



**Asia-Pacific
Economic Cooperation**

2011/SOM1/HRDWG/022

Agenda Item: EDNET 8.3

**Completion Report - HRD 01/2009 Study of Best
Practices in Teaching and Learning Languages in
APEC Economies: Lesson Study Applications**

Purpose: Information
Submitted by: Chinese Taipei



**33rd Human Resources Development
Working Group Meeting
Washington, D.C., United States
7-11 March 2011**

Completion Report

(as at Dec 16, 2010)

Project Number: [HRD 01/2009](#)

Committee / WG / Fora: HRD/EDNET

Project Name: Study of Best Practices in Teaching and Learning Languages in APEC Economies: Lesson Study Applications

Project Overseer: LeAnn Eyerman, Chinese Taipei

Date of submission: December 17, 2010

1. Key Issues

- a. In fruitful discussions on Lesson Study Applications for Language Teaching at the April 2010 seminar, participants identified potential themes for projects to follow-up on collaboration in Lesson Study. These include:
- (1) Effects of Lesson Study on Teacher Role, Teacher Learning and Teacher Performance;
 - (2) Lesson Study Applications for University Teaching;
 - (3) Exploring Best Practices for Promotion of Lesson Study Throughout a Member Economy; and
 - (4) Role of Culture in Lesson Study Collaborations, and Influence of Culture on how we Collaborate, Teach, and Learn.
- b. Participants from multiple economies strongly expressed their enthusiasm to participate in an international professional community and further this productive collaboration. Comments on evaluation forms at the end of the seminar include:
- Very effective; helpful to see how different cultures/systems could use Lesson Study
 - Quite effective in setting up good examples for others to consider
 - This is just a beginning; I will continue to share this good idea.
 - Lesson Study can help me as a teacher to always be reminded to develop my professional performance
 - We have learned new ideas and will practice them in our economy.
 - The project inspires me to keep studying and improving.
 - Lesson Study has provided an excellent avenue for teachers' professional development; very effective project in building up a culture of research and development in language teaching to the benefit of teachers and students.
 - The many methods for performing and assessing Lesson Study are helpful to me.
 - Project could be even longer with more teachers in wider scope.
 - Would be good to extend this project further and promote it as a part of continuous professional upgrading for language teachers in their immediate working environment.
 - The Lesson Study approach stimulates collaboration and commitment among teachers and school stakeholders.
 - The project has great impact, which could be increased if this idea would be taken up by the various Ministries of Education; perhaps we can publish an APEC Lesson Study Journal.

2. Outputs

- a. Chinese Taipei agreed to collaborate with the Lead Shepherd's Office to co-host an international language education seminar along with Southeast Asian Ministers of Education Organization Regional Language Centre (SEAMEO RELC). This 19~21 April seminar was held in Singapore at the RELC facility, and featured a Lesson Study Track. This was determined to be the wisest use of resources, and a means to maximize participation and further the promotion of this APEC project among a broader audience of interested professionals.

- b. 14 member economies nominated 25 pedagogical research specialists and key teachers to participate in the project, with each participating economy presenting their lesson study experience in language education at the April 2010 seminar. All but one have submitted available relevant files for the project website, which is available at:
<http://www.apeclessonstudy.edu.tw>
- c. In addition to the nominated specialists and teachers from the 14 member economies, over 100 others participated in one or more sessions of the Lesson Study track at the April 2010 seminar.
- d. Workshop on Lesson Study for languages was held in Taipei March 21-22, 2009, with two specialists from US and Japan, inducting pedagogical specialists, teachers, research assistants and project staff (11 people) into Lesson Study practices.
- e. Chinese Taipei pedagogical specialists, key teachers and research assistants completed Phase 1 of lesson planning, teaching with observation, and reflection on their study lessons in the teaching of English as a foreign language. One study lesson in English was produced at each of primary, lower secondary and upper secondary levels.
- f. The three participating Chinese Taipei schools also completed Phase 2 of the project, by passing on the Lesson Study experience to peer language teachers (non-English teachers), who completed study lessons in Chinese.
- g. A DVD-CD ROM packet in English was distributed to all Lesson Study Track participants and interested others at the April 2010 seminar. This packet includes 4 hours of edited Workshop on Lesson Study (2 DVDs), with English captions. Excerpts of Lesson Study experiences in language education from Chinese Taipei (1 DVD) and Lesson Study instructional materials, bibliography, and English transcript of the workshop (1 CD ROM) make up the remainder of the packet. The Workshop on Lesson Study captions were also translated into Chinese (tradition and simplified), Spanish, Korean, Malay, Indonesian, Vietnamese and Thai. Packets containing these separate language versions were distributed to the relevant member economies.
- h. A project website was designed, <http://www.apeclessonstudy.edu.tw>, which includes detailed description of the project, introduction of the participants and their schools, samples of Lesson Study videos (teaching English and other languages), examples of Lesson Study plans and post-teaching of study lesson reflections, as well as links to related sites.

