a very hard work for the teachers even though each of the reports was so good and the students' performance was excellent. I was assured that there must be strong or passionate teachers' beliefs which drove them into practices in order to make a successful connection.

I would like to argue here that in order to make a successful and coherent connection of English language education between elementary and junior high schools teachers who are involved need to share their beliefs about English education in addition to these two elements mentioned above. Graves (2000) argues that defining teachers' beliefs becomes the basis in the language course design. In this sense sharing teachers' beliefs become important in promoting the connection of English education. I believe that connecting teachers' beliefs will become the foundation of the connection of English education between elementary and junior high schools.

In this paper, the concept of "renkei" and its implication to the elementary and junior high school relationship will be discussed, and the process in which "renkei" becomes collaborative curriculum development between primary and secondary level of

language teaching will be reported.

The present paper consists of 5 chapters. Chapter 2 introduces two practices in which my colleague, the Assistant language teachers (ALTs) at Junior High School A and I gave the English lessons and had interaction with the students. It also introduces the utterances of two teachers; one is given by an elementary school teacher and the other is by a junior high school English teacher.

Chapter 3 reports “the joint teacher meeting” and the teachers’ beliefs on English language teaching. After two months of the teachers’ meeting, I held another reflection meeting with teachers who took care of the English language education in the district of Junior High School A. The two teachers whose utterances were introduced in Chapter 2 participated in the meeting and exchanged their opinions about English language teaching and learning at their schools. Through their examined utterances we will see the differences between the junior high school and the elementary school teachers on English language education.

Chapter 4 introduces a case study by presenting the activity which was proposed in the meeting mentioned in Chapter 3. In the meeting for promoting “renkei” one activity was proposed, which was for the 7th graders who experienced English Activity at the elementary schools to make a video clip of the introduction of the club activities at Junior High School A. English lessons at the elementary and the junior high schools based on the Club Activities Introduction Video will be presented. And we will examine what significant meaning the students’ making a video clip has.

Chapter 5 concludes this study by advocating the framework for developing a collaborative curriculum of English lessons in one junior high school district based on the series of the collaborative English lessons, in which Junior High School A and Elementary Schools B and C. The framework which will be advocated is the metaphor

of “Collaborative Gear”. The “renkei” consists of two gears; one for the junior high schools and the other for the elementary schools. Each gear stands for the process of developing a unit of English lessons with the following four stages circulating around the gear; “sharing beliefs and defining the contexts”, “formulating goals”, “practice”, and “reflection”. If the teachers at both schools are actively and collaboratively engaged in the curriculum development, they begin to generate dynamism, which is the power to drive forth “renkei”. If both gears are adequately engaged, then “renkei” for the English lessons to work effectively occur and English language teaching will occur more effectively due to the common goals shared and the lessons planned toward reaching these goals.

Contents

Acknowledgements	i
Abstract	iii
Contents	vii
List of Figures	ix
Chapter 1: Introduction	1
Chapter 2: Research on English Activity Practice in the Elementary Schools ..	6
2.1 The practice with a teacher at Elementary School B.....	6
2.1.1 The background of the research.....	6
2.1.2 A video introducing teachers at Junior High School A	7
2.1.3 Preparation for the guest teacher lesson.....	7
2.1.4 The guest teacher lesson	8
2.2 The practice with the teachers at Elementary School C	8
2.2.1 The background of the practice.....	9
2.2.2 Preparation for the guest teacher lesson.....	10
2.2.3 The guest teacher lesson.....	11
2.3 A reflection meeting on the guest teacher lesson.....	12
2.3.1 The common matter in elementary school: the author’s observation..	12
2.3.2 A reflection meeting on the guest teacher lesson.....	13
2.3.3 The participants.....	13
2.3.4 Data collection.....	14
2.4 The two teachers’ utterances.....	14
2.4.1 Ms. Shinomiya’s utterances.....	15

2.4.2 Ms. Minamino's utterances.....	16
2.5 Summary of the teachers' utterances.....	17
Chapter 3: An Analysis of the Talk with the Two Teachers.....	18
3.1 The setting of the joint teacher meeting.....	18
3.2 Data collection.....	19
3.3 Method of analysis.....	19
3.4 Data analysis.....	21
3.4.1 Ms. Shinomiya's story.....	21
3.4.2 Ms. Minamino's story.....	23
3.5 Summary.....	25
Chapter 4: Action for Developing a Collaborative Curriculum of English	
lessons.....	26
4.1 The introduction video of the club activities at Junior High School A.....	26
4.1.1 The background of the setting.....	26
4.1.2 The introduction video of the club activities at Junior High School A.....	27
4.2 English Activity at Elementary School B based on the club activities	
introduction video	28
4.3 Reciprocal English learning	29
Chapter 5: Conclusion.....	31
References.....	35
Appendix.....	37

List of Figures

- Figure 1 The flow chart of the guest teacher lesson at Elementary Schools.....9
- Figure 2 Collaborative Gear of curriculum development..... 33

Chapter1

Introduction

Since the present Course of Study (MEXT, 2000) was implemented, foreign language conversation lessons have been implemented at elementary schools as part of international understanding in the Period of Integrated Studies. In most of the lessons, English conversation is taught, and thus it is called English Activity. Since English Activity is not compulsory, the aims, content, and curriculum are not specified at the national level, and, hence, the school curriculum, teaching materials and the number of lessons or instructors vary according to schools, and various language activities are practiced. As a result, students' experiences and their language proficiency in English language learning begins to show the variation by the time they graduate from elementary schools, and it is gradually affecting the way in which English language lessons are conducted in junior high schools.

To reduce the gap among the elementary schools and to make a smooth connection between English Activity for the elementary school and English for junior high school, the Course of the Study was recently revised and Foreign Language Activities will be implemented in 2011 for both 5th grade and 6th grade at elementary schools. The new Course of Study for English at the junior high school level to be implemented in 2011 defines that in creating syllabus students' learning experience of English Activity at the elementary school must be taken into consideration. In order to make a good start in 2011, thus, it is important for elementary and junior high schools to make a connection between them or do so-called "renkei" in Japanese; "renkei" is defined in a Japanese dictionary "to work collaboratively with keeping in touch". However, in education field there is no clear definition about "renkei" nor what and how

for teachers or schools to promote it. So in this paper the word “renkei” is used for aiming to create a coherent students’ English language learning or a coherent teachers’ English language teaching.

In this research, I will investigate the issues above, by looking at practices conducted at two elementary schools and a junior high school in Sanda city, Hyogo, where I work as a junior high school English teacher. Sanda City Board of Education officially introduced English Activity to elementary schools in 2002, but its practices have varied according to elementary schools, including who, what and how to teach. I, as a junior high school English teacher, became aware that if a wide variety of curriculum and practices of English Activity exists in elementary schools in one junior high school district, English instruction in the junior high school would become problematic due to the variation of English knowledge gained by the students. Besides, I had hoped that if the connection of English language education between elementary schools and a junior high school worked out well, students’ communicative abilities in the junior high school could be improved more than ever because the students would have additional learning experiences.

The previous studies about the connection of English education between elementary and junior high schools, or often called “renkei”, identified two types of initiatives of “renkei”. One type of “renkei” aims at “continuity of students’ learning” and the other type aims at the active interaction between “students’ and/or teachers”. In pursuing the “continuity of students’ learning”, Hida (2007) showed us a good practice. Being a junior high school English teacher as well as an elementary school English teacher, she reported that she was able to create a coherent curriculum between the two schools aiming to improve students’ communicative competence. As a second type of “renkei”, Takahashi (2007) reported a case where a group of junior high school students

visited elementary school classes and interacted with them. She stated that this practice was successful because the junior high school English teachers were positively involved in the exchange program, trying to make a connection of English language education between the elementary school and the junior high school. These two cases above conducted for the different purposes of “renkei”, however, did not describe how the teachers involved felt about their “renkei”. In addition even though each of the cases above was seemingly successful and the students’ performance was reported to be excellent, it is obvious that “renkei” practice gave extra work and responsibilities to the junior high teachers. I was assured that the teachers held strong and positive beliefs, which drove them into “renkei” practices in order to make a successful connection between the different schools.

