School-Wide Collaborative Action Research for Curriculum Development

Kazuyoshi Sato
Nagoya University of Foreign Studies

Mitsuru Hirano
Yokohama Senior High School of International Studies

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Although Gordon (2008) asserted that "*schoolwide* collaborative action research is the most powerful type of collaborative research because of its potential for bringing about whole-school improvement" (pp. 1-2, italics in original), little is known about how teachers have actually incorporated action research into their practice and worked with other teachers for curriculum development. The aim of this 4-year study was to reveal how Japanese senior high school teachers engaged in collaborative action research organized by a university teacher and how, as a result, they developed a 3-year English curriculum at their school.

ゴードン（2008）は、協力的なアクション・リサーチが学校改革のために有効であると提唱しているが、実際、教師がどのようにアクション・リサーチを実践して、他の教員と協力し合い、カリキュラム改革をするのかについての研究はほとんどされていない。4年間に渡るこの研究は、日本の英語高校教員が大学教員の支援を受けて、どのように他の教員とアクション・リサーチに取り組み、3年間の英語カリキュラムを作り上げたのかを明らかにする。

In *action research* teachers usually spend one or more years working on classroom-based research projects for professional development (Bransford, Brown, & Cocking, 2000). Although action research for teacher development has gained prominence in the literature, there has been little documentation as to how action research influences teacher learning and curriculum development. Moreover, little is known about how teachers have actually incorporated action research into their practice and worked with other teachers for curriculum development, particularly in the area of foreign language teacher education (Burns, 1999). Burns identified the advantage of collaborative as opposed to individual action research:

> Collaborative action research processes strengthen the opportunities for the results of research on practice to be fed back into educational systems in a more substantial and critical way. They have the advantage of encouraging teachers to share common problems and to work cooperatively as a research community to examine their existing assumptions, values and beliefs. (p. 13)

Although few studies of action research in ELT have been conducted, including collaborative action research reported by teachers within collaborative groups (Burns, 2005), one study is worth reviewing. Mutoh, Sato, Hakamada, Tsuji, and Shintani (2009) reported the results of a yearlong col-

laborative action research project conducted by 15 school teachers (one elementary, seven junior high, and seven senior high school teachers). The English teachers, who were from different schools, met once a month, reported on their practices, and received comments from two university teachers and other participants. All 15 teachers reported that collaborative action research helped them to make reflection a part of their daily teaching routine. Nine teachers said that they heard good teaching ideas from other teachers, which they then implemented in their own classrooms. In addition, six teachers reported that their advisors' comments were useful. Consequently, 12 teachers said that they had improved their practices through the continuous action research cycle of implementation, reflection, and revision (see Kemmis & McTaggart, 1988). Nonetheless, only four teachers shared new ideas they had learned from action research with other teachers in their schools and only one teacher actually utilized action research for curriculum development at his school. Thus, how can teachers collaborate with other teachers for curriculum development in a school through continuous action research?

Among the different types of collaborative action research, Gordon (2008) asserted that "*schoolwide* collaborative action research is the most powerful type of collaborative research because of its potential for bringing about whole-school improvement" (p. 1-2, italics in original). This 4-year study was aimed at revealing how Japanese senior high school teachers engaged in collaborative action research organized by a university teacher and how, as a result, they developed a 3-year English curriculum at their school. The following three research questions were formulated for this study:

1. How do teachers communicate and collaborate for a curriculum reform project?
2. How do students change their attitudes toward learning English and improve their abilities through the curriculum reform project?
3. What are the difficulties in implementing a school-wide curriculum reform project?

Context and Data Collection

School and Teaching Context

Kagamihara Senior High School is a public school with three courses of study, including a general course, a math and science course, and an English course. This is the only public high school in Gifu Prefecture that has an English course. Although students' English ability is at a lower intermediate level, most of them go on to university or junior college. This top-down curriculum reform project started in 2008 and became a prefectural project from 2009 to 2011. Before the project started, students were not interested in English and received teacher-centered class instruction. As a result, they could not improve their communicative ability. Therefore, teachers decided to provide more communicative classes to develop students' communicative competence in English. The first author, Sato, was invited as an adviser in April 2008. He visited the school every other week, observed classes, and gave advice to teachers at meetings. Following his advice, the teachers mainly relied on two teaching approaches based on Communicative Language Teaching (see Brown, 2007; Lee & VanPatten, 2003). First, they implemented skill integration in English 1 and 2, for 1st- and 2nd-year students, and Reading, for 3rd-year students. Second, they implemented focus-on-form instruction in Oral Communication (OC) for 1st-year students and Writing 1 and 2 for 2nd- and 3rd-year students so that they could continue to teach communicatively for 3 years (see Table 1). All English teachers shared handouts and participated in weekly meetings.

