

Observation on English Composition in TEEs

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1. Introduction

We can see which qualities and abilities current teachers are expected to have by observing Teacher Employment Examinations (TEEs). Aihara (2010, 2012) observe group discussion in Ibaraki TEEs and show that teachers need abilities to manage many problems which they would face at the chalk-face, such as bullying, school non-attendance, disruption of class, school violence, delinquency, and a decline in scholastic ability. In this paper, we shall direct our attention to written examinations in TEEs and explore a little further into the required abilities for junior high school teachers of English.

2. Outline of Ibaraki TEEs

2.1. Preliminary Examination

We will begin by showing the outline of Ibaraki TEE (2012) in order to clarify what we will observe in this paper. In this prefecture, an applicant who wants to become a junior high school teacher of English takes a preliminary examination. If he/she passes the preliminary examination, he/she acquires the right to take a secondary examination. If he/she passes the secondary examination, he/she will be registered as a candidate for teacher of English in this prefecture.

At the preliminary examination, the examinee takes two types of written examinations and one oral examination. Table 1 indicates the allotment of points in the preliminary examination in Ibaraki TEE (2012). As shown in this table, 500 points are assigned to the written examinations and 200 points are assigned to the oral examination.

Table 1: Allotment of Points in Ibaraki TEE (Preliminary Exam) (2012)

Written Examination		Oral Examination	Total
General Education Teaching Profession	English		
300	200	200	700

Let us look briefly at the written examinations. As Table 1 shows, there are two types of written examinations in Ibaraki TEE (2012); one is ‘General education & Teaching profession,’ and the other is ‘English.’ In ‘General education,’ questions are

on a wide range of subjects, for example, Japanese, social studies, mathematics, science, and English. Most of them are fundamental questions which were learned in high schools. Table 2 shows the allotment of points in ‘General education’ in Ibaraki TEE (2012). We see from this table that points are nearly equally assigned to each subject. Out of 300 points which are the maximum possible points of the written examinations, 120 points are assigned to ‘General education.’

Table 2: Allotment of Points in ‘General Education’ in Ibaraki TEE (2012)

Subject		Points	
General Education	Social studies	30	120
	Mathematics	25	
	Science	35	
	Others	30	

In ‘Teaching profession,’ questions are on the fundamentals of the teaching profession, for example, laws, *Course of Study*¹⁾, pedagogy, educational psychology, model education, and human right education. Some questions are on official documents from the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) and from the Board of Education of Ibaraki prefecture (BEI). Table 3 indicates the allotment of points in ‘Teaching profession’ in Ibaraki TEE (2012). This shows that two thirds of the points are allotted to national laws and documents and one sixth are allotted to local documents. Out of 300 points, 180 points are allotted to ‘Teaching profession.’

Table 3: Allotment of Points in ‘Teaching Profession’ in Ibaraki TEE (2012)

Subject		Points	
Teaching Profession	Laws	60	180
	Documents (MEXT)	60	
	Documents (BEI)	30	
	Others	30	

As another written examination, an applicant who wants to become a junior high school teacher of English takes ‘English.’ In this examination, questions are on English conversation, reading, grammar, *Course of Study*, and composition. From Table 4 and Figure 1, we see that ‘composition’ is regarded as important in ‘English’ in Ibaraki TEE (2012). It may be worth pointing out, in passing, that 50 points were assigned to ‘composition’ in the previous year. The fact that the allotment of points in

‘composition’ increases means that Ibaraki prefecture has placed great importance on this category in ‘English.’

Table 4: Allotment of Points in ‘English’ in Ibaraki TEE (2012)

Subject		Points	
English	Conversation	44	200
	Reading	40	
	Grammar	16	
	<i>Course of Study</i>	40	
	Composition	60	

