Research Project, Grant-in-Aid for Scientific Research (22320112)
English Edition

A Comprehensive Study on the Framework of English Language Teachers' Professional Development in Japan

Edited by

Hisatake Jimbo
Ken Hisamura
Masaki Oda
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JACET SIG on English Education

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Table of Contents

Part I: Executive Summary

Analysis of the First Annual J-POSTL Survey

1. Purpose of the Study

The purpose of this study is to identify concrete ways for student teachers and instructors to effectively use J-POSTL. For that purpose, the JACET SIG on English Education (hereafter the SIG) has offered selected institutions with teacher training course in Japan the opportunity to use J-POSTL for about one year, from Fall 2010 to Fall 2011.

2. Procedure

2.1 Respondents

Respondents were third year student teachers in their teaching training courses enrolled in pre-service teaching programs. The second survey was conducted in their fourth year after the teaching practicum.

2.2 Timeframe: November 2010 to November 2011

2.3 Methodology of survey

In November 2010, the SIG sent the following documents to the instructors in charge of the English teaching training courses of 12 universities who agreed to participate in our survey.

- To the instructors:
  - A manual for using J-POSTL
  - A questionnaire for the instructor
- To the student teachers:
  - The Japanese Portfolio for Student Teachers of Languages (J-POSTL)
  - Two highlighters (blue and red) per one student teacher
  - Two computer-graded answer sheets per one student teacher
  - A questionnaire for the student teacher

Of these documents, we requested these 12 universities to send back the following three

documents per person, that is, two computer-graded answer sheets and a questionnaire, which constituted the responses from November 2011 to January 2012.

2.4 Method of data processing

・Computer-graded answer sheets and questionnaires were analyzed by using MS EXCEL 2007 and SPSS19.OJ software packages. The computer-graded answer sheets were analyzed statistically using t-test, scatter diagram, and calculation of the variance of the average between the first survey and the second one. On the other hand, MS EXCEL 2007 software was used to analyze the questionnaires. (The questionnaires from the instructors were not analyzed, because only five were returned.)

2.5 A return rate of questionnaires

12 universities (three national and nine private) participated in this study. Of these universities, 149 sets of computer-graded answer sheets and 150 questionnaires from student teachers were returned.

3. The survey

3.1 Checklists (computer-graded answer sheets)

Student teachers were asked to assess their own achievement of each item on a 1- 5 scale in order to compare their achievement and progress before and after the teaching practicum.

3.2 A questionnaire for student teachers

A questionnaire for student teachers consists of 11 items (22 items if sub-items are included) and both multiple-choice and open-ended questions were included. The gained result was analyzed to find out benefits of a portfolio and the how much student teachers made use of them.

4. Findings of checklists

5.1 Discussion

- In Category I *Context*, items were mainly located in first Quadrant (hereafter Q1) indicating that respondents had a higher degree of confidence in underlying skills following the practicum.
- Items in Category VI *Independent Learning* and Category VII *Assessment of Learning* were mainly located in Q3, suggesting a perceived relatively high level

of difficulty. One reason why self-assessment scores did not improve much in the second survey can be due to lack of teaching experience.

- As for Categories II (Methodology), III (Resources), IV (Lesson Planning), and V (Conducting a Lesson), items are spread over more than one quadrant.
- The following two points supports the validity of J-POSTL as a platform for self-assessment of Japanese student teachers' didactic competences:

1) All the items marked significant increase on the second survey.

2) Similar results were obtained in a J-POSTL survey conducted in 2011 toward different subjects, that is, smaller groups of pre-service teachers and in-service teachers.

5.2 Implications for further study

In order to clarify the following two points, the SIG is conducting a follow-up survey.

1) Since the first survey was conducted very close to the beginning of the practicum period, possibly many of the respondents' perception was already prepared, to some extent, for the coming practicum period, thus skewing the results. Thus, for future study, it may be worthwhile to add an extra survey prior to the start of the practicum preparation curriculum.

2) Providing a detailed breakdown of each descriptor in the checklist of J-POSTL to the respondents. Providing this is hoped to help respondents to have a common understanding of each item. It would be useful to see how the results will be affected by adding this detailed breakdown of each descriptor.

6. Results of the Questionnaire for Students

- The results of this survey indicated that over 60% of the students were able to understand the professional competence expected of an English language teacher, and over 80% of the students were able to engage in self-reflection by using the portfolio.
- Most of the students who were skeptical of the effectiveness and significance of the portfolio or perceived it as an unnecessary nuisance at the time they received it seemed to have recognized its benefits after using it.
- Three keywords, "reflection," "self-analysis/noticing," and "development/ change," could be cited as the benefits of using the portfolio. This suggests that the significance of the objectives of the portfolio has been understood, resulting in the students' understanding of its positive effect.
- There were not more than 40% of the students who had been able to utilize the

portfolio. In addition, there were 40% who responded “neutral.”

- There were hardly any opportunities to get feedback on the portfolio from the professors or to discuss it with fellow students.
- On average, some 50% of the students responded that each section of the portfolio was either “easy to use” or “somewhat easy to use.” However, there were also many who responded “neutral.”

7. Results of the Questionnaires to Students: Discussion and Future Considerations

7.1 Discussion

- The main reason why students could not make full use of the portfolio is that they were not sure of its significance and ways to utilize it. Thus, it is necessary to have the faculty in charge of the training course to have a firm understanding of the value of this document and have the necessary skills to utilize it effectively. This would facilitate students’ understanding and make it easier to implement it within the constraints of the existing curriculum.
- Checking students’ portfolio would help the faculty in charge of the training course to grasp the needs of the students as well as understand what the students think more broadly. Further, utilizing the portfolio in the methodology course would help link theory and practice, and would let the students get into the habit of reflection.

7.2 Future Considerations

- It is desirable to make a teaching manual and a collection of concrete cases of portfolio implementation that both professors and students can utilize.
- It is necessary to consider how to utilize the portfolio within each university’s existing curriculum as well as how to distinguish it from the teacher-training record and teacher-training portfolio prepared by each university.

Analysis of the J-POSTL Survey into an Induction Program

1. Background

A study of a teacher's professional improvement during the first year of his or her service has valuable practical implications. In 2011, in cooperation with one prefecture, a study to measure what aspects of first-year teachers' didactic competence improved was planned using J-POSTL as the primary instrument.

2. Result

The number of the subjects was six. The initial survey was conducted in October, 2011, and the follow-up survey was administered in January, 2012. Forty one items belonged to the first quadrant ($x>0$, $y>0$), these items were considered as fundamental abilities for the teachers being trained in the induction program of the board of education. Sixteen items belonged to the second quadrant ($x<0$, $y>0$). While conducting these activities during the induction period, the practitioners lost confidence. There were twelve items in the third quadrant A ($x<0$, $y<0$, $x>y$). These items had negative values but conducting these activities during the period made the practitioners gain confidence. Nineteen items existed in the third quadrant B ($x<0$, $y<0$, $x<y$). These items had negative values and conducting these activities during the study period, lowered the practitioners' sense of "I can do this". Twelve items belonged to the fourth quadrant ($x>0$, $y<0$). While conducting these activities during the induction period, the practitioners gained confidence.

3. Discussion

1) The subjects considered J-POSTL as a useful measure to assess their didactic abilities.
2) The subjects gained the ability to deal with situations flexibly during this period.
3) The subjects found statements related to listening activities challenging but the data suggests that they were making improvement.
4) The subjects were raising their level of confidence as teaching professionals.

4. Implications for Future EFL Induction Programs in Japan

J-POSTL makes objectives for novice teachers clear. Teachers can understand what they should do. In addition, as this tool employs self-evaluation, novice teachers can upgrade their pedagogical skills via reflection.

Japanese Portfolio for Teachers of Languages (J-POTL):
A Preliminary Survey on 'Can-do' Descriptors of Didactic Competences

1. Objectives

This is a preliminary survey for next year's national one among in-service EFL teachers of 16,700 secondary schools across Japan. These research activities aim to develop a portfolio including a list of 'Can-do' descriptors of didactic competences of in-service EFL teachers in Japan. Consequently, the *EPOSTL* will be broken down into two documents in the Japanese educational context: that is, J-POSTL and J-POTL (Japanese Portfolio for Teachers of Languages).

2. Method and Data Processing

The questionnaire contained checklists of didactic competencies required for providing English education and sections for free descriptions. The checklist contained 78 items describing didactic competencies of English instructors. The respondents were asked to evaluate the appropriateness of each item as a self-evaluation of their didactic competencies on the following five-point scale. The questionnaire was sent to supervisors of English at local education boards of 47 prefectures, 17 ordinance-designated cities, and 39 core cities and to in-service English teachers in junior and senior high schools through friends and acquaintances of members of this study group.

3. Data analysis

- The ceiling effect (the average scores + the standard deviation >5.0) and the floor effect (the average scores - the standard deviation <1.0) of both sets of data were calculated.
- A scatter diagram with four quadrants was created, setting the supervisor data on the X-axis and the in-service teacher data on the Y-axis. In addition, the 1st and 3rd quadrants were divided by the y = x line. As a result, the quadrants were divided as follows: Q1 (supervisor and in-service teacher data with positive values), Q2 (supervisor data with positive values; in-service teacher data with negative values), Q3 (supervisor data and in-service teacher data with negative values), and Q4 (supervisor data with negative values; in-service teacher data with positive values).

Q3 was further divided into two: Q3A (in-service teacher data higher than supervisor data) and Q3B (supervisor data higher than in-service teacher data).

- Using each score's deviation value as a dot, a scatter diagram was created.

- A chart classified by category and quadrant was created.

4. Results of the Survey

4.1 Checklist

- Of the respondents, 18 were supervisors and 36 were in-service teachers. The data provided by two respondents from among the teachers had deficits; therefore, only the remaining 34 teachers were considered subjects of this research.
- The average score and the average of the standard deviation of all the subjects were 3.66 and 0.42, respectively, in the supervisor category, and 3.86 and 0.32, respectively, for the teachers.
- Ceiling effect was observed in the following 24 items.
- 27 items belonged to the 1st quadrant ($x > 0$, $y > 0$). These were considered appropriate as reference standards for didactic competencies recognized by both supervisors and in-service teachers.
- Ten items belonged to the 2nd quadrant ($x < 0$, $y > 0$) where the evaluation of appropriateness by supervisors was higher than that by teachers.
- The items in the 3rd quadrant ($x < 0$, $y < 0$) were evaluated as less appropriate by both supervisors and in-service teachers.
- There were 16 items in the 3rd quadrant A ($x < 0$, $y < 0$, $x > y$). These received negative values from both supervisors and teachers, but the supervisors' evaluation was rather higher than that of the in-service teachers.
- There were 15 items in the 3rd quadrant B ($x < 0$, $y < 0$, $x < y$). These received negative values from both supervisors and teachers, but the in-service teachers' rating was higher than that of the supervisors.
- Ten items belonged to the 4th quadrant ($x > 0$, $y < 0$) where the evaluation of appropriateness by teachers was higher than that by supervisors.

4.2 General comments regarding the J-POTL

Those who participated in the questionnaires were encouraged to write general comments as well as comments for individual items in J-POTL. To examine the comments we received, we categorized the 18 general comments regarding the J-POTL into 6 groups based on their suggestions.

- Suggestions for stylistic revision
- Suggestions for defining difficult words
- Suggestions for breaking down or combining some items
- Suggestions for creating new domains

Positive comments regarding the J-POTL
- Critical comments regarding the J-POTL

5. Creating effective 'Can-do List' for teachers

In this section, we will present the results of 5-point liker scale questionnaires completed by teachers who participated in the research.

5.1 Items in the first quadrant

As has already been discussed, the items in the first quadrant have been considered appropriate for many teachers who participated in the study, so most should be kept in the questionnaire for a nation-wide survey. It might be better to delete some of them, however, because of their ceiling effect.

5.2 Items in the second quadrant

The items which belong to the second quadrant received higher scores, above 4.0 from supervisor teachers on average, than from in-service teachers. On average, in-service teachers scored just above 3, 7 (4.0=the statement is relatively appropriate), a little less than the supervisor teachers. It can be said that with appropriate revision, the items which belonged to the second quadrant can be used properly for the larger-scale survey in the near future.

5.3 Items in the fourth quadrant

Unlike the statements in the second quadrant, items in the fourth quadrant were scored more positively by in-service teachers (slightly above 4.0 on average, that is "somewhat appropriate") than the supervisor teachers. It should be noted that as far as the average scores, item 62 was scored slightly more positively by the supervisors than by in-service teachers since the scatter diagram was created based on the deviation value of each item. We can conclude that similar to items in the second quadrant, the items in the fourth quadrant can be used in the future nation-wide survey with appropriate revisions.

5.4 Items in the third quadrant

The items in the third quadrant are the most problematic ones. As can be seen in Chart 1, almost all items from category VI. "Independent Learning" belongs to the third quadrant. Also, there were four items from G. "Culture" in category II. Methodology. (Although these items did not receive high scores). We believe these items should be

considered important because they reflect the two underlying concepts of EPOSTL, *Individual Learning* and *plurilingualism & pluriculturalism*. Thus, it would be premature to think that the items in the third quadrant should not be included in the future nation-wide survey just because they were least favored by both supervisors and in-service teachers.

Part 2: Survey Results

Analysis of the First Annual J-POSTL Survey

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Translated by:
Yukie Endo, Natsue Nakayama, Akiko Takagi, Yoshiko Usui

1. Research Background

In 2009, the JACET SIG on English Education (hereafter the SIG) adapted EPOSTL (the European Portfolio for Student Teachers of Languages), which was developed on the basis of CEFR, to meet the characteristics of the Japanese EFL educational setting, and produced J-POSTL (the Japanese Portfolio for Student Teachers of Languages). J-POSTL consists of three parts: a personal statement, a checklist for self-assessment, and a dossier. The checklist consists of 100 'can-do' descriptors divided into seven categories. This checklist aims to clarify English student teachers' didactic competences required in conducting a lesson. The target users of J-POSTL, including the checklist, are student teachers of English at the tertiary level. The objective of this document is as follows:

1) To facilitate the professional growth of student teachers by systematically recording what they have learned throughout their pre-service training including teaching practicum.
2) To support and promote the autonomous growth of student teachers by helping each individual gauge his/her own competence level throughout pre-service training. (For further details on the process of adaptation, see the 2010 SIG report.)

The SIG in 2010 provided the detailed breakdown of each descriptor of the checklist, so that it could be understood and easily used by EFL student teachers in the Communicative Language Teaching class, where they use authorized textbooks and where the class is mainly conducted in English. (see the 2011 SIG report.)

The importance of developing teacher autonomy has been recognized in teacher education. Several researchers include critical reflection as a capacity for developing autonomy (Barfield, et al., 2001, Little, 1995.). Focusing on the Japanese pre-service setting, one of the frequently adopted practices to promote reflection of the student teachers is videotaping their practice teaching in their teaching courses and writing a reflective report following the practice (the SIG, 2009). However, the practice of using

a portfolio has hardly been reported in Japan, and the research on the use and its effectiveness of a portfolio in the Japanese context is warranted. The SIG has offered selected institutions in Japan the opportunity to use J-POSTL for about one year, from Fall 2010 to Fall 2011. This is its first report on J-POSTL.

2. Objectives of this study

The purpose of this study is to identify concrete ways for student teachers and instructors to effectively use J-POSTL in the following ways:

1) To clarify what aspect of didactic competence, focused in J-POSTL, is more difficult or easy for the student teachers of this study.
2) To clarify changes of each student teacher's perception toward the 100 didactic competence listed in J-POSTL by focusing on items that showed the most and the least change between the two surveys, conducted before and after the practicum.
3) To clarify the advantages of, and tasks involved in, using J-POSTL.
4) To identify areas of inquiry for further study.

3. Procedure

3.1 Respondents

Respondents were student teachers enrolled in pre-service teaching programs. They were asked to answer the first survey at the end of their third year before the practicum and the second survey in the fourth year after the teaching practicum.

3.2 Timeframe: November 2010 to November 2011

3.3 Methodology

1) In November 2010, the SIG sent the following documents to the twelve universities who agreed to participate in our survey.

・To the instructors:

A manual for using J-POSTL

A questionnaire

・To the student teachers:

The Japanese Portfolio for Student teachers of Languages (J-POSTL)

Two highlighters (blue and red) per student teacher

Two computer-graded answer sheets per student teacher

A questionnaire

The manual provided to the instructors shows the procedure:

Table1. Instructional schedule

Time	Action
After the receipt of J-POSTL	1) Distribute J-POSTL, highlighters, two computer-graded answer sheets, and a questionnaire to the student teachers.
Throughout the year following the receipt of J-POSTL	2) Ask student teachers to write their dossier.
Until the beginning of the teaching practicum	3) Ask student teachers to write a personal statement.
At the end of the third-year, or the begging of the fourth-year	4) Ask student teachers to complete self-assessment checklists (the first survey).
After the teaching practicum	5) Ask student teachers to complete self-assessment checklists (the second survey).
At the end of September 2011	6) Ask student teachers to transcribe the checklist answers from the first and the second survey, as well as to answer a student teacher questionnaire.
Until December 2011	7) To collect two computer-graded answer sheets and a questionnaire for the student teachers, and return them together with the instructor questionnaire to JACET SIG.

2) In October 2011, the SIG sent each instructor who agreed to participate in our survey a return envelope for all questionnaires and computer-graded answer sheets, which constituted the responses from November 2011 to January 2012.

3.4 Method of data processing

・ MS EXCEL 2007 and SPSS19.OJ software packages were used to analyze the response on checklists. Non-response was treated as a blank when calculating Mean and SD. T-test was conducted to clarify the differences between the first survey (Fall 2010) and the second one (Fall 2011). A scatter diagram was created to illustrate a correlation function. Also, in order to clarify the degrees of student teachers' changes in each didactic competence, focused in J-POSTL, the variance of the average between the first survey and the second one was compared. As a result,

items that showed the most and the least change between the two surveys were extracted for analysis.

- MS EXCEL 2007 software was used to analyze the questionnaires.

3.5 A return rate of questionnaires

- 12 universities (three national and nine private) participated in this study. Of these universities, 149 sets of computer-graded answer sheets and 150 questionnaires from student teachers were returned. (The questionnaires from the instructors were not analyzed, because only five were returned.)
- Respondents:
  While most of the respondents were third-year student teachers (who became seniors when the questionnaires were collected), some of them were second-year students (who became juniors when the questionnaires were collected) because their teaching practicum was conducted in the third year.

4. The survey

4.1 Checklists (computer-graded answer sheets)

The checklist consists of seven categories (I Context, II Methodology, III Resources, IV Lesson Planning, V Conducting a Lesson, VI Independent Learning, VII Assessment of Learning), totaling 100 items. Student teachers assessed their own achievement of each item on a 1- 5 scale: 1 (cannot do at all), 2 (cannot do very well), 3 (not sure), 4 (can do) 5 (can do very well). Student teachers highlighted the number on the scale in order to compare their achievement and progress before and after the teaching practicum.

4.2 A questionnaire for student teachers

A questionnaire for student teachers consists of 11 items (22 items if sub-items are included) and both multiple-choice and open-ended questions were included (for details, see Appendix 1.) The classification of 11 items is as follows:

- Items 1 to 4: On the instructional environment when using J-POSTL (three multiple-choice questions, one open-ended question)
- Item 5: On each part of J-POSTL
  Sub-item (1): six items on a personal statement (one multiple-choice question, five open-ended questions)
  Sub-item (2): two items on checklists for self-assessment (one multiple-choice question, one open-ended question)

Sub-item (3): three items on a dossier (one multiple-choice question, two open-ended questions)

・Item 6: On the occasion that the instructor checked J-POSTL (one multiple-choice question)

・Item 7: On the occasions to use J-POSTL and discuss with other student teachers (one multiple-choice question)

・Items 8&9: On student teachers' attitude towards J-POSTL (two open-ended questions)

・Item 10: On the benefits of J-POSTL (one open-ended question)

・Item 11: On the suggestions for the improvement of J-POSTL (one open-ended question)

・Item 8:

5. Findings of checklists

5.1 Items showing a ceiling effect

The following two items show a ceiling effect (Mean＋SD＞5.0, without rounding)

・Item 2 (after the teaching practicum): I can understand the value of learning other languages.

・Item 11 (after the teaching practicum): I can accept feedback from my peers and mentors and build it into my teaching.

These two items also showed a ceiling effect in the pilot survey in 2009 (after the teaching practicum). This implies that it is not difficult for student teachers to perform the functions described in item 2 and 11. Because a ceiling effect can be caused by a learning experience, these items will be also included in the next analysis. No item indicated a floor effect.

5.2.1 The differences between the first survey and the second survey: t-test

Student teachers had to answer the checklist twice: just after they received J-POSTL (the first survey) and after the teaching practicum (the second survey). To clarify the differences between the answers in the first survey and the second one, a t-test was performed. The result showed a significant difference ($p<0.01$) in all 100 items. Therefore, we can conclude that student teachers' awareness of improving their teaching ability was confirmed after the teaching practicum in all 100 items.

5.3 The correlation between the first survey and the second one (a scatter diagram)

5.3.1 A scatter diagram

A scatter diagram was created to visually grasp the correlation between the two survey results. (Fig.1). The vertical and horizontal axes represent the first survey and the second survey, respectively. The cornerstone is the average of the average of all items.

i) The first quadrant (x>0, y>0)

Forty three items in the quadrant showed scores higher than the average in both surveys. It can be assumed, as a result, that student teachers perceived competences underlying these items as relatively easy.

ii) The second quadrant (x<0, y>0)

Two items included in this quadrant indicate that student teachers' confidence grew following the teaching practicum.

iii) The third quadrant (x<0, y<0)

Forty-seven items in this quadrant showed scores lower than the average in both surveys. Consequently, student teachers perceived underlying competences as difficult to acquire.

iv) The fourth quadrant (x>0, y<0)

There are eight items included in this quadrant which respondents considered not difficult in the first survey yet found challenging after the teaching practicum, i.e., in the second survey.

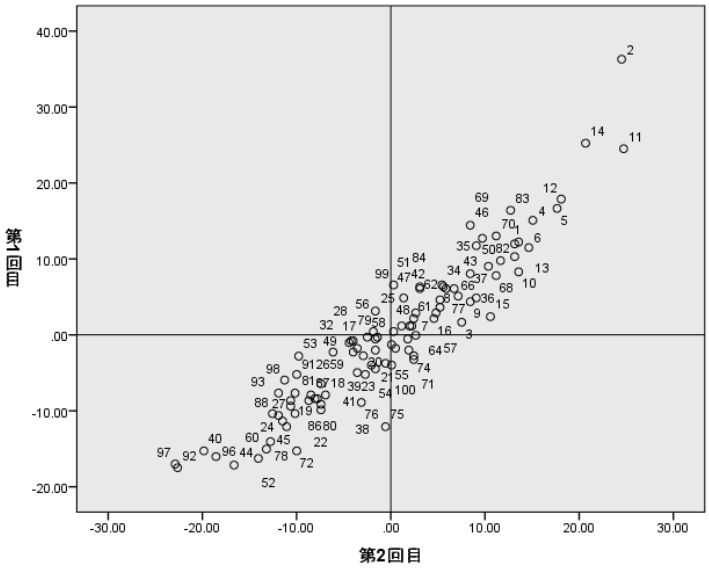

Figure 1. Scatter diagram

Table 2. Items in each quadrant

The first quadrant (43 items) : 1	2	3	4	5	6	8		
9	10	11	12	13	14	15	16	29
30	34	35	36	37	42	43	46	47
48	50	51	58	61	62	63	65	66
68	69	70	73	77	82	83	84	99
The second quadrant (two items) : 25	56							
The third quadrant (47 items) : 17	18	19	20	21	22	23		
24	26	27	28	31	32	33	38	39
40	41	44	45	49	52	53	54	59
60	67	72	75	76	78	79	80	81
86	87	88	89	90	91	92	93	94
95	96	97	98					
The fourth quadrant (eight items) : 7	55	57	64	71	74	85		
100								

5.3.2 A list of items in each quadrant

A list of items in each quadrant was created to clarify the degree of difficulty of teaching competences as perceived by student teachers (Table 3 below).

Table 3 A list of items by quadrant

	Q2	Q3	Q4	Q1
I Context				
A. Curriculum				1
B. Aims and Needs				2, 3, 4, 5, 6
C. The role of the teacher		7		8, 9, 10, 11, 12, 13, 14
D. Institutional Resources and Constraints				15
II Methodology				
A. Speaking / Spoken Interaction		17, 18, 19, 20, 21, 22		16
B. Writing / Writing Interaction	25	23, 24, 26, 27,28		
C. Listening		31, 32, 33		29, 30

D. Reading		38, 39, 40		34, 35, 36, 37
E. Grammar		41		42
F. Vocabulary		44, 45		43
G. Culture				46
III Resources		49, 52, 53		47, 48, 50, 51
IV Lesson Planning				
A. Identification of Learning Objectives	56	54, 59	55, 57	58
B. Lesson Content		60, 67	64	61, 62, 63, 65, 66, 68
C. Lesson Organization		72	71	69, 70
V Conducting A Lesson				
A. Using Lesson Plans		75, 76	74	73
B. Content				77
C. Interaction with Learners		78,79, 80, 81		
D. Classroom Management			85	82, 83, 84
VI Independent Learning				
A. Learner Autonomy		86, 87, 88		
B. Homework		89, 90, 91		
C. Virtual Learning Environments		92		
VII Assessment of Learning				
A. Designing Assessment Tools		93, 94		
B. Evaluation		95, 96, 97		
C. Language Performance		98		
D. Culture				99
E. Error Analysis			100	

・A positive correlation is found between the first and the second survey, according to Fig.1.

・Table 1 shows that while certain items of each category can be found predominantly in one quadrant, others are more spread over .

・As for Category I (Context), all the items are in the first quadrant, except item 7.
・As for Categories VI (Independent Learning) and VII (Assessment of Learning), all the items are in the third quadrant except items 99 & 100.
・As for Categories II (Methodology), III (Resources), IV (Lesson Planning), and V (Conducting a Lesson), items are spread over more than one quadrant.

5.4 Items that showed the biggest change between the two surveys

This study seeks to explore how the student teachers' perception of their didactic competences has changed following the teaching practicum. For that purpose, J-POSTL survey was conducted twice, before and after the practicum. Average scores for each item collected before and after the practicum were compared, and ten items with the biggest and smallest pre and post variations were extracted (see Table 4). Since all the items marked significant increase on the second survey, shown by the result of the t-test mentioned in 5.2.1 of this report, we can conclude that these 20 items represent didactic competences which showed the most and the least improvement after the practicum. (for the details of the gap score of each item, see Appendix two.) Ten items showing the least improvement will be discussed in section 5.5 below.

Table 4. Ten items that showed the biggest gains in score

Rank	Item #	Quadrant	Descriptor	Mean		Gap
				1st survey	2nd survey	
1	75	3	I can adjust my time schedule when unforeseen situations occur.	2.56	3.48	0.92
2	15	1	I can assess how to use the resources and educational equipment available in my school and adapt them to my teaching as necessary.	2.95	3.83	0.87
3	10	1	I can critically assess my teaching based on student feedback and learning outcomes and adapt it accordingly.	3.11	3.92	0.81
4	3	1	I can take into account attainment of target based on the Course of Study and students' needs.	2.93	3.73	0.80

5	71	4	I can plan when and how to use the target language, including meta-language I may need in the classroom.	2.80	3.57	0.77
6	36	1	I can encourage students to use their knowledge of a topic and their expectations about a text when reading.	3.02	3.78	0.76
6	74	4	I can be flexible when working from a lesson plan and respond to students' interests as the lesson progresses.	2.81	3.57	0.76
8	6	1	I can take into account students' sense of achievement.	3.20	3.95	0.75
8	9	1	I can critically assess my teaching based on the understanding of theoretical principles.	3.01	3.76	0.75
8	76	3	I can time and change classroom activities to reflect individual students' attention spans.	2.64	3.40	0.75

Item 75 showed the largest gain in score in the second survey. On average, most of the respondents' self-assessment scale has moved up to the next step, from scale two to scale three(Table 4). The result shows 68.3% of the respondents assessed their achievement level of this item was higher in the second survey following the practicum. Notably, half of this 68.3 percent group assessed more than two scale higher in the second survey. On the contrary, there were limited number of respondents, i.e., 7.38%, whose self-assessment scale has gone down after the practicum. This item (#75) belonged to third quadrant (hereafter Q3), indicating that the item was considered difficult for the student teachers.

Item that marked second biggest gain was #15. This item belonged to Q1 which suggests that the didactic competence required for this item was perceived as relatively easy for the student teachers.

Item which showed the third largest gain in score was #10. Almost 60% of respondents' self-assessment scale has improved in the second survey. On the other hand, 10% of the respondents' assessment scale has moved downwards. This item also belonged to Q1 indicating that student teachers perceived it as not very challenging.

Item 3 displayed the fourth largest gain in score. 66.9% of the students' self-assessment improved after the practicum, the largest percentage within the top 10 items. On the other hand, the percentage of students whose self-assessment score decreased was the lowest among the top 10 items.

Fifth largest gain in score was observed with item 71. The following two points suggest that didactic competences required in the item are rather difficult: (1) Compared with other top 10 items, percentage of students whose self-assessment improved after the practicum was lower (57%). (2) The item belonged to Q4.

Sixth largest score gains were observed with items 36 and 74.

- Item 36 belonged to Q1. Thus, we can assume that the item was perceived as relatively easy
- Item 74 was a sub-item of Category V *Conducting a Lesson*. Student teachers' response showed a pattern similar to item 7 which belonged to the same category as item 74. In both items, student teachers felt they have actually developed the competence to some extent through the practicum, though they perceived the competence as being very challenging (Item 74:Q4; Item 75: Q3).