I would like to argue here that, in order to make a successful and coherent connection of English language education between elementary and junior high schools, the teachers who are involved need to share their knowledge and beliefs about English education in addition to those two initiatives mentioned above. Graves (2000) argues that defining teachers’ beliefs becomes the foundation in the language course design. In this sense sharing teachers’ beliefs becomes important in promoting the connection of English education. I believe that connecting beliefs held by the teachers at the junior high and elementary schools will become the foundation of the curriculum and instruction which connects the different English language education curriculum in the elementary and the junior high schools. So in this paper the concept of “renkei” or connection between the elementary and junior high schools and its implication to their relationship will be discussed, and then the process in which “renkei” becomes collaborative curriculum development between primary and secondary language teaching will be advocated.

The present paper consists of 5 chapters, starting with the present chapter. Chapter 2 introduces two practices in which my colleague, the Assistant Language Teachers (ALTs) at Junior High School A and I gave the English lessons and had interaction with the students. In the district of Junior High School A there are two elementary schools: Elementary School B and Elementary School C. From the two schools, I was requested to visit their English Activity lessons and to interact with the students and to give them lessons which were just like the ones done by junior high school teachers with an ALT, who were native speaking teachers of English.

The present paper also examines the beliefs articulated by two teachers who participated in the lessons; one is given by an elementary school teacher and the other is by a junior high school English teacher. After the lessons at Elementary School C, I held “reflection meetings” and teachers’ workshops about the lesson with some elementary school and junior high school teachers, in which participants commented on the lesson or mentioned their opinions about English language teaching or learning. In the meeting the teachers’ utterances were recorded (with their permission).

Chapter 3 reports “the joint teacher meeting” and the teachers’ beliefs on English language teaching. After two months of the teachers’ meeting, I held another reflection meeting with teachers who took care of the English language education in the district of Junior High School A. The two teachers whose utterances were introduced in Chapter 2 participated in the meeting and exchanged their opinions about English language teaching and learning at their schools. Through their examined utterances we will see the differences between the beliefs by the junior high school and those held by the elementary school teachers on English language education.

Chapter 4 introduces a case study by presenting the activity which was proposed in the meeting mentioned in Chapter 3. In the meeting for promoting “renkei” one

activity was proposed, which was for the 7th graders who experienced English Activity at the elementary schools to make a video clip of the introduction of the club activities at Junior High School A. The video was presented in English Activities at both elementary schools. Further, we will examine what significant meaning of the students' making a video clip is found in the practice.

Chapter 5 concludes this study by advocating the framework for developing a collaborative curriculum of English lessons in one junior high school district based on the series of the collaborative English lessons, in which Junior High School A and Elementary Schools B and C. The framework which will be advocated is the metaphor of "Collaborative Gear". The "renkei" consists of two gears; one for the junior high schools and the other for the elementary schools. Each gear stands for the process of developing a unit of English lessons with the following four stages circulating around the gear; "sharing beliefs and defining the contexts", "formulating goals", "practice", and "reflection". If the teachers at both schools are actively and collaboratively engaged in the curriculum development, they would begin to generate dynamism, which is the power to drive forth "renkei". If both gears are adequately engaged, then "renkei" for the English lessons to work effectively occur and English language teaching will occur more effectively due to the common goals shared and the lessons planned toward reaching these goals.

Chapter 2

Research on English Activity Practice in the Elementary Schools

In the previous chapter, we presented some issues and problems concerning “renkei” i.e., how English language teaching and learning between elementary and junior high schools should be connected. As was mentioned in the previous chapter, I collaboratively worked with teachers at each of the two elementary schools in the district of Junior High School A. In this chapter I would like to report the practices, which I conducted in collaboration with the teachers at each elementary school. The research project had begun when I was requested to give lessons as a guest teacher at Elementary School B in September, 2007 and at Elementary School C in January, 2008.

2.1 The practice with a teacher at Elementary School B

2.1.1 The background of the research

Before we came up with the idea of having a collaborative lesson, I discussed with one of the elementary school teachers at Elementary School B, Mr. Ohki (pseudonym), who told me that his students had been worried about entering the junior high school, which they would attend in several months. Their anxieties were caused because they were told by their parents and their brothers and/or sisters that junior high school teachers would be very strict and studying and doing the club activity in junior high school would require a lot of efforts. While discussing the issues with me, Mr. Ohki thought how he should lower their anxiety. Having talked with me, he suggested an idea of inviting junior high school teachers and providing his students with an opportunity, where the students would directly talk with the junior high teachers. I agreed to visit his school and to participate in the guest teacher lesson done in English

Activity lessons, so that the students would talk with the junior high school teachers in English.

2.1.2 A video introducing teachers at Junior High School A

Before conducting the guest teacher lesson, we needed to familiarize the students with English teachers from the junior high school and prepare them for learning English. Thus I created a video, in which the ALT at the junior high school appeared and introduced some other junior high school teachers one by one in English. The ALT said the teachers' name, the subject they taught, the club activity they were in charge of, and their hobbies. The teachers who appeared in the video gave a few encouraging words in Japanese to the students who would watch it, and this helped familiarize the 6th graders with the junior high teachers and the school.

2.1.3 Preparation for the guest teacher lesson

Mr. Ohki showed the video in the first lesson of the unit. The students enthusiastically watched it and tried to catch every single word the ALT and other teachers said. He recognized that the students showed their enthusiasms for learning English, and he told them that the English teachers, including the ALT, would be invited to their English lessons and suggested that they would make self-introduction presentations to the guest teachers to get to know each other. The students agreed and then began to prepare for the lesson.

During the preparation, the students had made drafts of their self-introduction and practiced the words and phrases very hard. Some of them wanted to learn more expressions to make themselves better understood by their guests. A rehearsal was done in the classroom just before the session, and they finally welcomed the English teachers.

2.1.4 The guest teacher lesson

The lesson was conducted only in Mr. Ohki's class due to the time schedule of the school. In this lesson, the 36 students were divided into three groups of twelve members and each of the English teachers joined one of the groups. The students presented their self-introductions in English in about five to seven sentences; in the first three sentences, they said their names, ages, birthdays, and in the last three or four sentences they described their personalities, their favorites and the reason why they favored them by bringing the actual things or photos. For example, "My name is ... I am 12 years old. My birthday is March 3rd. My character is cheerful. I like soccer. This is a soccer ball. It is my treasure." This kind of speech called "show & tell" is often given in English lessons of junior high school. The English teachers had a short conversation with the students based on their self-introduction. Most of the students were able to give their presentation very fluently and had enjoyed talking with the teachers in English.

It seems that Mr. Ohki and the students were satisfied with having an interaction with the English teachers and most of the students displayed positive attitudes toward studying English in junior high school.

2.2 The practice with the teachers at Elementary School C

In the previous section I reported about the guest teacher lesson at Elementary School B. In this section I will report our practice at Elementary School C. While the guest teacher lesson was conducted at Elementary School B in October, 2007, the guest teacher lessons at Elementary School C were conducted in the end of February, 2008. At Elementary School C it was conducted in each three class. The figure below shows how our practices were chronologically conducted.

