Hub High School English Teachers’ Reflections on CDS-Based Teaching Practices

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Abstract

The present qualitative study aims to construct a conceptual model of hub high school English teachers’ perceptions of the changes and concerns brought about by a one-year project in which they participated. The participants are twenty-two senior high school English teachers who have shifted their teaching practices according to “can-do” statements (CDS) they set for themselves. Open-ended survey questions helped the teachers to express their perspectives on this reform project, and an analysis of the teachers’ reflective responses was done in order to construct a conceptual model of teacher reflections on the project. Modified Grounded Theory Approach (M-GTA) developed by Kinoshita (2003, 2007) was employed, using the Structure-Construction Qualitative Research Method (SCQRM) (Saijo, 2007, 2008), as the theoretical framework for this study. The model generated suggests that the participants’ first year of implementing CDS-based teaching practices have prompted shifts in (1) teacher beliefs and practices, (2) teacher collegiality, and (3) student outcomes. It also sheds light on factors that inhibit teacher change.

1. Introduction

In preparation for the implementation of its revised Course of Study, in June 2011, the Ministry of Education, Culture, Sports, Science, and Technology (hereinafter, MEXT) released a document entitled “Five Proposals and Specific Measures for Developing Proficiency in English for International Communication” (MEXT, 2011) proposed by the Commission on the Development of Foreign Language Proficiency. These proposals center mainly around the English ability required of junior and senior high school students, specifically (1) assessing and verifying students’ attainment levels, (2) promoting students’ awareness of the necessity of English in today’s global society and stimulating motivation for English learning, (3) providing students with more opportunities to use English, (4) reinforcing the English skills and instructional abilities of English teachers and the strategic improvement of English education at junior and senior high school schools and in communities, and (5) modifying university entrance exams to meet the needs of a global society (MEXT, 2011).

Additionally, an Interim Report of the Council on Promotion of Human Resource for
Global Development stated that “as globalization gathers speed for the international economy of the 21st century, it is of great necessity to continuously develop ‘global human resources’ who possess rich linguistic and communication skills and intercultural experiences, and thrive internationally” (The Council on Promotion of Human Resource for Global Development, 2011).

With these goals in mind, in 2012, MEXT requested that each prefectural board of education set up hub schools to carry out a project entitled “Actions to Improve Instruction to Strengthen English Proficiency” in order to contribute to developing the global human resources mentioned in the Interim Report. The project aims to support outstanding endeavors and practices, ensure steady implementation of the new Course of Study, provide students with more opportunities to use English, and promote students’ motivation for learning English. The hub schools are expected to pursue the following objectives:

1. To establish and publicize students’ learning attainment targets in the form of “can-do” statements (CDS) and to grasp the progress for improvement
2. To carry out opening classes for lesson study, receiving support from experts to promote the improvement of teaching techniques and assessments
3. To efficiently utilize Assistant Language Teachers (ALTs) and Information and Communication Technology (ICT), such as the Internet, in order to provide students with more opportunities to use English

In 2013, the project name was changed to “Actions to Improve Instruction to Strengthen English Communicative Competence and Logical Thinking.” Since the same objectives and contents have been extended into the second year of the project, many hub schools continue to refine their CDS and develop CDS-oriented teaching practices. In order to help maximize the project’s potential to positively impact English language teaching and learning at hub and other local high schools, and to determine how to support the teachers at the center of the project in their ongoing attempts to advance their teaching practices, the current study invited the teachers to reflect on and evaluate the project’s first year.

2. Review of Related Studies

Concerning the successful implementation of educational innovation, Fullan (2007) asserts that there are at least three necessary components or dimensions:

1. the possible use of new or revised materials (instructional resources such as curriculum materials or technologies),
2. the possible use of new teaching approaches (i.e., new teaching strategies or activities), and
3. the possible alteration of beliefs (e.g., pedagogical assumptions and theories underlying particular new policies or programs). (p.30)

Fullan further claims that “the change has to occur in practice along the three dimensions” in order to affect the outcome (2007, p. 31). It is important to the current research to investigate whether these components have been supported and realized in promoting English education
reform in Japan.