Table 1. English Curriculum at Kagamihara High School

Course title	Total units earned		
	General course students	Math and science course students	English course students
English Course 1	4	3	3
English Course 2	3	3	3
Reading	Arts 4 / Science 3	3	3
Oral Communication 1	2	2	2
Writing 1	2	2	3
Writing 2	Arts 3 / Others 2	2	3

Table 2. Goals of the English Curriculum (Can-Do List)

Year	Listening	Speaking	Reading	Writing
1st	Understand 70% of what the teacher and the CD say	Manage a 3-minute conversation	Understand a text with 150 words	Complete an essay with 100 words
2nd	Understand 80% of what the teacher and the CD say	Manage a 4-minute conversation	Understand a text with 300 words	Complete an essay with 150 words
3rd	Understand 90% of what the teacher and the CD say	Manage a 5-minute conversation	Understand a text with 400 words	Complete an essay with 200 words

Table 2 shows the goals of the English curriculum for each grade level. Through trial and error teaching, the teachers agreed with the goals for each grade level. In addition, they changed assessment components. Though they had previously relied on summative assessment (90%), they reduced this to 50% and incorporated formative assessment, including speaking tests (20%), fun essays (20%), and portfolios (10%).

Participants

The project started in 2008 with four 1st-year teachers (three Japanese teachers and one ALT). This group focused on changing the approach in OC classes to a communicative one based on focus-on-form instruction (see Sato, Iwai, Kato, & Kushiro, 2009). Hirano, the second author of this paper, transferred to Kagamihara High School and joined the project in 2009. Both 1st- and 2nd-year teachers, including seven teachers and one ALT, were involved in the curriculum reform project. In 2010 all 12 English teachers were involved in the project. However, three 3rd-year teachers withdrew and went back to their traditional methods to prepare students for university entrance exams in the middle of the school year. The following year, finally and for

the first time, Hirano and his colleagues collaborated for the full year. The project was continued for a total of 3 years. Therefore, the data and observations presented below are based on the 3-year period that Hirano was involved, from 2009 through 2011.

Data Collection and Analysis

Mixed methods were used to analyze multiple data sources for this longitudinal study. Teachers conducted a student survey at the end of each semester (in October and February). Results were collected by each grade-level leader and analyzed. For example, Hirano was a leader for English 1 and 2 and Reading for 3 years, and another teacher was in charge of OC and Writing 1 and 2 for 3 years. Grade-level leaders were also in charge of making handouts (see Appendix A for an example) and calling weekly meetings. They also analyzed student comments and performance tests (speaking tests and fun essays) from selected students. Finally, Hirano added the results of the Assessment of Communicative English test (ACE; ELPA, n.d.), which is a proficiency test measuring vocabulary, grammar, listening, and reading skills. At the end of each school year (in late March), all the English teachers gathered for a meeting and grade-level leaders reported the results of their action research, followed by Sato's comments and advice.

First, Hirano narrates his observations of what happened in English Course 1 and 2 and Reading over the 3 years so as to describe how he and his colleagues developed a 3-year English curriculum from 2009 to 2011. Second, quantitative data, including student surveys for 3 years and the ACE test conducted in 2011, are presented. Finally, both qualitative data (Hirano's stories and students' comments) and quantitative data (student surveys and ACE test results) are discussed.

Qualitative Results

Year 1

At the beginning of April, it took some time for students to become accustomed to all the classes being taught only in English. However, my colleagues soon told me that almost no students slept during the class and there was an increase in motivation for studying English. Teachers had a meeting once a week for sharing problems related to our lessons. We also talked about the rubrics of both a speaking test and a writing test (see Appendix B). I was surprised and happy to see the improvement in students' speaking ability in their first speaking test in front of a video camera. Even though the students were nervous, most somehow managed a 3-minute conversation about a familiar topic using basic conversation strategies. Moreover, I was pleased to see students' writing, which we call "fun essays" because they use colorful paper and include club photos (see Appendix C). Students showed their originality and ingenuity. During peer editing time, students had valuable opportunities to enjoy reading what their classmates had written. Some students were not interested in participating in the activity at the beginning. However, once they noticed that it was an important part of this English class, they joined in positively. In July, we displayed all the fun essays along the corridor for the first time, like banners flying from one end to the other. A lot of students visited other classrooms to see and remark on the work. Three students wrote the following comments in the survey. (All comments were in Japanese; translations are by author.)

> I did not want to write something in English because my English was poor. But I could gradually get used to writing. Finally I completed a fun essay. I was a little embarrassed that not only my classmates but also students from different classes looked at mine and some friends told me my work was cute and colorful. I was very happy.

> I was surprised to see the rubric for the fun essay as I was not good at English. But as one of the criteria was design, I wrote my essay without worrying about my English. I want to increase the number of the words for the next fun essay.

> Even though I worried if I could complete a fun essay, I was able to write an essay with over 150 words. I enjoyed the fun essay because I used colored paper, photos, and even *print club* stickers. Timed conversations were really useful for me to complete all the essays.

My colleagues were also moved when they saw their students' work displayed in the hallway. They told me that they had not expected their students to complete such excellent essays. In addition, it was a good opportunity for teachers of other subjects to see what we had been doing for the English curriculum reform project. Two English teachers gave me the following comments:

> The essays of the 1st-year students were much better than those of the 2nd-year students as theirs were much more colorful and longer.