3. Participant information

- a. The number of participants (or subjects if the project was a survey)
25 pedagogical research specialists and key teachers participated in the project.
- b. Which APEC member economies participated
Originally, 14 member economies were to report, including Australia, Brunei Darussalam, China, Hong Kong – China, Korea, Indonesia, Malaysia, New Zealand, Peru, Philippines, Russia, Chinese Taipei, Thailand, and the United States. However, due to the volcanic ash grounding all flights in and out of Europe, the delegations from Peru and Russia were unable to attend the seminar. The specialist speaker for Lesson Study, Dr. Clea Fernandez, was also prevented from attending. Teachers and education administrators from Singapore joined in the final discussion as well.
- c. Any non-APEC member participants
Over 100 others participated in one or more sessions of the Lesson Study track at the April 2010 seminar. Primarily, these were classroom teachers or local education officials from SEAMEO countries, who were attending the Inaugural APEC-SEAMEO RELC International Seminar 2010 *Language Education: An Essential for a Global Economy* in Singapore during April 19-21.

- d. The relative number of women and men participants
The ratio of women to men was 25:2.

4. Project management

Project overseer comments: Could the project have been managed more effectively or easily from the Secretariat? Are there suggestions for more effective management of projects in the future?

This project became a bit complex when we chose to hold the seminar in conjunction with that of the Strategic Plan for English and Other Languages project. That required a lot of communication, coordination and approval from APEC Secretariat. We sincerely appreciate the hard-working APEC Secretariat staff, who assisted us in working through these details. The only difficulty we observed throughout the project management cycle occurred when the APEC staff member shifted during the course of the project. Some points originally communicated with the former staff member had to be repeated and clarified with the incoming staff member.

APEC Secretariat comments: Were APEC project guidelines followed? Could the project have been managed more effectively or easily by the Project Overseer?

5. Budget

Attach a detailed breakdown of the project budget, comparing planned costs to actual expenditure.

Detailed breakdown of the project budget

According to itemized budget of project proposal	APEC Funding (US\$)	
	<u>Planned Costs</u>	<u>Actual Expenditure</u>
Direct Labour		
Translator's Fees	10,500	9,000
Consultant (including Researcher) Fees	3,200	0
Travel for Speakers and Active Participants		
All per diem and airfares	76,114	32,696
Total :	89,814 (approved)	41,696

***Study of Best Practices in
Teaching and Learning
Languages in APEC Economies:
Lesson Study Applications***

Final project report by
Chinese Taipei
March 2011



Project Aims

Share the concept and examples of Lesson Study, through a DVD Workshop, to promote higher proficiency in shared languages for the good of economic life and development among the APEC member economies.

Collaboratively apply and evaluate the Lesson Study approach for the pragmatic teaching of languages among the APEC member economies.