The relationship between educational innovation and professional development for teachers has been explored by various researchers. Fullan (1991: 289) concludes that successful educational change in practice involves learning how to do something new, and that in order to learn something new, teachers require motivation and input. Teacher development, therefore, is central to the innovative process. Markee (1997) also asserts that the relationship between beliefs and behavior is reciprocal and that trying new practices sometimes leads to questioning one’s underlying beliefs; examining one’s beliefs, in turn, can lead to attempting new behaviour. Thus, implementing the innovative project involves attempting new behavior (i.e., CDS-based teaching practices). As a result of experience, teacher beliefs may change, a process which can contribute positively to teacher professional development. In promoting an innovative project, therefore, it is necessary to investigate what impact the current innovative project can have on English teachers’ beliefs and teaching practices, and also what factors inhibit them from implementing it.

Next, let us turn to previous reforms MEXT has implemented to improve English education in Japanese secondary schools. MEXT made innovative attempts in 1989 and 2003 to reform English language education (Lockley, Hirschel, & Slobodniuk, 2012). The 1989 revision, with its new guidelines, was judged a failure, due to its top down nature, lack of support for teachers, and a mismatch between the reform plan and policy and the realities of Japanese high school EFL education (Browne & Wada, 1998; Gorsuch, 2001; Lockley, Hirschel, & Slobodniuk, 2012).

In 2003, MEXT adopted its Action Plan to Cultivate “Japanese with English Abilities”. This directive set targets for the improvement of English education to be met by 2008, and outlined particular measures to be taken by the government to achieve these targets (MEXT, 2003). Certain results were achieved by the Action Plan (Lockley, Hirschel, & Slobodniuk, 2012; MEXT, 2011), but the requirements for students and English teachers in terms of English proficiency and other skills were not met in full (MEXT, 2011). There is, however, relatively little research about the Action Plan that focuses on the perspectives of high school English teachers.

The ‘Super English Language High School’ (SELHi) project was implemented from 2002 through 2009; while acknowledging the project as an outstanding endeavor, it has been pointed out that it was not necessarily centered around participating education boards, and positive results were not sufficiently propagated to other schools (MEXT, 2011). As a follow-up to the project, MEXT surveyed 161 former SELHi schools about the SELHi project and its outcomes (MEXT, 2008). Roughly 50% of the respondents believed that their positive results had impacted current English teaching and learning. 47% thought that their SELHi projects had been useful in preparing students for entrance exams, but there is little research exploring why these teachers had drawn these positive conclusions. Similarly, little has been done to explain why the other half of the teachers regarded SELHi outcomes negatively.

For the last two decades, various kinds of English educational reforms have been implemented in Japanese secondary schools. However, few qualitative studies have examined
high school teachers’ own beliefs and practices through their own voices. To gain a better understanding of the impact of educational reform on high school English teachers, therefore, it is critical to explore the perspectives of English teachers who have struggled under practical constraints to improve their instruction, as requested by the projects they are involved in.

This present study investigates hub school English teachers’ reflections on an English educational reform project. The investigation draws on the voices of English teachers participating in a “top-down” reform project to explore the realities of their teaching contexts. It is hoped that the findings of the study will help high school English teachers positively improve their teaching practices. The study seeks to answer the following key research questions:

1. What impact do teachers’ efforts to implement CDSs have on their beliefs and practices?
2. What factors inhibit them from attempting to implement CDS-oriented practices?

3. Method

3.1 Setting

As requested by MEXT, in March 2012 the Board of Education in prefecture V established 4 hub schools, here called Schools A, B, C, and D, to carry out the project. A is a vocational high school, where approximately 40% of the students enter employment and the rest go to university, junior-college (2 years), or vocational schools. B, C, and D are all highly competitive university preparatory high schools, almost all of whose students go on to university. All four high schools had decided on the following common objectives before they started this project in April, 2012:

1. To set up each learning attainment target in the form of CDS (see e.g., Appendix A) and improve teaching practices and assessment based on their CDS.
2. To conduct English classes almost entirely in English.