> I did not know that some students of my homeroom class were good at design. It was a good thing to show us students' essays because we could not easily see what the reform project was.

We were very happy with the results of the 1st year of the action research project and decided to continue the project in 2010.

Year 2

All the 2nd-year students started 1-hour extensive reading once a week from the second semester, following the advice of Sato, and continued reading the *True Stories* series in addition to the textbook. They were able to read the content of the stories more quickly than before. All the teachers involved in extensive reading told me that their students suddenly concentrated on reading the books of the Oxford Reading Tree (ORT) and Foundations Reading Library (FRL) series. I realized that those books had an impact on students' motivation. They had read more than 8,000 words by the end of the 2009 school year. When they finished reading a book, they wrote the title of the story, the level, the rank, the number of words, and their impression of the content of the story in a book report. Since a lot of students just wrote "Fun!" or "Interesting!" we had them answer the question "Which part of the story did you especially like?" Furthermore, because they could not concentrate on reading for the whole class, they also engaged in small talk about the book they had just read. They asked three questions of their partners: "What's the title of the story?" "Who are the main characters?" and "Tell me about the content of the story." When they were telling their partners about the contents of the story, they were able to use pictures they liked from the book. One of the strongest memories I have was when I saw students who had really disliked English in the beginning open an ORT book and concentrate on reading. This was a great surprise. From that time, students began to prefer extensive reading to regular English class. Some female students did not like reading the ORT series very much. However, as soon as FRL was introduced, most students became big fans of the series. The reason was that the main characters were teenagers, and the stories were familiar to students. I realized that if we offer books that suit the level and the interests of students, they can enjoy reading the books.

Some students wrote the following comments:

> As I disliked studying English, I did not understand why we should move to another room just to read. But I was shocked when I read through the books of the ORT series. It was easy for me to read those books with a small number of words and various pictures.

> I didn't expect that the contents of the stories of ORT and FRL would be enjoyable. I had never had the experience of being devoted to reading something written in English.

> I naturally memorized the characteristics of the characters in the stories so I enjoyed talking with my friends about them. At the same time, friends gave me comments about stories I hadn't read yet or I was going to read.

The 2nd-year English teachers decided to continue the curriculum reform project, including extensive reading, in 2011.

Year 3

For the final speaking test in December, almost all the students were able to manage a 5-minute conversation about a social topic using all the conversation strategies they had learned. Teachers noted that they strove to succeed in the final speaking test, especially by using follow-up questions. As both teachers and students worked hard toward the same goal, the students performed noticeably better on the speaking test. It was vital to implement a speaking test to improve students' speaking skills. As soon as they were seated, they seemed ready to take the test. When 1st- and 2nd-year students were nervous, they often forgot the content or order of the questions. However, the 3rd-year students were able to help their partners naturally and immediately, often with a follow-up question, and to wait supportively for the partners to respond. Thanks to their partners' helpful follow-up questions, students seemed to relax and become able to continue the conversation. Use of this follow-up question strategy was evidence that students had gained the ability to fill in pauses in a conversation, as the test was performed live, without rehearsal and with a sense of tension. Until the previous year, the only follow-up question they would ask was, "Why?" They had become able to use the other follow-up questions in order to prolong a conversation. It showed, at the same time, that students had gained confidence. Although I had thought previously that students did not need to go to a different room for a speaking test, I realized that a speaking test for a final evaluation should be carried out with a sense of tension in a separate room. Some students wrote the following comments:

> Thanks to small talk (warm-up conversations) at the start of every class, I am sure that my speaking skills improved. We had an opportunity to use what we learned in small talk for the speaking test, and it was especially useful for me to pass the 2nd-grade Eiken interview test.

> Even though rotating my position to talk with different partners annoyed me, I actually stole some useful expressions from my partners during small talk.

> I learned that I needed a lot of background knowledge in order to be able to keep talking about not only familiar topics but also social topics.

Of course, the higher we set the level of the criteria for the speaking test, the longer it took us to evaluate them. Although my colleagues and I had a lot of extra work, we became accustomed to evaluating student speaking tests by the 3rd year.

Summary

Through participating in this lesson reform project, I have learned a number of things. I had a fulfilling time teaching English through integrated skills learning. I was astonished to see our students improve their English skills. Every lesson brought me endless surprises. In other words, I found that integrating language skills was effective in improving students' English ability. Through a recursive process, students were able to use English more fluently and accurately than before. However, I had great difficulty in developing a 3-year communicative curriculum. I would like to highlight two of these problems.

The first difficulty was making handouts for each lesson based on skill integration and the framework suggested by Lee and VanPatten (2003). The handouts included an information-exchange task as the lesson goal and students worked toward the speaking test and fun essay. Lee and VanPatten (2003) claimed that "a lesson goal that is represented by an interactive information-exchange task allows an instructor to map out the lesson, specifying subgoals along the way" (p. 77). I spent hours making handouts and modifying them following Sato's advice and incorporating my colleagues' feedback.