Items that displayed eighth largest score gains were 6, 9 and 76. About 60% of the student teachers' self-assessment scores increased after the practicum.

- Average score of item 6 was the highest in the first survey. Since the item belonged to Q1, we can assume that the didactic competence required in this item was rather easy for the respondents. Similar response pattern was observed in item 3 (top 3) which belongs to the same category with item 6 (I Context B *Aims and Needs*).
- Number of students whose self-assessment score decreased in the second survey was the largest in item 9, which marked 11.4% (17 students). Similar tendency of responses was observed with item 10 (top 3), which belonged to the same category (I Context C *The Role of the Language Teacher*) and share common competence, "I can critically assess my teaching".
- Item 76 belonged to Q3, therefore we may conclude that students perceived this competence as challenging. It is noteworthy that three out of the four items which belong to the same category (V Conducting a Lesson A. Using Lesson Plans) are included in the top 10 items (ranked 6th, 1st and 8th , respectively).

5. 5 Items that showed the least change between the two surveys

Table 5 shows 10 items with the smallest gains in score. Respondents perceived that their mastery of competences underlying these items has not improved significantly following the teaching practicum.

Table 5. Ten items that showed the least gains in score

Rank	Item #	Quadrant	Descriptor	Mean		Gap
				1st survey	2nd survey	
1	97	3	I can use appropriate assessment procedures to chart and monitor a student's progress (reports, checklist, grades, etc.).	2.42	2.78	0.35
2	2	1	I can understand the value of learning a foreign language.	3.88	4.26	0.38
2	53	3	I can guide students to use the Internet for information retrieval.	2.81	3.19	0.38
2	92	3	I can use various ICT resources such as the Internet, and appropriately advise students on how to use them.	2.41	2.79	0.38
5	40	3	I can recommend books appropriate to the needs, interests and language level of the students for extensive reading.	2.47	2.87	0.40
6	98	3	I can assess a student's ability to engage in spoken and written interactions.	2.72	3.14	0.42
7	91	3	I can assess homework according to valid and transparent criteria.	2.74	3.18	0.44
7	93	3	I can evaluate and select valid assessment procedures (written tests, performance tests, etc.) appropriate to learning aims and objectives.	2.68	3.12	0.44
7	99	1	I can assess students' ability to make comparisons between their own and the culture of the target language communities.	3.07	3.50	0.44
10	96	3	I can present my assessment of a student's performance and progress in the form of a descriptive	2.45	2.91	0.46

			evaluation, which is transparent and comprehensible to the student, parents and others.			

Item 97 showed the smallest increase. Thirty-six point seven percent of the student teachers' self-assessment scale has moved upwards in the second survey, while 14.3% of their self-assessment scale has moved downward. The item belonged to Q3, indicating that it was perceived as challenging.

Items with the second smallest increase in scores were 2, 53 and 92.

- There were only 6.8% of student teachers whose self-assessment scale moved downwards in the second in the second survey, which was the smallest percentage of the 10 items with the smallest increase listed in table 5. This item is the only one which showed ceiling effect in the second survey. It belonged to Q1 showing respondents found it relatively easy.
- Both items 53 and 92, are about using ICT in their teaching. Since both of the items belonged to Q3, they were seen as difficult.

The fifth smallest increase in score was observed in item 40. More than half of the students' self-assessment score did not change between the first survey and the second one, which may indicate their limited experience on extensive reading during the teaching practicum. This item belonged to Q3 which shows students perceived this item as challenging.

The sixth least increase was observed in item 98. Forty-four point six percent of students have assessed their perception toward this competence has risen in the second survey. On the other hand, 10% of their self-assessment score has dropped, some minus 2 or even 3 points, in the second survey. The item belonged to Q3 indicating that the item was perceived as difficult.

Items with the seventh least increase in scores were 91, 93, and 99. All three items share a common key word 'assessment', and display very little increase between the two survey scores.

- Of all the items which belong to Category VII Assessment, Item 99 was the only item which belonged to Q1. We may assume that the underlying competence is perceived as a basic one compared with the other items in the same category.

Items with the least increase in score was 96. Including item 96, five out of the 10 items listed in table five belonged to Category VII *Assessment*. All of these items, other than item 99, belonged to Q3, indicating that they were judged as difficult by respondents.

6. Discussion and Implication for the Future

6.1 Discussion

- Category I *Context,* items were mainly located in Q1 indicating that respondents had a higher degree of confidence in underlying skills following the practicum. In this category, scores of items 3, 6, 9, 10, and 15 rose significantly after the practicum.
- Both item 3 "I can take into account attainment of target based on the Course of Study and students' needs." and item 6 "I can take into account students' sense of achievement." belong to Category I B *Aims and Needs*. All the items that belong to this category received a high score in the first survey. The scores rose further after the practicum, which shows students perception of control of the related competences has strengthened through the experience of practicum. Since these items focus on competences needed in planning a lesson, we may assume students were more prone to feel their effort has paid off. On the other hand, items which focus on lesson practice were considered more difficult than lesson planning since those competences require flexibility in the classroom. The only exception was item 2 "I can understand the value of learning a foreign language." Since student teachers' perception value of the item was high from the first survey, very little improvement was observed in the second survey, due to the ceiling effect.
- About 10% of the respondents lowered their self-assessment scores after the practicum in items 9 "I can critically assess my teaching based on the understanding of theoretical principles." and 10 "I can critically assess my teaching based on student feedback and learning outcomes and adapt it accordingly." Making connections between student teachers' classroom action and theory or learning outcomes is a step one needs to face in the process of reflecting upon their teaching practice. Although many of the students were used to reflection in micro-teaching or trial teaching during their teacher training courses, it is natural to see certain percentage of student teachers felt it difficult after the practicum, where they teach longer hours with real students in front of them, not peers taking students' role.
- Results suggest that confidence in didactic competence required in item 15 "I can assess how to use the resources and educational equipment available in my school and adapt them to my teaching as necessary" may be easier to acquire through actual teaching practice.

- Items in Category VI *Independent Learning and Category* VII *Assessment of Learning* were mainly located in Q3, suggesting a perceived relatively high level of difficulty. One reason why self-assessment scores did not improve much in the second survey can be due to lack of teaching experience.
- Scores of item 92 "I can use various ICT resources such as the Internet and appropriately advise students on how to use them." and 97 "I can use appropriate assessment procedures to chart and monitor a student's progress (reports, checklist, grades, etc.)." were also low in the similar survey conducted among novice teachers (JACET SIG in English Education, 2010). Possible cause was that subjects had infrequent opportunities to actually exhibit these didactic competences. If the relevant experience is limited for the novice teachers, it is natural to conclude that student teachers had probably even fewer occasions to learn these competences.
- Items 99 "I can assess students' ability to make comparisons between their own and the culture of the English language communities." and 100 "I can analyze students' errors and provide constructive feedback to them." were rare exceptions in Category VII as positive perception change was observed.
- Items 99 and 46 "I can evaluate and select a variety of activities which awaken students' interest in and help them to develop their knowledge and understanding of their own and the target language culture." This concept to understand Japanese and target language's both language and culture is a key objective stated in the "Course of study" (2010) for Junior High school Foreign Language which all teachers should know. As expected, both items are located in Q1, and showed a very small score gain in the second survey (+0.48 for item 46). Integration of cultural aspects into a lesson is a complex and time-consuming process: Teachers need to consider whether the cultural aspects they wish to incorporate into their lessons match the objective of the class; how to design an activity using these cultural dimensions, and how to assess this element of the syllabus. Although student teachers perceived "understanding of culture" as rather easy at the beginning, actual classroom practice made them realize the operational difficulty of this competence.
- Item 100 is a basic competence required for teachers when performing daily tasks, such as, conducting a lesson or dealing with problems. This item belonged to Q4, indicating an enhanced perceived level of confidence by participants following teaching practice.
- Except for item 25, items that belonged to Category II *Methodology* were in Q1 and Q3. Of the four skills, items dealing with speaking and writing were all located in

- Q3. Teaching of these productive skills is clearly perceived as more challenging compared with the receptive skills. Item 25 "I can help students to gather and share information for their writing tasks." was the only item, of Category II, in Q2, suggesting that students gained confidence as a result of practice of described activities.
- Items 31 "I can encourage students to use their knowledge of a topic and their expectations about a text when listening." and 36 "I can encourage students to use their knowledge of a topic and their expectations about a text when reading." share common key phrase 'I can encourage students to use their own knowledge'. While item 31 was located in Q3, item 36 was located in Q1. The result suggests respondents felt it more challenging to make students use their own knowledge in listening than in reading tasks.
- Item 40 "I can recommend books appropriate to the needs, interests and language level of the students for extensive reading." was located in Q3. There are two possible explanations: Firstly, student teachers themselves likely had little familiarity with literary works; and secondly, subjects had little opportunities to engage in extensive reading at school during their practicum. One reason for limited opportunity of extensive reading at junior and senior high schools might be due to tight schedule. However, the advantage of extensive reading is obvious. It may be necessary to examine ways to fit extensive program in schools.
- In Category III *Resources*, the results were split into two quadrants: Q1 and Q3. The difference in student teachers' perception was observed in items related to selecting and making use of resources based on the coursebook (items 47, 48, 50, and 51) and others (items 49,52,53). All the items that were located in Q1 (47, 48, 50, 51) related to making use of the course book. This implies making use of coursebook is a basic competence required for student teachers.
- Results of items in Categories IV *Lesson Planning* and V *Conducting a Lesson*, items were located in every quadrant other than Q2. One exception was item 56 "I can set objectives which challenge students to reach their full potential." which was located in Q2. This item involves a basic competence needed for daily lesson planning, thus respondents gained confidence through repeated practice at school. The results suggest that items 74 "I can be flexible when working from a lesson plan and respond to students' interests as the lesson progresses.", 75 "I can adjust my time schedule when unforeseen situations occur.", and 76 "I can time and change classroom activities to reflect individual students' attention spans.", were perceived as challenging. However, all of these items made the list of the top 10 items which showed the largest score increase in the second survey suggesting that,

respondents could gain confidence through practice.

- In sections C *Interaction with Students* and D *Classroom Management* of the Category V, student teachers' negative perception was observed on items that require competences related to making lessons student-centered (items 78, 79, 80, 81 and 85: 85 were in Q4 and others were in Q3.) It can be extrapolated that student teachers felt understanding students and conducting a lesson by keeping in mind each students' needs is a competence difficult to attain through their limited pre-service instruction and classroom exposure.
- J-POSTL was created to explicitly describe competences as goals to be achieved for the Japanese students in a teacher training course. These items also constitute basic competences for novice teachers. Results suggest that student teachers gained confidence in the mastery of the competences underlying the tasks though the actual rates of perceived improvement vary. Similar results were obtained by the same J-POSTL survey conducted in 2011 toward different groups of pre-service and in-service teachers. This evidence supports the validity of J-POSTL as a platform for self-assessing Japanese student teachers' didactic competences.
- Using portfolio tools including this J-POSTL survey at a college level will help teachers responsible for teacher training courses to give student teachers appropriate feedback which they need to be aware of by comparing the pre- and post- practicum survey results
- Sharing the portfolio with mentors at school would allow them provide more targeted and effective feedback on students' teaching.

6.2 Implications for further study

- Since the first survey was conducted very close to the beginning of the practicum period, possibly many of the respondents' perception was already prepared, to some extent, for the coming practicum period, thus skewing the results. Thus, for future study, it may be worthwhile to conduct survey three times. Conducting the survey three times will allow respondents themselves and teachers involved to gain a clearer understanding of student teachers' process of acquiring each competence and the change of their perception of mastery of related skills. Adding an extra survey prior to the start of the practicum preparation curriculum i.e. before students enroll in English Methodology course will be of appropriate.
- As mentioned in I Research Background of this report, a detailed breakdown of each descriptor in the checklist of J-POSTL was provided by the SIG to help student teachers use the checklist more easily and effectively as a reflection tool. However,

it was not in time when we sent out sets of documents (including a questionnaire and two sets of checklists per student) to 12 universities. Providing this breakdown is hoped to help respondents to have a common understanding of each item. It would be useful to see how the results will be affected by adding this detailed breakdown of each descriptor.

- In order to clarify the above mentioned two points, the SIG is conducting a follow-up survey. It is hoped that the new data will be valuable in identifying a more effective way to utilize the J-POSTL survey for both teachers and student teachers.

7. Results of the questionnaire for students

7.1 Use of portfolio

Table 6. Results of Item 1

Item 1 Was useful for understanding the professional abilities necessary for English teachers		
scale	N	%
5-Useful	21	14.0
4-Somewhat useful	73	48.7
3-Neutral	39	26.0
2-Not very useful	12	8.0
1-Not useful	4	2.7
No response	1	0.6
Total	150	100

As the results of Item 1 show, more than 60% of students answered that the portfolio was useful or somewhat useful for understanding the professional abilities necessary for English teachers. 26% of students answered “neutral,” while fewer found it “not very useful” or “not useful.”

Table 7. Results of Item 2

Item 2 Was able to use this portfolio for self-reflection		
scale	N	%
5-Greatly	43	28.7
4-Somewhat	83	55.3
3-Neutral	17	11.3
2-Hardly	6	4.0
1-Unable at all	1	0.7
Total	150	100

According to the results of Item 2, 84% of students answered that they were "greatly" or "somewhat" able to use this portfolio to reflect on themselves during their pre-service teacher training. The above results indicate that many students appreciated the usefulness of the portfolio as a reflection tool.

Table 8. Results of Item 3

Item 3 Was able to make use of the portfolio		
scale	N	%
5-Greatly	8	5.3
4-Somewhat	50	33.3
3-Neutral	63	42.0
2-Hardly	16	10.7
1-Unable at all	13	8.7
Total	150	100

In Item 3, the students were asked to what extent they were able to make use of the portfolio. Less than 40 % students were able to make use of it, 40% answered "neutral," and 20% were not able to fully make use of it. Those who answered 1 or 2 were asked to write down their reasons. Among the 25 comments, the most common reasons related to having an insufficient understanding of the usefulness and use of the portfolio (six comments). Another commonly mentioned reason was lack of time (six comments). The second most frequently mentioned reason was not completing the portfolio with due diligence. The above comments show that students did not see the portfolio as important, or weren't sure how to make use of it, because they didn't receive

sufficient instruction from the supervisor when the portfolio was given to them.

7.2 About each section of the portfolio

Item 5 consisted of 11 sub-items. Students were asked if each section was easy to use. When students mentioned that a section was difficult to use, they were asked to write down the reasons. Regarding the "personal statement" and "dossier" sections, they were asked to write down what they recorded in these sections.

7.2.1 "Personal statement"

Table 9. Results of Item 5(1)

Item 5(1) Was the "personal statement" section easy to use?		
scale	N	%
5-Easy to use	13	8.7
4-Somewhat easy to use	65	43.3
3-Neutral	62	41.3
2-Somewhat difficult to use	4	2.7
1-Difficult to use	1	0.7
No response	5	3.3
Total	150	100

In Item5 (1), 52% of respondents answered that the "personal statement "section was "easy to use" or "somewhat easy to use." while 40% answered that it was "somewhat difficult to use." Only 3.4% (five students) said it was "difficult to use." All five students who selected 2 or 1 provided different reasons, most of them of personal nature. The students who answered "neutral" were not asked to write down the reasons, but we can assume that some of them did not make use of the section for the same or similar reasons.

The next section presents what the students wrote down about the four themes in the "personal statement" section.

(1)Your past English learning experiences

In Item 5(1), the students were asked to write down comments they made in the "your past English learning experiences" section, recording good and bad experiences separately. When a student wrote about two or more experiences they were itemized as separate comments, producing a total of 180 comments. In addition, 43 of these 180

comments were excluded from analysis as they were too vague. Among the remaining 137 comments, 87 comments were clearly categorized into either good experiences or bad experiences for analysis.

Table 10. Results of Item 5(1)

Good experiences	N	%	Bad experiences	N	%
Development of communication ability	13	29.5	Grammar-translation method	22	51.2
Learner-centered class	7	15.9	Lack of development of communication ability	10	23.3
Learning about culture	5	11.4	Monotonous classes	2	4.6
Pronunciation	4	9.0	Other	9	20.9
Effective use of teaching materials	3	6.8	Total	43	100
Arousal of students' interest	2	4.6			
Grammar-translation method	2	4.6			
Other	8	18.2			
Total	44	100			

The most frequently mentioned comments related to "development of communication ability" (13 comments). More concretely, the students referred to "a class with an ALT." Also, practicing English orally was mentioned. Additional comments included "use of games," "regular vocabulary tests," "extensive reading," and "class with clear goals." The second most frequently mentioned comments (of which there were seven) were about the "learner-centered class."

On the other hand, more than half the students (22 comments) referred to a class using the "grammar-translation method" as a bad experience. As reasons for the negative experiences, students cited lack of opportunities for the development of communicative ability; boring classes, incompetence of instructors, and absence of clearly established class objectives. These results show that many students are critical of the grammar-translation method, while some students regard positively a class which seeks to develop communicative ability.

(2) Expectations about the "pre-service teacher training course" section

In Item5 (1) ④, students were asked to write down what they had recorded in the "your expectations about the pre-service teacher training course" section. In this section

of their portfolio, they were required to note what they would like to achieve in the course. 128 comments were expanded into 151 total comments. 16 comments among the 128 were excluded from the analysis because the descriptions were too vague. As a result, 135 comments were analyzed.

Table 11. Results of Item 5(1) ④

Regarding class	N	%	Checking current teaching ability	1	
Improving teaching methods and abilities	35		Judging aptitude for a teacher	1	
Learning how to arouse students' interest	12		Subtotal	24	19.4
Knowing how to conduct a lesson which emphasized students' understanding	7		**Regarding English pedagogy and English ability**	N	%
How to conduct a lesson which satisfies students' needs	6		Developing communicative ability	8	
Understanding actual teaching context	5		Learning about English teaching methods	7	
Making a lesson plan	3		Improving English ability	3	
Effective use of teaching materials	2		Acquiring sufficient knowledge about English education	1	
Classroom teaching	2		Understanding the meaning of teaching English	1	
Knowing how to conduct an interesting lesson	1		Increasing knowledge about English education	1	
Conducting a trial lesson	1		Learning about international education	1	
Experiencing fun of teaching	1		Subtotal	22	16.4
Subtotal	73	60.0	**Other**	N	%
Regarding teaching profession	N	%	Acquiring abilities necessary for teacher employment exams	2	

Knowing how to communicate with students	9		Applying theory into practice	1	
Improving capabilities as a teacher	7		Smoothly connecting elementary and junior high education	1	
Acquiring flexibility	4		Regularly making effort	1	
Improving communication ability	1		Reunion with my previous teacher	1	
Increasing knowledge about education	1		Other	5	
Student guidance	1		Subtotal	11	8.2
Understanding students	1		Total	134	100

Several distinctive themes emerged upon analysis, and the comments were accordingly divided into three broad areas: "regarding class," "regarding teaching profession," and "regarding English pedagogy and ability."

The most frequently mentioned comments (60%, 74 comments) were "regarding class." Among them, 35 comments were about "improving teaching methods and abilities." Many of the comments were general. The second mostly frequently mentioned comments (12 comments) related to "arousal of students' interest."

Next, 27 comments (20.2%) were "regarding the teaching profession." Nine comments were concerned with "how to communicate with students" such as "good rapport with students." Seven comments related to "getting flexible responsive capabilities" such as "thinking, learning, and acquiring abilities necessary for a teacher," and "acquiring basic abilities necessary for a teacher." Four comments were about "improving communicative ability." Other comments included "increasing knowledge about education" and "understanding students."

Twenty-two comments (16.4%) were "regarding English pedagogy and English ability." Eight comments were about the "development of commutative ability" such as "being able to teach communicative English," and "conducting a lesson where students have many opportunities to use four skills." Seven comments were about "learning about teaching English methods," and three comments were about "improving English ability." Other comments were about "understanding the meaning of teaching English" and "increasing knowledge about English education." In addition, student

teachers commented on “acquiring abilities necessary for teacher employment exams,” “applying theory into practice,” and “connecting elementary-level education and junior high school-level education effectively.”

The results reveal that students have various expectations about the pre-service teacher training course. In particular, they expect to learn about practical teaching methods and skills which they can apply in the classroom.

(3) Expectations and anxieties about the practicum

In Item5 (1) ⑤, students were asked to record what they wrote in the section “your expectations and anxieties about the practicum.” In this section of the portfolio, they were asked to list their expectations and anxieties separately. 130 comments were reviewed and separated into a total of 199 comments. Of these 199 comments, 149 comments were categorized into either expectation or anxieties for further analysis.

Table 12. Results of Item(1)⑤

Expectations	N	%	Anxieties	N	%
Communication with students	14	31.1	Classroom teaching	22	37.4
Classroom teaching	13	28.9	Communication with students	10	17.0
Putting theory into practice	4	8.9	Lack of good command of English	9	15.3
Understanding actual teaching context	3	6.7	Leadership ability	6	10.2
New learning	3	6.7	Practicum	4	6.7
Class management	2	4.4	Understating actual educational context	4	6.7
Other	6	13.3	Other	4	6.7
Total	45	100	Total	59	100

More than 30% of all the comments about expectations related to “communication with students” (14 comments). Some examples of these comments included: “expectation of communication with students,” “communicating with many students,” and “looking

forward to communicating with students." The second most frequent comments were about "classroom teaching" (13 comments), such as: "looking forward to conducting a class in an actual context," "conducting a lesson with enough interaction with my students," and "conducting my ideal lesson." Further comments were "putting theory into practice" (four comments), "understanding actual teaching context" (three comments), "new learning" (three comments), and "class management" (three comments).

Notably, the highest and second highest items about anxieties were the same items listed most frequently for expectations. The highest ranked item related to "classroom teaching" (22 comments, 37.4%), including comments such as: "worries about time management in class," "conducting a lesson which satisfies students," "conducting a lesson which puts emphasis on students' understanding," and "appropriate explanation about grammar." Ten comments were about "communication with students." The third most-highly ranked comments related to "lack of good command of English," such as "bad pronunciation" and "conducting a lesson in English."

(4) Teachers' abilities

In Item5 (1) ⑥, the students were required to write down what they had noted in the "teachers' abilities" section. In this section of the portfolio, they were asked to list teachers' abilities using three examples. 116 comments were further divided into 229 comments.

Table13. Results of Item5(1) ⑥

Personal traits	N	%	Creating a good atmosphere	1	
Humanity/Personality	6		Sense of responsibility	1	
Flexibility	4		Explanation skills	1	
Smile	2		Subtotal	106	46.3
Observation skills	1		**Competence necessary for classroom teaching**	N	%
Permissivity	1		Teaching class which satisfies students' needs	10	
Adaptability	1		Arousal of students' interest	7	
Reliability	1		Clear explanation and instruction	4	
Endurance	1		Skills of studying and making teaching materials	4	
Graciousness	1		Planning a lesson	3	

Confidence	1		Making a lesson plan	2	
Subtotal	19	8.3	Writing on blackboard appropriately	1	
Professional aptitude	N	%	Classroom management skills	1	
Communicative ability	24		Subtotal	32	14.0
Understanding students	23		**English ability**	N	%
Consideration for students	12		English ability	21	
Ambition	7		Appropriate pronunciation	17	
Eagerness	7		Classroom English	4	
Broad knowledge	4		Ability to communicate with an ALT	2	
Leadership	4		Subtotal	44	19.2
Loud voice	3		**Knowledge about education for international understanding**	N	%
Liking children	3		Background knowledge about culture	8	
Problem-solving ability	2		Interest about international affairs	7	
Broad vision	2		Understanding the role of English as an international language	1	
Information processing capacity	2		Subtotal	16	7.0
Cooperativeness	2		**Knowledge about English language pedagogy**	N	%
Common sense	2		Knowledge about English language	4	
Experience	1		Explaining English grammar clearly	2	
Fairness	1		Knowledge about English language pedagogy	1	
Work performance	1		Communicative language teaching methodology	1	
Autonomy	1		Subtotal	8	3.5
Career guidance skills	1		Other	4	1.7
Expertise	1		Total	229	100

All of the comments were divided into six areas, namely “personal traits,” “professional aptitude,” “competence necessary for classroom teaching,” “English ability,” “knowledge of education for international understanding,” and “knowledge of English language

pedagogy." The most frequently referred to area was "professional aptitude" (46.3%), followed by "English ability" (19.2%), "competences necessary for classroom teaching" (14.0%), "personal traits" (8.3%), "knowledge of education for international understanding" (7.0%), "knowledge of English language pedagogy" (3.5%). The results show that the students regard "professional aptitude" as the most important ability. Among the 106 comments about "professional aptitude," the three top items related to students. The most highly-ranked item was "communication ability" (24 comments), followed by "understanding students" (23 comments). The third most frequent item was "consideration for students" (12 comments).

Among the 44 comments about "English ability," 21 referred to English ability in an ambiguous way. However, 17 comments gave greater clarity, and highlighted "appropriate pronunciation." Other comments included "using classroom English" (four comments) and "ability to communicate with an ALT" (two comments).

Among the 32 comments about "competences necessary for classroom teaching," the first and second most highly-ranked items related to students. The first item was "teaching a class which satisfies students' needs" (10 comments). The second item was about "arousal of students' interest" (seven comments). Among 19 comments about "personality traits," six comments were about "humanity/personality." Among 16 comments regarding "knowledge of education for international understanding," eight comments related to "background knowledge about culture," such as "telling differences between Japanese and other cultures" and "understanding other cultures." The results indicate that students only have a superficial understanding of culture.

Lastly, only eight comments were made about "knowledge of English language pedagogy." More concretely, the comments were divided into "knowledge of English language" (four comments), "explaining English grammar clearly" (two comments), and "knowledge of English language pedagogy" (one comment), and "communicative language methodologies" (one comment).

7.2.2 Self-assessment

Table 14. Results of Item 5 (2)

Item 5(2) The "self-assessment" section was easy to use.		
Scale	Number	%
5 – Easy to use	27	18.0
4 – Somewhat easy to use	58	38.7
3 – Neutral	50	33.3
2 – Somewhat difficult to use	7	4.6

1 – Difficult to use	4	2.7
No answer	4	2.7
Total	150	100

Regarding item 5 (2) , 56.7% of the students responded that the self-assessment was either "easy to use" or "somewhat easy to use," while around 30% marked "neutral." Only 7.4% (n=11) of the students responded that the checklist was difficult to use. There were 12 comments made to explain why it was difficult to use. The most prominent reason was related to the excessive number of items (n=6), followed by the difficult level of vocabulary used in the descriptors (n=3).

When this portfolio was distributed in November, 2010, the breakdown of the descriptors which the SIG members had added in order to contextualize the items to be readily acceptable in the Japanese educational context was not included. This may have led to the difficulty to fully comprehend each item and make use of the checklist for some of those who have responded "neutral".

7.2.3 Dossier

Table 15. Results of Item 5 (2)

Item 5(3) The "dossier" section was easy to use.		
Scale	Number	%
5 – Easy to use	13	8.6
4 – Somewhat easy to use	57	38.0
3 – Neutral	69	46.0
2 – Somewhat difficult to use	4	2.7
1 – Difficult to use	3	2.0
No answer	4	2.7
Total	150	100

Regarding item 5 (3), 46.6% of the students responded that the "dossier" was either "easy to use" or "somewhat easy to use," while 46% responded that in "neutral." Only 3.7% (n=7) responded that the dossier was "somewhat difficult" or "difficult" to use. A total of eight comments were provided. These comments represent the fact that the ways to use this section as well as the content to be recorded were not made clear. Furthermore, a student commented, "I had to write the same thing as my practicum journal and the questionnaire made by the university. If this is done in cooperation with the university, such repetition can be avoided." This clearly shows the overlap of

documentation which detracts from the intended purpose.

Next, it is useful to focus our attention on what actually was recorded in the "dossier" section. We asked the respondents to identify the items they considered most important in their record and write them in the questionnaire. Ninety-nine of the respondents commented on either single or multiple points, amounting to a total of 172 comments.

The comments could roughly be divided into three categories: pedagogical competence (57.5%), improvement of English proficiency (32.6%), and other (10%). Comments concerning pedagogical competence could be further subdivided into "learning at the university or the practicum site" and "extracurricular learning." The former included microteaching (n=38), teaching practicum and classroom observation (n=24), lectures or seminar content besides microteaching (n=8), and lesson plan (n=3). The latter included internship/ volunteer activities (n=11) such as "volunteer at an elementary school." This section also included teaching experiences at cram schools or as private tutors (n=8) as well as conference participation (n=4) and preparation for teacher employment examination (n=3).

Out of the 56 comments concerning improvement of English proficiency, 42 comments were related to certification examinations such as TOEIC, STEP test, and TOEFL. About 60% of the comments about certification examinations were related to TOEIC. Ten comments were on studying English ranging from listening to grammar to vocabulary to English conversation with friends. There were only four comments related to studying abroad. There were 17 comments categorized as other, which were mainly related to being aware of students' needs and teaching strategies.