First- and second-grade teachers at the hub schools started to conduct classes almost entirely in English at the beginning of April, 2012, but all four high schools struggled for months to create CDS, finalizing them at around the end of June, 2012.

3.2 Participants

A total of twenty two full-time public high school English teachers (10 men and 12 women) participated in this study. Their average teaching experience was 22.6 years, with the least being 14 years and the most 34. Five teachers (A1, A2, A3, A4, A5) taught at School A, and six teachers (B1, B2, B3, B4, B5, B6), seven teachers (C1, C2, C3, C4, C5, C6, C7), and four teachers (D1, D2, D3, D4) taught, at Schools B, C, and D respectively. Each school has a leader (A1, B1, C1, and D1) who is primarily responsible for carrying out this project.

3.3 Open-Ended Questions, Email-exchanges, and Telephone Interviews

Five open-ended questions, sent to each teacher via email attachment, were designed to
enable teachers to express their thoughts and feelings on the implementation of this English educational reform. The five questions are as follows:

1. How instrumental do you think this project has been, if at all, in strengthening the students’ English proficiency?
2. How have your beliefs about teaching and assessment methods changed, if at all, since setting the CDSs?
3. How have your teaching practices and assessment methods changed, if at all, since setting the CDSs?
4. How have the cooperative relations between English teachers changed, if at all, since setting the CDSs?
5. Please describe problems, concerns or requests regarding this project.

After receiving the teachers’ questionnaire responses, the author asked follow-up questions in order to better understand the responses to the questionnaires and/or to seek more detailed explanations. As a member of the project’s Guidance Steering Committee in all four schools, the author was able to attend three meetings held annually where hub school teachers reported and discussed the project’s progress and difficulties and to observe open class demonstrations given for other local English teachers. Additionally, through email exchanges and telephone interviews, the author frequently discussed the challenges emerging from the project with each of the leaders. Insights gained through these interactions regarding English departmental meetings constituted another form of data used for the current qualitative analysis.

3.4 Data Collection and Analysis

Data was obtained from the email interview consisting of teachers’ written responses to the open-ended questions and to follow-up questions. Analysis was carried out by Modified Grounded Theory Approach (M-GTA), as developed by Kinoshita (2003, 2007). M-GTA is a qualitative study approach, in which one concept is generated and then several concepts are integrated into a wider category with the use of an analysis worksheet. M-GTA can be used to diagram the relationships among categories generated and to construct a conceptual model. It is, however, considered unsuitable for small sample sizes. Therefore, this study, with its relatively small sample size, calls for a modified M-GTA model.

In response to this requirement, the current study employed the Structure-Construction Qualitative Research Method (SCQRM) as meta-theory. SCQRM, developed by Saijo (2007, 2008), makes the best use of essential qualities of M-GTA, yet is appropriate to a study of this size. SCQRM is aimed at determining the number of cases or samples based on the research questions or researcher’s interest, therefore preserving scientific validity and falsifiability, even in a small sample case study, by structuring a conceptual model of the target data.

In examining the teachers’ written responses, sentences or passages that seem to have similar themes or patterns are grouped and considered a variation (concrete example) and then
given a concept name. The concept name, its definition, and concrete examples are written in an analysis worksheet (see e.g., Appendix B). On an analysis worksheet, a concept name, its definition, concrete examples, and theoretical notes with opposite examples and an analysis perspective are recorded. One analysis worksheet is created for each concept.

4. Findings and Discussion

All the emergent concepts and categories were summarized into a conceptual diagram (Figure 1) which forms the basis of discussion in this section. The findings suggest that the participants’ teaching can be visualized as three categories constituting major positive shifts in (1) teacher beliefs and practices, (2) collegiality, and (3) student outcomes. An additional category emerges, highlighting teacher concerns. This category, (4), describes problems and concerns caused through implementing this project.