The second difficulty was teacher collaboration. I always worried whether colleagues would be able to use my handouts effectively because it seemed difficult to use handouts made by someone else without sufficient explanation. Without teacher collaboration, we could not have achieved our goals. Our experience is similar to what Brown (2007) wrote about the significance of teacher collaboration. Citing Murphey and Sato (2005), Brown suggested that

> the process of continuing to develop your professional expertise as a teacher is sometimes difficult to manage alone. The challenge of teaching in a rapidly changing profession almost necessitates collaboration with other teachers in order to stay on the cutting edge. (p. 502)

I moved to the school as a new teacher in 2009 and immediately started participating in the 1st year of the curriculum reform project. Some teachers with strong beliefs in traditional methods of language teaching and learning regularly complained about communicative teaching in English teachers' meetings. Thus, every time I heard their objections, I felt awkward. However, I fortunately had the great privilege of collaborating with two other teachers for 3 years. We had not only a weekly 1-hour meeting but also other informal meetings to share problems and feedback. My colleagues and I discussed how to implement each activity on the handouts, the speaking tests, fun essays, extensive reading, and surveys. Those meeting were essential to improving our lessons. We also received substantial advice from Sato for the project after his observations of our English classes every other week.

In short, it is worth emphasizing that the two important factors in improving students' English ability were the systematic approach to teaching through integrating language skills and the power of teacher collaboration. In addition, revising our assessment methods was a catalyst for the students to participate more actively in class. If it had not been for these two conditions, students would have lost the motivation to learn English and we would not have succeeded in the curriculum reform project.

Quantitative Results

Tables 3, 4, and 5 show the results of speaking skills from the survey (self-reported) conducted in February from 2009 to 2011. While 67% of the 1st-year students managed to maintain a 3-minute conversation on a familiar topic, 87% did so with a

5-minute conversation on a familiar topic in the following year. In the 3rd year, 68% were able to keep talking about a social topic for 5 minutes.

Table 3. Speaking Skills of 1st-Year Students in February 2009, *n* = 275

Can-do statement	% of students
Can completely manage using shadowing and rejoinders	25
Can almost manage using shadowing and rejoinders	42
Can somehow manage using shadowing and rejoinders	27
Can hardly manage	5
Cannot manage at all	1

Note. Self-reported for a 3-minute timed conversation about familiar topics.

Table 4. Speaking Skills of 2nd-Year Students in February 2010, *n* = 273

Can-do statement	% of students
Can completely manage using shadowing, rejoinders, and follow-up questions	23
Can almost manage using shadowing, rejoinders, and follow-up questions	64
Can somehow manage using shadowing, rejoinders, and follow-up questions	9
Can hardly manage	4
Cannot manage at all	0

Note. Self-reported for a 5-minute timed conversation about familiar topics.

Table 5. Speaking Skills of 3rd-Year Students in February 2011, *n* = 261

Can-do statement	% of students
Can completely manage using shadowing, rejoinders, and follow-up questions	5
Can almost manage using shadowing, rejoinders, and follow-up questions	63
Can somehow manage using shadowing, rejoinders, and follow-up questions	27
Can hardly manage	5
Cannot manage at all	0

Note. Self-reported for a 5-minute timed conversation about social topics.

Tables 6, 7, and 8 show the results of writing skills from 2009 to 2011. While 13% of the 1st-year students wrote an essay of over 150 words in 2009, 53% of them wrote over 150 words in the following year. 62% of them wrote at least 150 words about a social topic when they became 3rd-year students.

Table 6. Writing Skills of 1st-Year Students in February 2009, *n* = 274

Can-do statement	% of students
Can write over 150 words	13
Can write over 120 words	48
Can write over 100 words	24
Can write over 80 words	14
Can write with fewer than 80 words	1

Note. For a fun essay about familiar topics.

Table 7. Writing Skills of 2nd-Year Students in February 2010, *n* = 273

Can-do statement	% of students
Can write over 150 words	53
Can write over 120 words	33
Can write over 100 words	11
Can write over 80 words	2
Can write with fewer than 80 words	1

Note. For a fun essay about familiar topics.

Table 8. Writing Skills of 3rd-Year Students in February 2011, *n* = 271

Can-do statement	% of students
Can write over 200 words	13
Can write over 150 words	49
Can write over 130 words	37
Can write over 100 words	1
Can write with fewer than 100 words	0

Note. For a fun essay about social topics.

Table 9 displays the results of ACE tests conducted in April and January of the 2011 school year. As explained before, the ACE is a standardized test conducted in many high schools all over Japan. It measures vocabulary, grammar, listening, and reading skills. Whereas only 29.3% of the 1st-year students reached or outperformed the standard of English ability for 1st-year students in January 2012, 39.7% of the 2nd-year students did so. Moreover, 53% of the 3rd-year students reached or outperformed the standard for the 1st-year students. Considering the English level of the 1st-year students, students at Kagamihara High School improved their basic linguistic ability over 3 years. In short, these students developed not only fluency but also accuracy over 3 years through the communicative English program.

