A Qualitative Inquiry into Teachers' Professional Growth in Project-based English Language Lessons
A Qualitative Inquiry into Teachers' Professional Growth in Project-based English Language Lessons

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The purpose of this study is to explore EFL teachers' professional growth through an analysis of narrative data obtained during English teaching. The study is based on a nine-month project-based practice conducted in a team teaching style in a Japanese junior high school. This class was originally designed in order to develop students' global and international understanding, providing many related issues in the language class. These lessons were team-taught by an English teacher, who had 4 years of teaching experience, and the author, me.

The sources of the data in this study are two semi-formal interviews between the partner-teacher and me, interviews with the students, and reflection by the partner teacher and the students. The narrative data were transcribed and analyzed through a Grounded Theory Approach, one of the frequently used methods of qualitative data analysis (Strauss & Corbin, 1998; Craighill-Saiki, 2006).

In order to gain a deeper understanding of the partner teacher’s professional growth during the language teaching, the study first discusses the consequence of the qualitative analysis of the first dialogue by the two teachers. Through the analysis of the narrative data on the GTA, it is suggested that the partner teacher’s growth was recognized when she mentioned her anxiety and struggle during her teaching in the dialogue and she realized the need to change students’ learning and her teaching. It was also illuminated that her language lessons were constructed of many interrelated constituents abstracted from the partner-teacher’s assumptions of teaching. In particular, the mutual relationship among the three of them: the adaptation of her teaching, the relationship among the participants, and the students’ positive attitude to study, underlies the theory of her teaching as important components. While the project-based
language lessons were conducted, the quality of her teaching and the classroom community was transformed. Chapter 3 and 4 explain how this had been done by presenting the analysis of the dialogue.

Chapter 4 focuses on two aspects of the teacher's transformation in the language class. I first highlight the three different loops of awareness of the teacher: cognitive, emotional, and collegial loops of awareness. It was elucidated that these loops interconnected the teaching and the learning in the language class, and they helped the development of the partner teacher's professional awareness. I second spotlight on two different ownerships of learning (Norton, 1997), which emerged and developed in the class. The first one is the ownership of learning the students experienced in the project-based language class. As their ownership of learning developed, their learning through the lessons displayed a dynamic change in the class. In the new activities in the language class, the students gradually developed a cohesive learning community through peer-to-peer and teachers-to-students interaction in the classroom. Moreover, they cultivated their own learning attitudes, and they started to widen their learning world beyond their individualistic learning. The other ownership we identified from the analysis is the ownership of teacher learning that the partner-teacher experienced. Through the language teaching in the project-based lessons, she redefined certain goals of teaching and language education. The ownership of teacher learning helped to develop her identity as a teacher in the class, which led to her professional growth.

Chapter 5 describes the author's identities in this project-based team teaching class. The analysis of the two dialogue data illuminated that I had developed four different roles through this language class: a colleague, a teacher, a mentor, and a researcher. The frequency analysis of the appearance of the four roles showed that they interchangeably appeared throughout the first and the second dialogues. Moreover, we
showed that the more the partner teacher gained her ownership of teacher learning, the more frequently the role of mentor appeared, but the less frequently the role of teacher appeared. As joining in the class as a teacher-researcher, I found out that the identity switching occurred in the class because of the social relationship between the partner teacher and the students. My identity as a teacher-researcher in this language class was created and nurtured (Freeman, 1998).

The present study shows that narrative is a powerful and valuable research tool in order to describe and portray the phenomenon of life in the classroom. Through interaction between the partner-teacher and me, we came to see the quality of the learning in the classroom improved through the social interaction. In the process of the teacher-research, the findings in this study enabled me to realize an inseparable connection between teaching and learning. Language teaching and learning is the totality of the relationship by which all the participants were connected in the classroom. I would like to call it the quality of classroom life. Teaching is, at the same time, learning. If a teacher is aware of the quality of classroom life, she will take a step forward and begin the teacher-learning, which will drive her professional growth.
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CHAPTER 1

Introduction

At the beginning of the practice of teaching about global issues during English as a foreign language (EFL) lessons at a Japanese junior high school in July 2006, which will be described in this study, the original purpose of the research had been to investigate how global issues as learning contents would facilitate students' international understanding in junior high school EFL lessons. My research question was first focused on the language lessons themselves, including teaching materials, curriculum, topics, classroom approach, and teaching procedure. To fulfill this research purpose, a nine-month English lesson program that included a variety of activities related to exploring global issues was presented in the lessons. These lessons were team-taught by a female English teacher, who had 4 years of teaching experience, and me.

The class started smoothly, and the students became interested in each of the topics that we introduced. The lessons made a good start at fulfilling the original purpose of my research. However, in the process of team teaching with the partner teacher, I became very interested in a unique phenomenon occurring in the classroom, which was the growth of the partner teacher. In the process of teaching English language classes for nine months, she gradually changed her perspectives on teaching and her ways of becoming involved in class, and she improved her teaching while adapting her teaching to the students' learning during the language lessons. Moreover, by carefully observing her own changes and improvement, it was figured out that she developed a greater belief in herself as a teacher.

She was changing in the classroom, the students started to show a positive attitude
toward their studies, and moreover, they started to become more autonomous in their learning than they had been before. As a result, the classroom community became more harmonious.

Experiencing the transformations in the language classroom, I became more concerned about the ways in which the partner teacher transformed as a professional teacher than I was about the contents and activities to be taught in the program. Thus, the research was unexpectedly redesigned and accordingly the purposes of the study changed into an inquiry into teachers’ professional growth in the language classroom.

Teaching and learning occur in the cultural community (Rogoff, 2003), which often means in the classroom. Johnson (1999) stated that “Learning to teach requires the acquisition of knowledge about all facets of classroom life.” Based on a variety of incidents and experiences in the classroom, teachers change their teaching style, their assumptions about the lessons, classroom decision-making, experience, beliefs, and their theories about teaching. The question raised here is how they can be aware of these changes. How do they use this awareness to enhance their teaching?

In recent years, several studies have listed well-recognized components of teachers’ professional growth. Schon (1983) examined the relationship of “reflection-in-action” for professional development. Richards and Lockhart (1994) introduced specific means of classroom investigation for reflective teaching, including journals, lesson reports, surveys and questionnaires, audio or video recording of lessons, observation, and action research. Freeman and Richards (1996) illuminated the process of learning to teach a second or foreign language by describing the experiences of teachers. Woods (1996) discussed teachers’ belief, assumptions, and knowledge (BAK) in order to clarify cognitive processes of teacher’s decision-making. While Connelly and Clandinin (2000) focused on teachers’ “personal practical knowledge” through the
teachers' narratives, stories, and images, Farrell (2006) underlined the importance of the “reflective practice” for teacher development and then described how effective oral recall and classroom observation were in determining the relationship between teachers' beliefs and classroom practice. Tsui (2003) clarified the nature of expertise in EFL teaching through exploring the classroom practices. Shulman (2004) discussed the role of “subject matter knowledge” and its relation to “pedagogical content knowledge.” Allwright (2003) proposed a process called Exploratory Practice to deepen the understandings of language learning and “life in the language classroom.”

Freeman (1989) presented a model of teacher development called the KASA [Knowledge, Attitude, Skills, and Awareness] model. He described “awareness” in the classroom as “a superordinate constituent, [which] plays a fundamental role in how the teacher makes use of the other three constituents [attitude, skills, and knowledge]” (p. 35). The concept of “awareness” in the classroom provided questions about teachers' growth in language teaching in the present study. To gain a deeper understanding of teachers' growth through language lessons, I attempted to figure out the process that brought about changes and growth both in the teacher and in her language teaching from my viewpoints as a co-worker and a teacher-researcher. To fulfill this purpose, the study emphasizes the following three points.

First, in chapter 3 and chapter 4, after analyzing qualitative data obtained from teacher interviews based on a Grounded Theory Approach, I use a diagram to represent the relationships among the important aspects for the partner teacher in her language class, and chapter 3 presents her theory of language teaching. The chapter also presents the important components underlying the theory of her teaching in the language class.

Second, in chapter 4, I focus on different types of teacher awareness, which in this study is classified into cognitive, emotional, and collegial awareness. I feel this research
underscores the importance of nurturing the ownership of teacher learning, which facilitates the emergence of loops of awareness in teachers’ growth. This chapter also describes the development of students’ ownership of learning in the project-based lessons. The chapter also discusses how the partner teacher experienced professional growth in language teaching.

Third, chapter 5 shows how the narrative data, which included informal interviews with the partner teacher, her reflections on the lessons, and my reflections as a teacher-researcher, revealed that I positioned myself in the language classroom in four different roles, as a colleague, a teacher, a mentor, and a researcher. Based on the analysis I discuss how I constructed my identities as a teacher-researcher. The chapter illustrates how the four roles, while occasionally overlapping with each other, were unique and different from each other.

Finally, in chapter 6, the study is concluded with a presentation of the findings about teachers’ professional growth in the language classroom, highlighting the quality of classroom life.
CHAPTER 2

Project-based English Language Lessons at a Junior High School

The present chapter describes the background of the junior high school English lessons I participated in. Together with a Japanese teacher of English, I conducted project-based English lessons in a public junior high school in Hyogo. The lessons, which were given as an elective for second-year students, were given once a week and lasted from July 2006 to March 2007, during which 17 lessons were taught.

2.1 Description of the Project-based Lessons

One of the main goals of the project-based lessons was to develop students' global and international understanding. In this class, many topics connected with international issues were introduced during the nine months, including “World Cup FIFA and UNICEF partnership,” “UNICEF,” “Landmines,” “Animals on the edge of extinction,” and “Messages to the world.” We started the explanation of each topic with a listening activity in the form of story telling, and then discussed the issues introduced to the students. As an assignment to be completed outside of the class, the students were required to carry out small research projects, based on which they did an English writing task. Finally, the students demonstrated their findings on the topics they chose in the form of posters. The posters were orally presented in class and later displayed in the school hallway. When the topic of landmines was discussed in the third term, a high school teacher from Afghanistan, who was studying at a Japanese college, was invited to the class and talked about recent situations and school children in his country. After having heard his talk, the students were given a chance for group discussion of what they had learned. The students decided to send letters to students in Afghanistan to tell
them what they thought about the country and to try to learn more about their life there.

2.2 Team Teaching

Another feature of this project was that the lessons were team-taught. While studying in an in-service teacher training program at a graduate school, I joined a Japanese female teacher of English, who regularly taught the class (Ms. N, hereafter). Ms. N had a total of four years' teaching experience at a Japanese high school and a Japanese junior high school. We had, individually and not as a team, taught in the junior high school for two years before this study started. I had been teaching English for 14 years in Japanese junior high schools at the time when the research was conducted. One year prior to this study, I had taught some of the participating second-year students when they were first-year students.
CHAPTER 3
A Qualitative Analysis Based on Grounded Theory Approach

3.1 Data Collection

The primary source of the data was two semi-structured interviews with the partner teacher (recorded on December 22nd, 2006 and March 26th, 2007). The interviews were analyzed through a Grounded Theory Approach (see 3.2 for more details). Although these two interviews were supposed to be fairly structured, the discourse of the interview resulted in a more conversational interview. To better represent the nature of the interview data, I employ the term “dialogue” instead of “interview” throughout this study. In addition, the following data were used for analysis when necessary: videotaped lessons, field notes, the author’s journal, reflections written by the partner teacher, reflections written by the students who participated in the lessons, ten interviews with students who took the lessons (conducted on March 19th, 2007), a questionnaire taken by the students (conducted on March 19th), and the final writings by the students.

3.2 Method of the Analysis

All the dialogue occurred in Japanese and then was transcribed into English by the author and analyzed through a Grounded Theory Approach (GTA). The GTA is one of the frequently used methods of qualitative data analysis (Strauss & Corbin, 1998; Craighill-Saiki, 2006). The transcribed dialogue was segmented into a sentence or sentences and detached from the original contexts. Each segment was examined and then was coded (“open coding”). There were 212 coded segments for the first dialogue and 354 for the second dialogue. Through this microscopic analysis, the coded
segments were grouped into newly constructed categories ("axial coding"). These coding processes were done through several intensive discussions with my colleagues and the academic supervisor at my graduate school. The relationships among the categories were discussed and finally were visualized in a diagram (see Figure 1), which represents the interviewee’s perceptions, beliefs, and theory of teaching.