Table 16. Comments on the "dossier"

Pedagogical Competence	N	%	**English Proficiency**	N	%
University/ Practicum Site			Certification Examinations (TOEIC, STEP test, TOEFL)	42	
Microteaching	38		Studying English	10	
Practicum/Classroom Observation	24		Studying Abroad	4	
Lectures/ Seminars (besides microteaching)	8		Subtotal	56	32.6
Writing Lesson Plans	3		**Others**	N	%
Subtotal	70	42.4	Pedagogical matters	9	
Extracurricular Learning			Others	8	

Internship, Volunteer, etc.	11		Subtotal	17	9.9
Cram school teacher/ Tutor	8		Total	172	100
Conference Participation	4				
TeacherEmploymentExamination	3				
Subtotal	26	15.1			

7.3 Teacher/Supervisor Feedback Opportunities

Table 17. Results of Item 6

Item 6 There were opportunities to have the portfolio checked by teachers/supervisors.		
Scale	Number	%
3 – More than three times	0	0
2 – Once or twice	14	9.3
1 – None	129	86.0
No answer	7	4.7
Total	150	100

Item 6 asked whether there were opportunities to have the portfolio checked by teachers/ supervisors. As a result, there were merely 10% who had received teacher/supervisor feedback once or twice, while over 80% hadn't received any feedback.

7.4 Peer Discussion Opportunities

Table 18. Results of Item 7

Item 7 There were opportunities for peer discussion.		
Scale	Number	%
3 – More than three times	0	0
2 – Once or twice	28	18.7
1 – None	116	77.3
No Answer	6	4.0
Total	150	100

Item 7 asked whether there were opportunities for peer discussion on topics such as the teaching profession or lesson practice based on the portfolio. As a result, slightly under 20% of the students had had such opportunities once or twice, while over 70% of them hadn't had any.

The results of items 6 and 7 show that how to make use of the portfolio was left up to each student's discretion.

7.5 Opinions about the Portfolio

7.5.1 Initial Reaction: Upon Receiving the Portfolio

Table 19. Results of Item 8

Theme	N	%	Theme	N	%
Utilizing during the Practicum	16	14.2	Significance/Application Unclear	15	13.2
Reflection	10	8.8	Nothing Special	4	3.5
Utilization	9	8.0	Others (Positive Reaction)	12	10.6
Surprise/ Interest	9	8.0	Others (Negative Reaction)	5	4.5
Development	2	1.8	Others (Cannot be Categorized)	8	7.1
Self-analysis	2	1.8	Total	113	55
Burden /Nuisance	21	18.6			

Item 8 asked the initial reaction students had when they received the portfolio. There were 113 comments made, which were categorized into eight themes besides "others." 43.4% of the comments were positive, while 18.6% were rather negative. Finally, 13.3% were skeptical about the use/effectiveness of the portfolio since the significance and application of the portfolio were not clear for them.

Fifteen of the positive comments were concerned with the practicum. Some focused on their emotions, while others focused on the expectation that the portfolio would serve as a tool to confirm their development after the practicum. In addition, there were comments suggesting concrete ways to utilize the portfolio. It appears that by receiving the portfolio before the practicum, the items on the checklist helped them prepare themselves for the practicum and have a relatively good understanding of what to expect.

The next most recurrent theme was reflection or willingness to utilize it for self-development (n=10) with a focus on one's own learning, one's English learning, and what one has done with the portfolio so far. There were also opinions stating their willingness to make use of it or their expectations of it being useful (n=9) without reference to how they wanted to make use of it except for two concrete comments. Furthermore, there were reactions showing surprise or interest seeing the portfolio for the first time. Others included comments related to self-development (n=2) such as "I told myself to try hard so that I can continue to develop myself" and those related to self-analysis (n=2) such as "I thought that I could analyze what I am thinking or what is happening in the class objectively."

The rather negative reactions included the feeling of burden and nuisance (n=21). Skeptical opinions reflected the uncertainty about the portfolio's significance or optimal

ways to use it. This is perhaps due to the lack of clear explanation of how to use this document.

7.5.2 Opinions: Fall of Senior Year

Table 20. Results of Item 9

Theme	N	%	Theme	N	%
Reflection	34	30.6	Necessity/ Effectiveness	4	3.6
Development/ Change	29	26.1	Hard Work	3	2.7
Self-analysis/ Noticing	15	13.5	Others	16	14.4
Failure to Utilize	10	9.1	Total	111	100

Item 9 asked how students felt in the fall of their senior year after having used the portfolio for some time. There were 111 comments made, which were categorized into six substantive themes. Over 70 percent of the comments made were positive opinions about the portfolio. Compared to their initial reactions when they first received the portfolio, there were more students who evaluated it positively. The most recurrent theme was reflection, which increased from less than 10% when the portfolio was first distributed to 30%. To list a few comments, "I was able to reflect on the practicum objectively," "I was able to understand the significance of the checklist as a tool for reflection," "It was very useful since I was able to reflect the entire teaching training course" were among others.

The next most recurrent theme was development and change (n=15), including comments such as "The checklist helped me notice the change within me. I think I was able to utilize it well." "I was able to notice how I changed after the practicum," and "I was happy to see my development visually." It appears that many students were able to monitor their progress by looking back on and confirming their development through the portfolio. Further, the use of the portfolio has led some students to engage in self-analysis by objectively analyzing their development and points for improvement (n=15).

While there were comments regretting not having been able to make good use of the portfolio (n=10), there weren't any comments completely negating the usefulness of the portfolio except for two.

To summarize, it can be inferred that the initial skeptical or negative feelings towards the portfolio due to lack of understanding changed over time as the students used the portfolio independently. As a result, more students came to appreciate the benefits of the portfolio.

7.6 Benefits of the Portfolio

Table 21. Results of Item 10

Theme	N	%	Theme	N	%
Reflection	51	41.5	Necessity/ Effectiveness	2	1.6
Development/ Change	31	25.2	Hard Work	2	1.6
Self-analysis/ Noticing	21	17.1	Others	10	8.2
Record	3	2.4	Total	123	100
Organizing thoughts	3	2.4			

Item 10 asked the students about the positive points of using the portfolio. There were 123 comments, which were categorized into seven substantive themes. The top three recurrent themes were the same as for item 9, which accounted for 84.1% of all comments. “Reflection,” “self-analysis/noticing,” and “development/change” can be listed as three keywords of the benefits of using the portfolio.

Among the respondents, “reflection” was most closely associated to monitoring of oneself followed by “practicum.” Others included “one’s process of development,” “one’s competence,” “one’s effort,” and “learning process.”

Opinions concerning “self-analysis/ noticing” such as “I was able to understand my strengths and weaknesses,” “I was able to reflect on points I have improved as well as what I need to work more on,” and “Responding to the 100 items enabled me to think about myself and the teaching profession deeply” suggest that doing the checklist helped the users clarify their goals and reflect on themselves more objectively. Further, opinions such as “I could visualize my development over the course of the practicum” or “The portfolio helped me confirm the points I have developed through the practicum. I don’t think it would have been possible without it,” which are related to the theme “development /change,” suggest that using the portfolio has helped the respondents become aware of the process of growth as well as notice their development and change more. In fact, there were three comments made directly about the record itself. In addition, there were three comments stating that it has helped the users understand the teaching profession as well as two comments stating that it has helped them understand what professional qualities are necessary.

7.7 How to Improve the Portfolio

Table 22. Results of Item 11

Theme	N	Theme	N
How to use it	8	Consideration for the users	1
Ideas for improvement	6	Complaints about the manual task	1
Brief description	6	Timing of distribution	1
Detailed description	3	Others	2
Questions	4	None	2
Importance of explanation	2	Total	36

Item 11 asked how the portfolio could be improved. Diverse comments (n=36) were made. The most recurrent type suggested ways to make use of the portfolio more:

- I think there should have been more opportunities to use the portfolio in class. Otherwise, I might forget about the portfolio.
- It would have been of help if there was a general manual-like section describing the exemplar teaching methods.
- It is necessary to explain about ways to make use of the portfolio both to the teachers and students.
- I don't see much meaning in using it independently. I think it would be good if students who have finished the practicum got together and worked on it as they shared ideas and opinions. I wasn't sure what the meaning of this "portfolio" was.

In fact, the results of items 6 and 7 have also indicated that the teachers were not actively involved with the portfolio and there were not many opportunities for the students to discuss it. It is necessary to collect concrete cases to further investigate how to utilize the portfolio including how teachers should be involved, and explain the its significance as well as utilization methods to the students.

Secondly, the following opinions to help improve the portfolio were offered.

- It would be useful if there was a page to record the data marked on the "self-assessment" onto a graph by category.
- It would be useful if there was a page to write down what is necessary for each user of the portfolio.
- The explanation needs to be clearer.
- I wasn't sure how far back I should record my "learning record."
- I doubt how much of what are on the checklist is covered in the teacher training

related classes. I'd like to have a checklist for each class where I can record what I have learned during each class.

- It would be a good idea to reflect on what I have learned in university classes including microteachings, the lessons I have taught during the practicum, and the lessons I have observed during the practicum, and to investigate if there are any gaps, etc.

These comments will be of use when the portfolio will be re-designed in the future.

Thirdly, it was pointed out that there were too many items on the checklist.

- It was difficult to do the checklist because there were too many items and some items were similar to one another.
- I'd like to see the checklist somewhat more simplified.
- I think the number of items on the checklist should be reduced because I got confused as I responded to the 100 items.

Nevertheless, the 100 items on the checklist, which mostly covers the abilities indispensable for Japanese student teachers, are the outcome of studying the original 195 items on EPOSTL and choosing the ones which are appropriate for the Japanese context. Therefore, it would be better to explain why all of the 100 items are necessary than reducing the number of items.

The fourth batch of comments sought to make the items on the checklist more concrete.

- When it was difficult to understand the meaning of the items on the checklist, I wanted to see some examples or explanation.
- It would be even more effective if the items on the checklist were more concrete at the level of student teachers.

At the time when these portfolios were distributed, the detailed breakdown of each descriptor in the J-POSTL checklist had not been created yet. However, it has been subsequently produced and the second version of portfolios distributed in the 2011academic year included it as an attached document.

Respondents also questioned the validity or effectiveness of the portfolio.

- The latter half of the portfolio had to do with evaluation, but in fact that is what the actual classroom teacher does (and not the student teacher). It is inappropriate for both the students and parents to self-evaluate such competence. It would be more strategic to focus on improvements made during the practicum and the four-year university life?

- Points such as designing an annual teaching plan which is not covered during the practicum should not be included.
- It is difficult to imagine each situation before the practicum.
- It is impossible to evaluate the students before the practicum.

The objectives of this portfolio cover the training process until one becomes an in-service teacher and is not only up to the completion of the practicum. Further, the descriptors cover competences required of the novice teachers. Thus, it is not imperative to acquire the abilities presumed in every descriptor of the checklist before or during the practicum, but more importantly to make each student aware of the teaching abilities required and establish long-term goal for self development.

Further, respondents sought explanation of the benefits of the portfolio.

- Please explain the advantages of the portfolio.
- I wanted to get a detailed explanation of how to use and write in the portfolio before starting to use it.

In the future, we should consider including the explanation of the advantages as well as explain the benefits based on the findings of this survey to the teacher trainers when distributing the portfolios.

In addition to the six points above, the following comments can be useful for the improvement of the quality of the portfolio and of its utilization.

- It is not necessary to have students in the elementary school teaching certification program do the portfolio.
- There were too many descriptors to write in manually.
- The timing of distribution of the portfolio should be decided according to the timing of the practicum which varies from region to region (I was given the portfolio in the spring of my senior year).
- It was difficult to copy it on to the marksheet without making mistakes. I'd appreciate if the marksheet at least had the big categories I – VII written on it.

8. Results of the Questionnaire to Students: Discussion and Future Considerations

8.1 Results of the Questionnaire

- The results of this survey indicated that over 60% of the students were able to understand the professional competence expected of an English language teacher and over 80% of the students were able to engage in self-reflection by using the portfolio.

- Most of the students who were skeptical of the effectiveness and significance of the portfolio or felt it a burden initially seemed to have recognized the benefits of this experience.
- Three keywords, “reflection,” “self-analysis/ noticing,” and “development/ change,” could be listed as the benefits of using the portfolio. This suggests that the significance of one of the objectives of this portfolio, “to encourage student teachers to develop their professional competences as English language teachers by regularly recording what they have learned in their teacher training courses and during practice teaching,” has been understood.
- Despite the benefits mentioned above, there were not more than 40% of the students who had been able to utilize the portfolio. In addition, there were 40% who responded “neutral.” Factors responsible for this result include inadequate understanding of the significance of the portfolio or ways to utilize it as well as the lack of opportunities to get feedback from the teacher trainer or the supervisor during the practice teaching and to discuss it with fellow student teachers.
- On average, some 50% of the students responded that each section of the portfolio, “personal statement,” “self-assessment,” and “dossier,” was either “easy to use” or “somewhat easy to use,” while the majority of the rest responded “neutral.” As mentioned above, the reason why these students could not fully utilize the portfolio is related to the fact that they did not understand the value of it or ways to utilize the portfolio.
- The “personal statement” section asked the students to write about four different themes. Students’ experiences and thoughts concerning the themes, “your past English learning experiences,” “your expectations about the pre-service teacher training course,” and “your expectations and worries about the practicum,” could be categorized into meaningful groups. On the other hand, what students wrote about the theme “teachers’ abilities” was diverse: some students wrote about personality aptitude and others wrote about competence expected in teaching.
- The “self-assessment” section was the most utilized of the three, but some students could not utilize it because there were too many items or it was difficult to understand the vocabulary.
- There were individual differences in the amount recorded in the “dossier” section. The content could be divided into two: improvement in teaching the English language (57.5%) and improvement in one’s English proficiency (32.6%). Some students mentioned that they were not sure how much of what they were expected to write in this section.

- The portfolios were not utilized in most university's teacher training course classes. This is perhaps because they were distributed in November. Some comments requested for an earlier distribution.

8.2 Discussion

- In order to ensure a more effective use of the portfolios, it is necessary to have the professors in charge of the training course understand the significance and ways to utilize them so that they can provide adequate explanation to students and find ways to implement them within the existing curriculum.
- Reading what the students have written in the "personal statement" section would help professors in charge of the training course to grasp the needs of the students as well as what the students are thinking in general, which can have pedagogical utility. Further, by giving opportunities to the students to discuss each theme in class, it is possible to deepen their understanding of the related content.
- What the students have written in the "teachers' abilities" part of the "personal statement" section would be beneficial for the professors in charge of the training course to understand what competences students think are more essential. At the same time, it would be beneficial for the students to share their opinions on which competences are more professionally relevant so that they can have an overall picture of professional competence.
- When students have difficulty in understanding the vocabulary used in the descriptors, it would be wise to have them refer to the breakdown for contextualization. It is also possible to teach the methodology course according to the seven fields of the checklist and raise awareness of the checklist in class so that students can understand theories in relation to practice. Moreover, teachers in charge of the training course can confirm what the students are good at and poor at or utilize it as diagnostic benchmarks.
- It is necessary to reconsider the "dossier" in terms of how much students should write in and how it should be utilized.
- In order to aim for a long-term teacher development leading to the development of independent teachers who can continue to grow professionally after the completion of the training course, the portfolios should be distributed in April of the junior year at the latest and have the students get into the habit of professional self-reflection by using the portfolio in the training course classes for an entire year.

8.3 Future Considerations

- It is desirable to make a teaching manual and a collection of concrete cases of portfolio implementation that both professors and students can utilize as had been suggested by some students.
- It is necessary to consider how to utilize this portfolio within each university's existing curriculum as well as how to distinguish it from the teacher-training record and teacher-training portfolio prepared by each university.
- It is troublesome for the students to record, while it is troublesome for teachers to collect the massive amount of portfolios with the current paper-based portfolio. Thus, it is necessary to explore the possibility of a digitalized version.
- In the second survey, students are using the new version of the portfolio which includes the breakdown of the descriptors. We would like to compare whether there are any differences in the students' understanding of the descriptors and the quality of reflection.

References

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Appendix 1. Questionnaire for students

May, 2011

JACET SIG on English Education

To those who made use of the portfolio

Please answer the questionnaire after you used Japanese Portfolio for Student/Novice Teachers of Languages

This is a questionnaire to find out how and to what extent you used the portfolio. The results of the questionnaire will have no bearing on your grade, so please answer objectively. We appreciate your contribution to the ongoing effort to improve the portfolio. Please give the questionnaire and the three computer-scored sheets to your professor after the practicum, or by the end of November, 2012 at the latest.

※Please circle the appropriate number for multiple choice questions.

1. Was the portfolio useful for understanding the professional abilities necessary for English teachers?

5 Useful 4 Somewhat useful 3 Neutral

2 Not very useful 1 Not useful

2. Were you able to use this portfolio for self-reflection during pre-service teacher training?

5 Very much 4 Somewhat 3 Neutral

2 Somewhat unable 1 Unable

3. Were you able to make use of the portfolio?

5 Greatly 4 Somewhat 3 Neutral

2 Hardly 1 Unable at all

4. If you chose 2 or 1 for question 3, please write down your reasons.

5. Answer the following questions about each section.

(1) Personal statement

① Was this section easy to use?

5 Easy 4 Somewhat easy 3 Neutral

2 Somewhat difficult 1 Difficult

② If you chose 2 or 1 in question (1)①, please write down the reasons.

③ What did you write in the "your past English learning experiences" section?

④ What did you write in the "your expectations about the pre-service teacher training course" section?

⑤ What did you write in the "your expectations and worries about the practicum"

section?

⑥ What did you write in the “teachers’ abilities” section?

（2） Self-assessment

① Was the checklist easy to use?

5 Easy to use 4 Somewhat easy to use 3 Neutral

2 Somewhat difficult to use 1 Difficult to use

② If you chose 2 or 1 in question (2)①, please write down the reasons.

（3） “Dossier”

① Was the section easy to use?

5 Easy to use 4 Somewhat easy to use 3 Neutral

2 Somewhat difficult to use 1 Difficult to use

② If you chose 2 or 1 in question (3)①, please write down the reasons.

③ What did you write in the “learning record” section? Please write down some examples from your record that you think are most important.

6. Did you have an opportunity to have your portfolio checked by your supervisors at your university or at the school where you did a practicum (except for the last submission of your portfolio)?

3 More than three times 2 Once or twice 1 None

7. Did you have an opportunity to discuss the teaching profession or lesson practice with your classmates based on the portfolio?

3 More than three times 2 Once or twice 1 None

8. How did you feel when you received the portfolio?

9. How did you feel in fall of your senior year, after you made use of the portfolio?

10. Please write down the good points of using portfolios.

11. Please provide suggestions to improve this document further.

Thank you for your cooperation.

Appendix 2.

a. Ten items that showed the biggest score gains

item 75 (rank 1)			item 15 (rank 2)			item 10 (rank 3)			item 3 (rank 4)		
gap	subjects	rate	gap	subjects	rate	gap	subjects	rate	gap	subjects	rate
+4 pts	1	0.7	+4 pts	3	2	+4 pts	0	0	+4 pts	0	0
+3 pts	9	6	+3 pts	6	4	+3 pts	7	4.7	+3 pts	4	2.7
+2 pts	35	23.5	+2 pts	25	16.8	+2 pts	30	20.1	+2 pts	21	14.2
+1 pt	50	33.6	+1 pt	61	40.9	+1 pt	54	36.2	+1 pt	74	50
0	43	28.9	0	45	30.2	0	44	29.5	0	41	27.7
-1 pt	8	5.4	-1 pt	8	5.4	-1 pt	13	8.7	-1 pt	7	4.7
- 2 pts	3	2	- 2 pts	0	0	- 2 pts	1	0.7	- 2 pts	1	0.7
-3 pts	0	0	-3 pts	1	0.7	-3 pts	0	0	-3 pts	0	0
-4 pts	0	0	-4 pts	0	0	-4 pts	0	0	-4 pts	0	0
	149	100		149	100		149	100		148	100

item 71 (rank 5)			item 36 (rank 6)			item 74 (rank 6)			item 6 (rank 8)		
gap	subjects	rate	gap	subjects	rate	gap	subjects	rate	gap	subjects	rate
+4 pts	0	0	+4 pts	3	2	+4 pts	1	0.7	+4 pts	0	0
+3 pts	9	6	+3 pts	6	4	+3 pts	9	6	+3 pts	7	4.7
+2 pts	25	16.8	+2 pts	25	16.8	+2 pts	35	23.5	+2 pts	30	20.1
+1 pt	51	34.2	+1 pt	61	40.9	+1 pt	50	33.6	+1 pt	54	36.2
0	54	36.2	0	45	30.2	0	43	28.9	0	44	29.5
-1 pt	7	4.7	-1 pt	8	5.4	-1 pt	8	5.4	-1 pt	13	8.7
- 2 pts	3	2	- 2 pts	0	0	- 2 pts	3	2	- 2 pts	1	0.7
-3 pts	0	0	-3 pts	1	0.7	-3 pts	0	0	-3 pts	0	0
-4 pts	0	0	-4 pts	0	0	-4 pts	0	0	-4 pts	0	0
	149	100		149	100		149	100		149	100

item 9 (rank 8)			item 76 (rank 8)		
gap	subjects	rate	gap	subjects	rate
+4 pts	0	0	+4 pts	0	0
+3 pts	4	2.7	+3 pts	9	6
+2 pts	21	14.2	+2 pts	25	16.8
+1 pt	74	50	+1 pt	51	34.2
0	41	27.7	0	54	36.2
-1 pt	7	4.7	-1 pt	7	4.7
- 2 pts	1	0.7	- 2 pts	3	2

-3 pts	0	0	-3 pts	0	0
-4 pts	0	0	-4 pts	0	0
	148	100		149	100

b. Ten items that showed the smallest score gains

item 97 (rank 1)			item 2 (rank 2)			item 53 (rank 2)			item 92 (rank 2)		
gap	subjects	rate	gap	subjects	rate	gap	subjects	rate	gap	subjects	rate
+4 pts	1	0.7	+4 pts	0	0	+4 pts	1	0.7	+4 pts	0	0
+3 pts	3	2	+3 pts	1	0.7	+3 pts	1	0.7	+3 pts	4	2.7
+2 pts	15	10.2	+2 pts	11	7.4	+2 pts	14	9.5	+2 pts	11	7.4
+1 pt	34	23.1	+1 pt	46	31.1	+1 pt	39	26.5	+1 pt	43	29.1
0	73	49.7	0	80	54.1	0	79	53.7	0	73	49.3
-1 pt	19	12.9	-1 pt	7	4.7	-1 pt	9	6.1	-1 pt	13	8.8
- 2 pts	2	1.4	- 2 pts	1	0.7	- 2 pts	3	2	- 2 pts	4	2.7
-3 pts	0	0	-3 pts	2	1.4	-3 pts	1	0.7	-3 pts	0	0
-4 pts	0	0	-4 pts	0	0	-4 pts	0	0	-4 pts	0	0
	147	100		148	100		147	100		148	100

item 40 (rank 5)			item 98 (rank 6)			item 91 (rank 7)			item 93 (rank 7)		
gap	subjects	rate	gap	subjects	rate	gap	subjects	rate	gap	subjects	rate
+4 pts	1	0.7	+4 pts	0	0	+4 pts	1	0.7	+4 pts	1	0.7
+3 pts	2	1.4	+3 pts	2	1.4	+3 pts	5	3.4	+3 pts	1	0.7
+2 pts	15	10.1	+2 pts	15	10.1	+2 pts	14	9.5	+2 pts	15	10.1
+1 pt	37	25	+1 pt	49	33.1	+1 pt	46	31.1	+1 pt	56	37.8
0	78	52.7	0	64	43.2	0	57	38.5	0	53	35.8
-1 pt	13	8.8	-1 pt	13	8.8	-1 pt	22	14.9	-1 pt	17	11.5
- 2 pts	2	1.4	- 2 pts	4	2.7	- 2 pts	3	2	- 2 pts	5	3.4
-3 pts	0	0	-3 pts	1	0.7	-3 pts	0	0	-3 pts	0	0
-4 pts	0	0	-4 pts	0	0	-4 pts	0	0	-4 pts	0	0
	148	100		148	100		148	100		148	100

item 99 (rank 7)			item 96 (rank 10)		
gap	subjects	rate	gap	subjects	rate
+4 pts	0	0	+4 pts	1	0.7
+3 pts	3	2	+3 pts	3	2
+2 pts	17	11.5	+2 pts	16	10.8
+1 pt	43	29.1	+1	51	34.5

0	68	45.9	0	58	39.2
-1 pt	13	8.8	-1 pt	12	8.1
- 2 pts	3	2	- 2 pts	6	4.1
-3 pts	1	0.7	-3 pts	1	0.7
-4 pts	0	0	-4 pts	0	0
	148	100		148	100

Analysis of the J-POSTL Survey into an Induction Program

Shien Sakai

1. Background

A study of a teacher's professional improvement during the first year of his or her service has valuable practical implications. In 2009, the author conducted a study of didactic competences of 33 novice teachers using J-POSTL as a measure of self-reflection. The study was performed in cooperation with six boards of education. According to the results, 93 out of 100 items of J-POSTL were judged appropriate as checklist items for the newly-recruited teachers with more than half a year experience; however, the predictive power of seven items could not be determined because activities described by these seven items were not conducted by the teachers in an extensive way. (JACET SIG on Education, 2010, p.52)

In 2011, a study to measure what aspects of first-year teachers' didactic competence improved was planned using J-POSTL as the primary instrument. We requested cooperation from 103 boards of education, however only one agreed. This board of education was requested to conduct the survey using J-POSTL. While this research was conducted in one prefecture only, the obtained results were deemed significant since no studies with this objective had been previously undertaken.

2. Process

- Timeframe: The initial survey was conducted in October, 2011, and the follow-up survey was administered in January, 2012. The surveys were scheduled to suit the convenience of the board of education.
- Subjects : Seven newly recruited high school teachers. Of these, one teacher had already seven year teaching experience in another prefecture and therefore was not the main target of the induction program of the board. Thus, the remaining six teachers were designated as the subjects of this research.
- Processing tools: MSEXCEL2010 and SPSS20.0J.
- The average scores and the standard deviation of both sets of data were calculated.
- The ceiling effect (the average scores + the standard deviation >5.0) and the floor effect (the average scores - the standard deviation <1.0) of both sets of data were calculated.
- The scatter diagram with four quadrants was created setting the October data on

the X-axis and the January data on the Y-axis. In addition, the first and the third quadrants were divided by the y=x line. As a result:

Q 1 (both October and January data positive),

Q2 (October data positive, January data, negative),

Q3 (October data and January data, negative),

Q4 (October data, negative, January data, positive).

Q3 was further divided into two: Q3A (January data higher than October data) and Q3B (October data higher than January data).

・ Using each score's deviation value as a dot, a scatter diagram was created.

3. Results

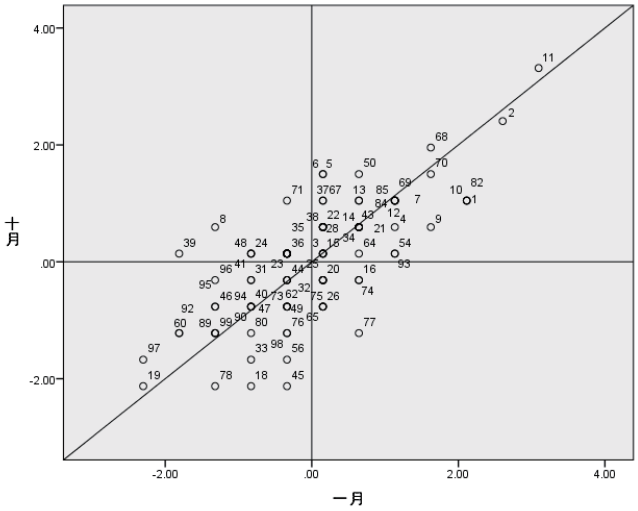

Chart 1 Scatter diagram

・ Table 1 below shows that the average score and the standard deviation of all the subjects in October was 3.62, 0.68, respectively and in January, 3.62, 0.62, respectively.

TABLE 1 Ave of Score and Ave of STD of all the subjects

October, 2011		January, 2012	
Score average	SD	Score Average	SD
3.62	0.68	3.62	0.62

・ Ceiling effect, Items 2 and 11 in October; items 2, 10, and 11 in January.

Forty one items belonged to the first quadrant (x>0, y>0), these items were considered as fundamental abilities for the teachers being trained in the induction

program of the board of education.

- Sixteen items belonged to the second quadrant (x<0, y>0). While conducting these activities during the induction period, the practitioners lost confidence.
- There were twelve items in the third quadrant A (x<0, y<0, x>y). These items had negative values but conducting these activities during the period made the practitioners gain confidence.
- Nineteen items existed in the third quadrant B (x<0, y<0, x<y). These items had negative values and conducting these activities during the study period, lowered the practitioners' sense of "I can do this".
- Twelve items belonged to the fourth quadrant (x>0, y<0). While conducting these activities during the induction period, the practitioners gained confidence.

TABLE 2 Items Classified by Quadrant

Quadrant	#	Items
Q1 (x>0, y>0).	41	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 21, 22, 25, 28, 29, 34, 35, 37, 38, 43, 50, 54, 55, 58, 64, 66, 67, 68, 69, 70, 79, 82, 83, 84, 85, 93, 100.
Q2 (x<0, y>0).	16	8, 23, 24, 30, 36, 39, 41, 48, 52, 53, 59, 63, 71, 72, 88, 91.
Q3A (x<0, y<0, x>y).	12	18, 32, 33, 45, 49, 56, 62, 73, 76, 78, 80, 98.
Q3B (x<0, y<0, x<y).	19	19, 31, 40, 44, 46, 47, 57, 60, 81, 86, 87, 89, 90, 92, 94, 95, 96, 97, 99.
Q4 (x>0, y<0).	12	16, 17, 20, 26, 27, 42, 51, 61, 65, 74, 75, 77.

4. Items Classified by Domain and Quadrant

As variance in the scatter diagram rises from left to right, items in the second quadrant, which were most negative, came in the left column followed by ones in Q3B, Q3A, Q4 and finally Q1 where the items were largely positive.