Discussion

The first research question was about how teachers communicate and collaborate for a curriculum reform project. As Hirano explained, these teachers had busy schedules. However, he and his colleagues had informal gatherings in addition to weekly meetings to discuss how to use handouts and solve problems. Consequently, they were able to develop a systematic and coherent English curriculum for 3 years, which resulted in successful student outcomes. The results confirm the finding of previous researchers that teacher collaboration leads to better student learning (see McLaughlin & Talbert, 2001; Sato & Takahashi, 2008). Unfortunately, Hirano reported that there were other teachers who were unwilling to collaborate due to different beliefs about language learning and teaching. There still remains the challenging issue of how to change a school culture into a collaborative one. Hawley and Valli (1999) asserted that "without collaborative problem solving, individual change may be possible, but school change is not" (p. 141). In other words, without developing a collaborative teaching culture, innovations are marginalized and curriculum improvement does not occur (see Sato 2002; Sato & Kleinsasser, 2004).

The second research question was about how students change their attitudes toward learning English and improve their abilities through the project. The results indicate that students improved their English ability in terms of both fluency and accuracy. One of the important things we learned from this project was the value of integrating teaching and assessment. To begin with, all teachers gave students a syllabus that included goals and assessment components at the beginning of the school year in April, which had not been the norm at this high school. In

Table 9. The Results of ACE Tests in 2011-2012 School Year

Grade	Month	Standard scores					
		1st year 430~449	2nd year 450~469	3rd year 470 ~499	500 ~ 599	600 ~ 699	700
1st-year	April	18 (6.5%)	16 (5.7%)	4 (1.4%)	6 (2.2%)	0	0
	January	36 (12.9%)	26 (9.3%)	10 (3.5%)	7 (2.5%)	3 (1.1%)	0
2nd-year	April	45 (15.1%)	17 (5.7%)	7 (2.3%)	1 (0.3%)	0	0
	January	38 (12.8%)	41 (13.8%)	30 (10.1%)	8 (2.7%)	1 (0.3%)	0
3rd-year	April	42 (15.7%)	36 (13.4%)	26 (9.7%)	18 (6.7%)	3 (1.1%)	0
	January	37 (13.8%)	34 (12.7%)	34 (12.7%)	31 (11.6%)	4 (1.5%)	2 (0.7%)

Note. Maximum score is 900. Scores less than 430 are not included.

most high schools, students are assessed based only on written term tests. Lee and VanPatten (2003) suggested that "testing cannot be viewed as an isolated event; it must be an integral part of the teaching and learning enterprise" (p. 100). Similarly, Brown (2007) affirmed that assessment and teaching should be partners for successful language learning. Because the final grade included speaking tests (20%) and fun essays (20%), both teachers and students worked hard on performance tests. Hirano's stories illustrate how students were motivated and made an effort on the tests.

The third research question was about the difficulties in implementing the school-wide curriculum reform project. Hirano revealed two difficulties in his narrative. One was developing handouts based on skill integration and the other was teacher collaboration. Hirano spent hours developing handouts and modified them based on the advisor's comments and feedback from his colleagues. Gradually, he developed the ability to make handouts based on principles of language teaching (see Brown, 2007; Lee & VanPatten, 2003). With regard to language teaching theories, the teachers mainly relied on skill integration and focus-on-form instruction. This study indicates that teachers can put theory into practice successfully and make a difference in student learning if they receive continuous teacher learning opportunities and advice from a mentor (see Mutoh et al., 2009). Yet, an unresolved issue remains. Although there were two leaders in charge of making handouts for each grade level, many or most of the students were taught by other teachers. These included both novice and experienced teachers who transferred in from different schools and joined the curriculum reform project while it was being carried out. Their degree of participation in the new curriculum became an issue. As Hirano reported, there were teachers who were unwilling to participate in the curriculum reform project, although it had been mandated by the prefectural Board of Education. Because it was a top-down reform project, Sato observed that some teachers did not collaborate and did not follow the handouts that grade-level leaders made over the 4 years. As the literature on teacher beliefs and practices indicates, beliefs are difficult to change, tend to self-perpetuate, and affect practices (Pajares, 1992). Moreover, school culture is influential in forming individual teachers' beliefs (Sato, 2002; Sato & Kleinsasser, 2004). For example, Sato and Kleinsasser (2004) found that, in one Japanese high school, novice teachers were acculturated into the norms of their new school and went back to traditional ways of teaching. This issue

should encourage the consideration of additional questions: How can teachers collaborate with others and develop a collaborative school culture? How do teachers change their beliefs and practices in a collaborative school culture? How do teachers continue to work on curriculum development after a top-down reform project is over?

In summary, collaborative action research empowers teachers to be continuous learners and action research "has a potential to be a powerful agent of educational change" (Milles, 2003, p. v). However, to make it happen, these teachers need support from both their colleagues and policy makers to make their school a collaborative learning community (see Murphey & Sato, 2005; Sato & Kleinsasser, 2004; Sato & Takahashi, 2008). We should keep in mind Smylie's (1995) important observation that "[we] will fail . . . to improve schools for children until we acknowledge the importance of schools not only as places for teachers to work but also as places for teachers to learn" (p. 92).