Meet APEC Priorities regarding language development

Phase I (January -July 2009)

- A DVD workshop on Lesson Study featured Key Lesson Study experts



- shared the concepts and means of applying this approach to language teachers' professional development



Phase I (January 2009-July 2009)

- A DVD workshop on Lesson Study
 - Included sample Lesson Study of real-life English lessons in Chinese Taipei, at several levels

- **Elementary**



- **Junior High**

- **Vocational Senior High**



DVD Workshop

multiple language subtitles

這個研討會有兩個目的: 最重要的是讓你學習更多有關什麼是課程研究。

En nombre de China Taipei, permitame decirles que nos sentimos complacidos de presentar a Uds. este DVD de Estudio de Clases

이 워크샵은 두가지 목적이 있습니다. 가장 중요한 첫번째는 학습연구가 무엇지에 대해서 당신이 알게

这个研讨会会有两个目的: 最重要的是让你学习更多有关什麼是课程研究。

- English
- Chinese (traditional)
- Chinese (simplified)
- Spanish
- Korean
- Thai
- Indonesian
- Malay
- Vietnamese



Cuộc hội thảo này nhằm vào hai mục đích: Mục đích thứ nhất và cũng là quan trọng nhất đó là giúp cho các bạn hiểu rõ hơn về Nghiên cứu bài học là gì.

Workshop ini mempunyai dua tujuan: pertama dan yang paling penting adalah bagi anda untuk belajar lebih banyak tentang apa pelajaran kajian tentang.

การประชุมเชิงปฏิบัติการนี้มีวัตถุประสงค์สองประการ ประการแรกและสำคัญที่สุดคือเพื่อให้คุณได้เรียนรู้เพิ่มเติมว่าการศึกษามหาวิทยาลัยมีลักษณะอย่างไร

Phase II (August 2009-July 2010)

- Each co-sponsoring APEC member economy
 - engaged in promoting the Lesson Study project
 - developed at least one language teaching Lesson Study in their economy

Phase II (August 2009-July 2010)

- *Each co-sponsoring APEC member economy*
 - *produced corresponding DVD to share*
 - *subtitles in the language of the economy plus English*



Phase III (April 2010)

APEC-RELC Int'l Seminar -Lesson Study Track

- *share teaching approaches*
- *discuss lessons learned for developing effective and practical language teaching across economies*



APEC-RELC Int'l Seminar -Lesson Study Track



25 Participants from 14 Member Economies

- *In-service language teachers*
- *Language pedagogy specialists
(researchers)*
- *Education policymakers*

- *~100 classroom teachers and local
education officials from SEAMEO
countries, attending the int'l seminar*

Dissemination and Discussion

- *HRD WG wiki*
 - platform for multi-economy dissemination of information and discussion of process and results

The screenshot shows a wiki page titled "Best Practices Language Applications Lesson Study Project" under the "HUMAN RESOURCES DEVELOPMENT WORKING GROUP" banner. The page includes a navigation menu on the left with sections for "Navigation", "Browse", "External Links", "Search", and "Toolbox". The main content area features a "Contents [hide]" box with links to "1 Lesson Study Applications in Teaching and Learning Languages in APEC Economies", "2 Lesson Study at the APEC-RELC International Language Seminar", and "2.1 Teacher/Researcher Presentations". Below this, there are two main sections: "Lesson Study Applications in Teaching and Learning Languages in APEC Economies" and "Lesson Study at the APEC-RELC International Language Seminar", each with a brief introductory paragraph.

Dissemination and Discussion

- *Lesson Study Website* www.apeclessonstudy.edu.tw
 - Lesson Study DVDs
 - Symposium presentations
 - research paper on the Effectiveness of Applying Lesson Study to Language Teaching

The screenshot displays the "Lesson Study Language Applications" website. At the top, there is a navigation bar with links like "Home", "About", "Events", etc. Below the navigation, the page is titled "Sharing Lesson Study Examples" and "Participants' Files". A table lists various economies with columns for "Lesson Plans" and "Reflections", each containing a small icon representing a file. To the right of the table, there is a logo for "Lesson Study Language Applications" and "APEC", along with contact information for the website.