- General view of Table 3 in Appendix enables us to understand that items of a certain area were grouped in one specific quadrant while items from another category were divided between two or more quadrants.
- Responses for items in Area I, Educational Environment, were overwhelmingly positive. On the other hand, responses for Area VI, Independent Learning and Area VII Evaluation were predominantly negative.
- Responses for Area II, Methodology, Area III, Resources, Area IV, Lesson Plan, Area V, Lesson Practice, were diffused.

5. Discussion

The limited number of subjects makes generalization of the results difficult However, general observations would be useful for future study. As the average of both sets of data exceeded　3 points, it can be concluded that the subjects considered J-POSTL as a useful measures to assess their didactic abilities. As the average of the two sets of data were the same yet the SD for the January data decreased we can assume that the subjects' perceptions of the items became more focused during the inter-study period.

Two items showed ceiling effect in October: Item 2 "I can understand the value of learning a foreign language" And Item 11 "I can accept feedback from my peers and mentors and build it into my teaching." In addition, Item 10 "I can critically assess my teaching based on student feedback and learning outcomes and adapt it accordingly" also showed ceiling effect in January. This result demonstrates that the subjects gained the ability to deal with situations flexibly during this period. How is this: "It should be noted that items 2 and 10 showed the ceiling effect also in a similar study designed to assess student teachers' competence development."

- The scatter diagram showed that these 100 items rose along with the y=x line. This indicates that a positive correlation exists among them.
- Domain I "Context", showed improvement of all abilities during the teaching period assessed with the exception of the ability defined in item 8 "I can take into account students' knowledge of Japanese and make use of it when teaching a foreign language" showed a score decline from October to January Items 5 "I can take into account students' intellectual interest" and 6 "I can take into account students' sense of achievement" belong to the first quadrant but showed significant score declines. These items were also belonged to the first quadrant at the second time research of the 2-year research for student teachers. As the induction program evolved, and subjects had opportunities to observe their teaching they found certain items more difficult than originally perceived. Therefore, these drops were considered an integral part of their professional development.
- Items in Domain VI "Independent Learning" and Domain VI "Assessment of Learning" were mainly located in B of Q2 and Q3. It can be assumed that the subjects had weak confidence in practicing activities defined in the items. However, two items in Domain IV were located inQ1: Item 93 "I can evaluate and select valid assessment procedures (written tests, performance tests, etc.) appropriate to learning aims and objectives" and Item 100 "I can analyze students' errors and provide constructive feedback to them." These statements represented essential pedagogical skills, thus the subjects had confidence. As Item 98 "I can assess a student's ability to engage in spoken and

written interactions" belonged to Q3A, it can be stated that the subjects gradually improved their perceived competence of assessing students' abilities of speaking and writing even though they felt the difficulty of assessing these abilities. Low scores on other items in this domain may be due to lack of experience. Since all the items in Domain VI belonged to Q3B and Q2, we can extrapolate that usually the subjects were hardly aware of student autonomy, suitable assignment and virtual learning environment.

- In Domain II Methodology, subjects developed their perception about teaching of speaking and writing. Five items were located in the Q4: Item 16 "I can create a supportive atmosphere and provide a specific situation for language use that invites students to actively take part in speaking activities", Item 17 "I can evaluate and select meaningful speaking and interactional activities to encourage students to accurately and appropriately express their opinions, cultural backgrounds and identities, etc", Item 20 "I can evaluate and select various activities to help students to use typical features of spoken language (fillers, supportive responses, etc.) and engage in interaction with others", Item 26 "I can help students to write by using mind maps, outlines, etc." and Item 27 "I can help students to write a cohesive paragraphs and essays." The first three items were statements related to speaking activities. The last two items related to writing activities. As Item 18 "I can evaluate and select meaningful speaking and interactional activities to help students to develop competencies for presentation, discussion, etc." was located inQ3A, subjects generally felt that they had developed teaching ability to improve students' production. The improvement of that ability was a focus of the new Course of Study. As Item 19 "I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.)" was located in Q3B, obviously subjects found this task difficult.
- The subjects found statements related to listening activities challenging but the data suggests that they were making improvement because two relevant items belonged to Q4: Item 32 "I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information, etc.)" and Item 33 "I can design and select different activities which help students to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking, etc.)".
- Encouraging students to use their knowledge of a topic and their expectations was one feature among items with many negative responses: Item31 "I can encourage students to use their knowledge of a topic and their expectations about a text when

listening.", Item 36 "I can encourage students to use their knowledge of a topic and their expectations about a text when reading." Subjects likely found these activities challenging. Item 39 "I can select a variety of language activities to provide a bridge between reading and other skills" also showed a decrease from October to January. Novice teachers may have found bridging two different activities together difficult. Item 30 indicated difficulty of pre-listening activity and Item 40 indicated difficulty of encouraging students to read extensively. Interpretation of these finding does not seem to pose a problem.

- Regarding grammar instruction, two items were listed in J-POSTL. One is Item 42 "I can recognize that grammar affects students' oral and written performance and help them to learn it through meaningful contexts by providing a variety of language activities," and the other is Item 41 "I can deal with questions students may ask about grammar and if necessary, help them to use appropriate grammar reference books and dictionaries." The former item belonged to Q4. Ability defined in Item 42 was identified in the New Course of Study as an essential competence for English teachers. As the latter item belonged to Q2, it indicated that the subjects did not conduct grammar-focused instruction.
- The subjects had rare experiences of vocabulary instruction or cultural instruction such as Item 44 "I can understand Longman's 2000-word defining vocabulary, and evaluate and select a variety of activities with these words," and Item 46 "I can evaluate and select a variety of activities which awaken students' interest in and help them to develop their knowledge and understanding of their own and the English language culture." Item 45 "I can understand and use high and low frequency words, and receptive and productive vocabulary for my students" belonged to Q3A; however, it is worthwhile to note that this item's score increased significantly from October to January.
- In Domain III Resources, as Item 51 "I can design learning materials and activities appropriate for my students" belonged to Q4. We may conclude that the subjects were conscious of the development of this ability. Generally, subjects' awareness of items in Domain III was low. In Japan, thanks to the rigorous textbooks screening process by the Ministry of Education, teachers have easy access to a range of high-quality textbooks and supplementary materials. Therefore, the result showed that teachers did not have to improve their ability to seek out good teaching materials. In addition, the result also showed that Item 50 "I can make use of ideas, lesson plans and materials included in teachers' handbooks and resource books" belonged to Q1. This was the evidence of insufficient development of teachers' ability of seeking teaching

materials.

- Some items in Domain IV Lesson Planning such as Item 59 “I can set objectives which encourage students to reflect on their learning”, Item 63 “I can plan activities which link grammar and vocabulary with communication”, Item 71 “I can plan when and how to use the target language, including meta-language I may need in the classroom”, Item 72 “I can plan lessons and periods of teaching with other teachers and/or assistant language teachers (team teaching, with other subject teachers, etc.)” belonged to Q2. These activities required teachers to possess complex abilities. Therefore, it is natural that the subjects found these activities difficult. Item 60 “I can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content” belonged to Q3B because it represented a difficult obstacle for the subjects to overcome. The result that Item 61 “I can plan activities to ensure the interdependence of listening, reading, writing and speaking” belonged to Q4 was consistent with the general response pattern. Item 65 “I can design activities to make the students aware of and build on their existing knowledge” also belonged to Q4, which meant their ability improved during this period as a result of the teaching practice.
- As for motivation, Item 59 “I can set objectives which encourage students to reflect on their learning” and less difficult items like Item 56 “I can set objectives which challenge students to reach their full potential” belonged to Q3A. Therefore, it can be said that the subjects demonstrated increased awareness of this domain. As Item 57 “I can set objectives which take into account the differing levels of ability and special educational needs of the students” belonged to Q3B, taking into account students’ needs seemed difficult. As Item 62 “I can plan activities to emphasize the interdependence of language and culture” belonged to Q3A, it can be concluded that the subjects were challenging this activity yet were not fully comfortable with it.
- All the items in Class Management category in Domain V Conducting a Lesson belonged toQ1. No items in this domain belonged to Q2. Only one item belonged to Q3B. The subjects became confident in conducting a lesson through their teaching practice. As for Item 81 “I can help students to develop appropriate learning strategies”, which belonged to Q3B, it can be realistically concluded that the subjects lacked the understanding of learning strategies.
- As some items such as Item 73 “I can start a lesson in an engaging way”, Item 76 “ I can time and change classroom activities to reflect individual students’ attention spans,” Item 78 “I can keep and maximize the attention of students during a lesson”, and Item 80 “I can cater for a range of learning styles” belonged to Q3A, we can

conclude that the subjects were raising their level of confidence as teaching professionals. .

6. Implications for Future EFL Induction Programs in Japan

The results of this limited study demonstrate that induction program at this board of education helped the subjects to develop their pedagogical abilities to teach English communicatively. These abilities were consistent with the objectives identified in the new Course of Study for English teachers. In addition, responses showed that the newly recruited teachers were gradually improving their ability to teach communicative English. The result also identified some abilities that novice teachers still lacked and had to develop in the future. The results of this study were shared with the supervisor of the induction program. He expressed satisfaction with the progress demonstrated by the subjects and indicated that the findings would be utilized in the future development of the induction program.

The front page of the *Asahi* newspaper of February 16, 2012 carries an article entitled, "Two-time Tests for College Students --- Entrance and Graduation Comparison to be made." According to the article, MEXT, in an effort to dispel doubts that Japanese college students are not hard-working, has begun to examine the possibility of a standardized college exit mechanism. This concept is still in the very initial stages, and it remains to be seen if and how it will be finally implemented at the institutional level. In addition to this, a notion of creating a quantitative measure of the effect of teacher education programs and seminars is gaining momentum in Japan. In this evaluative process, setting benchmarks and standards as achievement goals is effective for measuring the effectiveness of various elements conducted in the context of an induction program by each board of education. Of course there is no nation-wide research about this contemplated instrument, so, considering anecdotal evidence, it is unlikely any program with demonstrated achievement targets and based on self-reflection like J-POSTL will emerge soon.

An assessment mechanism used in the present study makes objectives for novice teachers clear. Teachers can understand what they should do. In addition, as this tool employs self-evaluation, novice teachers can upgrade their pedagogical skills via reflection. J-POSTL also offers benefits for the supervisors of induction programs. Individual counseling becomes much easier if the supervisor can check the trainee's portfolio. In addition, if supervisors / mentors can analyze the data in a statistical way, they can identify strengths and weaknesses of the program and make appropriate adjustments. Novice teachers and their supervisors can thus engage in an ongoing

meaningful dialogue about areas which require further assistance and categories which novice professionals find less challenging. Consequently, supervisors will find themselves in the position to provide more focused and effective advice at various stages of the induction program.

7. Recommendation to Boards of Education

Both trainees and supervisors will benefit from a targeted seminar which enables participants to identify problematic areas and explore possible solutions, as opposed to a generic program which provides no feedback on the status of the trainees' teaching competences In this sense, JACET SIG on English education, as a research unit, is in the position to offer support and advice to enable boards of education to conduct an induction program effectively. JACET SIG on English education is willing to cooperate with any board of education to design, deliver and evaluate their induction programs.

Reference:

JACET SIG on English Education (2010) *Developing English Teacher Competencies An Integrated Study of Pre-service Training, Professional Development, Teacher Evaluation, and Certification Systems* (Research Project, Grant-in-Aid for Scientific Research English Edition 2010)

Appendix 1

TABLE 3 Items Classified by Domain and Quadrant

	2nd quad	3rd quad B	3rd quad A	4th quad	1st quad
I Context					
A. Curriculum					1
B. Aims and Needs					2, 3, 4, 5, 6,
C. The Role of the Language Teacher	8				7, 9, 10, 11, 12, 13, 14
D. Institutional Resources and Constraints					15
II Methodology					
A. Speaking/Spoken Interaction		19	18	16, 17, 20	21, 22
B. Writing/Written Interaction	23, 24			26, 27	25, 28
C. Listening	30	31	32, 33		29

D. Reading	36, 39	40			34, 35, 37, 38
E. Grammar	41			42	
F. Vocabulary		44	45		43
G. Culture		46			
III Resources	48, 52, 53	47	49	51	50
IV Lesson Planning					
A. Identification of Learning Objectives	59	57	56		54, 55, 58
B. Lesson Content	63	60	62	61, 65	64, 66, 67, 68
C. Lesson Organization	71, 72				69, 70
V Conducting a Lesson					
A. Using Lesson Plans			73, 76	74, 75	
B. Content				77	
C. Interaction with Learners		81	78, 80		79
D. Classroom Management					82, 83
E. Classroom Language					84, 85
VI Independent Learning					
A. Learner Autonomy	88	86, 87			
B. Homework	91	89, 90			
C. Virtual Learning Environments		92			
VII Assessment of Learning					
A. Designing Assessment Tools		94			93
B. Evaluation		95, 96, 97			
D. Language Performance			98		
E. Culture		99			
F. Error analysis					100

Table 4　Points of Questionnaires

	Oct.	Jan.	Gap
1. I can understand the requirements set in the Course of Study.	4.00	4.33	0.33
2. I can understand the value of learning a foreign language.	4.50	4.50	0.00
3. I can take into account attainment of target based on the Course of Study and students' needs.	3.67	3.67	0.00
4. I can take into account students' motivations for learning a foreign language.	3.83	4.00	0.17
5. I can take into account students' intellectual interests.	4.17	3.67	-0.50
6. I can take into account the affective students' sense of achievement.	4.17	3.67	-0.50
7. I can explain the value and benefits of learning a foreign language to students and parents.	4.00	4.00	0.00
8. I can take into account students' knowledge of Japanese and make use of it when learning a foreign language.	3.83	3.17	-0.67
9. I can critically assess my teaching based on the understanding of theoretical principles.	3.83	4.17	0.33
10. I can critically assess my teaching based on student feedback and learning outcomes and adapt it accordingly.	4.00	4.33	0.33
11. I can accept feedback from my peers and mentors and build it into my teaching.	4.83	4.67	-0.16
12. I can observe my peers and offer them constructive feedback.	4.00	4.00	0.00
13. I can identify specific pedagogical issues related to my students or my teaching in the procedure of plan, act, and reflect.	4.00	3.83	-0.17
14. I can locate useful information related to teaching and learning.	3.83	3.83	0.00
15. I can assess how to use the resources and educational equipment available in school and adapt them to my teaching as necessary.	3.67	3.67	0.00
16. I can create a supportive atmosphere and provide a specific situation for language use that invites students to actively take part in speaking activities.	3.50	3.83	0.33

17. I can evaluate and select meaningful speaking and interactional activities to encourage students to accurately and appropriately express their opinions, cultural backgrounds and identities, etc.	3.33	3.67	0.33
18. I can evaluate and select meaningful speaking and interactional activities to help students to develop competencies for presentation, discussion, etc.	2.83	3.33	0.50
19. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).	2.83	2.83	0.00
20. I can evaluate and select various activities to help students to use typical features of spoken language (fillers, supportive responses, etc.) and engage in interaction with others.	3.50	3.67	0.17
21. I can evaluate and select a variety of techniques to make students aware of and help them to use stress, rhythm and intonation.	3.83	3.83	0.00
22. I can evaluate and select a range of oral activities to develop accuracy (vocabulary, grammar, etc.)	3.83	3.67	-0.17
23. I can help students to develop their creative potential by engaging them in writing activities appropriate for different situations and functions of language use.	3.67	3.50	-0.17
24. I can evaluate and select activities which help students to participate in written exchanges such as emails.	3.67	3.33	-0.33
25. I can help students to gather and share information for their writing tasks.	3.67	3.67	0.00
26. I can help students to write by using mind maps, outlines, etc.	3.33	3.67	0.33
27. I can help students to write a cohesive paragraphs and essays.	3.50	3.67	0.17
28. I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling, etc.).	3.83	3.67	-0.17
29. I can select texts appropriate to the needs, interests and language level of the students.	3.67	3.67	0.00
30. I can provide a range of pre-listening activities which help students to orientate themselves to a text.	3.67	3.50	-0.17

31. I can encourage students to use their knowledge of a topic and their expectations about a text when listening.	3.50	3.33	-0.17
32. I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information, etc.)	3.33	3.50	0.17
33. I can design and select different activities which help students to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking, etc.)	3.00	3.33	0.33
34. I can select texts appropriate to the needs, interests and language level of students.	3.83	3.83	0.00
35. I can provide a range of pre-reading activities to help students to orientate themselves to a text.	3.83	3.67	-0.17
36. I can encourage students to use their knowledge of a topic and their expectations about a text when reading.	3.67	3.50	-0.17
37. I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups, etc.).	4.00	3.67	-0.33
38. I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning, etc.).	3.83	3.67	-0.17
39. I can select a variety of language activities to provide a bridge between reading and other skills.	3.67	3.00	-0.67
40. I can recommend books appropriate for the needs, interests and language level of the students for extensive reading.	3.33	3.33	0.00
41. I can deal with questions students may ask about grammar and if necessary, help them to use appropriate grammar reference books and dictionaries.	3.67	3.33	-0.33
42. I can recognize that grammar affects students' oral and written performance and help them to learn it through meaningful contexts by providing a variety of language activities.	3.50	3.67	0.17
43. I can evaluate and select a variety of activities which help students to learn vocabulary in context.	3.83	3.83	0.00
44. I can understand Longman's 2000-word defining vocabulary, and evaluate and select a variety of activities with these words.	3.50	3.50	0.00

45. I can understand and use high and low frequency words and receptive and productive vocabulary for my students.	2.83	3.50	0.67
46. I can evaluate and select a variety of activities which awaken students' interest in and help them to develop their knowledge and understanding of their own and the target language culture.	3.33	3.17	-0.17
47. I can identify and evaluate a range of coursebooks/materials appropriate for the age, interests and the language level of the students.	3.33	3.33	0.00
48. I can select texts and language activities from coursebooks appropriate for my students.	3.67	3.33	-0.33
49. I can locate and select listening and reading materials appropriate for the needs of my students from a variety of sources, such as literature, mass media and the Internet.	3.33	3.50	0.17
50. I can make use of ideas, lesson plans and materials included in teachers' handbooks and resource books.	4.17	3.83	-0.33
51. I can design learning materials and activities appropriate for my students.	3.50	3.67	0.17
52. I can recommend dictionaries and other reference books useful for my students.	3.67	3.50	-0.17
53. I can guide students to use the Internet for information retrieval.	3.67	3.50	-0.17
54. I can identify the Course of Study requirements and set learning aims and objectives suited to my students' needs and interests.	3.67	4.00	0.33
55. I can plan specific learning objectives for individual lessons and/or for a period of teaching.	3.67	3.67	0.00
56. I can set objectives which challenge students to reach their full potential.	3.00	3.50	0.50
57. I can set objectives which take into account the differing levels of ability and special educational needs of the students.	3.50	3.50	0.00
58. I can set objectives for four main skills of listening, speaking, reading and writing respectively, according to the focus of individual lessons and/or period of teaching.	3.83	3.67	-0.17

59. I can set objectives which encourage students to reflect on their learning.	3.67	3.50	-0.17
60. I can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.	3.17	3.00	-0.17
61. I can plan activities to ensure the interdependence of listening, reading, writing and speaking.	3.50	3.67	0.17
62. I can plan activities to emphasize the interdependence of language and culture.	3.33	3.50	0.17
63. I can plan activities which link grammar and vocabulary with communication.	3.67	3.50	-0.17
64. I can accurately estimate the time needed for specific topics and activities and plan work accordingly.	3.67	3.83	0.17
65. I can design activities to make the students aware of and build on their existing knowledge.	3.33	3.67	0.33
66. I can vary and balance activities to enhance and sustain the students' motivation and interest.	3.83	3.83	0.00
67. I can vary and balance activities in order to respond to individual students' learning styles.	4.00	3.67	-0.33
68. I can take account of students' feedback and comments and incorporate this into future lessons.	4.33	4.17	-0.17
69. I can select from and plan a variety of organizational formats (teacher-centered, individual, pair, group work) as appropriate.	4.00	4.00	0.00
70. I can plan for student presentations and student interaction.	4.17	4.17	0.00
71. I can plan when and how to use the target language, including meta-language I may need in the classroom.	4.00	3.50	-0.50
72. I can plan lessons and periods of teaching with other teachers and/or assistant language teachers (team teaching, with other subject teachers, etc.).	3.67	3.50	-0.17
73. I can start a lesson in an engaging way.	3.33	3.50	0.17
74. I can be flexible when working from a lesson plan and respond to student interests as the lesson progresses.	3.50	3.83	0.33
75. I can adjust my time schedule when unforeseen situations occur.	3.33	3.67	0.33

76. I can time and change classroom activities to reflect individual students' attention spans.	3.17	3.50	0.33
77. I can relate what I teach to students' knowledge, current events in local context, and the culture of those who speak it.	3.17	3.83	0.67
78. I can keep and maximize the attention of students during a lesson.	2.83	3.17	0.33
79. I can encourage student participation and student interaction whenever possible.	3.80	3.67	-0.17
80. I can cater for a range of learning styles.	3.17	3.00	0.17
81. I can help students to develop appropriate learning strategies.	3.17	3.17	0.00
82. I can create opportunities for and manage individual, partner, group and whole class work.	4.00	4.30	0.30
83. I can manage and use instructional media (flashcards, charts, pictures, etc.) effectively.	3.80	3.80	0.00
84. I can conduct a lesson in the target language, and if necessary use Japanese effectively.	4.00	4.00	0.00
85. I can encourage students to use the target languages in their activities.	4.00	3.80	-0.17
86. I can guide and assist students in setting their own aims and objectives and in planning their own learning.	3.50	3.33	-0.17
87. I can assist students in choosing tasks and activities according to their individual needs and interests.	3.50	3.50	0.00
88. I can help students to reflect on and evaluate their own learning processes and evaluate the outcomes.	3.67	3.50	-0.17
89. I can evaluate and select tasks most suited to be carried out by students at home.	3.17	3.17	0.00
90. I can provide necessary support for students in order for them to do homework independently and assist them with time management.	3.33	3.33	0.00
91. I can assess homework according to valid and transparent criteria.	3.67	3.50	-0.17
92. I can use various ICT resources such as the Internet and appropriately advise students on how to use them.	3.17	3.00	-0.17

93. I can evaluate and select valid assessment procedures (written tests, performance tests, etc.) appropriate to learning aims and objectives.	3.67	4.00	0.30
94. I can design and use in-class activities to monitor and assess a student's participation and performance.	3.33	3.33	0.00
95. I can identify strengths and areas for improvement in a student's performance.	3.33	3.17	-0.17
96. I can present my assessment of a student's performance and progress in the form of a descriptive evaluation, which is transparent and comprehensible to the student, parents and others.	3.50	3.17	-0.33
97. I can use appropriate assessment procedures to chart and monitor a student's progress (reports, checklist, grades, etc.).	3.00	2.83	-0.17
98. I can assess a student's ability to engage in spoken and written interactions.	3.17	3.50	0.33
99. I can assess students' ability to make comparisons between their own and the culture of the target language communities.	3.17	3.17	0.00
100. I can analyze students' errors and provide constructive feedback to them.	4.00	4.00	0.00
Average	3.62	3.62	

TABLE 5　Four items which showed biggest gains in score

	Oct.	Jan.	Gap
45. I can understand and use high and low frequency words, and receptive and productive vocabulary for my students.	2.83	3.50	0.67
77. I can relate what I teach to students' knowledge, current events in local context, and the culture of those who speak it.	3.17	3.83	0.67
18. I can evaluate and select meaningful speaking and interactional activities to help students to develop competencies for presentation, discussion, etc.	2.83	3.33	0.50
56. I can set objectives which challenge students to reach their full potential.	3.00	3.50	0.50

TABLE 6　Four items which showed the biggest drops in score

8. I can take into account students' knowledge of Japanese and make use of it when learning a foreign language.	3.83	3.17	-0.67
39. I can select a variety of language activities to provide a bridge between reading and other skills.	3.67	3.00	-0.67
5. I can take into account students' intellectual interests.	4.17	3.67	-0.50
6. I can take into account students' sense of achievement.	4.17	3.67	-0.50
71. I can plan when and how to use the target language, including meta-language I may need in the classroom.	4.00	3.50	-0.50

Japanese Portfolio for Teachers of Languages (J-POTL):
A Preliminary Survey on 'Can-do' Descriptors of Didactic Competences

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1. Background

JACET SIG on English Language Education developed the Japanese Portfolio for Student Teachers of Languages (J-POSTL) in 2010. It was adapted from the *European Portfolio for Student Teachers of Languages* (*EPOSTL*) (Newby et al., 2007). The *EPOSTL* has the list of 195 'Can-do' descriptors in the self-assessment section, while the J-POSTL has 100 descriptors. This gap in number reflects substantial differences in educational and cultural realities between the presumed users of *EPOSTL* and J-POSTL. For example, the timeframe of teaching practicum in European countries is generally eight weeks or more whereas in Japan it is two to four weeks. Moreover, only 20 or 30 % of all the student teachers ultimately take up teaching as their profession, the rest taking a teacher training program in order to obtain a teacher certification without making a professional commitment. Also, the descriptors of the *EPOSTL* "may be regarded as a set of core competences which language teachers should strive to attain." (p. 85) This indicates that they were designed and developed for not only pre-service but also in-service teachers. On the other hand, those of the J-POSTL were designed to suit pre-service or, at best, novice teachers. Consequently, in the process of adaptation, many of the *EPOSTL* descriptors were deleted, modified, or unified to match the Japanese context of pre-service teacher education according to the criteria as follows:

(1) Modify items which do not match curricular content or pedagogical methods adopted in Japanese secondary schools.
(2) Modify or delete items which require English language or pedagogical competences that exceed those required of the Japanese English language teachers.
(3) Basically delete or modify items if substantial modification will be needed to match the reality of Japanese students in a teacher training course.
(4) Use terms or expression that would be understandable to Japanese students in a teacher training course.

(5) Combine items if their contents overlap within the parameters of the Japanese educational settings. (JACET SIG, 2010)

These five operations were carried out concurrently. As a result, the deleted items from the *EPOSTL* numbered 83. At this point, it was considered that the real adaptation of the *EPOSTL* would not be completed until these 83 items were contextualized for in-service teachers of languages in the Japanese educational settings. Then, a project team of five members from the SIG was organized. The team had several meetings to discuss whether or how each descriptor could be adapted to Japanese EFL classrooms, trying to maintain rationales or principles of the *EPOSTL* such as pluralistic approaches to language and culture, autonomous learning/teaching, content-based learning/teaching, communicative approach, etc. Through the consultation with the SIG members, the first draft, a list of 78 descriptors, was finally prepared in 2011.

2. Objectives

This is a preliminary survey for next year's national one among in-service EFL teachers of 16,700 secondary schools across Japan. These research activities aim to develop a portfolio including a list of 'Can-do' descriptors of didactic competences of in-service EFL teachers in Japan. Consequently, the *EPOSTL* will be broken down into two documents in the Japanese educational context: that is, J-POSTL and J-POTL (Japanese Portfolio for Teachers of Languages).

3. Method and Data Processing

3.1 Questionnaire

The questionnaire contained checklists of didactic competencies required for providing English education and sections for free descriptions.

3.1.1 Checklist

The checklist contained 78 items describing didactic competencies of English instructors. The respondents were asked to evaluate the appropriateness of each item as a self-evaluation of their didactic competencies on the following five-point scale:

[Example of description]

appropriate: 5; a little appropriate: 4; I have no opinion either way: 3; a little inappropriate: 2; inappropriate: 1

3.1.2 Free Description

Two columns were provided against each description. Respondents could comment freely on the specific description in one column and could write inclusive comments on all the descriptions in the other column.

3.2 Period of Investigation and Subjects

- Timeframe: The questionnaire was distributed in 2011, and responses were received by January 2012.
- Subjects: The questionnaire was sent to supervisors of English at local education boards of 47 prefectures, 17 ordinance-designated cities, and 39 core cities and to in-service English teachers in junior and senior high schools through friends and acquaintances of members of this study group.

3.3 Data analysis

- MS Excel 2007 and PASW Statistics 18 were used as processing tools.
- The average scores and the standard deviation of both sets of data were calculated.
- The ceiling effect (the average scores + the standard deviation >5.0) and the floor effect (the average scores - the standard deviation <1.0) of both sets of data were calculated.
- A scatter diagram with four quadrants was created, setting the supervisor data on the X-axis and the in-service teacher data on the Y-axis. In addition, the 1st and 3rd quadrants were divided by the y = x line. As a result, the quadrants were divided as follows: Q1 (supervisor and in-service teacher data with positive values), Q2 (supervisor data with positive values; in-service teacher data with negative values), Q3 (supervisor data and in-service teacher data with negative values), and Q4 (supervisor data with negative values; in-service teacher data with positive values).

Q3 was further divided into two: Q3A (in-service teacher data higher than supervisor data) and Q3B (supervisor data higher than in-service teacher data).

- Using each score's deviation value as a dot, a scatter diagram was created.
- A chart classified by category and quadrant was created.

4. Results of the Survey

- Of the respondents, 18 were supervisors and 36 were in-service teachers. The data provided by two respondents from among the teachers had deficits; therefore, only the remaining 34 teachers were considered subjects of this research.
- The average score and the average of the standard deviation of all the subjects were 3.66 and 0.42, respectively, in the supervisor category, and 3.86 and 0.32, respectively, for the teachers.

