

# English Teacher Education at IC: Accomplishments and Future Directions

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## Preface

Discussion about English education continues in Japan including whether or not to conduct foreign language activities in elementary school and whether or not to teach English completely in the target language in high school. However, in every age, in every case, training teachers who can provide a good education for their students is essential. Ibaraki Christian University (IC) has been educating English teachers and contributing to English education for many years, primarily in Ibaraki Prefecture. This paper introduces how our English teacher education and training has been enriched after our department changed from the Department of English Language and Literature to the Department of Contemporary English (DCE) in 2004 and discuss where we should go from here.

## DCE Curriculum for Teacher Education

The DCE plays a major role in educating and training students who want to become English teachers. The DCE curriculum includes classes for students to learn English and classes for students to learn using English, helping the students to learn practical English. The former classes use the English Communication class as the foundation and include four additional skill classes: Listening, Speaking, Reading, and Writing. The latter classes enable the students to learn English naturally through using it and include classes such as Activities and Controlled Independent Study where the students can learn English at their own pace. Six of these departmental required subjects (English Communication III and IV, Speaking III and IV, and Writing III and IV) meet the Ordinance for Enforcement of the School Teacher's License Act specified by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT). (Appendix 1)

Classes where students learn using English are divided into four fields: business, tourism, media, and English education. English education has one required subject, Understanding English Education and thirteen elective subjects: English Education for Children, English Education in the World, Education for Cross-cultural Understanding, Studies in Language Acquisition, Englishes in the World I, Englishes

in the World II, Survey of English I, Survey of English II, History of English, Anglo-American Literature, Juvenile Literature in English, World Literature in English, and IT and English Education. Four of these subjects, Survey of English I, Survey of English II, Anglo-American Literature, and Education for Cross-cultural Understanding are required for students who want to become teachers.

IC offers study abroad programs including long-term exchange programs and a semester program which only DCE students can participate in. The DCE strongly recommends that students who want to become English teachers participate in the semester program or a long-term program with classes taught in English. The semester program enables students to study at Oklahoma Christian University in the USA for approximately 6 months while earning 9 or 10 units toward graduation. The three long-term exchange programs where students can study about approximately one year with classes in English are at Oklahoma Christian University, Fanshawe College in Canada, and Linnaeus University in Sweden. A maximum of 30 units can be earned toward graduation. Tuition exemption can range from 30% - 100% of the tuition the students normally pay at IC, depending on student grades. More than half the students who passed the examination to become an English teacher have participated in one of these study abroad programs.

Some students also enter the IC Graduate School of Literature to study more to become an English teacher. Graduate students can study abroad on the semester program or our double-semester program. The double-semester program is especially beneficial for graduate students because they can enroll in classes not available at our school: Lesson Planning for the ESL Classroom, Methods and Techniques for Teaching ESL, TESOL Listening, TESOL Pronunciation, TESOL Writing, TESOL Vocabulary, TESOL Conversation, and Reading Methodologies. Students can study abroad for approximately 10 months and still graduate with a master of arts degree since a maximum of 10 units can be accredited for graduation. The tuition exemption is the same as for undergraduate students.

### **Characteristic DCE Classes**

As stated above, one of the four major areas in the DCE is English education. Several important classes are introduced here. In the old curriculum at the Department of English Language and Literature only Teaching Practicum and Care Experience were on-site training. With the new DCE curriculum, two more experiential learning classes have been added to the curriculum as follows:<sup>1</sup>

#### ***Activities***

Activities is a required class for DCE freshmen and sophomores to help them to

learn English naturally by using English to conduct the activities. There are six or seven different activities offered every year; two of them are related to teacher training.

In one activities class our students go to an elementary school and teach children in the elementary school classes called the Period for Integrated Study. They teach four classes each per year for 3<sup>rd</sup> through 6<sup>th</sup> grade foreign language activities conducted in that class by creating teaching plans and helping in the classes. The teaching plans (Appendix 2) reflecting the following teaching policies:

- 1) Lessons are basically taught in English and teaching plans should be written in English, but supplemental explanations are added for Japanese Homeroom teachers (HRT).
- 2) One class is divided into 5 or 6 groups and each group is supported by 2 or 3 DCE students.

Although DCE teachers who teach Activities called Guest Teachers (GT) assist the DCE students in creating the teaching plans, the students basically create the teaching plans and materials as well. They are required to spend substantial time to prepare them, even outside of class. This teaching plan creation process is clearly very beneficial to improve their English proficiency and foster their responsibility as a teacher.