Economy	Lesson Plans	Reflections
Australia		
Brunei		
Changsha		
Hong Kong		
China		
Indonesia		
Korea		
Malaysia		
New Zealand		
Philippines		
Russia		
Chinese Taipei		
Thailand		

Dissemination and Discussion

- News Releases

- shared with media by EDNET contacts and local project coordinators

APEC 計畫新聞稿：

APEC PROJECT NEWS RELEASE:

高成效、有效率且資源豐碩：「課堂研究」使教師們能幫助彼此更加專業 **Productive, Efficient, Resourceful: Lesson Study Helps Teachers Help One Another Grow Professionally**

由 12 個亞太經濟合作組織 (APEC) 經濟體來的語言教師及研究者當作切實實踐者，提出極佳的正面回應報告，顯示「課程研究」對語言教師來說是有助專業發展的一項活動。上述報告於 2010 年 APEC 暨東南亞教育部教育組織 (SEAMEO) 的區域語言中心 (RELC) 之「*Language Education: An Essential for a Global Economy*」首次合作的國際研討會「課程研究組」中發表，該研討會於四月十九至二十一日於新加坡舉行。

Language teachers and researchers from 12 APEC member economies brought fascinating reports of positive practitioner responses to Lesson Study as a professional development activity for language teachers. Their reports were shared during the Lesson Study Track of the Inaugural APEC-SEAMEO RELC International Seminar 2010 *Language Education: An Essential for a Global Economy* in Singapore April 19-21.

Post-Project Expectations

- pre-service and in-service teacher training workshops
- develop better language teaching capacity among teachers
- develop better language proficiency among students



Participants' Community

Site / Message

Title	Who	Country	Date	Category
AgriChen@mpa	Yong	Philippines/CA	2011-05-25 12:04:46	Other
9876543210987	Wenfang	Palau/CA Canada/CA	2011-05-10 10:52:07	Other
9876543210987	9876543210987	United States/CA	2011-05-04 17:43:02	Other
9876543210987	Perignon	Canada/CA	2011-01-01	Other
9876543210987	Isabelle	Hong Kong/CA	2011-01-08 19:52:28	Other
9876543210987	Laine Eeman	Chinese Taipei	2010-05-12 18:51:45	Other

Lesson Study

Language Applications



Language Learning: Lesson Study Applications
Study of Best Practices in Teaching and Learning Languages in APEC Economies: Lesson Study Applications
Address: No.250, Zhongshan Road, Taipei 111
Telephone: +886-2-2862-6164 ext.2471 & 2507
Facsimile: +886-2-8861-7491
E-mail: apec@lessonstudy.edu.tw
URL: http://www.lessonstudy.edu.tw

Evaluation Comments

- Very effective; helpful to see how different cultures/systems could use Lesson Study
- Quite effective in setting up good examples for others to consider
- This is just a beginning; I will continue to share this good idea.
- Lesson Study can help me as a teacher to always be reminded to develop my professional performance
- We have learned new ideas and will practice them in our economy.
- Lesson Study has provided an excellent avenue for teachers' professional development; very effective project in building up a culture of research and development in language teaching to the benefit of teachers and students.

Evaluation Comments

- The project inspires me to keep studying and improving.
- The many methods for performing and assessing Lesson Study are helpful to me.
- Project could be even longer with more teachers in wider scope.
- Would be good to extend this project further and promote it as a part of continuous professional upgrading for language teachers in their immediate working environment.
- The Lesson Study approach stimulates collaboration and commitment among teachers and school stakeholders.
- The project has great impact, which could be increased if this idea would be taken up by the various Ministries of Education; perhaps we can publish an APEC Lesson Study Journal.

Potential Themes for Follow-up

- (1) Effects of Lesson Study on Teacher Role, Teacher Learning and Teacher Performance
- (2) Lesson Study Applications for University Teaching
- (3) Exploring Best Practices for Promotion of Lesson Study Throughout a Member Economy
- (4) Role of Culture in Lesson Study Collaborations, and Influence of Culture on how we Collaborate, Teach, and Learn