3.3 Data Analysis

The analysis of the first dialogue using the GTA generated a diagram that captured the relationships among the concepts, beliefs, and assumptions obtained from the dialogue with Ms. N, as shown in Figure 1.

![Diagram](image)

*Figure 1. The diagram of Ms. N’s theory about her teaching*
In the diagram of Ms. N’s theory about her teaching, the core categories from the dialogue data are classified into the following eight areas:

(a) anxiety and struggles about her teaching
   - the need to change students’ learning and her teaching
(b) adaptation of her teaching and pedagogical support for the students
(c) relationship between individual participants and between individuals and the groups
(d) teachers’ decision making
(e) assessment
   - of the students’ learning
   - of her own teaching
(f) teachers’ emotions about student learning
(g) students’ positive attitudes toward studying
(h) development of collegiality

As the diagram above illustrates, Ms. N’s growth as a teacher began when she noticed her anxieties and the need to change students’ learning and her teaching (see (a) in Figure 1). The following excerpt from the dialogue clearly indicates the fact that the partner teacher was not satisfied with her own teaching before joining the project-based lessons and really felt a need to change her teaching methods:

Dialogue 1: Ms. N (recorded on December 22, 2006)

6 “Before, my attention was only focused on the grammatical teaching. I tried hard only to make them memorize the vocabulary, and I had been preoccupied with those things all the time in the class. Moreover, I had to think about the
degree of progress which should be paced with my co-workers, who were teaching the same grade. And also I couldn't find enough time to think about each student's interest.”

“When I heard about this project-based study, I was a little worried because I didn't know whether I make a good contribution to your research. However, at that time, I had been struggling with my own teaching and wondering if there would be some other better ways of teaching or methods, and looking for something new and good for my students. I was always thinking about that at that time.”

In reflecting upon her practice in the past through the first dialogue, Ms. N first described what had been focused on in her own teaching in the past and what she had assumed was the most important purpose of her language class. She described some discrepancies between what she wanted to do in the class, what she had to do, and what she did in the class. In other words, she had been struggling with these different responsibilities and capabilities. However, she also noticed the need to change students' learning and the need to change her own teaching. Starting from her noticing (a) the need to change students' learning and the need to change her own teaching, (b) she had tried to change and actually had changed her teaching to accommodate the individual students' needs. In fact, a number of Ms. N's utterances in the first dialogue were interpreted to mean that she was trying to adapt her ways of teaching to facilitate the individuals' progress in learning, which she could not do before the project. She always paid attention to her students' learning progress and their learning instructional needs in her language class. She described the English writing activities in the second term as follows:
Dialogue 1: Ms. N (recorded on December 22, 2006)

"At the beginning of the lessons for the writing activities, I was worried about whether all of my students would be able to complete their work, because lots of them were not good at writing English. I was always nervous when we started the writing activities in our class. Watching the students changing their attitudes, however, I found that some started to rise to the challenge of writing in English and begin to teach each other how to write in their study groups. So, you know, when we discovered that they were tackling the writing activity together, we decided to introduce the use of the dictionaries at that time, right? I decided to try to approach the issue I had had, because they were also changing through those activities. And then I prepared some extra handouts and information taken from the website as an aid for them, which were useful for the students who found it difficult to gather the necessary information for their research."

By carefully observing the students' learning in the classroom and noticing the students' needs, Ms. N had immediately modified her teaching plans so that her teaching would fit the students' particular pedagogical needs. She began to use new teaching techniques; she incorporated group activities into the lesson, introduced the use of bilingual dictionaries to help students' English writing, and provided presentation opportunities for the students. She also provided extra English lessons to the students every day after school, designed for those students who were interested and who had had difficulty in English.

Figure 1 also reveals that the teacher observed the individual students tackling further tasks, which were a little difficult at their competence level, and that she
transformed her teaching style to fit the students’ capabilities in the learning process. To adapt her teaching to the students’ learning progress, Ms. N needed to make (d) immediate decisions based on (c) the relationship among the participants in this class and (g) students’ positive attitude toward studying. The relationship among the categories in Figure 1 provides a very important key to understanding the fact that, while the teachers and the individual students developed a relationship among them, a learning community of students was created in the class. And in that community, the students changed their own attitudes about learning in the class. Ms. N understood that it was very important to build a learning community among the participants in the classroom and to make impromptu decisions observing the relationship. These changes in Ms. N’s thinking and behaviors resulted in harmony among the participants in the class and their learning community (see Excerpt 148 above).

The awareness of the need to change students’ learning and her teaching prompted Ms. N to (b) change her teaching style, which resulted in the emergence of the learning community in the classroom. Moreover, the students’ positive attitude toward studying were observed. The analysis of the first dialogue data through the GTA elucidates that the three categories, (b) adaptation of her teaching and support to the students, (c) relationship between individuals and between individuals and the groups, and (g) students’ positive attitude toward studying, which are closely related to each other, are central to her theory of teaching. The overview of the analysis above enables us to understand and theorize how Ms. N transformed her teaching as well as the orchestration of the classroom. The diagram clearly depicts the teacher’s growth through the language classroom.
3.4 Summary

In this chapter, after a brief explanation of the Grounded Theory Approach, which was done to gain a deeper understanding of the partner teacher’s professional growth through language teaching, we discussed the consequence of the qualitative analysis of the first dialogue by the two teachers who had team-taught language lessons in a Japanese junior high school for nine months. The analysis of the narrative data through the GTA suggested that Ms. N’s growth had begun when she voiced her anxiety and noticed her struggles with her teaching and the need to change students’ learning and her teaching. Though the discussion of the diagram resulted from the analysis of the first dialogue, it was also clarified that her language lessons were constructed form the many interrelated constituents. The mutual relationship among the three concepts, adaptation of her teaching, relationship among the participants, and students’ positive attitude toward studying, underlies the theory of Ms. N’s teaching, and these concepts serve as important components of her teaching theory. While the project-based language lessons were conducted, the quality of Ms. N’s teaching and the classroom community were transformed. This chapter explains how this was done by presenting the analysis of the dialogue. However, a question remains: How was it possible for Ms. N to change the quality of her teaching? How did she notice the individual students’ needs, and how was she able to adapt herself to them? The following chapters will pursue these issues by focusing on different types of awareness Ms. N experienced in the classroom.
CHAPTER 4
Emerging Loops of Teacher Awareness

The previous chapter showed how the partner teacher’s growth started and occurred in the language teaching classroom. To organize the class by adapting her teaching to the students’ learning progress, the partner teacher emphasized the mutual relationship among the participants in the class and the students’ positive attitudes toward studying in her language teaching theory. From the analysis of the first dialogue data using the Grounded Theory Approach, the relationships among the categories of language teaching were visualized in a diagram (Figure 1), which represented her theory of language teaching in the class.

The present chapter first focuses on the teacher’s growth from the three different perspectives toward the language class and discusses the classification of the three different aspects of teacher awareness in the classroom in 4.1. Second, in 4.2, I spotlight two different ownerships in the class: the ownership of learning of the students and the ownership of teacher learning of the partner teacher. Finally, the discussion in 4.3 concludes with how the partner teacher grew professionally through the language teaching in the project-based class.

4.1 Three Loops of Awareness Found in the First Narratives

During daily life in the classroom, many incidents happen in the class and episodes surrounding students’ learning are emotionally and collectively memorized. Often, these elements have an impact on the formation of the learning community and support the teaching and learning that occurs in the class. The analysis of the first and second dialogue between the two teachers, who shared the language class for nine
months, clarified that the awareness gained through the language teaching contributed to the transformation of teaching and learning in the classroom. In this section, the different aspects of teacher awareness will be classified broadly into three types based on their natures: these are cognitive awareness, emotional awareness, and collegial awareness.

4.1.1 The Cognitive Loop of Awareness

In the first dialogue, Ms. N reflected upon the group activities that she had adopted in her class, as described in the following excerpted quotes:

Dialogue 1: Ms. N (recorded on December 22, 2006)

78 “I gave instructions to the students [stating that] if they found it difficult to try this activity individually, they could make some groups to work with. So, they taught each other and tried the activity in a comfortable atmosphere.”

90 “[The writing activity was] really hard both for the students and for me… Though it was hard for me, I found that they, all the students, were willing to do it. Before the project, they would never open their textbooks and were absent-minded, but in the project they used their dictionaries and looked up words they didn’t know even though they were not used to doing that. Furthermore, they came to me and asked me questions when they didn’t know how to write in English. These efforts of the students made me think that this activity had promoted their learning ability.”

Despite her worries about the project-based lessons at the beginning of presenting them, the partner teacher was aware that her students had changed their attitudes toward
learning, which she realized was brought about through the activities in the project. Having noticed that each student progressed in his/her own way, Ms. N was also raising her awareness of the importance of harmonizing individual learning with the whole class’s learning. Thus, she encouraged the students to learn and to be engaged in extra activities, and then she always assessed the results. This process raised her cognitive awareness of teaching and reinforced her confidence in what she was trying to do in the lessons. This cyclical process of her teaching that starts from adaptation of her own teaching and support to the students ((b) in Figure 2) and affects the relationship among the classroom participants is termed the “Cognitive Loop of Awareness” that continues providing feedback from renewed cognitive processing of incoming information about the students and the classroom environment.

Figure 2. Cognitive loop of awareness
4.1.2 The Emotional Loop of Awareness

In the following excerpt, Ms. N and I talked about the oral presentation given by one reticent student (N is the partner teacher and S is the author).

Dialogue 1 (recorded on December 22, 2006)

120 N “I was most worried about Student T. She was the student who had never given a presentation in front of the class. I remember that she often was taciturn when she needed to talk in front of the class, and remained silent. Even in Japanese in the class, she couldn’t speak up...”

121 S “You put Japanese Katakana on each of the English words [so she could pronounce the words]: you did it for Student T outside the lessons, right? When she was just about to begin the presentation in front of the class, she glanced at you. Having had eye contact with her, you came closer to her with no hesitation. For me and for the other students, she seemed to be successful in the presentation with your help, and why did you come near her?”

122 N “I noticed that even reading Japanese Katakana fluently was difficult for her. I felt that she wanted me to come closer to her. I often had conversations with her outside of class, so as soon as I noticed her glance, I realized ‘Yes, she needs me.’ Also I was pretty sure she was going to try.”

The occasion described above was the first time that Student T gave an oral presentation in front of the class since she entered the junior high school. She smiled when hearing the applause from her classmates after her presentation. Throughout the dialogues, Ms. N and I as co-teachers were able to share delightful experiences of seeing the students’ positive attitudes toward learning. On the other hand, we also talked
about the disappointment that came from students’ negative words and attitudes in the classroom. We needed to make a myriad of immediate decisions whenever we felt we had to do something for the students. These decisions depended not only on the cognitive awareness discussed above, but also on the teacher’s consideration of and empathy for the individual students. These emotions in the class were generated based on the relationships between the teachers and the students, the understandings of the individual students, and teachers’ own beliefs and emotions generated at a particular moment in the classroom. The awareness of emotional aspects of teaching ((f) in Figure 3) enhanced teachers’ awareness of their teaching, and this enabled Ms. N to change her teaching. In addition, she and the students constructed and reinforced the relationships with each other. In this study, this flow of awareness is called the “Emotional Loop of Awareness”.

*Figure 3. Emotional loop of awareness*
4.1.3 The Collegial Loop of Awareness

Until conducting this practice, I assumed that collegiality among co-working teachers was developed by the teachers themselves. However, I came to realize that collegiality was created while the students became more involved in the activities and their attitudes toward learning became more positive. In other words, some of the teachers at the junior school were “connected” by sharing their observations of the students, as reflected in the following excerpts:

Dialogue 1: Ms. N (recorded on December 22, 2006)

126 “A few days ago, in the teacher’s room, I was reading again the students’ reflection papers about their impression of the oral presentation in the class. At that time, Mr. I, the homeroom teacher of that class, came to me and asked, ‘What are you reading?’ ‘I am reading my students’ reflections upon their oral presentation in the previous lesson, and I remember the presentations done by Student K and Student T. Though they were not good at English at all, they tried that very hard. Yes. I was moved at that time...’ After listening to my story, he said to me, ‘Is that right? In front of the class? I see. I will say something to them. I will praise them for their participation in the presentations.’ And today, in a hallway, by chance, I overheard him talking to the students in his homeroom period. He said ‘T, I heard about your presentation in the elective English class! I was really glad. And I was really moved by hearing that!’”