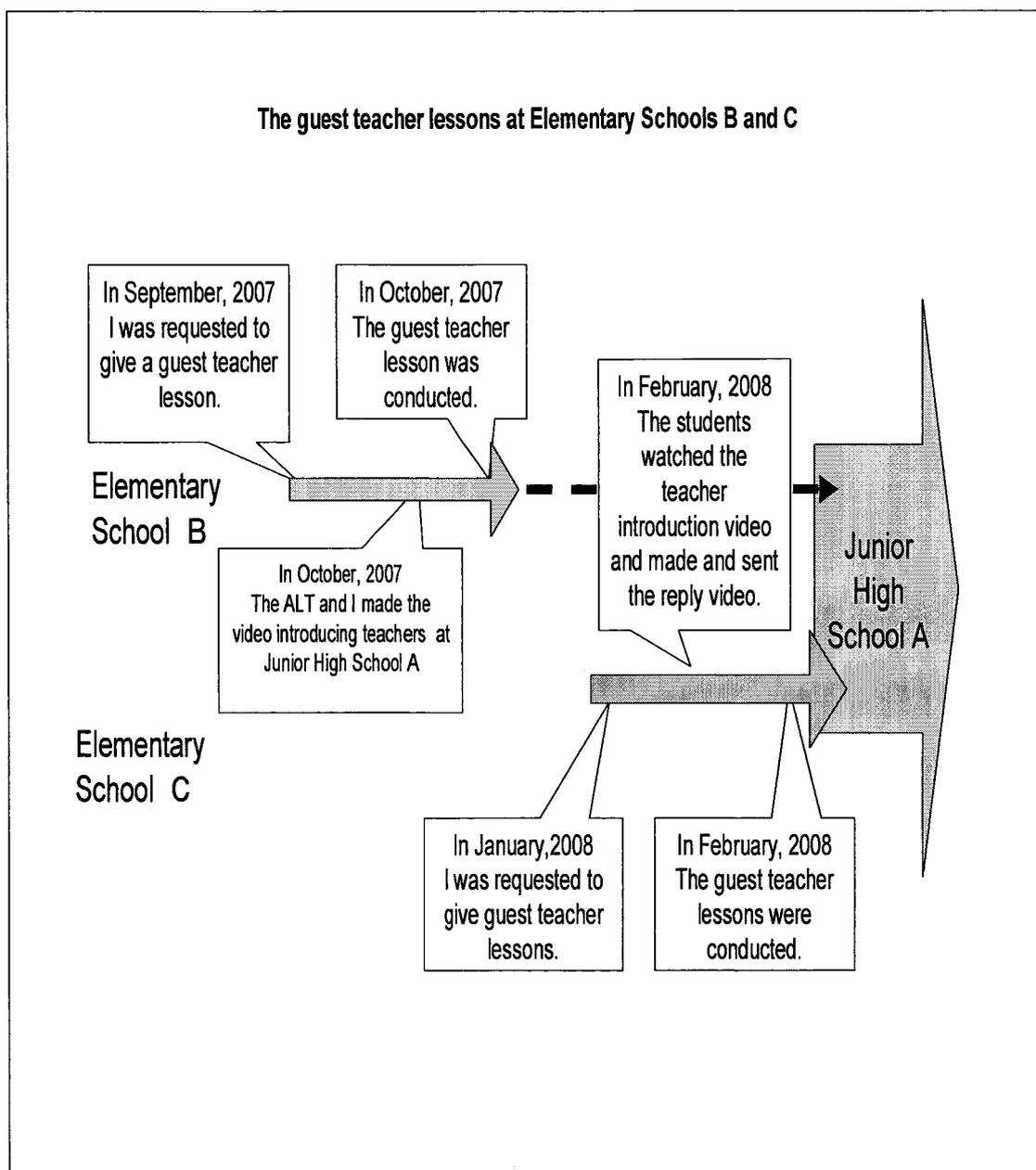


Figure 1: The flow chart of the guest teacher lessons at Elementary Schools

2.2.1 The background of the practice

The background of the practice with the teachers Elementary School C was a slightly different from the one with the teacher at Elementary School B. A teacher in charge of English Activity of Elementary School C, Ms. Minamino (pseudonym) requested me to give the same English lessons I gave in Elementary School B because

she wanted to match this part of the curriculum of English Activity of Elementary School B in their English Activity. Before she was transferred to Elementary School C, she was in charge of English Activity at Elementary School B and made their curriculum. Immediately after she was transferred and began to teach at Elementary School C however, she came to find out that their curriculum had not been completed yet and they gave fewer numbers of lessons than in Elementary School B. Not surprisingly, she felt that her students would need to experience the same amount of lessons before the students at both schools enter the same junior high school. That motivated her to develop their curriculum which would be similar to with the one in Elementary School B, in terms of number of lesson hours, at least. She hoped that if the students in Elementary School B had had the guest teacher lesson, her students would need to have similar experiences in English Activity.

The guest teacher lesson was slightly different from the one conducted at Elementary School B. While the lesson aimed to help reduce the students' anxieties at Elementary School B, the lesson at Elementary School C was conducted so that the students would experience what an English lesson at the junior high school would be like. The lesson was planned to be held at the end of February, 2008. Thus, this was actually a preparatory lesson for the students who would enter Junior High School A within a month after participating.

2.2.2 Preparation for the guest teacher lesson

In Elementary School C as in Elementary School B, the homeroom teachers began the lesson by showing the video created by the teachers at the junior high school. The object of the lesson unit was designed with the aim for the students to make a "reply video" to the one created by the teachers at Junior High School A and also to experience

the English lesson which was like the one from Junior High School A. In the “reply video” which the students made, they gave a short speech with four sentences in English in a small group of five to six members and they said their names, ages, favorites, and greetings. For example, “My name is... I am 13 years old. I like tennis. Thank you in advance.” or “My name is... I like tennis. I join the tennis club. Thank you.”

2.2.3 The guest teacher lesson

The three English teachers including the ALT at Junior High School A participated in the lessons and gave lessons to all the three classes of the 6th grade. The lesson proceeded as follows: As a warm-up activity, the ALT demonstrated the game “Simon says”, and after the warm up activity, the students were divided into three groups of ten to twelve. The students gave their presentations on their self-introduction and had a short conversation with teachers at Junior High School A based on their self-introductions. In a group they learned new English words of the school subjects or the club activities in junior high school. After the group activity, I taught them an English song, which was taken from the English textbook used by the 1st Graders of Junior High School, and we sang it together. At the end of the lesson teachers at Junior High School A gave them positive comments, which was very encouraging for the students who would be junior high school students very soon.

Before the guest teacher lesson, it appeared that most of the students at Elementary School C were afraid that the English lesson of Junior High School A would be quite difficult. After the lesson, however, they found that learning English at the junior high school seemed to be enjoyable that they looked forward to studying English at Junior High School A.

2.3 A reflection meeting on the guest teacher lesson

2.3.1 The common matter in elementary school: the author's observation

After I collaborated to practice English Activity with some teachers at each of the elementary school, I had found two common matters between the two elementary schools: One is the way the teachers defined the settings or the goals of English teaching or learning, and the other is the way they developed the lesson unit of English Activity.

The elementary school teachers always tried to make the lessons of English Activity meaningful for the students. They seriously considered the reason why the students learn English and carefully designed the contexts of learning. So the teachers deliberately made the setting and the meaning of English Activity for the students' learning, which particularly concerns the students' motivation in English learning. Once the students understood the reason or the meaning of English Activity, the teachers recognized that they positively engaged in the tasks.

The other commonality is the way the teachers developed the lessons in the unit of English Activity. The teachers at both schools first set their goals in the lesson unit and planned the lessons backward from the goal. While I discussed the unit plan with the teachers, I sensed that the ways in which elementary school teachers develop their curriculum were quite different from those in junior high school. While in English lessons of junior high school the activities are generally developed with the target expression or the grammar based on the textbooks, in the elementary schools the goal and the activity are firstly set, and the lessons in the unit are ordered backward from its goal. That gave me a new perspective in English language teaching and became a trigger to this research and motivated me to conduct a further research.