In addition to visiting the elementary school, DCE students are taught how to teach children effectively, including how to use classroom English as well as checking students' pronunciation. Since they know they have to teach elementary pupils, they are very motivated to brush up their communication skills.

In the second teacher training related activities class DCE students go to a kindergarten and teach 4-and 5-year-old children. Since the length of one lesson is 25 minutes, the time seems short, but they actually teach the entire lesson, so 25 minutes is long enough for them to practice teaching. They teach two classes for a total of 50 minutes of teaching time for each student. The teaching plans shown in Appendices 3 and 4 reflect the following teaching policies:

- 1) Lessons are basically taught in English and teaching plans should be written in English.
- 2) One class is divided into 4 or 5 groups and each group is supported by 2 or 3 DCE students.

### ***Internship***

Internship is an elective subject for DCE sophomores, juniors and seniors.

Internships I, II, and III are offered every year. Internship I is related to English teacher training and is a preliminary teaching practicum with a one-week intensive program. Students can experience all the work of a teacher except for actually teaching in class, including attending teachers' meetings and observing classes, checking assignments, and participating in extracurricular activities. This experience enables students to become aware of what teachers do and will be of assistance to them when they have a real teaching practicum.

### ***Other Educational Programs***

The DCE also offers a Special Summer Program, where DCE students learn from experience, although they do not receive any units for participating in the program. In the Special Summer Program, DCE teachers who are native speakers of English and DCE students teach a three-day intensive English class for elementary school pupils. DCE students and teachers meet two or three times a week for three months to prepare for this program. The preparation process and teaching experience is valuable for DCE students who want to become English teachers.

## **The Current Situation and Future Directions**

There are many classes offered for DCE students who want to become English teachers. In summary, they can take the classes shown in Table 1.

These subjects and programs enable DCE students to obtain substantial experience in teaching from kindergarten through high school experience which will be valuable when they work in various positions as a teacher. As MEXT works to increase the ability of English teachers to the level reflected by a TOEIC score of 730, TOEFL score of 550 or the pre-first grade of Eiken, teacher trainers must help the students to reach this high level of English proficiency. Simultaneously, providing them with job site experience is crucial since teachers recently face many educational problems.

IC is working to educate quality teachers who have a strong passion for teaching, evident competence, and well rounded capability.<sup>2</sup> Based on university policies, the DCE produces competent teachers with high English proficiency by requiring them to take teaching related classes and makes them passionate teachers through offering varied teaching experience.

For future teacher training, the following are issues to work on:

- 1) More teacher training classes are needed to have our students to teach English solely in the target language.
- 2) Greater consciousness of collaboration on English between elementary school

Table 1  
Practical Subjects and Programs Related to Teacher Training

Year	Class Names	Target Institutions
Freshman	Activities I & II	Kindergarten and/or Elementary School
	Special Summer Program	Elementary School
	Semester Study Abroad Program	N/A
Sophomore	Activities III & IV	Kindergarten and/or Elementary School
	Special Summer Program	Elementary School
	Internship I	Junior High School
	Semester Study Abroad Program	N/A
Junior	Internship I	Junior High School
	Special Summer Program	Elementary School
	Semester Study Abroad Program	N/A
	Long-term Study Abroad Program	
Senior	Internship I	Junior High School
	Special Summer Program	Elementary School
	Teaching Practicum	Junior High School and/or High School
	Long-term Study Abroad Program	N/A
Graduate Student	Internship I	Junior High School
	Teaching Practicum	Junior High School and/or High School
	Double-semester Program	N/A

and junior high school is necessary in the teacher training subjects.

The DCE has just revised its curriculum from April 2010. Therefore, some information such as the Activities and internships discussed in this paper is already dated. However, time is needed to see if the new curriculum will be more effective for teacher training than the old one. The new curriculum also needs to improve to include the two factors mentioned above and to produce English teachers who will meet the MEXT guidelines.

### Notes

\* I would like to express my gratitude to Professor Rory S. Baskin and Mr. M. Patrick Stephens for permitting me to use the teaching plans shown in their previous papers and for providing me with many helpful comments on this paper.

1. Since Foreign Language Activities started in 2009 on a trial basis in Ibaraki Prefecture, the content of our student teaching has changed greatly. Nevertheless, the discussion here is based on the way taught until then.

2. *Kyouiku Jisshu Rishubo (Secondary Education)*, Ibaraki Christian University, 2010.