Excerpt 126 describes just what happened when the conversation took place in the teachers’ room. The two teachers, Ms. N and Mr. I, talking about the students’ oral
presentations in the project-based language class, shared the same kind of pleasant surprise at the students' positive change. The comments Mr. I made to Ms. N was really encouraging for her, and she felt that her approach to teaching the students in the class was really rewarding. This emotional experience reinforced her awareness, which enabled her to understand what she ought to do during the lesson. Here we can see another circulating process among the categories in the diagram. It can be called "the loop of awareness of collegiality." The students, in a sense, mediated the relationship among the teachers.

Here is another excerpt, in which Ms. N reflected upon the encouraging words of another colleague, which helped her confidence as a language teacher:

Dialogue 1: Ms. N (recorded on December 22, 2006)

106 "One of the teachers often said to the students, 'I am looking forward to seeing your poster exhibition.' Especially, Ms. S said to me, 'I heard your students saying they're making great efforts, so I am looking forward to their exhibition.' These words were really encouraging, and I wanted to make the exhibition more attractive."

Excerpt 106 also clearly indicates that the students' learning was recognized beyond the classroom by other teachers, who changed some of their previous assumptions about their students. Moreover, the raised awareness of collegiality positively affected the teachers' own teaching. This loop that starts from the awareness of collegiality ((h) in Figure 4) is termed the "Collegial Loop of Awareness."
When I compare these three loops of awareness, the cognitive, the emotional, and the collegial loops of awareness, with the diagram of Ms. N’s theory of her teaching (Figure 1), it brings an interesting link among the three loops of awareness into relief. Starting from (a) the teacher’s anxiety and struggle with the need to change as a trigger, it was clarified that the cognitive, the emotional, and the collegial loops of awareness, which interconnect the teaching and learning in the classroom, helped develop the teacher’s professional awareness in the language teaching (Figure 5). Moreover, as we discussed in Chapter 2, the mutual relationship among the (b) adaptation of her teaching and support for the students, (c) relationship between individuals and between individuals and the groups, and (g) students’ positive attitude toward studying, was placed as the important aspect in her teaching theory, and it was figured out that the three loops of awareness are interconnected by the mutual relationship, as shown in Figure 5.
(a) anxiety and struggle about her teaching
    * the need to change students' learning and her teaching

(b) adaptation of her teaching and pedagogical support to the students

(c) relationship between individual participants and between individuals and the groups

(d) teachers' decision making

(e) assessment
    * of the students' learning
    * of her own teaching

(f) teachers' emotions about students learning

(g) students' positive attitudes toward studying

(h) creation of collegiality

Figure 5. Teacher's growth
4.2 Ownership of Learning and Teaching

4.2.1 Ownership of Learning

As has been discussed above, Ms. N transformed her language teaching by developing the cognitive, emotional, and collegial loops of awareness, which were generated through the project-based English lessons. The project also transformed the students’ attitudes toward learning. I would like to describe how the students gained ownership of their learning (Norton, 1997). They began to discover the purposes and the values of learning in the class and become autonomous in their own learning. To highlight the process of the students gaining ownership of learning, I would like to share some of the narrative data of the participants. The following excerpts depicted how Ms. N perceived the changes in the students’ attitudes:

Dialogue 2: Ms N (recorded on March 26, 2007)

54 “When I first introduced the writing activity to the students, their reaction was terrible and I felt they were in a bad mood, like ‘No, I won’t do that!’”

56 “I was also wondering whether I would be able to have my students complete this activity or not, and what I could do for them. Through this new challenging activity in the classroom, however, they began to write little by little. They maybe started to get the knack of English writing.”

60 “Actually, … in the last activity of writing letters to Afghanistan, I didn’t need to help them with every sentence. Before the project they didn’t begin to write until they were told to do so, but once we got the project started, they were so willing to write even when I was passing out the handouts. They became very positive about English writing activities.”
Ms. N portrays the chronological change of their learning in her class. Now let us look at how the students themselves perceived their changes.

One student's description (regarding the writing activity) included the following remark:

"It was really hard to look up some English expressions in the dictionary and I sometimes thought of giving up in mid-writing; however, I was able to have the sense of accomplishment when I completed all of the challenge."

In an interview, other students said (about the group activity) (recorded on March 19, 2007):

"How can I say, ...I think we found a kind of bond of solidarity between us."

"In the group activities, I was able to have my friends’ opinions, and take them into my writing..."

Another student's description (regarding the writing activity) was as follows:

"It was very hard for me to express my thoughts in English, but I was able to complete my work with kind support from my classmates and teachers. And I am more willing to study English. I realized how wonderful learning English is. I want to thank my teachers very much."

These students were looking back on their classroom learning and describing how they felt about their learning. The students' chronological and dynamic changes were triangulated by combining the teacher's observation and by the students' own reflections upon their learning.
Careful observation of the narrative data allows us to recognize the fruitful peer-to-peer and teachers-to-students interactions in the project-based language class. Here, I would like to look at these interactions from the sociocultural theoretical perspectives. Vygotsky (1978) defined the “Zone of the Proximal Development” (referred to as ZPD) as “the distance between the actual developmental level as determined by individual problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (p. 86). The ZPD is the fertile area between what a child can achieve independently and what the child can achieve with assistance from a more capable person. ZPD is often conceptualized in the child-adult relationship; however, I would like to extend the notion of ZPD to the classroom situation, where students provide mutual scaffolding. Donato (1994, 2000), Ohta (1995), and Swain and Lapkin (1998) in their studies of oral interaction demonstrate how in a “collective scaffolding” learning environment learners showed social, cognitive, and affective support to each other. Excerpts 28 and 265 describe that the students created a trusting relationship in pairs, in groups, and in the class, and they had a number of opportunities to learn from supportive peers or teachers. They internalized or appropriated their learning from the social relationship in a natural way. In the English writing activities, some of the students gradually became autonomous by collaborating with the participants in the class, in groups, and in pairs. Their narratives showed that the social peer-to-peer and teachers-to-students interactions among the participants supported their abilities to work in their mutual scaffolding.

Contrary to internalization of learning based on the social relationship, some students found their learning was not confined to the classroom domain; language learning in the classroom was extended to outside of the classroom and they discovered
the significance of being able to write in English.

An excerpt from an interview with a student (about the writing to Afghanistan) (recorded on March 19, 2007) demonstrates this concept as follows:

139 “It was an unexpected event for me that we had the guest teacher from Afghanistan to our English class. Moreover, we wrote to the students in Afghanistan, they would receive my letter, and would read it... When I thought of them, I trembled all over with my excitement... Yes, it's incredible.”

Another student’s description of the letter to Afghanistan included the following statement:

“Though it was really hard, I experienced a big joy and a sense of achievement. If I could have another chance like this time, I would like to try by myself.”

Dialogue 2: Ms. N (recorded on March 26, 2007)

228 “During recess time, when the students who took the elective science class came into our classroom after our English class, my students said to them, ‘It is really enjoyable to join the elective English class!’ and then they explained and talked about our English class with them.”

In discussing and understanding the narratives of the students presented above, I would like to point out that the quality of their learning in this project-based language class was totally different from the quality of traditional individualistic learning. The
students wrote letters to children in Afghanistan, which made them feel they were communicating with the real world. According to Sayeki (1995), people learn something by using cultural artifacts that mediate the agent and the objective (goal). In his theory of learning called the “Doughnut Theory” (1995), he described that “YOU” is playing the mediating role between the first person “I” or the agent and the third person “THEY” world (see Figure 6). In our letter writing activities, the students (“I”) did not necessarily learn the materials themselves (“YOU”) (i.e., the talk given by the teacher from Afghanistan and the letters written by the students), but they contacted the real world (“THEY”), mediated by and through the learning materials (see Figure 6). We understand that the students in this class transformed their views toward learning, which was totally different from the individual solitary learning they had been accustomed to.

![Figure 6. The doughnut theory (Sayeki, 1995, p. 66)](image-url)

In order to show more clearly the process of the students’ emerging change in the class, the excerpt below portrays that, through these experiences in the project-based
language lessons, the students' values and purpose of learning shifted and rose to a new height.

Interview with a student (about the project-based class and the language) (recorded on March 19, 2007)

72 “In our regular English class, I don’t have opportunities to give presentations, learn about other countries, and write to the people in the country in English. But here, in the elective English class, I learned new and special things in the language lessons. Every time I tried the new thing in this class, I thought, ‘I see, this is the way to convey something to somebody... in English.’ I think I found out something new. Yes, before, I just always repeated the dialogues along the worksheet in the class, so it meant I was always required to speak a certain way, but... in this elective class, when I was joining the activities in the lessons, especially in writing letters to Afghanistan at the end of the third term, I realized that I was expressing my own feeling and thoughts by using my own words. I think it is language. ”

Through the project-based language class, this student had developed and fostered her perspectives on language and language learning. Her reflection above tells us that she gradually gained an understanding of the meaning of language learning and discovered what communication is like and what roles language plays in communication. In addition, even though she had started to learn English only one year before the project-based lessons started, she stated that, “I realized that I was expressing my own feeling and thoughts by using my own words.” This suggests that she had gained ownership of the language and language learning through the project-based language
Ms. N’s awareness in the classroom helped her change her ways of teaching, which eventually affected the students’ attitudes, their concepts, and the value they placed on their learning in the classroom. The students gained ownership of learning (Norton, 1997).

4.2.2 Ownership of Teacher Learning

The previous section showed that learners’ development of ownership of learning changed their perspectives about leaning itself. Interestingly, the same phenomenon took place in Ms. N. In dialogues, when Ms. N and I talked about the meaning of teaching English to the junior high school students, she revealed her ideas about teaching English. Now let us compare the following two excerpts from the dialogues.

Dialogue 1 (recorded on December 22, 2006)

208 “It is generally true English is spoken in many countries. We can exchange our ideas with other countries through English, or think about the problems of other countries. English can be a clue to think of other countries, know about other countries, and cooperate with other countries…”

Dialogue 2 (recorded on March 26, 2007)

48 “All in all, by using English, I can be kind of ‘a bridge’ for my students to communicate with people in other countries, or to have a relationship with people there. I think I can play such a role to support and encourage the students to learn English. The class would be better if I taught them not only grammar but also this kind of project-based lessons in the classroom.”
In 48, recorded in December 2006, Ms. N talked about the meaning of teaching English by setting “English” as the subject of the sentence. In 208, which was recorded in March 2007, however, she used the first person “I” as the subject and narrated that she could be “a bridge” for the students. These expressions may suggest that her goals of teaching and language education began to change. She also reflected upon her own chronological change in her reflection that she wrote after the last class:

“Even though those were my classes, I think I was relying too much on Ms. S [=the author].”

↓

“In the third term, when Ms. S let me teach the class on my own and kept an eye on my teaching in the class, I was able to know that my confidence was getting stronger and stronger, like ‘Yes, this is my class.’ And I was able to express what I wanted to teach to them through the language class.”

Ms. N’s narrative reveals that the ownership of teacher learning also emerged through the class. Keeping in her mind the importance of the mutual relationship among (b) adaptation of her teaching and pedagogical support for the students, (c) the relationship between the participants, and (g) the students’ positive attitudes toward studying, she conducted the language class in keeping with her own theory of teaching, which allowed her to integrate pieces of her teaching experiences and knowledge. As we showed in the analysis of the dialogues, she was aware of how she was positioned as a teacher and that her position was chronologically changed in the classroom. The awareness transformed her own teaching and pedagogical knowledge and beliefs, and strengthened her own confidence. We would like to refer to this process as teacher
learning. As the students in the classroom gained ownership of learning, Ms. N also gained ownership of learning, but in this case, 'the ownership of teacher learning.' By facing the students in the classroom and building her identity as a teacher, under the stress and anxiety of the new effort she had to make to teach in this new way, Ms. N's ownership of teacher learning emerged in the class through the teaching.