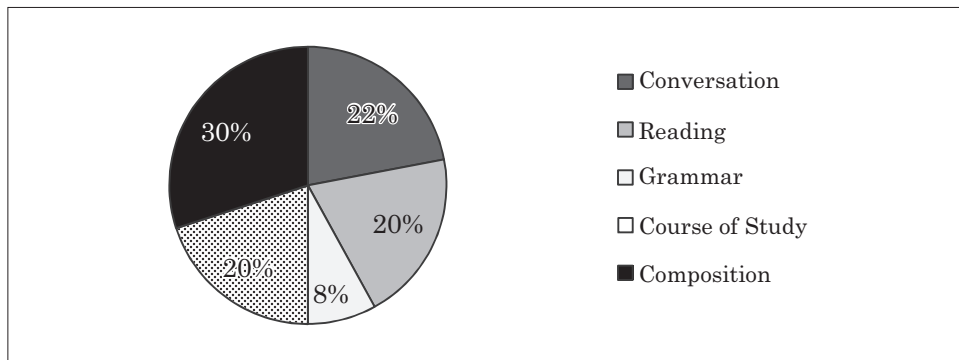


Figure 1: Percentage of points in ‘English’ in Ibaraki TEE (2012)

Let us leave written examinations and turn to the oral examination. In this examination, two subjects are assigned to an examinee. As for the first subject, he/she is given thirty seconds to silently read a short article written in English. After grasping the outline of the article by reading it in thirty seconds, he/she next reads the article aloud in front of three examiners. Lastly, an examiner asks a question about the article and the examinee answers the question in English. The topics are from general news pages, such as an emergency landing of a plane on the Hudson River, the prevalence of influenza (2009), an earthquake in Haiti, the FIFA World Cup, the new *Course of Study* (2010), a cave-in of a mine in Chile, a Nobel Prize, a drought of Lake Chad (2011), an organ transplant of a six-year-boy in Japan, the influence of the women’s football team ‘*Nadeshiko Japan*’, and the death of Mr. Steve Jobs (2012). By observing the examinee’s reading and answering, examiners will judge whether the examinee could correctly read and comprehend a short essay written in English.

As for the second subject, the examinee is handed a piece of paper on which a topic is written. He/she gets his/her ideas organized on a given topic in sixty seconds. After

sixty seconds, the examinee talks about his/her opinion on the given topic in sixty seconds. By observing the examinee's speaking, examiners will judge whether the examinee can explain his/her ideas in English. The topics assigned to the examinees in 2012 are shown below.

Topics of Oral Examination in Ibaraki TEE (2012)

- A: What's your good memory from when you were a junior high school student?
- B: What book do you recommend to junior high school students?
- C: Who is your ideal teacher?

2.2. Secondary Examination

The examinee who passes the preliminary examination takes a vocational aptitude test, an essay examination, a group discussion, and an individual interview as a secondary examination. Onuki (2009) shows five types of interviews; individual interview, group interview, group discussion, micro-teaching, and role-playing. According to Onuki (2009), there are two types of interviews in the secondary examination In Ibaraki TEE (2012). In group discussion, examinees talk about a specific topic to exchange ideas or to reach a decision, and two or three examiners observe them. Individual interview is a meeting in which one examinee is questioned by two or three examiners.

Table 5 shows the allotment of points of the secondary examination in Ibaraki TEE (2012). This table shows that 240 points are assigned to the individual interview and 120 points to the group discussion. We see that interviews represent a high percentage (70%) in the secondary examination of Ibaraki TEE (2012). As Aihara (2012) shows, TEEs in Japan have placed great importance on the personalities of examinees because current teachers need to have abilities to manage many problems which they would face at the chalk-face. Since examiners have difficulties in judging whether an examinee has these qualities and abilities only from the grade of written examinations, they intend to observe the examinee carefully in several ways, such as in an essay examination, an interview, and a group discussion.

Table 5: Allotment of Points in Ibaraki TEE (Secondary Exam) (2012)

Individual Interview	Group Discussion	Essay Examination	Total
240	120	160	520

Let us look briefly at each interview. The individual interview begins with a three minute self-introduction of an examinee. After his/her introduction, three examiners (two Japanese teachers and one native teacher of English) ask several questions to the

examinee for about twenty minutes. The questions are on a wide range of subjects, such as about the examinee himself/herself, school life, image of the ideal teacher, teaching English, class management, student instruction, and so on. For further details of questions in Ibaraki TEEs (2008-2010), see Aihara (2012). By observing the examinee's replies, examiners judge whether the examinee can understand the importance of the teaching profession, declare his/her determination to become a teacher, be sensible, be emotionally stable, be ambitious, work well with others, have leadership ability, and take such steps as an occasion demands.