2.3.2 A reflection meeting on the guest teacher lesson

To see what the difference is like between the elementary school and the junior high school teachers on English language education, I held a reflection meeting and collected the teachers' utterances as a preliminary data to investigate whether or not the difference of beliefs between the elementary school and the junior high school actually existed. To do so, the two meetings were separately held at Elementary School C on March 5th 2008 and Junior High School A on March 12th 2008 soon after the guest teacher lessons at Elementary School C. (Due to the school schedule of Elementary School B, the meeting was not held.) In the meetings, a semi-structured interview with both elementary and junior high school teachers was conducted and the teachers' utterances on the guest teacher lessons and English language teaching were elicited and analyzed with focus on their different perceptions on the unit planning, the formulation of the goals, or the lesson conducted.

2.3.3 The participants

The six teachers at the elementary and the junior high schools were involved in the guest teacher lesson. However, I would like to focus on two of the teachers who had been continually involved in the lessons; one elementary teacher, Ms. Minamino and one junior high teacher, Ms. Shinomiya. (The names are pseudonym.) I selected them for data collection because they were very positive teachers and were continually involved in this "renkei" project. They were aware of the project more than the other four teachers.

Ms. Minamino was an elementary school teacher with 18 years of teaching experience and of the coordinator of English Activity at C Elementary School. She was a 3rd grade homeroom teacher, but, as a coordinator of English Activity, had been

involved in this project, which meant for the 6th graders of the school.

Ms. Shinomiya had taught at junior high schools for 10 years. She kindly accepted our request to be involved in this project because, although at the time of the guest teacher lesson was conducted, she taught 12th graders, in the following year (April 2008) she was supposed to teach 7th graders, who participated in our guest teacher lesson. So she was interested in meeting the students before they entered the junior high school.

2.3.4 Data collection

For the preliminary data, semi-structured face to face interviews with Ms. Minamino and Ms. Shinomiya were separately conducted at the elementary school and the junior high school. Each interview lasted for one hour and was recorded with the permission of the two teachers. The procedure of the interview was as follows: first, the teachers were shown video clips of the guest teacher lessons and then asked to talk freely about their impressions of the lessons. The recorded utterances were transcribed for further analysis.

2.4 The two teachers' utterances

I will demonstrate the two teachers' utterances below, which seemed to show the teachers' teaching experiences and beliefs. While the junior high school teacher, Ms. Shinomiya mostly mentioned about "teaching" or the students' behaviors observable in the lessons, the elementary school teacher, Ms. Minamino mainly talked about "students' learning" or the students' motivation in English learning and the meaning of learning English for them. In the utterances below I underlined some parts, which seemed to be symbolic reflecting the teachers' beliefs. Let us now look at the two

teachers' utterances.

2.4.1 Ms. Shinomiya's utterances

68 (Watching the video clip of the guest teacher lesson in which the students positively participated in the lesson) I am looking forward to teaching the students English in our junior high school after they graduate the elementary school. (While making comment on the lesson, she saw posters in the "English Room" in the video clip.) Anyway, are these posters and pictures always on the wall? Do they always have them?

70 (Watching the video clip of the guest teacher lesson conducted in "English Room at Elementary School C") I envy them. I wish Junior High School A could have an "English Room." like this.

108 (Watching the video clip of the group sessions, the junior high school teachers were talking about the student numbers in lesson. They liked the small number of the students. Then, she had a simple puzzlement.) Who teaches English at Elementary School C?

125 (Watching the activity of 'Simon says' on the video) The students would be forced to do this ('Simon says') again [in the junior high English lessons].

165 I hope that students have experienced writing the alphabets. They haven't had an opportunity to study Roman letters again after they study them at the fourth grade.

(Translation done and underlined by the author)

In Excerpt 68 above, while watching the video enjoyably, Ms. Shinomiya shifted attention from the students to the classroom environment, i.e. posters on the wall. Likewise, in Excerpt 108 she referred to the English room and stated she wished to have one at her school. She also commented on “teaching” aspects of the lesson (108), stating that the students should learn alphabets before they entered the junior high school. The comment could be interpreted that students’ experience of English Activity would reduce her burdens of teaching alphabets at junior high school.

2.4.2 Ms. Minamino’s utterances

163 I have already mentioned that it was so nice for the students to meet the Japanese English teachers who could speak English very well.

165 They thought that if they tried hard, they would be able to speak English.
The Japanese English teachers became their model or goal.

420 Based on the guest teacher lesson, the junior high school teacher would start the first English lesson at the junior high school by having the students make an introduction speech including the students’ name and favorites.

422 I am hoping that the students could say like this, “It was good for me to study English at the elementary school. I could use the same phrase again at the junior high school!”

(Translation done and underlined by the author)

In Excerpt 163, 165, and 422 Ms. Minamino commented on the lessons with the subject

of “the students” or “they”. That shows us that her lesson view is “student-centered”. Besides, she had a view of English lessons at the junior high school after the students entered the junior high school. She cared about the students’ learning even after they graduated from the elementary school. Her comments could be interpreted as her perspective of “continuity of students’ learning” and as her intention to make the students English learning more meaningful by “renkei”.

2.5 Summary of the teachers’ utterances

These comments above showed us the different view of the guest teacher lessons. Although the meeting was separately held, the teachers watched the same video clip of the guest teacher lessons. However they showed the differences. While talking with the teachers, I realized that there existed the different beliefs about English lessons between the two teachers. But how are they different? Are there any similarities between the two teachers? To answer these questions in the following chapter, a further qualitative study is conducted and reveals teachers’ beliefs in more depth.

Chapter 3

An Analysis of the Talk with the Two Teachers

3.1 The setting of the joint teacher meeting

In the previous chapter, the guest teacher lessons, the reflection meeting, and the two teachers' utterances on the guest teacher lessons were described. In the reflection meeting clear differences between the two teachers were observed. While the elementary teacher, Ms.Minamino mainly talked about the students' learning, the junior high school teacher, Ms.Shinomiya mainly mentioned how and under what environment English lessons should be conducted. I thought that if there was the gap between the teachers, the "renkei" could not be smoothly promoted.

To promote the renkei more effectively, I believe that the teachers should have the common goals or share the some beliefs on English language education. To have such an opportunity I suggested to the teachers who participated in the project that we should have another meeting and share our opinions on English education. In the education field this kind of meeting is often held to promote "renkei" across the two different levels of the schools. For example, Sakai (2005) claims that in his research on developing the collaborative curriculum for the kindergarten and the elementary school it is important for teachers at the kindergarten and the elementary schools to reconfirm and adjust their own beliefs with a mutual teaching belief that how teachers educate the children. In our project likewise the teachers needed to understand that differences exist between their beliefs about language teaching and, thus, I arranged a meeting in which three activities were conducted including the videotaped lesson observation, exchanging the annual plan of English language curriculum, and a discussion about English

language education. Through these activities the teachers deepened their understanding of each of their beliefs on English language teaching. By examining their utterances in the meeting in more ways using a qualitative analysis, I would like to clarify in more detail the two teachers' beliefs on English education.

3.2 Data collection

Four teachers including the author joined the meeting and we had a relatively open-ended discussion, which lasted for one hour. The utterances given by the teachers were audio-recorded with their verbal permissions.

3.3 Method of analysis

The transcribed utterances were analyzed based on the Grounded Theory Approach (Strauss & Corbin, 1998; Craighill-Saiki, 2006). In this study I did not attempt to verify an existing or hypothetical theory, but rather through the detailed analysis of the data obtained, I intended to generate a new hypothesis about teachers' beliefs and to exemplify the teachers' beliefs based on the data. Strauss & Corbin (1998) argue that one of the differential possibilities of qualitative methods was

Qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional research methods. (p.11)

It is assumed that the qualitative methods, especially the Grounded Theory Approach (GTA) for data analysis, allows us to explore more directly the participants' feelings, emotions, and thoughts, which could be the elements of their beliefs. This kind of exploration seemed to be difficult to explain through the quantitative or more

positivistic methods such as a questionnaire survey.