Starting from the teacher's awareness, the three loops are joined in a circle and create a mutual relationship among the three aspects in the diagram (Figure 5), (b) the modification and adaptation of her teaching style in the class in order to support the students, (c) the relationship among the participants in the language class, and (g) students' positive attitude toward studying. The mutual relationship among these aspects is the sustained flow of the emotional, cognitive, and collegial loops of awareness, and what was clarified in the second dialogue was that the development of the ownership of teacher learning supported the partner teacher's growth as a teacher through teaching (see Figure 7).

![Figure 7. Findings from the second dialogue](image-url)
4.3 Summary

In this chapter, to understand the partner teacher’s growth, I first focused on the three different loops of awareness of the teacher, that is, the cognitive, emotional, and collegial loops of awareness. These loops interconnected the teaching and the learning in the language class, and they helped the development of the partner teacher’s professional awareness. I then spotlighted two different ownerships of learning (Norton, 1997), which emerged and developed in the class. The first one is the ownership of learning the students experienced in the project-based language class. As students developed their ownership of learning, their learning through the lessons displayed a dynamic change in the class, from challenging the new activities to developing the learning community through peer-to-peer and teachers-to-students interactions, to cultivating their own learning attitude and starting to widen their learning world beyond their solitary learning. A second type of ownership was the ownership of teacher learning Ms. N experienced. She recaptured her goals for teaching and language education. The ownership of teacher learning helped to develop her identity as a teacher in the class and, moreover, supported the partner teacher’s professional growth in teaching.

In the next chapter, to highlight the way in which I, the author, experienced transformation while participating in the lessons, we will discuss my identity in the project-based team teaching class as a teacher-researcher.
CHAPTER 5
My Awareness of the Different Identities

5.1 Teacher-Research

The previous chapter described the partner teacher’s growth through the project-based language teaching in a Japanese junior high school. The detailed analysis of the interview with Ms. N revealed that she gained ownership of teacher learning, which raised her awareness and thus fostered her professional growth as a teacher. Moreover, the analysis of the learner’s interviews and reflections upon the lessons clarified that the students had also gained ownership of learning in their language lessons.

The observation and analysis of the partner teacher presented in the previous chapters have been made by me, the author, who was a co-teacher and a teacher-researcher. This chapter highlights the way in which the author transformed her own identity as a teacher-researcher while participating in the lessons.

Freeman (1998) describes a teacher-researcher by separating the term into two parts: “The ‘teacher’ is a person and ‘research’ is a process. Putting the two together with a hyphen does several things: It creates a person-process, which suggests the agency of the teacher who takes on a process -- research -- that is different from teaching” (p. 5). He also states:

For teacher-researchers, the processes concentrate on understanding what is going on in classroom teaching and learning, and the knowledge established reflects those understandings. To put the connection simply: Teaching seeks knowledge in students as its end; researching seeks knowledge of
teaching-learning processes as a means toward that end. (p. 7)

Like Freeman, I felt that teaching and researching were different things, especially when I joined the project-based lessons as one of two teachers, and at the same time, as a researcher. The purpose of teaching in the classroom was to manage and support students’ learning, and the purpose of the research was to study the classroom teaching and learning in the class. I actually felt a certain difficulty in taking on the role of a researcher, especially at the beginning of this project. I asked myself, “If there is a boundary between teacher and researcher, what does it mean to be a teacher-researcher in the language classroom?” In this respect, it will be worth exploring how I, as a teacher-researcher, looked at my partner teacher’s growth in the project-based lesson. This will deepen my understanding of how I had positioned myself as a teacher-researcher in this team-teaching of language lessons. I will focus on four different natures of a teacher-researcher that have emerged from a qualitative analysis, that of a teacher, a researcher, a colleague, and a mentor.

5.2 Natures of a Teacher-Researcher

Through the analysis of the first and second dialogues between the partner teacher and I, I attempted to figure out how I was positioned during the research. At the beginning of the first dialogue, where the partner teacher talked about how she felt when the project-based lessons began, I started the dialogue with a series of questions in order to broach the subject of the interview, as is shown in the following excerpt.

Dialogue 1 (recorded on December 22, 2006)

3S: Thank you for letting me join in this English elective class this term. Today, let
me ask you about our classes in the second term.

4N: Yes. O.K.

5S: First of all, reflecting upon the language classes you had conducted before joining the project-based lessons, could you tell me about how you had taught the class? ... What was your teaching like before, or what were your major concerns about your teaching?

At the beginning of the dialogue, I said, “Thank you for letting me join in this class,” which clearly indicates that I was a person from the outside of the classroom called a “researcher.” Subsequently, I asked the partner teacher about her teaching experience and her impressions about this project-based language class. In analyzing the conversations about our team-teaching practice, however, I noticed the ways I talked changed from time to time, indicating that I was positioning myself based on several different roles developed through the team-teaching. In particular, the two dialogues illuminate that I wasn’t necessarily playing the role of a researcher all of the time. Some parts of the interview do not sound like an interview that would be employed in an academic research project. This is why I have been referring to the semi-formal interviews as dialogues, as was discussed in Chapter 1. The analysis of the data from the first and the second dialogues allows me to interpret my position as a teacher-researcher from four different natures of a teacher-researcher, i.e., that of a colleague, a teacher, a mentor, and a researcher. I would like to discuss how each role emerged in the dialogue.

5.2.1 A Colleague

The first role indicated from the analysis was labeled as that of a ‘colleague.’ When I talked with Ms. N as a colleague, we shared delight and empathy, which
contributed to developing a mutually trusting relationship. The following excerpt from
the first dialogue shows that, in spite of the initial questions provided from the
researcher’s point of view, my responses to Ms. N changed when the topic shifted to the
participation of one of the students in the summer extra class. (N is the partner teacher
and S is the author. (C) in the dialogue indicates an utterance as a colleague, (T) as a
teacher, (M) as a mentor, and (R) as a researcher, respectively.)

Dialogue 1 (recorded on December 22, 2006)

43S: During summer vacation, we offered extra catch-up lessons to support the
students who had only a few resources for their research topics for writing,
right? How did you like those three days? (R)

44N: I thought that the assignment was very difficult for some students who had no
computers at home or lived far away from the library, and I could also imagine
that they would give up easily for those reasons. So we needed to provide some
aids for them. When I supplied them some resources for their writing activities,
they selected topics that they were interested in, and started writing positively.

45S: I see. And then, some students came to that summer class voluntarily. Not so
many came, but Student T came, and... Did you expect him to come? How
did you find the students in the extra class? (R/T)

46N: I found the students I hadn’t expected to come joined that class. For example,
Student O came...

47S: Yes, he came. (C)

48N: I didn’t expect he would come to the summer extra class. In the regular class,
he often didn’t do his homework, maybe because it was difficult for him, and
also he didn’t write down the explanation on the blackboard... So I didn’t
expect he would come. But, somehow, I might expect if …

49S: Yes, yes, he showed up to our classroom! (C)

50N: Yes, he came!

51S: He came and studied with us for a long time, until noon, right? (C)

52N: Yes, he came, tried hard, wrote English, completed the English writing, and went home…

53S: That was amazing… (C) What did you think of his appearance? (R)

54N: YES, I thought, “HE CAME!!”

55S: Yes, Yes, He came!! Just “He came!” made us very happy, right? (C)

Initially as a researcher, I intended to ask Ms. N to describe the summer extra class, which we had taught together during the summer vacation. However, while talking about the unexpected attendance of student O, I began to recall the emotion I had had at that moment in the classroom, and we shared our delight and sympathy between the partner teacher and me. This conversation in the first dialogue reminded us of the delightful surprise that the student unexpectedly showed up to our summer extra class and he also completed his small research with us. Throughout the first and second interviews, we found numerous utterances which displayed my sympathy with Ms. N and emotional states that were experienced during our team-teaching lessons. These utterances were produced from the co-teacher’s or colleague’s point of view, not from the researcher’s point of view.

5.2.2 A Teacher

During the lessons, I interacted with the students in the classroom as a teacher, keeping in mind the students’ learning background and their learning goals. This was a
privileged position of a teacher-researcher, which is distinct from that of a pure classroom researcher. The following excerpt from the first interview illuminates that I was talking about a student's behavior from a teacher's point of view. (N is the partner teacher and S is the author. (C) indicates an utterance as a colleague, (T) as a teacher, (M) as a mentor, and (R) as a researcher, respectively.)

Dialogue 1 (recorded on December 22, 2006)

137S: Recently student T's learning attitude has changed in the class. He stimulates the classmates' learning in a cheerful mood, and sometimes he encourages some of his friends. (T/C)
138N: Yes.
139S: I know that he is a person with an impetuous temperament, I mean, both in a good way and in a bad way. (T)
140N: Yes. If his temperament turns into a bad mood in the class, he would say, "I won't do this!" even though every student was working hard at their activities.
141S: I remember that he gave a great presentation in front of the class in a loud voice. After we taught them how to use dictionaries in their writing tasks, we saw him using a dictionary. And in fact, compared to his previous learning attitude in the first term, he had changed in the second term, and his English has improved little by little through the project. Moreover, rather than only caring about himself, he also praised the other students' performance in the oral presentation. (T)
142N: Yes, he really did a good job.
The conversation with the partner teacher about T's learning attitude reminded us of many scenes connected with his language learning in the classroom, and also it allowed me to describe his improvement including not only the process of learning but also his successful oral presentation and his better learning attitude in the classroom. These observations were made possible because I spent the time as a teacher with the students in the classroom and watched him from the teacher's point of view. Since I entered the classroom as a teacher-researcher, I was able to deepen my understanding of the students' learning and their historical and cultural background of learning. I assume this is a privileged status, which is assigned to a teacher-researcher.

5.2.3 A Mentor

The analysis of the dialogues also showed that I often encouraged Ms. N and facilitated her awareness of her teaching process in the classroom. I would like to refer to this role as that of a 'mentor.' The following excerpt from the second interview, where I asked Ms. N about the group activities we did in the lessons, elucidates that I talked as a 'mentor.' (N is the partner teacher and S is the author. (C) indicates an utterance as a colleague, (T) as a teacher, (M) as a mentor, and (R) as a researcher, respectively.)

Dialogue 1 (recorded on December 22, 2006)

147S: Well, could you tell me what you thought about the students' oral presentation activity? What did you think of? (R)

148N: When I began to help with their preparation for the presentation, I was very worried whether all of my students would be able to complete the activity. [...] Through that activity, I recognized each student had unique personality
traits. I mean, one student may not be good at English writing but good at designing of his/her poster presentations, while another student could check the new words by him/herself in the dictionary. It was a big discovery.

150S: Was it? Well, were you able to see each of the students well? Compared to your past teaching experience, were you able to understand the individual students' learning better? (M)

151N: Yes, I remember it was difficult before, because I had forty students in the class. And it was also difficult to make the opportunity to have students give oral presentations in front of the class. But this time, all the students had done it, and I was able to pay attention to each of the students in my class...

152S: Yes, all the students in your class tried and succeeded. (M) I remember the English writings of some slow learners were improved and developed. Perhaps you made the extra time for follow-up during the mid-semester break or after school? (M)

The conversation began with a question, which asked Ms. N about her impression of the students' oral presentation activity in the language practice. This question was posed from the researcher's perspective. However, from the next utterance, I neither asked her from the researcher's perspective nor narrated my understandings of the students' performance as a teacher, nor talked about the emotions shared with her. In other words, the nature of the utterances above was different from that uttered from the roles of a researcher, a teacher, and a colleague. I just recast or repeated what she said. Although I started the conversation by asking some questions as a researcher, the air of our conversation gradually changed in this scene. Through the interaction with Ms. N,
the way I talked gradually displayed a mentorship by which Ms. N was helped to elicit her self-awareness, self-confidence, skills, understanding, and potential. Here the nature of the relationship between us was a caring one. Mentorship established between two individuals is unique to their needs, personalities, learning styles, and the mentor's experiences and wisdom. Under this mentor-mentee relationship, the mentee's potentials were developed and she gained an integration of knowledge, experiences, and wisdom. In other words, the mentorship influenced upon Ms. N's seeing the individual students' learning in the classroom.

5.2.4 A Researcher

The original purpose of my joining in the project-based language class was to research the teaching and learning in the classroom. Through observing the classroom, this role provided the perspectives to inquire into and contribute to the understanding of classroom teaching and learning. When I participated in the classroom as a researcher, I stood back and observed the practice. The following excerpt from the second interview elucidates that, while I participated in this class as one of the teachers, I also took on the role of a researcher. (N is the partner teacher and S is the author. (C) indicates an utterance as a colleague, (T) as a teacher, (M) as a mentor, and (R) as a researcher, respectively.)