- Ceiling effect was observed in the following 24 items: 1, 5, 7, 8, 12, 15, 19, 20, 29, 31, 34, 35, 36, 37, 38, 39, 42, 47, 64, 66, 67, 68, 69, and 78.
- A scatter diagram shows the overall tendency of the results in Table 1.
- 27 items belonged to the 1st quadrant (x > 0, y > 0). These were considered appropriate as reference standards for didactic competencies recognized by both supervisors and in-service teachers. The items in the 1st quadrant were 1, 5, 7, 8, 11, 12, 16, 18, 19, 20, 29, 34, 35, 36, 37, 38, 39, 42, 47, 65, 68, 69, 72, 73, 74, 77, and 78.
- Ten items belonged to the 2nd quadrant (x < 0, y > 0) where the evaluation of appropriateness by supervisors was higher than that by teachers. The items were 13, 15, 31, 41, 48, 66, 67, 70, 71, and 75.
- The items in the 3rd quadrant (x < 0, y< 0) were evaluated as less appropriate by both supervisors and in-service teachers.
- There were 16 items in the 3rd quadrant A (x < 0, y < 0, x > y). These received negative values from both supervisors and teachers, but the supervisors' evaluation was rather higher than that of the in-service teachers. The items were 9, 14, 28, 30, 45, 46, 49, 50, 52, 53, 54, 55, 56, 57, and 58.
- There were 15 items in the 3rd quadrant B (x < 0, y < 0, x < y). These received negative values from both supervisors and teachers, but the in-service teachers' rating was higher than that of the supervisors. The items were 2, 3, 22, 23, 26, 27, 32, 33, 40, 43, 44, 51, 59, 61, 63, and 76.
- Ten items belonged to the 4th quadrant (x > 0, y < 0) where the evaluation of appropriateness by teachers was higher than that by supervisors. The items were 4, 6, 10, 17, 21, 24, 25, 60, 62, and 64.

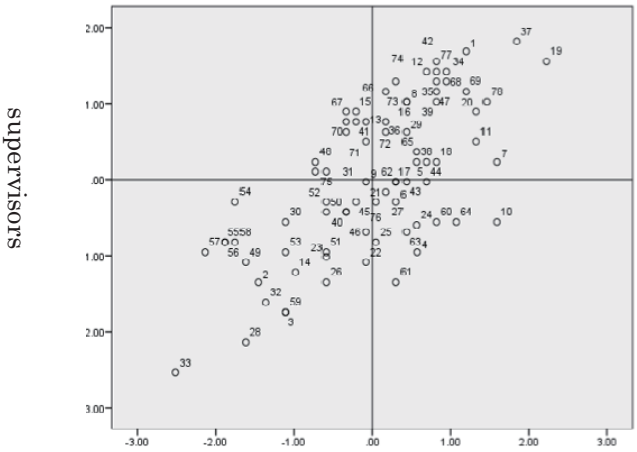

Figure 1 Scatter Diagram

5. Items Classified by Domain and Quadrant

As variance in the scatter diagram rises from left to right, items in the 2nd quadrant, which had most negative responses, fall in the left column followed by the ones in Q3B, Q3A, Q4, and finally Q1 where most of the items received largely positive responses.

TABLE 1. Items Classified by Category and Quadrant

	2nd quad	3rd quad B	3rd quad A	4th quad	1st quad
I Context					
A. Curriculum					1
B. Aims and Needs		2			
C. The Role of the Language Teacher		3		4	
II Methodology					
A. Speaking/Spoken Interaction				6,	5, 7, 8
B. Writing/Written Interaction	13		9	10,	11, 12,
C. Listening	15		14		16
D. Reading				17	18
E. Grammar					19
F. Vocabulary				21	20
G. Culture		22, 23, 26, 27		24, 25	
III Resources	31		28, 30		29
IV Lesson Planning					
B. Lesson Content		32, 33			
V Conducting a Lesson					
A. Using Lesson Plans					34, 35,
B. Content					36
C. Interaction with Learners					37, 38
D. Classroom Management		40			39

E. Classroom Language	41	43			42
VI Independent Learning					
A. Learner Autonomy		44	45, 46		
B. Homework					47
C. Projects	48	51	49, 50, 52, 53		
D. Portfolios			54, 55, 56, 57, 58		
E. Virtual Learning Environments		59			
F. Extra-Curricular Activities		61, 63		60, 62	
VII Assessment of Learning					
A. Designing Assessment Tools				64	
B. Evaluation	66, 67				65, 68
C. Self- and Peer-Assessment	70				69
D. Language Performance	71				72, 73, 74
E. Culture	75	76			
F. Error analysis					77, 78

- Table 1 shows that items in a certain category are grouped in one specific quadrant, while items from other categories are divided between two or more quadrants.
- Responses for items in "Category V: Conducting a Lesson" were overwhelmingly positive. On the other hand, responses for "Category VI: Independent Learning" and "IV: Lesson Planning" were predominantly negative.
- Responses for "Category I: Contents," "Category II: Methodology," "Category III: Resources," and "Category VII: Assessment of Learning" were diffused.

6. Discussion

The limited number of subjects makes generalization of the results difficult. However, this survey aims to examine each item for a future full-scale survey. Since certain

tendencies can be recognized in the results, the observation and examination of data would be useful for future study.

6.1. Whole Tendency

- Since the average scores for supervisor data and in-service teacher data were close to "4: a little appropriate" (supervisor: 3.96; in-service teacher: 3.86), it can be concluded that the subjects considered items in the list as useful measures to assess their didactic competencies.
- Items that showed the ceiling effect and items included in the 1st quadrant were mostly the same. Many items concerning teaching methods in Category II and teaching practice in Category V were in the 1st quadrant, which suggests that both supervisors and teachers may be able to comprehend the meaning of the items easily as these involve familiar teaching practices in the classroom.
- The scatter diagram shows that these 78 items rise along with the y = x line, indicating a positive correlation among them.

6.2. Tendency according to Category

6.2.1. Category I: Context

For the analysis and consideration of results according to category, items in the 1st quadrant are considered appropriate evaluation standards. Therefore, items with lower ratings will be discussed. First, it is notable that the 3rd quadrant A contains Item 2 and Item 3 ("I can take into account and assess the expectations and impact of educational stakeholders (employers, parents, funding agencies, etc.)" and "I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds," respectively). These items were rated low by both supervisors and in-service teachers. Taking into account and assessing the expectations of several stakeholders (employers, parents, funding agencies etc.) can be considered rather difficult and inappropriate as standards of didactic competence. In Japan, it is unusual to teach students in a classroom environment that has learners from diverse cultural backgrounds. This is probably why the evaluation for Item 3 was "less appropriate."

6.2.2. Category II: Methodology

Many items in Category II belong to the 1st quadrant, which means that both supervisors and teachers appreciated the appropriateness of those items as standards for didactic competencies. However, some items were evaluated differently by

supervisors and teachers. For example, Item 10 (I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing) was in the 4th quadrant. The average score given by the supervisors was 3.72 while that given by in-service teachers was 4.12. The reason that teachers gave a higher score for this item was that they could comprehend the description "good examples for improving learners' writing" more easily because they get more opportunities to teach than did supervisors. For Item 13 (I can use peer assessment and feedback to assist the writing process), the average score given by supervisors was 4.17 while that given by teachers was 3.19. Using peer assessment and feedback to assist the writing process is considered advanced instruction, which might be responsible for the teachers' low rating. Item 14 (I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy, etc.)) is concerned with listening and was rated low by both supervisors and in-service teachers. They might consider that a higher level of English language skills is required for instructing on how to "cope with typical aspects of spoken language (background noise, redundancy, etc)."

In the category of Methodology, the most characteristic result was obtained on items concerning culture. Four items in the 3rd quadrant B were rated low: Item 22 (I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails, etc.), Item 23 (I can evaluate and select a variety of texts, source materials, and activities that make learners aware of similarities and differences in socio-cultural 'norms of behavior'), Item 26 (I can evaluate and select texts, source materials, and activities to make the learners aware of stereotyped views and challenge these), and Item 27 (I can evaluate and select activities that enhance learners' intercultural awareness). Respondents might believe that instruction that incorporates cultural aspects requires advanced didactic abilities beyond the general abilities of both supervisors and in-service teachers.

6.2.3. Category III: Resources

In Category III, Items 28 and 30 were in the 3rd quadrant A, which means that both supervisors and in-service teachers rated them low. Item 28 (I can guide learners to produce materials for themselves and for other learners) is not considered appropriate in terms of standards for didactic competencies, because both teachers and supervisors might think that "guiding learners to produce materials for other learners" is not common instruction in Japanese educational settings. Item 30 (I can design ICT materials and activities appropriate for my learners) is also inappropriate because designing ICT materials and activities needs rather advanced technology.

6.2.4. Category IV: Lesson Planning

In Category IV, Items 32 and 33 were in the 3rd quadrant B, which means that both supervisors and teachers rated it low. Both are related to the contents of a lesson. Item 32 (I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL, etc.)) involves a sort of content-based teaching that is not popular in the Japanese educational context, except in a few schools that have introduced immersion programs. Item 33 (I can involve learners in lesson planning) was probably rated low because involving learners in lesson planning is not popular either.

6.2.5. Category V: Conducting a Lesson

Many of the items in this category were in the 1st quadrant, which means that both supervisors and teachers rated it high. However, two items were in the 3rd quadrant B. Item 40 (I can manage and use instructional media efficiently (OHP, ICT, video etc.)) is related to lesson management. Both teachers and supervisors might consider that using instructional media efficiently is not necessarily regarded as a standard for English didactic ability. Item 43 (I can encourage learners to relate the target language to other languages they speak or have learned where and when this is helpful) is related to classroom language and is not considered a standard either, because relating the target language (English) to Japanese is not popular in Japanese classrooms.

6.2.6. Category VI: Independent Learning

Of the seven categories, this one had the most items in the 3rd quadrant. There were three items concerning "learner autonomy," five items each concerning "project work" and "portfolio," one item concerning "virtual learning environment," and two items concerning "extracurricular activities." In sum, there were 16 items in the 3rd quadrant A, and they were all rated low by both supervisors and teachers. As an example of "learner autonomy," Item 45 (I can evaluate and select a variety of activities that help learners to identify and reflect on individual learning processes and learning styles) is related to instruction for the enhancement of learner autonomy. Item 49 (I can plan and organize cross-curricular project work myself or in cooperation with others) sought to evaluate instruction on "cross-curricular project work." Item 54 (I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment, etc.)) sought to evaluate instruction on using portfolio. Item 59 (I can initiate and facilitate various learning environments (learning platforms such as discussion forums, web pages, etc.)) sought to evaluate instruction on ICT. Item 63 (I can evaluate the learning outcomes of school trips, exchanges, and international cooperation programs) sought to evaluate

instruction outside classrooms. Supervisors gave a higher rating to items concerning "project work" and "portfolio" than did teachers, probably because supervisors understand the description better than do in-service teachers. However, it is notable that these items are rated low because in-service teachers are not familiar with terms such as "project work" and "portfolio."

6.2.7. Category VII: Assessment of Learning

In Category VII, items were mainly in the 1st and 2nd quadrants. There were eight items in the 1st quadrant and five items in the 2nd quadrant. The 2nd quadrant is the one where the evaluation of appropriateness by supervisors was higher than that by teachers. Two items were related to "evaluation," while the other three were concerning "self and peer assessment," "language performance," and "culture." For example, Item 66 (I can use the process and results of the assessment to improve my teaching and plan learning for individuals and groups (i.e., formative assessment)) was related to "evaluation." Item 70 (I can help learners to engage in peer assessment) was related to "self and peer assessment." Item 71 (I can assess a learner's ability to understand and interpret a spoken text, including understanding of the gist, specific or detailed information, implications, etc.) was related to "language performance." Item 75 (I can assess the learners' knowledge of cultural facts, events, etc. of the target language) was related to "culture." All of the above require advanced teaching skills, which is probably the reason that teachers gave a lower rating for these items than did supervisors.

7. General comments regarding the J-POTL

Those who participated in the questionnaires were encouraged to write general comments as well as comments for individual items in J-POTL. About 90% of all the items received comments. There were 18 comments regarding the J-POTL. We believe all of them are useful to revise the items and improve the quality of this document.

To examine the comments we received, first we categorized the 18 general comments regarding the J-POTL into 6 groups based on their suggestions.

7.1 Suggestions for stylistic revision

- It is important to clarify the differences between what learners can do and what teachers can do. The subject in some items is not clear; who "can select" "can support" "can make learners use"? It is also important to carefully consider the relationship between the items and targeted levels of learners. After all, teachers

can only help learners improve within their capacity. (in-service teacher)

7.2. Suggestions for defining difficult words

・Some words used in the items seem too difficult for in-service teachers to understand. (supervisor)

・Definitions and examples should be provided to clarify technical terms (supervisor)

・I could only provide comments based on my own interpretation of some items. (in-service teacher)

7.3 Suggestions for breaking down or combining some items

・Some items seem similar. They should be re-considered to enable teachers to rate items more efficiently. (supervisor)

・Items in J-POTL seem more appropriate for experienced or veteran teachers rather than novice professionals. There seems to be considerable overlap between items. (supervisor)

・Items overlap. Please let me know in advance if there is a chance that the research is published and names of the participants are identified in the publication. (supervisor)

・ Items 54 --58 were similar making it difficult to judge them. (in-service teacher)

・ Item 78 should be considered within a broader framework. English proficiency of high school students varies significantly and some items seem difficult for teachers to consider depending on the type of school where they are teaching. (in-service teacher)

7.4 Suggestions for creating new domains

・Since we need to conduct our classes more or less in English to “enhance English communication skills in class”, it is becoming more important for us to take into account “to what extent learners understand the English used in class”. Lecture-type lesson is no longer effective because learners’ understanding is often not the question. Therefore, I think it would be useful to include an additional item asking about a teacher’s sensitivity to learners’ comprehension. (supervisor)

・The items appropriate for junior-high school teachers and senior-high school teachers might be different. (supervisor)

・I think the items in J-POTL need to focus on developing and evaluating the learners’

four skills. These need to be dealt with in more detail. (supervisor)

7.5 Positive comments regarding the J-POTL

・In my class, I encourage the students to express their ideas in English without worrying about their "Japanese English." I often struggle to provide effective feedback to their "interlanguage" mistakes, but today's lecture gave me confidence that I was going in the right direction. Thank you very much.
(in-service teacher)

・ I learned so much. The items are appropriate and detailed. Thank you.
(in-service teacher)

7.6 Critical comments regarding the J-POTL

・ I answered the questionnaire half way and stopped. When I realized the deadline was approaching I tried to complete it. However, I could not quite understand if going through the list is meaningful because I think teachers naturally become aware of their abilities and quality of their teaching and they will improve as they teach. I think teachers are not supposed to check the list but I feel a bit shame at the same time because I know that "can-do-list" has already been used widely and I am not following the trend. Teachers' ability to teach changes depending on the length of their service. The items are too detailed and it was hard for me to give a score. I am sorry that I am submitting the incomplete questionnaire and unable to provide helpful information. If we want to know how we can grow as teachers, it is better to know our weak areas in a broader sense (which I believe most teachers already know and do not really need to check the list.) (in-service teacher)

8. Creating effective 'Can-do List' for teachers

In this section, we will present the results of 5-point likert scale questionnaires completed by teachers who participated in the research. The teacher participants were asked whether they believed each 'can-do' statement in the items was appropriate for Japanese teachers of English to reflect their ability to teach in class. We will analyze the results in the following steps.

1. 'Can-Do' statements were categorized into four groups depending on the quadrant where they belong to on the scatter diagram.
2. 'Can-do' statements in each group were further divided into two groups: The ones which were accompanied by comments and those without comments.

3. Finally, those items which had comments were broken down to different sub-groups such as the comments suggesting stylistic revisions, comments suggesting explanation of difficult words, comments suggesting integration or separation of different items, and comments addressing other concerns.

First we will discuss items in the first quadrant, followed by the items in the second and fourth quadrants, and finally we will discuss relatively more problematic items in the third quadrant.

8.1 Items in the first quadrant

As has already been discussed, the items in the first quadrant have been considered appropriate for many teachers who participated in the study, so most should be kept in the questionnaire for a nation-wide survey. It might be better to delete some of them, however, because of their ceiling effect.

8.1.1 Items with no comments

7. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions, etc) and to initiate or respond to utterances appropriately.
12. I can help learners to monitor, reflect on, edit and improve their own writing.
18. I can help learners to develop critical reading skills (reflection, interpretation, analysis, etc.).
37. I can settle a group of learners into a room and gain their attention at the beginning of a lesson.
39. I can take on different roles according to the needs of the learners and Requirements of the activity (resource person, mediator, supervisor, etc.)
69. I can help learners to set personal targets and assess their own performance.
72. I can assess a learner's ability to understand and interpret a written text such as listening for gist, specific or detailed information, implication, etc.)
74. I can assess a learner's ability to engage in written interaction according to Criteria such as content, range, accuracy and appropriacy of response, etc.).

8.1.2 Items which received stylistic suggestions

5. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.

・Don't English teachers need to create appropriate activities rather than simply select them? In other words, activities are often not available for selection. I would suggest "create (koan-suru)" rather than "select". (supervisor)
・Who is going to "select" activities? It's not clear. (supervisor)
・I wish teachers had the time to do it, but we don't. (in-service teacher)

8. I can help learners to use communication strategies (asking for clarification, comprehension checks, et.) and compensation strategies (paraphrasing, simplification, etc.) when engaging in spoken interaction.

・ "Who" can help learners? It's confusing because the subject, a teacher, is not clearly stated in Japanese. (supervisor)

11. I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids, etc.).

・I believe English teachers usually have no problem selecting the appropriate materials. (supervisor)

16. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.

・The subject, a teacher, should be stated clearly in Japanese. (supervisor)
・"Tano sukiru to kakehashini naru" needs to be revised. (supervisor)
・I want specific examples of "post-listening activities" (such as a writing activity). (in-service teacher)
・"select (erabu)" should be changed to "create (tsukuru)". (in-service teacher)

29. I can select and use ICT materials and activities in the classroom which are appropriate for my learners.

・What does ”Konpyuta no shiryo no naka kara (from computer materials) imply? Wouldn't it be better to say “kyokasho igai (outside the textbook) ” or “Internet ya ICT kyozai (Online and ICT materials)”? (supervisor)

36. I can present language content (new and previously encountered items of language, topics, etc.) in ways which are appropriate for individuals and specific groups of learners.

- What does ”Tokutei gurupu no gakushusha (specific groups of learners)” mean? How about “appropriate for the class” instead? Or, I would like to suggest deleting “kojin ya tokutei gurupu no (for individuals and specific groups of learners”. (supervisor)
- Whether the target items are “new or previously encountered” makes a difference. They should be treated separately. (supervisor)
- Teaching methods are different for new and previously encountered items. (in-service teacher)

47. I can set homework in cooperation with learners.

- “Appropriate for learners” is better than “nizu wo toriirete (considering learners' needs)” . (supervisor)
- Do we need this item? (in-service teacher)

8.1.3 Items which received suggestions for clarifying terms

42. I can use various strategies when learners do not understand the target language.

- It would be better if examples of “samazama na shido houhou (various strategies)” were provided. (in-service teacher)

73. I can assess a learner's ability to engage in spoken interaction according to criteria such as content, range, accuracy, fluency and conversational strategies.

・This item requires further clarification. (in-service teacher)

8.1.4 Items which received suggestions for breaking down or combining with other items

1. I can design language courses around the requirements of the national and local curricula.

・Questions about ”national (eigo kyoiku katei)” “local(nenkan shido keikaku)” and “course (shido an)” should be treated separately. (supervisor)

38. I can encourage learner participation whenever possible.

・I don’t see any difference between items 38 and 33. (supervisor)
・This is the same as 33. (supervisor)

68. I can assign grades for tests and examinations using procedures which are reliable and transparent.

This item and items 44~46 may be integrated. (supervisor)

77. I can deal with errors that occur in class in a way which supports learning processes and communication.

・“How to deal with errors” requires elaboration. (supervisor)

78. I can deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication.

・How is item 78 different from item 77? I think item 77 is sufficient. (supervisor)
・What is learners’ “errors in spoken language”? It’s hard to describe them.
(in-service teacher)

8.1.5 Items accompanied by other comments

19. I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery, etc.)

・Teaching new grammar to students is one thing and helping them to use it in communication is quite another. (in-service teacher)

20. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.

・Is ”selecting (erabu) tasks” different from “making the students use them”?
(in-service teacher)

34. I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.

・Please add “paired activities” to this item. (supervisor)

35. I can finish off a lesson in a focused way.

・This is ideal, but sometimes it’s appropriate to finish a class with assignments.
(in-service teacher)

65. I can assess a learner’s ability to work independently and collaboratively.

・I am not sure how we can assess this learners’ ability. (supervisor)

8.2 Items in the second quadrant

The items which belong to the second quadrant received higher scores, above 4.0 from supervisor teachers on average, than from in-service teachers. On average, in-service teachers scored just above 3.7 (4.0=The statement is relatively appropriate), a little less than the supervisor teachers. It can be said that with appropriate revision, the items which belonged to the second quadrant can be used properly for the larger-scale survey in the near future.

8.2.1 The statements with no comments

66. I can use the process and results of assessment to inform my teaching and plan learning for individuals and groups (i.e. formative assessment).

71. I can assess a learner's ability to understand and interpret a spoken text such as listening for gist, specific or detailed information, implication, etc.)

8.2.2 Items which received stylistic suggestions

13. I can use peer-assessment and feedback to assist the writing process.

- It's not clear in the Japanese statement whether the "peer" is modifying both assessment and feedback. (supervisor)
- It's hard to understand how assessment and feedback can be provided from peers. (in-service teacher)

31. I can use and critically assess ICT learning programmes and platforms.

- I don't think it's necessary to "critically assess" ICT learning programmes. I think it's better to say "can provide ideas for improvement" (kaizen no tameno ikenwo noberu.) (supervisor)
- There is no subject in the Japanese statement. It is not clear. (supervisor)
- I have never "critically assessed" them myself. (supervisor)

41. I can use the target language as metalanguage.

- I am uncertain about teaching learning tips (benkyo houhou) in English. (supervisor)
- I am not sure if we must use English to explain how to study English. (in-service teacher)

8.2.3 Items which received suggestions for clarification

15. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.

- Is this item different from the item 9? Are the strategies referring to listening strategies? (supervisor)
- Does "sutorategi (strategies)" refer to strategies for using English dictionaries effectively? (in-service teacher)

48. I can plan and manage project work according to relevant aims and objectives.

・I wonder if teachers can have the same understanding of the term “project work”. (supervisor)
・The statement is not clear. It requires a more detailed explanation. (supervisor)
・There are various types of ”project work”. (in-service teacher)

8.2.4 Items with questions and other suggestions

67. I can use a valid institutional/national/international grading system in my assessment of a learner’s performance.

・I think we don’t necessary need to apply “international” grading system. It’s enough if we take into account the guidelines issued by the Ministry of Education, Culture, Sports, Science and Technology and National Institute for Educational Policy Research, isn’t it? (supervisor)

70. I can help learners to engage in peer assessment.

・Both advantages and disadvantages of “peer assessment” should be considered. (in-service teacher)

75. I can assess the learners’ knowledge of cultural facts, events, etc. of the target language.

・Why do we need to limit ourselves to teaching cultural facts and events of “the target language”. Moreover, it’s a problem if we are to create a “model” for learners based only on the cultural facts and events of the target language. (supervisor)
・Do our learners need this specific type of knowledge? English is a tool for communication. Perhaps more general expression such as “understanding different cultures” might be better. (supervisor)
・There are many ways to ”assess the learners’ knowledge”. (in-service teacher)
・To what extent should learners have this knowledge? I think it depends on their background, so it should not be assessed. (in-service teacher)

8.3 Items in the fourth quadrant

Unlike the statements in the second quadrant, items in the fourth quadrant were scored more positively by in-service teachers (slightly above 4.0 on average, that is "somewhat appropriate") than the supervisor teachers. It should be noted that as far as the average scores, item 62 was scored slightly more positively by the supervisors than by in-service teachers since the scatter diagram was created based on the deviation value of each item. We can conclude that similar to items in the second quadrant, the items in the fourth quadrant can be used in the future nation-wide survey with appropriate revisions.

8.3.1 Items which received stylistic suggestions

6. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches, etc.)

- I don't understand exactly what "different text types" means. Does it mean that the learners should learn fixed language used in different situations? I am also not sure if "different activities" are suggesting pair or group activities or the different types of speech activities such as "presentation" or "debate". (in-service teacher)

10. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.

- I don't understand what the learners are supposed to select and what role teachers play in this selection process. Of course teachers should be able to select a variety of text types. (supervisor)
- Whether "a variety of text types" include textbooks or other materials is not clear. (supervisor)
- Teachers sometimes don't select but create their own text. (in-service teacher)

60. I can recognize when and where the need for extra-curricular activities to enhance learning arises (learners' magazine, clubs, excursions, etc.).

- I wonder if "ninshikidekiru (recognize)" is good enough. (supervisor)

64. I can negotiate with learners how their work and progress should be assessed.

・I don't think teachers need to negotiate with learners about how their progress should be "assessed". (supervisor)

8.3.2 Items which received suggestion for clarifying terms

4. I can identify and investigate specific pedagogical/didactic issues related to my learners or my teaching in the form of action research.

・This statement can apply to teachers who are familiar with action research. Those who do not know much about action research cannot score this item. I could not give 5 to this statement because I don't know if student teachers and in-service teachers have had a chance to learn about action research. (supervisor)
・This should be divided into two parts. Some teachers do not know about action research. It should be explained more clearly. (supervisor)
・I don't understand what the item implies. (in-service teacher)

17. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.

・I am not sure how item 17 is different from item 15. Considering the word "bunsho (text)" in the statement, I thought that the strategies refer to reading strategies. Am I correct? (supervisor)
・Many teachers are not familiar with "strategies". They need to be explained. (supervisor)
・The difference between items 15 and 17 is not clear. (supervisor)
・Do the strategies include instructions of how to use a dictionary? (in-service teacher)
・There are different types of "tayo na sutorategi (different strategies)". (in-service teacher)

24. I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.)

・What is "socio-cultural competence" ? (supervisor)
・It is not clear what is implied by "socio-cultural competence". The example activities seem to suggest that it is referring to linguistic competence which enables the learners to function appropriately in a given situation. Isn't it better to say it in this way? (supervisor)

25. I can evaluate and select a variety of texts, source materials and activities which help learners to reflect on the concept of "otherness" and understand different value systems.

- The concept of " otherness" is hard to understand. I think the learners should begin to start asking questions about themselves and others. In addition, explicit instruction rather than activities seems to be more appropriate to help learners understand the concept of "otherness". (supervisor)
- What do you mean by learners' "otherness"? (in-service teacher)
- "Otherness"? I don't seem to understand what is meant by it. (in-service teacher)
- How do we define "otherness"? (in-service teacher)

8.3.3. Item which received suggestion for combining with another item

21. I can evaluate and select activities which enhance learners' awareness of register differences.

- The difference between this item and item 6 is not clear. (supervisor)
- I think awareness of register differences can be commonly raised through explicit instruction rather than through activities. Is item 6 about oral communication, and 9 about written text? I think item 21 encompasses items 6 and 9, so 6 and 9 won't be necessary. (supervisor)
- The difference between items 6 and 21 is not clear. (supervisor)

8.4 Items in the third quadrant

The items in the third quadrant are the most problematic ones. As can be seen in Chart 1, almost all items from category VI. "Independent Learning" belong to the third quadrant. Also, there were four items from G. "Culture" in category II. Methodology. (Although these items did not receive high scores). We believe these items should be considered important because they reflect the two underlying concepts of EPOSTL, *Individual Learning* and *plurilingualism & pluriculturalism*. Thus, it would be premature to think that the items in the third quadrant should not be included in the future nation-wide survey just because they were least favored by both supervisors and in-service teachers. The items will be discussed in the following sections.

8.4.1 Items which received stylistic suggestions

2. I can take into account and assess the expectations and impact of educational stakeholders (employees, parents, funding agencies, etc.).

・What needs to be “hyoka sareru“ (assessed)? Is it learners’ performance? It’s a bit difficult to understand. (supervisor)
・According to item 69, it seems that “hyoka (assessment)” is undertaken against the institutional annual teaching plans. Therefore, it should be clearly stated that “can assess institutional annual teaching plans.” (supervisor)
・The terms used in the item are not clear. Specific examples should be provided. (supervisor)
・It’s not clear about what exactly needs to be assessed. (supervisor)
・I don’t understand what the item implies. (in-service teacher)
・How can the expectation and impact of educational stakeholders be assessed? Educational council and parents should be treated separately. (in-service teacher)

9. I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports, etc.

・It’s not clear what is implied by “hyogen ga kotonaru (different expressions)”. Does it mean fixed language which often appears in different text genres, or at different speech levels or does it imply both? (in-service teacher)

14. I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy, etc.).

・I wonder why “strategies” was translated as “horyaku” in item 8 whereas “sutorategi” is used in this item. (supervisor)
・I think it requires too much work for teachers. (in-service teacher)
・I don’t think this is not necessary for junior high teachers. (in-service teacher)
・Whether this is appropriate or not depends on the levels of learners’ proficiency. (in-service teacher).