The way how the data was analyzed through the GTA must be mentioned here. First, transcribed interviews were segmented into units, each of which is a “smallest piece of information about something that can stand by itself” (Lincoln & Guba, 1985: p.345) The units were printed out and cut off into pieces to detach themselves from the context in the meeting. Each of the units is labeled in light of its “properties” and “dimensions”. This is a process known as “open coding.” After the open coding, similarly coded segments were grouped together and labeled as “categories”. The categories that emerged are systematically developed and linked with subcategories to form more precise and complete explanations about the phenomena: a process known as “axial coding.” The major categories were finally formed, and a new interpretation of the relationship among the categories was generated through the process called “selective coding.” The emerged relationships among the categories or concepts were represented as a storyline and visually depicted in a mapping. In the GTA, such an analysis usually continues until the point of “theoretical saturation,” where no further properties, dimensions, or relationship emerge during analysis (Strauss & Corbin, 1998; p.143)

This is how the data was analyzed through the GTA, but in this research the analysis was ended at the point of “selective coding” because “selective coding” could clarify and explain the two teachers’ beliefs on English language education. Having considered the procedure of data analysis through the GTA, we will look at the two teachers’ stories or beliefs about English language education.

3.4 Data analysis

3.4.1 Ms. Shinomiya's story

The analysis of Ms. Shinomiya's utterances based on "selective coding" in the GTA generated the following main three categories.

"Test score: High school entrance examination-oriented"

5 The 7th graders this school year could acquire writing the alphabet sooner than usual in my experience. I give them writing the alphabet assignment; writing the alphabet 10 times or 100 times. I guess they can write the alphabet. Now in lessons I give them spelling quizzes. I always give the students small spelling quizzes as if I were a "drill sergeant".

48 If English was not the subject of the high school entrance examination, I could introduce more communicative activities. The 9th graders must write correct spelling for the tests. I give them assignments

Ms. Shinomiya's biggest concern was high school entrance examinations. She recognizes that the students must face the reality of high school entrance examinations. In order to pass them, they need to be able to spell English words correctly and write phrases or sentences accurately. Thus her major concern about students' skills made her promote the students' writing skills by giving the spelling quizzes frequently in her English lessons. In her view writing words and phrases in accurate spelling is very important in English language teaching. Her responsibility of improving students' writing skills and of having her students pass high school entrance examinations and writing occupied her teaching beliefs.

"The priority of classroom management"

Secondly, according to my experience, it is often said in junior high schools

that the successful classroom management made during the first three days at school are really critical at junior high schools and it guarantees the later success of teaching in the class. In other words, classes could fall into a collapse within the first three days in April. Likewise, Ms. Shinomiya believes that classroom management is so important and this belief greatly affects classes in many cases. Look at the following utterances she gave;

30 I think that English lessons occasionally create the class atmosphere for students' learning. When we do the interview activity, in some class boys interview boys and girls interview girls, in some class boys and girls interview each other or the students interview the classmates who they don't know very well.

155 I have managed to complete the textbook in three lessons a week. About the time when I became a teacher, we had four lessons a week. So I could do the extra activity. Recently since lessons are given only three times a week, I have no time to do that.

“A new perspective- a possibility of a new activity”

113 Maybe the students can do the introduction of the locations using the phrase of “This is”, and of the teachers using the phrase of” He is/ She is”. I assume those expressions would link the current study, so if I try I might be able to do it.

The third category is “A new perspective – a possibility of a new activity”. Although her major concern was how she could control students' behaviors in the classroom, she felt that she would need to tackle with the challenging activity, i.e. English Activity at elementary schools. She said she hoped to teach “the students who had experienced

English Activity in the elementary schools” (113). Having participated in the guest teacher lessons with them and observed the students showing positive attitudes in the lessons pronouncing English words well without showing any anxiety about learning English, she anticipated that she could try the new activity in the lessons which she had not tried.

3.4.2 Ms. Minamino’s story

Ms. Minamino’s stories are as follows;

“Goal orientation; talking about oneself”

118 I would be very happy if junior high school teachers visit our elementary school and provide the opportunity with the students to talk about themselves in a few English sentences. That will be the goal for 6th graders.

The first category generated from Ms. Minamino’s talk was ‘Goal-orientation; talking about oneself’. She highly valued ‘the ability to talk about oneself’. She said that was true not only in English Activity but also other subject areas. In social studies, for example, they develop their teaching plan, focusing on their ‘self’ and gradually expanding the topic to issues in their school district, their city, and their prefecture. In that sense, since the students could transfer some ideas of talking about “oneself” partially done in other subjects, Ms. Minamino expected her students to learn to talk about themselves in English, in other words, to give a self-introduction.

“Anxiety and hope”

79 I thought that I would have to reconsider the role of English Activity at elementary schools if it became a burden for the junior high school teacher who is in charge of English of the 1st graders, but I’m relieved to hear that the

students did well today and the English Activity in elementary schools would not have a negative impact at least.

The second category is “Anxiety and hope”. As a teacher in charge of English Activity at her elementary school, she was not assured that the curriculum she made would have been appropriate for the students. However, in the meeting Ms. Shinomiya told her that the students who experienced English Activity at the elementary in the district of A Junior High School performed better than the students with no experience of English Activity, Ms. Minamino recognized that English Activity had been meaningful and she had played an important and meaningful role as a teacher in charge of English Activity at her school. Once she had recognized that English Activity was welcomed by the junior high school English teacher, she wanted to develop it more with confidence.

“Possibility emerging from various activities”

167 (referring to the English skit from “Eigo Note”) Is it all right to replace the words of animals, for example, in case they learn them?

172 I think that it is all right for teachers to introduce a little bit about Roman letters here when the 6th graders learn how to introduce themselves.

The third category is “Possibility emerging from various activities”. Since Ms. Minamino had a very positive attitude toward teaching as I mentioned above, once she recognized that English Activity was meaningful, she could develop her ideas of English Activity. When I suggested a certain language activity, she immediately understood what it was like and showed me how it would be adapted it into the practice at her school. Furthermore, while we collaboratively planned the unit, she came up with the idea of having her students interact with English teachers at Junior High School A. In addition, she believed that the more activities were given to her students, the more

her students would learn from them and that kind of learning would bring a good learning experience to her students.

3.5 Summary

So far the two teachers' beliefs on English teaching were analyzed based on "selective coding" in the GTA. The analysis indicated that, as was expected in chapter 2, the discrepancies existed between the beliefs that each of the two teachers held. The junior high school teacher, Ms. Shinomiya was mainly concerned about test scores or high school entrance examination and classroom management. That could be generalized as a typical teachers' behavior at junior high schools, where normally originates competency based education and students discipline are generally important. Her beliefs on English language teaching which seemed to be influenced by her working experience can be said to be the "teacher-centered" approach. In her perspective the students were supposed to learn the predetermined materials and the teachers should teach them to the students. In order for the teachers to do that, the students should be controlled during the lessons. Thus, her perspective of students learning can be interpreted as a passive one.

On the other hand Ms. Minamino had beliefs that the students should actively participate in lessons and that the teachers should provide an appropriate opportunity for the students. Thus, she created the opportunity in which the students used English by interacting with the English teachers. She believed that that was a meaningful and purposeful leaning experience for her students. Her perspective of students' learning is interpreted as "an experiential one", which seemed to be influenced by her working experience.

Chapter 4

Action for Developing a Collaborative Curriculum of English Lessons

4.1 The introduction video of the club activities at Junior High School A

4.1.1 The background of the setting

In the previous chapter, we examined the two teachers' beliefs on English language teaching, and found out that discussing how they engaged in the guest teacher sessions and how they would teach the junior high school students who had experienced English Activity at the elementary schools lead the two teachers to broaden their ideas of English teaching. The students' positive attitudes in learning English in particular had motivated the elementary school teacher and the junior high school teacher to develop the teaching units at each school.