Dialogue 2 (recorded on March 19, 2007)

SS: What do you think about the project of studying about landmines in the third term? After introducing some teaching materials, we had the activities. First, we watched the video and then listened to the real story told by the teacher from Afghanistan. After that, we had a discussion, and finally we asked
learners to write English letters to Afghanistan. (R)

6N: That was really a good procedure. [...] 

9S: Did you feel the same way as the students while watching the video? (R) 

10N: Yes. Even though I watched it many times, I was able to share the feeling that the students had felt in the classroom. 

11S: What made you decide to select this video from two of them? (R) 

12N: It was because the students maybe remembered 9.11 in New York. And the actress in the video was very famous and often appeared on TV at that time, so this one seemed to be more familiar to our students. 

13S: Did you think that the TV program about landmines in Afghanistan appropriately gave the students background knowledge about landmines? (R) 

14N: Yes. I mean..., not only the contents of that TV program. I found scenes where the reporter visited a school in Afghanistan and she had a good relationship with the children there. I thought that my students would find some similarities and differences between us and them. 

Even though we shared the teaching of language lessons for nine months and I already knew the partner teacher very well including her personality, her teaching style, and her beliefs about teaching, in this excerpt, I focused on why and how she selected the teaching materials, including the videotaped TV program as a teaching material in this procedure. 

5.3 The Perspectives from the Four Different Roles 

The analysis of the dialogue data revealed that it is possible to recognize that I played four different roles in my position as a teacher-researcher, i.e. a colleague, a
teacher, a mentor, and a researcher. In this section, I will portray in text and diagrams the understandings of these four different roles. Borrowing Rogoff’s metaphor of the lens (2003), I attempted to see the classroom from the different perspectives of the four roles in this practice.¹

Figures 8 and Figure 9 portray the perspective of a colleague toward the class. Figures 8 and 9 describe a scene in the classroom, which was captured by a lens labeled as a “colleague.” In these lenses, the photo always had the partner teacher in focus and enabled me to see the students over her shoulder as her colleague in the same room.

Figures 10, 11, and 12 sketch the perspectives of a teacher in the class. These lenses enabled me to see the classroom from the perspective of a teacher, and my

¹ Rogoff (2003) looked at the classroom learning from a sociocultural point of view. She uses the lens metaphor to understand learning from personal, interpersonal, and cultural-institutional focuses of analysis. (p. 52)
attention was focused on the individual students learning, the group activities, and the whole class learning.

Figure 10.
Teacher’s point of view 1

Figure 11.
Teacher’s point of view 2

Figure 12.
Teacher’s point of view 3
Figures 13 and Figure 14 depict the mentor’s perspective in the class. The lenses in Figures 12 and 13 allowed me to have mentorship and to keep eyes on my co-teacher’s teaching practice and the relationship between the partner teacher and the students in the class. In reviewing the dialogues, I noticed that I played the role of a mentor to her.

Figure 13.
Mentor’s point of view 1

Figure 14.
Mentor’s point of view 2

Figure 15 describes the researcher’s view in the classroom. This lens in Figure 15 placed my role in the background, as one who is concerned with the teaching practice, and places the role of researcher in the foreground, as one who observed the classroom from the hallway window and inquired about the classroom teaching and learning from her position at the window.
The previous sections of this chapter clarified the four different roles that emerged from the data analysis, i.e., those of a colleague, a teacher, a mentor, and a researcher. The images of the different perspectives were also presented.

In this section, focusing on the frequency of the appearance of the four different roles in the dialogues, I attempt to find how these roles were switched throughout the dialogue.

5.4.1 The Result from Dialogue 1

The utterances I made were labeled colleague, teacher, mentor, or researcher. The frequency of the appearance of each of the four different roles in Dialogue 1 was
counted. In this dialogue, Ms. N and I talked about seven scenes that occurred during our lessons in the second term: first, we reflected on the past teaching experience of the partner teacher, and then on the summer extra class, and then we referred to the writing activity, the exhibition of the students' posters, their presentation in the class, preparation for the presentation, and at last the meaning of teaching English (see Table 1). I quantitatively examine how my roles switched according to the different scenes in the first dialogue.

Table 1

<table>
<thead>
<tr>
<th>The topic of each scene in the dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene 1</td>
</tr>
<tr>
<td>Scene 2</td>
</tr>
<tr>
<td>Scene 3</td>
</tr>
<tr>
<td>Scene 4</td>
</tr>
<tr>
<td>Scene 5</td>
</tr>
<tr>
<td>Scene 6</td>
</tr>
<tr>
<td>Scene 7</td>
</tr>
</tbody>
</table>

Figure 16 describes the frequency of the utterances presented from each different role in Dialogue 1. In Dialogue 1, during the first scene, two roles appeared: the colleague role appeared first, and the researcher role appeared second. In the second scene, the colleague's role came out first again, and then the teacher and researcher roles appeared with the same frequency. In the third scene, after the three roles appeared in the order corresponding to a colleague, a researcher, and a teacher, the mentor's role appeared for the first time. After the third scene, the position of a mentor's role and the position of a researcher in the dialogue constantly appeared.
5.4.2. Comparison of Dialogue 1 and Dialogue 2

Following the quantitative analysis of Dialogue 1, Dialogue 2 (recorded on March 26, 2007) was examined. Dialogue 2 contained seven scenes that included the topics of the meaning of teaching English, the writing activities, the most impressive activity for Ms. N, the activity she thought was the most difficult, Ms. N’s individual support to the students, and her vision on language teaching (see Table 2).

Figure 17 illustrates the frequency of the utterances of the four roles in Dialogue 2. A significant difference between Dialogue 1 and Dialogue 2 is the frequency of appearance of the ‘mentor,’ which appeared the most frequently throughout Dialogue 2. On the other hand, the ‘teacher’s role remarkably decreased in Dialogue 2, and the appearance of the ‘mentor’ became stable in the dialogue. After the fifth scene, the role of the ‘teacher’ almost disappeared.
Table 2

Topics of the Scenes in Dialogue 2 (March 27, 2006)

<table>
<thead>
<tr>
<th>Scene 1</th>
<th>The meaning of teaching English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene 2</td>
<td>Talking about writing activity</td>
</tr>
<tr>
<td>Scene 3</td>
<td>Talking about group activities</td>
</tr>
<tr>
<td>Scene 4</td>
<td>The most impressive activity</td>
</tr>
<tr>
<td>Scene 5</td>
<td>The scene with hardship in the class</td>
</tr>
<tr>
<td>Scene 6</td>
<td>Individual support to students</td>
</tr>
<tr>
<td>Scene 7</td>
<td>Her vision of language teaching</td>
</tr>
</tbody>
</table>

Figure 17. The frequency of utterances of the four roles in dialogue 2

5.5 Mentorship and Ownership

In the previous section, we discussed and examined the roles of a colleague, a teacher, a mentor, and a researcher. In this section, I compare the relationship between the partner teacher’s growth and the different natures of the teacher-researcher assigned
to me in this language class. By examining the process of transforming the four
different roles, together with the partner teacher’s transformation, some interesting facts
have emerged.

The discussion in Chapter 3 revealed that the ownership of teacher learning of
the partner teacher emerged and it developed her identity as a teacher in the
project-based language class (see 3.2.2). On the other hand, the frequency analysis of
each identity described in this chapter, especially from the fourth scene of Dialogue 2,
showed that the mentorship role appeared most frequently throughout the dialogue, and
the teacher’s role remarkably decreased (see Figure 16 and 17). Interestingly, comparing
the results for the two roles, the fewer the appearances of the teacher role, the more
important and the more frequent the appearances of the mentor role. Moreover, losing
my ownership as a teacher and gaining mentorship in the classroom seems to contribute
to the development of the partner teacher’s ownership of teacher learning, and her
ownership was facilitated through the practice of her development as a teacher.

5.6 Identity Switching

In highlighting the four different roles, the previous section contrasted my
mentor role and the teacher role. I would like to ask again, “What are the four roles?” To
be more specific, a question raised here is “What purpose do the roles serve in the
language classroom?” In this language class, through the social interactions between the
participants, especially with the partner teacher, my role as a teacher-researcher was
characterized into four different roles. If I had joined in this class just as a co-teacher, it
might have been difficult to describe the four roles and examine the relationship among
them. In fact, I struggled how I would position myself between teaching and researching.
This was partly because the life in the classroom was too familiar and lively for me to
observe it objectively as only a researcher. I also felt hesitation when I described myself as a “mentor” because I had never thought I was playing that role in the classroom. However, by understanding those four roles metacognitively, i.e., from the teacher-researcher’s point of view, I was able to face the struggles that I had had in the project, and this way of looking at myself enabled me to “see” who I was in the context of this language classroom. I would like to use the term *identity* to describe the process of how I understood myself and how I positioned myself in the classroom. Norton (1997) defines *identity* as “how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand possibilities for the future” (p. 410). I understand that identity does not exist a priori but is constructed in relationship to other people in various environments. In this study so far, I have used the term ‘role’ to describe the four different natures of a teacher-researcher. Here I would like to contrast the term ‘role’ with the term ‘identity.’ ‘Roles’ are assigned and given labels by someone who looks at the person objectively, namely, the researcher. However, the term does not necessarily imply how she sees her change in the practice or how she is struggling with the change under a certain situation. The term ‘identity’ tells us about the changing processes, in which she transforms her own values and beliefs in the social relationship. Identity can also be developed in a situation in which a meaning-making process takes place and a membership of the community is acquired.

The analysis of Dialogues 1 and 2 showed that my identity didn’t exist in myself, but was constructed in the time and space between individuals, including the partner teacher and me, the students and me, and both of them and me. As my identities existed between individuals, it is natural that identities were transformed and developed depending on the mutual relationship and the social context. The deeper and the more
complex the mutual relationship between us became, the more identity was created and nurtured in the interpersonal relationship. Through the process of understanding my different roles in the class, I gradually came to see my identity as a teacher-researcher in the project-based language class. As I discussed above, my identity in the language class was constructed depending on the different social contexts and the relationships in the language class. The awareness of the identity constructed in the language classroom enabled me to deepen my understanding of the nature of the teacher-researcher in the language classroom. According to Freeman (1998), I had been working at the hyphen in the “teacher-researcher.”

The four identities developed through the interpersonal relationship with the partner teacher and with the students in the classroom, and they were intricately interwoven with each other, depending on the context in each of the scenes. Duff and Uchida (1997) stated that teacher’s sociocultural identities appear to develop along a more immediate contextual basis. The analysis of Dialogue 1 and Dialogue 2 illuminated that, through the identity switching and crisscrossing in the language classroom, I had the opportunity to identify myself through the language class.

5.7 Summary

In this chapter, I described the author’s identity in this project-based team-teaching class. The analysis of the data from two dialogues illuminated that I developed four different roles through this language class, as a colleague, a teacher, a mentor, and a researcher. The frequency analysis of the appearance of the four roles showed that the four were changing in prevalence throughout the first and the second dialogues. Moreover, compared with the results described in Chapter 4, the relationship between the partner teacher’s gaining ownership of teacher learning and my gaining
mentorship in the classroom and losing ownership as a teacher took place concurrently in our language classes. After I joined the class as a teacher-researcher, it was also illuminated that identity switching occurred in the class in the social and interactive relationship with the partner teacher and the students in the language classroom, and my identities as a teacher-researcher in this language class were created and nurtured.
CHAPTER 6

Conclusion

The present study has so far qualitatively depicted a teacher’s professional growth through a project-based language class. The teacher’s growth was described from different perspectives of Ms. N herself, the students, and me as the author. I employed the first-person narrative style instead of the third-person subjective style, believing that the use of the first-person subject ‘I’ will widen and deepen the understanding of the teacher’s growth as legitimate data, as seen in the work of Bailey and Nunan (1996), Norton (1997), Johnson (1999), van Lier (2000), and Pavlenko and Lantolf (2000). I also continued to use the first-person subject ‘I’ because it was very difficult to detach myself from the person who was engaged in the language class as a teacher-researcher.