28. I can guide learners to produce materials for themselves and for other learners.

・If “kyozai wo tsukuru (produce materials)” implies that learners can create questions on their own instead of answering the questions provided by a teacher in a paired task, I would give 5. However I cannot read this item that way, so I gave it 1. (supervisor)
・”Jibun (they) ” should be replaced by “gakushu-sha jishin (learners themselves) ”. (supervisor)
・This is too difficult I think. (in-service teacher)
・Is this item necessary? Can learners really create such materials? (in-service teacher)

30. I can design ICT materials and activities appropriate for my learners.

・It’s a bit confusing whether “tekisetsuna (appropriate)” is modifying “technology” or “materials and activities”. What is implied by “atarashii (new)” technology? Can’t we use the term ICT instead? (supervisor)
・How about changing ”gakushusha ni (to learners)” to “gakushusha no tame ni (for learners)”? (supervisor)
・I think this item is inapproprite for junior-high school students. (supervisor)
・”Koan (consider and create)” should be changed to “teikyo (provide)”. (in-service teacher)

63. I can evaluate the learning outcomes of school trips, exchanges and international cooperation programmes.

・This item is okay as long as learning English is involved in the programmes. (in-service teacher)

8.4.2 Comments which received suggestions about combining with other items

45. I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles.

・What does “samazama na katsudo (a variety of activities) imply? I want specific examples.
・It’s not clear how learners can “furikaeru (reflect upon) .” (all from in-service teachers)

46. I can evaluate and select tasks which help learners to reflect on and develop specific learning strategies and study skills.

- The difference between items 5 and 6 is not clear.
- The terms "learning processes and learning styles" used in item 5 and "learning strategies and study skills" in item 6 are rather confusing and I am not sure if they were used differently by in-service teachers. Can items 5 and 6 be combined? (supervisor)
- Can you show examples of "sama zamana katsudo (tasks)"? (in-service teacher)
- Should learning strategies and study skills be "ikusei sareru (developed)"? (in-service teacher)
- I am not sure if strategies and skills can be "kyouju suru (taught)". (in-service teacher)

(Note: Both items 45 and 46 are in the Domain of "Learner Autonomy.")

61. I can set aims and objectives for school trips, exchanges and international cooperation programmes.

- Perhaps this item can be combined with item 60. If "kagai katsudo" in item 61 is the same as item 60, specific examples should be provided again. (supervisor)
- I am not sure what we are going to evaluate. (supervisor)
- Perhaps, "school trips" should be changed to "overseas school trips" and "exchanges" should be changed to "international exchanges". (supervisor)

8.4.3. Comments provided for project-based learning

49. I can plan and organise cross-curricular project work myself or in cooperation with others.

- If learners reflect on their learning processes in item 45, they should also reflect on their project-based work. (supervisor)
- What is project-based work? Different levels of complexity in cross-curricular work are problematic. (in-service teacher)

50. I can assist the learners in their choices during the various stages of project work.
51. I can assess the process and outcome of project work in cooperation with learners.
53. I can assess the process and outcome of project work in cooperation with learners.

52. I can help learners to use relevant presentation tools.

・I think teachers who teach Information Processing (joho) course should teach how to use presentation tools. (supervisor)
・Power Point is not a "happyo kiki (presentation equipment)", so it should be revised. (supervisor)
・Is this item necessary? (supervisor)

8.4.4. Items regarding portfolio work

54. I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment, etc.).

・I think the item is good, but some teachers may not know about portfolio work. Perhaps it should be explained. (supervisor)
・I wonder what would be the appropriate levels of learners who can make use of portfolio. (in-service teacher)

55. I can plan and structure portfolio work.

・This item is not clear. Can you provide specific examples? (supervisor)

56. I can supervise and give constructive feedback on portfolio work.
57. I can assess portfolios in relation to valid and transparent criteria.
58. I can encourage self-and peer-assessment of portfolio work.

・How about combining item 56 , 57 and 58? (supervisor)

8.4.5. Items regarding Plurilingualism and Pluriculturalism

3. I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural background.

・"Kachi (value)" may be necessary. How about "kurasu no kankyo wo yuuko ni katsuyo dekiru (can make good use of the classroom environment)"? In Japan, however, students share many common values. For many teachers who have little

experience dealing with learners with diverse cultural background, this item is difficult to rate. (supervisor)

- It's not very clear what "samazama na gakushu keiken (diverse learning experiences) implies. Do they include various experiences Japanese learners had in the past at different junior and senior high schools, or do they include experiences of learning English at a private language school or a cram school where English was taught for specific purposes? Or do they imply different experiences of returnees or Japanese learners who have studied English overseas? (supervisor)
- "Hyoka shi (assess)" should be changed to "rikai shi (understand)". (in-service teacher)

22. I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc.).

- Why is it "chiiki (places)" rather than "gengo (language)"? (supervisor)
- ①Since use of the Internet and E-mail exchanges are provided as examples, the item seems to be focusing only on the activities using ICT outside the class.②If ① is correct, it seems that this item does not take into account the activities using ICT during the class. ③Why does it have to be "mokuhyo gengo no chiiki (target language communities)"? Can we change it to "various places in the world"? This item is very difficult to rate. If the item suggests the use of various materials other than Internet and emails, examples should be provided. (supervisor)

23. I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural "norms of behavior".)

- "Shakai bunka tekina (socioculrual)" might be changed to "tayona bunka ni okeru (in various types of cultures)". It's difficult to understand what "sociocultural norms of behavior" implies. Isn't it enough just to say cbunka (cultures)"? Also I think that explicit instruction rather than activities is more appropriate to accomplish this goal. (supervisor)
- What does "sociocultural" mean? (supervisor)
- It's difficult to understand what is implied by this item. To what degree does this need to be accomplished by English learners? (in-service teacher)

26. I can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these.

・Isn't this the same as item 25? (supervisor)

・Does "jibun no kata (sterotype)" mean the stereotyped views of the Japanese or of those whose first language is Japanese? Or does it refer to the stereotyped views of individual learners? In order to accomplish this goal, explicit instruction rather than activities seems to be more appropriate. Items 23, 25 and 26 all deal with cultural diversity. I think they can be combined. Moreover, I don't understand why the diversity of cultures has to be the focal point of materials? (supervisor)

・ Does the item imply that learners have stereotypical views to begin with? (supervisor)

・Is this item necessary? (in-service teacher)

27. I can evaluate and select activities which enhance the learners' intercultural awareness.

・"Gakushusha wo" should be changed to "gakushusha ni." In order to enhance intercultural awareness, explicit instruction rather than activities is normally provided. (supervisor)

・I think it's difficult to understand what is implied by "bunaka to gengo no sougo kankei sei (intercultural awareness)". (in-service teacher)

43. I can encourage learners to relate the target language to other languages they speak or have learned where and when this is helpful.

76. I can assess the learners' ability to respond and act appropriately in encounters with the target language culture.

・It's difficult to create a situation where learners need to engage with the target language culture using the target language. (supervisor)

・This item is similar to item 75. (supervisor)

・I think it's difficult to make our learners act using the norms of the target language culture in the classroom. (in-service teacher)

8.4.6 Item regarding bilingual education and CLIL (Content and Language Integrated Learning)

32. I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL, etc.).

- Cross-curricular teaching sounds good, but I don't think it's necessary to teach other subjects in English. (supervisor)
- I don't understand why this is necessary. Some authorized textbooks already include some elements of other subjects (especially in the area of science), and I can read teachers' manuals to understand the content. (supervisor)
- This is not likely to happen at a public school. (supervisor)
- Does it have to be conducted in English? (in-service teacher)

8.4.7. Items regarding Individual Learning

33. I can involve learners in lesson planning.

- I don't understand exactly what is implied. I agree that learners' interest should be taken into account when we plan a lesson, but what does it mean to "let learners be involved in lesson planning"? (supervisor)
- I don't understand what this item suggests. (supervisor)
- How can we let learners be "involved"? Not sure what is implied (supervisor).
- Are we supposed to make a lesson plan with students? (supervisor)
- What does it meant to get learners involved in lesson planning? (in-service teacher)
- This is not a common practice and it could be dangerous too. (in-service teacher)

44. I can evaluate and select a variety of activities which help learns to reflect on their knowledge and competences.

- I want to know examples of "a variety of activities". (in-service teacher)

8.4.8 Items regarding ICT

40. I can manage and use instructional media efficiently (OHP, ICT, video, etc.)

・"konpyuutaa wo tsukatte (using computers)" might be unnecessary. Sometimes teachers don't think they are using computers even though they are using high-tech equipment in a special classroom. If the focus of this item is "using computers", I am not sure how it is different from items 30 and 31. (supervisor)

・I think this item should be deleted because there is no such equipment at some schools. (supervisor)

59. I can initiate and facilitate various learning environments (learning platform such as sdiscussion forums, web pages, etc.).

・I think this item is more appropriate for ICT education rather than English education. If it implies adding software to an already established facility, I would give 4. (supervisor)

・The item is not clear. More explanation is required. (supervisor)

・What is a "learning platform"? (in-service teacher)

References

Newby, D. et al. (2007) *European Portfolio for Student Teachers of Languages.* ECML. Council of Europe.

Authors:
Ken Hisamura: Chapters 1,2,7,8
Yoichi Kiyota: Chapters 3,4,5,6

Appendix

Table 2 Scores of Questionnaires

Item No.	Average of Supervisors	Average of Teachers	Standard Deviation of Supervisors	Standard Deviation of Teachers	Category	Sub-category
1	4.67	4.38	.970	.923	Context	Curriculum
2	3.39	3.42	1.243	1.098	Context	Aims and Needs

3	3.22	3.59	.878	1.273	Context	The Role of the Language Teacher
4	3.56	4.06	1.042	.970	Context	The Role of the Language Teacher
5	4.06	4.06	1.056	1.021	Methodology	Speaking/Spoken Interaction
6	3.83	4.09	.985	.887	Methodology	Speaking/Spoken Interaction
7	4.06	4.38	.938	.759	Methodology	Speaking/Spoken Interaction
8	4.39	4.03	.502	1.026	Methodology	Speaking/Spoken Interaction
9	3.94	3.82	.998	1.056	Methodology	Writing/Written Interaction
10	3.72	4.12	1.074	.686	Methodology	Writing/Written Interaction
11	4.17	4.21	.707	.745	Methodology	Writing/Written Interaction
12	4.56	4.18	.511	1.165	Methodology	Writing/Written Interaction
13	4.17	3.79	.618	1.152	Methodology	Writing/Written Interaction
14	3.44	3.32	.616	1.050	Methodology	Listening
15	4.33	3.85	.594	1.293	Methodology	Listening
16	4.39	3.94	.698	.918	Methodology	Listening
17	3.94	3.97	.998	.945	Methodology	Reading
18	4.06	3.97	.802	1.040	Methodology	Reading
19	4.61	4.59	.502	.657	Methodology	Grammar
20	4.33	4.29	.594	1.040	Methodology	Vocabulary

21	3.89	4.00	.963	.968	Methodology	Vocabulary
22	3.50	3.85	.857	1.399	Methodology	Culture
23	3.53	3.68	.874	1.046	Methodology	Culture
24	3.71	4.06	.772	.999	Methodology	Culture
25	3.61	3.91	.850	1.268	Methodology	Culture
26	3.39	3.59	.916	1.046	Methodology	Culture
27	3.83	3.82	.707	1.040	Methodology	Culture
28	3.06	3.06	1.056	1.281	Resources	
29	4.22	3.97	.878	1.124	Resources	
30	3.72	3.56	.826	1.188	Resources	
31	4.00	3.62	.840	1.501	Resources	
32	3.28	3.29	.752	1.174	Lesson Planning	Lesson Content
33	2.89	3.06	1.023	1.496	Lesson Planning	Lesson Content
34	4.56	4.24	.705	.951	Conducting a Lesson	Using Lesson Plans
35	4.50	4.15	.618	.988	Conducting a Lesson	Using Lesson Plans
36	4.28	3.94	.895	1.021	Conducting a Lesson	Content
37	4.72	4.50	.461	.887	Conducting a Lesson	Interaction with Learners
38	4.06	4.06	1.056	.999	Conducting a Lesson	Interaction with Learners
39	4.39	4.12	.608	1.268	Conducting a Lesson	Classroom Management
40	3.78	3.79	1.003	1.129	Conducting a Lesson	Classroom Management
41	4.28	3.85	.575	1.164	Conducting a Lesson	Classroom Language

42	4.61	4.24	.502	1.268	Conducting a Lesson	Classroom Language
43	3.94	4.03	.873	1.170	Conducting a Lesson	Classroom Language
44	3.94	4.00	.998	1.119	Independent Learning	Learner Autonomy
45	3.83	3.71	.985	1.209	Independent Learning	Learner Autonomy
46	3.78	3.74	1.060	1.031	Independent Learning	Learner Autonomy
47	4.44	4.18	.511	1.309	Independent Learning	Homework
48	4.06	3.65	.998	1.317	Independent Learning	Projects
49	3.50	3.41	.985	1.508	Independent Learning	Projects
50	3.78	3.68	1.060	1.465	Independent Learning	Projects
51	3.56	3.62	.984	1.188	Independent Learning	Projects
52	3.83	3.59	1.098	1.429	Independent Learning	Projects
53	3.56	3.44	1.338	1.353	Independent Learning	Projects
54	3.83	3.29	.924	1.387	Independent Learning	Portfolios
55	3.61	3.38	1.092	1.483	Independent Learning	Portfolios
56	3.61	3.44	1.092	1.518	Independent Learning	Portfolios
57	3.56	3.35	1.097	1.487	Independent Learning	Portfolios
58	3.61	3.35	1.092	1.531	Independent Learning	Portfolios
59	3.22	3.38	.943	1.465	Independent Learning	Virtual Learning Environments

60	3.72	4.09	1.074	.988	Independent Learning	Extra-Curricula Activities
61	3.39	3.76	1.145	.887	Independent Learning	Extra-Curricula Activities
62	3.94	3.91	.725	.999	Independent Learning	Extra-Curricula Activities
63	3.67	3.85	.767	.858	Independent Learning	Extra-Curricula Activities
64	3.72	4.12	1.227	.786	Assessment of Learning	Designing Assessment Tools
65	4.11	3.88	.758	.887	Assessment of Learning	Evaluation
66	4.28	3.85	.669	1.281	Assessment of Learning	Evaluation
67	4.33	3.82	.767	1.261	Assessment of Learning	Evaluation
68	4.50	4.26	.514	.951	Assessment of Learning	Evaluation
69	4.44	4.18	.616	.923	Assessment of Learning	Self- and Peer-Assessment
70	4.28	3.74	.669	1.218	Assessment of Learning	Self- and Peer-Assessment
71	4.22	3.79	.732	1.081	Assessment of Learning	Language Performance
72	4.22	3.97	.732	.968	Assessment of Learning	Language Performance
73	4.44	4.09	.511	1.021	Assessment of Learning	Language Performance
74	4.50	4.15	.514	1.050	Assessment of Learning	Language Performance
75	4.00	3.71	.907	.945	Assessment of Learning	Culture
76	3.67	3.76	.840	.951	Assessment of Learning	Culture

77	4.56	4.24	. 616	. 988	Assessment of Learning	Error analysis
78	4.39	4.38	. 608	. 754	Assessment of Learning	Error analysis

Part 3: Special Contribution

Introduction of the portfolio into French language instruction: Theoretical background and effect

Mitsuru Ohki (Kyoto University)
Translated by Akiko Takagi

1. Introduction

The three key words for acquiring a foreign language are motivation, time, and practice. When I read a paper on foreign language education, I often feel that the authors discuss trivial matters. I even doubt if some topics in a paper require research in the field of foreign language education. Research on foreign language education is different from that on other social sciences. Cost-effectiveness and priority are required for the former, but not for the latter. No matter how successful a teaching method may be, it is meaningless if it is not effective in its educational cost and time. In addition, the method is meaningless if it is not suitable in the current Japanese educational context.

According to our survey, Japanese students' motivation to learn French (at Kyoto University and Hokkaido University) is lower than that of students overseas (in Taiwan, Korea, Australia, and France). In addition, Japanese universities offer only 90 or 180 hours of classroom instruction for students who learn a foreign language at the beginner level although more than 1000 hours are considered necessary to master a foreign language.

Autonomous learning is one possibility for solving the problem in foreign language education at a Japanese university mentioned above. If students learn a language autonomously outside class, they can study longer. The question is how to motivate students to learn autonomously. It depends on motivating students and encouraging Japanese university students who have low motivation to study autonomously outside class and increase their study hours. Portfolios are considered a tool for developing the ability to learn autonomously and maintaining motivation in the *Common European Framework of Reference for Languages* and *European Language Portfolio*. I wonder if the portfolios are useful for maintaining and increasing students' motivation. Ohki (2010a) showed that self-reflection using a portfolio has a correlation with motivation and grades. However, I have not examined if making portfolios leads to maintaining

and enforcing students' motivation. This time, I decided to conduct a longitudinal study on this question[1].

2. Introduction of a portfolio in *La Grammaire Active du Français*

2.1. Characteristics of *La Grammaire Active du Français*

In CALL classes at Kyoto University, we use ICT-based e-materials and paper materials that were developed as a package. Learners access materials that accompany the textbook "Grammar Active: Plurilingualism and Pluriculturalism with Grammar" (Asahi Press) on the Internet. The students not only read grammar explanations and type answers to practical questions on the Internet but also write comments and answers on the supplementary paper materials.

Table 1　Package "CALL French Grammar"

1) textbook ("Grammar Active: Plurilingualism and Pluriculturalism with Grammar")
2) Internet material (http://text.asahipress.com/text-web/france/active_call/index.html)
3) portfolio : record and analyze test results, self-assessment, and self-reflection on the learning process
4) learning handbook
5) supplementary materials
6) summative tests
7) confirmation exercise

Each lesson consists of four pages. Students learn the first two pages with the teacher in class and the latter two pages titled "*Apprenons en autonomie sur le net　Let's learn autonomously on the Internet!"* are intended for out-of-class study. Overall, the course is a blend of in-class learning and out-of-class autonomous learning.

Internet materials, unlike the textbook, include detailed explanations of grammar in order to have students understand grammar without teachers' explanations. Moreover, all the exercises are checked for correctness.. "Supplementary materials" is a paper version of the explanation and exercises on the Internet and consists of an explanation section and an exercise section. In the explanation section, students complete the explanation by filling in the important points while they study on the Internet. In the exercises section, the students write down the answers to the confirmation exercises[2].

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[1] As of the time of writing this paper, I haven't finished collecting and analyzing second semester data.　I will focus on whether making a portfolio leads to maintaining and increasing students' motivation. In this manuscript, I describe the theoretical background and research questions.

[2] Refer to Ohki (2011) for a detailed explanation of these materials and the teaching

2.2. Portfolio in *La Grammaire Active du Français*

The following description of portfolios is stated in the first page of the document.

What is a portfolio?

A portfolio is a system that integrates learning and assessment, especially focusing on self-assessment. The portfolio is based on an idea that emphasizes not only learning results but also the learning process.

Self-assessment is the center of learning activities that emphasizes not only learning results but also its process. Self-assessment helps you become aware of your own learning process for your future learning. Becoming aware of your own learning process, in other words, reflecting on your way of learning and results and considering your future learning, helps you maintain your motivation and acquire self-discipline and the ability to learn autonomously. Motivation, self-discipline, and the ability to learn autonomously are the keywords to achieve your goal . You are encouraged to engage in not only studying French itself but also making a portfolio.

"Summative tests" are conducted in class at the end of each lesson, and the learners themselves mark the tests. The self-marking results are recorded using the portfolio below. The students are asked to check the items that they answered incorrectly and write down what they should do to avoid making the same mistake in the future.

Lesson 2

Number Name

Portfolio 1: Self-analysis

Self-analysis of summative tests results

1) Items that I answered incorrectly on the test (✓)and the number of wrong items

✓	Types of wrong items	Number of wrong items
	accent grave	
	elision	
	spelling	
	gender or number	
	agreement	
	conjugation	

method.

	pronoun	
	question formation	
	negative formation	
	word order	
	tense	
	liaison, enchainment	
	spelling pronunciation	
	other ( )	

2) I mainly answered the following items incorrectly on the test:

a.

b.

c.

3) I should master the items I answered incorrectly on the test in the following way:

_____

_____

4) Concerning the score this time:

This time I think the reason why I got the score ☐ is because_____

_____.

In addition, there is a section for writing open-ended comments. In the section, the students reflect on their learning process and write down the comments on a different theme about learning French in general every time. The theme of each lesson is as follows. These themes were selected by referring to the themes used in European Language Portfolio.

Lesson 1 My hope
Lesson 2 Goal setting (1)
Lesson 3 Goal setting (2)
Lesson 4 Learning a foreign language
Lesson 5 Learning French
Lesson 6 My opinion about learning English and French (1)
Lesson 7 My opinion about learning English and French (2)
Lesson 8 Preparing for the first-semester exams
Lesson 9 First-semester exam results
Lesson 10 A good language learner

Lesson 11 Intercultural communication ability
Lesson 12 Autonomous learning outside class
Lesson 13 Time management
Lesson 14 The reason why I learn English
Lesson 15 The reason why I learn French
Lesson 16 My opinion about learning English and French (1)
Lesson 17 My opinion about learning English and French (2)
Lesson 18 Summative tests
Lesson 19 Preparing for the first-semester exams (1)
Lesson 20 Preparing for the first-semester exams (2)

3. Portfolio, Developing the ability to learn autonomously, Motivation

Portfolios are considered a tool for developing students' ability to learn autonomously and maintaining and increasing motivation in the *Common European Framework of Reference for Languages* (hereafter, CEFR) and the *European Language Portfolio*. I wonder if portfolios lead to maintaining and increasing students' motivation.

3.1. What is autonomous learning?

CEFR has the following description concerning self-directed learning.

Planning self-directed learning, including the following:
- raising the learner's awareness of his or her present state of knowledge;
- self-setting of feasible and worthwhile objectives;
- selection of materials;
- self-assessment.

This idea is based on the assertion made by Holec (1979: 3-4). According to Holec, "autonomy" means "the ability to take charge of one's own learning," and "autonomous learner" means "having the responsibility for all decisions concerning all aspects of this learning process." Concretely, the following abilities are required to be an autonomous learner.

– determining the objectives;
– defining the content and progressions;
– selecting methods and techniques to be used;
– monitoring the procedure for acquiring the ability to speak correctly (rhythm, time, place);
– evaluating what has been acquired.

Autonomous learning described here is similar to self-regulated learning studied in the field of educational psychology[3].

3.2. Japanese university students' ability to learn autonomously

According to Holec, most elements of the ability to learn autonomously are not acquired naturally but must be taught. I investigated the ability of freshmen students who took a French class at Kyoto University (N=185) to learn autonomously using a questionnaire (6-point Likert scale) administered in the middle of July, 2010. The questionnaire items are as follows:

Ability to determine the objectives

(1) I have my own objectives for learning French.

Ability to define the learning content

(4) I know what I should do to achieve my objectives for learning French.

(7) I know what I should study outside class.

(10) I know what is important and what I should focus on.

Ability to select methods and learning techniques to be used

(2) I can use my knowledge of English when I learn French.

(5) I use my knowledge of English when I learn French.

(8) I know what methods I should use to achieve my objectives for learning French.

(11) I know what methods I should use to learn French.

(13) I know what materials I should use to learn French.

(14) I know how to solve the problems when I do not understand.

Ability to monitor learning

(3) I know how to secure time for learning French.

(6) I secure sufficient time for learning French outside class.

(15) I feel it is difficult to study French outside class because I have too many other commitments.

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[3] According to Zimmerman (1990), using the following 14 learning strategies enables self-regulated learning. 1 Self-Evaluation 2 Organization 3 Transformation 4 Goal Setting 5 Planning 6 Information Seeking 7 Record Keeping 8 Self-Monitoring 9 Environmental Structuring 10 Giving Self-Consequences 11 Rehearsing 12 Memorizing 13 Seeking Social Assistance
14 Reviewing

(16) I feel anxious about studying French outside class (without a teacher).

(17) I can understand French grammar only with the explanation using the Internet materials without a teacher's explanation.

(18) I think I can master French grammar using the Internet materials without a teacher.

Ability to evaluate the learning process

(9) I can check whether I understand what I learn by myself.

(12) I can evaluate my French ability by myself.

Average and standard deviation of the results are as follows.

Table 2 The ability to learn autonomously of students learning French

		Average	SD
Ability to determine the objectives	1	4.23	1.207
Ability to define the learning content	4	3.55	1.104
	7	3.74	1.153
	10	3.54	1.099
Ability to select methods and learning techniques to be used	2	4.33	1.150
	5	4.25	1.035
	8	3.52	1.121
	11	3.61	1.089
	13	3.57	1.227
	14	3.46	1.104
Ability to monitor learning	3	3.50	1.163
	6	3.68	1.248
	15	3.77	1.243
	16	3.04	1.296
	17	3.97	1.205
	18	3.51	1.362
Ability to evaluate learning	9	3.68	1.090
	12	3.35	1.158

I conducted a follow-up survey using the same questionnaire in the middle of January 2011. Did making a portfolio change the students' ability to learn autonomously?

Research Question 1 How does making a portfolio change the students' ability to learn autonomously?

3.3. What is motivation?

3.3.1. Motivation in "self-determination theory"

In Deci and Rayon's self-determination theory motivation is perceived as dynamic, not stable, and the relationship between autonomy and motivation is centered in the theory. Motivation in self-determination theory is graded according to the degree of one's autonomy (self-determination). Motivation in self-determination is divided into six levels from amotivation to intrinsic motivation[4]. Intrinsic motivation is the highest state of self-determination, while amotivation is the lowest. According to the theory, humans have three innate psychological needs: competence, autonomy, and relatedness. The need for competence leads people to seek challenges that are optimal for their capacities and maintain and develop their ability by getting positive feedback on what they are doing. The need for autonomy is satisfied in the environment where one's sense of control is respected, not in the one where an individual is forced to do something by being provided choices. The need is also satisfied with informative feedback provided in the environment where a person finds himself or herself . The need for relatedness leads people to seek a sense of being accepted by others or a sense of belonging to an organization or community.

When all the psychological needs are satisfied, intrinsic motivation is maintained or extrinsic motivation is changed into intrinsic motivation. Learners' three psychological needs, that is, competence, autonomy, and relatedness, should be satisfied by encouraging learners' autonomy in order to make them autonomous (self-determined)[5].Do portfolios satisfy these psychological needs? If they are not

[4] Extrinsic motivation is divided into four levels: external regulation, introjected regulation, identified regulation, and integrated regulation. Overall, motivation is divided into six levels ranging from amotivation to intrinsic motivation. Refer to Deci and Ryan (2002) for details.

[5] Refer to Ohki (2005a, b, c) and Ohki et al. (2007a) for the method of making e-learning materials and the teaching method to satisfy the three psychological needs.

satisfied, then the students' motivation will not be maintained or increased although making a portfolio may increase their ability to learn autonomously.

3.3.2. Autonomous learning and "self-determination theory"

Dickinson (1995: 169) is among the first to point out the relationship between autonomous learning and self-determination theory.

> A strong link between motivation and autonomy can be perceived in the work of Deci and Ryan (1985) into intrinsic motivation. ... Deci and Ryan claim that intrinsic motivation leads to more effective learning and that it is promoted in circumstances in which the learner has a measure of self-determination and where the locus of control is clearly with the learner. ... The key argument in Deci and Ryan's theory is that self-determination leads to intrinsic motivation. Self-determination is where the locus of causality for behaviour is internal to the learner, and can be seen as related to the applied linguistic concept of autonomy (noted above) in its sense of a capacity for and an attitude towards learning.

Little (2006) makes a similar statement:

> According to a large body of empirical research in social psychology, autonomy – "feeling free and volitional in one's actions" (Deci 1995, p.2) – is a basic human need. It is nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us. This explains how learner autonomy solves the problem of learner motivation: autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning …

Dickinson (1995) and Little (2006) only point out the relationship between autonomous learning and self-determination theory. However, Ohki et al. (2005a, b, c) and Ohki (2007, 2010) show findings based on empirical research. Hiromori (2005) has conducted a series of studies in the field of English education.

3.3.3. Motivation in "Expectancy-value theory"

Another influential motivation theory, Eccles's (2005) "expectancy-value" model, consists of a perception component and a societal component. In the perception component, motivation is viewed as a combination of expectancy (subjective perception

about the possibility of success) and value (value concerning task performance). The higher the motivation for a task becomes, the higher the expectancy of success and value concerning task performance are. The value has four components:

attainment value: the personal importance attached to performing well on a given task→ importance
intrinsic value: personal enjoyment one gains from doing the task and personal interest in a task → interest
utility value: how a task fits into an individual's present and future objectives → utility
cost: amount of effort necessary for success, loss of other chances by pursuing one choice, anxiety and fears of consequences of success and failure, negative aspects of doing a task

These motivational variables in the perception component will be easy to understand if we use English keywords such as expectable (successful), important, interesting, useful, and hard, including "expectancy."

As for the societal component, Viau's (1994) model, based on Eccles' model, offers a more detailed explanation. This component consists of the following four factors that influence motivation.

- factors related to class: teachers, assessment, reward and punishment, class atmosphere, etc.
-factors related to learner: personal characteristics, family environment, etc.
-factors related to school (regulation): requirements for promotion and graduation, regulations, time schedule, etc.
-factors related to society: sense of values about academic background, economic conditions (economic climate), unemployment rate, etc.

3.4. Japanese students' motivation

3.4.1. Measuring motivation based on "self-determination theory"

I developed a questionnaire for Japanese university students based on Noels et al.'s (2000) questionnaire " Why are you learning a second language ?" that investigates motivational levels from "amotivation" to "intrinsic motivation" in self-determination theory. Each questionnaire item is assessed using a 6-point Likert scale.

Why are you learning French?

Intrinsic motivation

(1) Because I am interested in France or French culture.
(2) Because I enjoy learning a language other than English.
(11) Because learning the French language seems to be more fun than learning other languages.
(12) For the pleasure that I get in finding out new things in learning French.
(21) Because I like to learn not just French but also any foreign languages.
(24) For the pleasure I get from hearing and pronouncing French.

External motivation (1) Identified regulation
(3) Because I want to communicate in French with people in French-speaking countries.
(4) Because I think it is important to learn a language other than English.
(13) Because I think it is important to know about the culture and ways of thinking other than those in English-speaking countries through learning French.
(15) Because I think that it is useful for me to master French.
(19) Because I want to learn about the culture and ways of thinking in French-speaking countries.
(22) Because I want to understand French movies and books in French.