Let us next turn to group discussion. In this interview, eight examinees sit in a circle and discuss a given subject for forty-five minutes and three examiners observe the discussion to judge whether each examinee has the necessary elements to be a teacher. Firstly, an examiner announces the subject which examinees will discuss and examinees are given five minutes to get their ideas individually organized on the subject. Then each examinee states his/her opinion in two minutes. After all examinees give their opinions, they begin to exchange their ideas to reach a decision. Lastly, one volunteer summarizes the outline of their discussion. Some of the subjects which were actually introduced in Ibaraki TEE (2012) are shown below. By observing what the examinee says and does in the discussion, examiners will judge whether he/she could behave suitably for the occasion, have a good relationship with others, communicate with others, and have good leadership ability.

Topics of Group Discussion in Ibaraki TEE (2012)

- A: Teachers are expected to foster patient, indefatigable students. What do you think of this? What do you actually do?
- B: It's important for teachers to foster students who can consider the feelings of others and do something for others. What do you think of this? What do you actually do?
- C: Reliability between teachers and students is needed. What do you think of this? What do you actually do?
- D: It's important for teachers to make their students notice the importance of learning. What do you think of this? What do you actually do?

3. English Composition in TEEs

We have surveyed the outline of Ibaraki TEE (2012) in the previous section. We are now able to see that Ibaraki Prefecture has placed great importance on 'composition' in 'English' in written examinations. We will observe this category to consider which abilities an examinee is expected to have as a future Japanese teacher of English.

3.1. Topics of English Essay in TEEs

Needless to say, an examinee should have an ability to write his/her ideas and opinions in correct English on the grounds that he/she will teach English to junior high school students as a teacher. To find other abilities he/she needs to have, the observation on topics of English essay in TEEs may be helpful. Table 6 shows topics of English essays in TEEs (2006-2012) actually introduced in some prefectures.

Table 6: Topics of English Essay in TEEs

Year	Prefecture	Topic
2012	Ibaraki	1. What is your dream? What do you do to make your dream come true? (80-100 words) 2. Look at the graph2) and write your opinion about the result. (80-100 words)
2011	Ibaraki	In Ibaraki prefecture, Foreign Language Activities have been introduced in elementary schools for two years. How do you teach English for first year students in junior high school? What are the points to be specially considered? Explain your teaching plan with concrete examples. (150-200 words)
2010	Ibaraki	What are the makings of a teacher? What do you do to be a teacher? (200 words)
	Yamaguchi	How do you improve your students' reading ability in English? Write your ideas and reasons.
	Hyogo	What is the importance of learning English for Japanese people? Write your ideas using 'internationalization' 'the place of Japan in the world' and 'the place of English language.' (100 words)
	Yamagata	Under the new <i>Course of Study</i> , teachers need to develop students' integrated English abilities of listening, speaking, reading and writing. How do you design your classes? (100 words)
	Aomori	Read the following two ideas and write your ideas and reasons. (70-100 words) a. When teachers give lessons only in Japanese, their students cannot touch English. When teachers translate ALTs speaking into Japanese, their students cannot touch living English. It is important for teachers to teach in English. b. When teachers give lessons only in English, their students will be confused and their misunderstanding cannot be corrected. It is important for teachers to use Japanese if necessary.
	Miyagi	Look at the graph from MEXT which shows how frequently Japanese teachers of English (JTEs) use English in their classes and answer the following questions. 1. What do you see from the graph? (70 words) 2. Consider the background and show your solution. (120 words)
	Kagoshima	Read the following statement and write your opinion. (90 words) "It is important for teachers to make their students develop communication ability in English as Japanese living in an international society."