Bio Data

Kazuyoshi Sato teaches at Nagoya University of Foreign Studies. He holds a PhD in Applied Linguistics from the University of Queensland, Australia. He has written papers on communicative language teaching and teacher education. His research interests include teacher development, second language acquisition, and curriculum development.

Mitsuru Hirano teaches English at Kanagawa Prefectural Yokohama Senior High School of International Studies. He holds an MA in TESOL from Nagoya University of Foreign Studies in Japan. His research interests include skill integration and multilingualism.

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Appendix A

Lesson Handouts and Activities

Lesson 10 "What is Meaningful International Cooperation?"

Pre-reading of this lesson

Goal

I will be able to write and speak about "International Cooperation."

Small Talk

Your teacher has already written down a question for today's talk "Which country in Africa would you like to visit?" on the blackboard. Make a pair and play *jyanken-pon*. Winners start talking.

Use conversation strategies for 1st-year students;

1. openers; Hi, How ya doin?

2. How 'bout you?

3. rejoinders: That's great! / Really? / Oh, I see. / Sounds interesting!

4. shadowing (repeat completely or partially what your partner said)

5. follow-up question (ask your partner about his/her answer)

6. closers: Nice talking with you. / You, too.

A: Hi (partner's name). How ya doin? (*opener*)

B: I'm pretty good. (*rejoinder*) How 'bout you?

A: I'm great. (*rejoinder*) Which country in Africa would you like to visit?

B: I would like to visit _____.

A: You would like to visit _____. (*shadowing*)

That's great! (*rejoinder*) Why? (*follow up question*)

B: Because _____.

A: (*shadowing what B said*), (*rejoinder*). How 'bout you?

Which country in Africa would you like to visit?

(when you finish your conversation, you use closer as follows)

A: Nice talking with you. (*closer*)

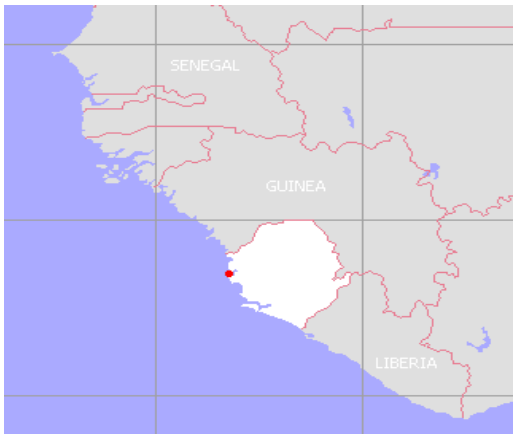
B: You, too. (*closer*)

Preview the story 1 : Skimming

Open your textbook. Look at the pictures on pages 102, 104, 106, 109, and 110. Read the Japanese sentences on each page. Then, read only the first sentence in each paragraph on pp. 104, 106, 108, and 110 and answer the following true or false questions.

1. When he was 12, Mr. Yamamoto went to South America with his father. T / F
2. He was sent to one of the countries in Africa called Sierra Leone. T / F
3. In Sierra Leone, there had been a civil war for 10 years. T / F
4. When he left Sierra Leone, he received a welcome message. T / F

A map of that part of West Africa



Preview the story 2

Answer the following questions.

Q1 What is the capital of Sierra Leone?

Q2 Which is smaller, Hokkaido or Sierra Leone?

Q3 What language do they speak in Sierra Leone?

Q4 How do you say 'Medecins Sans Frontieres' in Japanese?

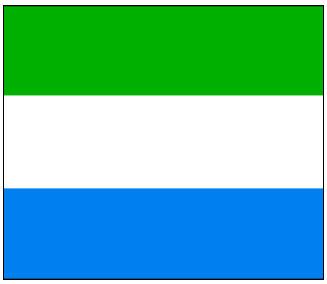
*医療援助団体 medical aid group

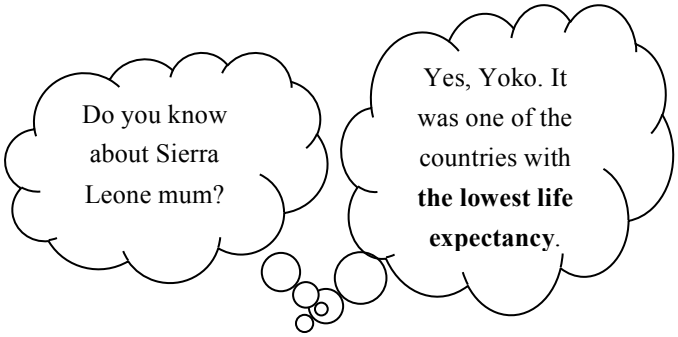
Flag of Sierra Leone

green

white

blue





Pre-reading of Part 1

True or False questions

First of all, guess true or false before reading part one. Circle T / F.

He saw children there eating a fruit. T / F

He traveled to some developing countries when he was a high school student. T / F

When he was 35, he decided to join MSF to seek the answer to his question. T / F

While-reading of Part 1

Now open your textbook on page 104 and read part one silently. After that, check your answers. You may want to change them.