External motivation (2) Introjected regulation
(5) Because I feel cool if I am good at French.
(7) Because I feel ashamed of being good at only English.
(8) Because I want to make good use of learning a foreign language other than English.
(18) Because I had better study a foreign language other than English as a student at Kyoto University.
(20) Because I feel intelligent if I speak a foreign language other than English.

External motivation (3) External regulation
(6) Because I have to get a good grade (on the end-of-term exam).
(10) Only because I need credits for graduation.
(14) Because I will have difficulty in studying (working) within my chosen specialty or profession in the future unless I master French now. (Because French will be useful for my further study or future job.)
(17) Because I have to study a foreign language because of the rules of the department I belong to.

A motivation
(9) Honestly, I don't want to study French.
(16) Honestly, I have an impression of wasting my time studying French.
(23) I cannot see why I should study French, and frankly, I don't care .
(25) I didn't want to study French, but I chose French without a particular reason.

I investigated the motivation of freshmen who took a French class at Kyoto University (N=149) using a questionnaire (6-point Likert scale) in the middle of April and July, 2007. The questionnaire results were as follows:

Table 3　Longitudinal study on students' motivation for learning French

	April		July		
	Average	SD	Average	SD	*t* value
Intrinsic motivation	4.691	1.320	4.369	1.625	2.787**
Identified regulation	5.315	1.331	5.134	1.575	1.772
Introjected regulation	4.309	1.249	4.131	1.660	1.831
External regulation	3.329	1.613	3.000	1.664	2.788**
Amotivation	2.362	1.471	2.671	1.617	-2.812**

Note : ** $p < .01$

Motivation in self-determination theory is graded according to the degree of autonomy (self-determination). In this study, "internal motivation" and "external regulation" have decreased significantly, while amotivation increased. In other words, students' motivation decreased as time passed.

I conducted a survey using the same questionnaire in the middle of July 2010 and in the middle of January 2011. How did making a portfolio influence students' motivation?

Research Question 2

How does making a portfolio change students' motivation?

3.4.2. Measuring motivation based on "expectancy-value theory"

Based on the questionnaire developed by Eccles et al., I developed a questionnaire about　learning French. Each question item is assessed using a 6-point Likert scale.

Expectancy

(13) I think I have mastered what I learned in my French class.
(14) Compared to other classmates, I do well in French.
(15) I will get a good score on the next French exam.
(17) I will achieve the objectives of learning French.

(18) I will be able to master French.

Attainment value (importance)
(2) It is valuable for me to make an effort to master French.
(6) Using French well in various situations is important to me.
(8) Becoming a person with a French perspective is important to me.
(11) Getting a good grade in my French class is important to me.
(16) I want to be good at French.

Intrinsic value (interest)
(1) Learning French is interesting.
(7) I like learning French.

Utility value (utility)
(3) Mastering French is useful for what I want to do in the future.
(9) I think that what I learn in my French class will be useful in the future.

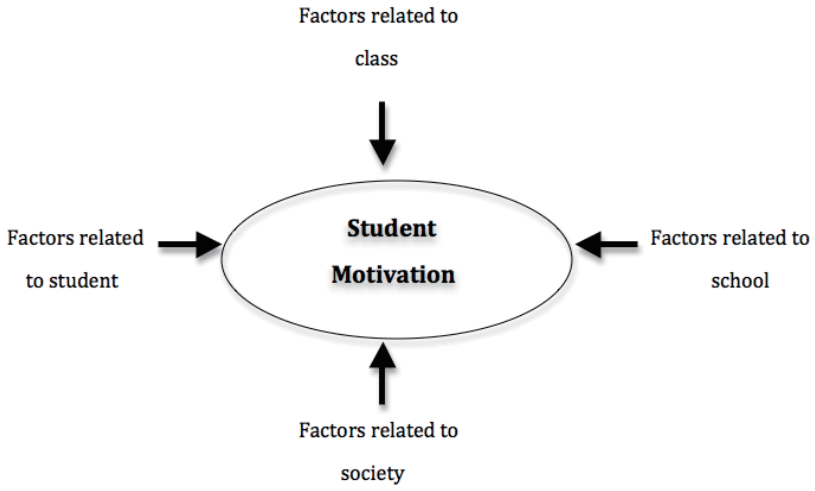
Cost
(4) French is hard for me.
(5) I have to make a great effort to get a good grade in my French class.
(10) I can give up other interesting things to master French.
(12) Learning French is difficult for me in many ways.

The survey was conducted using the same questionnaire in five countries including Japan over 2009 and 2010, and the following results were obtained. The questionnaire was translated into the languages of the countries where the research was conducted.

Table 4 Comparison of students' motivation for learning French among educational institutions (ANOVA)

Expectancy	University of Sydney ≥ language school in France >***university in Taiwan ≥ university in Korea >***Kyoto University
Importance	university in Taiwan≥ language school in France ≥ University of Sydney ≥university in Korea ≥ Kyoto University
Interest	language school in France ≥ University of Sydney ≥ university in Taiwan ≥ university in Korea >***Kyoto University
Utility	language school in France ≥ university in Taiwan ≥ university in Korea ≥ University of Sydney >**Kyoto University
Cost	Kyoto University ≥ university in Korea ≥ university in Taiwan >**language school in France >*** University of Sydney

Note : ***p < .001, **p < .01, *p < .05



The motivational variables in the perception component of students at Kyoto University are the lowest except cost (Ohki 2009a, b). It seems difficult to change this situation only by having students make portfolios. I would like you to remember Viau's model mentioned above. In the expectancy-value model, the motivational variables in the perception component are influenced by the variables in the society component.
I assume that it would be difficult to maintain and increase students' motivation unless we change the variables in the society component into ones that are beneficial for students' motivation.

Research Question 3

How do we maintain and increase students' motivation?

In the symposium, I will present the survey results concerning the following questions in addition to the three questions above.

Research Question 4

Is there any correlation between students' autonomous learning and motivation?

Research Question 5

Does the degree of students' eagerness in making a portfolio have any correlation with their grades?

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Part 4: Japan-Netherlands Education Research Seminar

Language and Education in Japan and Europe

Proceedings of the 2012 Japan-Netherlands Education Research Seminar

February 6-7, 2012, at Tilburg University

Peter Broeder & Ken Hisamura (eds.)

Content

Introduction

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In February 2012, a tour of Europe was planned and organized by the Japan Association of College English Teachers (JACET) Special Interest Group (SIG) http://www.waseda.jp/assoc-jacetenedu/ on English language education. The objectives of the visit to academic institutions or schools in Holland and Germany this time are as follows:

(1) To examine how the *CEFR* has been contextualized in terms of systems, curricula or institutional syllabuses,

(2) To explore how successfully generic portfolios (*ELP*) or customized variations thereof have been used at secondary-level institutions and in teacher training programs,

(3) To gain a better understanding of how CLIL has been implemented at schools,

(4) To explore how the concepts of pluriculturalism have been introduced in the classroom,

(5) To identify opportunities for collaborative research and build linkages with specialists overseas,

(6) To identify areas of good practices which can be realistically emulated in the Japanese institutional context.

The documents offer a selection of the papers presented at the 2012 Japan-Netherlands Education Research Seminar that took place at Tilburg University (February 6-7, 2012).

First, Hisatake Jimbo presents an overview of JACET from its foundation to its 50th anniversary this year: objectives, practical activities, international affiliations and challenges ahead. Next, Ken Hisamura provides brief summaries of recent projects undertaken by the JACET Special Interest Group (SIG) on English Language Education.

Yoichi Kyota introduces issues concerning the development of professional competences of English language teachers in Japan. After discussing the 21st

century reforms in English language education, he refers to the current trends in pre-service and in-service EFL teacher education policies. The contribution of Shien Sakai goes into a number of methodological problems in the Japanese EFL context. Sakai notes that the Grammar-Translation Method is rooted in Japan despite significant drawbacks, and he brings to the surface certain reasons why Communicative Language Teaching has not been popular.

Peter Broeder & Carel van Wijk discuss some of the attempts that have been made to cope with the educational challenges set by the growing language diversity in Europe: the CEFR and the ELP. Jan Blommaert goes into the use of language in globalization and into the presence of lookalike language.

Finally, Peter Broeder & Mia Stokmans elaborate on the notion of the teacher as a reflective practitioner. Teachers' professional roles and required competences are discussed. This results in a trellis with 16 competence domains. The trellis is explained for the topic of language management.

We sincerely hope that this document will help you identify areas of complementarity in respective research agendas which will lead to collaborative scholarly projects.

Overview of JACET

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From JACET's Foundation (1962) to its becoming a General Public Association (2008)

The Japan Association of College English Teachers (JACET), originally a subsidiary of the Institute for Research in Language Teaching, was founded as an independent organization in 1962. JACET was established in a time of educational reform in order to improve the state of English language education. The original purpose of the group was to improve specifically to address the problems at the tertiary level.

In 1967, with financial support from the Fulbright Commission, the first JACET Summer Seminar was held. This was a turning point for the organization because in its wake, JACET began to experience rapid growth in both membership and influence. Regional activities grew with rising membership and consequently, local chapters were established (Kansai, 1972; Tohoku, 1981; Chubu, 1983; Chugoku-Shikoku, 1984; Kyushu - Okinawa, 1984; Hokkaido, 1986; Kanto, 2006).

In 2008, JACET became an incorporated body for public interest and has adhered to its objectives and the pursuit of activities to fulfill them. The acquisition of the incorporated status has the following merits.

(1) JACET has gained its official status and will be able to expand its activities. It is expected to have a stronger influence on the English teaching world.
(2) This raises the possibility of acquiring trust funds and research grants.
(3) Recruitment of members will become easier.

Objectives of JACET

The main objective is to contribute to the improvement of university English education and the development of studies related to English education in Japan. JACET offers a regular forum for scholarly exchanges on the issues related to EFL education in Japan and globally. We encourage policy-relevant research on the theory and practice of English teaching and learning. We acknowledge accomplishments by Japanese and non-Japanese scholars in the area of university

English education. We also promote exchanges and collaborative research among JACET and affiliate organizations.

Four main pillars of practical activity

First activity: Holding an international convention, seminars and other meetings for presentations of theories of university English education and related language education as well as reports of practice results.

(1) Annual International Convention and Chapter Conventions.

(2) Spring Seminar, Summer Seminar, and other academic meetings.

Second activity: Publication of journals, bulletins, news and projects.

(1) Publication of JACET Journal.

(2) Publication of JACET News

(3) Publication of Survey of English Language Education Study

Third activity: Awarding prizes to and cooperating with Japanese and non-Japanese scholars associated with university English education, academic associations and institutions.

(1) Awarding JACET prizes (Award for Excellence in Research, Award for Promising Scholar, and Award for Excellence in Teaching).

(2) Exchange of scholars among affiliate associations.

Fourth activity: Research and study of theories and methods of university English education and related language education.

(1) National and International Research Study.

(2) Special Interest Group activities.

Membership

In 1962, the year JACET was founded, the membership stood at 120. By 1982, the number had grown to 1,000 and passed 2000 in 1990 and 3,000 in 1997. The total membership reached a peak in 1998 with 3,067. This peak was marked one year before the World Congress of Applied Linguistics (AILA) was held in Tokyo, where more than 2,400 participants gathered from around the world. This figure reflects the enthusiasm that many university English teachers throughout Japan demonstrated for this international congress. In 2007, the organization had over 2,700 members. A majority of members are full-time or adjunct faculty at college-level institutions though the secondary level teachers are well represented.

The Membership Directory is annually published and distributed to all JACET members.

National and International affiliations

JACET is working closely with like-minded regional groups as many issues confronting English education in Japan are present in other institutions and countries. Major national partners are Japan Association for Language Teaching (JALT), Language Education and Technology (LET) and English Language Education Council (ELEC). Major international affiliates are the International Association of Applied Linguistics (AILA), International Association of Teachers of English as a Foreign Language (IATEFL), SEAMEO Regional Language Centre (RELC), KATE (Korean Association of Teachers of English), Applied Linguistics Association of Korea (ALAK), English Teachers' Association of Republic of China (ETA-ROC), Malaysian English Teaching Association (MELTA), China English Language Education Association (CELEA), Thailand Teaches of English to the Speakers of Other Languages (Thai-TESOL) and Pan-Korea English Teachers' Association (PKETA).

Special Interest groups

These groups constitute the core of JACET research efforts. Research covers a number of pivotal areas from English education to testing, pragmatics to SLA and lexicography. Groups conduct focused research and present their findings at regional, national and international conventions. Research conducted by SIGs is intended not only to serve the academic community, but more importantly to influence the policy decisions and to serve as agents of change in Japan.

Challenges ahead

As JACET celebrates its 50th anniversary this year, we are looking at the role the organization will play in the evolution of English education in Japan. The priority questions in this context will be: how JACET can contribute to the promotion and dissemination of Common European Framework of References (CEFR) ideas and principles within the institutional constraints of Japanese educational context; how JACET can contribute to the promotion of Communicative Language Teaching (CLT) and preparing the necessary tools to enable stakeholders to make the transition to the new teaching platform; and how JACET can build collaborative bridges with other groups and identify areas of complementarity.

JACET Special Interest Group (SIG) on English Language Education

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Introduction

The JACET special interest group (SIG) http://www.waseda.jp/assoc-jacetenedu/ on English language education aims to contribute to the improvement and advancement of English language education in Japan through research on theory and practice of English teaching and related fields. We started an activity with a national survey on English language methodology classes in 1997. In the following year we published the textbook of English teaching methodology for student teachers.

Three major projects

Since then, we have designed and conducted several research projects regarding pre- and in-service teacher education provided in Japan and overseas. Among them, the following three projects supported by grant-in aide for scientific research of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) may be representative of the research thrust of our group.

2004-2005: Developing English teacher competency: An empirical study of pre-service teachers, training and curriculum

Two questionnaire surveys were conducted: one among teacher trainers in charge of employment at local boards of education to clarify the qualities of pre-service EFL teachers suitable for employment, and the other among the mentors (veteran teachers) who supported student teachers on-site to grasp the reality of English teaching practicum and find some problems of the English language teacher training programs provided by the universities in Japan. Concurrently with these two surveys, four groups were organized among the members of the SIG, and each group separately visited Asian countries such as Korea, Singapore, Malaysia, and Taiwan to examine aspects of pre-service teacher education in each country and to explore the implications for Japan.

2007-2009: Developing English teacher competencies: An integrated study of pre-service training, professional development, teacher evaluation, and certification systems

Three different national quantitative surveys were conducted during this period: first, about the Teacher Certification Renewal System (TCRS) among in-service secondary school EFL teachers to suggest the possibility to standardize professional competences of EFL teachers as well as the necessary actions prior to the implementation of the TCRS; second, on the implementation of the TCRS and English teacher competences among supervisors of professional development at local education boards to explore the possibility to establish a national appraisal framework for EFL teachers; finally, on pre-service teacher education programs among instructors responsible for EFL methodology courses in junior colleges and universities to investigate whether the contents of their programs meet the demands of today's educational realities. In addition, the following research tours to explore the implications for Japanese EFL teacher education were organized: to Canada (Quebec and Ontario), USA (California, Massachusetts and Northern Arizona), England, and Austria (ECML, Graz). Also, some members participated in international conferences, such as the 2007 NBPTS Annual Conferences in Washington, D.C., AILA 2008 Essen in Germany, the 2008 ACTFL Annual Convention in Orlando, etc. Among these activities, participation in AILA 2008 Essen, where we had an opportunity to become much more familiar with the *European Portfolio for Student Teachers of Languages* (*EPOSTL*) (Newby, et al. 2007; Newby 2012), influenced our research direction: the focus of our research has shifted towards the creation of an educational tool for language teachers' professional development. As a result, the adaptation of the *EPOSTL* to the Japanese educational context (*J-POSTL*) was elaborated in March, 2010.

2010-2012: A comprehensive study on the framework of English language teachers' professional development in Japan

Another three-year grant-in aid for scientific research project started in April, 2010. At present, two projects are in progress: contextualizing the *J-POSTL* to be effectively used in the pre-service teacher training programs in Japan, and elaborating can-do descriptors to be included in *Japanese Portfolio for Teachers of Languages* (*J-POTL*). The objectives of these two projects are:

(1) To standardize the didactic competences of in-service as well as pre-service teachers of languages,

(2) To disseminate portfolio work among teachers nation-wide: build up a network of teaching professionals who utilize this instrument at the institutional level.

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Teacher Education in Japan

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The teacher education system in Japan

Following WWII, teacher education has been conducted based on the principle of openness in Japan, which means at liberal arts education within any four-year university, and not only at education colleges. In other words, teacher education has been conducted in education colleges and departments of education at universities and teacher training programs at more than 800 departments of four-year comprehensive universities across Japan.

As a general procedure to become secondary-school English teachers, students attend initial teacher education programs offered at the undergraduate-level at higher-education institutions, and then they acquire a teacher's qualification upon graduation. With this qualification, they take an employment test set by each Board of Education. The employment model in Japan is career-based.

Teacher education reforms in Japan

The rationale behind the recent English education reforms in Japan paid particular attention to educational policy developments, especially at the turn of the century. In 2002, for example, Ministry of Education, Culture, Sports, Science and Technology (MEXT) launched *The Strategic Plan to Cultivate "Japanese with English Abilities",* which, in 2003, evolved into *The Action Plan to Cultivate "Japanese with English Abilities".*

The aim of the plan was to radically improve the standard of English education since the inadequate English-speaking abilities of a large percentage of the Japanese population was thought to impose restrictions on exchanges with the non-Japanese and create instances in which the ideas and opinions of the Japanese were not appropriately evaluated. As one of the six strategies listed in this plan was to improve the quality of English teachers, it set targets for the expected English-language abilities of English teachers.

Improving the qualification of English instructors

As to the qualification of English instructors, benchmarks for the expected English-language abilities of English teachers were established as follows: STEP Pre-1 level, TOFEL PBT 550 or TOEIC 730, or equivalent. STEP test is Japan's most widely used English-language testing program.

Under the plan for training to improve qualifications of English teachers, intensive training for all 60,000 English teachers at junior high and senior high schools was carried out under a five-year plan that was implemented in the fiscal year 2003 with subsidies provided to prefectural governments. Although this nationwide scale training project attracted great attention, no examination of effectiveness was ever made public.

The Implementation of English at elementary schools

Since 2011, a mandatory activity for 5th and 6th grades of elementary school for 35 hours per year has been implemented nationwide. MEXT explained the activity as follows: "In connection with English conversation activities, which are carried out in the Period for Integrated Study, support is to be extended so that teaching can be conducted by foreign instructors, fluent English speakers, or junior high school teachers in one third of such sessions." While English was an 'optional activity' for 3rd graders and over, it has become a 'mandatory activity,' though not as an 'academic subject,' for 5th and 6th graders for 35 hours per year in 2011. Eventually, this may lead to problematic situations because there has been no consensus of opinion over the purpose and goal of English education at elementary school level. Moreover, junior High School English education curriculum has not been revised as a result of this elementary school-level policy.

Pre-Service teacher education

The policy report submitted to MEXT regarding pre-service teacher education (1997) made some concrete recommendations for professional competences that teacher trainees in pre-service teacher education should aim at achieving. It also reported that pre-service teacher education should be considered as the initial step of the stages of lifelong professional development, although it has been repeatedly pointed out that there is a divide between what teacher trainees acquire in pre-service teacher education and the skills demanded in the actual teaching contexts. Teachers today are expected to try to narrow the gap between the two as well as to work on developing their professional expertise throughout their

professional career.

In-Service teacher education

In 1984, an advisory body under the direct jurisdiction of the Prime Minister, the National Council on Education Reform (NCER) was launched. Great interest was shown by the mass media in the launching of the NCER. It remained in existence for three years and issued a total of four reports.

In August 1987, the final report was published. Fundamental perspectives on educational reform were presented in the form of three principles:

(1) the principle of emphasizing the individuality of the students;

(2) the move to a system of lifelong learning; and

(3) the response to changes such as internationalization and advancements in information technology.

MEXT recognizes three categories of teachers in discussing teachers' capabilities and qualifications: novice teachers, experienced teachers, and expert teachers. Newly employed teachers (novice teachers) at public secondary schools are legally required to receive one year of training. The training elements related to teaching English as a subject are usually divided into four sub-areas: basic skills, classroom management, class observation, and lesson study. The training is divided into on-the job training and off-the-job training. Teachers receive about 10 hours of on-the-job training per week and 25 days of off-the-job training per year at education centres, companies, welfare facilities, and so on. According to a survey of teachers' consultants in local boards of education, the most useful training for novice teachers is workshops on how to conduct lessons, training on the effective use of teaching materials, and training on how to teach the four skills. Three important measures related to in-service teacher education were implemented:

(1) The teacher evaluation system was introduced throughout Japan in 2006.

According to the information collected from the websites of local boards of education, teacher evaluation is generally based on self-assessment and job performance appraisal. Professional development activities conducted individually or collectively are not included in assessment. A principal of each school evaluates the teachers according to standards which are established by each Board of Education, since no nationwide standards exist. In order to introduce a training system integrated with assessment, it is necessary to set appropriate professional standards for teacher assessment.

(2) Graduate schools for in-service teachers were established in 2008.
This development sought to make a link between teaching theory and actual classroom practice.

(3) The teacher certification renewal system (The TCRS) was implemented in 2009.
The objective of this policy was to ensure that in-service teachers regularly engage in professional development and acquire knowledge and skills necessary to maintain and improve their qualification and competences in the subject matter areas.

Necessity to establish professional standards

As for in-service teacher education, a new framework needs to be established to address inadequacies in the current system, particularly in the area of teacher autonomy. In order to improve in-service teacher education programs, it is necessary to define concrete qualities and capabilities of teachers, professional standards, and standards for teacher assessment. Also, long-term teacher development should be promoted vigorously rather than with ad-hoc teacher training such as workshops conducted by Boards of Education. While on-the-job-training conducted at the workplace may be ideal for the improvement of English teaching abilities of EFL educators, this type of training (or longitudinal professional development) has not been widely implemented due to time constraints.

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Overview of Methodological Problems in Japanese EFL Context

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Introduction

Some researchers in Japan claim that, as introduction of communicative English is one of the main causes of the recent decrease in students' English ability, the instructional pendulum should swing back to Grammar-Translation Method (henceforth GTM) (Sugawara, 2011). GTM has certainly produced some proficient English readers but it has two major defaults; (1) it often results in many underachievers because it requires too much preparation for a class (Sakai, 1990), and (2) students learning by GTM usually do not have enough time to internalize what they study because the method focuses too much on translating a text, it does little to help students acquire the language (Kanatani, 2004).

Why is the Grammar-Translation Method rooted in Japan in spite of such significant drawbacks?

The reasons can be summarized as follows: this method has a long history in Japanese language education. In addition, English teachers of Japanese secondary schools, through their experiences as students and teachers, are well versed with this method's instructional goals and process which help students improve in English grammar and English reading. Therefore, GTM has been a mainstream methodology with little variation across the Japanese educational landscape. This is mainly because an instructional design of GTM has been shared among many English teachers in Japan. The objectives of the design are two-fold: the first one is mastery of school English grammar and development of reading ability. Since school English grammar has been systematically organized, and understanding of each grammatical item serves as a benchmark which can measure students' ability of English. The reason underlying this philosophy is, as a set of benchmarks are organized by stages of difficulty, the process of language acquisition becomes transparent. Consequently, it becomes much easier for students to know items and their order for study, and for teachers to understand items and their order of instruction. The other objective is developing English reading ability. In the basic

stage, understanding main texts of textbooks and naturally the progress in students' level of understanding is the goal. In the applied stage, the materials are taken from past entrance examination questions and drill books used for practice of similar questions. The evaluation is measured by whether a student can give a correct answer to those questions. Naturally, a level of difficulty of textbooks they study and ranks of universities serve as benchmarks. Motivating students with this teaching method becomes very straight forward: successful students can pass university entrance exams to intuitions of their choice. Considering this background, it is quite understandable that almost the same instructional design has evolved nationwide in Japan. Thus, the pushing force is using textbooks authorized by the Ministry of Education, Culture, Sports, Science and Technology (henceforth, MEXT) in schools nationwide and the pulling force is entrance exams which stress English grammar and reading ability. Therefore, it can be assumed that GTM used in Japan is supported and promoted by those English teachers who have a vested interest in seeing their students obtain high scores in entrance exams. Naturally, GTM as a *modus operandi* for entrance examinations has spread nationwide. This method is easy for teachers to use; so many students who did not want to go to a college have been taught by this method nevertheless.

A strong point of this method is benchmarks with high transparency. Although long years have passed since grammar classes went out of formal high school curriculum, GTM is still enjoying popularity, judging from considerable numbers of supplementary English grammar textbooks published each year. This also indicates that some teachers have a strong belief that English grammar should be taught in English classes.

Some reasons why Communicative Language Teaching has not been popular

In a narrow sense, significance of learning a foreign language differs among people. However, in a broad sense, it can be stated that it nurtures awareness of interaction with people of different cultures and languages, promotes human communication, deepens mutual understanding, and contributes to the world peace. In addition, it fosters an attitude that learning a foreign language (or several languages) is necessary. Accordingly, when learning a foreign language, it is important to develop communicative competence. For that purpose, Communicative Language Teaching (CLT) methodology has evolved. It has been more than 20 years since CLT was introduced, yet it has not found acceptance in Japanese educational settings. Let's examine the reasons behind this phenomenon.

Is it because CLT so far has not provided sufficient benchmarks to set clear aims of study? Or, is it because it failed to measure students' progress? After all, we have the Course of Study, in addition to, the Action Plan by MEXT which states that junior high graduates should have Grade 3 in STEP, STEP is a popular seven band test in Japan by The Society for Testing English Proficiency, and high school graduates are expected to pass either pre-Grade 2 or Grade 2.

To begin with, as a result of the screening process of textbooks by MEXT, an individual teacher at a secondary school in Japan is not required to establish specific achievement criteria or study objectives for his or her students because they are listed in the Course of Study, and textbooks authorized by MEXT are accompanied with thick teachers' manuals which typically contain an annual teaching plan with lists of teaching goals for all the lessons in the textbooks.

When teachers try to teach grammatical items and explain the text, they can just follow the order of how new items, whether lexical or grammatical, appear in the textbook and use published materials to clarify whatever is necessary. However, in the age of Communicative Language Teaching, teachers' job is not just to explain grammatical items and textual meaning but to coordinate interaction between the teacher and the students or among students. In other words, with the GTM, the teacher evaluates the students by checking how much they know about the grammar and meaning of the textbook, but in the context of CLT the evaluation should be done by checking how much students can communicate in English.

CLT teachers are also required to make a short- mid- and long-term study plans for the class. However, there has been hardly any development or promotion of setting such aims or assessment methods in Japan.

A four-point assessment of English ability has been introduced in junior high schools, but judging from the fact that it is not so popular yet, it can be assumed that this assessment has not been effectively utilized in junior high school educational settings. As for high school settings, a four-point scale of assessment has been almost neglected. At the tertiary education, no common assessment framework has been created or even contemplated.

Even after the introduction of CLT, assessment system used at high schools was almost the same; understanding of a textbook is often the main component of a term test because GTM continues to be the dominant methodology. The term exam focuses on sentence structures but not on functions which students should use as a means of communication. A teacher should check the students' degree of understanding of what they study, and give them good feedback to prevent them

from dropping out. However, if a teacher assigns the students to answer a term-test consisting of a few pages of the textbook they studied, the test focuses on students' memory but not on their communicative competence. This practice produces another adverse effect; if a student gives perfect or near perfect answers to that kind of test using his or her memory, the teacher may believe that the students have acquired English.

From the point of view of real language acquisition, as opposed to rote memorization, it is necessary for teachers to assess what they can realistically do to encourage students to internalize and produce the language in meaningful contexts. However, a model of assessment to develop students' ability has never been offered to educators. In order to assess the students' ability, a teacher should measure students' performance. However, performance assessment mechanisms using a portfolio, etc. has not been popular among pedagogical practitioners in Japan because in the centralized system such as the education structure in Japan, teachers have not been provided with the necessary tools to enable them to implement CLT in the classroom. Accordingly, student output is still limited to paper production. This underscores why CLT has not been embraced by Japanese language practitioners.

Ways to motivate students should be revised, too. Teachers should bear in mind three kinds of motivation: a short-term motivation (to get a good grade in the teachers' classes), a medium-term one (to pass an entrance exam and or an English proficiency test), and a long-term one (to learn a foreign language for a lifelong ability to communicate with non-Japanese speakers). Obviously the first two types of motivation are fundamentally instrumental in nature, whereas the last one is integrative. However, according to my experience, only medium-term motivation is employed at secondary schools in Japan. Without a short-term one, students will find it difficult to learn English and soon abandon the efforts; without a long-term one, a lifelong desire to pursue the study of a foreign language is very unlikely to take root. As a result, most college students stop studying a foreign language just after finishing their mandatory foreign langue course. As long as this tendency continues, the number of Japanese who can use a foreign language does not increase. Of course, students may have their needs to learn a foreign language to pass a test, but English education that uses TOEIC as the only and primary motivation, making students anxious about the score, will not help students engage in the study of English as a lifelong pursuit.