Category (1) describes how teachers’ beliefs and practices have altered due to CDS-based teaching practices, and consists of four concepts: (1a) Increasing student-centered instruction, (1b) Integrating instruction and assessment, (1c) Taking action-oriented approaches, and (1d) Balancing the four skills. Concept (1a) is derived from teachers’ statements such as the following:

As the main goal of my lessons I have been highly conscious of creating activities where students can use as much English as possible. Inevitably, I have attempted to reduce the time for teacher explanation and reconsidered the importance of carefully choosing the main teaching points of a lesson. (D3)

Thus far, many more explanations from the teacher (myself) were being given to students, so student activities were very limited. But these days, pair work opportunities such as opinion exchange and reading-aloud practices have been increased in order to guarantee time for students to use English. (B6)

These reflections highlight the potential for teachers to move from teacher-centered, knowledge-driven classes to learner-centered ones, in which teacher explanations are minimized and students use primarily English.

Concept (1b), Integrating instruction and assessment, emerges from teacher statements such as “I have started to reconsider instruction and assessment by regarding students as language users” (A2), “I have found it important to find ways to steadily integrate instruction and assessment into a single system” (D2), and “I assessed students’ English abilities only through paper and pencil tests before, but I have started to measure them in multiple ways, such as with speaking tests and reading-aloud tests” (A4). These comments suggest that some teachers have adopted alternate ways to assess what students have actually done, marking a shift toward MEXT’s urging that teachers integrate instruction and assessment in order to grasp the
Figure 1. Hub high school English teachers’ reflection model.
achievement status of learning attainment targets (MEXT, 2013, p. 12).

Concept (1c), Taking action-oriented approaches, is obtained from teacher statements such as “Preparing students to pass entrance exams was my first priority in teaching English, but I have realized that an approach by which ‘students can do something in English’ helps stimulate students’ motivation” (B5). Teacher C4 stated that “My teaching goal seems to have changed from getting students to finish translating the text into Japanese to enabling students to use English to perform some functions,” while Teacher B4 reported that “Targets for action have been clearer for teachers and students and we have paid attention to and made efforts to determine what activities are needed to develop weak abilities.” These comments reveal the traditional college preparatory high school English teachers’ goal of preparing students to pass prestigious universities’ entrance exams. They have not, however, been satisfied with classes intended for mastery of complete Japanese translation, vocabulary and grammar as the final goal of instruction. Both teachers and students seemed unable to imagine what students could do as English language users. However, the CDS have enabled them to begin visualizing how students can perform in English. Their attention has gradually shifted toward an action-oriented approach with clear and concrete goals.

Concept (1d), Balancing the four skills, is derived from teacher comments, such as the following:

The main speaking activity was only reading-aloud practices before, but I have attempted to include more productive activities into each lesson, such as having students express themselves on familiar topics and convey their thoughts on the textbook contents to other students. (B5)

Teacher C4 stated that “For every English lesson, I had students perform four skills-based activities to cover four skills.” Thus far, many teachers had focused on receptive skills, especially reading. This project enabled them to focus more on the productive skills, and to begin meeting their CDS of helping students attain a balance of all four skills. It is hoped that this change would help strengthen students’ well-balanced English abilities.

Category (2), Shifts in collegiality, indicates how collaboration among teachers in English department has been impacted by participation in this project, and consists of three concepts: (2a) Increasing opinion exchanges, (2b) Unifying instructional direction, and (2c) Forming more cooperative ties. Concept (2a) is obtained from teachers’ responses such as “We have begun to discuss language activities and teaching methods in the classroom in English department meetings held regularly” (D3) and “We attempted to conduct more language activities and there has been more opportunity for communication among English teachers” (D1). These comments suggest a strengthening of cooperative ties.