Check your answers with a friend as follows:

A: Let's talk about No.1. Is this true or false?

B: I think it is true/false. How ‘bout you?

A: I think so, too. / I don’t think so. I think it is true/false.

B: Then how about No.2? Is this true or false?

A: I think it is…

Vocabulary Input

Match the underlined English words and Japanese ones.

1. Tanaka sensei wants to eat a whole chilled watermelon by himself.

*chilled 冷やされた ( ) ( )

2. My nephew has been working in a developing country.

( )

3. I tried to seek my friends at Hirano University.

( ) ( )

4. Hirano sensei seems happy to see Tetsuya Tomuro.

( )

5. Hirano sensei was involved in international cooperation activities

( )

right after coming back from Ecuador in South America.

( )

ア　～の直後に
イ　西瓜
ウ　探す
エ　～（する）ように思われる（見える）
オ　～に参加した
カ　開発途上国
キ　大学

Play *jyanken-pon*. Winners say Japanese and losers translate into English. When you have finished, change the role. I would like you to memorize all words or phrases.

Quick Reading 1

Read part one silently and time your speed by yourself. (seconds)

Detailed questions

Now answer the following questions in English. You may want to scan the text.

1. When did Mr. Yamamoto go to Africa with his father? →

2. What was he shocked by when he saw the sight? →

3. When did Mr. Yamamoto decide to take part in MSF? →

Check your answer with a friend as follows.

A: Let's talk about question No.1. When did Mr. Yamamoto go to Africa with his father?

B: I think . . . . How 'bout you?

A: I think so, too. / I don't think so. I think . . . .

B: Okay, let's talk about question No. 2. Since when did Mr. Yamamoto decide to . . . .

Reading practice

Let's practice reading!

1st time – Read the story with your teacher, check your pronunciation of the words you find difficult.

2nd time – Read it again in a soft voice by yourself.

3rd time – Shadowing: Play *jyanken-pon*. Losers shadow your partner without the textbook. Please change roles in each paragraph.

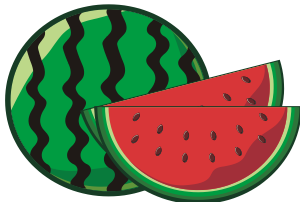
Quick Reading 2

Read part one silently and time your speed by yourself. (seconds)

Post-reading of Part 1

Vocabulary Output

Fill in the blanks with the words listed below.



1. There were lots of flies on the _____.
2. Cameroon is one of the _____ .
3. I _____ a face-to-face relationship.
   *a face-to-face relationship 直接対話できる関係
4. I _____ a school festival when I was a _____ student.
5. The baby _____ to be happy _____ his mother showed up.

Word list⇒ university / developing countries / watermelons / seek / was involved in~ / right after / seemed

Retelling

I want you to retell part one with several sentences. You may use key words below if necessary. Play *jyanken-pon*. Winners first tell one sentence about the first information of part one. Then, losers add one sentence. Continue to tell the story, taking turns.

key words for part 1 : developing countries, international cooperation, MSF, doctors

Timed-Conversation

"International cooperation" is the topic of your fun essay and speaking test. This activity is useful for you to complete your fun essay and speaking test. First answer two questions ① and ② below. Then, start timed-conversation with the partner next to you. Play *jyanken-pon*. Losers start talking. You have ONE minute.

The list of conversation strategies

opener / How 'bout you? / shadowing / rejoinders / follow up questions / closer

Could you say that again, please? ←Use this, if you don't understand what your partner says.

①What kind of international cooperation are you interested in?

②Why?

Appendix B

Rubrics

Rubric for the Speaking Test

Speaking Test (Video Recording)

① What kind of international cooperation are you interested in?

② Why?

③ Where would you like to go?

④ Why?

⑤ Do you need a certification for doing the cooperation?

⑥ If yes, what kind of certification do you have to get?

⑦ What is a tough point of the occupation?

Fluency & Content

(10 points) You can completely manage 3-minute talk.

(7 points) You can manage the 3-minute talk with a couple of pauses.

(4 points) You can somehow manage the 3-minute talk but the content is not enough.

(1 point) You cannot manage the 3-minute talk because of long pauses.

Delivery (volume & eye contact)

(4 points) You can talk with eye contact and appropriate volume.

(2 points) You can talk most of time with eye contact and volume.

(1 point) You cannot talk with eye contact and appropriate volume.

Strategies (conversation strategies)

(6 points) You can shadow and use more than 4 types of rejoinders.

(5 points) You can shadow and use more than 3 types of rejoinders.

(3 points) You can shadow and use more than 2 types of rejoinders.

(1 point) You cannot shadow and use any rejoinders.

Rubric for the Fun Essay

Design

A (3 points) … You use pictures or illustrations, and color effectively.

B (2 points) … You use pictures or illustrations, and color.

C (1 point) … You use only black.

Length

A (3 points) … You write over 120 words.

B (2 points) … You write 115 words.