Ms. N experienced raised awareness and changed her beliefs and assumptions about teaching and learning. The analysis showed that her awareness was constructed by the cognitive loop, the emotional loop, and the collegial loop of awareness, based on which the partner teacher started to grow and gain ownership of teacher learning. At the same time, the learners transformed their concepts of learning and gained ownership of learning in their learning community in the project-based language class. Furthermore, I, who joined in the class as a teacher-researcher, was also aware that I switched among the four different roles of a colleague, a teacher, a mentor, and a researcher according to the social relationship with the partner teacher. I referred to this dynamic and complex process as identity.

Throughout the study, narratives and dialogues played a powerful and valuable role in helping me to describe and portray the phenomenon of life in the classroom. The interaction in the dialogues enabled Ms. N and me to see the quality of learning in the
classroom transforming through the social interactions. Our narrative data illustrated the life in the classroom more graphically, more lively, and more richly than I had expected it would. We found that the language classroom was full of unexpected events.

As for myself, through the experience of being a teacher-researcher in the language classroom, I had a microscopic view, which allowed me to look closely at various aspects in the language class in a delicate and detailed way. At the same time, I was able to capture the whole landscape of language teaching and learning from the bird’s eye view, which I had not had before I was involved in the project as a teacher-researcher.

In the process of being a teacher-researcher in this setting, I realized that an inseparable connection exists between teaching and learning in the language classroom. The participants transform and develop a mutual relationship in the teaching and learning process in the language classroom. As we discussed in Chapter 3, the partner teacher’s quality of teaching and the classroom community were transformed as she adapted her teaching to the students’ learning. This affected the students and transformed the quality of the students’ learning in the language classroom. The experience as a teacher-researcher enabled me to understand that the language teaching and learning is the totality of the relations by which all the participants were connected in the classroom.

We, teachers, spend most of the time in the particular and unique space called the classroom, which is full of the physical, historical, cultural, social, and contextual relationships among the participants. We share memorable and valuable happenings there through the language teaching and learning in the class, and create a unique community of teaching and learning through the interactions. We learn with each other, care about each other, and grow in the classroom. The classroom is like the ecology of
the life (van Lier, 2004). I would like to call it the *quality of classroom life* (Figure 18).

Teaching is, at the same time, learning. This is one of the significant findings from the qualitative analysis in the present study explicated. If a teacher is aware of the quality of classroom life, she will take a step forward and begin the teacher-learning, which will drive her professional growth.

I hope my observations will lead to a greater understanding of the quality of classroom life and the teacher's professional growth in the language classroom.

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**Figure 18.** The quality of classroom life
References


Appendix A
The Narrative Data (The Japanese Original Version)


| 6  | N | えっと。今までは、すごい、あの、英語が苦手な子もいるし、文法的なことを一生懸命教えたり、そういう授業が中心だったかなというふうに思って。
とにかくこの文法を頭に入れたあかんとか、この単語を覚えるにはどうにしたらええやろうとか、そういうことばかり気つかったり。
必修の授業だったら、やっぱり他の先生との授業の速度の兼ね合いとか、そういうことも気にして、
急にここはばっと進んでしまったり、それから、一人ひとりの子供たち、どんなことにも興味を持って、
うかなとか、もうちょっと、余裕を持って考える時間っていうのがあんまりなかったような。これをとにかく教えなかった、これだけ進まなあがんというのがいつも頭にあって、それがしっかり気にしてたような。 |

| 10 | N | この話を聞いたときは、まだそんなに経験も浅いし…。中学校で教えていて、疲れたんで。自分に
ちょっと、そういうふうに一緒に研究できるんかなっていう不安が。結構あったんですけど、でも
やっぱり、今まやったあがんとか、新しい何か子供たちのために、何か新しい授業方法ないかなと
自分でもすごく考えてた時期だったし、自分のためにもうすごい勉強になるし、子供たちにとっ
てもすごくいいことじゃないかなと思って。 |

2. Chapter 3 (p.11) Dialogue 1: Ms.N (recorded on December 22, 2006)

| 148 | N | 始めた頃は、あの、全員が最後までちゃんと取り組めるかあっていうすごい不安はあったんですけど、
やっぱり書くの苦手な子どもいるなんかとか。ライティングを始めた時はそう思っていたんですけど、で
あの子たちを見てたら、みんな一生懸命やってて、班で教えあったりとか。で、子どもが一生懸命やか
ら私も頑張らなって思って。辞書を紹介したりとかしましたよね。
やってみようと思って。で、それで、ちょっとネットから資料も用意して、新聞に貼る資料とか、やっ
ぱり、自分でどうしても集められない子どもいるし、こっちで用意したり。 |

3. Chapter 4 (p.16) Dialogue 1: Ms.N (recorded on December 22, 2006)

| 78  | N | 1人だったら難しいから、もう、グループで…、2、3人で（相をちょっとつけてもいいか
らっていう形にして。それから、指導教合いながら、和気あいあいと教えあいしながらしてたんで。

| 90  | N | 子どもにとっても私にとっても、すごい。あの大変だったんですけど、まあ、1回途中まで書いてるの
を見て、おかしいなあっていうところを、あの、添削したり、毎時間終わったら後にしてたんで。
こう、一生懸命やってる、みんな。いつもだっただけ、そんな、もう全然文法も頭に入らへんし、
もう英語の時間に教科書出さなかったり、ぼけっとしてる子が、一生懸命教書持って、慣れてなののに
ばっと調べて、で、かんぱへんからって質問に来たりしてるのを見たら、やっぱりこの子たちの一つの
力になったかなと思って。 |
4. Chapter 4 (p.18) Dialogue 1 (recorded on December 22, 2006)

| 120 | N | 一番心配だったのはTで。もう絶対、発表とか、あてでも答えられるような状態じゃなくて。よく、前は、場面雰囲気というか、ずっとだまりからくちでしもういうことが多かったんで。みんなの前で立って発表、それも英語でいったら、大丈夫かってちょっと心配してたんですけど。 |
| 121 | S | カタカナをずっとふってくれたやん。あれは、また別で、一緒にふったりしてくれたんだよ。発表するときに、もう、すぐにN先生のほうをチラっと見て、なんか目と目で。あの時、ずっと寄って行ったらん。で、N先生と一緒に発表してるっていう感じがした。こっちから見たら、あの時は、ぼっとTを見て、どう感じて行ったん？ |
| 122 | N | えっとね。カタカナをふってるんですけど、そのカタカナをすらすら読むっていうのも、あの子にはたぶんすごい難しくて。だから、たぶんってほしいなって思って。で、普段もよく、話をしてるんで。こっちを見たとか、あぁ来てほしいんやっていうのもわけて。こっちを見たとか、あぁ来てほしいんやっていうのもわけて。やろうとしとんだなと思って。 |

5. Chapter 4 (p.20) Dialogue 1:Ms.N (recorded on December 22, 2006)

| 126 | N | この間、ちょっと発表会のときの感想を書いてるのをちょっと読み返してたんです。そしたら、T先生が後ろから「何見よった？」って来てもらって、
「あの、作品を作ったの、みんなの前で発表したんです。」って、で、「もう、K君も、T君も、英語すっごい苦手やのし頭張って、すごい歳して。」って言ったら、「ほんまかー、あいつらが発表したんかー。」って。で、もう「ほめと思う。ほめとくわー。」って。で、今日、ちょっと課下で、ちょっと3組の教室に行く用事があって行った時に、「おい、T～」って、すごいほめてくださって。「聞いたぞー。嬉しいかっただな。」って。 |

6. Chapter 4 (p.21) Dialogue 1:Ms.N (recorded on December 22, 2006)

| 106 | N | ほかの先生も「楽しみにしとんやで。」って子供たちに声をかけてくださったり。S先生、特に、「一生懸命作ってて聞いてるからね。楽しみにしとそうだね。」って言ってくださって。S先生と話してたら、ちょっと、あの、目を引くものを、作りたいなと思って。 |
7. Chapter 4 (p.23)  Dialogue 2 (recorded on December 22, 2006)

| 54 | N | 最初は、もう本当に･･･、最初5月ぐらいに、初めてH市の紹介文を書こうかって話した頃は、“余、いやや、そんなな！”みたいな意図気で、「書きたくないな」って。「調べるん大変やし」とか。「他クラス･･･あの、選択で数学のは楽やのに。」とか。 |
| 55 | S | ライティングって聞いてたら、しんどいって、ばっと思い浮かぶんやろうなぁ。 |
| 56 | N | 「これって履歴書？」みたいな感じで。そんなふうに、まあ、最初、言った頃はそんな感じで。でも、まあ、いやいやながらも調べてきたりして、こっちからも資料を用意したりして。書いていてるうちに･･･。最初は本当にぜんぜんできなくて、もう日本語を書いて、で、どうにも調べたらいいんかもわかるへんし、もっと1から10まで全部先生に聞くかな無理っていう子もいっぱいいて、すごく大変で。（自分自身も）どうしよう･･･とか、できるなんか･･･とか思っていたのが、結構、やってみたら･･･。まあ、H市の紹介文は出してない子もたくさんいたんですけど、でも、いい作品が、仕上がって、その後に、また『やってみようノート』が、あって。 |
| 57 | S | 『やってみようノート』の･･･、最初はちょっと難しかったかなぁ、まだ。 |
| 58 | N | はい、最初はまだ･･･、やっぱり、資料も自分で持って来たかったりで、どんなこと書いたらええんやらって悩んでたとか、（英語に）直すのもほとんどそうだったけど、でもまぁ、2回目っていうこともあって、ちょっと要領がわかった感じで、ちょっとずつ書けるようになって。 |
| 59 | S | で、あのカード？ 次がカード？ |
| 60 | N | はい。カードは、結構早かった。そんなに文の量もないし、自分が一番伝えたいことを短い文章で書いてる子が多かった。で、最後の手紙になったら、もう、そんなに、全部全部教えてなくても、もうなんか、今まではこっちから指示して、やって調べ始めて･･･だったのが、もう配り始める最中でも、もう始まんでしょうがないみたいな感じで、すごく前向きで。 |

8. Chapter 4 (p.24)  Student's description (about the writing activity)

いろいろと辞書などで調べるのがむずかしく、とちゅうであきらめる時もあったけど、それを全部おえた時の達成感がよかったです。

Chapter 4 (p.24)  Interview with a student (about the group activity)

| 28 | M | 普段は、グループ活動は別にない･･･。あ、でも、あの、1先生の授業やったら、なんか、英会話でペアで1人ずつやっていくみたい。グループでだったら、なんか、こう、協力じゃないけど、できるみたいとか。 |

Chapter 4 (p.24)  Interview with a student (about the group activity)

| 265 | H | え、いろんな人の意見とか聞くて、なんか、それを入れたりとかも･･･。 |
Chapter 4 (p.24)  Student's description (about the writing activity)

英語自体は苦手なのでですが、授業がとても楽しくてはりきってのぞめたので、英語が好きになりました。なかなかうまく自分の思っていることを英語で伝えるのは難しいのですが、先生や友達のおかげでできました。毎回、違う内容で、とても興味深いものばかりだったのですうえしかったです。もっともっと英語を勉強したくなりました。発表会など緊張するとき決して、とてもためになりました。最後には、違いの人と交流がでて、英語が好きに思いがちました。最後になりましたが、この一年間本当にありがとうございました！

9. Chapter 4 (p.26)  Interview with a student (about the writing to Afghanistan)

| T | パシール先生が来たことも嬉しいのに、アフガニスタンに手紙を書いたことが、なんか、すごいな！みたい。日本の・・・日本にいる先生が、アフガニスタンで強張っている子達に、英語を使って応援ができるっていうのが。それがアフガニスタンに行っていることが。そそれは受け取って読まなくて思ったら、やっぱりすごいなって思いました。うん、すごい。

Chapter 4 (p.26)  Student's description (about the writing to Afghanistan)

いろいろあってとても楽しかったです。特に新聞づくりや手紙やカードをつくった時間が良かったです。自分で考えた日本を英語におすすめは、とてもしがたかったです。大変だったけど、できた時のうれしさはとても大きかったし、達成感がありました。次にまた、なかなかできるなら、今度は自分の力だけでやってみたいと思います。1年間、いろいろあって、たくさんの事に挑戦できて、すごく楽しかったです。