Year	Prefecture	Topic
	Miyazaki	A student asks you the following question. Answer the student in easy to understand English with concrete examples. (100 words) Question: Why do I have to study English?
	Aichi	Write your ideas on the following statement. (80 words) “Japan should begin its English education at the elementary school level.”
	Ishikawa	Write two or more paragraphs entitled “How much English should JTEs speak in their English classes?” (100 words)
	Saga	Are you ‘for’ or ‘against’ teacher evaluation by students? Write your opinions and two reasons. (100 words)
	Kyoto	What do you think is important in team-teaching with ALTs? What would you be careful of in class? Please give two points to discuss with concrete examples. (120 words)
2009	Ibaraki	What do you think is the most important thing as a teacher?
	Tochigi	Write about an unforgettable teacher in your life in at least 7 sentences in English.
	Kumamoto	State your ideas on what is important for teaching English to newly enrolled senior high school students.
	Aichi	Write your ideas on “the advantages and/or disadvantages of hand-held electronic dictionaries.” (80 words)
	Gunma	Write your ideas on the following questions. 1. When you introduce ‘oral introduction’ into your class, what do you 2. When you introduce ‘extensive reading’ into your class, what are you
	Iwate	“The greater the effort, the greater the glory.” The statement above argues that the difficulty of a task determines its importance. Write an essay supporting, disputing, or qualifying the statement. You may use examples of history, literature, popular culture, current events, or personal experience to support your position. Your essay should consist of at least three paragraphs.
	Saga	Write your ideas on your students using electronic dictionaries in class? (100 words)
2008	Ibaraki	What do you think about elementary schoolchildren having their own cell phones? Please write your opinion in English.
2007	Ibaraki	What is necessary to develop students' basic practical communication abilities? Please write your opinion in English.
2006	Ibaraki	What do you think of teaching English in elementary schools? Please write your opinion in English.

By observing these topics, we see that the examinee is expected to have two further abilities. First, he/she should write his/her ideas and opinions which are supported by good examples and theories. To meet this condition, he/she needs to fully understand the fundamentals of English language teaching, English as a Foreign Language (EFL), and English as an International Language (EIL). Second, his/her

ideas and opinions should be consistent with reality. He/she should not write arguments which look good on paper but won't work in class. To meet this condition, he/she needs to deepen the knowledge of English language teaching and put the knowledge to practical use. He/she also needs to consider educational problems and search for concrete solutions which are consistent with reality.

Let us take a topic introduced in Kyoto TEE in 2010 for example. When the examinee writes his/her ideas on this topic, he/she is expected to have understood the importance and problems of team-teaching (TT) with assistant language teachers (ALTs) and what Japanese teachers of English (JTEs) should do in their TT classes. Tsuchiya & Hirono (2005) show ALTs' roles as follows:

- ▷ ALTs can offer authentic and natural English.

Because JTEs rarely use English outside of the classroom, their English can often be unnatural. ALTs can offer authentic and natural English to students and teachers.

- ▷ ALTs can embody English-speaking cultures.

ALTs have their own cultures which are considerably different from Japanese culture. They can help students and teachers understand foreign cultures.

- ▷ ALTs can help students communicate with non-Japanese people.

It is often unnatural for Japanese students to use English in order to communicate with their classmates because English is not their native language. Students, however, can use English as a tool for communication in a natural way with ALTs.

Ushiro (2001) shows that TT with ALTs faces some problems as follows:

- ▷ Some ALTs do not have the knowledge and skills for teaching English.
- ▷ Because ALTs do not stay at one school for a long time, they often meet some difficulties in planning continual and intentional teaching.
- ▷ The few number of ALTs teaching in Japan is disproportionate to the large number of students.
- ▷ JTEs and ALTs encounter difficulties in making situations in which students use English in natural ways.
- ▷ Team teaching with ALTs is often considered rather useless when studying for high school entrance examinations.

Aihara & Nagasawa (2004) add two problems:

- ▷ JTEs do not have the knowledge and skills for TT with ALTs.
- ▷ JTEs cannot spend enough time to discuss their classes with ALTs.

Shiozawa (1993) shows five keys to successful TT with ALTs. The examinee needs to

show some examples which meet these conditions. For further details of examples of TT with ALTs, see Aihara (2004).

- ▷ JTEs should regard TT with ALTs as regular and not as special.
- ▷ JTEs should use English as often as possible in regular classes.
- ▷ JTEs should use their textbooks in TT with ALTs as well as in regular classes.
- ▷ JTEs should make every effort to make a good relationship with ALTs.
- ▷ JTEs should have their own idea of ideal TT and have the English ability to explain properly their idea to ALTs.

One possibility is to assume that the examinee could write his/her ideas and opinions which are supported by theories because he/she has learned the fundamentals of English language teaching in the university, in the classes of a teacher-training course, such as *Teaching of English* or in *Principles of English Language Teaching*. Another possibility is to assume that he/she has difficulties writing his/her ideas and opinions or giving concrete solutions which are consistent with reality because he/she has had little experience in teaching English at the chalk-face.