In this chapter, we will look at the further collaborative action which the teachers took advantage of the students' English learning, and that would eventually connect the lessons of English Activity at the elementary schools with English lessons at the junior high school. In the joint discussion, which was described in the last chapter, the teachers planned to conduct the guest teacher lessons during again this school year, too.

To make them more meaningful, Mr. Toyama (pseudonym), who was in charge of English Activity at Elementary School B asked Ms. Shinomiya whether or not she could make another video clip in which the students from Elementary Schools B and C would introduce their club activities at Junior High School A to the elementary school students; this request was made because of the concern that the elementary school students had about doing club activities when they enter the junior high school. If he could have the video, he could visually present the scenes of the club activities to his students so that he could not only reduce the anxiety of the students, but also

motivate them to learn English and develop the unit of English Activity. Thus making the video production was the core aspect of the unit. Ms. Shinomiya wondered how to connect the video making activity with the students' textbook learning and when to make the video and as such, but she positively accepted the request. After the joint teacher workshop Ms. Shinomiya and I discussed how to make the video and we started to make one in September, 2008.

4.1.2 The introduction video of the club activities at Junior High School A

In the middle of September in 2008, Ms. Shinomiya and I spent two lessons making the club activities introduction video. In the first lesson, we presented to the students the format of the video and the expressions to be used in the narration. After that, we had them work on the project in their club activity groups. The students made a draft of the introduction video following the format Ms. Shinomiya gave and then used the expressions which they had already learned. In the second lesson, they did pronunciation practice for the narrations based on the draft. They enthusiastically engaged in this task. They talked about greetings, the number of the members of their clubs. They also introduced the captain or the leader of the club, mentioning their names and their favorite things. Their coaches were also introduced with their names, the subjects they teach and their favorites. The numbers of the sentences spoken in the video varied according to the groups, but they made 8 to 10 sentences for the introduction. The following is an example of the presentation students made; "Hello, boys and girls. We are members of the soft tennis club. We practice hard after school. We have about 50 members. This is our captain, Mr. Konishi. He likes tennis very much. That is our coach, Mr. Miura. He is a Japanese teacher. He likes beer. This is our club. We are waiting for you next year. Bye!"

The students collaboratively and positively engaged in this activity with their peers who were from the same clubs or teams. After the lessons, Ms. Shinomiya and I visited each group of the students who were actually doing the club activities and video-recorded their introduction. For the most club activities, the script was written about the club members, with support information given about leaders or captains and coaches. After recording the video, I edited it and handed it to Mr. Toyama at B Elementary School in the middle of October in 2008.

4.2 English Activity at Elementary School B based on the club activity introduction video

On October 27th in 2008 I was invited to a lesson conducted by Mr. Toyama. The teachers from the junior high school did not actually intervene in the lesson but merely observed it from the back of the classroom.

The goal of the lesson was to make an introduction speech of a classmate, which would be recorded and handed to English teachers at Junior High School A in response to their video. In the classmate introduction video, the students introduced a classmate by describing his/her names, personalities, favorites and what he/she can do. After the introduction was given, the students spoke about what club he /she wants to join after they became a junior high school student. In terms of English proficiency and the content of the speeches, I felt the students' performance was so wonderful. This proved that the students had positively been involved in the preparatory lessons and had enthusiastically worked on the task.

However, according to the teacher, although the students were interested and engaged in the lessons of English Activity, they found them a little difficult in the beginning because they did not have clear understanding about the students' life at

Junior High School A. Thus he showed the video to his students before the lesson I observed. After the teacher presented the video from the junior high school as a visual support for the students, the students were able to have the image about the life of the club activity at Junior High School A. They were visually familiarized with the junior high school students' club activity life. The visual example of the club activity enabled them to associate their activity with Junior High School A and to have more purposeful goals of the activity, which was to send the classmate introduction video to Junior High School A. So the club activity introduction video at the junior high school was effective in providing the junior high students with the opportunity to utilize their English learning, and, at the same time, having and watching the video at B Elementary School facilitated their English Activity learning and connect their learning with A Junior High School.

4.3 Reciprocal English learning

So far I have presented the further collaborative English activities at and between Junior High School A and Elementary School B. I need to note here that, although the lesson this school year at Elementary School B was not the guest teacher lesson, the teachers consequently had been able to connect the two schools by making the classmate introduction video and sending it to Junior High School A. The guest teacher lesson has been planned to be conducted at Elementary School C in February, 2009, for which the lessons in the unit of English Activity at Elementary School C would be developed based on the club activity introduction video from Junior High School A. In both elementary schools each unit of English Activity was or would be developed based on the club activity introduction video.

I have mentioned the club activity introduction video many times because I

found a significant meaning in making and utilizing the video. For the video facilitated “renkei” between the teacher at the two schools and bridged students’ English learning at and between the junior high and the elementary schools. Furthermore it was made by the junior high school students who experienced English Activity at Elementary Schools B and C. This shows that the students who had experienced English Activity at Elementary Schools B and C continued and developed their English learning at Junior High School A and returned or would return their learning back to the elementary school where they had first experienced English Activity. A good “renkei” had occurred here. Adding to that, there were educational benefit among Junior High School A, Elementary schools B and C. The benefit was that the activity enabled the teachers to plan or develop the curriculum for English Activity or English lessons in each school.

In the junior high school Ms. Shinomiya and I connected the activities of making a video with the students’ learning from the textbook, and in the elementary schools they presented the expressions and vocabulary which their students needed to use for their presentation and the video sent from the junior high became the model text for the students learning English Activity at the elementary schools. Besides the activity of making the club activity introduction was generated from the meeting where they shared their beliefs on English language teaching. Therefore, returning the students’ learning had connected not only the students’ English learning between the junior high school and the elementary school but also the teachers at the junior high school and the elementary schools.

I would like to propose in the next chapter that this notion could be a principle in developing the collaborative curriculum of English lessons in elementary and junior high schools.

Chapter 5

Conclusion

Before we get to the conclusion, I would like to state how I as a teacher-researcher had positioned myself in this research. Although I first was invited to join the guest teacher session by the request from the elementary school teachers, I planned and organized the lessons and meetings and got the teachers involved in the activities. So I would like to refer the role I played in the project as a “coordinator” of the “renkei” project between the elementary and junior high schools. In other words, to research how the “renkei” would be achieved effectively, I employed a research method called action research. Action research was first advocated by an American sociologist, Kurt Levin (1979), who claimed “Field theory”, where human behavior was influenced by interaction of human and environmental condition. This research method is now widely used in the educational field to improve school curriculum or lessons as such. Fujie (2007), for example, conducted the collaborative curriculum between a kindergarten and an elementary school and explained that action research is the research method which would lead to curriculum development, lesson improvement, teacher development, and school innovation.

In this sense, as a teacher-researcher or a coordinator, I coordinated various activities between the schools, including the video making, which was planned in the joint teachers meeting. Making a club activity introduction video brought the “renkei” English learning to the students who experienced English Activity at Elementary School. And based on the video, the English lessons in the unit of English Activity at Elementary Schools B and C were developed. Besides that through a series of the action we could find a picture of “renkei” in English language education between the junior high and the elementary schools. So lastly, I would like to advocate a picture for

developing a collaborative curriculum development of English lessons between the elementary schools and the junior high school.

Based on the series of the practices with the teachers between Junior High School A and Elementary Schools B and C, I would like to summarize how we worked on the project. Figure 2 visually depicts how the “renkei” in our research project was conducted. I would like to use the metaphor of “Collaborative Gears”. The “renkei” consists of two gears; one for the junior high schools and the other for the elementary schools. Each gear stands for the process of developing a unit of English lessons with the following four stages circulating around the gear; “sharing beliefs and defining the contexts”, “formulating goals”, “practice”, and “reflection”. If the teachers at both schools are actively and collaboratively engaged in the curriculum development, they begin to generate dynamism, which is the power to drive forth “renkei”. If both gears are adequately engaged, then “renkei” for the English lessons to work effectively occur and English language teaching will occur more effectively due to the common goals shared and the lessons planned toward reaching these goals.