Perhaps another reason why CLT has not gained more supporters in Japan is

that people concerned did not share rationale of CLT in terms of entrance exams. In Japan, obtaining a high score on English tests is an indicator of good achievement. Therefore, not to train students to get good scores on a written test is judged as a methodological liability. Therefore, most of the teachers at secondary schools are not convinced that CLT can nurture capable test takers. This is evidenced by the following fact: The previous Course of Study enforced in 1994 instructed all high schools to teach oral communication, based on CLT principles, in EFL classes, Then oral communication became a mandatory subject but it was taught in mostly 1 year classes, and almost no high schools taught it at all through the three years of English instruction. In the current Course of Study high schools could choose either "English Expression" or "Communication English." Many teachers thought that the former is more consistent with GTM but the latter is supposed to be based on CLT. Contrary to MEXT's expectations, almost all high schools may / will choose "General English." MEXT, however, definitely wants to promote CLT and in the next Course of Study that will be enacted in 2013 announced already, "General English" course will not be included and all the high schools will be required to teach "Communication English."

Conclusion

Thus, MEXT has been eager to make communicative English teaching succeed; however, MEXT hasn't provided teachers with a template of an instructional design but simply instructed teachers to use CLT. Naturally, this top-down policy without much consultation and support meets with strong opposition or lip service. Unless the system is fundamentally revised, with detailed and comprehensive tools offered to teachers, a change in the entrance examination style, and resulting motivational shift among learners, emphasis in secondary schools in Japan will continue to be on Grammar-Translation.

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Diversity and Education in Languages: the European situation

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Language diversity

The language map of Europe is changing. More and more Europeans are using other languages instead of or in addition to their official 'national' language. The European continent is rapidly becoming a multilingual one. Frame 1 summarizes a number of the relevant demographic figures. The changing linguistic landscape also has its impact on European language education. The educational system is currently going through a hectic period. In this contribution, we discuss some of the attempts to cope with the educational challenges set by the growing language diversity in Europe.

Frame 1: The language situation in 21 European countries (McPake et al., 2007)

- At least 440 languages are spoken.
- Of these languages (Arabic, Bengali, English, Hindi, Japanese, Mandarin Chinese, Portuguese, Russian, Spanish) are spoken by over 100 million people worldwide, as their first or main language; and 65 of them by over 10 million people worldwide.
- The languages most widely distributed are Polish and German (in 17 of the 21 countries). French, Arabic and Russian (16), Spanish and Turkish (15), Romani (14), and English and Mandarin (13).
- About 280 of these languages are spoken in only one European state.
- Formal provisions are available for about a quarter (24%) of the languages spoken across Europe.

Language policy

In the last few decades, educational language policy in Europe has been shifting from a monolingual, solitary approach towards a multilingual, unitary approach.

Two basic principles are finding more and more general acceptance: (a) within a specific country, people do not necessarily share the same 'first language' or 'mother tongue', and (b) all 'non-national' languages are to be treated alike in the context of 'foreign' language education. The latter represents a clear break with the once dominant division into three domains:

- the official national language(s),
- the (modern) foreign languages (mostly English, French and German),
- the so-called additional languages (mostly spoken by regional or ethnic minorities and migrants.

This growing acknowledgment of the multilingual reality and the increasing urge to develop comprehensive forms of language education that ensued as a result, has occasioned a number of initiatives for a common language policy in Europe.

In its proclamation *Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006*, the European Union has taken as its starting point the need for enhanced communication skills for of over 450 million people from very different linguistic and cultural backgrounds. In order to live, work and trade together, Europeans cannot confine themselves to an elementary mastery of the national languages of the member states (which, to all intents and purposes, comes down to only a small number of 'modern' languages). The range of languages to be learned by a considerable number of people, will also have to include 'smaller' national languages of member states, languages of regional and minority groups, languages of migrants, and languages of major trading partners around the world, such as Chinese and Russian.

CEFR and ELP

In line with the position taken by the European Union, the Council of Europe is comprehensively redefining the range of languages European citizens should learn (Broeder & Martyniuk 2008). The Council of Europe has developed the *Common European Framework of Reference for Languages* (the CEFR) as an instrument to stimulate the learning of languages and also to enhance mutual understanding.

An important aspect of the CEFR is the specification of language proficiency levels for five domains: listening, reading, spoken interaction, spoken production and writing. Within each domain, six levels of language proficiency (and three user levels) are elaborated explicitly through *can do*-descriptors. Frame 2 gives an illustration for writing.

Frame 2: Common Reference Levels: general descriptors for writing proficiency

Basic User	A1	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
	A2	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.
Independent user	B1	I can write simple connected text on topics that are familiar or of personal interest. I can write personal letters describing experiences and impressions.
	B2	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
Proficient user	C1	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.
	C2	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles that present a case with an effective logical structure that helps the recipient to notice and remember significant points. I

	can write summaries and reviews of professional or literary works.

The most extended implementation of the CEFR is the *European Language Portfolio* (ELP). A language portfolio is a document to be kept by persons who are learning languages - whether at school or outside school. In this portfolio, they record their plurilingual and pluricultural experiences and reflect on them. Frame 3 presents short descriptions of the three parts that define a portfolio. The ELP provides a detailed language profile of the user with an indication of the proficiency level achieved in specific languages, and the goals set for further learning.

Frame 3: Set-up of the European Language Portfolio

In line with the recommendation of the Council of Europe three parts can be identified in a European Language Portfolio	
Part 1: *Language passport*	A regularly updated summary description of the linguistic and intercultural experiences of the owner in different languages, defined in terms of the skills and levels in the CEFR
Part 2: *Language biography*	The owner reflects upon and assesses own learning process and progress through goal-setting and self-assessment checklists.
Part 3: *Language dossier*	Illustrates achievements or experiences recorded in the biography or passport through certificates, or documents that contain samples of language use originating from projects and presentations the user has participated in.

The CEFR and the ELP are becoming more and more influential in European language policy and language education (see Broeder & Martyniuk 2008). For a more general acceptance, two issues will have to be settled first.

The first issue concerns the definition of CEFR levels. The *can-do* descriptors that define proficiency levels are derived from teachers' perceptions of student performances. It is still unclear, however, whether their perceptions actually

coincide with stages in the learning process. Moreover, the CEFR levels and descriptors have been developed to evaluate adults' second language proficiency. It has not been settled yet whether CEFR levels and descriptors are valid and reliable also for mother language proficiency and for young children's second language proficiency.

Frame 4: Useful websites

Updated lists of web links and relevant documents such as guides, policy papers, conference documents, and case studies, can be found on the following websites:	
Council of Europe	http://www.coe.int
Language Policy Division	http://www.coe.int/lang
European Language Portfolio	http://www.coe.int/portfolio
European Centre for Modern Languages	http://www.ecml.at
VALEUR-project	http://www.valeur.org

The second issue concerns the didactic implementation of CEFR-levels. For example, the first three levels (A1, A2 and B1) focus on the gradual expansion of the vocabulary and diminishing tolerance for grammatical deviations. From level B2 onward, the explicit knowledge of grammatical rules is emphasized. Progress in terms of CEFR levels does not coincide with common educational practice to manage language teaching as a linear process, that is, discrete grammatical issues are presented one after another under the assumption that a next item is introduced only once preceding items have been mastered. Moreover the CEFR provides descriptive proficiency levels but does not specify what language activities should be undertaken in order to perform adequately on any of these levels.

Dynamics of language education

Language education is confronted with the challenge through variation. By investing in the rich diversity in the classroom, new opportunities are created with far-reaching consequences not only for individual learners but also for society as a

whole. We conclude with some of these practical observations and suggestions.

The dynamics of economic and social factors will cause continuous shifts in the status and position of languages. Language education for the plurilingual individual should take these ever-moving developments into account. This calls for a flexible and up-to-date list of priority languages. The list will have to be adjusted regularly to local and global demands. Thus, we can get rid of the outdated distinction between official (national) languages, foreign languages and additional languages in line with the motto *it is better to be plurilingual than monomaniacal.*

Societies have always been rich in languages. What is new, however, is the growing awareness that education should never be an obstacle to anyone striving for maximum personal development. For our modern world, learning different languages as well teaching in different languages are of the utmost importance. The extent to which education will be able to adapt to the multilingual diversity in the classroom is going to be the crucial determinant for its future success. *It's a multilingual world after all.*

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Lookalike Language

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When a language moves across the world, it does not move through empty spaces. It moves through spaces already filled with linguistic and semiotic codes, their norms and expectations, and their patterns of valuation and evaluation. And mobility, thus, affects mobile languages – most immediately through this phenomenon for which we use that old notion of 'accent'. English, of course, is learned and used with an accent all over the world now, in both spoken *and* written forms. There is accent in writing, too: influences from existing scripts, local forms of pronunciation of English words, locally dominant pragmatic or poetic patterns projected onto English. English, then, is quickly absorbed in the sociolinguistic system and is adapted to it.

The results of such adaptations can be seen in thousands of examples circulating on the Internet, of 'funny English' or 'Engrish', often taken from Asian public sites. Many of us have seen those; in fact I am convinced that many of us drift onto websites documenting 'funny English' after long and tough days on the job, when the cold wind is blowing outside and everything in the world seems to go wrong. We find intensely entertaining things there, and even our professional familiarity with such things will not prevent us from bursting into roaring laughter when we read "welcome to my erection campaign" on a Japanese politician's website or "Too drunk to fuck" on the T-shirt of a young Thai boy.

The fact is that English in the world often appears in forms and formats that challenge our understanding of *language*, not just of English. English is widely used by people who have no active competence in it, or whose degree of fluency in the language precludes an accurate understanding of what they have printed on their bodies. Language, then, is not 'language' in the conventional sense of a formal system by means of which propositional meanings are transmitted. It is used emblematically, as a mere graphic sign exuding mysterious associations with the cool and the sophistication of the West, with the idea of global mobility and the universal stardom that only English-speaking people appear to have access to. English on a T-shirt then somehow becomes the equivalent of a poster of Justin Bieber or Madonna in someone's bedroom: it is an aspirational object, a projection of dreams and fantasies that revolve more around the elevated position of the object in

a symbolic stratification – Justin Bieber as *the* universal teenager icon of the moment – than around the actual person. Very few of those who behold Justin Bieber's image on their bedroom walls will ever meet him, let alone get to know him. The Justin Bieber they adore is in actual fact their own image and understanding of 'Justin Bieberism': an ideal, a utopia, something that concludes a prayer before bedtime. Similar things happen to English in many parts in the world.

The English that people adore, admire and aspire to is, to the large majority of the world's population, beyond their reach. Realistically, a black child in a township near Cape Town will never acquire the kind of English that earned Nobel Prizes for his/her fellow Capetonians Nadine Gordimer and J.M. Coetzee. Yes, they can get English, but not *that* English. Globalization has in fact turned English into a global symbolic restratifier, a semiotic item that adds new layers of exclusiveness to sociolinguistic systems already marked by profound inequality in their patterns of distribution and accessibility. Wherever English occurs, it quickly occupies the top of the symbolic pyramid of social and cultural diacritics. Those who have it are almost invariably elites who can entertain realistic dreams of transnational mobility and success; those who don't have it are aware of the function of English as a gateway out of the ghetto, the favela or the township, and they project such aspirations of upward and outward mobility onto the bits of English they can acquire.

Such bits of English, as we saw, are sometimes not really *English*. Their function is not to express coherent linguistic meanings through the system of English. It is, rather, to *show* and *display* an awareness of the potential social capital contained in forms and shapes connected to English. My Tilburg research team have for some years now been investigating such aspirational and emblematic displays of language, and my colleague Xuan Wang at some point coined the term 'lookalike language' for them. Items of this type appear to satisfy one defining criterium: they sufficiently *look like English*, even if the English they display makes no sense at all linguistically. The presence of an 'English-looking' script forming English-looking words is often enough to satisfy the demand. Thus, Figure 1 shows what might best be described as a soup of words, of English-looking words, printed on a pair of jogging trousers.

Figure 1: Soup of Words

We read cryptic things such as "MNWBest" and "In Stores Noy"; we also see a sequence of what looks like celebrity names printed back to back:

> "ELLY/MARYG.BIIBE/MIKEJAY-Z/NELLY FAOOLOR
> ELEPHANT MAN/THE CLARK SISTERS/BEENG.MAN"

And we see quite a bit of text written in roman script and vaguely reminiscent of 'English': "01 baby diyo go bnutering any blugel mierlude". The impression we get here is that the printer pooled and used *any* form remotely known or recognizable as 'English' in an attempt not to create a readable English text but to create emblematic 'Englishness' – something that looks sufficiently like English be recognized as English in the local context. Never mind meaning.

This can *count as* English in Lijiang, a small tourist town in the Soutwestern province of Yunnan, China. China, as we know, is significantly more central in the world of business and finance than in the world of English; and Lijiang is definitely the periphery of China. English is a very rare commodity in such places, hard to acquire and hard to develop and use as a medium of communication. Yet, people know the emblematic value of English, and this kind of lookalike English is widely

used and displayed. In a classic sociolinguistic fashion, such displays are not random. We find them whenever items or places need to be flagged as posh, expensive, better-than-normal, new, international and aimed at the affluent and the young. Thus, a shop where old-fashioned farmers' and workmen's clothes are sold – Mao-style jackets, simple cotton shirts, slacks and caps – shows no inscriptions in English at all; but around the corner, a rather more upmarket boutique targeting fashionable young customers calls itself "Panarybody" (see Figure 2).

Figure 2: Panarybody

It did take me a while before I had established that 'panary' stands for 'products that have to do with bread'. It's a nice and exclusive word that has a fine euphonic rhythm to it. It is connected to 'body' here, so 'panarybody' might be understood as 'a body that is related to bread'. Completely puzzling, given the nature of the shop, but distinctly different in total semiotic effect from the working-class textile shop selling Mao jackets. The Panarybody boutique is an entirely different place inviting different audiences and offering different adjectives to the commodities sold there. Whoever buys jeans or T-shirt there should feel connected not with Kunming (the provincial capital), but with London, Milan, New York. The imitation Playboy bunny sign adds a powerful global pointer, a kind of semiotic intensifier, to this.

We have hundreds of examples of such lookalike language from all corners of the world – the peripheries of English are broader and more fragmented than Braj

Kachru's Outer and Expanding Circles lead us to suspect. In fact, lookalike language is the mode of appearance and of use of an immense amount of English in the world. We tend not to take it too seriously – and prefer to use it as a profoundly amusing sidekick in our field of study – but we should consider it as a fundamental part of the phenomenology of language in the real world. The people designing such lookalike English have hardly any linguistic competence in the language; their linguistic knowledge of English is often nil. But their *social* knowledge of English is massive and accurate. They know about this magic language, and they know the magic it can perform. They know its indexical and emblematic potential, and they also know that even a tiny bit of (what looks like) that language can set them apart from others, create distinction in Bourdieu's sense – for within their local sociolinguistic system, very few people would be able to come to such signs with a fully developed competence in the language. Very few local people, thus, would be able to walk into the shop and say: "Panarybody is a nonsense word; you're making a fool of yourself".

Languages, thus, exist in areas where they are not understood as linguistic signs but still have wide currency and recognisability as emblematic signs. This is why some young people in Western Europe walk around with Chinese characters tattooed on their bodies, the meaning of which is unknown to them. For all it matters, the sign on their shoulder could read "two very cold beers please". That is not the point – the point is the imagery of exotism and Oriental mystery it articulates. It is also why a very expensive chocolate shop in central Tokyo chose "Nina's derrière" as its name. This potentially catastrophic misnomer (imagine offering someone a chocolate obtained from 'Nina's bum') still articulated the chic and sophistication of 'Frenchness' – an indexical complex scoring even higher than English in the symbolic stratifications of contemporary consumership in Japan and drawing on materials distantly connected to a language almost universally unknown in Japan.

The use of language in globalization is not predicated on knowledge of its linguistic system. Mobile languages enter spaces in which the language cannot become a 'real' language but can lead a busy and successful life as an emblematic object of great social significance. Realizing this evidently opens up a wide space of theoretical and methodological inquiry, involving crucial questions on the nature of language, its functions and its rules of use. Lookalike language can be dismissed in a variety of ways, as "bad English", as "deeply nonnative English" and so forth. That is fine. But we cannot afford to neglect it as *language*, as one widespread mode of

occurrence of language, surely not when we see how important its emblematic functions are for its users and how significant the investments are that such users make in their use. Emblematic English is at the core of the phenomenology of English as a global language.

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Professional Roles and Competence Domains of the Teacher

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Introduction

Schools as learning organizations should be sensitive to the context within which they function. Since learning environments are dynamic and change rapidly, educators (teachers and management) should be open to adjusting to situations evolving in the classrooms at school. They should apply their knowledge of teaching and organizational issues in the current teaching situation and adjust their approach accordingly. Furthermore, they should take into account the background of students. Teachers and school management are responsible for arranging social interaction in such a way that all students can profit, irrespective of their background. In this respect, the teacher as a reflective practitioner (Schön 1983) is crucial in dealing with the ever-changing multicultural and multilingual environment. Functioning as a reflective practitioner not only requires special knowledge but also a specific attitude. The relationship between a dynamic learning environment and the teacher as reflective practitioner is illustrated in Figure 1.

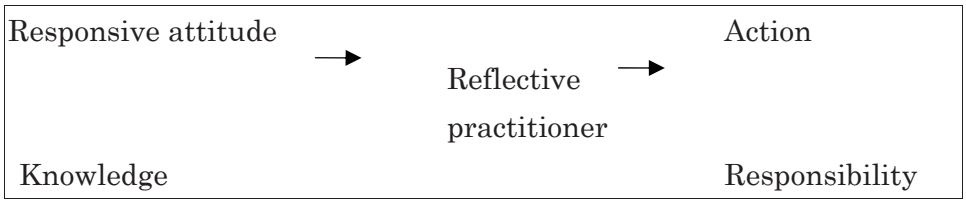

Figure 1: The teacher as reflective practitioner: knowledge and attitude.

Figure 1 illustrates that an effective learning environment (i.e., reaching the goals set) is based on different competences that can be structured along the cognitive dimension (i.e., knowledge necessary to be able to respond in a sensitive manner to changes in the teaching situation, and the attitudinal dimension (i.e., being prepared to introduce

necessary and desirable changes in one's approach. The reflective practitioner combines all competences needed to create an optimal learning environment and atmosphere that is tailor-made for the specific situation, that is, the content to be learned, the diversity of the school population, and the facilities offered.

Professional roles

Teachers have different professional roles associated with different social agents in a school context. According to role identity theory (Burke 1997), roles only exist in relation to other contracting roles. Goals, meanings and expectations associated with a specific role constitute a set of standards that guide behaviour. The four roles of the teacher that can be distinguished are determined by the following four 'actors': students, internal partners (i.e., the colleagues and the school management), external partners (i.e., the other schools, the local area/district, the industries, the government), and the parents. Many of the meaningful activities involved in the teacher role are governed by the control of available resources (social power, prestige, knowledge, and competences). Seen from this perspective, the influence of parents is very different from that of external partners. Other teachers are similar in power and status, as is the management of the school.

Domains of competences

A specific social role pre-describes the main characteristic of each of the competences. In consequence, the different social roles of the teacher enable us to specify general teacher competences for the following domains: interpersonal domain, organizational, evaluative, and professional.

(1) The interpersonal domain: collaborative networking

In order to cope with the multilingual and multicultural environment, teachers should develop skills to communicate effectively in culturally diverse social situations. They will need collaborative networking skills to deal with the different agents involved in school life. The overall aim is to strengthen the engagement and involvement of all actors in the school: students, teachers, parents, and other educators.

The central idea is that schools are players in an open and living system within a local or regional environment whose work in education is interconnected with external partners in the form of all manner of social networking activities. The structures of cooperation will not be defined from a static institutional point of view but from a progressive functional one. This viewpoint has its roots in tasks, conditions, and needs of the environment that the school is part of. In this perspective, the boundaries of an organization are more or less permeable. Its stability as well as its quality and effectiveness depend to a large extent on the level of permeability: only an open school system is able to engage in this collaborative conversation with the students as well as with internal and external partners. And only an open school will reflect an open society.

Ordinary reforms do not normally bring about long-term changes because they have no impact on the particular school cultures, opinions, and attitudes that drive the actions of the teaching staff. However, if networking with all educational partners (as stakeholders) is taken seriously, the school culture will adapt and an open, receptive attitude will be encouraged.

(2) The organizational domain: planning in heterogeneous school settings

Teachers need planning competences that range from classroom activities to general school management tasks and that are coherently integrated in a school development plan. Classroom management requires teachers to be flexible in their teaching activities, to be able to deal with the increasing heterogeneity of the school population. The organizational domain is not focused on methods but on the framing aspects of classroom management. Examples are dual language education (i.e., team teaching by teachers using different languages) and coordination of the language configuration (national language, foreign languages, mother tongue instruction).

Teachers and other experts involved in a school development plan constitute the school "inclusive team". Preparing the learning plan across subjects for each learner with different language learning needs is one of the team's central responsibilities. Another important function of the team is to provide opportunities for consultation between teachers and the school's support staff where this is applicable. The team also decides

on ways to deploy other responsibilities associated with the integration of students. Furthermore, the team evaluates its own work and identifies the needs of the staff for in-service training or consultation with external institutions.

(3) The evaluative domain: assessment

Evaluation is an integral part of the planning cycle within a school. Working for the benefit of individuals entails a major shift in the approach to designing courses as these are to be tailored to the needs of individual learners. The language learning needs of learners have to be identified carefully and it is on this basis that individual learning and teaching plans are to be designed. The main objective of these tailor-made curriculum plans is to arrive at a successful integration of the individual into the classroom through the acquisition of the necessary competences in the school language. Schools and teachers should be given autonomy to plan assessment specifically suited to the individual learner, that is, according to the expected learning outcomes. This is especially important in systems where realization of the attainment levels is linked to progression from grade to grade. There are two main types of assessment in school systems: summative and formative.

Summative assessment takes place at the end of a period of learning, for instance at the end of an academic year or at the end of a course. This kind of assessment takes the form of an examination or a standardized test. The main purposes include verifying the attainment level realized by the student, certification, ranking of individual students, assigning students to levels and courses of study, and gate-keeping (for example, accepting or rejecting applicants for specific study programs or jobs).

Formative assessment is concerned with student learning in a more pedagogical sense and the outcomes are not used for reporting purposes beyond the classroom. Formative assessment can be carried out in the classroom as part of teacher-student interaction through talks while working on subject content, as part of a teacher's written feedback on students' written assignments, as part of students evaluating one another's written work or classroom discussion/presentation (peer assessment), or as part of students' self-evaluation of their own progress. Formative assessment by the teacher requires one to be explicit about what is to be learned in terms of content and language. By asking

content-relevant questions in the classroom and by reading students' written work, teachers can establish what students have learned and what they may need to learn to make progress. With the help of this information, teachers can provide individual feedback to separate students and collective feedback to all to help them to move on or up to the next level of learning.

(4) The professional domain: counselling

Successful school attendance and achievement requires an open teaching habitus that regards counselling as a standard procedure of schooling. The professional domain demands a readiness to be counselled by others, i.e., by students, colleagues and parents. Counselling can also take place through peer coaching, analyzing language data, informing each other about the different language tests, new teaching methods and so on. The following three types of counselling are distinguished: Applying current methodologies (language teaching, testing and the like), designing new applications of current and new teaching activities, and investigating one's own teaching activities (self-evaluation, self-reflection).

Trellis of competence domains

Crossing the four domains of competences with the four teacher roles results in a trellis of 16 competence domains (see Table 1). Within each competence domain, a distinction is made between attitudes, knowledge and skills. These notions will be explained briefly for the topic of language management (Roth et al., 2010).

(1) Attitudes

General attitudes include things like language awareness, cultural empathy, open-mindedness, social initiative, and reflectivenes (Van der Zee & Van Oudenhoven 2002). Effective communication with actors of diverse language and cultural backgrounds requires cultural empathy as well as an open attitude making it possible for one to interact in an unprejudiced manner. Social initiative, frequent cooperation and networking with these actors strengthens the engagement of all actors in the school. An attitude of reflectiveness ensures that teachers are constantly aware of their

teaching performance so that they can adapt their practices to the needs of the culturally diverse teaching context. Teachers review their work from the point of view that it is embedded in the overall context of the school and the surrounding community.

Co-acting roles / Competences for	Student	Internal partners	External partners	Parents
Interpersonal domain: Collaborative network				
Organizational domain: Planning at school				
Evaluative domain: Assessment				
Professional domain: Counselling				

Table 1: Trellis of teacher competence domains.

(2) Knowledge

Key areas of useful knowledge that might be applied include a sound knowledge of successful conditions, methods and strategies of communication, cooperation, and implementation of innovative elements in the areas of language education policy, parental participation and language-based further training.

(3) Skills

With the communicative skills necessary to interact effectively in social settings related to the educational context, teachers are able to select the appropriate communicative repertoire given the cultural background of the other actors. In addition, teachers need to develop organization and planning skills that will eventually result in the creation of a solid 'school language plan' functioning as a central axis in the school's curriculum organization: this may include realizing some form of fine-tuning between the classes

offered for each official language, minority languages and foreign languages in the overall plan. The skills necessary to engage successfully in organization, evaluation and counselling are closely bound up with the extent of the cooperation between language teachers and teachers of other subjects, which is essential. Linked to this is the ability to select the appropriate methods of language assessment and language diagnostics in multilingual settings in the implementation and evaluation, carried out individually as well as with the assistance of experts.

Perspective

Good teachers are aware of the importance of (intercultural) communicative competencies, which need to be mastered alongside didactic competencies. In order to reach all the pupils and to really get the learning process going, a school language is indispensible. This is the language that all the pupils can understand and in which they can express themselves. Teachers who are aware of this will talk to their pupils about the content of the lessons in understandable language, without using difficult words.

Appendix I shows a possible way to work with the trellis shape for the topic of language management. This example is developed in the framework of the EUCIM-TE project (European Core Curriculum for Teacher Education, see Roth, et al.) Some topics touch on all domains; others are related to certain domains of the trellis.

In this contribution we have attempted to capture the teacher and the school context in roles, competences and even specified domains. Our main aim in this was merely to present a framework for discussion, not to formulate a checklist for teacher standards (nor for teacher evaluation).

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Appendix I: Teacher Competences for the Interpersonal, Organizational, Evaluative and Professional Domains

Interpersonal	*Pupil*	*Internal partners*	*External partners*	*Parents*
Attitudes	Openness towards migrant languages and people from other cultures; empathy with pupils; awareness of different registers and genres	Awareness on the part of the entire school staff of the needs of second language learners	Accepting that the help from external partners can be necessary and extremely useful	Accepting the impact of home language and family talk on the language learning process
Knowledge	Knowing what language skills the pupils "import" into school and be aware that there is a gap between their colloquial home language and the school language	Knowing methods to create and to develop a coherent language management plan for their school	Knowing what actors from outside the school can intervene in school to help deal with a complex language situation	Knowing that parents can be a possible resource to be used in language teaching (valorisation)
Skills	Being able to establish a learning environment that is culturally sensitive and inviting and to valorise the mother tongues of pupils	Being able to engage in further cooperation between content and language teachers notably to identify the pupils' language needs	Being able to create links with and describe the help needed to other people or institutions who can be of help	Being able to involve parents in the language learning activities of the school
Organizational	*Pupil*	*Internal partners*	*External partners*	*Parents*
Attitudes	Sensitivity to language and culture differences amongst the school population	Organizational skills, culture of discussion amongst colleagues	Presentation and negotiation skills	Presentation and negotiation skills
Knowledge	Knowing which language management strategies and measures will help the school to deal more efficiently with the needs of the pupils	Knowing what language competences are available amongst the staff; knowledge of different forms and aspects of team-teaching, group work, project work, etc.	Knowing how to present and "sell" their language management plan to external partners	Knowing how to involve the parents in the development of the language management plan
Skills	Being able to plan and adapt the instruction according to the pupils' language and cultural differences; to plan and organize the different measures, methods, etc.	Being able to decide on the most effective form of the different measures inside and outside the classroom (e.g., team-teaching)	Being able to present and negotiate the language management and related financial issues with external partners	Being able to discuss the language management with the parents and incorporating their comments and suggestions

Evaluative	*Pupil*	*Internal partners*	*External partners*	*Parents*
Attitudes	Competence-oriented approach; concentrating on development rather than on norms	Competence-oriented approach; concentrating on development rather than on norms	Competence-oriented approach; concentrating on development rather than on norms	Competence-oriented approach; concentrating on development rather than on norms
Knowledge	Knowing different methods of language testing (for written and spoken language; knowing the language learning strategies)	Knowing different types of evaluation instruments	Knowing other experts and institutions specialized in language testing	Knowing the home language and the registers mainly used within the families of their pupils
Skills	Being able to apply them to their classroom and to the individual pupil; implement support strategies in the classroom	Deciding on and selecting, together with colleagues, evaluation instruments that fit school needs; analyzing results and developing improvement measures	Involving these experts in their school	Being able to inform parents about language development of their children
Professional	*Pupil*	*Internal partners*	*External partners*	*Parents*
Attitudes	Acceptance of the pupil's level; positive attitude concerning possibility of progress	Openness toward colleagues; willingness to cooperate	Accepting that the help from external partners can be necessary and extremely useful	Openness toward all agents directly or indirectly involved in the educational system
Knowledge	Knowing methods of counselling pupils concerning their language learning strategies	Engaging in counselling and accepting being counselled by colleagues; knowing different counselling methods	Knowing which external partner can support the language management of the school	Knowing that parents are important agents to further the learning process; knowing methods that parents can use themselves at home with their child
Skills	Being able to give advice to every pupil concerning the next stage of proximal development whatever the level of language proficiency may be	Being able to help out and give advice to colleagues; being able to accept that counselling may be necessary and useful; being able to inform colleagues on the "creative moments" of language learning	Being able to define the needs of the school and discuss them with an external counsellor	Being able to present and discuss classroom issues; e.g., inform parents about new language tests and teaching methods