## References

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Appendix 1: Specialized Studies on Curriculum specified by  
the Ordinance for Enforcement of the School Teacher's License Act

Subject Area	Minimum Unit	Classes offered at IC	Unit
English Linguistics	1	Englshes in the World I	2
		Englshes in the World II	2
		*Survey of English I	2
		*Survey of English II	2
		History of English	2
		Studies in Language Acquisition	2
		English Education in the World	2
British and American Literature	1	*Anglo-American Literature	2
		Juvenile Literature in English	2
		World Literature in English	2
		Movies and Literature	2
English Communication	1	Writing III	1
		Writing IV	1
		English Communication III	4
		English Communication IV	4
		Business Communication (Speaking)	2
		Business Communication (Reading)	2
		English in Politics and Economics (Listening)	2
		English in Culture and Society (Reading)	2
		Speaking III	1
		Speaking IV	1
		English in Politics and Economics (Writing)	2
		English in Culture and Society (Writing)	2
Cross-cultural Understanding	1	*Educating for Cross-cultural Understanding	2
		World History and Culture	2
		Intercultural Communication	2

\*Required classes for Teacher's License at IC

Appendix 2: (from Ueno et. al. 2005)

3年生用 (第1回)

本時の目標 (1 / 4)

(1) 自己紹介の仕方を覚える。(2) お金の数え方を覚える。(3) 誕生日カードを作る

時刻 Time	主なねらい Main Aim	主な活動内容 Contents			
		P (Pupils)	HRT (Home Room Teacher)	GT (IC teacher)	ST (IC students)
1 min (9:30 -9:31)	Greeting	Good morning HRT.  Good morning GT.	Good morning class. Say "Good morning to GT and ST."	Good morning class.	Good morning class.
5 min (9:31 -9:36)	Activity #1 Demo		First, let's practice introducing ourselves in English. (最初に英語で自己紹介の練習をします) Please listen to GT and me. (GTと先生の会話をよく聞いてください)  My name is XXX. Where do you live?  I live in XXX. What do you like to do?     I like to XXX.	My name is XXX. What's your name?  I live in XXX. Where do you live?  I like to... (GT looks lost and looks like GT is trying to think of something.)  GT looks at the cards, reads them aloud slowly while pointing at them, thinks, and finally says, I like to XXX. What do you like to do?  GT and one of the ST Groups demonstrate the same activity.	One of the ST Groups puts the "What do you like to do?" cards on the board. Then, they tap GT on the shoulder and say, Look, GT!
5 min (9:36 -9:41)	Group Activity #1	あらかじめ決めておいた6グループに分かれ、STと自己紹介の練習をする	Next, do the same thing with ST (次に、今と同じ会話をSTと一緒に練習しましょう) PがうまくSTと練習ができているか、机間巡視する	Observes ST and P, giving brief guidance where necessary.	ST practice with P at levels appropriate for each P.
3 min (9:41 -9:44)		2, 3人のPはGTと自己紹介の練習をする		Asks 2 or 3 P the questions.	
			Okay, please stop. GT will now ask you the same questions. (はい、ここで練習をやめてください。これからGTがみなさんに質問します)		

3 min (9:44 -9:47)	Activity #2 Demo		Do you know GT is very rich? GT has a lot of money. Can you help GT count the money? (GTはともにお金持ちなのを知っていますか? 彼(彼女)はお金をたくさん持っています。お金を数えるのを手伝ってくださいませんか?)	Explains about the coins. This is 1 cent, this is 5 cents... How much is this? 2 cents, 3 cents...	ST show the coins to P and teach them at the same time.
5 min (9:47 -9:52)	Group Activity #2	グループ毎にSTとコインを数える練習をする	PがうまくSTと練習ができているか、机間巡視する	Observes ST and P, giving brief guidance where necessary. Can I have my money back now please?	In groups, ST use the coins with the pupils to practice. How much is this?
5 min (9:52 -9:57)	Activity #3 Demo		Now, we'll make birthday cards. (さあ、誕生日のカードを作ってみましょう)	Explains the activity Fold your paper like this. GT draws example on blackboard. GT writes "Happy Birthday." GT tells ST to write if necessary. GT says now decorate your card like this.	ST show the sample cards they made to P.
10min (9:57 -10:07)	Group Activity #3	グループ毎に誕生日カード作りをする。	Next, do the same thing with ST. 児童がうまくSTと誕生日カード作りができているか、机間巡視する	Observes ST and P, giving brief guidance where necessary.	ST help P to make the birthday cards.
7 min (10:07 -10:14)	Music Time	一緒に歌う		GT explains meanings of some words in the song, "This is the Way."  GT and ST start singing.	ST among P sing with GT.
1 min (10:14 -10:15)		Thank you.  Goodbye,	That is it for today class. Say thank you to GT and ST. (今日の授業はこれで終わります。GTとSTにお礼を言いましょう) Goodbye.	You are welcome. See you next week.  Goodbye.	You are welcome. See you next week.  Goodbye.