As was described in Chapter 3, we would not be able to avoid having a discrepancy in the teachers’ beliefs about English language education between the junior high school and the elementary school teachers; as they have different perspectives on how English lessons should be conducted. To develop a collaborative curriculum beyond such a discrepancy, it can be suggested that teachers need to have opportunities to share their beliefs on English language teaching and to plan the common activities, which can be developed at each school. The common activities, in our study, the guest teacher lessons, became the key to a collaborative curriculum, which was introduced in Chapter 3. It is important to keep in mind that the curriculum must be adequate and suitable to the students and to the school contexts.

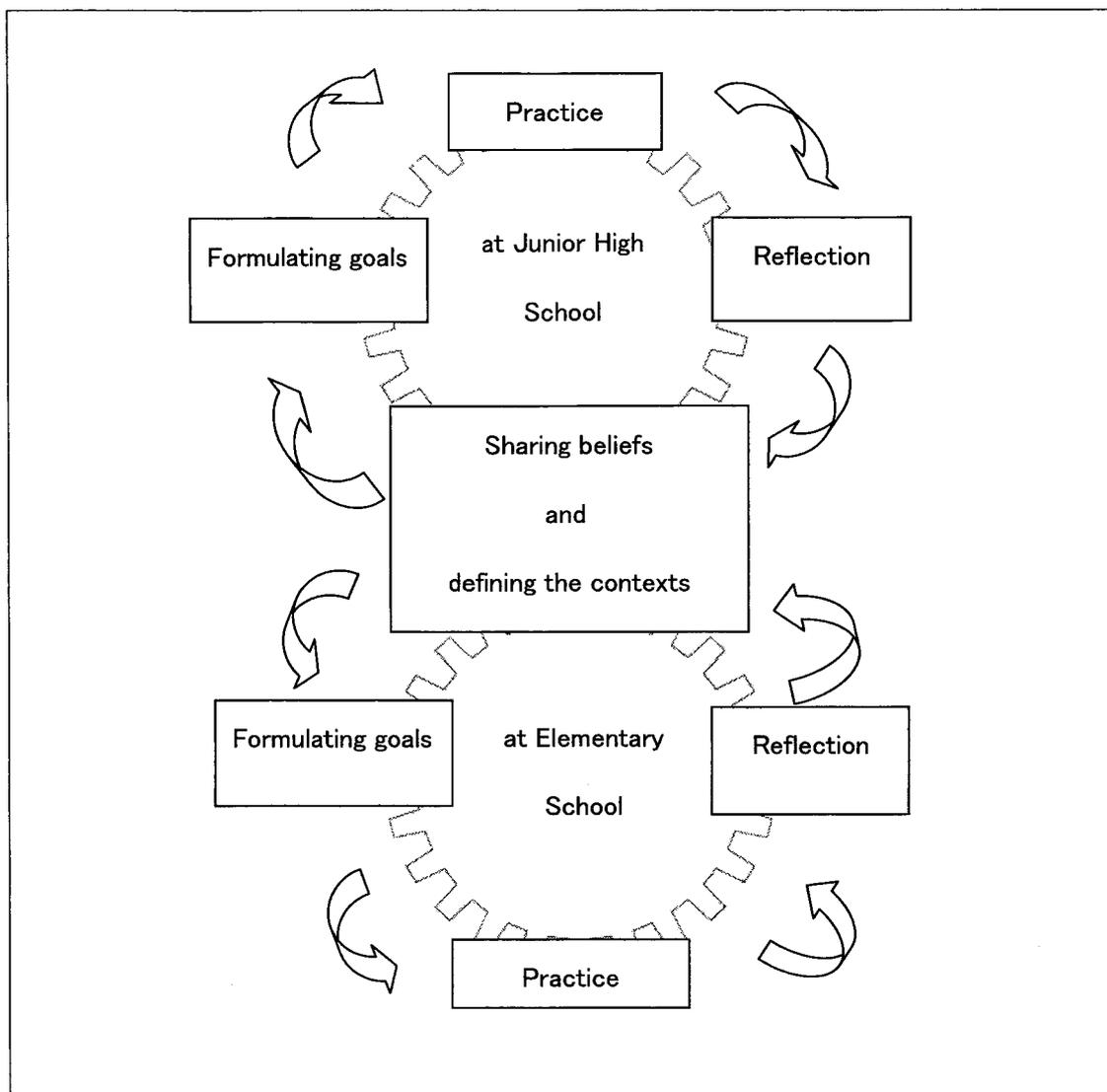


Figure 2 Collaborative Gear of curriculum development

Thus, teachers always need to consider what and how they can develop their students' English language learning. The awareness will enable teachers to define the current students' learning context and to consider activities which will connect language learning at different schools. These are "Sharing beliefs" and "defining the context" in Figure 2.

Once the common activity is planned, teachers at each school must consider the lesson plans or the unit for the activity and they set the goals in the unit. This is "formulating goals", according to which "practice" will be conducted. After the

practices teachers “reflect on the practices”: whether or not the goals were appropriate, the lessons were adequately practiced, students have achieved the goals and as such. In this stage, the teachers meet and share their impressions about how the common activity was conducted and how effective it was for the students’ learning. Again sharing the activity and exchanging opinions will motivate the teachers to plan another activity for “renkei”. This is how the collaborative curriculum on English lessons will be developed.

In this paper, unfortunately, I cannot describe the next guest teacher lessons and the reflection meeting, which are scheduled at Elementary School C in February 2009, due to the fact that the present paper must be completed before the lessons. The English Activity is being planned based on the club activity introduction video made in Junior High School A. This means that another “renkei” project will be carried out and we add another “Collaborative Gear” to our collaborative curriculum development.

The new Course of Study will be implemented in 2011. The previous two years of 2009 and 2010 will be an experimental period, in which schools are allowed to partially implement the new Course of Study. Thus, English Activity will be practiced at more schools than ever because Foreign Language Activity will be a compulsory subject for Grade 5 and 6 under the new Course of Study. “Renkei” on English language education in many junior high school districts will become our immediate concern. I really hope that this research could be of help for those who are involved in “renkei” projects in various ways. English language teachers within a junior high school district will need to meet and share their beliefs more frequently and more positively. I also hope that “renkei” on English language education will be promoted and contribute to more purposeful, meaningful and enjoyable English language teaching at elementary and junior high schools.

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Appendix

The Narrative data (The Japanese Original Version)

1. Chapter 2 (p.15) Ms. Shinomiya's utterances (recorded on March 12th, 2008)

68	楽しみですね、なんか、中学校で英語教えるっていうか、 今までとは、ちょっと違う感じで、 であの、ここたまたまですか、掲示物はってあったのは、 あれは、もう、そういうふうにしてあるんですか？
70	ええなー。なんかね、英語ルームとかあればね、
80	思うやんな？自分がこうやってやってたんや、 だから人里離れたところで、部屋作ってほしいなって、
83	負けずにやってるけど、 ビデオ見せたりもできるし、
85	だから、英語ルームで、単語カードとか貼って、
87	なんか、楽しい雰囲気、できたらね、いいかなーって、
90	これぐらいの、グループだとやりやすいですね。 なんかちょっと質問して、みんなで聞いて、 なんか分からへんかったら、なんか分かっている子が教えてくれたりして、
92	なんか、全員が1クラスで、一人の教師が対応やったら、
98	34÷2.
100	17をそれをまたハーフですね。
102	8,9人。あぁいい感じですね。
106	I like と My name is
108	年間10時間は、誰が教えてはるんですか。
110	市が、まあ、委託している、