Chapter 4 (p.26)  Dialogue 2: Ms.N (recorded on March 26, 2007)

| N | 授業が終わった休み時間に、理科の選択の子とかが来たりしたら、「楽しいで！」とかって話をしてて。他の、全体のクラス（普通授業）でも、5組だったと思うけど、授業をしに行った時に、「今、手紙書きよやで、」って、他の数学にとってる子に言ってく。で、「アフガニスタンに送るんや。」って選択英語の子が説明して。「え、ほんまに！？ほんま？冗談じゃないでほんまに送るん？」って、すごく言ってる子がいて。

10. Chapter 4 (p.28)  Interview with a student (about the project-based class and the language)

| 72 | 普通の英語の授業やったら、そんな、前に出てすることとか、他の国が勉強したり、文章で手紙書いたりってけど、やっぱ、ここ、選択でそんな、なんで言うか、新しい『特別な』ことをして、いろいろしてる中で、こういう伝え方もあるやみたいな、英語で、新しい発見を。やっぱ今だけ、プリントでそこでのってる文で会話するんすけど、それでいつもんだい決まってるじゃないですか。文が、でも、なんか、やっぱ、選択英語でこう、特に3学期に手紙とか書くことによって、自分の言葉が出るから、自分の言葉で自分の思っていることが書いて、よかったな・・・と思って。言葉な

| 72 | やると・・・。
11. Chapter 4 (p. 29)  Dialogue 1: Ms. N (recorded on December 22, 2006)

| 208 | N | あ、はい、やっぱり、英語をいろんな国で使われてるし、英語を通して、いろんな国の人と交流したり、いろんなほかの国の問題について考えたりとか。で、一緒に協力したりとか、そういうことにつながるんじゃないかなぁと思って。 |

12. Chapter 4 (p. 29)  Dialogue 2: Ms. N (recorded on March 26, 2007)

| 48 | N | はい、やっぱり、英語を使って、他の国の人とコミュニケーションとったりとか、子どもがそういうふうに交流していくための“架け橋”っていうか、サポートするっていうか、そういう役目かなぁと思くて。文法ばかりを教えるんじゃなくて、やっぱりこういうこともできるようになったほうがいい。 |

13. Chapter 4 (p. 30)  Ms. N's description

TT を始めた頃は、坂本先生がおられるところすごく緊張して、いつもの自分が出せなかったり、生徒との会話もぎこちなくなっていたように思います。また、自分の授業でもあるのに、先輩である坂本先生に頼りすぎていたように思います。

↓

Chapter 4 (p. 30)  Ms. N's description

でも、回を重ねるとにそのぎこちなさもなくなり、先生がいてくださることで生徒一人一人に目が行き届くようになり、余裕をもって授業を進めることができるようになりました。そして、二人で授業の振り返りをして、今回の授業について話し合ったりするときには、アイデアがどんどんあふれ出して、坂本先生が「パートナー」であると感じるようになりました。

そして、最後のほうでは、授業の大部分を任せて頂き、坂本先生が「見守る」という形を取ってくださったことで、私の中でも「これは私の授業なんだ」「自分の伝えたいことを自分の言葉で精一杯伝えていく。」という気持ちが大きくなっていきました。振り返ってみると、子供たちの反応や変化もとても感じることができたように思います。

14. Chapter 5 (p. 34)  Dialogue 1 (recorded on December 22, 2006)

| 3 | S | 2学期は選択（授業）に入れてもらって本当にありがとう。この半年くらいずっと一緒にしてきてんけど、今日は、振り返って話を聞かせてね。 |

| 4 | N | はい。 |

| 5 | S | ～では、まず、えっと…。6月に話をする前の、こう、自分の授業を振り返って、どんな授業だったかなな…。どんな授業やったかとか、どんなことに気をつけてやってきたかは、とかいうのがあったら、ぜひ聞かせてください。 |
### 15. Chapter 5 (p.36)  Dialogue 1 (recorded on December 22, 2006)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>S</td>
</tr>
<tr>
<td>44</td>
<td>N</td>
</tr>
<tr>
<td>45</td>
<td>S</td>
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<td>46</td>
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</tr>
<tr>
<td>47</td>
<td>S</td>
</tr>
<tr>
<td>48</td>
<td>N</td>
</tr>
<tr>
<td>49</td>
<td>S</td>
</tr>
<tr>
<td>50</td>
<td>N</td>
</tr>
<tr>
<td>51</td>
<td>S</td>
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<td>52</td>
<td>N</td>
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<tr>
<td>53</td>
<td>S</td>
</tr>
<tr>
<td>54</td>
<td>N</td>
</tr>
<tr>
<td>55</td>
<td>S</td>
</tr>
</tbody>
</table>

### 16. Chapter 5 (p.38)  Dialogue 1 (recorded on December 22, 2006)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>137</td>
<td>S</td>
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<tr>
<td>138</td>
<td>N</td>
</tr>
<tr>
<td>139</td>
<td>S</td>
</tr>
<tr>
<td>140</td>
<td>N</td>
</tr>
<tr>
<td>141</td>
<td>S</td>
</tr>
<tr>
<td>142</td>
<td>N</td>
</tr>
</tbody>
</table>
### 17. Chapter 5 (p.39)  Dialogue 1 (recorded on December 22, 2006)

<table>
<thead>
<tr>
<th>Line</th>
<th>言語</th>
<th>文字</th>
</tr>
</thead>
<tbody>
<tr>
<td>147</td>
<td>S</td>
<td>じゃあ、発表会を終えた...、発表会は長いスパンやったけど、やってみようノートを始めて、発表会を終わったまでの一言感想は、どんな感じ？</td>
</tr>
<tr>
<td>148</td>
<td>N</td>
<td>始めた頃は、あの、全員が最後までちゃんと取り組めるかなあっていうすごい不安はあったんですけど、やっぱ書く苦手な子もいるしなぁとか。ライティングを始めた時はそう思っていたんですけど、でもあの子たちを見てたら、みんな一生懸命やってて、班で教えあったりとか、も、子どもが一生懸命やっちゃって、大事に頑張っているって。辞書を紹介したりとかしましたよね、やってみよと思ってて、それで、ちょっとネットから資料も用意して、新聞に貼る資料もとか、やっぱり自分でどうしても集められないうちもいるし、こっちで用意したり。</td>
</tr>
<tr>
<td>149</td>
<td>N</td>
<td>で、やってて、やっぱ、いろんな面を発見できたし、文を書くの苦手でもレイアウトとか絵で表現したりとか、自分でしっかり調べてきたとか。1人ひとりが、やっぱ一生懸命取り組めて・・・発見・・・とか。</td>
</tr>
<tr>
<td>150</td>
<td>S</td>
<td>よく見えた？じゃあ、以前の授業だっただろ、一人ひとりのこと。</td>
</tr>
<tr>
<td>151</td>
<td>N</td>
<td>一人ひとりのことがよく見えてきたな？</td>
</tr>
<tr>
<td>152</td>
<td>S</td>
<td>そうやな。1人残らずみんな発表したもんな。頑張って。</td>
</tr>
<tr>
<td></td>
<td></td>
<td>なんか、後から、英語が書けてなかった子の（英文）が増えてたから、Nさんが、あれから一週間の間に、またお昼とか放課後に時間とってくれたんやなって思って、ね。</td>
</tr>
</tbody>
</table>
### Dialogue 2 (recorded on March 19, 2007)

| 5 | S | まず、3学期にした活動で、えっと、アフガニスタン・・・最初地先のことをして、で、アフガニスタンのことを、どうだった？まぁいろんな物を使って紹介して、まず、ビデオを見て、パシールさんに来ていたの、話をしながら手紙まで。一連の流れがある中で、活動してきたんだけと、Nさんの中ではどんな感じだった？ |
| 6 | N | 流れはすごくよかった。やっぱり、あの、いろんな小物を持ってきて、生徒が興味を持ったところで、あの、実際のビデオとかを見たりして。いつもは、なかなか授業に集中できなかったり、いろんなことをするの、だから、じっと画面を見て。で、すごい表情で、悲しみそうな表情やったり、（映像の中）子供が笑っているところでは、すごい、なんか明るいっていうかも、笑顔になったり。そういう表情も見ながら、私も見てて。で、やっぱり、心に実際に響くものがあって。で、こっちは手紙を書こうって、無理やるっていったんじゃないかなくて、子供のほうから、何ができるかなあって、いろいろ意見も出て。で、実際手紙書き出してからも、いやいや書いてるっていう子がほとんどなくて、もう、自分で、すすんでただっと日本語で書いていった。で、辞書で一生懸命調べたり、「返事いつ来るかな」とか、そんなことを話しながら友達としてののを見てて、やっぱりこの流れはよかったかなあって。実際に、その、アフガニスタンから来られる先生の話も聞いて。で、それもあるから、やっぱり、画面の中でだけだったことが、また、実際の現実に感じることができて、とてもよかったかなと思って。 |
| 7 | S | うん、ビデオ見るとなると、みんなが、表情が、（ビデオの）中の登場する人の表情に合わせて、悲しみに変わり、うれしそうになったり、うれしそうになったりっていうのは、やっぱりこう、あったん？ |
| 8 | N | はい。 |
| 9 | S | Nさんも同じような感じに？ |
| 10 | N | はい、で、何回見てもやっぱり、子どもと同じような気持ちになって。 |
| 11 | S | 2本の（ビデオ）の中から、こっちのビデオを選んだのは、何か決め手やったんかな？ |
| 12 | N | それは、やっぱりあの、テロとか、あの子たちにとっても、そんなに、あの、昔のことじゃなくて、覚えてる子もいると思うし、で、番組の中の藤原紀香っていったら、やっぱり今ちょっと話題になってて、子供たちの中にも入っていきやすいかなっていうのがあって。 |
| 13 | S | このアフガニスタンの番組が生徒の現状と合っている感じかな。中の中内容とかはどうだった？ |
| 14 | N | はい、えっと、内容もそうだけど、番組の中で（藤原紀香が）子供と接する場面とかがたくさん出てきて、だから、自分たちがもこうやったとか、その、自分たちと同じところで違い・・・今の日本との違いとか、そういうことも、なんか、同じような年代の子だったら、やっぱり、余計に感じるものがあるかなって思う。 |
Appendix B
The Questionnaire of the International Understanding (June 24, 2006)

中学校 国際理解調査アンケート

<table>
<thead>
<tr>
<th>級番</th>
<th>番号</th>
<th>氏名</th>
</tr>
</thead>
</table>

1. 英語は好きですか。

2. 家でも英語の勉強をしますか。

3. 英語の歌や映画を見ることがありますか。

4. 外国の人たちと英語で話してみたいですか。

5. 英語を聞く学習は好きですか。

6. 英語を書く学習は好きですか。

7. 英語を話す学習は好きですか。

8. 英語を読む学習は好きですか。

9. 英語の勉強は大切だと思いますか。

10. 英語を使えるとこれから役に立つことがあると思いますか。

11. 進学や就職以外にも英語を勉強する目的はあると思いますか。

12. テレビや新聞で、世界で起こっている出来事や外国の文化について見ますか。

13. 友達や先生と、世界で起こっている出来事や外国の文化について話しますか。

14. ソサエティを知っていますか。

15. ソサエティはどんなことをする機関かを知っていますか。

16. テレビなどでその活動を見たことがありますか。

17. 家の人と、世界で起こっている出来事や外国の文化について話しますか。

18. サッカーのワールドカップFIFAや野球のワールドカップベースボールClassic、オリンピックなどの国際試合を見ましたか。
19 世界で起こっている出来事や外国の文化について、考えたり、知識を深めたりしてみたいですか。

<table>
<thead>
<tr>
<th>あて</th>
<th>少し</th>
<th>だいたい</th>
<th>とても</th>
</tr>
</thead>
</table>

20 身近に、英語を使って仕事やボランティアをしている人はいますか。


21 20で「はい」と答えた人は、どういう人かを具体的に書いてください。


22 英語が使えるようになると、世の中で、あなたは将来どのようなことができるようになると思いますか。できるだけたくさん書いてください。


23 「国際協力」や「国際ボランティア」と聞いて、何を思い浮かべますか。


Appendix C
The Questionnaire of Reflection of the Project-based class (March 19, 2007)

「授業を終えて」アンケート

class( )no( )name( )