3.2. Observation (1)

Let us observe some essays written by university students who want to be teachers of English in terms of three abilities which an examinee is expected to have: (1) The examinee should write his/her ideas and opinions in correct English, (2) The examinee should write his/her ideas and opinions which are supported by good examples and theories, and (3) The examinee should write his/her ideas and opinions which are consistent with reality. The students are from two classes: one is an irregular class³⁾ for TEE in Ibaraki Christian University, and the other is a regular class *Teaching of English* in Ibaraki University. They write English essays on topics shown in Table 7.

Let us observe some essays on the first topic in Table 7. Students write an answer to the junior high school student's question "Why do I have to study English?" The answer should be written in easy English and with concrete examples. They first brainstorm a list of advantages in learning English together. Their opinions are shown below.

- ▷ Because English is a common language.
- ▷ Because we cannot live without English in this global world.
- ▷ Because we can communicate with many foreign people.
- ▷ Because we can enjoy traveling abroad.
- ▷ Because we can live in foreign countries.
- ▷ Because we can work for foreign companies.

- ▷ Because we can collect a lot of information.
- ▷ Because we can improve our own language skills.

Table 7: Topics of English Essay

No.	Topic
1	A student asks you the following question. Answer the student in easy to understand English with concrete examples. (in 100 words) Question: Why do I have to study English?
2	What do you think is the most important thing as a teacher? (in 150 words)
3	In Ibaraki prefecture, Foreign Language Activities have been introduced in elementary schools for two years. How do you teach English for first year students in junior high school? What are the points to be specially considered? Explain your teaching plan with concrete examples. (150-200 words)
4	Read the following two ideas and write your ideas and reasons. (in 100 words) a. When teachers give lessons only in Japanese, their students cannot touch English. When teachers translate ALTs speaking into Japanese, their students cannot touch living English. It is important for teachers to teach in English. b. When teachers give lessons only in English, their students will be confused and their misunderstanding cannot be corrected. It is important for teachers to use Japanese if necessary.
5	Write your ideas on your students using electronic dictionaries in class? (in 100 words)
6	What do you think is important in team-teaching with ALTs? What would you be careful of in class? Please give two points to discuss with concrete examples. (in 100 words)
7	Write your ideas on the following question. (in 80 words) When you introduce 'oral introduction' into your class, what do you do to avoid your students' passive attitude?
8	How do you improve your students' reading ability in English? Write your ideas and reasons. (in 150 words)
9	What is necessary to develop students' basic practical communication abilities? Please write your opinion in English. (80-100 words)
10	Answer the following question asked by your student. Your argument should be easy for the student to understand and be with concrete examples. (in 100 words)

After brainstorming a list of advantages in learning English, they write an essay individually in fifteen minutes. Each essay is considered by all the members. We show three of their essays below.

Student A: English is very important because English is a common language in the world. If you can speak English, you can talk with many people and make many friends. It's very happy and wonderful. Don't you think so? Also we live in a global society today. We need English skills. You will use English in many places in the future. English is much important to live. So we

should study English hard.

Student B: Because you are a Japanese living in Japan, I know you think that you want to use English. But please look more carefully. There's a lot of Englishes and a lot of foreign people in Japan. The world is becoming smaller. You may live with foreign people or work for foreign companies. Outside of our school, there're a lot of different languages, so just try to do your best, and after a while you will notice the necessity of learning English. Till then, I will do my best trying to make an interesting and fun class, so you'll feel English is fun.

Student C: You have to study English for these two reasons. First, to improve your Japanese not only English. It is said that you can't understand Japanese if you don't know other languages. Studying English is needed to polish your language skills. Second, you'll have a lot of chance to talk with foreign people. You might think you're not going to go abroad, but in Japan, there are many foreign people to work, to trip, or to live in. Moreover you can work in foreign companies. Now English is essential for people to collect information and to communicate with others. That's why learning English is a way to live better.

Let us observe these essays in terms of three abilities which an examinee is expected to have. Firstly, we can say that they can write their opinions in correct English although we find some problems in their essays.