C (1 point) … You write 110 words or less.

Content

A (3 points) … Your essay is very interesting and creative.

B (2 points) … Your essay is interesting, but not so creative.

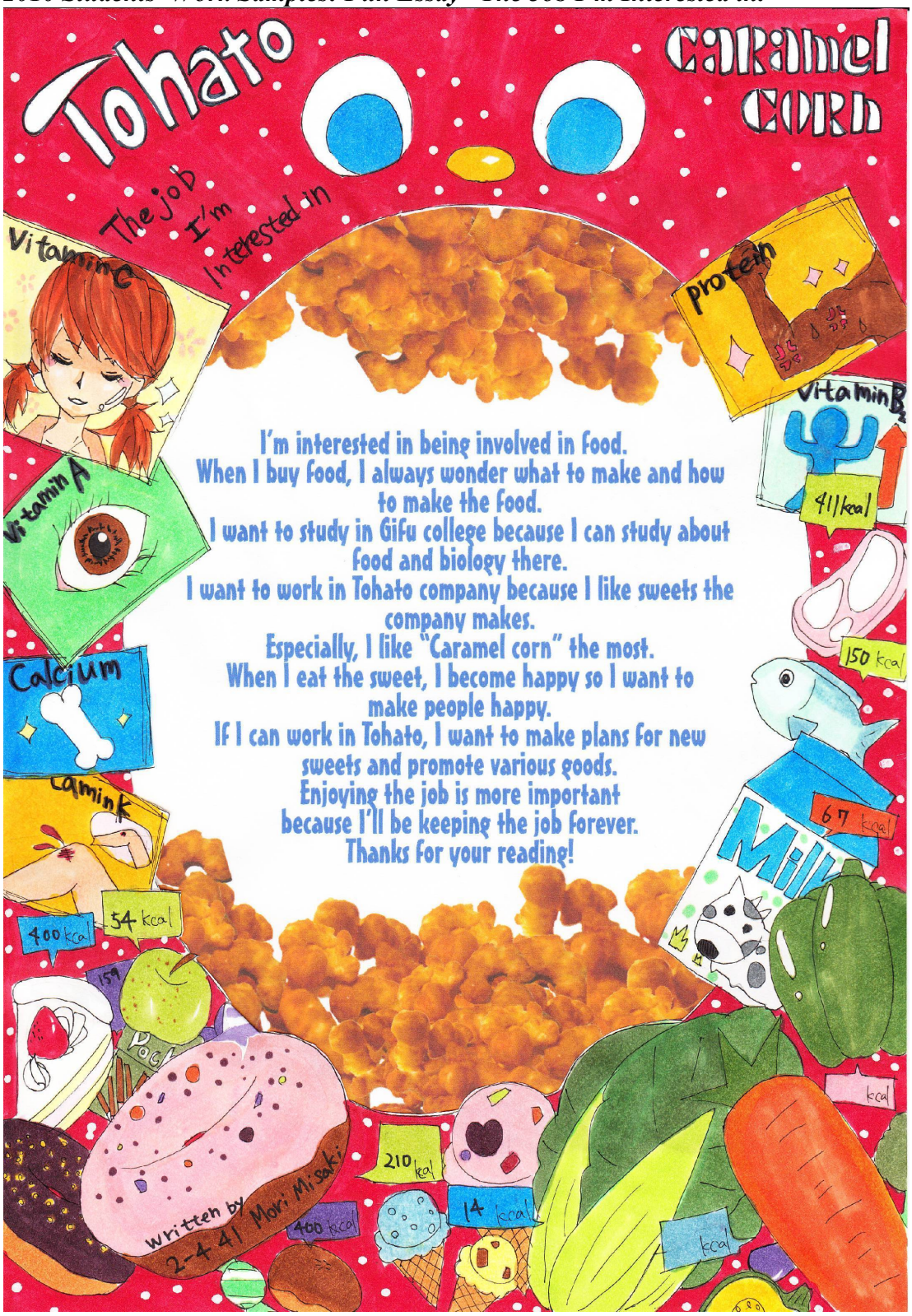
C (1 point) … Your essay is too simple and monotonous.

Bonus point

You will get ONE bonus point if your essay is brilliant in one of the aspects above.

Appendix C

2010 Students' Work Samples: Fun Essay "The Job I'm Interested in."



THE JOB I'm INTERESTED IN

I'm interested in being a kindergarten teacher because I have some sister and cousin so I always take care of them. I think that my empirical knowledge have to be useful.
I would like to study in Gifu Syotoku junior college. I wish to study there since I was a junior high school student because I would like to study special field about child care.
My seniors is a student at Gifu Syotoku college. He study hard to be good teacher of chemistry. I rispect him. I think that I want to study with him.
I would like to work in a kindergarten or preschool because every kindergarten teacher often work in there.
In kindergarten, I play inside and outside with childlen, Iplay the piano, and I read some books for children.
I think to enjoy a job is more important. I have two reason,
One, I can't continue a job if I don't enjoy.
Two, I hope that I always work for childlen, not monney.

Written by
Matsuda
Haruka