★小学校で用意する物  
マグネット (30個×2クラス分)、誕生日カード作成用画用紙 (A4サイズ×児童数)

★小学校児童が用意する物  
色鉛筆もしくはクレヨン

★茨城キリスト教大学で用意するもの  
コイン (12グループ用)

歌詞カード

黒板に貼るカード (下記参照のこと)

黒板に貼る "What do you like to do?" カード内容 (それぞれ児童がわかるような絵を12枚描き、その下に文字を入れる)

I like to ski.	I like to read.	I like to play tennis.	I like to watch TV.
I like to swim.	I like to cook.	I like to eat.	I like to clean my room.
I like to draw.	I like to listen to music.	I like to play dodgeball.	I like to play TV games.



Appendix 3: (from Ueno et. al. 2006a)

幼稚園（第1回）

本時の目標

- (1) 自己紹介の仕方を覚える
- (2) Hello Song を覚える
- (3) 色を覚える (red, blue, green, yellow, pink)

時刻 Time	主なねらい Main Aim	主な活動内容 Contents	
		K (Kindergartener)	ST (IC students)
5 min (9:45 -9:50)	Greeting & Introduction	<i>Good morning</i>  <i>My name is XXX.</i> STのサポートを受けながら、全員が名前を言えるようにする。	<i>Good morning everybody.</i>  <i>My name is XXX (use your first name).</i> All of the STs introduce themselves first and then start asking all the Ks' names.  <i>What's your name?</i>
5 min (9:50 -9:55)	Music Time	KはSTが歌うのを真似ながら、“Hello song”を練習する。	Now let's enjoy singing.  <i>Hello, hello, hello.</i> <i>How are you?</i> <i>I'm fine. I'm fine.</i> <i>I hope that you are, too.</i>  <i>Listen to us sing.</i> STs sing Hello Song. After that STs teach Ks the song.
9 min (9:55 -10:04)	Activity #1 (Color activity)	KはSTの説明を注意深く聞く。	<i>Now let's practice color words.</i>  <i>Do you know this color (in English)?</i> STs show 6 color cards, asking if Ks know those colors in English. (Red, blue, green, yellow, orange, and pink) STs teach 6 colors.
10 min (10:04 -10:14)	Activity #2	Kはサイコロを振り、表に出た色と同じ色が洋服もしくはホール内にあれば、その箇所を指で指し、その色を英語で言う。	STs role the color dice. When the dice lands on a color everyone says the color in English. STs help Ks find the color on clothing or around the room while saying the color names in English.
1 min (10:14 -10:15)	End of lesson	<i>Goodbye.</i>	STs put Ks in line and then form the goodbye tunnel at the door. <i>Goodbye!</i>

Appendix 4: (from Ueno &amp; Stephens. 2007)

The Three Little Pigs		
	Narrator	Puppets
1	There were three little pigs. They had no houses.	Pig 1, Pig 2, Pig 3: Let's make houses.
2		Pig 1: I'm going to make a grass house.. Pig 2: I'm going to make a wood house. Pig 3: I'm going to make a brick house.
3	There was a big, bad wolf. He was hungry.	Wolf: Hello. Please, open the door.
4	The wolf blows. The grass house falls down.	Pig 1: No! Wolf: Hooooooooo!
5	The pig runs to the wood house.	Pig 1: Help!
6	The wolf goes to the wood house.	Wolf: Open the door! Pig 1, Pig 2: No!
7	The wolf blows. The wood house falls down.	Wolf: Hooooooooo!
8	The pigs run to the brick house.	Pig 1, Pig 2: Help!
9	The wolf goes to the brick house.	Wolf: Open the door! Pig 1, Pig 2, Pig 3: No!
10	The wolf blows. The house is OK.	Wolf: Hooooooooo!
11	The wolf blows again. The house is still OK.	Wolf: Hooooooooo!
12	The pigs are happy.	Pigs: Yeee!
13	The wolf gives up.	Ah. I give up.
The End		

茨城キリスト教大学における英語教員養成：  
これまでの成果と今後の展望

上 野 尚 美

2004年4月、現代英語学科がスタートし、茨城キリスト教大学における英語教員養成も大きく変化した。本稿では、英語英米文学科から現代英語学科に変わったことで、大学における英語教育がどのように変化したのか、また、今後どのように変えていくべきなのかについて具体例を挙げながら論じている。