Secondly, it seems that they have fully understood the purpose of learning English as a foreign language. For example, Takanashi & Takahashi (2009) point out two purposes of learning foreign languages. One is to put the target language to practical use. We cannot play an active role in this global society without the knowledge of foreign languages unless our own language is a common language. In addition, development of the ability to communicate with others for the purpose of expressing our own thoughts and intentions while respecting the positions of others is one of the important factors in promoting international understanding. The other purpose is to acquire culture, in other words, to broaden the intellect, to understand other cultures, and to understand our own language. Open-mindedness and understanding other cultures, the development of a respectful attitude toward these cultures and qualities, and the development of the abilities to live together with people from different cultures are necessary for us living in an international society. In addition, understanding our own culture and the establishment of a strong sense of self and sense of being Japanese are important for us to better appreciate the concept

of international understanding.

They, however, have room for improvement in the third viewpoint: they cannot put the knowledge to practical use. Their opinions are true but they might not interest junior high school students in learning English. In other words, their opinions are not consistent with reality. They need to base their statements more on the actual situation, for example, what junior high school students are interested in, what they like to do, and what they want to do. This should be hard for them because they have little experience in coming in contact with junior high school students. They, however, need to prepare their answers to this question because they will certainly be asked the same question by their students at the chalk-face.

3.3. Observation (2)

Let us next observe students' essays on the tenth topic in Table 7. Students suggest some effective ways to memorize spellings of English words for a junior high school student who cannot memorize them even if the student writes them again and again. Their suggestions should be easy for junior high school students to understand and be supported by concrete examples. They begin by brainstorming a list of effective ways of memorizing spellings of English words together. Their opinions are shown below. We notice that they add a list of teacher's attitude toward their students.

- ▷ To write English words with pronouncing is effective.
- ▷ To make English word cards is useful.
- ▷ To guess the meanings of English words from the context is useful.
- ▷ To live in English surroundings is good.
- ▷ To write English words again and again is necessary.
- ▷ To keep a diary in English is useful.
- ▷ Teachers should make their students understand that to increase their vocabulary is very important.
- ▷ Teachers should make their students understand that continual efforts are necessary to get knowledge and to improve their English skills.
- ▷ Teachers should make their students understand that it is important for them to find their own good ways to learn English words.
- ▷ Teachers should always show their attitude toward helping their students by showing some effective ways to learn English.

After brainstorming a list of effective ways, they write an essay individually in fifteen minutes. Each essay is considered by all the members. We show four of their essays below.

Student D: I will show you three ways to practice English words. First, it is a good

way to write words with saying. Using your hand and ears helps you to memorize many words. Second, to guess the meanings of words in sentences is also an effective way. Third, how about putting English around your life? There are many ways what you can do, for example, keep a diary, make word cards, and put them in the restroom. At first, I want you to try these three ways and next time I am very happy to show you other ways.

Student E: Writing words is the most important way to increase your vocabulary. When you write them again and again, you should pronounce them in a loud voice. For example, when you study “read” you sound “read” and write “r-e-a-d.” You use hands and ears. It may be hard to pronounce and write them in your notebook because you have to learn many words every day. But continual efforts are necessary to get knowledge and to improve your abilities. Even if you cannot remember words, you had better continue writing them. It will be an important thing for you in the future. Writing and pronouncing words repeatedly is effective.

Student F: I will show you two ways to practice English words. First it is a good way to make English word cards. It is because you will enjoy practicing English words. If you make them by yourself, you want to use them and you enjoy studying English. Second, let’s try to imagine meanings and usage of the words in sentences. I want you to try these ways. Next time I will show you other ways. I hope you find good ways to practice English words. Let’s try some ways. I help you remember many English words.

Student G: I will show you three ways to learn English words. First, why don’t you try to write words with saying? You can understand words by sounds. It is one of the good ways. Second, you can guess the meanings of words from the context. In the context, there are some hints. Finally I want you to live in English environment. We can see many English in our life. Please pay attention to them. If you are interested in English, understanding words will become easier to you. When you don’t like these ways, I will tell you another ways.

Let us observe these essays in terms of three abilities which an examinee is expected to have. Firstly, their ideas are written in correct English although we find some problems in their essays.