112	と、担任が、
114	うちあわせはどうしはるんですか。
116	で、ポンと来はる。 一応スケジュールを組む人がいはるんですか？
118	この前、
120	英語という時間はない？
124	よう、歌ってやっているから、ずっと練習？っていうか、 まあ、やりやすい、とっかかりやすいやつやから、してるのかなって思っていて
125	あ～、でも中学校入ったら、またやらされるねん。
136	いろいろと、
142	書くの遅いねんな。
145	それはある、ある、ある。きれいに書いとってや。
151	これは、なんか、担任の先生のチョコチョコ入って・・・
153	ぱ～って盛り上げてね。
156	歌もよかったですね。
158	よう、あれやね、歌えてますね。
165	そりゃ、うれしいわ。文字書かせて欲しいですね。ローマ字を4年で習って、 それで、5、6とやらんと入ってくるから、そのできひん子っていうか、忘れてしまっている子はABCから書かなあかんの、出来る子は、すごく出来るから、そこでなんかすごいギャップで、あ、ついていかれへんっていうややってなるし、ローマ字でもいいから書けてくれたら、
167	ローマ字を書けるようにで。どうしてローマ字しないんでしょう。

2. Chapter 2 (p. 16) Ms. Minamino's utterances (recorded on March 5th 2008)

163	<p>みたいですよ、なんか、すごく、</p> <p>普通の授業でこれをやっていたら、もっと(だらっとした表情)ってなってたかもしれないけど、うん、またALTの先生も、また違う先生、もう言ったけど、日本人の先生であんなに、英語がしゃべれるなんて、がすごくよかったみたい。</p>
165	自分たちもしゃべれるようになるかも、目標みたいな、
167	やっぱりね、人と会って自己紹介を、あんなふうに少人数でしたことによって、
168	聞かれて分からなかったことっていっぱいあるじゃないですか。
170	だから、もっとしゃべれるようになりたい、
172	<p>なんか、そういう動機付け、</p> <p>なんか私なんか海外に行ってしゃべれなかった、しゃべれるようになりたい、</p>
174	そんな感じなんですよ、子どもたちは。しゃべれたらもっと楽しいのにな～っていう、
420	<p>これをふまえてはったら、例えば小もI like なんかは、自己紹介のできるから、最初の英語の時間にね、今日は自分の名前と好きなものをとりあえず言ってみようか、</p> <p>お互い、違う小学校の子は知らんやろ、って中学校の先生はすすめられるんと違うかな、</p>
422	小学校で勉強しておいてよかった、また使えた！みたいな、そんなんがあったら、
424	<p>だからそこを同じに、できたところは、んで次1年持っていただけ先生たち2人見ていただけているから、そこはいっしょにできる。I like なんか、ここ教科に、今日は好きな教科を言ってみようとか、</p>
426	<p>教科をちょっとだけ復習してもらって、言ってみるとかね、</p> <p>そしたら、お互い、「そっか、あの子体育好きなんやー。」って、</p>
431	I (世界)のよさですね。友達のことを知る。普段日本語だったら、
433	何が好きかって聞かない。

435	聞かないことを分かる、みたいな、
440	あ～。
451	小学校の先生の感想も、してよかったということでよろしいでしょうか。
454	中学校にも、来年もまた、こういう機会をお願いしたいなっていうことで・・・。

3. Chapter 3 (p. 21) Ms. Shinomiya's story (recorded on May 27th 2008)

5	<p>アルファベットは、あの一、私も1年生久しぶりなんですけど、前1年生教えたときよりは、書ける。一応小テストでアルファベット26文字全部書けなかったら、追試とか再テストをやっているんですけどアルファベット、一応全員、ほぼ9割がた、クラスに3, 4人だけ1問できなかつたとかあるんですけどあの～、2回目は全部、合格した。</p> <p>もちろん中学入ってから、「10回書け、100回書け」とか宿題出しながらテストしてるんですけど、アルファベットに関しては、書けるんとかちゃうかな。(約10秒沈黙)</p> <p>今は単語から、単語テストを毎日、鬼のように、単語テストを毎日やっています。</p> <p>宿題は単語1つにつき10回づつ書いて来なさい。</p>
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48	<p>そうなんです。中学校はどうしてもね、3年生になったらね、書けなかつたらね、書かせたりとか、授業は楽しいけど、(生徒が)先生の授業、楽しいけど、テスト難しいって言われたりしますけど。そこは兼ね合いが難しいですわ。高校入試に英語がなくなつたら、</p> <p>もっとコミュニケーション重視できるのんと違うかな</p>
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4. Chapter 3. (p. 22) Ms. Shinomiya's story (recorded on May 27th 2008)

30	<p>なんか、クラスの雰囲気も作ってしまうところもありますね。英語の授業が。</p> <p>インタビューとかやっても、男の子は男の子でやって、女の子は女の子でやるクラスもあれば、わあ～って、初めてやからね、知らん人に声かけるクラスもあるし、それはそれぞれ感じます。でも、小学校で教えてもらっている分、最初のとつきは、昔に比べたら、「こんなんやったし」みたいなのは無いですね。</p> <p>転入生が焦ったって、各クラスに一人ぐらいはいるんですけど、</p>
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155	<p>去年まで週3(時間)だったんですけど、指導要領で増える傾向で、今年は3. 5でやっているので、教科書の内容やったら3. 5やったら少し余裕があって、今まで週3やったら、教科書終わらせるのが精一杯で、昔、私やりだしたとき、週4(時間)だったんですね、「アメリカの友達に手紙書こう」とかそんなんでばーんと1時間とったり、そんなんで教科書外のことも発展できたんですけど、最近そういう時間無かったです。</p> <p>3, 5に増えたんで、こういうのもやってみて、週4になってもいいのにな。</p> <p>手紙の指導とか、できるのに。週4だったら。週3だったらね、来年？</p>
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5. Chapter 3. (p. 22) Ms. Shinomiya's story (recorded on May 27th 2008)

113	<p>This is で場所紹介して、He is She is で先生紹介するぐらいで、いいですかね。</p> <p>それぐらいやったら、ちょうど今やっている単元とリンクするかな。やろうと思えばできるかな。</p>
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6. Chapter 3. (p. 23) Ms. Minamino's story (recorded on May 27th 2008)

118	<p>もし、あれやったら、B 小さんにするんだったら、C 小も、別のものだと大変なので、もらったらね、返し方はね、学校裁量でもいいですよ。</p> <p>中学校も二度手間、二種類のビデオを作ってって頼んだら大変だけど、それもらったら、学校紹介で、小学校のことは、中学校の先輩がよく知っているから、それやったら、中学校の先生に、じゃあ自己紹介しようでもいいし、招待しようみたいな形で、</p> <p>何か6年生のゴールとして、自分のことが話せる2文3文。2文3文で話せることをゴールにしたいので、それを活かせる機会を作っていただければうれしいな。</p> <p>だからできたらC小としては、また1回来て頂けたら、やっぱり直接会うというのはすごく貴重なんで、いろんなことがあるとは、3時間？3時間。</p>
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7. Chapter 3. (p. 24) Ms. Minamino's story (recorded on May 27th 2008)

79	<p>中1もっていただいた先生が、B 小とね、C 小の子を見て、今までと変わらんとか、しんどいんやったら、英語活動も、考えて、なんて言ったらええんかな、って思うけど、大体同じような形で私もB(小)に2年前までおったんだけど、(B小が)大体の様子とか、</p> <p>どんな風に英語をされているか分かるので、</p> <p>その子達が上がって行って、先生が、やりやすい子どもたちが、</p> <p>マイナスじゃなくってというのは良かったなって思う。</p>
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8. Chapter 3. (p. 25) Ms. Minamino's story (recorded on May 27th 2008)

167	例えばここで、動物習っているから、動物版にしてもOK？
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172	<p>6年生の自己紹介のところにね、自分の名前をローマ字で書こうというのは、ちょっとはいれたらいいかなと思います。(5秒沈黙)</p> <p>5・6年生英語をやってた子たちが、中1にあがって、マイナスになっていないということを聞いただけでも、</p> <p>すごくよかったです。</p>
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