Concept (2b), Unifying instructional direction, indicates that the hub school English departments are moving toward common instructional goals and directions. The concept is
extracted from teachers' comments such as "Teaching methods and goals seemed to be at the discretion of individual teachers but now the English department has had a common direction, to some extent" (C3). Another reported that

In order to share common goals as to what English abilities should be required of students before graduation, we have discussed what materials, and what kind of activities should be used at what stage in the classroom, which has led to stronger collaboration. (B4)

The last concept, (2c) Forming cooperative ties, is connected to (2b), and arises from teachers' responses such as "By exchanging opinions and creating CDS in weekly English department meetings, teachers' awareness toward collaboration has been heightened" (B6) and "I have much more keenly realized the significance of consensus and cooperation among English teachers. I even believe the success of this project depends entirely upon them" (A1). Comments like these point to teachers' realization that the success of this kind of project is likely to depend to a large degree on whether English department teachers can establish norms of cooperation. Without cooperation, it would have been very difficult to create CDS and implement CDS-oriented teaching practices. The desirable order of flow, "Increasing opinion exchanges," "Unifying instructional direction," and "Forming more cooperative ties" might lead to greater collegiality, which is essential for successful curriculum change (Kennedy, Doyle, & Goh, 1999).

Category (3), Shifts in student outcomes, reveals how student outcomes toward learning English have evolved through experiencing CDS-based teaching practices over the course of the yearlong project. This category consists of two concepts: (3a) Exhibiting higher motivation and (3b) Exhibiting the ability to self-assess. (3a) emerged from teacher comments such as "While students have more chance (particularly in speaking and writing) to use English, students' positive attitudes of expressing their thoughts in English have been cultivated" (B5) and "Setting up concrete attainment targets seems to have enabled students to feel a sense of achievement and confidence" (C3). These comments suggest that creating and showing concrete, attainable targets might have inspired a sense of achievement in students and motivated them to learn English independently.

Concept (3b), Self-assessment ability, is derived from teacher responses such as "Thanks to CDSs, students have been able to decide what skills they should or would like to strengthen" (B1) and "Students seem to have realized their own progress and what they can do or cannot do by checking CDSs on their own" (D1, D2). These teachers seem to value the CDSs as a useful tool for supporting students to objectively grasp their own four skills progress.

The final category, (4) Teacher concerns, consists of three concepts: (4a) CDS-oriented methods and tasks, (4b) Entrance exam preparation, and (4c) Lack of confidence in English ability. Concept (4a) is generated from teacher statements such as "Some teachers have struggled to make a shift from former to new methods, wondering if new CDS-oriented methods might contribute to
the development of students’ English language skills” (C1) and “I do not know what kind of tasks should be designed to achieve CDS goals” (C5). These teachers seem to have little confidence as to what kind of tasks and methods should be adopted and will contribute to attaining CDS-oriented objectives.

Concept (4b), Entrance exam preparation, emerges from teacher statements such as the following:

There is a wide perception gap among English teachers on conducting classes in English. Some teachers and students believe conducting classes in English may not be directly tied to getting good scores on mock exams. Some teachers can’t wait for students to develop English proficiency on a long-term basis. They seem to be under a lot of pressure for their students to get good scores on mock exams. Things should change a little if the teachers develop students’ English abilities in the long term. (C4)

I understand the purpose of this project, but as long as the entrance exams remain the same, I don’t think English education in high school will change drastically. If Japanese translation questions disappeared from the secondary exams for national universities and, instead, applicants’ speaking ability was measured, English education in high school would definitely change, even without MEXT-led English education reforms. In reality, many college preparatory school English teachers face a dilemma. (B6)

Some teachers, apparently, continue to believe that traditional methods such as yakudoku (grammar translation) method are effective in preparing students for entrance exams, while other teachers are eager to improve their teaching methods through this project. As Kennedy, Doyle, & Goh (1999) warns that there is a risk that even enthusiastic teachers will lose their motivation to change, a situation which has resulted in failed educational reform projects in the past.