Secondly, we can say that their ideas are supported by good theories. For example,

students D, E, and G suggest that it is effective for learners to practice writing new words while pronouncing them. This idea is not groundless, but based on the viewpoint of memory mechanism. From this viewpoint, we could well remember something when we memorize it in plural, combined ways. This means that it is effective to use our hands (writing words), mouths (pronouncing words), and ears (listening to our own pronunciations) when we want to memorize the spellings of new words.

Lastly, we notice that they can write their ideas which are consistent with reality. In fact, they show several concrete examples which junior high school students would have interest to try. Recall that they cannot write their ideas which are consistent with reality on the first topic. Their improvement can be caused by their experience in teaching English at the chalk-face; they have already experienced teaching English as student teachers when they write this essay. We need to notice that they promise their students to secure the next guidance. To put it another way, they prepare alternative ideas in the cases which learners do not like the ways they have suggested. They know that their students do not want to feel stupid if they don't grasp the meaning immediately. Teachers should be willing to explain the points as many times as necessary.

4. Students' Remarks

In this section, we observe students' remarks on this training in writing skills. The first to observe is their impressions of English composition in TEE. We see from their remarks, most of them feel that writing English essays on English language teaching is difficult, even troublesome. It might be much harder for them to write their ideas or opinions on certain educational problems in well-organized, correct English. It is clear that they cannot find only one answer in writing essays, although they can find it in mathematics. This problem might cause them trouble. In fact, some of them say that they do not know how to practice writing essays. It is natural that they want to postpone this training because they have a lot of things to prepare for TEE.

We next observe what this training can benefit them. They show the following three points. Firstly, it would be to their benefit to secure the time to write English essays. It might be good for them to be forced to come to this class and to write English essays with their classmates every week. Secondly, learning how to consider and find the answer to the topics, how to organize their ideas and opinions, how to use useful expressions and technical terms, and how to allot time for writing essays is good for them. Thirdly, it might be good experience for them to read English essays written by other members, to exchange their opinions on each essay, and share knowledge and ideas with other members.

Lastly, we observe some other abilities which they want to acquire in this class.

They say that they want to acquire the abilities to write longer essays and to write their essays in a short time. They also say that they want to try other type of topics, such as the one which examinees read a graph and write about it. As Table 6 shows, this type of topic is introduced in Ibaraki TEE in 2012. Their opinions give us good information to improve this class.

5. Conclusion

This paper observes TEEs, especially English composition in written examinations because English composition has recently received great importance in Ibaraki TEE. This observation shows us abilities which current teachers and future teachers are expected to have. By observing the topics in TEEs, we see teachers need to have the following three abilities: (1) The examinee should write his/her ideas and opinions in correct English, (2) The examinee should write his/her ideas and opinions which are supported by good examples and theories, and (3) The examinee should write his/her ideas and opinions which are consistent with reality. We observe English essays written by university students who are from an irregular class for TEE in Ibaraki Christian University and a regular class *Teaching of English* in Ibaraki University. They are, so to speak, future teachers of English. We observe their essays in terms of the three points shown above. This observation makes it clear that they can write their ideas and opinions in correct English although we find some problems in their language. They can also write their ideas and opinions which are supported by theories. They prove that they have almost fully understood the fundamentals of English language teaching. They, however, have a little difficulty writing their ideas and opinions or giving concrete solutions which are consistent with reality. It is because they have little experience in teaching English at the chalk-face. Since they feel that writing English essays on English language teaching is rather difficult, they depend a great deal upon the training program for their success.

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Notes

- 1): The *Course of Study* is a guideline for teachers who set the aim of lessons, organize the teaching materials, and select the methods of teaching. It is revised by the MEXT about every ten years to meet changing needs and conditions. The new *Course of Study* for junior high schools takes effect from 2012.
- 2): The graph shows the answers on the question 'If you learn English, can you express your feelings and opinions to others in English?' This question is asked to about 3300 third year

students in Japan in November 2012.

- 3): This is the irregular class for the students who want to prepare for TEE. Students practice writing their ideas and opinions on topics introduced into TEEs.

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教員採用試験「英作文」の観察

相 原 和 恵

教員採用試験を観察すると、今どのような教師が求められているかを知ることができる。本論では、教員採用試験の専門教科（英語）の中で配点の高い英作文に焦点を当て、教員採用試験対策講座の受講生の英作文を観察しながら、未来の英語教員としてどのような能力が求められているかを考察する。