4つの中でもっとも当てはまると思うものに〇をつけるもので。
文で答えるとこまは、じっくりと考えてみて、できるだけたくさん書いてください。

<table>
<thead>
<tr>
<th>顔</th>
<th>少し</th>
<th>がたい</th>
<th>とても</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  一年間の選択英語の授業は楽しかったですか。</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2  夏休みのやってみようノートは頑張って取り組みましたか。</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3  文化発表会で展示した作品作りは楽しかったですか。</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4  作品作りは頑張って取り組みましたか。</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

作品作りで、苦労したところ、うまくできたところ、作品のポイントを教えてください。


5 作品の発表会は楽しんで参加できましたか。

発表会で、苦労したところ、うまくできたところ、発表のポイントを教えてください。


6 発表会で特に心に残っているクラスメイトの発表、クラスメイトの発表の感想、自分が発表した感想を書いてください。


7 作品作りや英作文では辞書を使って取り組みましたか。


8 普段から辞書はよく使いますか。


9 英語を聞く学習は好きですか。


10 英語を書く学習は好きですか。


11 英語を話す学習は好きですか。


12 英語を読む学習は好きですか。


13 英語の勉強は大切だと思いますか。

14 英語を使えるとこれから役に立つことがあると思いますか。

15 クリスマスに“ハッピークリスマス”の曲を聴きましたが、
   カードに自分が書いたメッセージを覚えたら書いてください。
   どんなことを伝えるカードを作りましたか。

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

16 3学期に取り組んだアフガニスタンの地雷の授業は
   よくわかりましたか。

17 パシールさんのお話を聞いて感じたことを教えてください。

18 アフガニスタンへの手紙にどんなことを書きましたか。

19 また機会があれば、どこかの国へ今回のように
   手紙を書いてみたいと思いますか。

20 アフガニスタンや地雷のこと、世界の出来事について
   勉強したことはよかったと思いますか。

21 家の人と、授業で取り組んだことについて話すことは
   ありましたが。

   担任の先生や他の教科の先生など、他の先生と、
   授業で取り組んでいることについてはなすことは
   ありましたが。

22 英語を勉強することと、世界で起こっている出来事や
   外国のことを知っていくことは、関係があると
   思いますか。

23 アフガニスタンのお話など世界の出来事を勉強して
   英語の勉強をもっとやってみよう！と思ったことは
   ありましたが。

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
24 世界で起こっている出来事や外国の文化について、考えたり、知識を深めたりしてみたいですか。

25 最後に、この授業の感想を、できるだけたくさん書いてください。

ありがとうございました！
3年生になっても、みんなが笑顔いっぱいで元気に中学校生活を充実させていくことをずっと応援しています。
Appendix D
Students’ Reflection Sheet (given after each class)

「今日の授業を振り返ってみよう」シート

<table>
<thead>
<tr>
<th>月</th>
<th>日</th>
<th>思ったこと、感じたこと など</th>
</tr>
</thead>
<tbody>
<tr>
<td>(今日の内容)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(今日の内容)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(今日の内容)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(今日の内容)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

今日の授業を通して、思ったことや感じたこと、新たに発見したことや気づいたことを自由に書いていこう。授業で取り組んだこと、クラスの様子、友達との活動など、いろいろなことを含めて書いてみよう。
Appendix E
Teacher’s Reflection Sheet (given after each class)

「授業の振り返り記録」

<table>
<thead>
<tr>
<th>No.</th>
<th>月 日</th>
</tr>
</thead>
<tbody>
<tr>
<td>(今日の内容)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>月 日</th>
</tr>
</thead>
<tbody>
<tr>
<td>(今日の内容)</td>
</tr>
</tbody>
</table>
1. やってみよう、マイチャート！

(1) まず、真ん中の枠にトピックを書き込む。
(2) その後の枠には、順に下の欄に属するキーワードを書いていきます。

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

※( )の中に、キーワードを英語にすると…を書いています。
詳しく調べておき、後でとても役立ちますよ！

2. 順番に立たよう、マイチャート！

チャート表を見て、まずは、自分の頭の中で文の順番を考えておく。
どのキーワードから順番に文にしていくと、文章がわかりやすくなるかな。
キーワードを順に考えてみます。

トピック…

キーワード1( )→2( )→3( )
→4( )→5( )→6( )
→7( )→8( )
3. 書いてみよう、マイチャート！

選んだトピックについて、まず日本文を書いてきます。
このとき、キーワードを頭に意識させていきましょう。それが、鍵になります。
8文以上にチャレンジ！！

トピック…

次のような書き出して始めてみよう。
例）I will tell you about ~
   • My topic is ~
   • ~ is ......

次のページの「難易度！！チャレンジ!!」も参考にしてね。

トピック…

4. 英語で書いてみよう、マイチャート！

難しいと、英語文をチャレンジです。
3. で書いた日本文を英文に訳していきます。
   言葉やキーワードを使っていくのが大きなポイントです。
   8文以上にチャレンジ！！
「夏休み」の宿題

夏休みの宿題はこのチャートから英文までをしぼめてくれることです。トピックは次の4つの中から選んでください。

1. 1年生に学習した「動物の中で危険な動物」について
2. サッカーやフットボールについて
3. 1年生に学習した「地雷（landmine）」について
4. 「ユニセフ（UNICEF）」について

※学校で調べてみようと思う方のために、夏休みのサマリーバイブルには、キーワードを見つけられる資料を用意しています。念を怠った場合も、質問に答えつけるのを忘れてはなりません。本細後にさいただし。

では、チャレンジ！！

1. やってみよう、マイチャート！

(1) 夏休みの宿題に選んだキーワードを書きましょう。
(2) その周りの枠には、関連する関係のあるキーワードを書いていきます。

8つのキーワードで選んだトピックを図んでいます。

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

※( )の中には、キーワードを英語にすると…を書いていきます。

「夏休みの宿題」

5
2. 起き立ってよう、マイチャート！
チャート表を見て、まずは、自分の頭の中で文の順番を考えておこう。
どのキーワードから順番に文にしていくと、文章がわかりやすくなるかな。
キーワードを結ばれてみます。
トピック：
キーワード：
1→2→3→4→5→6→7
3. 書いてみよう、マイチャート！
選んだトピックについて、まず日本文を書いていきます。
このとき、キーワードを順に登場させていきましょう。それが、鍵になります。
8文以上にチャレンジ！！
トピック：
4. 英語で書いてみよう、マイチャート！
いよいよ、英語文にチャレンジです。
3.で書いた日本文を元に作文をしています。順番にキーワードを使っていくことがポイントです。8文以上にチャレンジ！！ 次のような書き出して始めてみよう。
例） "I will tell you about..."
My topic is... "...is..."
「英語で書いてみよう、マイチャート！！」のページも参考にしてね！
トピック：
Appendix G
The Handout for the Oral Presentations

発表しよう！！
Class(  )No(  )Name(  )

自分たちの作品をクラスで発表しよう！！
出来上がった作品を見せながら、話をします。では、シナリオを書いていこう。

Today, I want to tell you about __________________________________________.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Thank you for your listening.
Appendix H
The Handout for the Writing the Letter to Afghanistan

〜アフガニスタンに手紙を送ろう〜

class ( ) No. ( ) Name ( )

3学期の選択科目の時間では、英語の教科書に出ている地雷（landmine）について話したあと、みんなで話し合い、題目記憶者のアフガニスタンでのドキュメンタリーをみました。そして、実際にアフガニスタンから日本へ代表として研修派遣されている高校の教諭の先生、ムハマド・パシールさんの英語をうかがうことができました。パシールさんは英語の中で、「国の強靭をしていくのに大切なのは、まず教育」と言われていました。「破壊された学校を建てる中で、子供たちに学びと希望を持って教える機会を作ることから始まった」と変わられていたと言った。そして、「日本の政府が、タリバンが破壊してからのこの5年間に、1000以上の学校を設立してくれたことは、アフガニスタンにとってとても大きな出来事だった」と話しておられました。

また、題目記憶者の私は、テレビの中で特に印象的だったのが、悲しみの中でも嬉しそうに子供たちの笑顔だったの事でした。しかし、このように子供たちの成長が感じていると話しておられました。

そして、題目記憶者の私は「知っててしまった責任」について話していただきました。「なぜか形にしない」と。私たちが、日本において、実際には現地を含めて栄養活動をしたりすることはできませんが、助けようという心、大きさを一歩ずつ出すことができます。さらに中学校で勉強をした赤くんを使って、彼らと交流したり、思いを伝えたり、難しい日本からのdffの手紙を書けることがうれしいです。

先生の話し合いから、みんなでアフガニスタンの学校へ手紙を送ることになりました。私たちが、この授業を通して感じたこと、思ったこと、伝えたいこと、自分たちがしたいこと、アフガニスタンの学校に手紙を送ることに決まりました。

Dear Friend,
どうやってお出かけですか？アフガニスタンの友達に何を書かせるように書いていこう。
例を参考にしてながら、オリジナルの手紙を作っている。

Dear Friend,
How do you do?
I am Norika Fujikura.
I am a junior high school student in Japan.
I go to Asahi junior high school in Himeji.
We studied about the landmines in Afghanistan in our English class at our school.
And we had a guest in our class last week.
He is a high school teacher in Afghanistan.
He talked us about Afghanistan.
I feel very sorry for the history of your country.
If you are O.K., can I ask one question?
What do you think about landmines?
We Japanese wish the peace in your country.
I'm sending an origami bird to you wishing the peace of your country.
We sometimes make origami birds for wishing something.
I wish the peaceful future from Japan.

Sincerely,
Norika

こんにちは。
はじめまして。
私は、題目記憶者の先生です。
日本の中学生です。
村市の題目中学で通っています。
学校で授業の時間にアフガニスタンの地雷について勉強しました。
そして、先生が私たちの授業に特別ゲストを迎えました。
それはアフガニスタンの高校の先生です。
彼は私たちにアフガニスタンについて話してくれました。
私はあなたの国の歴史についてとても興味を持って思います。
 możeszから、一つ質問をしていいですか。
地雷についてどう思いますか。
私たち日本人はあなたの国の平和を願っています。
あなたの国の平和を願ってこの手紙に折紙を入れて
います。
私たちが何とかして何かを願って折紙を作ります。
日本から平和な未来を願っています。

心をこめて
紀香
アフガニスタンへ手紙を書こう。

まずは、日本語で、伝えたいこと、手紙に書きたいことを、まずかき書きでもお試しください。

Classes: No: Name:

では、英語でチャレンジ。

_________________________

_________________________

_________________________

_________________________

_________________________

_________________________

_________________________

_________________________
Appendix I
Samples of the Students' Writings

animals in danger

I will tell you about animals in danger.
People cut down the forests. People destroy nature, and animals are killed.
This makes it difficult for animals to live in their homes.
Human beings owe it to the animals to protect them.
The animals protect human beings, but they ask for their help. Human beings must be aware of their cry and we must meet their demands.

I want to help the animals!!

animals in danger

Iriomote yamaneko
The Landmine

I will tell you about Landmines.

Did you know that landmines are very dangerous, because it kills people and animals? There are many dangers, such as the forest. Children often go to the forests to play.

To remove the landmine by hand isn't easy. That's why we need to organize a volunteer. Write posters for Canadian children.

Look at the graph on the right.

It shows the places where people are damaged by landmines.

People are damaged most in the forest.

The forest is a good place to play. There are a lot of landmines. It is pity for children.

I think the landmine is very terrible. When the war is over, the peace will come all over the world.

I think all of us will wish the peace and get the happiness some day.
March 6, 2007

Dear friend,

Hello! My name is Kana Negoro. I am a junior high school student in Japan. We watched a video about the war in Afghanistan. It was very shocking to see that there are many people who need help there. What do you think about it?

I'm writing to you in an English class at our school. We are studying Japanese culture and I'm learning about your country. The paintings show some of the culture. I hope you will have a happy life and I'll send some paintings. I want you to know what we do in Japan. Is your school life happy? Anyone calling you? I wish you success in peace.

Best wishes,
Saya

Dear friend,

How do you do? I am Yukiko Takemoto.

I am a junior high school student in Japan. I go to Asahi junior high school. I studied about the culture in Afghanistan in our English class at our school. I didn't know what a terrible thing happened in Afghanistan. I hope you will have a happy life and I'll send some paintings. I want you to know what we do in Japan. Is your school life happy? Anyone calling you? I wish you success in peace.

Sincerely,
Yukiko

This is a paper crane, a symbol of peace.