Concept (4c), Lack of confidence in English ability, is generated from teacher responses such as the following:

To be honest, I don’t feel confident about my English proficiency. I still can’t conduct classes primarily in English. When I prepare enough for demonstration lessons, I can. As my English level is not so high, I often struggle to communicate small nuances in English, and then give up and eventually start to explain in Japanese. Additionally, I can’t see how we can conduct classes all in English without leaving the hopeless students who are struggling in English behind. I know the purpose of this project is to investigate what we should do. Because MEXT requests it, I have to do it but I can’t do it. So sometimes I even feel hatred toward myself and even doubt if I’m qualified to be an English teacher. Actually, I’m feeling a bit overwhelmed with the pressure of being an English teacher. (B6)
Additionally, Teacher A4 stated that “I have felt the quality of being an English teacher is being questioned through this project, so I would like to do the best to improve my English ability and teaching skills.” All of these hub school teachers are expected to conduct classes in English and demonstrate lessons to other local teachers. These comments reveal, however, that some are anxious about their own English ability. The project’s first priority is to achieve the attainment targets set up in the CDS, but conducting classes in English can be a serious impediment in implementing this project; this concern is borne out by hub school leaders, as well (Personal communication, May and March, 2013).

To summarize the picture emerging from the model, teachers’ efforts to implement CDSs have the potential to shift their beliefs and teaching practices and may lead to greater collegiality. This development, in turn, is likely to bring about improvements in student learning outcomes. Conversely, if improvements in student learning outcomes are evident, further changes in teachers’ beliefs and teaching practices are likely to take place, and teachers’ collegiality will be more profound. Both processes are essential in promoting professional development for teachers. On the other hand, leaving teacher concerns derived from an innovative project such as this unsolved may be detrimental to professional development.

5. Conclusion and Implications

The model emerging from the narrative survey data can be visualized as three categories constituting major positive shifts in (1) teacher beliefs and practices, (2) collegiality, and (3) student outcomes. The further promotion of these three shifts would be beneficial to teacher’s professional development, eventually having a positive impact on high school English education reform. An additional category, Category (4), illustrates teacher concerns about both their own teaching and implementing of the project itself.

Many studies have revealed that teacher concerns regarding educational reforms can inhibit teacher development (Fullan, 2007; Lamie, 2005). On the other hand, failing to address these concerns constitutes an obstacle to innovation in high school English education; previous reform efforts have not brought about significant changes in Japan’s high schools (Browne & Wada, 1998). Regarding CDS-oriented methods and tasks and teachers’ lack of confidence in their own English ability, in-service extensive retraining is undoubtedly necessary, since most high school teachers are not familiar with CEFR or CDS (Sugitani & Tomita, 2012). Seminars and workshops focusing on CDS should be provided to teachers as soon as possible. This training would be very helpful for willing teachers who would like to improve their instruction, despite the pressures of entrance exam preparation.

Teachers who do believe new CDS-oriented methods to be ineffective in preparing students for exams may be unwilling and unmotivated to change their methods, even when supported by seminars and workshops offering new approaches (Okazaki, 2012). As suggested by the data here,
as well as the “Five Proposals and Specific Measures for Developing Proficiency in English for International Communication (MEXT, 2011),” it is urgently necessary to change the content of English entrance exams in tandem with curricular reform, so that more teachers at academically-oriented schools can be won over to the implementation of reform in their classrooms (O’Donnell, 2005).

The purpose of this qualitative research has not been to generalize an overall picture of high school English education, but to capture some of the realities facing a group of hub high school English teachers. Further research is needed to clarify other high school teachers’ beliefs and attitudes toward current English education reforms. It is hoped these types of findings will help make high school English education reform more successful.

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References

152-169.


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# Appendices

## Appendix A: School D Can-Do List ver.2 (temporary version)

<table>
<thead>
<tr>
<th>2 学期</th>
<th>[12月 GTEC の目標は Grade 4]</th>
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<tbody>
<tr>
<td>R</td>
<td>意味のかたちごとにスラッシュを入れて、教科書程度の英文を語順通りに意味をとることができる。</td>
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<td></td>
<td>英文中のトピック文を見つけ、筆者の述べたいことをつかむことができる。</td>
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<td></td>
<td>教科書程度の英文を、つなぎ言葉（however, for example, therefore など）を手掛かりに、</td>
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<td></td>
<td>内容やパラグラフの展開をつかむことができる。</td>
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<td></td>
<td>英語１（英語Ⅰ）の英文を、正しい発音・アクセント、英語らしいイントネーションを意識</td>
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<tr>
<td></td>
<td>しながら、0とほぼ同じ速さで音読できる。</td>
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<td></td>
<td>1000 Headwords の物語を読んで、</td>
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<td></td>
<td>・辞書なしで意味を推測しながら大まかな話の流れをつかむことができる。</td>
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<td>・辞書を使えばほぼ内容を理解できる。</td>
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<td>L</td>
<td>ALT の先生が話すアメリカについての話を聞いて、後の質問に正しく答えることができる。</td>
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<td>英語の説明や指示をほぼ理解し、適切に行動することができる。</td>
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<td>クラスメイトの発表を聞いて、内容についてのポイントをメモすることができる。</td>
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<td>「V 県のいいところ」の発表原稿を、グループで、具体例を入れながら、導入→展開→まとめ</td>
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<td>の構造で書くことができる。</td>
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<td>「V 県のいいところ」を聞き手に伝えることを意識した態度（大きな声・アイコンタクト・</td>
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<td>ジェスチャーなど）で、分かりやすい英語を用いて発表できる。</td>
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<td>クラスメイトの発表を聞いた後に、“I think your 〜 was good because...” のような表現</td>
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<td>英語１（英語Ⅰ）のレッスンに関わる内容について、ペアで簡単な会話をすることができる。</td>
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### Appendix B: Analysis Worksheet

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<td>定義 (definition)</td>
<td>英語科内で目標や指導法などについて統一的方向性を共有できるようになってきたこと。</td>
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<thead>
<tr>
<th>設定</th>
<th>A-1</th>
<th>以前に増して教員間の合意と協力が大切であると感じている。うまくいくかどうかはすべてここにかかっているとさえ思う。</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A-3</td>
<td>週1回英語科の会議が開催され、共通理解を図る機会が増えた。</td>
</tr>
<tr>
<td></td>
<td>B-4</td>
<td>生徒にどのような英語力をつけて卒業させるかという目標を教師間で共有するため、どの段階でどのような教材を用いてどのような活動を行うかを必然的に皆で考えるようになり、協力体制が強まる。</td>
</tr>
<tr>
<td></td>
<td>B-5</td>
<td>CDSを設定する際に3年間の段階的な流れを意識っていました。</td>
</tr>
<tr>
<td></td>
<td>C-1</td>
<td>それぞれの指導目的のベクトルが共通的に取り込むことができることが期待できる。</td>
</tr>
<tr>
<td></td>
<td>C-3</td>
<td>各々の教師の裁量に任されていた授業構成が、ある程度、統一的な方向性を持つようになった。</td>
</tr>
<tr>
<td></td>
<td>D-1</td>
<td>CDS設定前に比べて、英語教師間で言語活動や指導法について統一・共有することが増えた。</td>
</tr>
<tr>
<td></td>
<td>D-2</td>
<td>1. 指導の方向性が確認された点 2. 指導法が共有された点 3. 具体的な指導目標が確認された点</td>
</tr>
<tr>
<td>理論的メモ (theoretical note)</td>
<td>このような取組では比較的統一的な目標を設定しやすく、協力態勢が強化されることにつながる。一方、教師間の指導に対するビートなどの相違から英語科がまとまらない場合、プロジェクトの成果に結びつかない危険性も孕んでいる。</td>
<td></td>
</tr>
</tbody>
</table>
